

Board of Education Regular Meeting

Monday, July 13, 2020 7:00 PM

Gothenburg Public Schools Discovery Center (Greenhouse Classroom)
1322 Avenue I
Gothenburg, Nebraska 69138

The mission of Gothenburg Public Schools is to prepare all students to become lifelong learners within a positive and innovative learning environment.

Attendance Taken at 8:35 AM:

Present Board Members: Other Present:

Devin Brundage: Present	Seth Ryker	Ellen Mortenson -- Times
Kyle Fornoff: Present	Allison Jonas	Jay Holmes
Jon Hudson: Present		
Becky Jobman: Present	James Widdifield	Tyler Herman
Jeremy Sitorius: Present	Mary Meisinger	
Nate Wyatt: Present		
	Michael Teahon, Superintendent	
	Kay Streeter, Business Manager	

1. Call to Order & Pledge of Allegiance

2. Approve the Agenda

3. Recognition of Visitors

3.1. Public Participation

4. Hearings

4.1. Public Hearing to discuss, consider and receive input on Student Fees Policy.

4.2. Public Hearing to discuss, consider, and receive input on Parent Involvement Policy.

4.3. Public Hearing to discuss, consider and receive input on Standing Committee on American Civics Policy.

5. Business Items

5.1. Action Items

5.1.1. Consent Agenda

5.1.2. Resolution authorizing the early redemption of the District's Series 2015 General Obligation Refunding Bonds.

5.1.3. Resolution authorizing the issuance of the District's Series 2020 General Obligation Refunding Bonds in an aggregate principal amount not to exceed Three Million Six Hundred Thousand Dollars (\$3,600,000).

5.1.4. Approve the bid from Paulsen Inc. for gutter/downspouts/concrete removal and replacement.

5.1.5. Set substitute salaries for the 2020-2021 school year.

5.1.6. **Set lunch prices for 2020-2021 school year.**

5.1.7. **Approval of 2020-2021 Handbooks and Evaluation instruments.**

5.1.8. **Policies**

5.1.8.1. **Consideration of proposed policies and revisions to existing policies.**

5.2. **Reports**

5.2.1. **Board of Education Reports**

5.2.2. **Administrative Reports**

6. **Discussion Items**

7. **Next Meeting**

8. **Adjournment**

Board of Education Regular Meeting
Monday, July 13, 2020 7:00 PM

Gothenburg Public Schools Discovery Center
(Greenhouse Classroom)
1322 Avenue I
Gothenburg, Nebraska 69138

Agenda

1. Call to Order & Pledge of Allegiance

Rationale:

The mission of Gothenburg Public Schools is to prepare all students within a positive and innovative learning environment.

A copy of the open meetings law is posted on the wall of the Board Room and is available to the public.

2. Approve the Agenda

Rationale:

The Board reserves the right to rearrange the order of items as needed.

3. Recognition of Visitors

3.1. Public Participation

Rationale:

Opportunity for Public Expression:

- This item serves as the time entitled for public forum during which patrons may address the Board on matters of general concern per **Board Policy 8346, Opportunity for Public Expression**. (A copy of the policy is available.)
- Patrons will be allowed five (5) minutes to express their view. Board of Education Members will refrain from expressing personal opinions during the Public Forum unless asked a direct question by a patron recognized by the Board President as having the floor. The board imposed time limit may be extended by a majority vote of the Board. The board may limit collective comments on a particular topic when necessary. The Board may not take action on matters discussed in the Public Forum unless the item appears on the prepared agenda.
- All concerns and complaints should go through the chain of command beginning with the teacher/sponsor and then to the building administrator/program supervisor and finally to the Superintendent. If the initiating party is not satisfied with the response of the Superintendent, said party may address a written appeal to the Board of Education through the Secretary of the Board.

As a meeting of the Gothenburg Board of Education is a meeting held in public and not a public meeting, visitors should refrain from comments unless recognized by the chair.

4. Hearings

Rationale:

Nebraska School Districts are required to have annual hearings for each of the following areas:

Budget (September)

Tax Request (September)

Student Fees Policy (June)

Parental Involvement Policy (June)

Other Hearings may be scheduled as needed.

4.1. Public Hearing to discuss, consider and receive input on Student Fees Policy.

Rationale:

The Board President will declare the Hearing open.

1. Review of Student Fees Policy

2. Review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fees policies of District #20 for the 2019-20 year.

3. Public comment, information, and input concerning Student Fees Policy.

The Board President will declare the Hearing closed.

4.2. Public Hearing to discuss, consider, and receive input on Parent Involvement Policy.

Rationale:

The Board President will declare the hearing open.

1. Review of Parent Involvement Policy (Policy 6400).

2. Public comment, information, and input concerning Parent Involvement Policy.

The Board President will declare the hearing closed.

4.3. Public Hearing to discuss, consider and receive input on Standing Committee on American Civics Policy.

Rationale:

The Board President will declare the hearing open.

1. Review of Standing Committee on American Civics Policy (Policy 8153).

2. Public comment, information, and input concerning Standing Committee on American Civics Policy.

The Board President will declare the hearing closed.

5. Business Items

5.1. Action Items

5.1.1. Consent Agenda

Rationale:

1. Approval of Previous Minutes

2. Approval of the Treasurer's Report

3. Approval of the Warrants / Bills

a. Petty Cash

b. Student Activity

c. Hot Lunch

d. Bank Statement

e. Summary of Accounts and Receipts

f. Monthly Expenditure Report

g. Check Journal

4. Excuse Absent Board Members
5. Consider Option Enrollment Requests

Option In:

Hayes Lathrop - 2nd grade from Elwood
Gracie Lindstedt - 9th grade from Cozad

5.1.2. Resolution authorizing the early redemption of the District's Series 2015 General Obligation Refunding Bonds.

Rationale:

The Series 2015 Bonds maturing on December 15, 2020 and thereafter are subject to redemption and prepayment at any time on or after March 16, 2020,

5.1.3. Resolution authorizing the issuance of the District's Series 2020 General Obligation Refunding Bonds in an aggregate principal amount not to exceed Three Million Six Hundred Thousand Dollars (\$3,600,000).

Rationale:

To provide funds for the refunding and redemption of the Refunded Bonds, it is necessary and advisable that the District to issue its general obligation refunding bonds in accordance with the provisions of the Reissue Revised Statutes of Nebraska.

5.1.4. Approve the bid from Paulsen Inc. for gutter/downspouts/concrete removal and replacement.

Rationale: District #20 has consulted with Ryan Stearns from Hewgley and Associates out of North Platte for design of water removal on the East side of the Community building.

5.1.5. Set substitute salaries for the 2020-2021 school year.

Rationale: Substitute salaries will remain at \$110 per day. The rate for substitutes working in the same position for ten consecutive days will also remain at \$140 per day. The proposed rates are competitive with schools within the Southwest Conference and within Dawson and Lincoln Counties.

5.1.6. Set lunch prices for 2020-2021 school year.

Rationale: Dr. Rhodes and Mrs. Jacobson recommend no increase in lunch prices for 2020-2021. Future evaluation of the program structure may be necessary as we may need to subsidize the program with transfers once again. Federal reimbursement increased due to the summer meal program .

The district will not need to transfer at the end of the fiscal year.

LUNCH PRICES FOR 2020-2021

Adult-\$3.75

High School-\$3.00

Junior High-\$3.00

Elementary-\$2.70

Breakfast-\$1.65

5.1.7. Approval of 2020-2021 Handbooks and Evaluation instruments.

Rationale:

The Junior-Senior High Student handbooks were reviewed and approved at the June meeting. The following handbooks and Evaluation tools were reviewed in June and need approved in July.

1. A. Faculty Handbook (Attachments include Handbook and proposed changes)
 - B. Certificated Employee Evaluation Instrument (Règ 4150 A)
 - C. Counselor Evaluation Instrument
 - D. School Psychologist Evaluation Instrument
 - E. Technology Coordinator Evaluation Instrument
2. Coach's Handbook (Attachments include Handbook)
3. Non-Certificated Employee Handbook (Attachments include Handbook)
 - A. Employee Evaluation Instrument - Non-Certificated
 - B. Para-Educator Evaluation Instrument - Non-Certificated
4. Administrator's Evaluation Instruments
 - A. Principal Evaluation Instrument
 - B. Activities Director Evaluation Instrument
 - C. Superintendent Evaluation Instrument
5. Volunteer Handbook

5.1.8. Policies

5.1.8.1. Consideration of proposed policies and revisions to existing policies.

Rationale:

Dawson County School District #20, Gothenburg Public Schools, participates in a policy update and revision process with the Perry Law Firm through Educational Service Unit #10. Justin Knight typically sends proposed revisions upon completion of the legislative session. Due to the Pandemic and the Legislature's pause and reconvening in July Policy updates have been minimal . According to the bylaws of the board, while policies may typically be introduced in one meeting and approved at a second meeting, policies may be approved in a single meeting if necessary. This has become applicable due to the above mentioned situations.

Internal Board Policies

Policy 8310-Formulation of Policies

Policy 8320-Adoption, Amendment, or Suspension of Policies

Bylaws of the Board

Policy 9200-Formulation, Adoption, Amendment of Policies

Introduce revisions to existing Board Policy.

Policy 5101 - Student Discipline - This school year, we had several incidents from across the state involving personal safety or security devices, such as pepper spray, tasers and mace. In some cases, these devices were carried by female students claiming for self- protection. In other scenarios, students took

these devices out of other students' backpacks or lockers and used them in the school. To address this apparently emerging trend, we recommend that you add a provision in your Student Discipline policy that (1) students who wish to possess a personal safety or security device on school grounds must obtain prior approval from an administrator; (2) the device must be stored in a secure location during the school day; and (3) the device may not be carried on the student's person during the school day.

Policy 5103 - Extracurricular Activity - For the same reasons identified with Policy 5101, we recommend adding a reference to personal safety or security devices to your extracurricular code of conduct.

Policy 5406 - Search and Seizure - For the same reasons identified with Policy 5101, we recommend adding a reference to personal safety or security devices to your search and seizure policy.

Policy 5506 - Safe Pupil Transportation Plan - For the same reasons identified with Policy 5101, we recommend adding language to the transportation policy on personal safety or security devices.

Policy 6111 - Classroom Environment - This policy primarily addresses the emerging trend of staff members using essential oils and essential oil diffusers in their classrooms. Students with health issues may be allergic to these oils, or have other health reactions to these oils.

Policy 6117 - Ceremonies - To align with the new Americanism Law, we have updated the references to ceremonies and holidays to be consistent with the statutes.

Policy 6283A - Return to Learn Protocol - We have had a few situations across the state involving students who have not been honest about sports injuries and/or families who have refused to divulge information about a student's sport injury. To protect the District and School Board from any concussion-related claims, we recommend updating the Return to Learn Protocol to require students and families to be forthright and honest with district officials, or else those students may not be eligible to participate.

5.2. Reports

5.2.1. Board of Education Reports

Rationale:

Committee Reports (Chair in bold)

1. Personnel Committee (**Mr. Sitorius**, Mr. Brundage, Mr. Fornoff)
2. Transportation and Facilities (**Mr. Hudson**, Mrs. Jobman, Mr. Wyatt)
3. Finance (**Mr. Fornoff**, Mr. Wyatt, Mr. Sitorius)
4. Committee on American Civics (**Mrs. Jobman**, Mr. Brundage, Mr. Hudson)
5. Policy Review (**Mr. Brundage**, Mr. Fornoff, Mrs. Jobman)

5.2.2. Administrative Reports

Rationale:

1. Topic Specific Administrative Reports
2. General Administrative Reports
 - a. Facilities & Transportation (Mr. Holmes)
 - b. Elementary (Mrs. Richeson)
 - c. High School (Mr. Ryker)
 - d. Activities (Mr. Mroczek)
 - e. Special Populations (Mrs. McKenna)
 - f. Teaching and Learning (Mrs. Jonas)
 - g. Superintendent (Dr. Rhodes)

6. Discussion Items

7. Next Meeting

Rationale: TBD (2nd Monday of the month)

8. Adjournment

Board of Education Regular Meeting
June 8, 2020--7:00 P.M.
Virtual Meeting-Superintendent's Office

The mission of Gothenburg Public Schools is to prepare all students to become lifelong learners within a positive and innovative learning environment.

Attendance Taken at 6:56 P.M.

Present Board Members:

Jon Hudson
Kyle Fornoff
Jeremy Sitorius
Becky Jobman
Devin Brundage
Nate Wyatt

Others Present:

Todd Rhodes--Superintendent
Kay Streater, Business Manager
Angie Richeson
Teresa Schneider
Allison Jonas
Seth Ryker
Marc Mroczek
Tomye McKenna
Ellen Mortenson--Gothenburg Leader
Cheyanne McVay--Gothenburg Times

Call to order & Pledge of Allegiance/Open Meetings Posted
7:00 P.M.

Approve Agenda

Motion Passed: Motion to approve agenda as presented passed with a motion by Brundage and a second by Jobman.

Brundage	Yes	Jobman	Yes
Fornoff	Yes	Hudson	Yes
Sitorius	Yes	Wyatt	Yes

Recognition of Visitors

Ellen Mortenson-Gothenburg Leader
Cheyanne McVay-Gothenburg Times
Tomey McKenna-Newly hired SPED Director
Exchange students say thank you for a wonderful experience.

Consent Agenda

Motion Passed: Motion to approved consent agenda as presented passed with a motion by Fornoff and a second by Hudson.

Approval of all Previous minutes		Approval of Treasurer's Report	
Approval of Warrants/Bills		Excuse Absent Board Members-None	
Approval of Option Students: Hunter Blake, Baylee Blake from Cozad			
Brundage	Yes	Jobman	Yes
Hudson	Yes	Sitorius	Yes
Sitorius	Yes	Wyatt	Yes

Extra Duty Assignments

Motion Passed: Motion by Jobman and a second by Hudson to approve extra duty assignments as presented.

Fornoff	Yes	Brundage	Yes
Hudson	Yes	Sitorius	Yes
Jobman	Yes	Wyatt	Yes

Superintendent Contract

Motion Passed: Motion to approve Superintendent's contract for Dr. Todd Rhodes from July 1, 2020 through June 30, 2023 passed with a motion by Sitorius and a second by Brundage.

Fornoff	Yes	Sitorius	Yes
Jobman	Yes	Hudson	Yes
Brundage	Yes	Wyatt	Yes

Classified Salaries

Motion Passed: Motion to approve proposed compensation for non-certificated staff passed with a motion by Fornoff and a second by Hudson.

Brundage	Yes	Hudson	Yes
Jobman	Yes	Fornoff	Yes
Sitorius	Yes	Wyatt	Yes

Student Handbooks

Motion Passed: Motion to approve the 2020-2021 student handbooks passed with a motion by Brundage and a second by Sitorius.

Sitorius	Yes	Brundage	Yes
Fornoff	Yes	Jobman	Yes
Hudson	Yes	Wyatt	Yes

Policies

No policies at this time. Policy committee will meet this month to look at updating proposed policies.

Board of Education Regular Meeting
June 8, 2020-7:00--P.M.
Virtual Meeting-Superintendent's Office
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Administrative Reports

Mr. Holmes--Maintenance Supervisor

Mrs. Richeson--Elementary Principal

Title I Schoolwide Plan has been submitted to NDE for 2020-2021 school year. Camp Dudley (similar to Summer School) is scheduled for July 13-31. Students kindergarten through 6th grade will attend. Jump Start will have to cancel this year.

Mr. Ryker--High School Principal

Credit Recovery began this morning with 8 students involved. Credit Recovery will go throughout June. Considerations for an outdoor commencement are under way. Looking at August 1 at 7:00 P.M.

Mr. Marc Mroczek--Activities Director/Asst. Principal

Weight room is open as of June 8, 2020. Have built in 6 sessions at 1 hour in length starting at 6:00 A.M. through 1:15 P.M. Groups of 10 students at a time. SWC Cup Final Standings: Gothenburg Boys 1st with 44 pts. Gothenburg Girls 3rd with 36 pts. NSAA approved Bowling as a Sanctioned Sport. Girls Wrestling plan proposed to have a three-year period of emerging status.

Mrs. Teresa Schneider--SPED Director

Non-Public consultation meeting held on March 27. End of year Special Education snapshot is June 15. Destruction of records notice to post in July. Statute indicates records are to be maintained for 5 years after completion. Wish Mrs. KcKenna the best for her career in one of the greatest school districts in Nebraska.

Board thanked Mrs. Schneider for her service to the District.

Mrs. Allison Jonas--Director of Teaching/Learning

Swede Preschool Academy is full for 2020-2021. Language Arts materials arrived. Training via distance learning began in May. Everyone is excited to begin utilizing the new material. Teachers identified which essential learnings are likely to need additional support during this transition period. Mentor Program will begin in the last part of July for six new staff members. Professional Development agendas for 2020-2021 will be available at the next Board meeting.

Board of Education Regular Meeting
May 11, 2020-7:00--P.M.
Virtual Meeting-Superintendent's Office
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Dr. Todd Rhodes--Superintendent

Working with First National Capital Markets on feasibility of refinancing our bonds. District 20 administrators and specified teachers will participate in newly formed Leadership Academy, partnering with UNK. Work has begun on parking lot concrete repair. Carpet will begin installation June 15. Legislature will reconvene July 20. Met with Dr. Saum-Mills to discuss fall dates for beginning strategic planning process. Student Fees, Parent Involvement and Americanism hearings next month. Administrator Days in July 2020 will take place virtually this year.

Discussion

Committee meetings will be held before the next regular Board Meeting.
Next meeting-July 13, 2020--7:00 P.M.
Superintendent Review will be held June 11 at 7:00 A.M.

Board of Education as well as Administrative staff would once again like to say THANK YOU to Joni and her staff for feeding "our kids". It's been a huge undertaking, and is very much appreciated.

Adjournment

Motion Passed: Motion to approve adjournment at 8:25 P.M., passed with a motion by Jobman and a second by Hudson.

Brundage	Yes	Jobman	Yes
Hudson	Yes	Sitorius	Yes
Fornoff	Yes	Wyatt	Yes

Kay Streefer, Business Manager/Recording Secretary

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

GENERAL FUND

05/29/20 Balance from last month			\$	5,164,620.16
06/02/20 Summer School 1370	\$	260.00		
06/08/20 Int CD xxx839 - 1410	\$	939.77		
06/08/20 Summer School 1370	\$	390.00		
06/08/20 Summer School 1370	\$	650.00		
06/11/20 Retured Deposit Item & charge	\$	(262.00)		
06/11/20 Lincoln Co Treasurer - 20	\$	90,777.37		
06/15/20 Custer County Treasurer Direct Deposit	\$	180,148.22		
06/15/20 Dawson County Treasurer Direct Deposit	\$	501,837.32		
06/18/20 St. of Neb- MAC SN19	\$	3,154.88		
06/18/20 St. of Neb- MAC SN19	\$	342.30		
06/18/20 Hot Lunch Payroll-June	\$	8,494.34		
06/18/20 St/Fed Withholding Taxes	\$	2,117.95		
06/24/20 St. of Neb-Special Ed School Age FFR June 2020 Reimbursement 18-19	\$	90,204.00		
06/26/20 Int CD xxx988 - 1510	\$	72.67		
06/26/20 St. of Neb- DS SN19	\$	7,266.75		
06/26/20 School Spec AEPA 2019 web rebate 1100-320-000	\$	347.28		
06/26/20 Calloway Schools - 3120	\$	114.00		
06/30/20 St. of Neb-State aid to education- June	\$	75,174.00		
06/30/20 Interest DDA xxx063	\$	1,030.70		
Total receipts for month			\$	963,059.55
Dawson County transfers to				
Special Building Fund			\$	26,374.35
Bond Fund			\$	36,115.43
Custer County transfers to				
Special Building Fund			\$	10,175.72
Bond Fund			\$	9,555.34
Total Warrants paid			\$	766,399.61
06/30/20 Balance			\$	<u>5,279,059.26</u>
06/30/20 First State Bank xxx101	\$	246,283.61		
06/30/20 First State Bank xxx063	\$	2,347,599.39		
COD#xxx303 First State Bank 0.50% due 11-16-20	\$	1,027,708.90		
COD#xxx055 Flatwater Bank 0.25% due 5-16-21	\$	1,000,000.00		
COD#xxx839 Flatwater Bank 0.25% due 6-06-21	\$	234,300.35		
COD#xxx988 First State Bank 0.50% due 12-13-20	\$	20,705.98		
COD#xxx306 Flatwater Bank 0.80% due 7-8-20	\$	250,000.00		
COD#xxx889 First State Bank 1.10% due 1-10-21	\$	82,722.09		
COD#xxx888 First State Bank 1.10% due 1-10-21	\$	25,983.51		
COD#xxx732 First State Bank 1.40% due 04-10-22	\$	43,755.43		
06/30/20 Balance of investments and accounts			\$	<u>5,279,059.26</u>

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

SPECIAL BUILDING FUND

05/29/20 Balance		\$	1,576,475.96
06/11/20 Lincoln County Treas	\$	5,763.27	
06/19/20 Dawson County Treas - transfer from General Fund	\$	26,374.35	
06/19/20 Custer County Treas - transfer from General Fund	\$	10,175.72	
06/30/20 Interest DDA xxx866	\$	698.65	
Total receipts		\$	43,011.99
Total Warrants paid		\$	-
 06/30/20 Balance			 <u>\$ 1,619,487.95</u>
06/30/20 First State Bank xxx866	\$	1,619,487.95	
06/30/20 First State Bank xxx321	\$	-	
 06/30/20 Balance of investments and accounts			 <u>\$ 1,619,487.95</u>

EMPLOYEE BENEFIT ACCOUNT

05/29/20 Balance		\$	51,670.48
06/17/20 City of Gothburg - Accts Payable 1010	\$	3,490.15	
06/18/20 Teacher Dues/Flex Plan	\$	5,201.15	
06/18/20 Mary Clark Ins - Apr	\$	924.80	
Total Receipts		\$	9,616.10
Total Warrants paid		\$	12,449.23
 06/30/20 Balance			 <u>\$ 48,837.35</u>
06/30/20 First State Bank - xxx545	\$	48,837.35	
 06/30/20 Balance of investments and accounts			 <u>\$ 48,837.35</u>

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

DEPRECIATION FUND

05/29/20 Balance			\$ 234,021.77
06/02/20 Int CD#xxx266 1410	\$	132.98	
06/30/20 Interest DDA xxx515	\$	3.18	
Total receipts		\$ 136.16	
Total Warrants paid		\$ -	
 06/30/20 Balance			 <u>\$ 234,157.93</u>
06/30/20 Flatwater Bank xxx515	\$	24,235.29	
COD #xxx476 Flatwater Bank 0.80% due 8-20-20	\$	100,000.00	
COD#xxx266 First State Bank 0.90% due 8-24-20	\$	59,922.64	
COD#xxx477 Flatwater Bank 0.80% due 8-30-20	\$	50,000.00	
 06/30/20 Balance of investments and accounts			 <u>\$ 234,157.93</u>

SCHOOL DISTRICT 20 BOND FUND

05/29/20 Balance			\$ 709,482.41
06/11/20 Lincoln Co-K-8	\$	3,800.69	
06/11/20 Lincoln Co-9-12	\$	4,980.17	
06/19/20 Custer Co-transfer from General Fund K-8	\$	762.30	
06/19/20 Custer Co-transfer from General Fund 9-12	\$	9,793.04	
06/19/20 Dawson Co-transfer from General Fund K-8	\$	13,324.93	
06/19/20 Dawson Co-transfer from General Fund 9-12	\$	22,790.50	
06/30/20 Interest acct xxx753	\$	312.47	
 Total Receipts		 \$ 55,764.10	
 Total paid out		 \$ 32,450.00	
 06/30/20 Balance			 <u>\$ 732,796.51</u>
06/30/20 First State Bank Acct xxx753	\$	731,796.51	
 06/30/20 Balance of Investments and accounts			 <u>\$ 731,796.51</u>
 06/30/20 TOTAL DEPOSITS OF THE DISTRICT			 <u>\$ 7,913,339.00</u>

Prepared by Randall G. Waskowiak, Treasurer Dist # 20

RW

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

First State Bank-total deposits

DDA xxx101 General Fund	\$ 246,283.61
DDA xxx321 Special Building Fund	\$ -
DDA xxx753 Bond Fund	\$ 731,796.51
DDA xxx063 General Fund	\$ 2,347,599.39
DDA xxx866 Special Building Fund	\$ 1,619,487.95
DDA xxx545 Employee Benefit Account	\$ 48,837.35
CD#xxx266 Depreciation Fund	\$ 59,922.64
CD#xxx732 General Fund	\$ 43,755.43
CD#xxx888 General Fund	\$ 25,983.51
CD#xxx889 General Fund	\$ 82,722.09
CD#xxx988 General Fund	\$ 20,705.98
CD#xxx303 General Fund	\$ 1,027,708.90

Total deposits to be covered by Insurance
both FDIC and securities \$ 6,254,803.36

Collateral Pledged

	<u>Amount</u>	<u>Maturity</u>	<u>Receipt #</u>
First State Bank, Gothenburg, Nebraska			
Allen TX School Dist Muni Cusip: 018106TP9	\$ 1,000,000.00	2/15/2039	75066
Cedar Bluffs NE Muni Cusip: 15005WAL6	\$ 250,000.00	12/15/2036	623590
Chaffey JT Union High CA Muni Cusip: 157411TT6	\$ 1,000,000.00	8/1/2032	635026
Colfax Cnty NE S.D. #123 Muni Cusip: 194045AU4	\$ 200,000.00	12/15/2025	100960
Crete NE Doane College Rev Muni Cusip: 226493AR5	\$ 100,000.00	2/15/2033	628131
Douglas Cnty NE SID #404 Muni Cusip: 25932KCA1	\$ 125,000.00	1/15/2030	605757
Douglas Cnty NE SID #473 Muni Cusip: 25933EDB1	\$ 100,000.00	9/15/2036	625042
Douglas Cnty NE SID #499 Muni Cusip: 259305CL2	\$ 200,000.00	6/15/2035	618042
Douglas Cnty NE SID #530 Muni Cusip: 25930LBV6	\$ 100,000.00	5/15/2036	618044
Douglas Cnty NE SID #539 Muni Cusip: 25932MBD2	\$ 150,000.00	8/15/2036	618043
Edgar NE Muni Bldg Muni Cusip: 279763CT1	\$ 200,000.00	9/1/2031	603616
Gordon NE Muni Cusip: 382779DV5	\$ 250,000.00	10/1/2036	623589
Gothenburg Neb Elec Rev Muni Cusip: 38347WAS0	\$ 205,000.00	6/15/2025	627673
Papillion Neb Muni Cusip: 698856YV7	\$ 115,000.00	12/15/2023	619998
Sarpy Cnty NE SID #241 Muni Cusip: 803739CA7	\$ 100,000.00	4/15/2026	606312
Sarpy Cnty NE SID #251 Muni Cusip: 80379VAQ9	\$ 260,000.00	10/15/2031	623248
Sarpy Cnty NE SID #258 Muni Cusip: 80379RAR6	\$ 250,000.00	8/15/2031	623247
Saunders Cnty NE S.D.#9 Muni Cusip: 80449PEB7	\$ 200,000.00	12/15/2033	105811
South Sioux City NE Muni Cusip: 840372QC3	\$ 200,000.00	8/1/2035	627674
South Sioux City NE Muni Cusip: 840380BR9	\$ 200,000.00	6/15/2028	603615
Washington St Muni Cusip: 93974DDW5	\$ 850,000.00	2/1/2038	75065
Total pledged	\$ 6,055,000.00		

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

Flatwater Bank - Total deposits

COD#xxx839 General Fund	\$ 234,300.35
COD#xxx306 General Fund	\$ 250,000.00
COD#xxx476 Depreciation Fund	\$ 100,000.00
DDA xxx515 Depreciation Fund	\$ 24,235.29
COD#xxx477 Depreciation Fund	\$ 50,000.00
COD#xxx055 General Fund	\$ 1,000,000.00

Total \$ 1,658,535.64

Reconciled by Kay Streeter

06/30/20 DDA #xxx490 Hot Lunch Fund	\$ 92,715.51
06/30/20 DDA #xxx771 Student Activity Fund	\$ 200,182.06
06/30/20 DDA #xxx822 Petty Cash Fund	\$ 2,000.00
06/30/20 DDA #xxx852 Student Fees Fund	\$ 19,705.47

Total deposits to be covered by Insurance
both FDIC and agency securities \$ 1,973,138.68

Collateral Pledged

	<u>Amount</u>	<u>Maturity</u>	<u>Receipt #</u>
Flatwater Bank, Gothenburg, Nebraska			
Dodge Cnty NE S.D.#595 Muni Cusip: 256449AZ2	\$ 60,000.00	12/15/15	229032880
Dodge Cnty NE S.D.#595 Muni Cusip: 256449BA6	\$ 70,000.00	12/15/16	229032890
Federal Farm Credit Bank Cusip: 31331KZ78	\$ 695,000.00	12/5/23	210004257
Federal Home Ln Bks Cusip: 3133XFPR1	\$ 165,000.00	6/10/16	210001558
GNMA Pass-thru X Platinum Pool 781824 Cusip: 36241KAZ1	\$ 40,000.00	11/15/34	280021720
GNMA Pass-thru X Platinum Pool 781824 Cusip: 36241KAZ1	\$ 40,000.00	11/15/34	280021720
GNMA Pass-thru Pool 783091 Cusip: 36241LNG7	\$ 70,000.00	6/15/40	194023397
GNMA REMIC Trust 2010-29 Cusip: 38376XQY2	\$ 175,000.00	12/20/38	194023219
GNMA REMIC Trust 2010-29 Cusip: 38376XQY2	\$ 135,000.00	12/20/38	194023219
GNMA REMIC Trust 2010-29 Cusip: 38376XQY2	\$ 145,000.00	12/20/38	194023219
GNMA REMIC Trust 2009-116 Cusip: 38376PK82	\$ 155,000.00	11/16/38	322001361
GNMA REMIC Trust 2013-116 Cusip: 38378VJ48	\$ 120,000.00	2/20/43	322001384
Ord NE Rural Fire Protn Dist Muni Cusip: 68574TAF6	\$ 70,000.00	8/15/20	210003333
Tennessee Valley Auth Muni Cusip: 880591CJ9	\$ 1,000,000.00	11/1/25	322006874
Total Pledged	\$ 2,940,000.00		

Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description	Payable	Accrued
Account Number			Account Description				Payment
Journal Number: 605 General Fund				Posted: 06/11/2020			
Computer Checks							
01 - GENERAL FUND							
Bank Account :A - FSB-General Fund							
00059208	06/11/2020	ALLIJONA	Allison Jonas				
Supplles	06/11/2020			06/11/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-318.95	318.95
					Invoice Total:	-318.95	318.95
					Check Total:	-318.95	318.95
00059209	06/11/2020	BLACHILLS	Black Hills Energy				
May	06/11/2020			06/11/2020	Fuel		
01-2-02610-621-000			SUP FUEL			-1,739.40	1,739.40
					Invoice Total:	-1,739.40	1,739.40
					Check Total:	-1,739.40	1,739.40
00059210	06/11/2020	CITYGOTH	City Of Gothenburg				
May	06/11/2020			06/11/2020	Utilities		
01-2-02610-410-000			PSF WATER & SEWER			-777.77	777.77
01-2-02610-622-000			SUP ELECTRICITY			-8,112.07	8,112.07
01-2-02610-890-000			PSO CUSTODIAL OTHER			-1,114.20	1,114.20
					Invoice Total:	-10,004.04	10,004.04
					Check Total:	-10,004.04	10,004.04
00059211	06/11/2020	COUNPART	Country Partners Cooperative				
118600	06/11/2020			06/11/2020	Fuel		
01-2-02710-626-000			SUP GAS AND OIL			-122.98	122.98
					Invoice Total:	-122.98	122.98
					Check Total:	-122.98	122.98
00059212	06/11/2020	EDGENUITY	Edgenuity Inc.				
748726	06/11/2020			06/11/2020	Summer School		
01-2-01100-320-002			PSP INSTRUCTION SEC			-300.00	300.00
					Invoice Total:	-300.00	300.00
					Check Total:	-300.00	300.00
00059213	06/11/2020	GOTHSCHO	Gothenburg Schools				
PE/Cabinet	06/11/2020			06/11/2020	Supplies		
01-2-01100-610-002			SUP GENERAL SEC			-445.00	445.00
					Invoice Total:	-445.00	445.00
					Check Total:	-445.00	445.00
00059214	06/11/2020	GOTHTIME	Gothenburg Times				
May	06/11/2020			06/11/2020	Advertising		
01-2-02510-540-000			PSO BUSINESS ADVRT PRNTNG			-40.86	40.86
					Invoice Total:	-40.86	40.86
					Check Total:	-40.86	40.86
00059215	06/11/2020	HUSKERLA	Huskerland Prep Report				
Subscription	06/11/2020			06/11/2020	Subscription		
01-2-02220-640-002			SUP LIBRARY BOOKS/PERS SEC			-35.00	35.00
					Invoice Total:	-35.00	35.00
					Check Total:	-35.00	35.00

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
00059216	06/11/2020	TODDRHOD	Todd Rhodes				
Telephone 01-2-02510-382-000	06/11/2020			06/11/2020	Telephone PSP BUSINESS TELECOMMUNIC	-1,200.00	1,200.00
					Invoice Total:	-1,200.00	1,200.00
					Check Total:	-1,200.00	1,200.00
			01 - GENERAL FUND			-14,206.23	14,206.23
			Total of Computer Checks			-14,206.23	14,206.23
Fund Summary							
01 - GENERAL FUND						-14,206.23	14,206.23
Payroll Summary							
Report Total:						-14,206.23	14,206.23

Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description		Accrued
Account Number			Account Description			Payable	Payment

Journal Number: 595 Hot Lunch Posted: 06/08/2020

Computer Checks

06 - LUNCH FUND

Bank Account :B - GSB-Hot Lunch

00004331	06/08/2020	PETESUPE	Peterson's Supermarket				
1730	06/08/2020			06/08/2020	Supplies		
06-2-03100-610-000			SUP SUPPLIES			-27.22	27.22
					Invoice Total:	-27.22	27.22
					Check Total:	-27.22	27.22
					06 - LUNCH FUND	-27.22	27.22
			Total of Computer Checks			-27.22	27.22

Fund Summary

06 - LUNCH FUND						-27.22	27.22
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Payroll Summary

Report Total:						-27.22	27.22
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Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name	Description	Payable	Direct Deposit Accrued Payment
Invoice Account Number	Invoice Date	PO Number	Ereq Num Account Description	PO Date		

Journal Number: 572 General Fund Posted: 06/04/2020

Computer Checks

01 - GENERAL FUND

Bank Account :A - FSB-General Fund

00059205	06/04/2020	PETESUPE	Peterson's Supermarket			
1790/1750	06/04/2020			06/04/2020	Supplies	
01-2-01100-610-001			SUP GENERAL ELEM			-29.14 29.14
01-2-01100-610-002			SUP GENERAL SEC			-48.22 48.22
				Invoice Total:		-77.36 77.36
				Check Total:		-77.36 77.36
00059206	06/04/2020	PONYEXPR	Pony Express Chevrolet			
292774	06/04/2020			06/04/2020	Maint/Repair	
01-2-02710-431-000			PSF EQUIP REPAIR MAINT			-142.80 142.80
01-2-02710-610-000			SUP TRANSP TIRES / PARTS			-425.78 425.78
				Invoice Total:		-568.58 568.58
				Check Total:		-568.58 568.58
			01 - GENERAL FUND			-645.94 645.94
			Total of Computer Checks			-645.94 645.94

Fund Summary

01 - GENERAL FUND	-645.94	645.94
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Payroll Summary

Report Total:	-645.94	645.94
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Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description		Accrued
Account Number			Account Description			Payable	Payment
Journal Number: 627 General Fund				Posted: 07/09/2020			
Computer Checks							
01 - GENERAL FUND							
Bank Account :A - FSB-General Fund							
00059226	06/16/2020	BONIPAIN	Bonifas Painting				
	06/16/2020	06/16/2020		06/16/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-450.00	450.00
					Invoice Total:	-450.00	450.00
					Check Total:	-450.00	450.00
00059228	06/19/2020	NACIA	NACIA				
	Membership	06/19/2020		06/19/2020	Dues		
01-2-02212-890-000			PSO T & L OTHER			-15.00	15.00
					Invoice Total:	-15.00	15.00
					Check Total:	-15.00	15.00
00059229	06/19/2020	SETHDENN	Seth Denney Painting				
	6/6/2020	06/19/2020		06/19/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,150.00	1,150.00
					Invoice Total:	-1,150.00	1,150.00
					Check Total:	-1,150.00	1,150.00
00059230	06/19/2020	TSA	TSA Consulting Group, Inc.				
	50892/53320	06/19/2020		06/19/2020	TSA		
01-2-02510-320-000			PSP BUSINESS			-58.52	58.52
					Invoice Total:	-58.52	58.52
					Check Total:	-58.52	58.52
00059231	06/19/2020	WILLMAC	William V. MacGill & Co.				
	680581	06/19/2020		06/19/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-203.37	203.37
					Invoice Total:	-203.37	203.37
					Check Total:	-203.37	203.37
00059232	06/19/2020	YANDMUSI	Yanda's Music Pro Audio				
	467772	06/19/2020		06/19/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-172.72	172.72
					Invoice Total:	-172.72	172.72
					Check Total:	-172.72	172.72
00059233	06/30/2020	ACROMAT	AcroMat				
	IAM31574	06/30/2020		07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-1,280.98	1,280.98
					Invoice Total:	-1,280.98	1,280.98
					Check Total:	-1,280.98	1,280.98
00059234	06/30/2020	ALLIJONA	Allison Jonas				
	Supplies	06/30/2020		07/09/2020	Supplies		
01-2-02212-610-000			SUP T & L			-105.77	105.77
					Invoice Total:	-105.77	105.77
					Check Total:	-105.77	105.77
00059235	06/30/2020	APPLCOMP	Apple Computer, Inc.				
	AC25251403/	06/30/2020		07/09/2020	Supplies		

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
01-2-01100-650-002			SUP COMPUTER HARDWARE SEC			-868.00	868.00
					Invoice Total:	-868.00	868.00
					Check Total:	-868.00	868.00
00059236	06/30/2020	ARROCRAF	Arrowcraft				
Sandblasting	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,237.00	1,237.00
					Invoice Total:	-1,237.00	1,237.00
					Check Total:	-1,237.00	1,237.00
00059237	06/30/2020	BAMFINC	Bamford, inc.				
19512	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-500.00	500.00
					Invoice Total:	-500.00	500.00
					Check Total:	-500.00	500.00
00059238	06/30/2020	BLACHILLS	Black Hills Energy				
June	06/30/2020			07/09/2020	Fuel		
01-2-02610-621-000			SUP FUEL			-978.59	978.59
					Invoice Total:	-978.59	978.59
					Check Total:	-978.59	978.59
00059239	06/30/2020	CCPIND	CCP Industries Inc.				
2485940	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-13.29	13.29
					Invoice Total:	-13.29	13.29
					Check Total:	-13.29	13.29
00059240	06/30/2020	CENTLINK	CenturyLink				
June	06/30/2020			07/09/2020	Telephone		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-73.80	73.80
					Invoice Total:	-73.80	73.80
					Check Total:	-73.80	73.80
00059241	06/30/2020	COUNPART	Country Partners Cooperative				
118600	06/30/2020			07/09/2020	Fuel		
01-2-02710-626-000			SUP GAS AND OIL			-516.72	516.72
					Invoice Total:	-516.72	516.72
					Check Total:	-516.72	516.72
00059242	06/30/2020	CULLIGAN	Culligan				
1018702	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-62.65	62.65
					Invoice Total:	-62.65	62.65
					Check Total:	-62.65	62.65
00059243	06/30/2020	DANEANDE	Danette Anderson				
June	06/30/2020			07/09/2020	OT		
01-2-02163-340-000			PSP PRESCH OT 0-2			-610.50	610.50
					Invoice Total:	-610.50	610.50
					Check Total:	-610.50	610.50
00059244	06/30/2020	DASSTATE	DAS State Acctg-Central Finance				
1222390	06/30/2020			07/09/2020	Internet		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-229.32	229.32

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment	
						Invoice Total:	-229.32	229.32
						Check Total:	-229.32	229.32
00059245	06/30/2020	DEESFLOR	Dee's Floral & Gifts					
37620	06/30/2020			07/09/2020	Supplies			
01-2-01100-610-002			SUP GENERAL SEC			-50.00	50.00	
						Invoice Total:	-50.00	50.00
						Check Total:	-50.00	50.00
00059246	06/30/2020	DEMCO	Demco					
6812813	06/30/2020			07/09/2020	Supplies			
01-2-02220-610-002			SUP LIBRARY SEC			-181.50	181.50	
						Invoice Total:	-181.50	181.50
						Check Total:	-181.50	181.50
00059247	06/30/2020	EAKEOFFI	Eakes Office Solutions					
610976	06/30/2020			07/09/2020	Supplies			
01-2-01100-320-000			PSP INSTRUCTION DIST			-495.00	495.00	
01-2-01100-610-002			SUP GENERAL SEC			-4,268.29	4,268.29	
01-2-02320-610-000			SUP EXEC ADMIN			-29.38	29.38	
						Invoice Total:	-4,792.67	4,792.67
						Check Total:	-4,792.67	4,792.67
00059248	06/30/2020	EDGENUITY	Edgenuity Inc.					
749699	06/30/2020			07/09/2020	Summer School			
01-2-01100-320-002			PSP INSTRUCTION SEC			-100.00	100.00	
						Invoice Total:	-100.00	100.00
749701	06/30/2020			07/09/2020	Summer School			
01-2-01100-320-002			PSP INSTRUCTION SEC			-200.00	200.00	
						Invoice Total:	-200.00	200.00
						Check Total:	-300.00	300.00
00059249	06/30/2020	ESU #10	Esu #10					
70600	06/30/2020			07/09/2020	T&L/Deaf Ed/Tech/Audio			
01-2-01200-320-000			PSP SPED CONTRACTED			-2,705.00	2,705.00	
01-2-01200-320-000			PSP SPED CONTRACTED			-787.63	787.63	
01-2-02151-340-000			PSP SPED SPEECH/AUD DIST			-1,053.35	1,053.35	
01-2-02151-340-000			PSP SPED SPEECH/AUD DIST			-210.38	210.38	
01-2-02152-340-000			PSP SPED SPEECH/AUD 3-5			-26.29	26.29	
01-2-02153-340-000			PSP SPED SPEECH/AUD 0-2			-26.29	26.29	
01-2-02181-340-000			PSP SPED VISION SCHOOLAGE			-591.31	591.31	
01-2-02212-330-001			PSP PROF DEV ELEM			-650.00	650.00	
01-2-02212-330-002			PSP PROF DEV SEC			-90.00	90.00	
						Invoice Total:	-6,140.25	6,140.25
						Check Total:	-6,140.25	6,140.25
00059250	06/30/2020	ESUC	ESU Coordinating Council					
COOP001240	06/30/2020			07/09/2020	Licenses			
01-2-02220-320-002			PSP LIBRARY SEC			-702.00	702.00	
						Invoice Total:	-702.00	702.00
						Check Total:	-702.00	702.00
00059251	06/30/2020	FIVESTAR	Five Star Flooring					

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
GO1004 01-2-02620-733-000	06/30/2020			07/09/2020	Maintenance		
			CAP BUILDING EQUIP			-5,334.76	5,334.76
					Invoice Total:	-5,334.76	5,334.76
					Check Total:	-5,334.76	5,334.76
00059252 Payroll 01-2-02510-351-000	06/30/2020 06/30/2020	FLATWABANK	Flatwater Bank	07/09/2020	June Payroll		
			PSP BUSINESS DATA PROCESS			-72.60	72.60
					Invoice Total:	-72.60	72.60
					Check Total:	-72.60	72.60
00059253 1401022 01-2-02220-320-001 01-2-02220-320-002	06/30/2020 06/30/2020	FOLLSOLU	Follett School Solutions Inc.	07/09/2020	Renewals		
			PSP LIBRARY ELEM			-1,441.00	1,441.00
			PSP LIBRARY SEC			-1,741.00	1,741.00
					Invoice Total:	-3,182.00	3,182.00
1403272 01-2-02220-610-002	06/30/2020			07/09/2020	Supplies		
			SUP LIBRARY SEC			-30.96	30.96
					Invoice Total:	-30.96	30.96
654711F 01-2-02220-640-001	06/30/2020			07/09/2020	Books		
			SUP LIBRARY BOOKS/PERS ELEM			-32.42	32.42
					Invoice Total:	-32.42	32.42
					Check Total:	-3,245.38	3,245.38
00059254 140084 01-2-02620-320-000	06/30/2020 06/30/2020	FRANINC	Franzen Inc.	07/09/2020	Maintenance		
			PSP MAINTENANCE			-135.23	135.23
					Invoice Total:	-135.23	135.23
					Check Total:	-135.23	135.23
00059255 1909 01-2-01100-610-000	06/30/2020 06/30/2020	GOTHLEAD	Gothenburg Leader	07/09/2020	Activity Tickets		
			SUP GENERAL DIST			-90.95	90.95
					Invoice Total:	-90.95	90.95
207027 01-2-02510-540-000	06/30/2020			07/09/2020	Advertising		
			PSO BUSINESS ADVRT PRNTNG			-340.80	340.80
					Invoice Total:	-340.80	340.80
Renewals 01-2-02220-640-002	06/30/2020			07/09/2020	Subscription Renewals		
			SUP LIBRARY BOOKS/PERS SEC			-35.00	35.00
01-2-02320-610-000			SUP EXEC ADMIN			-35.00	35.00
01-2-02410-610-001			SUP PRINCIPAL ELEM			-35.00	35.00
01-2-02410-610-002			SUP PRINCIPAL SEC			-35.00	35.00
					Invoice Total:	-140.00	140.00
					Check Total:	-571.75	571.75
00059256 June 01-2-02510-540-000	06/30/2020 06/30/2020	GOTHTIME	Gothenburg Times	07/09/2020	Advertising		
			PSO BUSINESS ADVRT PRNTNG			-462.95	462.95
					Invoice Total:	-462.95	462.95
					Check Total:	-462.95	462.95
00059257	06/30/2020	GOVCONN	GovConnection, Inc.				

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
70085749 01-2-01100-650-002	06/30/2020			07/09/2020	Supplies		
			SUP COMPUTER HARDWARE SEC			-6,774.65	6,774.65
					Invoice Total:	-6,774.65	6,774.65
					Check Total:	-6,774.65	6,774.65
00059258 MN00129712 01-2-02510-320-000	06/30/2020	HARRSCHO	Harris School Solutions	07/09/2020	Fund Accounting		
			PSP BUSINESS			-5,554.93	5,554.93
					Invoice Total:	-5,554.93	5,554.93
					Check Total:	-5,554.93	5,554.93
00059259 383002 01-2-02620-320-000	06/30/2020	HICKLUMB	Hicken Lumber Center	07/09/2020	Maintenance		
			PSP MAINTENANCE			-78.92	78.92
					Invoice Total:	-78.92	78.92
					Check Total:	-78.92	78.92
00059260 12794001 01-2-02510-440-000	06/30/2020	HOMELEAS	Hometown Leasing	07/09/2020	Copier Lease		
			PSF COPIER/LEASE			-1,590.87	1,590.87
					Invoice Total:	-1,590.87	1,590.87
					Check Total:	-1,590.87	1,590.87
00059261 954853670 01-2-01100-640-002	06/30/2020	HOUGMIFF	HM Harcourt Publishing Co.	07/09/2020	Books		
			SUP TEXTBOOKS SEC			-75.00	75.00
					Invoice Total:	-75.00	75.00
					Check Total:	-75.00	75.00
00059262 15200 01-2-01100-610-002	06/30/2020	ISLASUPP	Island Supply Welding Co.	07/09/2020	Supplies		
			SUP GENERAL SEC			-163.20	163.20
					Invoice Total:	-163.20	163.20
					Check Total:	-163.20	163.20
00059263 43621 01-2-02610-610-000 01-2-02620-320-000	06/30/2020	JOHNDEER	John Deere Financial	07/09/2020	Supplies		
			SUP CUSTODIAL			-104.94	104.94
			PSP MAINTENANCE			-430.93	430.93
					Invoice Total:	-535.87	535.87
					Check Total:	-535.87	535.87
00059264 512742 01-2-02220-640-002	06/30/2020	JUNILIBR	Junior Library Guild	07/09/2020	Books		
			SUP LIBRARY BOOKS/PERS SEC			-1,302.40	1,302.40
					Invoice Total:	-1,302.40	1,302.40
					Check Total:	-1,302.40	1,302.40
00059265 83069 01-2-02710-610-000	06/30/2020	LANDIMPLE	Landmark Implement	07/09/2020	Supplies		
			SUP TRANSP TIRES / PARTS			-211.07	211.07
					Invoice Total:	-211.07	211.07
					Check Total:	-211.07	211.07
00059266	06/30/2020	LEARSCIE	Learning Sciences International				

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Q13421 01-2-02212-320-000	06/30/2020		PSP T & L	07/09/2020	Observation	-2,500.00	2,500.00
					Invoice Total:	-2,500.00	2,500.00
					Check Total:	-2,500.00	2,500.00
00059267 699895 01-2-02610-610-000	06/30/2020	MIDAMRES	Mid-American Research Chemical SUP CUSTODIAL	07/09/2020	Supplies	-161.03	161.03
					Invoice Total:	-161.03	161.03
700244 01-2-02610-610-000	06/30/2020		SUP CUSTODIAL	07/09/2020	Supplies	-161.03	161.03
					Invoice Total:	-161.03	161.03
702687 01-2-02610-610-000	06/30/2020		SUP CUSTODIAL	07/09/2020	Supplies	-303.11	303.11
					Invoice Total:	-303.11	303.11
					Check Total:	-625.17	625.17
00059268 1341947 01-2-02610-610-000	06/30/2020	MIDWFLOR	Midwest Floor Specialists SUP CUSTODIAL	07/09/2020	Supplies	-66.30	66.30
					Invoice Total:	-66.30	66.30
134199 01-2-02610-610-000	06/30/2020		SUP CUSTODIAL	07/09/2020	Supplies	-995.30	995.30
					Invoice Total:	-995.30	995.30
					Check Total:	-1,061.60	1,061.60
00059269 14211-638080 01-2-02410-810-001	06/30/2020	NCSA	Nebraska Council of School Administrators DUES PRINCIPAL ELEM	07/09/2020	Admin 2020	-150.00	150.00
					Invoice Total:	-150.00	150.00
					Check Total:	-150.00	150.00
00059270 380296 01-2-02620-320-000	06/30/2020	NEBR AIR	Nebraska Air Filter, Inc. PSP MAINTENANCE	07/09/2020	Maintenance	-1,970.36	1,970.36
					Invoice Total:	-1,970.36	1,970.36
					Check Total:	-1,970.36	1,970.36
00059271 29926 01-2-02220-640-002	06/30/2020	NELIBRCOM	Nebraska Library Commission SUP LIBRARY BOOKS/PERS SEC	07/09/2020	Subscriptions	-4,151.00	4,151.00
					Invoice Total:	-4,151.00	4,151.00
					Check Total:	-4,151.00	4,151.00
00059272 G22501 01-2-02620-320-000	06/30/2020	NESAFE&F	Ne Safety & Fire Equipment PSP MAINTENANCE	07/09/2020	Maintenance	-634.20	634.20
					Invoice Total:	-634.20	634.20
					Check Total:	-634.20	634.20
00059273 13568 01-2-02620-320-000	06/30/2020	OKEEFELEV	O'Keefe Elevator Company, Inc. PSP MAINTENANCE	07/09/2020	Maintenance	-300.50	300.50

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment	
						Invoice Total:	-300.50	300.50
						Check Total:	-300.50	300.50
00059274	06/30/2020	PAYFLEX	Pay Flex					
1444904	06/30/2020			07/09/2020	Flex Plan			
01-2-02510-340-000			PSP BUSINESS FLEX PAY			-162.40	162.40	
						Invoice Total:	-162.40	162.40
						Check Total:	-162.40	162.40
00059275	06/30/2020	PERFTRUC	Performance Truck & Trailer					
10356/10357	06/30/2020			07/09/2020	Bus Maint			
01-2-02710-431-000			PSF EQUIP REPAIR MAINT			-460.00	460.00	
01-2-02710-610-000			SUP TRANSP TIRES / PARTS			-18.55	18.55	
						Invoice Total:	-478.55	478.55
						Check Total:	-478.55	478.55
00059276	06/30/2020	PERMBOUN	Perma Bound Books					
1863006	06/30/2020			07/09/2020	Books			
01-2-02220-640-002			SUP LIBRARY BOOKS/PERS SEC			-3,409.75	3,409.75	
						Invoice Total:	-3,409.75	3,409.75
						Check Total:	-3,409.75	3,409.75
00059277	06/30/2020	PETESUPE	Peterson's Supermarket					
1790	06/30/2020			07/09/2020	Supplies			
01-2-02610-610-000			SUP CUSTODIAL			-50.52	50.52	
						Invoice Total:	-50.52	50.52
						Check Total:	-50.52	50.52
00059278	06/30/2020	PINPOINT	PinPoint Communications					
155005364	06/30/2020			07/09/2020	Telephone			
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-467.07	467.07	
						Invoice Total:	-467.07	467.07
						Check Total:	-467.07	467.07
00059279	06/30/2020	PROTCENT	Protex Central Inc.					
112983	06/30/2020			07/09/2020	Maintenance			
01-2-02620-320-000			PSP MAINTENANCE			-119.70	119.70	
						Invoice Total:	-119.70	119.70
						Check Total:	-119.70	119.70
00059280	06/30/2020	QUADFINA	Quadient Finance USA, Inc.					
1923	06/30/2020			07/09/2020	Postage			
01-2-02510-531-000			PSO BUSINESS POSTAGE			-500.00	500.00	
						Invoice Total:	-500.00	500.00
						Check Total:	-500.00	500.00
00059281	06/30/2020	REALGOOD	Really Good Stuff, Inc.					
7233869	06/30/2020			07/09/2020	Supplies			
01-2-01100-610-001			SUP GENERAL ELEM			-359.74	359.74	
						Invoice Total:	-359.74	359.74
7240936	06/30/2020			07/09/2020	Supplies			
01-2-01100-610-001			SUP GENERAL ELEM			-98.93	98.93	
						Invoice Total:	-98.93	98.93
						Check Total:	-458.67	458.67

Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description	Payable	Accrued
Account Number			Account Description				Payment
00059282	06/30/2020	RISEBROA	Rise Broadband				
265995	06/30/2020			07/09/2020	Internet		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-1.86	1.86
					Invoice Total:	-1.86	1.86
					Check Total:	-1.86	1.86
00059283	06/30/2020	ROCH100	Rochester 100 Inc.				
49392	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-337.50	337.50
					Invoice Total:	-337.50	337.50
					Check Total:	-337.50	337.50
00059284	06/30/2020	SCHODATE	School Datebooks				
174725	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-1,120.96	1,120.96
					Invoice Total:	-1,120.96	1,120.96
					Check Total:	-1,120.96	1,120.96
00059285	06/30/2020	SCHONURSE	School Nurse Supply, Inc.				
792633	06/30/2020			07/09/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-381.50	381.50
					Invoice Total:	-381.50	381.50
792635	06/30/2020			07/09/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-1,126.59	1,126.59
					Invoice Total:	-1,126.59	1,126.59
792636	06/30/2020			07/09/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-364.68	364.68
					Invoice Total:	-364.68	364.68
					Check Total:	-1,872.77	1,872.77
00059286	06/30/2020	SCHOSPEC	School Specialty Inc.				
208125211217	06/30/2020			07/09/2020	Supplies		
01-2-02120-730-001			CAP GUIDANCE EQUIP ELEM			-602.12	602.12
					Invoice Total:	-602.12	602.12
208125260279	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-147.95	147.95
					Invoice Total:	-147.95	147.95
					Check Total:	-750.07	750.07
00059287	06/30/2020	SHREIT	Shred-It USA				
8129901043	06/30/2020			07/09/2020	Custodial		
01-2-02610-890-000			PSO CUSTODIAL OTHER			-127.42	127.42
					Invoice Total:	-127.42	127.42
					Check Total:	-127.42	127.42
00059288	06/30/2020	SUPRSCHO	Supreme School Supply				
55434	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-002			SUP GENERAL SEC			-461.10	461.10
					Invoice Total:	-461.10	461.10
					Check Total:	-461.10	461.10
00059289	06/30/2020	TEAMPHYS	Team Physical Therapy				
June	06/30/2020			07/09/2020	PT		

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
01-2-02173-340-000			PSP SPED PT 0-2			-341.22	341.22
					Invoice Total:	-341.22	341.22
					Check Total:	-341.22	341.22
00059290	06/30/2020	TRI-CITY	Tri-city Tribune				
Renewal	06/30/2020			07/09/2020	Renewal		
01-2-02320-610-000			SUP EXEC ADMIN			-31.50	31.50
					Invoice Total:	-31.50	31.50
					Check Total:	-31.50	31.50
00059291	06/30/2020	TYPIAGENT	Typing Agent				
12580	06/30/2020			07/09/2020	Licenses		
01-2-01100-320-001			PSP INSTRUCTION ELEM			-1,495.00	1,495.00
					Invoice Total:	-1,495.00	1,495.00
					Check Total:	-1,495.00	1,495.00
00059292	06/30/2020	UNITECH	Unitech				
12502	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-215.60	215.60
					Invoice Total:	-215.60	215.60
12552	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,125.00	1,125.00
					Invoice Total:	-1,125.00	1,125.00
12564	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-865.80	865.80
					Invoice Total:	-865.80	865.80
					Check Total:	-2,206.40	2,206.40
00059293	06/30/2020	USBANK	U.S. Bank				
9190	06/30/2020			07/09/2020	Supplies/Supplies/Dues		
01-2-01100-610-001			SUP GENERAL ELEM			-3,956.16	3,956.16
01-2-01100-610-002			SUP GENERAL SEC			-2,242.45	2,242.45
01-2-01100-650-002			SUP COMPUTER HARDWARE SEC			-2,190.00	2,190.00
01-2-01200-610-001			SUP SPED ELEM			-241.62	241.62
01-2-01200-739-001			CAP SPED FURN/EQUIP ELEM			-231.52	231.52
01-2-02120-610-001			SUP GUIDANCE ELEM			-368.62	368.62
01-2-02130-610-000			SUP NURSE			-376.95	376.95
01-2-02212-890-000			PSO T & L OTHER			-173.00	173.00
01-2-02320-610-000			SUP EXEC ADMIN			-647.30	647.30
01-2-02410-810-002			DUES PRINCIPAL SEC			-1,320.00	1,320.00
01-2-02610-610-000			SUP CUSTODIAL			-431.32	431.32
01-2-02610-610-000			SUP CUSTODIAL			-149.33	149.33
01-2-02620-320-000			PSP MAINTENANCE			-108.75	108.75
01-2-02710-890-000			PSO TRANSPORTATION OTHER			-28.17	28.17
					Invoice Total:	-12,465.19	12,465.19
					Check Total:	-12,465.19	12,465.19
00059294	06/30/2020	VERIZON	Verizon Wireless				
9857078996	06/30/2020			07/09/2020	Telephone		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-140.13	140.13
					Invoice Total:	-140.13	140.13
					Check Total:	-140.13	140.13

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
00059295	06/30/2020	YANDMUSI	Yanda's Music Pro Audio				
2510	06/30/2020			07/09/2020	Instrument Repair		
01-2-01100-320-000			PSP INSTRUCTION DIST			-337.53	337.53
					Invoice Total:	-337.53	337.53
					Check Total:	-337.53	337.53
			01 - GENERAL FUND			-85,530.37	85,530.37
			Total of Computer Checks			-85,530.37	85,530.37
Fund Summary							
01 - GENERAL FUND						-85,530.37	85,530.37
Payroll Summary							
Report Total:						-85,530.37	85,530.37

First State Bank - Gothenburg
914 Lake Avenue PO Box 79
Gothenburg, NE 69138

ACCOUNT:
DOCUMENTS:

100101
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PAGE: 1
06/30/2020

TELEPHONE:308-537-3684

SCHOOL DISTRICT 20
1322 AVENUE I
GOTHENBURG NE 69138

Effective March 1, 2019, our fee schedule for demand deposit accounts will change as follows: Return Item Fee, Overdraft Item Charge, 3 Day Continuous Overdraft Fee, \$30.00 each.

PUBLIC FUNDS ACCOUNT 100101

MINIMUM BALANCE	160,136.53	LAST STATEMENT 05/29/20	232,777.13
AVG AVAILABLE BALANCE	240,038.97	4 CREDITS	779,906.09
AVERAGE BALANCE	240,038.97	77 DEBITS	766,399.61
		THIS STATEMENT 06/30/20	246,283.61

- - - - - DEPOSITS - - - - -					
REF #	DATE	AMOUNT	REF #	DATE	AMOUNT
	06/18	2,117.95		06/18	8,494.34

- - - - - OTHER CREDITS - - - - -			
DESCRIPTION		DATE	AMOUNT
General Fund xfer - bills		06/19	93,218.59
General Fund xfer - payroll		06/19	676,075.21

- - - - - CHECKS - - - - -					
CHECK #	DATE	AMOUNT	CHECK #	DATE	AMOUNT
58862*	06/15	55.00	59167	06/11	177.10
59053*	06/15	55.00	59168	06/11	2,650.00
59110*	06/03	4,564.35	59169	06/10	89.71
59143*	06/08	209.51	59170	06/11	2,648.26
59159	06/11	693.82	59171	06/18	875.00
59160	06/18	35.00	59172	06/08	70.60
59161	06/18	130.49	59173	06/11	341.74
59162	06/12	17,640.00	59174	06/10	27.00
59163	06/05	404.03	59175	06/12	33.44
59164	06/15	73.80	59176	06/11	170.40
59165	06/11	1,609.74	59177	06/16	168.38
59166	06/15	1,443.14	59178	06/08	121.28
			59179	06/15	250.00
			59180	06/11	1,590.87
			59181	06/11	168.64
			59182	06/15	424.72
			59183	06/11	479.93
			59184	06/12	2,610.70
			59185	06/15	235.00
			59186	06/15	120.00
			59187*	06/18	616.00
			59189	06/15	162.40
			59190	06/11	2,902.88
			59191	06/11	150.00

* * * C O N T I N U E D * * *

First State Bank - Gothenburg
 914 Lake Avenue PO Box 79
 Gothenburg, NE 69138

ACCOUNT:
 DOCUMENTS:

PAGE: 2
 100101 06/30/2020
 75

TELEPHONE:308-537-3684

SCHOOL DISTRICT 20

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PUBLIC FUNDS ACCOUNT 100101

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CHECKS

CHECK #	DATE	AMOUNT	CHECK #	DATE	AMOUNT	CHECK #	DATE	AMOUNT
59192	06/11	467.07	59206	06/10	568.58	59219	06/23	6,920.54
59193	06/10	495.76	59207	06/18	470.00	59220*	06/18	5,201.15
59194	06/15	500.00	59208	06/15	318.95	59222	06/19	93,188.53
59195	06/15	1,110.00	59209	06/17	1,739.40	59223	06/24	1,490.40
59196	06/15	1,405.00	59210	06/16	10,004.04	59224	06/23	4,417.00
59197*	06/11	448.11	59211	06/12	122.98	59225	06/22	1,550.31
59199	06/12	914.76	59212	06/18	300.00	59226	06/16	450.00
59200	06/15	4,672.25	59213	06/12	445.00	59227	06/23	3,058.65
59201	06/17	29.26	59214	06/15	40.86	59228*	06/30	15.00
59202	06/12	262.50	59215	06/17	35.00	59230*	06/24	58.52
59203	06/10	6,192.28	59216	06/23	1,200.00	59232	06/25	172.72
59204	06/18	140.13	59217	06/24	4,982.18			
59205	06/11	77.36	59218	06/23	116,444.42			

(*) INDICATES A GAP IN CHECK NUMBER SEQUENCE

OTHER DEBITS

DESCRIPTION	DATE	AMOUNT
GOTH SCHOOLS DEBIT 1	06/19	3,592.86
Nebraska Revenue Neb Epay NB1DORXXXXX1067	06/19	15,541.58
IRS USATAXPYMT 220057165445124	06/19	105,000.88
GOTH SCHOOLS DEBIT 1	06/19	328,357.65

DAILY BALANCE

DATE	BALANCE	DATE	BALANCE	DATE	BALANCE
06/03	228,212.78	06/15	172,562.61	06/23	253,002.43
06/05	227,808.75	06/16	161,940.19	06/24	246,471.33
06/08	227,407.36	06/17	160,136.53	06/25	246,298.61
06/10	220,034.03	06/18	162,981.05	06/30	246,283.61
06/11	205,458.11	06/19	386,593.35		
06/12	183,428.73	06/22	385,043.04		

SELECTED Data

Monthly Revenue Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Receipts	YTD Receipts	Revenue Balance	Percent Remaining
01	GENERAL FUND					
01-1-01100-000-000	Taxes Levied by School District	7,994,453.00	643,642.08	7,774,474.65	219,978.35	2.75
01-1-01115-000-000	Carline Taxes	0.00	0.00	0.00	0.00	0.00
01-1-01120-000-000	Public Power Dist. Sales Tax	0.00	0.00	0.00	0.00	0.00
01-1-01125-000-000	Motor Vehicle Taxes	425,000.00	21,948.86	376,464.84	48,535.16	11.42
01-1-01312-000-000	Tuition for Summer School	5,000.00	648.00	648.00	4,352.00	87.04
01-1-01370-000-000	Preschool Tuition	0.00	390.00	650.00	-650.00	0.00
01-1-01510-000-000	Interest on Investments	20,000.00	2,043.14	29,393.09	-9,393.09	-46.96
01-1-01910-000-000	Rental of School Facilities	1,000.00	0.00	150.00	850.00	85.00
01-1-01911-000-000	Local License Fees	3,000.00	0.00	25.00	2,975.00	99.16
01-1-01921-000-000	Police Court Fines	0.00	0.00	250.00	-250.00	0.00
01-1-01942-000-000	Textbook Fines	0.00	0.00	0.00	0.00	0.00
01-1-01990-000-000	Miscellaneous Local Revenue	1,000.00	0.00	0.00	1,000.00	100.00
01-1-02110-000-000	County Fines and Fees	70,000.00	5,769.00	73,667.94	-3,667.94	-5.23
01-1-02410-281-001	HSA PRINC ELEM	0.00	0.00	-3,212.76	3,212.76	0.00
01-1-02710-130-000	DNU*** Route Bus OT	0.00	0.00	0.00	0.00	0.00
01-1-03110-000-000	State Aid	751,776.00	75,174.00	751,776.00	0.00	0.00
01-1-03120-000-000	SPED (State School Age)	440,000.00	90,318.00	458,197.78	-18,197.78	-4.13
01-1-03125-000-000	SPED Transportation	0.00	0.00	237.00	-237.00	0.00
01-1-03130-000-000	Homestead Exemption	0.00	19,182.13	76,728.14	-76,728.14	0.00
01-1-03131-000-000	Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01-1-03132-000-000	Personal Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01-1-03134-000-000	Personal Property Tax Credit RR & P	0.00	0.00	0.00	0.00	0.00
01-1-03180-000-000	Pro Rate Motor Vehicle	20,000.00	0.00	13,820.24	6,179.76	30.89

SELECTED Data

Monthly Revenue Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Receipts	YTD Receipts	Revenue Balance	Percent Remaining
01-1-03400-000-000	State Apportionment	120,000.00	0.00	132,208.15	-12,208.15	-10.17
01-1-03500-000-000	Distance Education Incentive Paymen	0.00	0.00	0.00	0.00	0.00
01-1-03535-000-000	High Ability Learners	10,000.00	0.00	7,935.00	2,065.00	20.65
01-1-03540-000-000	State Early Chlldhood	75,000.00	0.00	0.00	75,000.00	100.00
01-1-04505-000-000	Title I A	100,000.00	0.00	99,357.00	643.00	0.64
01-1-04506-000-000	Title I A Accountability	10,000.00	0.00	0.00	10,000.00	100.00
01-1-04509-000	TITLE II-GMS PMTS	0.00	0.00	0.00	0.00	0.00
01-1-04509-000-000	Title II A Teacher Training Class S	20,000.00	0.00	0.00	20,000.00	100.00
01-1-04512-000-000	IDEA Part B BASE (611)	45,000.00	0.00	0.00	45,000.00	100.00
01-1-04516-000-000	IDEA Part B PRESCHOOL (619)	0.00	0.00	0.00	0.00	0.00
01-1-04519-000-000	IDEA Enrollment Poverty (619)	120,000.00	0.00	38,735.00	81,265.00	67.72
01-1-04525-000-000	Carl Perkins	1,000.00	0.00	1,252.01	-252.01	-25.20
01-1-04708-000-000	Medicaid in Public Schools	10,000.00	10,763.93	30,146.02	-20,146.02	-201.46
01-1-05200-000-000	Fund Transfers to Gen Fund from Fee	20,000.00	0.00	0.00	20,000.00	100.00
01-1-05301-000-000	Insurance Adjustments	0.00	0.00	3,753.20	-3,753.20	0.00
01-1-05690-000-000	Other Non-Revenue Receipts	7,500.00	0.00	625.03	6,874.97	91.66
01	FUND Totals:	10,269,729.00	869,879.14	9,867,281.33	402,447.67	3.91
	Report Totals:	10,269,729.00	869,879.14	9,867,281.33	402,447.67	3.91

SELECTED Data

Monthly Expense Report

Date Range: YTD thru 06/30/2020

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01	GENERAL FUND						
01-2-01100-111-001	SAL TCHR ELEM	1,375,000.00	98,372.00	978,904.07	0.00	396,095.93	28.80
01-2-01100-111-002	SAL TCHR SEC	1,575,000.00	132,007.00	1,317,921.59	0.00	257,078.41	16.32
01-2-01100-112-001	SAL PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-112-002	SAL PARA SEC	0.00	262.50	3,056.25	0.00	-3,056.25	0.00
01-2-01100-122-001	SAL PARA SUBS ELEM	3,000.00	0.00	42.00	0.00	2,958.00	98.60
01-2-01100-122-002	SAL PARA SUBS SEC	500.00	0.00	168.00	0.00	332.00	66.40
01-2-01100-123-001	SAL SUBS ELEM	45,000.00	0.00	34,249.38	0.00	10,750.62	23.89
01-2-01100-123-002	SAL SUBS SEC	45,000.00	0.00	33,803.00	0.00	11,197.00	24.88
01-2-01100-211-001	HINS TCHRS ELEM	390,000.00	30,313.47	303,363.43	0.00	86,636.57	22.21
01-2-01100-211-002	HINS TCHRS SEC	400,000.00	28,907.65	289,593.17	0.00	110,406.83	27.60
01-2-01100-212-001	HINS PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-212-002	HINS PARA SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-213-001	ELEM. DENTAL INS	0.00	0.00	659.69	0.00	-659.69	0.00
01-2-01100-213-002	SEC. DENTAL INS	0.00	0.00	118.94	0.00	-118.94	0.00
01-2-01100-221-001	FICA TCHRS ELEM	100,000.00	7,169.82	71,569.38	0.00	28,430.62	28.43
01-2-01100-221-002	FICA TCHRS SEC	120,000.00	9,754.81	99,681.28	0.00	20,318.72	16.93
01-2-01100-222-001	FICA PARA ELEM	0.00	0.00	3.21	0.00	-3.21	0.00
01-2-01100-222-002	FICA PARA SEC	0.00	20.09	246.70	0.00	-246.70	0.00
01-2-01100-223-001	FICA SUBS ELEM	3,000.00	0.00	2,614.72	0.00	385.28	12.84
01-2-01100-223-002	FICA SUBS SEC	3,000.00	0.00	2,579.14	0.00	420.86	14.02
01-2-01100-231-001	RET TCHRS ELEM	120,000.00	9,717.02	96,694.46	0.00	23,305.54	19.42
01-2-01100-231-002	RET TCHRS SEC	155,000.00	13,039.40	130,181.80	0.00	24,818.20	16.01
01-2-01100-232-001	RET PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01100-232-002	RET PAR SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-233-001	SUB RET	0.00	0.00	542.58	0.00	-542.58	0.00
01-2-01100-233-002	RET OTHER	0.00	0.00	511.01	0.00	-511.01	0.00
01-2-01100-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-281-000	HSA ELEM TEACH	0.00	0.00	52,476.00	0.00	-52,476.00	0.00
01-2-01100-281-001	HSA TCHR ELEM	54,000.00	0.00	3,212.76	0.00	50,787.24	94.05
01-2-01100-281-002	HSA TCHR SEC	0.00	0.00	6,425.52	0.00	-6,425.52	0.00
01-2-01100-320-000	PSP INSTRUCTION DIST	35,000.00	485.25	23,125.17	0.00	11,874.83	33.92
01-2-01100-320-001	PSP INSTRUCTION ELEM	20,000.00	1,495.00	15,544.25	0.00	4,455.75	22.27
01-2-01100-320-002	PSP INSTRUCTION SEC	20,000.00	1,070.00	21,523.48	0.00	-1,523.48	-7.61
01-2-01100-431-001	PSF EQUIP REPAIR ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-431-002	PSF EQUIP REPAIR SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-580-001	PSO TRAVEL ELEM	10,000.00	0.00	5,329.96	0.00	4,670.04	46.70
01-2-01100-580-002	PSO TRAVEL SEC	10,000.00	0.00	11,414.92	0.00	-1,414.92	-14.14
01-2-01100-610-000	SUP GENERAL DIST	0.00	90.95	25,542.77	0.00	-25,542.77	0.00
01-2-01100-610-001	SUP GENERAL ELEM	30,000.00	6,369.33	21,496.44	0.00	8,503.56	28.34
01-2-01100-610-002	SUP GENERAL SEC	60,000.00	7,678.26	62,321.28	0.00	-2,321.28	-3.86
01-2-01100-640-001	SUP TEXTBOOKS ELEM	60,000.00	0.00	123,810.27	0.00	-63,810.27	-106.35
01-2-01100-640-002	SUP TEXTBOOKS SEC	60,000.00	75.00	1,614.27	0.00	58,385.73	97.30
01-2-01100-650-001	SUP COMPUTER HARDWARE ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-650-002	SUP COMPUTER HARDWARE SEC	75,000.00	9,832.65	34,466.83	0.00	40,533.17	54.04
01-2-01100-739-000	CAP EQUIP / FURN DIST	0.00	0.00	1,212.50	0.00	-1,212.50	0.00
01-2-01100-739-001	CAP EQUIP / FURN ELEM	2,500.00	0.00	696.78	0.00	1,803.22	72.12

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01100-739-002	CAP EQUIP / FURN SEC	2,500.00	0.00	2,304.05	0.00	195.95	7.83
01-2-01100-810-002	DUES TCHRS	1,500.00	0.00	0.00	0.00	1,500.00	100.00
01-2-01100-890-000	PSO OTHER DIST	10,000.00	0.00	660.60	0.00	9,339.40	93.39
01-2-01100-890-001	PSO OTHER ELEM	1,500.00	0.00	92.40	0.00	1,407.60	93.84
01-2-01100-890-002	PSO OTHER SEC	10,000.00	0.00	5,646.92	0.00	4,353.08	43.53
01-2-01115-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01125-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01150-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-111-001	SAL TCHR Poverty	280,000.00	20,190.00	201,900.00	0.00	78,100.00	27.89
01-2-01160-112-001	SAL PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-123-001	SAL SUBS Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-211-001	HINS TCHRS Poverty	62,700.00	5,653.91	56,759.55	0.00	5,940.45	9.47
01-2-01160-212-001	HINS PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-221-001	FICA TCHRS Poverty	18,500.00	1,488.13	14,915.23	0.00	3,584.77	19.37
01-2-01160-222-001	FICA PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-223-001	FICA SUBS Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-231-001	RET TCHRS Poverty	24,000.00	1,994.33	19,943.30	0.00	4,056.70	16.90
01-2-01160-232-001	RET PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-237-000	Increase Retire Cont	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-281-001	HSAReg	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-529-001	PSO POVERTY OTHER ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-580-001	PSO POVERTY TRAVEL ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-610-001	SUP POVERTY ELEM	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01160-650-001	SUP POVERTY HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-730-001	CAP POVERTY EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01190-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01190-610-000	SUP PRESCH MATCHING	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01190-730-006	CAP PRESCH EQUIP MATCH	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01195-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-110-000	SAL CLER SPED	18,855.00	1,800.00	15,140.25	0.00	3,714.75	19.70
01-2-01200-111-000	SAL ADMIN SPED DIR	88,500.00	7,375.00	73,750.00	0.00	14,750.00	16.66
01-2-01200-111-001	SAL TCHR SPED ELEM	82,900.00	10,195.75	107,301.89	0.00	-24,401.89	-29.43
01-2-01200-111-002	SAL TCHR SPED SEC	177,752.00	14,812.00	147,680.00	0.00	30,072.00	16.91
01-2-01200-112-001	SAL PARA SPED ELEM	158,000.00	7,691.25	136,382.63	0.00	21,617.37	13.68
01-2-01200-112-002	SAL PARA SPED SEC	52,200.00	3,438.75	59,851.25	0.00	-7,651.25	-14.65
01-2-01200-122-001	SAL PARA SUB SPED ELEM	2,000.00	787.50	10,862.30	0.00	-8,862.30	-443.11
01-2-01200-122-002	SAL PARA SUB SPED SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01200-123-001	SAL SUBS SPED ELEM	9,000.00	0.00	7,563.02	0.00	1,436.98	15.96
01-2-01200-123-002	SAL SUBS SPED SEC	2,000.00	0.00	440.00	0.00	1,560.00	78.00
01-2-01200-130-001	Para O.T.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-210-000	HINS CLER SPED	7,827.00	552.73	5,037.24	0.00	2,789.76	35.64
01-2-01200-211-000	HINS ADMIN SPED DIR	10,451.00	1,742.15	17,421.50	0.00	-6,970.50	-66.69
01-2-01200-211-001	HINS TCHRS SPED ELEM	30,768.00	1,501.13	14,749.40	0.00	16,018.60	52.06
01-2-01200-211-002	HINS TCHRS SPED	36,900.00	4,183.99	38,619.18	0.00	-1,719.18	-4.65
01-2-01200-212-001	HINS PARA SPED ELEM	71,000.00	5,121.12	51,116.25	0.00	19,883.75	28.00
01-2-01200-212-002	HINS PARA SPED SEC	22,500.00	1,273.04	12,730.40	0.00	9,769.60	43.42

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Monthly Expense Report

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Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01200-220-000	FICA CLER SPED	1,400.00	123.97	1,033.04	0.00	366.96	26.21
01-2-01200-221-000	FICA ADMIN SPED DIR	6,770.00	544.68	5,446.80	0.00	1,323.20	19.54
01-2-01200-221-001	FICA TCHRS SPED ELEM	6,342.00	749.41	7,905.39	0.00	-1,563.39	-24.65
01-2-01200-221-002	FICA TCHRS SPED SEC	13,600.00	1,106.95	11,033.80	0.00	2,566.20	18.86
01-2-01200-222-001	FICA PARA SPED ELEM	12,000.00	647.61	11,120.05	0.00	879.95	7.33
01-2-01200-222-002	FICA PARA SPED SEC	4,000.00	153.58	3,352.62	0.00	647.38	16.18
01-2-01200-223-001	FICA SUBS SPED ELEM	500.00	0.00	578.56	0.00	-78.56	-15.71
01-2-01200-223-002	FICA SUBS SPED SEC	150.00	0.00	33.66	0.00	116.34	77.56
01-2-01200-230-000	RET CLER SPED	1,800.00	177.80	1,495.52	0.00	304.48	16.91
01-2-01200-231-000	RET ADMIN SPED DIR	8,700.00	728.49	7,284.90	0.00	1,415.10	16.26
01-2-01200-231-001	RET TCHRS SPED ELEM	8,190.00	1,007.12	10,599.12	0.00	-2,409.12	-29.41
01-2-01200-231-002	RET TCHRS SPED SEC	17,500.00	1,463.10	14,587.53	0.00	2,912.47	16.64
01-2-01200-232-001	RET PARA SPED ELEM	15,500.00	830.15	13,619.82	0.00	1,880.18	12.13
01-2-01200-232-002	RET PARA SPED SEC	5,000.00	339.67	5,912.01	0.00	-912.01	-18.24
01-2-01200-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-280-000	HSA CLER SPED	2,000.00	0.00	0.00	0.00	2,000.00	100.00
01-2-01200-281-001	HSA TCHR SPED ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-281-002	HSA TCHR SPED SEC	0.00	0.00	3,212.76	0.00	-3,212.76	0.00
01-2-01200-282-001	HSA PARA SPED ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-282-002	HSA PARA SPED SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-320-000	PSP SPED CONTRACTED	10,000.00	3,492.63	10,264.36	0.00	-264.36	-2.64
01-2-01200-320-001	PSP SPED CONTRACTED ELEM	2,500.00	0.00	-1,505.00	0.00	4,005.00	160.20
01-2-01200-320-002	PSP SPED CONTRACTED SEC	2,500.00	0.00	1,655.00	0.00	845.00	33.80

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01200-330-000	PSP SPED INSERVICE DIST	0.00	0.00	9,512.65	0.00	-9,512.65	0.00
01-2-01200-330-001	PSP SPED INSERVICE ELEM	1,500.00	0.00	1,520.00	0.00	-20.00	-1.33
01-2-01200-330-002	PSP SPED INSERVICE SEC	1,500.00	0.00	0.00	0.00	1,500.00	100.00
01-2-01200-562-001	PSO SPED TUITION SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-562-002	PSO SPED TUITION -SEC	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-01200-580-000	PSO SPED TRAVEL DIST	100.00	0.00	0.00	0.00	100.00	100.00
01-2-01200-580-001	PSO SPED TRAVEL ELEM	1,000.00	0.00	1,987.60	0.00	-987.60	-98.76
01-2-01200-580-002	PSO SPED TRAVEL SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01200-610-001	SUP SPED ELEM	1,250.00	241.62	928.93	0.00	321.07	25.68
01-2-01200-610-002	SUP SPED SEC	1,250.00	0.00	58.89	0.00	1,191.11	95.28
01-2-01200-640-001	SUP SPED TEXTBOOKS ELEM	0.00	0.00	1,012.00	0.00	-1,012.00	0.00
01-2-01200-640-002	SUP SPED TEXTBOOKS SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-739-001	CAP SPED FURN/EQUIP ELEM	500.00	231.52	7,993.56	0.00	-7,493.56	-1,498.71
01-2-01200-739-002	CAP SPED FURN/EQUIP SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01200-890-000	PSO SPED OTHER DIST	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-890-001	PSO SPED OTHER ELEM	0.00	0.00	55.00	0.00	-55.00	0.00
01-2-01200-890-002	PSO SPED OTHER SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01291-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01292-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01295-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-151-001	SAL STIP TCHR SUM ELEM	15,000.00	0.00	0.00	0.00	15,000.00	100.00
01-2-01300-151-002	SAL STIP TCHR SUM SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-152-001	SAL PARA SUM ELEM	10,000.00	0.00	0.00	0.00	10,000.00	100.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01300-211-001	HINS Summer Stipend Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-211-002	HINS Summer Stipend H.S.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-212-001	HINS Summer Stipend Elem Para	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-221-001	FICA TCHRS SUM ELEM	2,000.00	0.00	0.00	0.00	2,000.00	100.00
01-2-01300-221-002	FICA TCHRS SUM SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-222-001	FICA PARA SUM ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-229-001	FICM Summer Stipend Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-229-002	FICA Summer Stipend H.S.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-231-001	RET TCHRS SUM ELEM	2,500.00	0.00	0.00	0.00	2,500.00	100.00
01-2-01300-231-002	RET TCHRS SUM SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-232-001	RET PARA SUM ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-239-001	Retire.Summer Stipend Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-239-002	Retire.Summer Stipend H.S.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-890-002	PSO DRIVER ED OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01390-151-002	SAL ADDT DRIV ED	6,000.00	0.00	0.00	0.00	6,000.00	100.00
01-2-01390-221-002	FICA ADDT DRIV ED	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01390-231-002	RET ADDT DRIV ED	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01390-610-002	SUP DRIVER ED	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01390-626-002	SUP DRIVER ED GAS/OIL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01390-640-002	SUP DRIVER ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01400-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02110-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02120-111-001	SAL TCHR GUIDANCE ELEM	94,500.00	7,875.00	78,750.00	0.00	15,750.00	16.66
01-2-02120-111-002	SAL TCHR GUIDANCE SEC	140,142.00	11,677.00	116,770.00	0.00	23,372.00	16.67
01-2-02120-211-001	HINS TCHR GUIDANCE ELEM	18,000.00	1,507.59	15,075.90	0.00	2,924.10	16.24
01-2-02120-211-002	HINS TCHR GUIDANCE SEC	32,000.00	2,846.07	28,460.70	0.00	3,539.30	11.06
01-2-02120-221-001	FICA TCHR GUIDANCE ELEM	7,230.00	592.88	5,926.77	0.00	1,303.23	18.02
01-2-02120-221-002	FICA TCHR GUIDANCE SEC	10,721.00	854.96	8,549.60	0.00	2,171.40	20.25
01-2-02120-231-001	RET TCHR GUIDANCE ELEM	9,300.00	777.87	7,778.70	0.00	1,521.30	16.35
01-2-02120-231-002	RET TCHR GUIDANCE SEC	13,850.00	1,153.43	11,534.30	0.00	2,315.70	16.71
01-2-02120-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02120-320-001	PSP GUIDANCE ELEM	500.00	0.00	555.00	0.00	-55.00	-11.00
01-2-02120-320-002	PSP GUIDANCE SEC	2,500.00	0.00	1,616.00	0.00	884.00	35.36
01-2-02120-529-001	PSO GUIDANCE OTHER ELEM	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02120-529-002	PSO GUIDANCE OTHER SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02120-580-001	PSO GUIDANCE TRAVEL ELEM	250.00	0.00	0.00	0.00	250.00	100.00
01-2-02120-580-002	PSO GUIDANCE TRAVEL SEC	250.00	0.00	804.95	0.00	-554.95	-221.98
01-2-02120-610-001	SUP GUIDANCE ELEM	500.00	368.62	1,155.16	0.00	-655.16	-131.03
01-2-02120-610-002	SUP GUIDANCE SEC	1,200.00	0.00	1,072.95	0.00	127.05	10.58
01-2-02120-730-001	CAP GUIDANCE EQUIP ELEM	0.00	602.12	602.12	0.00	-602.12	0.00
01-2-02120-730-002	CAP GUIDANCE EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02130-116-000	SAL PROF NURSE	40,000.00	3,500.00	35,000.00	0.00	5,000.00	12.50
01-2-02130-126-000	SAL SUB NURSE	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02130-216-000	HINS PROF NURSE	20,902.00	1,474.42	14,744.20	0.00	6,157.80	29.46
01-2-02130-226-000	FICA PROF NURSE	3,000.00	263.00	2,630.00	0.00	370.00	12.33

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01-2-02130-236-000	RET PROF NURSE	3,900.00	345.72	3,457.20	0.00	442.80	11.35
01-2-02130-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02130-281-000	HSA NURSE	0.00	0.00	3,212.76	0.00	-3,212.76	0.00
01-2-02130-580-000	PSO NURSE TRAVEL	250.00	0.00	0.00	0.00	250.00	100.00
01-2-02130-610-000	SUP NURSE	1,500.00	2,453.09	3,587.62	0.00	-2,087.62	-139.17
01-2-02130-739-000	CAP NURSE EQUIP	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02130-890-000	PSO NURSE OTHER	250.00	0.00	0.00	0.00	250.00	100.00
01-2-02140-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02141-111-000	SAL TCHR SPED PSYCH	60,000.00	4,604.00	46,040.00	0.00	13,960.00	23.26
01-2-02141-211-000	HINS TCHR SPED PSYCH	20,902.00	1,474.42	16,082.85	0.00	4,819.15	23.05
01-2-02141-221-000	FICA TCHR SPED PSYCH	4,300.00	308.65	3,088.65	0.00	1,211.35	28.17
01-2-02141-231-000	RET TCHR SPED PSYCH	5,500.00	454.77	4,547.70	0.00	952.30	17.31
01-2-02141-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02141-281-000	HSA -PSYCH	0.00	0.00	3,212.76	0.00	-3,212.76	0.00
01-2-02141-320-000	PSP PSYCH DIAGNOSTICS	0.00	0.00	550.00	0.00	-550.00	0.00
01-2-02141-340-000	PSP PSYCH SUPERVISON	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02141-580-000	PSO PSYCH TRAVEL	500.00	0.00	779.49	0.00	-279.49	-55.89
01-2-02141-610-000	SUP PSYCH	1,500.00	0.00	1,573.44	0.00	-73.44	-4.89
01-2-02141-739-000	CAP PSYCH EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02142-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02143-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02150-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02151-111-000	SAL TCHR SPED SPEECH	63,249.00	5,271.00	52,130.45	0.00	11,118.55	17.57

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02151-123-000	SAL SUBS SPED SPEECH	1,000.00	0.00	962.50	0.00	37.50	3.75
01-2-02151-211-000	HINS TCHR SPED SPEECH	13,800.00	977.32	9,609.98	0.00	4,190.02	30.36
01-2-02151-221-000	FICA TCHR SPED SPEECH	5,800.00	388.67	3,844.49	0.00	1,955.51	33.71
01-2-02151-223-000	FICA SUBS SPED SPEECH	100.00	0.00	73.63	0.00	26.37	26.37
01-2-02151-231-000	RET TCHR SPED SPEECH	6,200.00	520.66	5,149.35	0.00	1,050.65	16.94
01-2-02151-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02151-281-000	HSA SPED SPEECH DIST	0.00	0.00	2,107.68	0.00	-2,107.68	0.00
01-2-02151-340-000	PSP SPED SPEECH/AUD DIST	15,000.00	1,263.73	8,538.48	0.00	6,461.52	43.07
01-2-02151-580-000	PSO PS TRAVEL	250.00	0.00	507.92	0.00	-257.92	-103.16
01-2-02151-610-000	SUP SPEECH	1,000.00	0.00	1,347.08	0.00	-347.08	-34.70
01-2-02151-730-000	CAP SPEECH FURN/EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02152-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02152-340-000	PSP SPED SPEECH/AUD 3-5	500.00	26.29	295.86	0.00	204.14	40.82
01-2-02153-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02153-340-000	PSP SPED SPEECH/AUD 0-2	1,000.00	26.29	410.50	0.00	589.50	58.95
01-2-02160-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02161-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02161-340-000	PSP SPED SCHOOLAGE OT	20,000.00	0.00	11,086.68	0.00	8,913.32	44.56
01-2-02162-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02162-340-000	PSP SPED OT 3-5	4,000.00	0.00	3,309.90	0.00	690.10	17.25
01-2-02163-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02163-340-000	PSP PRESCH OT 0-2	4,000.00	610.50	4,185.06	0.00	-185.06	-4.62
01-2-02170-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02171-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02171-340-000	PSP SPED PT SCHOOLAGE	3,500.00	0.00	4,889.99	0.00	-1,389.99	-39.71
01-2-02172-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02172-340-000	PSP SPED PT 3-5	1,000.00	0.00	1,700.26	0.00	-700.26	-70.02
01-2-02173-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02173-340-000	PSP SPED PT 0-2	1,000.00	341.22	3,527.27	0.00	-2,527.27	-252.72
01-2-02180-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02181-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02181-340-000	PSP SPED VISION SCHOOLAGE	3,000.00	591.31	7,329.36	0.00	-4,329.36	-144.31
01-2-02182-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02182-340-000	PSP SPED VISION 3-5	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02183-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02183-340-000	PSP SPED VISION 0-2	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02190-111-002	SAL ADMIN ACT DIR	96,000.00	8,000.00	80,000.00	0.00	16,000.00	16.66
01-2-02190-123-002	SAL SUBS ACTIVITIES	12,000.00	0.00	6,765.00	0.00	5,235.00	43.62
01-2-02190-150-002	SAL NONCERT COACH	32,000.00	0.00	46,899.00	0.00	-14,899.00	-46.55
01-2-02190-151-002	SAL TCHR COACH	250,000.00	19,038.75	203,346.50	0.00	46,653.50	18.66
01-2-02190-211-002	HINS TCHR COACH /AD	20,000.00	4,429.13	44,055.39	0.00	-24,055.39	-120.27
01-2-02190-220-002	FICA NONCERT COACH	2,500.00	0.00	3,587.85	0.00	-1,087.85	-43.51
01-2-02190-221-002	FICA TCHR COACH /AD	26,000.00	2,013.94	21,152.54	0.00	4,847.46	18.64
01-2-02190-223-002	FICA SUBS ACTIVITIES	750.00	0.00	517.48	0.00	232.52	31.00
01-2-02190-230-002	RET NONCERT COACH	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02190-231-002	RET TCHR COACH /AD	29,000.00	2,670.80	26,708.04	0.00	2,291.96	7.90

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01-2-02190-233-002	ACTIVITY SUB RETIRE	0.00	0.00	62.46	0.00	-62.46	0.00
01-2-02190-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02190-320-002	PSP ACTIVITIES	6,000.00	0.00	818.61	0.00	5,181.39	86.35
01-2-02190-580-002	PSO TRAVEL	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02190-610-002	SUP ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02190-730-002	CAP ACTIVITIES EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02210-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02211-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02212-111-000	SAL ADMIN T & L	85,000.00	7,083.00	70,830.00	0.00	14,170.00	16.67
01-2-02212-211-000	HINS ADMIN T & L	18,000.00	1,480.82	14,808.20	0.00	3,191.80	17.73
01-2-02212-221-000	FICA ADMIN T & L	6,500.00	507.29	5,072.90	0.00	1,427.10	21.95
01-2-02212-231-000	RET ADMIN T & L	8,400.00	699.65	6,996.50	0.00	1,403.50	16.70
01-2-02212-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02212-320-000	PSP T & L	10,000.00	2,500.00	6,234.61	0.00	3,765.39	37.65
01-2-02212-330-000	PSP PROF DEV DIST	2,500.00	0.00	0.00	0.00	2,500.00	100.00
01-2-02212-330-001	PSP PROF DEV ELEM	2,500.00	650.00	3,214.00	0.00	-714.00	-28.56
01-2-02212-330-002	PSP PROF DEV SEC	0.00	90.00	940.00	0.00	-940.00	0.00
01-2-02212-580-000	PSO T & L TRAVEL	1,000.00	0.00	850.70	0.00	149.30	14.93
01-2-02212-610-000	SUP T & L	1,000.00	105.77	1,619.54	0.00	-619.54	-61.95
01-2-02212-739-000	CAP T & L EQUIP	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02212-890-000	PSO T & L OTHER	0.00	188.00	188.00	0.00	-188.00	0.00
01-2-02213-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02214-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02219-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-111-001	SAL TCHR LIBRARY ELEM	22,989.00	1,916.00	19,160.00	0.00	3,829.00	16.65
01-2-02220-111-002	SAL TCHR LIBRARY SEC	71,600.00	5,971.00	59,545.00	0.00	12,055.00	16.83
01-2-02220-112-001	SAL PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-112-002	SAL PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-123-001	SAL SUB LIBRARY ELEM	250.00	0.00	1,017.50	0.00	-767.50	-307.00
01-2-02220-123-002	SAL SUB LIBRARY SEC	500.00	0.00	385.00	0.00	115.00	23.00
01-2-02220-211-001	HINS TCHR LIBRARY ELEM	172.00	14.48	144.80	0.00	27.20	15.81
01-2-02220-211-002	HINS TCHR LIBRARY SEC	21,000.00	1,320.35	13,205.10	0.00	7,794.90	37.11
01-2-02220-212-001	HINS PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-212-002	HINS PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-221-001	FICA TCHR LIBRARY ELEM	1,750.00	143.33	1,433.30	0.00	316.70	18.09
01-2-02220-221-002	FICA TCHR LIBRARY SEC	5,500.00	430.41	4,291.46	0.00	1,208.54	21.97
01-2-02220-222-001	FICA PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-222-002	FICA PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-223-001	FICA SUB LIBRARY ELEM	0.00	0.00	77.85	0.00	-77.85	0.00
01-2-02220-223-002	FICA SUB LIBRARY SEC	50.00	0.00	29.45	0.00	20.55	41.10
01-2-02220-231-001	RET TCHR LIBRARY ELEM	2,250.00	189.26	1,892.60	0.00	357.40	15.88
01-2-02220-231-002	RET TCHR LIBRARY SEC	7,100.00	589.81	5,881.79	0.00	1,218.21	17.15
01-2-02220-232-001	RET PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-232-002	RET PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-281-002	HSA TCHR LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02220-320-001	PSP LIBRARY ELEM	0.00	1,441.00	1,441.00	0.00	-1,441.00	0.00
01-2-02220-320-002	PSP LIBRARY SEC	0.00	2,443.00	2,443.00	0.00	-2,443.00	0.00
01-2-02220-580-001	PSO LIBRARY TRAVEL ELEM	100.00	0.00	0.00	0.00	100.00	100.00
01-2-02220-580-002	PSO LIBRARY TRAVEL SEC	100.00	0.00	359.85	0.00	-259.85	-259.85
01-2-02220-610-001	SUP LIBRARY ELEM	2,000.00	0.00	777.32	0.00	1,222.68	61.13
01-2-02220-610-002	SUP LIBRARY SEC	1,000.00	212.46	483.01	0.00	516.99	51.69
01-2-02220-640-001	SUP LIBRARY BOOKS/PERS ELEM	3,000.00	32.42	2,342.75	0.00	657.25	21.90
01-2-02220-640-002	SUP LIBRARY BOOKS/PERS SEC	5,000.00	8,933.15	11,051.45	0.00	-6,051.45	-121.02
01-2-02220-730-001	CAP LIBRARY EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-730-002	CAP LIBRARY EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-890-001	PSO LIBRARY OTHER ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-890-002	PSO LIBRARY OTHER SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02223-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02224-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02230-111-000	SAL ADMIN TECH DIR	73,500.00	6,125.00	61,250.00	0.00	12,250.00	16.66
01-2-02230-114-000	SAL PARA TECH AID	28,000.00	2,393.13	25,326.89	0.00	2,673.11	9.54
01-2-02230-130-000	Para Tech OT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02230-134-000	SAL PARA Tech OT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02230-211-000	HINS ADMIN TECH DIR	10,764.00	0.00	0.00	0.00	10,764.00	100.00
01-2-02230-214-000	HINS PARA TECH AID	7,600.00	636.52	6,365.20	0.00	1,234.80	16.24
01-2-02230-221-000	FICA ADMIN TECH DIR	5,600.00	468.56	4,685.60	0.00	914.40	16.32
01-2-02230-224-000	FICA PARA TECH AID	2,100.00	167.55	1,782.26	0.00	317.74	15.13
01-2-02230-231-000	RET ADMIN TECH DIR	7,300.00	605.02	6,050.20	0.00	1,249.80	17.12

SELECTED Data

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02230-234-000	RET PARA TECH AID	2,700.00	236.39	2,501.75	0.00	198.25	7.34
01-2-02230-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02240-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02290-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02310-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02310-271-000	PSO Alicap WORK COMP OTHERS	20,000.00	0.00	0.00	0.00	20,000.00	100.00
01-2-02310-315-000	PSP AUDIT	7,000.00	0.00	6,925.00	0.00	75.00	1.07
01-2-02310-317-000	PSP LEGAL SERVICES	3,000.00	0.00	1,579.00	0.00	1,421.00	47.36
01-2-02310-520-000	PSO Alicap LIABILITY INS	200,000.00	0.00	2,655.00	0.00	197,345.00	98.67
01-2-02310-520-000	PSO Alicap PROPERTY INS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02310-580-000	PSO BOE TRAVEL	2,000.00	0.00	2,080.45	0.00	-80.45	-4.02
01-2-02310-810-000	DUES BOE	7,500.00	0.00	7,202.00	0.00	298.00	3.97
01-2-02310-890-000	PSO BOE OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02320-105-000	SAL ADMIN SUPT	170,000.00	14,167.00	141,670.00	0.00	28,330.00	16.66
01-2-02320-110-000	SAL CLER SUPT	18,500.00	1,800.00	17,104.19	0.00	1,395.81	7.54
01-2-02320-130-000	OT ClarSAL	2,000.00	0.00	3,071.25	0.00	-1,071.25	-53.56
01-2-02320-210-000	HINS CLER SUPT	7,800.00	552.73	6,017.36	0.00	1,782.64	22.85
01-2-02320-215-000	HINS ADMIN SUPT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02320-220-000	FICA CLER SUPT	1,400.00	123.95	1,393.85	0.00	6.15	0.43
01-2-02320-225-000	FICA ADMIN SUPT	10,500.00	1,083.77	10,837.70	0.00	-337.70	-3.21
01-2-02320-230-000	RET CLER SUPT	1,800.00	177.80	1,798.90	0.00	1.10	0.06
01-2-02320-235-000	RET ADMIN SUPT	17,000.00	1,399.39	13,993.90	0.00	3,006.10	17.68
01-2-02320-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02320-280-000	HSA CLER SUPT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02320-580-000	PSO EXEC ADMIN TRAVEL	4,000.00	0.00	279.65	0.00	3,720.35	93.00
01-2-02320-610-000	SUP EXEC ADMIN	7,500.00	743.18	8,182.83	0.00	-682.83	-9.10
01-2-02320-739-000	CAP EXEC ADMIN EQUIP	500.00	0.00	1,187.00	0.00	-687.00	-137.40
01-2-02320-810-000	DUES EXEC ADMIN	0.00	0.00	2,799.00	0.00	-2,799.00	0.00
01-2-02320-890-000	PSO EXEC ADMIN OTHER	5,000.00	0.00	4,425.00	0.00	575.00	11.50
01-2-02330-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-110-001	SAL CLER PRINC ELEM	21,750.00	2,066.25	22,574.38	0.00	-824.38	-3.79
01-2-02410-110-002	SAL CLER PRINC SEC	22,500.00	2,156.25	22,252.50	0.00	247.50	1.10
01-2-02410-111-001	SAL ADMIN PRINC ELEM	91,000.00	7,583.00	75,830.00	0.00	15,170.00	16.67
01-2-02410-111-002	SAL ADMIN PRINC SEC	110,000.00	9,167.00	91,670.00	0.00	18,330.00	16.66
01-2-02410-120-001	SAL CLER SUB PRINC ELEM	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02410-120-002	SAL CLER SUB PRINC SEC	500.00	0.00	238.88	0.00	261.12	52.22
01-2-02410-130-001	OT Clerical	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-130-002	Sec. CLAR OT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-210-001	HINS CLER PRINC ELEM	7,600.00	0.00	1,909.56	0.00	5,690.44	74.87
01-2-02410-210-002	HINS CLER PRINC SEC	7,600.00	636.52	6,365.20	0.00	1,234.80	16.24
01-2-02410-211-001	HINS ADMIN PRINC ELEM	20,902.00	1,474.42	14,744.20	0.00	6,157.80	29.46
01-2-02410-211-002	HINS ADMIN PRINC SEC	20,902.00	1,474.42	14,744.20	0.00	6,157.80	29.46
01-2-02410-220-001	FICA CLER PRINC ELEM	1,600.00	158.07	1,725.20	0.00	-125.20	-7.82
01-2-02410-220-002	FICA CLER PRINC SEC	1,720.00	157.31	1,644.11	0.00	75.89	4.41
01-2-02410-221-001	FICA ADMIN PRINC ELEM	6,900.00	534.65	5,445.66	0.00	1,454.34	21.07
01-2-02410-221-002	FICA ADMIN PRINC SEC	8,400.00	675.65	6,756.50	0.00	1,643.50	19.56

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02410-230-001	RET CLER PRINC ELEM	2,100.00	204.10	2,113.69	0.00	-13.69	-0.65
01-2-02410-230-002	RET CLER PRINC RET	2,200.00	212.99	2,198.04	0.00	1.96	0.08
01-2-02410-231-001	RET ADMIN PRINC ELEM	8,900.00	749.03	7,490.30	0.00	1,409.70	15.83
01-2-02410-231-002	RET ADMIN PRINC SEC	11,000.00	905.50	9,055.00	0.00	1,945.00	17.68
01-2-02410-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-281-001	HSA PRINC Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-281-002	HSA PRINC SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-320-001	PSP PRINCIPAL ELEM	1,000.00	0.00	211.88	0.00	788.12	78.81
01-2-02410-320-002	PSP PRINCIPAL SEC	1,500.00	0.00	2,560.00	0.00	-1,060.00	-70.66
01-2-02410-580-001	PSO PRINCIPAL TRAVEL ELEM	1,000.00	0.00	140.61	0.00	859.39	85.93
01-2-02410-580-002	PSO PRINCIPAL TRAVEL SEC	1,000.00	0.00	286.94	0.00	713.06	71.30
01-2-02410-610-001	SUP PRINCIPAL ELEM	1,000.00	35.00	1,063.89	0.00	-63.89	-6.38
01-2-02410-610-002	SUP PRINCIPAL SEC	4,000.00	35.00	2,885.05	0.00	1,114.95	27.87
01-2-02410-730-001	CAP PRINCIPAL FURN ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-730-002	CAP PRINCIPAL FURN SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-810-001	DUES PRINCIPAL ELEM	1,000.00	150.00	485.00	0.00	515.00	51.50
01-2-02410-810-002	DUES PRINCIPAL SEC	1,000.00	1,320.00	1,548.00	0.00	-548.00	-54.80
01-2-02410-890-001	PSO PRINCIPAL OTHER ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-890-002	PSO PRINCIPAL OTHER SEC	0.00	0.00	44.40	0.00	-44.40	0.00
01-2-02490-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02510-116-000	SAL PROF BUSINESS MNGR	53,500.00	4,833.00	48,330.00	0.00	5,170.00	9.66
01-2-02510-216-000	HINS PROF BUSINESS MNGR	15,600.00	1,336.67	13,366.70	0.00	2,233.30	14.31
01-2-02510-226-000	FICA PROF BUSINESS MNGR	4,100.00	354.33	3,543.30	0.00	556.70	13.57

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01-2-02510-236-000	RET PROF BUSINESS MNGR	5,300.00	477.39	4,773.90	0.00	526.10	9.92
01-2-02510-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02510-320-000	PSP BUSINESS	6,000.00	5,613.45	6,342.34	0.00	-342.34	-5.70
01-2-02510-340-000	PSP BUSINESS FLEX PAY	2,500.00	162.40	1,790.80	0.00	709.20	28.36
01-2-02510-351-000	PSP BUSINESS DATA PROCESS	1,500.00	72.60	791.40	0.00	708.60	47.24
01-2-02510-382-000	PSP BUSINESS TELECOMMUNIC	20,000.00	2,112.18	15,714.89	0.00	4,285.11	21.42
01-2-02510-440-000	PSF COPIER/LEASE	40,000.00	1,590.87	22,653.58	0.00	17,346.42	43.36
01-2-02510-531-000	PSO BUSINESS POSTAGE	10,000.00	500.00	8,966.63	0.00	1,033.37	10.33
01-2-02510-540-000	PSO BUSINESS ADVRT PRNTNG	5,000.00	844.61	3,635.20	0.00	1,364.80	27.29
01-2-02510-610-000	SUP BUSINESS	0.00	0.00	449.89	0.00	-449.89	0.00
01-2-02510-730-000	CAP BUSINESS EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02510-890-000	PSO BUSINESS OTHER	0.00	0.00	4,412.80	0.00	-4,412.80	0.00
01-2-02515-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02520-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02530-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02540-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02560-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02570-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02580-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02590-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02610-110-000	SAL NONCRT CUST	205,000.00	16,831.26	155,617.34	0.00	49,382.66	24.08
01-2-02610-120-000	SAL NONCRT CUST SUMMER	0.00	0.00	851.71	0.00	-851.71	0.00
01-2-02610-130-000	SAL OT NONCRT CUST	40,000.00	472.29	19,726.99	0.00	20,273.01	50.68

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02610-210-000	HINS NONCRT CUST	64,000.00	5,384.74	49,239.56	0.00	14,760.44	23.06
01-2-02610-220-000	FICA NONCRT CUST	15,000.00	1,306.09	13,320.95	0.00	1,679.05	11.19
01-2-02610-230-000	RET NONCRT CUST	21,000.00	1,709.20	17,404.25	0.00	3,595.75	17.12
01-2-02610-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02610-270-000	PSO Alicap WORK COMP CUST	9,000.00	0.00	-1,486.00	0.00	10,486.00	116.51
01-2-02610-410-000	PSF WATER & SEWER	10,000.00	777.77	7,491.38	0.00	2,508.62	25.08
01-2-02610-610-000	SUP CUSTODIAL	55,000.00	4,785.26	59,657.99	0.00	-4,657.99	-8.46
01-2-02610-621-000	SUP FUEL	60,000.00	2,717.99	27,670.00	0.00	32,330.00	53.88
01-2-02610-622-000	SUP ELECTRICITY	150,000.00	8,112.07	119,505.06	0.00	30,494.94	20.33
01-2-02610-739-000	CAP CUSTODIAL EQUIP	16,000.00	0.00	10,380.00	0.00	5,620.00	35.12
01-2-02610-890-000	PSO CUSTODIAL OTHER	17,500.00	1,241.62	15,672.71	0.00	1,827.29	10.44
01-2-02620-110-000	SAL NONCRT MAINT	89,000.00	7,760.00	64,576.32	0.00	24,423.68	27.44
01-2-02620-120-000	SAL NONCRT MAINT SUMMER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02620-130-000	SAL OT NONCRT MAINT	0.00	709.05	9,535.50	0.00	-9,535.50	0.00
01-2-02620-210-000	HINS NONCRT MAINT	29,000.00	3,131.52	31,315.20	0.00	-2,315.20	-7.98
01-2-02620-220-000	FICA NONCRT MAINT	68,000.00	633.52	5,530.79	0.00	62,469.21	91.86
01-2-02620-230-000	RET NONCRT MAINT	8,800.00	836.55	7,320.61	0.00	1,479.39	16.81
01-2-02620-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02620-270-000	PSO Alicap WORK COMP MAINT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02620-320-000	PSP MAINTENANCE	150,000.00	8,489.25	180,676.31	0.00	-30,676.31	-20.45
01-2-02620-733-000	CAP BUILDING EQUIP	75,000.00	5,334.76	111,441.27	0.00	-36,441.27	-48.58
01-2-02620-890-000	PSO MAINTENANCE OTHER	0.00	0.00	832.00	0.00	-832.00	0.00
01-2-02630-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02640-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02650-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02660-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02660-320-000	PSP SECURITY	1,000.00	0.00	307.80	0.00	692.20	69.22
01-2-02660-610-000	SUP SECURITY	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-02660-720-000	CAP SECURITY EQUIP	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-02670-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02670-320-000	PSP SAFETY	1,000.00	0.00	4,104.00	0.00	-3,104.00	-310.40
01-2-02670-610-000	SUP SAFETY	0.00	0.00	15.69	0.00	-15.69	0.00
01-2-02670-730-000	CAP SAFETY EQUIP	0.00	0.00	1,098.33	0.00	-1,098.33	0.00
01-2-02680-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-110-000	SAL NONCRT ROUTE DRIVER	65,000.00	2,598.75	60,011.95	0.00	4,988.05	7.67
01-2-02710-111-000	SAL CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-120-000	SAL NONCRT ACT DRIVER	30,000.00	38.50	20,992.17	0.00	9,007.83	30.02
01-2-02710-130-000	Route Bus OT	8,000.00	0.00	11,523.12	0.00	-3,523.12	-44.03
01-2-02710-210-000	HINS NONCRT TRANPO	21,000.00	1,909.56	19,237.23	0.00	1,762.77	8.39
01-2-02710-211-000	HINS CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-220-000	FICA NONCRT TRANPO	7,500.00	201.76	7,066.13	0.00	433.87	5.78
01-2-02710-221-000	FICA CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-230-000	RET NONCRT TRANPO	7,500.00	256.70	6,849.06	0.00	650.94	8.67
01-2-02710-231-000	RETIRE CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-270-000	PSO Alicap WORK COMP DRIVERS	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02710-320-000	PSP TRANSPORTATION	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-02710-332-000	PSP MILEAGE PARENTS	4,000.00	0.00	2,715.79	0.00	1,284.21	32.10
01-2-02710-430-000	PSF EQUIP REPAIR BUS	20,000.00	0.00	11,575.75	0.00	8,424.25	42.12
01-2-02710-431-000	PSF EQUIP REPAIR MAINT	1,000.00	602.80	3,612.38	0.00	-2,612.38	-261.23
01-2-02710-520-000	PSO Alicap VEHICLE INS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-610-000	SUP TRANSP TIRES / PARTS	20,000.00	655.40	22,327.06	0.00	-2,327.06	-11.63
01-2-02710-626-000	SUP GAS AND OIL	55,000.00	639.70	30,606.47	0.00	24,393.53	44.35
01-2-02710-732-000	CAP TRANSP BUS REPLACE	25,000.00	0.00	0.00	0.00	25,000.00	100.00
01-2-02710-890-000	PSO TRANSPORTATION OTHER	2,500.00	28.17	1,934.33	0.00	565.67	22.62
01-2-02711-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02712-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02713-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02714-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02720-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02721-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02722-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02723-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02724-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02730-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02731-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02732-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02733-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02734-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data
Date Range: YTD thru 06/30/2020

Monthly Expense Report

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02790-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02791-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02792-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02792-332-000	PSP SPED MILGE PRNTS SA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02793-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02793-332-000	PSP SPED MLGE PRNTS B-5	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02794-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02900-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02900-890-000	Interlocal Agreement	0.00	0.00	20,000.00	0.00	-20,000.00	0.00
01-2-03300-159-001	SAL STIP After School	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-221-001	FICA AFTER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-231-001	RET AFTER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-529-000	PSO AFTER SCHOOL OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-569-001	PSO AFTER SCHOOL TUITION	2,000.00	0.00	231.50	0.00	1,768.50	88.42
01-2-03300-610-000	SUP AFTER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-730-000	CAP AFTER SCHOOL EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03400-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03500-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03512-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03535-111-001	SAL TCHR HAL	23,000.00	1,916.00	19,160.00	0.00	3,840.00	16.69
01-2-03535-123-001	SAL SUBS HAL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03535-211-001	HINS TCHR HAL	172.00	14.48	144.80	0.00	27.20	15.81

SELECTED Data
Date Range: YTD thru 06/30/2020

Monthly Expense Report

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-03535-221-001	FICA TCHRS HAL	1,759.00	143.32	1,433.20	0.00	325.80	18.52
01-2-03535-223-001	FICA SUBS HAL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03535-231-001	RET TCHRS HAL	2,271.00	189.26	1,892.60	0.00	378.40	16.66
01-2-03535-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-111-006	SAL ADMIN PRESCH DIR	15,000.00	1,250.00	12,500.00	0.00	2,500.00	16.66
01-2-03540-111-006	SAL TCHR PRESCH STATE	47,400.00	3,953.00	39,530.00	0.00	7,870.00	16.60
01-2-03540-112-006	SAL PARA PRESCH STATE	11,550.00	0.00	0.00	0.00	11,550.00	100.00
01-2-03540-120-006	SAL PARA SUB PRESCH STATE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-123-006	SAL SUBS PRESCH STATE	750.00	0.00	852.50	0.00	-102.50	-13.66
01-2-03540-211-006	HINS ADMIN PRESCH DIR	3,135.00	1,567.86	15,678.60	0.00	-12,543.60	-400.11
01-2-03540-211-006	HINS TCHR PRESCH STATE	15,677.00	0.00	0.00	0.00	15,677.00	100.00
01-2-03540-212-006	HINS PARA PRESCH STATE	5,726.00	0.00	0.00	0.00	5,726.00	100.00
01-2-03540-213-006	Preschool Para Health	0.00	0.00	261.90	0.00	-261.90	0.00
01-2-03540-220-006	FICA PARA SUB PRESCH STATE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-221-006	FICA ADMIN PRESCH DIR	1,148.00	381.32	3,813.20	0.00	-2,665.20	-232.16
01-2-03540-221-006	FICA TCHR PRESCH STATE	3,629.00	0.00	0.00	0.00	3,629.00	100.00
01-2-03540-222-006	FICA PARA PRESCH STATE	884.00	0.00	0.00	0.00	884.00	100.00
01-2-03540-223-006	FICA SUBS PRESCH STATE	0.00	0.00	63.57	0.00	-63.57	0.00
01-2-03540-231-006	RET ADMIN PRESCH DIR	1,482.00	513.94	5,139.40	0.00	-3,657.40	-246.78
01-2-03540-231-006	RET TCHR PRESCH STATE	4,687.00	0.00	0.00	0.00	4,687.00	100.00
01-2-03540-232-006	RET PARA PRESCH STATE	1,141.00	0.00	0.00	0.00	1,141.00	100.00
01-2-03540-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-320-000	PSP PRESCH	5,000.00	0.00	712.15	0.00	4,287.85	85.75

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-03540-580-006	PSO PRESCH TRAVEL	250.00	0.00	0.00	0.00	250.00	100.00
01-2-03540-610-000	SUP PRESCH	500.00	0.00	0.00	0.00	500.00	100.00
01-2-03540-739-006	CAP PRESCH EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-890-006	PSO PRESCH OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-320-000	PSP PRESCH STARTUP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-529-000	PSO PRESCH STARTUP OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-610-000	SUP PRESCH STARTUP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-640-000	SUP PRESCH START TEXTS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-730-000	CAP PRESCH STARTUP EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03551-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03570-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03575-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03590-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-04700-450-000	PSF CONTRACT BLDNG IMPROV	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-111-001	SAL TCHR TITLE IA	104,000.00	8,663.00	86,630.00	0.00	17,370.00	16.70
01-2-06200-123-001	SAL SUBS TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-211-001	HINS TCHR TITLE IA	32,000.00	3,269.27	32,692.70	0.00	-692.70	-2.16
01-2-06200-221-001	FICA TCHR TITLE IA	8,000.00	652.86	6,479.64	0.00	1,520.36	19.00
01-2-06200-223-001	FICA SUBS TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-231-001	RET TCHR TITLE IA	10,000.00	855.72	8,557.20	0.00	1,442.80	14.42
01-2-06200-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-281-001	HSA TITLE IA ELEM	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data
Date Range: YTD thru 06/30/2020

Monthly Expense Report

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-06200-320-001	PSP TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-529-001	PSO TITLE IA OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-580-001	PSO TITLE IA TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-610-001	SUP TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-640-001	SUP TITLE IA TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-650-001	SUP TITLE IA HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-730-001	CAP TITLE IA EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-735-001	CAP TITLE IA SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06210-320-001	PSP TITLE I ACCNTBLTY	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06210-650-001	SUP TITLE I ACCNTBLTY	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06210-735-001	CAP TITLE I ACCNTBLTY SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-111-001	SAL TCHR TITLE IIA	16,900.00	1,408.00	14,080.00	0.00	2,820.00	16.68
01-2-06310-123-001	SAL SUBS TITLE IIA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-211-001	HINS TCHR TITLE IIA	3,000.00	427.64	4,285.97	0.00	-1,285.97	-42.86
01-2-06310-221-001	FICA TCHR TITLE IIA	1,300.00	107.72	1,077.19	0.00	222.81	17.13
01-2-06310-223-001	FICA SUBS TITLE IIA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-231-001	RET TCHR TITLE IIA	1,700.00	139.08	1,390.80	0.00	309.20	18.18
01-2-06310-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-529-000	PSO TITLE IIA OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-111-000	SAL TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-211-000	HINS TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-221-000	FICA TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-231-000	RET TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-06403-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-281-000	HSA IDEA BASE ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-320-000	PSP IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-580-000	PSO IDEA BASE TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-610-000	SUP IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06406-111-000	SAL TCHR IDEA PS BASE	3,100.00	253.00	2,530.00	0.00	570.00	18.38
01-2-06406-211-000	HINS TCHR IDEA PS BASE	1,000.00	83.62	836.20	0.00	163.80	16.38
01-2-06406-221-000	FICA TCHR IDEA PS BASE	250.00	18.68	186.80	0.00	63.20	25.28
01-2-06406-231-000	RET TCHR IDEA PS BASE	300.00	24.99	249.90	0.00	50.10	16.70
01-2-06406-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06406-610-000	SUP IDEA PRESCH	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-111-000	SAL TCHR IDEA ENR POV	105,500.00	6,418.00	64,180.00	0.00	41,320.00	39.16
01-2-06410-211-000	HINS TCHR IDEA ENR POV	36,000.00	3,047.00	30,470.00	0.00	5,530.00	15.36
01-2-06410-221-000	FICA TCHR IDEA ENR POV	8,100.00	467.60	4,675.67	0.00	3,424.33	42.27
01-2-06410-231-000	RET TCHR IDEA ENR POV	10,500.00	633.96	6,339.59	0.00	4,160.41	39.62
01-2-06410-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-340-000	PSP IDEA ENR POV	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-529-000	PSO IDEA ENR POV OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-610-000	SUP IDEA ENR POV	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-730-000	CAP IDEA ENR POV EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06412-300-000	PSP IDEA NON-PUBLIC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06450-320-000	PSP MEDICAID OUTREACH	250.00	0.00	0.00	0.00	250.00	100.00
01-2-06700-610-002	SUP CARL PERKINS	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-06700-739-002	CAP CARL PERKINS EQUIP	1,000.00	0.00	1,029.49	0.00	-29.49	-2.94
01-2-06700-890-000	PSO CARL PERKINS OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06969-610-000	Title IV A Supplies	0.00	0.00	0.00	0.00	0.00	0.00
01-2-08000-900-000	TRANS TO DEPRECIATION	200,000.00	0.00	0.00	0.00	200,000.00	100.00
01-2-08000-910-000	Trans to Emp. Benefit	25,000.00	0.00	0.00	0.00	25,000.00	100.00
01-2-08000-912-000	TRANS TO LUNCH	50,000.00	0.00	0.00	0.00	50,000.00	100.00
01-2-08000-913-000	TRANS TO ACTIVITIES	25,000.00	0.00	0.00	0.00	25,000.00	100.00
01 Current Year Account Totals:		10,818,261.00	776,379.95	8,386,358.11	0.00	2,431,902.89	22.47
01	FUND Totals:	10,818,261.00	776,379.95	8,386,358.11	0.00	2,431,902.89	22.47
	Report Totals:	10,818,261.00	776,379.95	8,386,358.11	0.00	2,431,902.89	22.47

TO WHOM ISSUED

AMOUNT

TOTAL		\$0.00
Beginning Balance		\$ 2,000.00
Receipts		\$ -
		\$ 2,000.00
Expenditures		\$ -
		\$ 2,000.00
Statement Balance	\$ 2,000.00	
Outstanding Deposits	\$ -	
Total	\$ 2,000.00	
Outstanding Checks		\$ -
		\$ -
Balance June 30, 2020		\$ 2,000.00

ALL Data

Current Cash Balance Report

Date: 06/01/2020 thru 06/30/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Athletics					
1000 Activities Account	307,496.06	0.00	0.00	0.00	307,496.06
1010 Activity Tickets	192,867.51	0.00	0.00	0.00	192,867.51
1015 Gates	810,320.16	0.00	0.00	0.00	810,320.16
1020 Sale of Equipment	14,657.78	0.00	0.00	0.00	14,657.78
1025 Meals/Lodging	-230,973.28	0.00	0.00	0.00	-230,973.28
1030 Officials	-388,714.68	0.00	0.00	0.00	-388,714.68
1035 Football Equipment	-161,769.33	0.00	2,557.47	0.00	-164,326.80
1040 Basketball Equipment	-68,382.71	0.00	970.00	0.00	-69,352.71
1045 Track Equipment	-170,197.94	0.00	0.00	0.00	-170,197.94
1050 Wrestling Equipment	-53,615.18	0.00	0.00	0.00	-53,615.18
1055 Golf Equipment	-20,898.88	0.00	0.00	0.00	-20,898.88
1060 Softball Equipment	-38,142.37	0.00	873.77	0.00	-39,016.14
1065 Misc. Athletic	-74,876.45	0.00	1,100.00	0.00	-75,976.45
1070 Entry Fees	33,616.98	0.00	0.00	0.00	33,616.98
1075 Volleyball Equipment	-37,581.16	0.00	2,934.30	0.00	-40,515.46
1080 Cross Country Equip.	-22,288.21	0.00	0.00	0.00	-22,288.21
1085 Supples/Equipment	-125,208.32	0.00	2,422.88	0.00	-127,631.20
1090 Athletic-Other	5,053.88	0.00	0.00	0.00	5,053.88
A Athletics Totals:	-28,636.14	0.00	10,858.42	0.00	-39,494.56
B Adult Ed.					
1100 Adult Ed.	8,145.38	0.00	0.00	0.00	8,145.38
B Adult Ed. Totals:	8,145.38	0.00	0.00	0.00	8,145.38
C School					
1200 Yearbook	2,173.04	0.00	0.00	0.00	2,173.04
1210 Helping Hands	5,492.40	250.00	0.00	0.00	5,742.40
1215 History Grant	1,435.07	0.00	0.00	0.00	1,435.07
1220 FCS	-1,184.08	0.00	0.00	0.00	-1,184.08
1225 Industrial Tech	12,466.16	585.00	91.92	0.00	12,959.24
1229 Life Skills	387.88	0.00	0.00	0.00	387.88
1230 Renaissance	6,203.90	1,700.00	194.67	0.00	7,709.23
1240 Band	13,372.81	0.00	0.00	0.00	13,372.81
1241 Flag Corp	309.49	0.00	0.00	0.00	309.49
1245 Vocal	16,281.24	0.00	0.00	0.00	16,281.24
1246 Special Music	2,723.93	0.00	0.00	0.00	2,723.93
1250 Art Club	6,303.50	0.00	0.00	0.00	6,303.50
1251 Jr. Hi. Art Club	668.82	0.00	0.00	0.00	668.82
1255 Pop/Lounge	-4,059.89	0.00	0.00	0.00	-4,059.89
1260 General	18,786.30	150.00	301.36	0.00	18,634.94
1261 Chromebook Repair	15,065.42	0.00	209.95	0.00	14,855.47
C School Totals:	96,425.99	2,685.00	797.90	0.00	98,313.09
D Candy					
1300 Candy Fund	-5,093.10	0.00	0.00	0.00	-5,093.10
D Candy Totals:	-5,093.10	0.00	0.00	0.00	-5,093.10
E Classes					
1400 Senior Class	2,792.39	0.00	0.00	0.00	2,792.39
1410 Junior Class	6,717.68	0.00	1,065.00	-5,111.93	540.75
1415 Sophomore Class	-4,491.93	0.00	0.00	5,111.93	620.00
1420 Freshmen Class	1,005.00	0.00	0.00	0.00	1,005.00
1425 8th Class	38.25	0.00	0.00	0.00	38.25
1430 7th Class	50.00	0.00	0.00	0.00	50.00
E Classes Totals:	6,111.39	0.00	1,065.00	0.00	5,046.39

ALL Data

Current Cash Balance Report

Date: 06/01/2020 thru 06/30/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
F Clubs					
1500 Cheerleaders	1,942.59	1,322.00	0.00	0.00	3,264.59
1505 Elem. Circle of Friends	167.81	0.00	0.00	0.00	167.81
1506 H.S. Circle of Friends	-195.92	0.00	0.00	0.00	-195.92
1510 Drama	0.00	0.00	0.00	0.00	0.00
1511 English Activities	-71.71	0.00	0.00	0.00	-71.71
1512 Entrepreneurship	2,095.50	0.00	0.00	0.00	2,095.50
1515 FFA	17,437.01	40.00	0.00	0.00	17,477.01
1516 Fit Kids	125.00	0.00	0.00	0.00	125.00
1520 Sr. Hi Quiz Bowl	540.61	0.00	0.00	0.00	540.61
1521 Jr. Hi Quiz Bowl	300.85	0.00	0.00	0.00	300.85
1522 Media Production	5,397.03	0.00	0.00	0.00	5,397.03
1525 NFL	3,891.09	0.00	0.00	0.00	3,891.09
1530 NHS	658.60	0.00	0.00	0.00	658.60
1531 One Act	6,797.38	0.00	0.00	0.00	6,797.38
1535 D.I.	-219.58	0.00	0.00	0.00	-219.58
1540 SPB	2,063.38	0.00	0.00	0.00	2,063.38
1545 SADD	1,155.33	0.00	0.00	0.00	1,155.33
1550 Student Council	4,777.72	0.00	275.88	0.00	4,501.84
1555 Donations to School	0.00	0.00	0.00	0.00	0.00
1560 Driver's Ed.	4,290.00	0.00	0.00	0.00	4,290.00
1565 School Gala	-989.33	0.00	0.00	0.00	-989.33
1570 Improv	757.07	0.00	0.00	0.00	757.07
1575 Math A.P.	-4,369.54	0.00	0.00	0.00	-4,369.54
1580 Media	3,980.44	0.00	0.00	0.00	3,980.44
1585 Post Prom	200.00	0.00	0.00	0.00	200.00
1590 Science Club	1,148.97	0.00	0.00	0.00	1,148.97
1595 Walk Fit	105.00	0.00	0.00	0.00	105.00
1647 C.Country Club	1,386.52	0.00	180.00	0.00	1,206.52
1652 Legends Scholarship	750.00	500.00	0.00	0.00	1,250.00
1718 6th Grade	1,493.76	0.00	0.00	0.00	1,493.76
F Clubs Totals:	55,615.58	1,862.00	455.88	0.00	57,021.70
G Sports					
1600 Boys Future B.Ball	1,934.32	116.00	0.00	0.00	2,050.32
1610 Football Club	3,881.42	168.00	0.00	0.00	4,049.42
1620 Girls Future B.Ball	3,811.13	1,000.00	0.00	0.00	4,811.13
1625 Boys Golf	-326.16	0.00	0.00	0.00	-326.16
1626 Girls Golf	3,000.74	0.00	0.00	0.00	3,000.74
1627 Gothenburg B.Ball Club	-905.99	0.00	0.00	0.00	-905.99
1628 Jr. Hi Football Club	644.11	0.00	0.00	0.00	644.11
1629 Jr. Power Wt. Lifting	-668.74	0.00	0.00	0.00	-668.74
1630 Softball	3,355.84	0.00	0.00	0.00	3,355.84
1635 Mat Maids	219.56	0.00	0.00	0.00	219.56
1640 VolleyBall	-3,007.21	0.00	150.00	0.00	-3,157.21
1643 7-8th Volleyball	695.53	0.00	0.00	0.00	695.53
1645 Youth Volleyball	1,710.96	0.00	0.00	0.00	1,710.96
1650 Wrestling Boosters	-84.15	0.00	1,173.68	0.00	-1,257.83
1651 Summer Wrestling	18,723.29	1,233.00	0.00	0.00	19,956.29
G Sports Totals:	32,984.65	2,517.00	1,323.68	0.00	34,177.97

ALL Data

Current Cash Balance Report

Date: 06/01/2020 thru 06/30/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
H Elementary					
1700 Elem. Book Fair	5,980.60	0.00	0.00	0.00	5,980.60
1701 Elem. Art Program	791.84	0.00	0.00	0.00	791.84
1710 Elem. Fund Raising	19,978.26	0.00	0.00	0.00	19,978.26
1711 1st Grade	3,881.92	0.00	48.24	0.00	3,833.68
1712 2nd Grade	2,902.27	0.00	0.00	0.00	2,902.27
1713 4th Grade	961.49	0.00	115.42	0.00	846.07
1714 5th Grade	6,706.81	0.00	0.00	0.00	6,706.81
1715 Elem. Lounge	2,247.44	0.00	0.00	0.00	2,247.44
1716 3rd Grade	1,000.88	0.00	0.00	0.00	1,000.88
1717 Kindergarten	1,382.67	0.00	0.00	0.00	1,382.67
1720 Elem. Stu. Co.	234.43	0.00	0.00	0.00	234.43
1725 Elem. O.D. Ed.	-4,560.50	0.00	0.00	0.00	-4,560.50
H Elementary Totals:	41,508.11	0.00	163.66	0.00	41,344.45
I Interest					
1800 DDA Interest	4,015.72	4.35	0.00	0.00	4,020.07
1810 CD Interest	9,188.13	0.00	0.00	0.00	9,188.13
I Interest Totals:	13,203.85	4.35	0.00	0.00	13,208.20
J Scholarships					
1900 Athletics Count	210.75	0.00	0.00	0.00	210.75
1910 Alberts Memorial	211.63	19.88	0.00	0.00	231.51
1915 Alumni	0.00	0.00	0.00	0.00	0.00
1920 Greene Memorial	22,526.10	34.01	0.00	0.00	22,560.11
1925 Uehling Scholarship	-1,857.57	0.00	0.00	0.00	-1,857.57
1930 J.L. Brock Scholarship	105.00	0.00	0.00	0.00	105.00
1935 Pioneer Seed Scholarship	0.00	0.00	0.00	0.00	0.00
1940 Swedes Lead Scholarship	1,494.00	80.00	0.00	0.00	1,574.00
J Scholarships Totals:	22,689.91	133.89	0.00	0.00	22,823.80
Report Totals:	242,955.62	7,202.24	14,664.54	0.00	235,493.32

Check Summary Report

Date: 06/01/2020 thru 06/30/2020

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
022589	V	06/03/2020	Gothenburg Shop		4th Grade	-140.00
022597	C	06/03/2020	Abante Marketing		Wrestling Boosters	890.00
022598	C	06/03/2020	Gothenburg Schools		4th Grade	140.00
022599	C	06/03/2020	Hicken Lumber		4th Grade	23.95
022600	C	06/03/2020	Hot Lunch		4th Grade	91.47
022601	C	06/03/2020	T Walker's		Renaissance	100.00
022602	C	06/11/2020	Mary Meisinger		Student Council	275.88
022603	C	06/19/2020	Misko Sports		Athletic	859.83
022604	C	06/19/2020	T-Graphics West Inc.		Renaissance	94.67
022605	O	06/30/2020	Minden Schools		Summer V.Ball	150.00
022606	O	06/30/2020	Cozad High School Cross		C.Country Club	180.00
022607	O	06/30/2020	Hirschfeld's		Jr. Class	1,065.00
022608	O	06/30/2020	Alert Services		Athletic	1,808.56
022609	O	06/30/2020	AssetGenie, Inc.		Chromebook Repair	209.95
022610	O	06/30/2020	BSN Sports		Athletic	239.88
022611	O	06/30/2020	John Deere Financial		Ind. Tech	91.92
022612	O	06/30/2020	Lou's Sporting Goods		Athletic	3,602.35
022613	O	06/30/2020	Misko Sports		Athletic	2,279.36
022614	O	06/30/2020	Nebraska School Activities		Athletic	1,100.00
022615	O	06/30/2020	Supreme School Supply		General	301.36
022616	O	06/30/2020	US Bank		Wrest/Athletic/1st Grade	1,300.36

Report Total: 14,664.54

Check Journal (Reprint)

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
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Journal Number: 638 Check Journal Posted: 07/09/2020

**Computer Checks
06 - LUNCH FUND**

Bank Account :B - GSB-Hot Lunch

00004341	06/30/2020	CASHWA	Cash-Wa Distributing				
122080	06/30/2020			07/09/2020	Food/Supplies		
06-2-03100-610-000			SUP SUPPLIES			-831.45	831.45
06-2-03100-630-000			SUP FOOD			-13,421.43	13,421.43
					Invoice Total:	-14,252.88	14,252.88
					Check Total:	-14,252.88	14,252.88
00004342	06/30/2020	HILADAIRY	Hiland Dairy				
14345	06/30/2020			07/09/2020	Milk		
06-2-03100-630-000			SUP FOOD			-5,440.88	5,440.88
					Invoice Total:	-5,440.88	5,440.88
					Check Total:	-5,440.88	5,440.88
00004343	06/30/2020	PETESUPE	Peterson's Supermarket				
1730	06/30/2020			07/09/2020	Food		
06-2-03100-630-000			SUP FOOD			-21.93	21.93
					Invoice Total:	-21.93	21.93
					Check Total:	-21.93	21.93
00004344	06/30/2020	SARAYOUN	Sarah Young				
Meals	06/30/2020			07/09/2020	Meal Refund		
06-2-03100-890-000			MISCELLANEOUS			-175.50	175.50
					Invoice Total:	-175.50	175.50
					Check Total:	-175.50	175.50
00004345	06/30/2020	USFOODS	U S Foods, Inc.				
44120491	06/30/2020			07/09/2020	Food		
06-2-03100-630-000			SUP FOOD			-3,341.36	3,341.36
					Invoice Total:	-3,341.36	3,341.36
					Check Total:	-3,341.36	3,341.36
					06 - LUNCH FUND	-23,232.55	23,232.55
			Total of Computer Checks			-23,232.55	23,232.55

Manual Checks

Bank Account :B - GSB-Hot Lunch

00000000	06/10/2020	MAGIWRT	Magic-Wrighter Inc.				
E Funds	06/10/2020			07/09/2020	Fees		
06-2-03100-890-000			MISCELLANEOUS			-20.00	20.00
					Invoice Total:	-20.00	20.00
					Check Total:	-20.00	20.00
					Total of Manual Checks	-20.00	20.00

Fund Summary

Check Journal (Reprint)

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
06 - LUNCH FUND						-23,252.55	23,252.55
Payroll Summary							
Report Total:						-23,252.55	23,252.55

SELECTED Data

Monthly Revenue Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Receipts	YTD Receipts	Revenue Balance	Percent Remaining
06	LUNCH FUND					
06-1-01510-000-000	Interest for Lunch Fund	500.00	1.80	23.42	476.58	95.31
06-1-01611-000-000	Daily Sales for Reimbursable Meals	380,000.00	91.47	172,493.70	207,506.30	54.60
06-1-01630-000-000	Special Functions Food Sales	5,000.00	467.45	4,340.07	659.93	13.19
06-1-01990-000-000	Miscellaneous for Lunch Fund	1,000.00	0.00	43.75	956.25	95.62
06-1-03150-000-000	State Reimbursement	10,000.00	0.00	565.34	9,434.66	94.34
06-1-04210-000-000	Federal Nutrition Programs	200,000.00	51,978.49	312,664.66	-112,664.66	-56.33
06-1-05200-000-000	Fund Transfers to School Nutrition	50,000.00	0.00	0.00	50,000.00	100.00
06	FUND Totals:	646,500.00	52,539.21	490,130.94	156,369.06	24.18
	Report Totals:	646,500.00	52,539.21	490,130.94	156,369.06	24.18

SELECTED Data

Monthly Expense Report

Date Range: YTD thru 06/30/2020

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
06	LUNCH FUND						
06-2-03100-110-000	SAL HOT LUNCH	165,000.00	11,047.42	129,293.61	0.00	35,706.39	21.64
06-2-03100-130-000	OTSAL	0.00	0.00	0.00	0.00	0.00	0.00
06-2-03100-210-000	HINS FOOD SERVICES	65,000.00	3,182.60	40,100.76	0.00	24,899.24	38.30
06-2-03100-220-000	FICA NON-CERT FOOD SERV	15,000.00	823.10	9,754.03	0.00	5,245.97	34.97
06-2-03100-230-000	RET FOOD SERVICES	17,000.00	946.23	11,649.55	0.00	5,350.45	31.47
06-2-03100-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
06-2-03100-430-000	REPAIR OF EQUIPMENT	0.00	0.00	1,225.75	0.00	-1,225.75	0.00
06-2-03100-610-000	SUP SUPPLIES	35,000.00	858.67	12,510.66	0.00	22,489.34	64.25
06-2-03100-630-000	SUP FOOD	353,000.00	22,225.60	214,983.76	0.00	138,016.24	39.09
06-2-03100-739-000	CAP EQUIPMENT	0.00	0.00	1,692.65	0.00	-1,692.65	0.00
06-2-03100-890-000	MISCELLANEOUS	0.00	265.32	9,348.27	0.00	-9,348.27	0.00
06 Current Year Account Totals:		650,000.00	39,348.94	430,559.04	0.00	219,440.96	33.76
06	FUND Totals:	650,000.00	39,348.94	430,559.04	0.00	219,440.96	33.76
	Report Totals:	650,000.00	39,348.94	430,559.04	0.00	219,440.96	33.76

Board of Education Report
July Board Meeting 7/13/20
Jay Holmes, Maintenance Supervisor

Project review

Completed

Van replacement

North Gym painting

Serpentine Hall painting

North and South gym floor refinish

Main Street, Serpentine and South Gym flooring replacement

Main Street, Serpentine and South Gym Hall LED upgrade

In Progress

Parking area repairs

Parking lot striping

Stadium renovation and painting

East CB roof drainage project

In review

HVAC Controls update

Administrator Report

Meeting: July Board Meeting

Date: 7/13/20

Mrs. Angie Richeson

Summer School: Summer School (Camp Dudley) for Kindergarten through 6th grade officially started this week. There are 69 students signed up for our three week Summer School program. We are running two separate in-person sessions with one session from 8:00 - 9:30 a.m. and the second session from 10:00 - 11:30 a.m. When students are not in the building for their in-person session, they have the opportunity to log onto their Chromebooks for a 30 minute "Office Hours" session with a Summer School staff member. During this time, students will work on their at-home practice packets and have the opportunity to ask any questions they may have. We have an incredible team of staff members dedicated to bringing students back into our building after nearly 4 months being out of the building due to the pandemic. The admin team put together an extensive Summer School plan to make sure that our students and staff are safe and healthy. If you would like to view the Summer School Plan, please contact Angie Richeson (angie.richeson@gosweddes.org).

Thank You to the Custodial Staff: A huge thank you to the custodial for working so hard the last few months to get our elementary building ready for the start of Summer School, as well as the start of the school year. The carpets are clean, things have been wiped down and disinfected, and we can literally see our reflection in the newly waxed floors.

Administrator Report

Date: 7/13/20

Mr. Seth Ryker, Secondary Principal

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Topics:

Credit Recovery

Back to School Night

Graduation Communication

I. Credit Recovery

- a. We had 9 students participate in the credit recovery program in June.
 - i. 1 JH and 8 HS students
 - 1. All credits were recovered
 - ii. Odysseyware curriculum that covers the curriculum in a condensed version - this is a key component for keeping some of our students on pace to graduate with peers.

II. Back to School Night

- a. Cancelled for 2020

III. Graduation Communication

- a. Parent meetings, DHM, location, admission - invite only

Administrator Report

Meeting: July Board Meeting

Date: 7/13/2020

Mr. Marc Mroczek, Activities Director

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Topics:

Summer Strength and Conditioning

Summer Camps

NCA Multi-Sports Clinic Cancelled

Fall Activities Start Date

I. Summer Strength and Conditioning

- We opened up the weight room for strength and conditioning sessions on June 6th for incoming 9-12 graders.
- Our numbers have stayed pretty consistent from week to week.
- On July 6th, we provided strength and conditioning sessions for incoming 7th and 8th graders. Our numbers after the first week are as follows:
 - 7th & 8th Grade Boys: 24
 - 7th & 8th Grade Girls: 18

II. Summer Camps

- Starting July 1st, the NSAA has allowed each member school to host and travel to camps, have open gyms, etc. We are currently hosting volleyball, football, and boys basketball camps. I have provided guidelines to all coaches if they plan to travel or host a camp with our students.
- Registrations are done online
<https://gothenburgswedecamps.myonlinecamp.com/>

III. NCA Multi-Sports Clinic Cancelled

- The Nebraska Coaches Association Multi-Sports Clinic was to be held on July 19-23, 2020, in Lincoln in conjunction with the National High School Athletic Coaches Association. They have postponed this event to next July 26-29, 2021.

IV. Fall Activities Start Date

- All fall sports will officially start practice on August 10, 2020.
- We have been receiving some updates from the NSAA in regards to fall sports.
- We will continue to provide guidance to our coaches and sponsors for their activities as we approach the upcoming school year. There will be some challenges that we might encounter, but we will do our best to provide a safe environment for our student-athletes and spectators as we enter the fall season.

Administrator Report

Meeting: July Board Meeting

Date: 7/13/20

Mrs. Allison Jonas

Pk Programs: We are not hosting Jump Start this year due to the pandemic. However, Mrs. Richeson has worked with the kindergarten teachers to develop a transition plan that will meet the needs of incoming students.

Curriculum:

Math: New teachers will attend materials training with ESU 10 before school starts. Additional teachers have elected to attend as well.

Language Arts: We've had training on new materials and will have a Q & A day on Monday, August 10th.

Science – Amplify Science proved to be an incredible resource through the closure.

Social Studies - An update from the Committee on American Civics. We'll begin materials review this fall per our curriculum review plan.

Mentor Program: Mentors have made contact with their mentees and everyone is excited for the new year! Board members are invited to join us for lunch on Monday, August 3rd at the Barn N Grill. Please let me know if you plan to attend.

- Swede Orientation – A week with new teachers to prepare them for their life as a Swede! A little more complex this year than in years past but we have a good plan!

Professional Development:

- Assessment Manual - No major changes.
- Continuous Improvement Manual – Updated teams and process.
- Weekly Learning Team Agendas – Updated weekly with upcoming agenda items
- Back to School In-service – A working document with professional development opportunities offered in the days leading up to school starting.

Staff Evaluation:

- MTSS Coordinator Evaluation

Administrator Report

Meeting: July Board Meeting

Date: 7/13/20

Dr. Todd Rhodes, Superintendent

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Pandemic Re-opening Plan:

- The Administrative team spent the last week developing a draft version of a Re-opening plan. The team developed a process, resources and timeline for the plan.

Summer Projects:

- All summer projects are completed sans Community Building drainage.

Legislature:

- The 106th Legislature will reconvene on July 20th. There are 20 days left in the session.

Strategic Planning:

- The dates for Strategic Planning have been set. On site fall planning will be on November 13th and 14th. The final wrap up will be April 8th. All other meetings will be virtual.

Budget Workshop:

- Work has begun on the 2020-2021 budget. We will need to set a day and time for the budget workshop.

Committee Meetings:

- Finance-Friday, August 7th, 7:00 a.m.
- Facilities and Transportation-TBD as needed
- Personnel-TBD as needed
- Policy-TBD as needed

NCSA Administrator Days:

- Administrators' Days 2020 will be held on Wednesday, July 29th through Friday, July 31st. The conference will take place virtually and not in-person.

(2019-2020) Contract Workdays:

- July-17 days
- August-20 days
- September-20 days
- October-22.5 days
- November-14 days
- December-18 days
- January-20 days
- February-19 days
- March-20 days
- April-19 days
- May-20 days
- June-19.5 days

Internal Board Policies - Methods of OperationAgenda Construction and Control

- A. Written meeting agendas will be prepared by the Superintendent of Schools in corroboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.
- B. Control of the agenda is the responsibility of the Board President.
- C. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting.
- D. An agenda, kept continuously current, shall be readily available for public inspection at the office of the Superintendent of School of the Gothenburg School District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered.

Legal Reference: § 84-1411

Date of Adoption: November 13, 2006

Internal Board Policies - Methods of OperationProcedures During Meetings

In the absence of the President and the Vice President of the Board of Education at any meeting, the Board shall choose a President pro tempore. In the absence of the Secretary at any meeting, the Board shall also choose a Secretary pro tempore.

Any action taken on a question or a motion duly moved and seconded shall be by roll call vote of the Board in open session, and the record shall state how each member voted, or if the member was absent or abstained.

The vote to elect the leadership of the Board of Education at the reorganization meeting shall be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

Legal Reference: §79-569
 §79-520
 §84-1413

Date of Adoption: April 14, 2008

Bylaws of the Board - MeetingsRegular Meetings

The Board shall meet in regular session on the second Monday of each calendar month, unless otherwise designated by the president with the approval of the Board. All meetings shall be held in the boardroom at the Gothenburg Schools unless otherwise designated by the president with the approval of the Board. In each odd-numbered year, the January meeting will be held on or after the first Thursday after the first Tuesday.

Legal Reference: §79-554 §79-555 §84-1401

Special Meetings

A special meeting of the Board may be called by the president when in his opinion it is necessary, or upon recommendation of the Superintendent of Schools, or any two (2) Board members. No business shall be transacted at any special meeting, which does not come within the purpose, or purposes set forth in the call for the meeting unless it is of an emergency nature. Special Board sessions may be adjourned to a definite date and time.

Legal Reference: §79-520 §79-554 §79-555 §84-1401

Advance Delivery of Meeting Materials

The Board shall require the Superintendent to prepare an agenda which, with the minutes, shall be mailed or delivered to the Board members on Friday or prior to each regular monthly Board meeting.

Items not placed on the regular agenda may be tabled until the regular meeting on the following month to provide the Board adequate time to research the item in question. All citizens in the district boundary are permitted to place an item on the agenda. Those persons outside the district may place an item on the agenda by permission of the President of the Board or the Superintendent of Schools.

Order of Business

The following shall be the order of business for the regular meetings. The order of business may be changed by consent of all members present.

Meeting call to order, Pledge of Allegiance, Approval/Changes to Agenda, Recognition of Visitors, Business Items (Consent Agenda, Action Items, Policy Review, and Reports), Discussion Items, Time/Date of Next Meeting, Adjournment.

Parliamentary Procedure

The rules of parliamentary procedures as embodied in Robert's Rules of Order shall govern the school Board in its deliberation when the issue in question is not covered by these policies and bylaws.

Minutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved. The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours.

Legal Reference: §79-577 §79-555 §§ 84-1408-1414

Voting

Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the Board in open session, and the record shall state how each member voted, or if the member was absent or not voting. The requirement of a roll call or viva voce vote may be satisfied by used of an electronic voting device, which allows the yeas and nays of each member of the board to be readily seen by the public.

Date of Adoption: May 12, 2008

Date of Revision: August 8, 2016

Internal Board Policies - Methods of OperationOpportunity for Public Expression

The Board of Education as a representative body, recognizes the importance of the public's viewpoint relative to the direction of the educational programs in Gothenburg Public Schools. Therefore, the following guidelines have been established for patrons to efficiently and effectively give expression to their suggestions, concerns, and grievances:

- A. Public Forum - Each Board meeting shall have on its agenda a specific time entitled Public Forum, during which patrons may address the Board on matters of general concern. Patrons wishing to address the Board during the Public Forum will be allowed five (5) minutes to express their view. Board of Education members will refrain from expressing personal opinions during the Public Forum unless asked a direct question by a patron recognized by the Board President as having the floor. The Board imposed time limit may be extended by a majority vote of the Board following a request to do so. Board action may not be taken on matters discussed during the Public Forum unless the matter specifically appears on the prepared agenda. In the discretion of the Board President, the Public Forum may be omitted or bypassed at some, but not all, meetings of the Board of Education.

- B. Concerns and Complaints - Board action shall not be taken regarding a concern or complaint unless the following procedure has been followed:
 - Step 1. All Complaints concerning a particular school situation shall be submitted to the Principal of the building. They should be submitted in writing when practical. If the party involved is other than an individual, then the organization or persons represented shall be identified. If the problem involves other than an individual building, then the matter shall be directed to the Superintendent.
 - Step 2. Should the matter not be resolved to the satisfaction of the parties involved, they may appeal to the Superintendent.
 - Step 3. If the initiating party is not satisfied with the response of the Superintendent, said party may address a written appeal to the Board of Education through the Secretary of the Board.

- C. Speak to Agenda Item - Patrons or visitors who desire to have an item placed on the monthly Board meeting agenda and speak on that item should make their wishes known to the Superintendent prior to the distribution of the meeting agenda. Upon receipt of a request to be heard the Superintendent may, in the discretion of the Superintendent, place the item on the agenda. The Board President shall then allow the patron or visitors to address the Board at the appropriate time. The length of this presentation will be determined at the discretion of the Board President. Persons who wish to speak to an agenda item will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Legal Reference: §84-1412

Date of Adoption: July 14, 2008

Student Fees Fund
2019-2020

\$5,720.00	06/30/2020	Athletics	Student Activity Ticket Sales
\$1,475.00	06/30/2020	FCS	Projects/Supplies
\$3,040.00	06/30/2020	FFA	Projects/Supplies
\$5.43	06/30/2020	Interest	Interest on DDA Account
\$6,300.00	06/30/2020	Drivers Education	Driver Ed. Fees
<u>\$372.00</u>	06/30/2020	Science Fair Boards	Projects/Supplies
\$16,912.43		Total of Student Fees Revenue	
		09/01/2019 through 06/30/2020	

STUDENT FEES POLICY

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or Board regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Postsecondary education costs" shall mean tuition and other fees associated with obtaining credit from a postsecondary educational institution.

B. Listing of Fees Charged by this District.1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the District's grooming and attire guidelines. They are also responsible for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that will detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The District will provide students with facilities, equipment, materials and supplies, including books. *Personal consumable items may be suggested but will not be required.* Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that was lost by the student.

4. Materials Required for Course Projects.

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project.

5. Extracurricular Activities.

The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District-owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

6. Postsecondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such postsecondary courses. However, for a course in which students receive both high school and postsecondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

7. Transportation Costs.

The District will charge students reasonable fees for transportation services provided by the District to the extent permitted by federal and state statutes and regulations.

8. Copies of Student Files or Records.

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

9. Participation in Before-and-After-School or Pre-kindergarten Services.

The District will charge reasonable fees for participation in before-and-after-school or prekindergarten services offered by the District pursuant to statute.

10. Participation in Summer School or Night School.

The District will charge reasonable fees for participation in summer school or night school, and may charge reasonable fees for correspondence courses.

11. Charges for Food Consumed by Students.

The District will charge for items that students purchase from the District's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The District will charge students for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) admission fees and transportation charges for student spectators attending extracurricular activities, (3) materials for course projects, and (4) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The District is not obligated to provide any particular type or quality of equipment or other material to eligible students.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Student Fee Fund.

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate School District fund that will not be funded by tax revenue, and that will serve as a depository for all monies collected from students for (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Legal Reference:

Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. 79-241, 79-605, 79-611 Transportation

79-2,104 Student files or records

79-715 Eye-protective devices

79-737 Liability of students for damages to school books

79-1,104 Before-and-after-school or prekindergarten services.

79-1106 to 79-1108.03 Accelerated or differential curriculum

CERTIFICATION

On the 13th day of July, 2020, the Board of Education of Gothenburg Public Schools held a public hearing on the student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2019-20 school year. This student fee policy was then adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Superintendent

Policy Adopted: July 8, 2002

Policy Amended: July 14, 2003

Renumbered: December 10, 2007

Policy Reaffirmed: July 15, 2019

GOTHENBURG PUBLIC SCHOOLS
Gothenburg, Nebraska

InstructionParental/Community Involvement in Schools

Dawson School District #24-0020, Gothenburg Public Schools, after having conducted a public hearing concerning parental involvement and participation in the school district herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the superintendent or his/her designee may deem appropriate. The superintendent or his/her designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the district to encourage communications from the parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in Section 79-2,104, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test, to notify the parent when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to his/her resident student.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in all activities of the school as it relates to the student of the District.

Date of Adoption: February 11, 2008

Internal Board Policies - OrganizationStanding Committee on American Civics

It shall be the policy of Gothenburg Public Schools that the Committee on American Civics shall consist of three members appointed by the Board President. The Committee shall meet at least twice per year. One of the responsibilities of this committee will be to examine recommended social studies textbooks and report findings based on this examination to other members of the Board of Education. The Committee shall take all other steps to ensure compliance with Nebraska law.

It shall further be the policy of Gothenburg Public Schools that the Committee on American Civics shall review all major proposals prepared by the superintendent of schools and instructional staff for adoption of new textbooks, development of new instructional programs, revision of existing instructional programs, modification of established graduation requirements, and other related matters. After the review is completed, the Committee on Curriculum and Americanism will make a recommendation to the full Board of Education about approval or adoption of the matter under consideration.

Legal Reference: Neb. Rev. Stat. § 79-724
Neb. Rev. Stat. § 79-520
LB 399 (2019)
Date of Adoption: July 15, 2019

Board of Education Regular Meeting
June 8, 2020--7:00 P.M.
Virtual Meeting-Superintendent's Office

The mission of Gothenburg Public Schools is to prepare all students to become lifelong learners within a positive and innovative learning environment.

Attendance Taken at 6:56 P.M.

Present Board Members:

Jon Hudson
Kyle Fornoff
Jeremy Sitorius
Becky Jobman
Devin Brundage
Nate Wyatt

Others Present:

Todd Rhodes--Superintendent
Kay Streeter, Business Manager
Angie Richeson
Teresa Schneider
Allison Jonas
Seth Ryker
Marc Mroczek
Tomye McKenna
Ellen Mortenson--Gothenburg Leader
Cheyanne McVay--Gothenburg Times

Call to order & Pledge of Allegiance/Open Meetings Posted
7:00 P.M.

Approve Agenda

Motion Passed: Motion to approve agenda as presented passed with a motion by Brundage and a second by Jobman.

Brundage	Yes	Jobman	Yes
Fornoff	Yes	Hudson	Yes
Sitorius	Yes	Wyatt	Yes

Recognition of Visitors

Ellen Mortenson-Gothenburg Leader
Cheyanne McVay-Gothenburg Times
Tomey McKenna-Newly hired SPED Director
Exchange students say thank you for a wonderful experience.

Consent Agenda

Motion Passed: Motion to approved consent agenda as presented passed with a motion by Fornoff and a second by Hudson.

Approval of all Previous minutes		Approval of Treasurer's Report	
Approval of Warrants/Bills		Excuse Absent Board Members-None	
Approval of Option Students: Hunter Blake, Baylee Blake from Cozad			
Brundage	Yes	Jobman	Yes
Hudson	Yes	Sitorius	Yes
Sitorius	Yes	Wyatt	Yes

Extra Duty Assignments

Motion Passed: Motion by Jobman and a second by Hudson to approve extra duty assignments as presented.

Fornoff	Yes	Brundage	Yes
Hudson	Yes	Sitorius	Yes
Jobman	Yes	Wyatt	Yes

Superintendent Contract

Motion Passed: Motion to approve Superintendent's contract for Dr. Todd Rhodes from July 1, 2020 through June 30, 2023 passed with a motion by Sitorius and a second by Brundage.

Fornoff	Yes	Sitorius	Yes
Jobman	Yes	Hudson	Yes
Brundage	Yes	Wyatt	Yes

Classified Salaries

Motion Passed: Motion to approve proposed compensation for non-certificated staff passed with a motion by Fornoff and a second by Hudson.

Brundage	Yes	Hudson	Yes
Jobman	Yes	Fornoff	Yes
Sitorius	Yes	Wyatt	Yes

Student Handbooks

Motion Passed: Motion to approve the 2020-2021 student handbooks passed with a motion by Brundage and a second by Sitorius.

Sitorius	Yes	Brundage	Yes
Fornoff	Yes	Jobman	Yes
Hudson	Yes	Wyatt	Yes

Policies

No policies at this time. Policy committee will meet this month to look at updating proposed policies.

Administrative Reports

Mr. Holmes--Maintenance Supervisor

Mrs. Richeson--Elementary Principal

Title I Schoolwide Plan has been submitted to NDE for 2020-2021 school year. Camp Dudley (similar to Summer School) is scheduled for July 13-31. Students kindergarten through 6th grade will attend. Jump Start will have to cancel this year.

Mr. Ryker--High School Principal

Credit Recovery began this morning with 8 students involved. Credit Recovery will go throughout June. Considerations for an outdoor commencement are under way. Looking at August 1 at 7:00 P.M.

Mr. Marc Mroczek--Activities Director/Asst. Principal

Weight room is open as of June 8, 2020. Have built in 6 sessions at 1 hour in length starting at 6:00 A.M. through 1:15 P.M. Groups of 10 students at a time. SWC Cup Final Standings: Gothenburg Boys 1st with 44 pts. Gothenburg Girls 3rd with 36 pts. NSAA approved Bowling as a Sanctioned Sport. Girls Wrestling plan proposed to have a three-year period of emerging status.

Mrs. Teresa Schneider--SPED Director

Non-Public consultation meeting held on March 27. End of year Special Education snapshot is June 15. Destruction of records notice to post in July. Statute indicates records are to be maintained for 5 years after completion. Wish Mrs. KcKenna the best for her career in one of the greatest school districts in Nebraska.

Board thanked Mrs. Schneider for her service to the District.

Mrs. Allison Jonas--Director of Teaching/Learning

Swede Preschool Academy is full for 2020-2021. Language Arts materials arrived. Training via distance learning began in May. Everyone is excited to begin utilizing the new material. Teachers identified which essential learnings are likely to need additional support during this transition period. Mentor Program will begin in the last part of July for six new staff members. Professional Development agendas for 2020-2021 will be available at the next Board meeting.

Board of Education Regular Meeting
May 11, 2020-7:00--P.M.
Virtual Meeting-Superintendent's Office
Page 4

Dr. Todd Rhodes--Superintendent

Working with First National Capital Markets on feasibility of refinancing our bonds. District 20 administrators and specified teachers will participate in newly formed Leadership Academy, partnering with UNK. Work has begun on parking lot concrete repair. Carpet will begin installation June 15. Legislature will reconvene July 20. Met with Dr. Saum-Mills to discuss fall dates for beginning strategic planning process. Student Fees, Parent Involvement and Americanism hearings next month. Administrator Days in July 2020 will take place virtually this year.

Discussion

Committee meetings will be held before the next regular Board Meeting.
Next meeting--July 13, 2020--7:00 P.M.
Superintendent Review will be held June 11 at 7:00 A.M.

Board of Education as well as Administrative staff would once again like to say THANK YOU to Joni and her staff for feeding "our kids". It's been a huge undertaking, and is very much appreciated.

Adjournment

Motion Passed: Motion to approve adjournment at 8:25 P.M., passed with a motion by Jobman and a second by Hudson.

Brundage	Yes	Jobman	Yes
Hudson	Yes	Sitorius	Yes
Fornoff	Yes	Wyatt	Yes

Kay Streeter, Business Manager/Recording Secretary

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

GENERAL FUND

05/29/20 Balance from last month		\$	5,164,620.16
06/02/20 Summer School 1370	\$ 260.00		
06/08/20 Int CD xxx839 - 1410	\$ 939.77		
06/08/20 Summer School 1370	\$ 390.00		
06/08/20 Summer School 1370	\$ 650.00		
06/11/20 Retured Deposit Item & charge	\$ (262.00)		
06/11/20 Lincoln Co Treasurer - 20	\$ 90,777.37		
06/15/20 Custer County Treasurer Direct Deposit	\$ 180,148.22		
06/15/20 Dawson County Treasurer Direct Deposit	\$ 501,837.32		
06/18/20 St. of Neb- MAC SN19	\$ 3,154.88		
06/18/20 St. of Neb- MAC SN19	\$ 342.30		
06/18/20 Hot Lunch Payroll-June	\$ 8,494.34		
06/18/20 St/Fed Withholding Taxes	\$ 2,117.95		
06/24/20 St. of Neb-Special Ed School Age FFR June 2020 Reimbursement 18-19	\$ 90,204.00		
06/26/20 Int CD xxx988 - 1510	\$ 72.67		
06/26/20 St. of Neb- DS SN19	\$ 7,266.75		
06/26/20 School Spec AEPA 2019 web rebate 1100-320-000	\$ 347.28		
06/26/20 Calloway Schools - 3120	\$ 114.00		
06/30/20 St. of Neb-State aid to education- June	\$ 75,174.00		
06/30/20 Interest DDA xxx063	\$ 1,030.70		
Total receipts for month		\$	963,059.55
Dawson County transfers to			
Special Building Fund		\$	26,374.35
Bond Fund		\$	36,115.43
Custer County transfers to			
Special Building Fund		\$	10,175.72
Bond Fund		\$	9,555.34
Total Warrants paid		\$	766,399.61
06/30/20 Balance			\$ 5,279,059.26
06/30/20 First State Bank xxx101	\$ 246,283.61		
06/30/20 First State Bank xxx063	\$ 2,347,599.39		
COD#xxx303 First State Bank 0.50% due 11-16-20	\$ 1,027,708.90		
COD#xxx055 Flatwater Bank 0.25% due 5-16-21	\$ 1,000,000.00		
COD#xxx839 Flatwater Bank 0.25% due 6-06-21	\$ 234,300.35		
COD#xxx988 First State Bank 0.50% due 12-13-20	\$ 20,705.98		
COD#xxx306 Flatwater Bank 0.80% due 7-8-20	\$ 250,000.00		
COD#xxx889 First State Bank 1.10% due 1-10-21	\$ 82,722.09		
COD#xxx888 First State Bank 1.10% due 1-10-21	\$ 25,983.51		
COD#xxx732 First State Bank 1.40% due 04-10-22	\$ 43,755.43		
06/30/20 Balance of investments and accounts			\$ 5,279,059.26

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

SPECIAL BUILDING FUND

05/29/20 Balance		\$ 1,576,475.96
06/11/20 Lincoln County Treas	\$ 5,763.27	
06/19/20 Dawson County Treas - transfer from General Fund	\$ 26,374.35	
06/19/20 Custer County Treas - transfer from General Fund	\$ 10,175.72	
06/30/20 Interest DDA xxx866	\$ 698.65	
Total receipts	\$ 43,011.99	
Total Warrants paid	\$ -	
06/30/20 Balance		<u>\$ 1,619,487.95</u>
06/30/20 First State Bank xxx866	\$ 1,619,487.95	
06/30/20 First State Bank xxx321	<u>\$ -</u>	
06/30/20 Balance of investments and accounts		<u>\$ 1,619,487.95</u>

EMPLOYEE BENEFIT ACCOUNT

05/29/20 Balance		\$ 51,670.48
06/17/20 City of Gothburg - Accts Payable 1010	\$ 3,490.15	
06/18/20 Teacher Dues/Flex Plan	\$ 5,201.15	
06/18/20 Mary Clark Ins - Apr	\$ 924.80	
Total Receipts	\$ 9,616.10	
Total Warrants paid	\$ 12,449.23	
06/30/20 Balance		<u>\$ 48,837.35</u>
06/30/20 First State Bank - xxx545	\$ 48,837.35	
06/30/20 Balance of investments and accounts		<u>\$ 48,837.35</u>

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

DEPRECIATION FUND

05/29/20 Balance			\$ 234,021.77
06/02/20 Int CD#xxx266 1410	\$	132.98	
06/30/20 Interest DDA xxx515	\$	3.18	
Total receipts		\$ 136.16	
Total Warrants paid		\$ -	
 06/30/20 Balance			 <u>\$ 234,157.93</u>
06/30/20 Flatwater Bank xxx515	\$	24,235.29	
COD #xxx476 Flatwater Bank 0.80% due 8-20-20	\$	100,000.00	
COD#xxx266 First State Bank 0.90% due 8-24-20	\$	59,922.64	
COD#xxx477 Flatwater Bank 0.80% due 8-30-20	\$	50,000.00	
 06/30/20 Balance of investments and accounts			 <u>\$ 234,157.93</u>

SCHOOL DISTRICT 20 BOND FUND

05/29/20 Balance			\$ 709,482.41
06/11/20 Lincoln Co-K-8	\$	3,800.69	
06/11/20 Lincoln Co-9-12	\$	4,980.17	
06/19/20 Custer Co-transfer from General Fund K-8	\$	762.30	
06/19/20 Custer Co-transfer from General Fund 9-12	\$	9,793.04	
06/19/20 Dawson Co-transfer from General Fund K-8	\$	13,324.93	
06/19/20 Dawson Co-transfer from General Fund 9-12	\$	22,790.50	
06/30/20 Interest acct xxx753	\$	312.47	
Total Receipts		\$ 55,764.10	
Total paid out		\$ 32,450.00	
 06/30/20 Balance			 <u>\$ 732,796.51</u>
06/30/20 First State Bank Acct xxx753	\$	731,796.51	
 06/30/20 Balance of Investments and accounts			 <u>\$ 731,796.51</u>
 06/30/20 TOTAL DEPOSITS OF THE DISTRICT			 <u>\$ 7,913,339.00</u>

Prepared by Randall G. Waskowiak, Treasurer Dist # 20

RW

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

First State Bank-total deposits

DDA xxx101 General Fund	\$ 246,283.61
DDA xxx321 Special Building Fund	\$ -
DDA xxx753 Bond Fund	\$ 731,796.51
DDA xxx063 General Fund	\$ 2,347,599.39
DDA xxx866 Special Building Fund	\$ 1,619,487.95
DDA xxx545 Employee Benefit Account	\$ 48,837.35
CD#xxx266 Depreciation Fund	\$ 59,922.64
CD#xxx732 General Fund	\$ 43,755.43
CD#xxx888 General Fund	\$ 25,983.51
CD#xxx889 General Fund	\$ 82,722.09
CD#xxx988 General Fund	\$ 20,705.98
CD#xxx303 General Fund	\$ 1,027,708.90
 Total deposits to be covered by Insurance both FDIC and securities	 \$ 6,254,803.36

Collateral Pledged

	<u>Amount</u>	<u>Maturity</u>	<u>Receipt #</u>
First State Bank, Gothenburg, Nebraska			
Allen TX School Dist Muni Cusip: 018106TP9	\$ 1,000,000.00	2/15/2039	75066
Cedar Bluffs NE Muni Cusip: 15005WAL6	\$ 250,000.00	12/15/2036	623590
Chaffey JT Union High CA Muni Cusip: 157411TT6	\$ 1,000,000.00	8/1/2032	635026
Colfax Cnty NE S.D. #123 Muni Cusip: 194045AU4	\$ 200,000.00	12/15/2025	100960
Crete NE Doane College Rev Muni Cusip: 226493AR5	\$ 100,000.00	2/15/2033	628131
Douglas Cnty NE SID #404 Muni Cusip: 25932KCA1	\$ 125,000.00	1/15/2030	605757
Douglas Cnty NE SID #473 Muni Cusip: 25933EDB1	\$ 100,000.00	9/15/2036	625042
Douglas Cnty NE SID #499 Muni Cusip: 259305CL2	\$ 200,000.00	6/15/2035	618042
Douglas Cnty NE SID #530 Muni Cusip: 25930LBV6	\$ 100,000.00	5/15/2036	618044
Douglas Cnty NE SID #539 Muni Cusip: 25932MBD2	\$ 150,000.00	8/15/2036	618043
Edgar NE Muni Bldg Muni Cusip: 279763CT1	\$ 200,000.00	9/1/2031	603616
Gordon NE Muni Cusip: 382779DV5	\$ 250,000.00	10/1/2036	623589
Gothenburg Neb Elec Rev Muni Cusip: 38347WAS0	\$ 205,000.00	6/15/2025	627673
Papillion Neb Muni Cusip: 698856YV7	\$ 115,000.00	12/15/2023	619998
Sarpy Cnty NE SID #241 Muni Cusip: 803739CA7	\$ 100,000.00	4/15/2026	606312
Sarpy Cnty NE SID #251 Muni Cusip: 80379VAQ9	\$ 260,000.00	10/15/2031	623248
Sarpy Cnty NE SID #258 Muni Cusip: 80379RAR6	\$ 250,000.00	8/15/2031	623247
Saunders Cnty NE S.D.#9 Muni Cusip: 80449PEB7	\$ 200,000.00	12/15/2033	105811
South Sioux City NE Muni Cusip: 840372QC3	\$ 200,000.00	8/1/2035	627674
South Sioux City NE Muni Cusip: 840380BR9	\$ 200,000.00	6/15/2028	603615
Washington St Muni Cusip: 93974DDW5	\$ 850,000.00	2/1/2038	75065
Total pledged	\$ 6,055,000.00		

SCHOOL DISTRICT # 20
Treasurer's Report for the month of:
June 2020

Flatwater Bank - Total deposits

COD#xxx839 General Fund	\$ 234,300.35
COD#xxx306 General Fund	\$ 250,000.00
COD#xxx476 Depreciation Fund	\$ 100,000.00
DDA xxx515 Depreciation Fund	\$ 24,235.29
COD#xxx477 Depreciation Fund	\$ 50,000.00
COD#xxx055 General Fund	\$ 1,000,000.00
 Total	 \$ 1,658,535.64

Reconciled by Kay Streeter

06/30/20 DDA #xxx490 Hot Lunch Fund	\$ 92,715.51
06/30/20 DDA #xxx771 Student Activity Fund	\$ 200,182.06
06/30/20 DDA #xxx822 Petty Cash Fund	\$ 2,000.00
06/30/20 DDA #xxx852 Student Fees Fund	\$ 19,705.47

Total deposits to be covered by Insurance
both FDIC and agency securities

\$ 1,973,138.68

Collateral Pledged

	<u>Amount</u>	<u>Maturity</u>	<u>Receipt #</u>
Flatwater Bank, Gothenburg, Nebraska			
Dodge Cnty NE S.D.#595 Muni Cusip: 256449AZ2	\$ 60,000.00	12/15/15	229032880
Dodge Cnty NE S.D.#595 Muni Cusip: 256449BA6	\$ 70,000.00	12/15/16	229032890
Federal Farm Credit Bank Cusip: 31331KZ78	\$ 695,000.00	12/5/23	210004257
Federal Home Ln Bks Cusip: 3133XFPR1	\$ 165,000.00	6/10/16	210001558
GNMA Pass-thru X Platinum Pool 781824 Cusip: 36241KAZ1	\$ 40,000.00	11/15/34	280021720
GNMA Pass-thru X Platinum Pool 781824 Cusip: 36241KAZ1	\$ 40,000.00	11/15/34	280021720
GNMA Pass-thru Pool 783091 Cusip: 36241LNG7	\$ 70,000.00	6/15/40	194023397
GNMA REMIC Trust 2010-29 Cusip: 38376XQY2	\$ 175,000.00	12/20/38	194023219
GNMA REMIC Trust 2010-29 Cusip: 38376XQY2	\$ 135,000.00	12/20/38	194023219
GNMA REMIC Trust 2010-29 Cusip: 38376XQY2	\$ 145,000.00	12/20/38	194023219
GNMA REMIC Trust 2009-116 Cusip: 38376PK82	\$ 155,000.00	11/16/38	322001361
GNMA REMIC Trust 2013-116 Cusip: 38378VJ48	\$ 120,000.00	2/20/43	322001384
Ord NE Rural Fire Protn Dist Muni Cusip: 68574TAF6	\$ 70,000.00	8/15/20	210003333
Tennessee Valley Auth Muni Cusip: 880591CJ9	\$ 1,000,000.00	11/1/25	322006874
Total Pledged	\$ 2,940,000.00		

TO WHOM ISSUED

AMOUNT

TOTAL		\$0.00
Beginning Balance		\$ 2,000.00
Receipts		\$ -
		\$ 2,000.00
Expenditures		\$ -
		\$ 2,000.00
Statement Balance	\$ 2,000.00	
Outstanding Deposits	\$ -	
Total	\$ 2,000.00	
Outstanding Checks		\$ -
		\$ -
Balance June 30, 2020		\$ 2,000.00

ALL Data

Current Cash Balance Report

Date: 06/01/2020 thru 06/30/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Athletics					
1000 Activities Account	307,496.06	0.00	0.00	0.00	307,496.06
1010 Activity Tickets	192,867.51	0.00	0.00	0.00	192,867.51
1015 Gates	810,320.16	0.00	0.00	0.00	810,320.16
1020 Sale of Equipment	14,657.78	0.00	0.00	0.00	14,657.78
1025 Meals/Lodging	-230,973.28	0.00	0.00	0.00	-230,973.28
1030 Officials	-388,714.68	0.00	0.00	0.00	-388,714.68
1035 Football Equipment	-161,769.33	0.00	2,557.47	0.00	-164,326.80
1040 Basketball Equipment	-68,382.71	0.00	970.00	0.00	-69,352.71
1045 Track Equipment	-170,197.94	0.00	0.00	0.00	-170,197.94
1050 Wrestling Equipment	-53,615.18	0.00	0.00	0.00	-53,615.18
1055 Golf Equipment	-20,898.88	0.00	0.00	0.00	-20,898.88
1060 Softball Equipment	-38,142.37	0.00	873.77	0.00	-39,016.14
1065 Misc. Athletic	-74,876.45	0.00	1,100.00	0.00	-75,976.45
1070 Entry Fees	33,616.98	0.00	0.00	0.00	33,616.98
1075 Volleyball Equipment	-37,581.16	0.00	2,934.30	0.00	-40,515.46
1080 Cross Country Equip.	-22,288.21	0.00	0.00	0.00	-22,288.21
1085 Supplies/Equipment	-125,208.32	0.00	2,422.88	0.00	-127,631.20
1090 Athletic-Other	5,053.88	0.00	0.00	0.00	5,053.88
A Athletics Totals:	-28,636.14	0.00	10,858.42	0.00	-39,494.56
B Adult Ed.					
1100 Adult Ed.	8,145.38	0.00	0.00	0.00	8,145.38
B Adult Ed. Totals:	8,145.38	0.00	0.00	0.00	8,145.38
C School					
1200 Yearbook	2,173.04	0.00	0.00	0.00	2,173.04
1210 Helping Hands	5,492.40	250.00	0.00	0.00	5,742.40
1215 History Grant	1,435.07	0.00	0.00	0.00	1,435.07
1220 FCS	-1,184.08	0.00	0.00	0.00	-1,184.08
1225 Industrial Tech	12,466.16	585.00	91.92	0.00	12,959.24
1229 Life Skills	387.88	0.00	0.00	0.00	387.88
1230 Renaissance	6,203.90	1,700.00	194.67	0.00	7,709.23
1240 Band	13,372.81	0.00	0.00	0.00	13,372.81
1241 Flag Corp	309.49	0.00	0.00	0.00	309.49
1245 Vocal	16,281.24	0.00	0.00	0.00	16,281.24
1246 Special Music	2,723.93	0.00	0.00	0.00	2,723.93
1250 Art Club	6,303.50	0.00	0.00	0.00	6,303.50
1251 Jr. Hi. Art Club	668.82	0.00	0.00	0.00	668.82
1255 Pop/Lounge	-4,059.89	0.00	0.00	0.00	-4,059.89
1260 General	18,786.30	150.00	301.36	0.00	18,634.94
1261 Chromebook Repair	15,065.42	0.00	209.95	0.00	14,855.47
C School Totals:	96,425.99	2,685.00	797.90	0.00	98,313.09
D Candy					
1300 Candy Fund	-5,093.10	0.00	0.00	0.00	-5,093.10
D Candy Totals:	-5,093.10	0.00	0.00	0.00	-5,093.10
E Classes					
1400 Senior Class	2,792.39	0.00	0.00	0.00	2,792.39
1410 Junior Class	6,717.68	0.00	1,065.00	-5,111.93	540.75
1415 Sophomore Class	-4,491.93	0.00	0.00	5,111.93	620.00
1420 Freshmen Class	1,005.00	0.00	0.00	0.00	1,005.00
1425 8th Class	38.25	0.00	0.00	0.00	38.25
1430 7th Class	50.00	0.00	0.00	0.00	50.00
E Classes Totals:	6,111.39	0.00	1,065.00	0.00	5,046.39

ALL Data

Current Cash Balance Report

Date: 06/01/2020 thru 06/30/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
F Clubs					
1500 Cheerleaders	1,942.59	1,322.00	0.00	0.00	3,264.59
1505 Elem. Circle of Friends	167.81	0.00	0.00	0.00	167.81
1506 H.S. Circle of Friends	-195.92	0.00	0.00	0.00	-195.92
1510 Drama	0.00	0.00	0.00	0.00	0.00
1511 English Activities	-71.71	0.00	0.00	0.00	-71.71
1512 Entrepreneurship	2,095.50	0.00	0.00	0.00	2,095.50
1515 FFA	17,437.01	40.00	0.00	0.00	17,477.01
1516 Fit Kids	125.00	0.00	0.00	0.00	125.00
1520 Sr. Hi Quiz Bowl	540.61	0.00	0.00	0.00	540.61
1521 Jr. Hi Quiz Bowl	300.85	0.00	0.00	0.00	300.85
1522 Media Production	5,397.03	0.00	0.00	0.00	5,397.03
1525 NFL	3,891.09	0.00	0.00	0.00	3,891.09
1530 NHS	658.60	0.00	0.00	0.00	658.60
1531 One Act	6,797.38	0.00	0.00	0.00	6,797.38
1535 D.I.	-219.58	0.00	0.00	0.00	-219.58
1540 SPB	2,063.38	0.00	0.00	0.00	2,063.38
1545 SADD	1,155.33	0.00	0.00	0.00	1,155.33
1550 Student Council	4,777.72	0.00	275.88	0.00	4,501.84
1555 Donations to School	0.00	0.00	0.00	0.00	0.00
1560 Driver's Ed.	4,290.00	0.00	0.00	0.00	4,290.00
1565 School Gala	-989.33	0.00	0.00	0.00	-989.33
1570 Improv	757.07	0.00	0.00	0.00	757.07
1575 Math A.P.	-4,369.54	0.00	0.00	0.00	-4,369.54
1580 Media	3,980.44	0.00	0.00	0.00	3,980.44
1585 Post Prom	200.00	0.00	0.00	0.00	200.00
1590 Science Club	1,148.97	0.00	0.00	0.00	1,148.97
1595 Walk Fit	105.00	0.00	0.00	0.00	105.00
1647 C.Country Club	1,386.52	0.00	180.00	0.00	1,206.52
1652 Legends Scholarship	750.00	500.00	0.00	0.00	1,250.00
1718 6th Grade	1,493.76	0.00	0.00	0.00	1,493.76
F Clubs Totals:	55,615.58	1,862.00	455.88	0.00	57,021.70
G Sports					
1600 Boys Future B.Ball	1,934.32	116.00	0.00	0.00	2,050.32
1610 Football Club	3,881.42	168.00	0.00	0.00	4,049.42
1620 Girls Future B.Ball	3,811.13	1,000.00	0.00	0.00	4,811.13
1625 Boys Golf	-326.16	0.00	0.00	0.00	-326.16
1626 Girls Golf	3,000.74	0.00	0.00	0.00	3,000.74
1627 Gothenburg B.Ball Club	-905.99	0.00	0.00	0.00	-905.99
1628 Jr. Hi Football Club	644.11	0.00	0.00	0.00	644.11
1629 Jr. Power Wt. Lifting	-668.74	0.00	0.00	0.00	-668.74
1630 Softball	3,355.84	0.00	0.00	0.00	3,355.84
1635 Mat Maids	219.56	0.00	0.00	0.00	219.56
1640 VolleyBall	-3,007.21	0.00	150.00	0.00	-3,157.21
1643 7-8th Volleyball	695.53	0.00	0.00	0.00	695.53
1645 Youth Volleyball	1,710.96	0.00	0.00	0.00	1,710.96
1650 Wrestling Boosters	-84.15	0.00	1,173.68	0.00	-1,257.83
1651 Summer Wrestling	18,723.29	1,233.00	0.00	0.00	19,956.29
G Sports Totals:	32,984.65	2,517.00	1,323.68	0.00	34,177.97

ALL Data

Current Cash Balance Report

Date: 06/01/2020 thru 06/30/2020

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
H Elementary					
1700 Elem. Book Fair	5,980.60	0.00	0.00	0.00	5,980.60
1701 Elem. Art Program	791.84	0.00	0.00	0.00	791.84
1710 Elem. Fund Raising	19,978.26	0.00	0.00	0.00	19,978.26
1711 1st Grade	3,881.92	0.00	48.24	0.00	3,833.68
1712 2nd Grade	2,902.27	0.00	0.00	0.00	2,902.27
1713 4th Grade	961.49	0.00	115.42	0.00	846.07
1714 5th Grade	6,706.81	0.00	0.00	0.00	6,706.81
1715 Elem. Lounge	2,247.44	0.00	0.00	0.00	2,247.44
1716 3rd Grade	1,000.88	0.00	0.00	0.00	1,000.88
1717 Kindergarten	1,382.67	0.00	0.00	0.00	1,382.67
1720 Elem. Stu. Co.	234.43	0.00	0.00	0.00	234.43
1725 Elem. O.D. Ed.	-4,560.50	0.00	0.00	0.00	-4,560.50
H Elementary Totals:	41,508.11	0.00	163.66	0.00	41,344.45
I Interest					
1800 DDA Interest	4,015.72	4.35	0.00	0.00	4,020.07
1810 CD Interest	9,188.13	0.00	0.00	0.00	9,188.13
I Interest Totals:	13,203.85	4.35	0.00	0.00	13,208.20
J Scholarships					
1900 Athletics Count	210.75	0.00	0.00	0.00	210.75
1910 Alberts Memorial	211.63	19.88	0.00	0.00	231.51
1915 Alumni	0.00	0.00	0.00	0.00	0.00
1920 Greene Memorial	22,526.10	34.01	0.00	0.00	22,560.11
1925 Uehling Scholarship	-1,857.57	0.00	0.00	0.00	-1,857.57
1930 J.L. Brock Scholarship	105.00	0.00	0.00	0.00	105.00
1935 Pioneer Seed Scholarship	0.00	0.00	0.00	0.00	0.00
1940 Swedes Lead Scholarship	1,494.00	80.00	0.00	0.00	1,574.00
J Scholarships Totals:	22,689.91	133.89	0.00	0.00	22,823.80
Report Totals:	242,955.62	7,202.24	14,664.54	0.00	235,493.32

Check Summary Report

Date: 06/01/2020 thru 06/30/2020

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
022589	V	06/03/2020	Gothenburg Shop		4th Grade	-140.00
022597	C	06/03/2020	Abante Marketing		Wrestling Boosters	890.00
022598	C	06/03/2020	Gothenburg Schools		4th Grade	140.00
022599	C	06/03/2020	Hicken Lumber		4th Grade	23.95
022600	C	06/03/2020	Hot Lunch		4th Grade	91.47
022601	C	06/03/2020	T Walker's		Renaissance	100.00
022602	C	06/11/2020	Mary Meisinger		Student Council	275.88
022603	C	06/19/2020	Misko Sports		Athletic	859.83
022604	C	06/19/2020	T-Graphics West Inc.		Renaissance	94.67
022605	O	06/30/2020	Minden Schools		Summer V.Ball	150.00
022606	O	06/30/2020	Cozad High School Cross		C.Country Club	180.00
022607	O	06/30/2020	Hirschfeld's		Jr. Class	1,065.00
022608	O	06/30/2020	Alert Services		Athletic	1,808.56
022609	O	06/30/2020	AssetGenie, Inc.		Chromebook Repair	209.95
022610	O	06/30/2020	BSN Sports		Athletic	239.88
022611	O	06/30/2020	John Deere Financial		Ind. Tech	91.92
022612	O	06/30/2020	Lou's Sporting Goods		Athletic	3,602.35
022613	O	06/30/2020	Misko Sports		Athletic	2,279.36
022614	O	06/30/2020	Nebraska School Activities		Athletic	1,100.00
022615	O	06/30/2020	Supreme School Supply		General	301.36
022616	O	06/30/2020	US Bank		Wrest/Athletic/1st Grade	1,300.36

Report Total: 14,664.54

Check Journal (Reprint)

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
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Journal Number: 638 Check Journal Posted: 07/09/2020

Computer Checks

06 - LUNCH FUND

Bank Account :B - GSB-Hot Lunch

00004341	06/30/2020	CASHWA	Cash-Wa Distributing				
122080	06/30/2020			07/09/2020	Food/Supplies		
06-2-03100-610-000			SUP SUPPLIES			-831.45	831.45
06-2-03100-630-000			SUP FOOD			-13,421.43	13,421.43
					Invoice Total:	-14,252.88	14,252.88
					Check Total:	-14,252.88	14,252.88
00004342	06/30/2020	HILADAIRY	Hiland Dairy				
14345	06/30/2020			07/09/2020	Milk		
06-2-03100-630-000			SUP FOOD			-5,440.88	5,440.88
					Invoice Total:	-5,440.88	5,440.88
					Check Total:	-5,440.88	5,440.88
00004343	06/30/2020	PETESUPE	Peterson's Supermarket				
1730	06/30/2020			07/09/2020	Food		
06-2-03100-630-000			SUP FOOD			-21.93	21.93
					Invoice Total:	-21.93	21.93
					Check Total:	-21.93	21.93
00004344	06/30/2020	SARAYOUN	Sarah Young				
Meals	06/30/2020			07/09/2020	Meal Refund		
06-2-03100-890-000			MISCELLANEOUS			-175.50	175.50
					Invoice Total:	-175.50	175.50
					Check Total:	-175.50	175.50
00004345	06/30/2020	USFOODS	U S Foods, Inc.				
44120491	06/30/2020			07/09/2020	Food		
06-2-03100-630-000			SUP FOOD			-3,341.36	3,341.36
					Invoice Total:	-3,341.36	3,341.36
					Check Total:	-3,341.36	3,341.36
						-23,232.55	23,232.55
			Total of Computer Checks			-23,232.55	23,232.55

Manual Checks

Bank Account :B - GSB-Hot Lunch

00000000	06/10/2020	MAGIWRT	Magic-Wrighter Inc.				
E Funds	06/10/2020			07/09/2020	Fees		
06-2-03100-890-000			MISCELLANEOUS			-20.00	20.00
					Invoice Total:	-20.00	20.00
					Check Total:	-20.00	20.00
						-20.00	20.00
			Total of Manual Checks			-20.00	20.00

Fund Summary

Check Journal (Reprint)

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice	Vendor ID Invoice Date	Vendor Name PO Number	Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
06 - LUNCH FUND							-23,252.55	23,252.55
Payroll Summary								
Report Total:							-23,252.55	23,252.55

SELECTED Data

Monthly Revenue Report

Date Range: YTD thru 06/30/2020

Arranged by:
Account Number

Account	Description	Budget	June Receipts	YTD Receipts	Revenue Balance	Percent Remaining
06	LUNCH FUND					
06-1-01510-000-000	Interest for Lunch Fund	500.00	1.80	23.42	476.58	95.31
06-1-01611-000-000	Daily Sales for Reimbursable Meals	380,000.00	91.47	172,493.70	207,506.30	54.60
06-1-01630-000-000	Special Functions Food Sales	5,000.00	467.45	4,340.07	659.93	13.19
06-1-01990-000-000	Miscellaneous for Lunch Fund	1,000.00	0.00	43.75	956.25	95.62
06-1-03150-000-000	State Reimbursement	10,000.00	0.00	565.34	9,434.66	94.34
06-1-04210-000-000	Federal Nutrition Programs	200,000.00	51,978.49	312,664.66	-112,664.66	-56.33
06-1-05200-000-000	Fund Transfers to School Nutrition	50,000.00	0.00	0.00	50,000.00	100.00
06	FUND Totals:	646,500.00	52,539.21	490,130.94	156,369.06	24.18
	Report Totals:	646,500.00	52,539.21	490,130.94	156,369.06	24.18

SELECTED Data

Monthly Expense Report

Date Range: YTD thru 06/30/2020

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
06	LUNCH FUND						
06-2-03100-110-000	SAL HOT LUNCH	165,000.00	11,047.42	129,293.61	0.00	35,706.39	21.64
06-2-03100-130-000	OTSAL	0.00	0.00	0.00	0.00	0.00	0.00
06-2-03100-210-000	HINS FOOD SERVICES	65,000.00	3,182.60	40,100.76	0.00	24,899.24	38.30
06-2-03100-220-000	FICA NON-CERT FOOD SERV	15,000.00	823.10	9,754.03	0.00	5,245.97	34.97
06-2-03100-230-000	RET FOOD SERVICES	17,000.00	946.23	11,649.55	0.00	5,350.45	31.47
06-2-03100-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
06-2-03100-430-000	REPAIR OF EQUIPMENT	0.00	0.00	1,225.75	0.00	-1,225.75	0.00
06-2-03100-610-000	SUP SUPPLIES	35,000.00	858.67	12,510.66	0.00	22,489.34	64.25
06-2-03100-630-000	SUP FOOD	353,000.00	22,225.60	214,983.76	0.00	138,016.24	39.09
06-2-03100-739-000	CAP EQUIPMENT	0.00	0.00	1,692.65	0.00	-1,692.65	0.00
06-2-03100-890-000	MISCELLANEOUS	0.00	265.32	9,348.27	0.00	-9,348.27	0.00
06	Current Year Account Totals:	650,000.00	39,348.94	430,559.04	0.00	219,440.96	33.76
06	FUND Totals:	650,000.00	39,348.94	430,559.04	0.00	219,440.96	33.76
	Report Totals:	650,000.00	39,348.94	430,559.04	0.00	219,440.96	33.76

First State Bank - Gothenburg
 914 Lake Avenue PO Box 79
 Gothenburg, NE 69138

ACCOUNT:
 DOCUMENTS:

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TELEPHONE:308-537-3684

SCHOOL DISTRICT 20
 1322 AVENUE I
 GOTHENBURG NE 69138

Effective March 1, 2019, our fee schedule for demand deposit
 accounts will change as follows: Return Item Fee, Overdraft
 Item Charge, 3 Day Continuous Overdraft Fee, \$30.00 each.

PUBLIC FUNDS ACCOUNT 100101

		LAST STATEMENT 05/29/20	232,777.13
MINIMUM BALANCE	160,136.53	4 CREDITS	779,906.09
AVG AVAILABLE BALANCE	240,038.97	77 DEBITS	766,399.61
AVERAGE BALANCE	240,038.97	THIS STATEMENT 06/30/20	246,283.61

- - - - - DEPOSITS - - - - -					
REF #.....DATE.....AMOUNT	REF #.....DATE.....AMOUNT	REF #.....DATE.....AMOUNT			
06/18 2,117.95	06/18 8,494.34				

- - - - - OTHER CREDITS - - - - -			
DESCRIPTION		DATE	AMOUNT
General Fund xfer - bills		06/19	93,218.59
General Fund xfer - payroll		06/19	676,075.21

- - - - - CHECKS - - - - -								
CHECK #..DATE.....AMOUNT	CHECK #..DATE.....AMOUNT	CHECK #..DATE.....AMOUNT						
58862*06/15 55.00	59167 06/11 177.10	59179 06/15 250.00						
59053*06/15 55.00	59168 06/11 2,650.00	59180 06/11 1,590.87						
59110*06/03 4,564.35	59169 06/10 89.71	59181 06/11 168.64						
59143*06/08 209.51	59170 06/11 2,648.26	59182 06/15 424.72						
59159 06/11 693.82	59171 06/18 875.00	59183 06/11 479.93						
59160 06/18 35.00	59172 06/08 70.60	59184 06/12 2,610.70						
59161 06/18 130.49	59173 06/11 341.74	59185 06/15 235.00						
59162 06/12 17,640.00	59174 06/10 27.00	59186 06/15 120.00						
59163 06/05 404.03	59175 06/12 33.44	59187*06/18 616.00						
59164 06/15 73.80	59176 06/11 170.40	59189 06/15 162.40						
59165 06/11 1,609.74	59177 06/16 168.38	59190 06/11 2,902.88						
59166 06/15 1,443.14	59178 06/08 121.28	59191 06/11 150.00						

* * * C O N T I N U E D * * *

First State Bank - Gothenburg
 914 Lake Avenue PO Box 79
 Gothenburg, NE 69138

ACCOUNT:
 DOCUMENTS:

PAGE: 2
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TELEPHONE:308-537-3684

SCHOOL DISTRICT 20

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PUBLIC FUNDS ACCOUNT 100101

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CHECKS								
CHECK #	DATE	AMOUNT	CHECK #	DATE	AMOUNT	CHECK #	DATE	AMOUNT
59192	06/11	467.07	59206	06/10	568.58	59219	06/23	6,920.54
59193	06/10	495.76	59207	06/18	470.00	59220*	06/18	5,201.15
59194	06/15	500.00	59208	06/15	318.95	59222	06/19	93,188.53
59195	06/15	1,110.00	59209	06/17	1,739.40	59223	06/24	1,490.40
59196	06/15	1,405.00	59210	06/16	10,004.04	59224	06/23	4,417.00
59197*	06/11	448.11	59211	06/12	122.98	59225	06/22	1,550.31
59199	06/12	914.76	59212	06/18	300.00	59226	06/16	450.00
59200	06/15	4,672.25	59213	06/12	445.00	59227	06/23	3,058.65
59201	06/17	29.26	59214	06/15	40.86	59228*	06/30	15.00
59202	06/12	262.50	59215	06/17	35.00	59230*	06/24	58.52
59203	06/10	6,192.28	59216	06/23	1,200.00	59232	06/25	172.72
59204	06/18	140.13	59217	06/24	4,982.18			
59205	06/11	77.36	59218	06/23	116,444.42			

(*) INDICATES A GAP IN CHECK NUMBER SEQUENCE

OTHER DEBITS		
DESCRIPTION	DATE	AMOUNT
GOTH SCHOOLS DEBIT 1	06/19	3,592.86
Nebraska Revenue Neb Epay NB1DORXXXXX1067	06/19	15,541.58
IRS USATAXPYMT 220057165445124	06/19	105,000.88
GOTH SCHOOLS DEBIT 1	06/19	328,357.65

DAILY BALANCE					
DATE	BALANCE	DATE	BALANCE	DATE	BALANCE
06/03	228,212.78	06/15	172,562.61	06/23	253,002.43
06/05	227,808.75	06/16	161,940.19	06/24	246,471.33
06/08	227,407.36	06/17	160,136.53	06/25	246,298.61
06/10	220,034.03	06/18	162,981.05	06/30	246,283.61
06/11	205,458.11	06/19	386,593.35		
06/12	183,428.73	06/22	385,043.04		

SELECTED Data

Monthly Revenue Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Receipts	YTD Receipts	Revenue Balance	Percent Remaining
01	GENERAL FUND					
01-1-01100-000-000	Taxes Levied by School District	7,994,453.00	643,642.08	7,774,474.65	219,978.35	2.75
01-1-01115-000-000	Carline Taxes	0.00	0.00	0.00	0.00	0.00
01-1-01120-000-000	Public Power Dist. Sales Tax	0.00	0.00	0.00	0.00	0.00
01-1-01125-000-000	Motor Vehicle Taxes	425,000.00	21,948.86	376,464.84	48,535.16	11.42
01-1-01312-000-000	Tuition for Summer School	5,000.00	648.00	648.00	4,352.00	87.04
01-1-01370-000-000	Preschool Tuition	0.00	390.00	650.00	-650.00	0.00
01-1-01510-000-000	Interest on Investments	20,000.00	2,043.14	29,393.09	-9,393.09	-46.96
01-1-01910-000-000	Rental of School Facilities	1,000.00	0.00	150.00	850.00	85.00
01-1-01911-000-000	Local License Fees	3,000.00	0.00	25.00	2,975.00	99.16
01-1-01921-000-000	Police Court Fines	0.00	0.00	250.00	-250.00	0.00
01-1-01942-000-000	Textbook Fines	0.00	0.00	0.00	0.00	0.00
01-1-01990-000-000	Miscellaneous Local Revenue	1,000.00	0.00	0.00	1,000.00	100.00
01-1-02110-000-000	County Fines and Fees	70,000.00	5,769.00	73,667.94	-3,667.94	-5.23
01-1-02410-281-001	HSA PRINC ELEM	0.00	0.00	-3,212.76	3,212.76	0.00
01-1-02710-130-000	DNU*** Route Bus OT	0.00	0.00	0.00	0.00	0.00
01-1-03110-000-000	State Aid	751,776.00	75,174.00	751,776.00	0.00	0.00
01-1-03120-000-000	SPED (State School Age)	440,000.00	90,318.00	458,197.78	-18,197.78	-4.13
01-1-03125-000-000	SPED Transportation	0.00	0.00	237.00	-237.00	0.00
01-1-03130-000-000	Homestead Exemption	0.00	19,182.13	76,728.14	-76,728.14	0.00
01-1-03131-000-000	Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01-1-03132-000-000	Personal Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01-1-03134-000-000	Personal Property Tax Credit RR & P	0.00	0.00	0.00	0.00	0.00
01-1-03180-000-000	Pro Rate Motor Vehicle	20,000.00	0.00	13,820.24	6,179.76	30.89

SELECTED Data

Monthly Revenue Report

Date Range: YTD thru 06/30/2020

Arranged by:
Account Number

Account	Description	Budget	June Receipts	YTD Receipts	Revenue Balance	Percent Remaining
01-1-03400-000-000	State Apportionment	120,000.00	0.00	132,208.15	-12,208.15	-10.17
01-1-03500-000-000	Distance Education Incentive Paymen	0.00	0.00	0.00	0.00	0.00
01-1-03535-000-000	High Ability Learners	10,000.00	0.00	7,935.00	2,065.00	20.65
01-1-03540-000-000	State Early Childhood	75,000.00	0.00	0.00	75,000.00	100.00
01-1-04505-000-000	Title I A	100,000.00	0.00	99,357.00	643.00	0.64
01-1-04506-000-000	Title I A Accountability	10,000.00	0.00	0.00	10,000.00	100.00
01-1-04509-000	TITLE II-GMS PMTS	0.00	0.00	0.00	0.00	0.00
01-1-04509-000-000	Title II A Teacher Training Class S	20,000.00	0.00	0.00	20,000.00	100.00
01-1-04512-000-000	IDEA Part B BASE (611)	45,000.00	0.00	0.00	45,000.00	100.00
01-1-04516-000-000	IDEA Part B PRESCHOOL (619)	0.00	0.00	0.00	0.00	0.00
01-1-04519-000-000	IDEA Enrollment Poverty (619)	120,000.00	0.00	38,735.00	81,265.00	67.72
01-1-04525-000-000	Carl Perkins	1,000.00	0.00	1,252.01	-252.01	-25.20
01-1-04708-000-000	Medicaid in Public Schools	10,000.00	10,763.93	30,146.02	-20,146.02	-201.46
01-1-05200-000-000	Fund Transfers to Gen Fund from Fee	20,000.00	0.00	0.00	20,000.00	100.00
01-1-05301-000-000	Insurance Adjustments	0.00	0.00	3,753.20	-3,753.20	0.00
01-1-05690-000-000	Other Non-Revenue Receipts	7,500.00	0.00	625.03	6,874.97	91.66
01	FUND Totals:	10,269,729.00	869,879.14	9,867,281.33	402,447.67	3.91
	Report Totals:	10,269,729.00	869,879.14	9,867,281.33	402,447.67	3.91

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01	GENERAL FUND						
01-2-01100-111-001	SAL TCHR ELEM	1,375,000.00	98,372.00	978,904.07	0.00	396,095.93	28.80
01-2-01100-111-002	SAL TCHR SEC	1,575,000.00	132,007.00	1,317,921.59	0.00	257,078.41	16.32
01-2-01100-112-001	SAL PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-112-002	SAL PARA SEC	0.00	262.50	3,056.25	0.00	-3,056.25	0.00
01-2-01100-122-001	SAL PARA SUBS ELEM	3,000.00	0.00	42.00	0.00	2,958.00	98.60
01-2-01100-122-002	SAL PARA SUBS SEC	500.00	0.00	168.00	0.00	332.00	66.40
01-2-01100-123-001	SAL SUBS ELEM	45,000.00	0.00	34,249.38	0.00	10,750.62	23.89
01-2-01100-123-002	SAL SUBS SEC	45,000.00	0.00	33,803.00	0.00	11,197.00	24.88
01-2-01100-211-001	HINS TCHRS ELEM	390,000.00	30,313.47	303,363.43	0.00	86,636.57	22.21
01-2-01100-211-002	HINS TCHRS SEC	400,000.00	28,907.65	289,593.17	0.00	110,406.83	27.60
01-2-01100-212-001	HINS PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-212-002	HINS PARA SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-213-001	ELEM. DENTAL INS	0.00	0.00	659.69	0.00	-659.69	0.00
01-2-01100-213-002	SEC. DENTAL INS	0.00	0.00	118.94	0.00	-118.94	0.00
01-2-01100-221-001	FICA TCHRS ELEM	100,000.00	7,169.82	71,569.38	0.00	28,430.62	28.43
01-2-01100-221-002	FICA TCHRS SEC	120,000.00	9,754.81	99,681.28	0.00	20,318.72	16.93
01-2-01100-222-001	FICA PARA ELEM	0.00	0.00	3.21	0.00	-3.21	0.00
01-2-01100-222-002	FICA PARA SEC	0.00	20.09	246.70	0.00	-246.70	0.00
01-2-01100-223-001	FICA SUBS ELEM	3,000.00	0.00	2,614.72	0.00	385.28	12.84
01-2-01100-223-002	FICA SUBS SEC	3,000.00	0.00	2,579.14	0.00	420.86	14.02
01-2-01100-231-001	RET TCHRS ELEM	120,000.00	9,717.02	96,694.46	0.00	23,305.54	19.42
01-2-01100-231-002	RET TCHRS SEC	155,000.00	13,039.40	130,181.80	0.00	24,818.20	16.01
01-2-01100-232-001	RET PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00

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Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01100-232-002	RET PAR SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-233-001	SUB RET	0.00	0.00	542.58	0.00	-542.58	0.00
01-2-01100-233-002	RET OTHER	0.00	0.00	511.01	0.00	-511.01	0.00
01-2-01100-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-281-000	HSA ELEM TEACH	0.00	0.00	52,476.00	0.00	-52,476.00	0.00
01-2-01100-281-001	HSA TCHR ELEM	54,000.00	0.00	3,212.76	0.00	50,787.24	94.05
01-2-01100-281-002	HSA TCHR SEC	0.00	0.00	6,425.52	0.00	-6,425.52	0.00
01-2-01100-320-000	PSP INSTRUCTION DIST	35,000.00	485.25	23,125.17	0.00	11,874.83	33.92
01-2-01100-320-001	PSP INSTRUCTION ELEM	20,000.00	1,495.00	15,544.25	0.00	4,455.75	22.27
01-2-01100-320-002	PSP INSTRUCTION SEC	20,000.00	1,070.00	21,523.48	0.00	-1,523.48	-7.61
01-2-01100-431-001	PSF EQUIP REPAIR ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-431-002	PSF EQUIP REPAIR SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-580-001	PSO TRAVEL ELEM	10,000.00	0.00	5,329.96	0.00	4,670.04	46.70
01-2-01100-580-002	PSO TRAVEL SEC	10,000.00	0.00	11,414.92	0.00	-1,414.92	-14.14
01-2-01100-610-000	SUP GENERAL DIST	0.00	90.95	25,542.77	0.00	-25,542.77	0.00
01-2-01100-610-001	SUP GENERAL ELEM	30,000.00	6,369.33	21,496.44	0.00	8,503.56	28.34
01-2-01100-610-002	SUP GENERAL SEC	60,000.00	7,678.26	62,321.28	0.00	-2,321.28	-3.86
01-2-01100-640-001	SUP TEXTBOOKS ELEM	60,000.00	0.00	123,810.27	0.00	-63,810.27	-106.35
01-2-01100-640-002	SUP TEXTBOOKS SEC	60,000.00	75.00	1,614.27	0.00	58,385.73	97.30
01-2-01100-650-001	SUP COMPUTER HARDWARE ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01100-650-002	SUP COMPUTER HARDWARE SEC	75,000.00	9,832.65	34,466.83	0.00	40,533.17	54.04
01-2-01100-739-000	CAP EQUIP / FURN DIST	0.00	0.00	1,212.50	0.00	-1,212.50	0.00
01-2-01100-739-001	CAP EQUIP / FURN ELEM	2,500.00	0.00	696.78	0.00	1,803.22	72.12

SELECTED Data

Monthly Expense Report

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Date Range: YTD thru 06/30/2020

Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01100-739-002	CAP EQUIP / FURN SEC	2,500.00	0.00	2,304.05	0.00	195.95	7.83
01-2-01100-810-002	DUES TCHRS	1,500.00	0.00	0.00	0.00	1,500.00	100.00
01-2-01100-890-000	PSO OTHER DIST	10,000.00	0.00	660.60	0.00	9,339.40	93.39
01-2-01100-890-001	PSO OTHER ELEM	1,500.00	0.00	92.40	0.00	1,407.60	93.84
01-2-01100-890-002	PSO OTHER SEC	10,000.00	0.00	5,646.92	0.00	4,353.08	43.53
01-2-01115-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01125-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01150-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-111-001	SAL TCHR Poverty	280,000.00	20,190.00	201,900.00	0.00	78,100.00	27.89
01-2-01160-112-001	SAL PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-123-001	SAL SUBS Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-211-001	HINS TCHRS Poverty	62,700.00	5,653.91	56,759.55	0.00	5,940.45	9.47
01-2-01160-212-001	HINS PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-221-001	FICA TCHRS Poverty	18,500.00	1,488.13	14,915.23	0.00	3,584.77	19.37
01-2-01160-222-001	FICA PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-223-001	FICA SUBS Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-231-001	RET TCHRS Poverty	24,000.00	1,994.33	19,943.30	0.00	4,056.70	16.90
01-2-01160-232-001	RET PARA Poverty	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-237-000	Increase Retire Cont	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-281-001	HSAReg	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-529-001	PSO POVERTY OTHER ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-580-001	PSO POVERTY TRAVEL ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-610-001	SUP POVERTY ELEM	0.00	0.00	0.00	0.00	0.00	0.00

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Monthly Expense Report

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Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-01160-650-001	SUP POVERTY HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01160-730-001	CAP POVERTY EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01190-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01190-610-000	SUP PRESCH MATCHING	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01190-730-006	CAP PRESCH EQUIP MATCH	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01195-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-110-000	SAL CLER SPED	18,855.00	1,800.00	15,140.25	0.00	3,714.75	19.70
01-2-01200-111-000	SAL ADMIN SPED DIR	88,500.00	7,375.00	73,750.00	0.00	14,750.00	16.66
01-2-01200-111-001	SAL TCHR SPED ELEM	82,900.00	10,195.75	107,301.89	0.00	-24,401.89	-29.43
01-2-01200-111-002	SAL TCHR SPED SEC	177,752.00	14,812.00	147,680.00	0.00	30,072.00	16.91
01-2-01200-112-001	SAL PARA SPED ELEM	158,000.00	7,691.25	136,382.63	0.00	21,617.37	13.68
01-2-01200-112-002	SAL PARA SPED SEC	52,200.00	3,438.75	59,851.25	0.00	-7,651.25	-14.65
01-2-01200-122-001	SAL PARA SUB SPED ELEM	2,000.00	787.50	10,862.30	0.00	-8,862.30	-443.11
01-2-01200-122-002	SAL PARA SUB SPED SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01200-123-001	SAL SUBS SPED ELEM	9,000.00	0.00	7,563.02	0.00	1,436.98	15.96
01-2-01200-123-002	SAL SUBS SPED SEC	2,000.00	0.00	440.00	0.00	1,560.00	78.00
01-2-01200-130-001	Para O.T.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-210-000	HINS CLER SPED	7,827.00	552.73	5,037.24	0.00	2,789.76	35.64
01-2-01200-211-000	HINS ADMIN SPED DIR	10,451.00	1,742.15	17,421.50	0.00	-6,970.50	-66.69
01-2-01200-211-001	HINS TCHRS SPED ELEM	30,768.00	1,501.13	14,749.40	0.00	16,018.60	52.06
01-2-01200-211-002	HINS TCHRS SPED	36,900.00	4,183.99	38,619.18	0.00	-1,719.18	-4.65
01-2-01200-212-001	HINS PARA SPED ELEM	71,000.00	5,121.12	51,116.25	0.00	19,883.75	28.00
01-2-01200-212-002	HINS PARA SPED SEC	22,500.00	1,273.04	12,730.40	0.00	9,769.60	43.42

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01-2-01200-220-000	FICA CLER SPED	1,400.00	123.97	1,033.04	0.00	366.96	26.21
01-2-01200-221-000	FICA ADMIN SPED DIR	6,770.00	544.68	5,446.80	0.00	1,323.20	19.54
01-2-01200-221-001	FICA TCHRS SPED ELEM	6,342.00	749.41	7,905.39	0.00	-1,563.39	-24.65
01-2-01200-221-002	FICA TCHRS SPED SEC	13,600.00	1,106.95	11,033.80	0.00	2,566.20	18.86
01-2-01200-222-001	FICA PARA SPED ELEM	12,000.00	647.61	11,120.05	0.00	879.95	7.33
01-2-01200-222-002	FICA PARA SPED SEC	4,000.00	153.58	3,352.62	0.00	647.38	16.18
01-2-01200-223-001	FICA SUBS SPED ELEM	500.00	0.00	578.56	0.00	-78.56	-15.71
01-2-01200-223-002	FICA SUBS SPED SEC	150.00	0.00	33.66	0.00	116.34	77.56
01-2-01200-230-000	RET CLER SPED	1,800.00	177.80	1,495.52	0.00	304.48	16.91
01-2-01200-231-000	RET ADMIN SPED DIR	8,700.00	728.49	7,284.90	0.00	1,415.10	16.26
01-2-01200-231-001	RET TCHRS SPED ELEM	8,190.00	1,007.12	10,599.12	0.00	-2,409.12	-29.41
01-2-01200-231-002	RET TCHRS SPED SEC	17,500.00	1,463.10	14,587.53	0.00	2,912.47	16.64
01-2-01200-232-001	RET PARA SPED ELEM	15,500.00	830.15	13,619.82	0.00	1,880.18	12.13
01-2-01200-232-002	RET PARA SPED SEC	5,000.00	339.67	5,912.01	0.00	-912.01	-18.24
01-2-01200-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-280-000	HSA CLER SPED	2,000.00	0.00	0.00	0.00	2,000.00	100.00
01-2-01200-281-001	HSA TCHR SPED ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-281-002	HSA TCHR SPED SEC	0.00	0.00	3,212.76	0.00	-3,212.76	0.00
01-2-01200-282-001	HSA PARA SPED ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-282-002	HSA PARA SPED SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-320-000	PSP SPED CONTRACTED	10,000.00	3,492.63	10,264.36	0.00	-264.36	-2.64
01-2-01200-320-001	PSP SPED CONTRACTED ELEM	2,500.00	0.00	-1,505.00	0.00	4,005.00	160.20
01-2-01200-320-002	PSP SPED CONTRACTED SEC	2,500.00	0.00	1,655.00	0.00	845.00	33.80

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01-2-01200-330-000	PSP SPED INSERVICE DIST	0.00	0.00	9,512.65	0.00	-9,512.65	0.00
01-2-01200-330-001	PSP SPED INSERVICE ELEM	1,500.00	0.00	1,520.00	0.00	-20.00	-1.33
01-2-01200-330-002	PSP SPED INSERVICE SEC	1,500.00	0.00	0.00	0.00	1,500.00	100.00
01-2-01200-562-001	PSO SPED TUITION SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-562-002	PSO SPED TUITION -SEC	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-01200-580-000	PSO SPED TRAVEL DIST	100.00	0.00	0.00	0.00	100.00	100.00
01-2-01200-580-001	PSO SPED TRAVEL ELEM	1,000.00	0.00	1,987.60	0.00	-987.60	-98.76
01-2-01200-580-002	PSO SPED TRAVEL SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01200-610-001	SUP SPED ELEM	1,250.00	241.62	928.93	0.00	321.07	25.68
01-2-01200-610-002	SUP SPED SEC	1,250.00	0.00	58.89	0.00	1,191.11	95.28
01-2-01200-640-001	SUP SPED TEXTBOOKS ELEM	0.00	0.00	1,012.00	0.00	-1,012.00	0.00
01-2-01200-640-002	SUP SPED TEXTBOOKS SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-739-001	CAP SPED FURN/EQUIP ELEM	500.00	231.52	7,993.56	0.00	-7,493.56	-1,498.71
01-2-01200-739-002	CAP SPED FURN/EQUIP SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01200-890-000	PSO SPED OTHER DIST	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01200-890-001	PSO SPED OTHER ELEM	0.00	0.00	55.00	0.00	-55.00	0.00
01-2-01200-890-002	PSO SPED OTHER SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01291-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01292-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01295-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-151-001	SAL STIP TCHR SUM ELEM	15,000.00	0.00	0.00	0.00	15,000.00	100.00
01-2-01300-151-002	SAL STIP TCHR SUM SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-152-001	SAL PARA SUM ELEM	10,000.00	0.00	0.00	0.00	10,000.00	100.00

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01-2-01300-211-001	HINS Summer Stipend Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-211-002	HINS Summer Stipend H.S.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-212-001	HINS Summer Stipend Elem Para	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-221-001	FICA TCHRS SUM ELEM	2,000.00	0.00	0.00	0.00	2,000.00	100.00
01-2-01300-221-002	FICA TCHRS SUM SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-222-001	FICA PARA SUM ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-229-001	FICM Summer Stipend Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-229-002	FICA Summer Stipend H.S.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-231-001	RET TCHRS SUM ELEM	2,500.00	0.00	0.00	0.00	2,500.00	100.00
01-2-01300-231-002	RET TCHRS SUM SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-232-001	RET PARA SUM ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-239-001	Retire.Summer Stipend Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-239-002	Retire.Summer Stipend H.S.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01300-890-002	PSO DRIVER ED OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01390-151-002	SAL ADDT DRIV ED	6,000.00	0.00	0.00	0.00	6,000.00	100.00
01-2-01390-221-002	FICA ADDT DRIV ED	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01390-231-002	RET ADDT DRIV ED	500.00	0.00	0.00	0.00	500.00	100.00
01-2-01390-610-002	SUP DRIVER ED	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01390-626-002	SUP DRIVER ED GAS/OIL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01390-640-002	SUP DRIVER ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-01400-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02110-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02120-111-001	SAL TCHR GUIDANCE ELEM	94,500.00	7,875.00	78,750.00	0.00	15,750.00	16.66
01-2-02120-111-002	SAL TCHR GUIDANCE SEC	140,142.00	11,677.00	116,770.00	0.00	23,372.00	16.67
01-2-02120-211-001	HINS TCHR GUIDANCE ELEM	18,000.00	1,507.59	15,075.90	0.00	2,924.10	16.24
01-2-02120-211-002	HINS TCHR GUIDANCE SEC	32,000.00	2,846.07	28,460.70	0.00	3,539.30	11.06
01-2-02120-221-001	FICA TCHR GUIDANCE ELEM	7,230.00	592.88	5,926.77	0.00	1,303.23	18.02
01-2-02120-221-002	FICA TCHR GUIDANCE SEC	10,721.00	854.96	8,549.60	0.00	2,171.40	20.25
01-2-02120-231-001	RET TCHR GUIDANCE ELEM	9,300.00	777.87	7,778.70	0.00	1,521.30	16.35
01-2-02120-231-002	RET TCHR GUIDANCE SEC	13,850.00	1,153.43	11,534.30	0.00	2,315.70	16.71
01-2-02120-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02120-320-001	PSP GUIDANCE ELEM	500.00	0.00	555.00	0.00	-55.00	-11.00
01-2-02120-320-002	PSP GUIDANCE SEC	2,500.00	0.00	1,616.00	0.00	884.00	35.36
01-2-02120-529-001	PSO GUIDANCE OTHER ELEM	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02120-529-002	PSO GUIDANCE OTHER SEC	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02120-580-001	PSO GUIDANCE TRAVEL ELEM	250.00	0.00	0.00	0.00	250.00	100.00
01-2-02120-580-002	PSO GUIDANCE TRAVEL SEC	250.00	0.00	804.95	0.00	-554.95	-221.98
01-2-02120-610-001	SUP GUIDANCE ELEM	500.00	368.62	1,155.16	0.00	-655.16	-131.03
01-2-02120-610-002	SUP GUIDANCE SEC	1,200.00	0.00	1,072.95	0.00	127.05	10.58
01-2-02120-730-001	CAP GUIDANCE EQUIP ELEM	0.00	602.12	602.12	0.00	-602.12	0.00
01-2-02120-730-002	CAP GUIDANCE EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02130-116-000	SAL PROF NURSE	40,000.00	3,500.00	35,000.00	0.00	5,000.00	12.50
01-2-02130-126-000	SAL SUB NURSE	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02130-216-000	HINS PROF NURSE	20,902.00	1,474.42	14,744.20	0.00	6,157.80	29.46
01-2-02130-226-000	FICA PROF NURSE	3,000.00	263.00	2,630.00	0.00	370.00	12.33

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01-2-02130-236-000	RET PROF NURSE	3,900.00	345.72	3,457.20	0.00	442.80	11.35
01-2-02130-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02130-281-000	HSA NURSE	0.00	0.00	3,212.76	0.00	-3,212.76	0.00
01-2-02130-580-000	PSO NURSE TRAVEL	250.00	0.00	0.00	0.00	250.00	100.00
01-2-02130-610-000	SUP NURSE	1,500.00	2,453.09	3,587.62	0.00	-2,087.62	-139.17
01-2-02130-739-000	CAP NURSE EQUIP	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02130-890-000	PSO NURSE OTHER	250.00	0.00	0.00	0.00	250.00	100.00
01-2-02140-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02141-111-000	SAL TCHR SPED PSYCH	60,000.00	4,604.00	46,040.00	0.00	13,960.00	23.26
01-2-02141-211-000	HINS TCHR SPED PSYCH	20,902.00	1,474.42	16,082.85	0.00	4,819.15	23.05
01-2-02141-221-000	FICA TCHR SPED PSYCH	4,300.00	308.65	3,088.65	0.00	1,211.35	28.17
01-2-02141-231-000	RET TCHR SPED PSYCH	5,500.00	454.77	4,547.70	0.00	952.30	17.31
01-2-02141-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02141-281-000	HSA -PSYCH	0.00	0.00	3,212.76	0.00	-3,212.76	0.00
01-2-02141-320-000	PSP PSYCH DIAGNOSTICS	0.00	0.00	550.00	0.00	-550.00	0.00
01-2-02141-340-000	PSP PSYCH SUPERVISON	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02141-580-000	PSO PSYCH TRAVEL	500.00	0.00	779.49	0.00	-279.49	-55.89
01-2-02141-610-000	SUP PSYCH	1,500.00	0.00	1,573.44	0.00	-73.44	-4.89
01-2-02141-739-000	CAP PSYCH EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02142-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02143-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02150-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02151-111-000	SAL TCHR SPED SPEECH	63,249.00	5,271.00	52,130.45	0.00	11,118.55	17.57

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01-2-02151-123-000	SAL SUBS SPED SPEECH	1,000.00	0.00	962.50	0.00	37.50	3.75
01-2-02151-211-000	HINS TCHR SPED SPEECH	13,800.00	977.32	9,609.98	0.00	4,190.02	30.36
01-2-02151-221-000	FICA TCHR SPED SPEECH	5,800.00	388.67	3,844.49	0.00	1,955.51	33.71
01-2-02151-223-000	FICA SUBS SPED SPEECH	100.00	0.00	73.63	0.00	26.37	26.37
01-2-02151-231-000	RET TCHR SPED SPEECH	6,200.00	520.66	5,149.35	0.00	1,050.65	16.94
01-2-02151-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02151-281-000	HSA SPED SPEECH DIST	0.00	0.00	2,107.68	0.00	-2,107.68	0.00
01-2-02151-340-000	PSP SPED SPEECH/AUD DIST	15,000.00	1,263.73	8,538.48	0.00	6,461.52	43.07
01-2-02151-580-000	PSO PS TRAVEL	250.00	0.00	507.92	0.00	-257.92	-103.16
01-2-02151-610-000	SUP SPEECH	1,000.00	0.00	1,347.08	0.00	-347.08	-34.70
01-2-02151-730-000	CAP SPEECH FURN/EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02152-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02152-340-000	PSP SPED SPEECH/AUD 3-5	500.00	26.29	295.86	0.00	204.14	40.82
01-2-02153-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02153-340-000	PSP SPED SPEECH/AUD 0-2	1,000.00	26.29	410.50	0.00	589.50	58.95
01-2-02160-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02161-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02161-340-000	PSP SPED SCHOOLAGE OT	20,000.00	0.00	11,086.68	0.00	8,913.32	44.56
01-2-02162-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02162-340-000	PSP SPED OT 3-5	4,000.00	0.00	3,309.90	0.00	690.10	17.25
01-2-02163-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02163-340-000	PSP PRESCH OT 0-2	4,000.00	610.50	4,185.06	0.00	-185.06	-4.62
01-2-02170-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02171-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02171-340-000	PSP SPED PT SCHOOLAGE	3,500.00	0.00	4,889.99	0.00	-1,389.99	-39.71
01-2-02172-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02172-340-000	PSP SPED PT 3-5	1,000.00	0.00	1,700.26	0.00	-700.26	-70.02
01-2-02173-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02173-340-000	PSP SPED PT 0-2	1,000.00	341.22	3,527.27	0.00	-2,527.27	-252.72
01-2-02180-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02181-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02181-340-000	PSP SPED VISION SCHOOLAGE	3,000.00	591.31	7,329.36	0.00	-4,329.36	-144.31
01-2-02182-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02182-340-000	PSP SPED VISION 3-5	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02183-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02183-340-000	PSP SPED VISION 0-2	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02190-111-002	SAL ADMIN ACT DIR	96,000.00	8,000.00	80,000.00	0.00	16,000.00	16.66
01-2-02190-123-002	SAL SUBS ACTIVITIES	12,000.00	0.00	6,765.00	0.00	5,235.00	43.62
01-2-02190-150-002	SAL NONCERT COACH	32,000.00	0.00	46,899.00	0.00	-14,899.00	-46.55
01-2-02190-151-002	SAL TCHR COACH	250,000.00	19,038.75	203,346.50	0.00	46,653.50	18.66
01-2-02190-211-002	HINS TCHR COACH /AD	20,000.00	4,429.13	44,055.39	0.00	-24,055.39	-120.27
01-2-02190-220-002	FICA NONCERT COACH	2,500.00	0.00	3,587.85	0.00	-1,087.85	-43.51
01-2-02190-221-002	FICA TCHR COACH /AD	26,000.00	2,013.94	21,152.54	0.00	4,847.46	18.64
01-2-02190-223-002	FICA SUBS ACTIVITIES	750.00	0.00	517.48	0.00	232.52	31.00
01-2-02190-230-002	RET NONCERT COACH	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02190-231-002	RET TCHR COACH /AD	29,000.00	2,670.80	26,708.04	0.00	2,291.96	7.90

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01-2-02190-233-002	ACTIVITY SUB RETIRE	0.00	0.00	62.46	0.00	-62.46	0.00
01-2-02190-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02190-320-002	PSP ACTIVITIES	6,000.00	0.00	818.61	0.00	5,181.39	86.35
01-2-02190-580-002	PSO TRAVEL	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02190-610-002	SUP ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02190-730-002	CAP ACTIVITIES EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02210-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02211-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02212-111-000	SAL ADMIN T & L	85,000.00	7,083.00	70,830.00	0.00	14,170.00	16.67
01-2-02212-211-000	HINS ADMIN T & L	18,000.00	1,480.82	14,808.20	0.00	3,191.80	17.73
01-2-02212-221-000	FICA ADMIN T & L	6,500.00	507.29	5,072.90	0.00	1,427.10	21.95
01-2-02212-231-000	RET ADMIN T & L	8,400.00	699.65	6,996.50	0.00	1,403.50	16.70
01-2-02212-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02212-320-000	PSP T & L	10,000.00	2,500.00	6,234.61	0.00	3,765.39	37.65
01-2-02212-330-000	PSP PROF DEV DIST	2,500.00	0.00	0.00	0.00	2,500.00	100.00
01-2-02212-330-001	PSP PROF DEV ELEM	2,500.00	650.00	3,214.00	0.00	-714.00	-28.56
01-2-02212-330-002	PSP PROF DEV SEC	0.00	90.00	940.00	0.00	-940.00	0.00
01-2-02212-580-000	PSO T & L TRAVEL	1,000.00	0.00	850.70	0.00	149.30	14.93
01-2-02212-610-000	SUP T & L	1,000.00	105.77	1,619.54	0.00	-619.54	-61.95
01-2-02212-739-000	CAP T & L EQUIP	1,000.00	0.00	0.00	0.00	1,000.00	100.00
01-2-02212-890-000	PSO T & L OTHER	0.00	188.00	188.00	0.00	-188.00	0.00
01-2-02213-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02214-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02219-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-111-001	SAL TCHR LIBRARY ELEM	22,989.00	1,916.00	19,160.00	0.00	3,829.00	16.65
01-2-02220-111-002	SAL TCHR LIBRARY SEC	71,600.00	5,971.00	59,545.00	0.00	12,055.00	16.83
01-2-02220-112-001	SAL PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-112-002	SAL PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-123-001	SAL SUB LIBRARY ELEM	250.00	0.00	1,017.50	0.00	-767.50	-307.00
01-2-02220-123-002	SAL SUB LIBRARY SEC	500.00	0.00	385.00	0.00	115.00	23.00
01-2-02220-211-001	HINS TCHR LIBRARY ELEM	172.00	14.48	144.80	0.00	27.20	15.81
01-2-02220-211-002	HINS TCHR LIBRARY SEC	21,000.00	1,320.35	13,205.10	0.00	7,794.90	37.11
01-2-02220-212-001	HINS PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-212-002	HINS PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-221-001	FICA TCHR LIBRARY ELEM	1,750.00	143.33	1,433.30	0.00	316.70	18.09
01-2-02220-221-002	FICA TCHR LIBRARY SEC	5,500.00	430.41	4,291.46	0.00	1,208.54	21.97
01-2-02220-222-001	FICA PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-222-002	FICA PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-223-001	FICA SUB LIBRARY ELEM	0.00	0.00	77.85	0.00	-77.85	0.00
01-2-02220-223-002	FICA SUB LIBRARY SEC	50.00	0.00	29.45	0.00	20.55	41.10
01-2-02220-231-001	RET TCHR LIBRARY ELEM	2,250.00	189.26	1,892.60	0.00	357.40	15.88
01-2-02220-231-002	RET TCHR LIBRARY SEC	7,100.00	589.81	5,881.79	0.00	1,218.21	17.15
01-2-02220-232-001	RET PARA LIBRARY ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-232-002	RET PARA LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-281-002	HSA TCHR LIBRARY SEC	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02220-320-001	PSP LIBRARY ELEM	0.00	1,441.00	1,441.00	0.00	-1,441.00	0.00
01-2-02220-320-002	PSP LIBRARY SEC	0.00	2,443.00	2,443.00	0.00	-2,443.00	0.00
01-2-02220-580-001	PSO LIBRARY TRAVEL ELEM	100.00	0.00	0.00	0.00	100.00	100.00
01-2-02220-580-002	PSO LIBRARY TRAVEL SEC	100.00	0.00	359.85	0.00	-259.85	-259.85
01-2-02220-610-001	SUP LIBRARY ELEM	2,000.00	0.00	777.32	0.00	1,222.68	61.13
01-2-02220-610-002	SUP LIBRARY SEC	1,000.00	212.46	483.01	0.00	516.99	51.69
01-2-02220-640-001	SUP LIBRARY BOOKS/PERS ELEM	3,000.00	32.42	2,342.75	0.00	657.25	21.90
01-2-02220-640-002	SUP LIBRARY BOOKS/PERS SEC	5,000.00	8,933.15	11,051.45	0.00	-6,051.45	-121.02
01-2-02220-730-001	CAP LIBRARY EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-730-002	CAP LIBRARY EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-890-001	PSO LIBRARY OTHER ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02220-890-002	PSO LIBRARY OTHER SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02223-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02224-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02230-111-000	SAL ADMIN TECH DIR	73,500.00	6,125.00	61,250.00	0.00	12,250.00	16.66
01-2-02230-114-000	SAL PARA TECH AID	28,000.00	2,393.13	25,326.89	0.00	2,673.11	9.54
01-2-02230-130-000	Para Tech OT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02230-134-000	SAL PARA Tech OT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02230-211-000	HINS ADMIN TECH DIR	10,764.00	0.00	0.00	0.00	10,764.00	100.00
01-2-02230-214-000	HINS PARA TECH AID	7,600.00	636.52	6,365.20	0.00	1,234.80	16.24
01-2-02230-221-000	FICA ADMIN TECH DIR	5,600.00	468.56	4,685.60	0.00	914.40	16.32
01-2-02230-224-000	FICA PARA TECH AID	2,100.00	167.55	1,782.26	0.00	317.74	15.13
01-2-02230-231-000	RET ADMIN TECH DIR	7,300.00	605.02	6,050.20	0.00	1,249.80	17.12

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02230-234-000	RET PARA TECH AID	2,700.00	236.39	2,501.75	0.00	198.25	7.34
01-2-02230-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02240-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02290-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02310-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02310-271-000	PSO Alicap WORK COMP OTHERS	20,000.00	0.00	0.00	0.00	20,000.00	100.00
01-2-02310-315-000	PSP AUDIT	7,000.00	0.00	6,925.00	0.00	75.00	1.07
01-2-02310-317-000	PSP LEGAL SERVICES	3,000.00	0.00	1,579.00	0.00	1,421.00	47.36
01-2-02310-520-000	PSO Alicap LIABILITY INS	200,000.00	0.00	2,655.00	0.00	197,345.00	98.67
01-2-02310-520-000	PSO Alicap PROPERTY INS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02310-580-000	PSO BOE TRAVEL	2,000.00	0.00	2,080.45	0.00	-80.45	-4.02
01-2-02310-810-000	DUES BOE	7,500.00	0.00	7,202.00	0.00	298.00	3.97
01-2-02310-890-000	PSO BOE OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02320-105-000	SAL ADMIN SUPT	170,000.00	14,167.00	141,670.00	0.00	28,330.00	16.66
01-2-02320-110-000	SAL CLER SUPT	18,500.00	1,800.00	17,104.19	0.00	1,395.81	7.54
01-2-02320-130-000	OT ClarSAL	2,000.00	0.00	3,071.25	0.00	-1,071.25	-53.56
01-2-02320-210-000	HINS CLER SUPT	7,800.00	552.73	6,017.36	0.00	1,782.64	22.85
01-2-02320-215-000	HINS ADMIN SUPT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02320-220-000	FICA CLER SUPT	1,400.00	123.95	1,393.85	0.00	6.15	0.43
01-2-02320-225-000	FICA ADMIN SUPT	10,500.00	1,083.77	10,837.70	0.00	-337.70	-3.21
01-2-02320-230-000	RET CLER SUPT	1,800.00	177.80	1,798.90	0.00	1.10	0.06
01-2-02320-235-000	RET ADMIN SUPT	17,000.00	1,399.39	13,993.90	0.00	3,006.10	17.68
01-2-02320-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02320-280-000	HSA CLER SUPT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02320-580-000	PSO EXEC ADMIN TRAVEL	4,000.00	0.00	279.65	0.00	3,720.35	93.00
01-2-02320-610-000	SUP EXEC ADMIN	7,500.00	743.18	8,182.83	0.00	-682.83	-9.10
01-2-02320-739-000	CAP EXEC ADMIN EQUIP	500.00	0.00	1,187.00	0.00	-687.00	-137.40
01-2-02320-810-000	DUES EXEC ADMIN	0.00	0.00	2,799.00	0.00	-2,799.00	0.00
01-2-02320-890-000	PSO EXEC ADMIN OTHER	5,000.00	0.00	4,425.00	0.00	575.00	11.50
01-2-02330-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-110-001	SAL CLER PRINC ELEM	21,750.00	2,066.25	22,574.38	0.00	-824.38	-3.79
01-2-02410-110-002	SAL CLER PRINC SEC	22,500.00	2,156.25	22,252.50	0.00	247.50	1.10
01-2-02410-111-001	SAL ADMIN PRINC ELEM	91,000.00	7,583.00	75,830.00	0.00	15,170.00	16.67
01-2-02410-111-002	SAL ADMIN PRINC SEC	110,000.00	9,167.00	91,670.00	0.00	18,330.00	16.66
01-2-02410-120-001	SAL CLER SUB PRINC ELEM	500.00	0.00	0.00	0.00	500.00	100.00
01-2-02410-120-002	SAL CLER SUB PRINC SEC	500.00	0.00	238.88	0.00	261.12	52.22
01-2-02410-130-001	OT Clerical	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-130-002	Sec. CLAR OT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-210-001	HINS CLER PRINC ELEM	7,600.00	0.00	1,909.56	0.00	5,690.44	74.87
01-2-02410-210-002	HINS CLER PRINC SEC	7,600.00	636.52	6,365.20	0.00	1,234.80	16.24
01-2-02410-211-001	HINS ADMIN PRINC ELEM	20,902.00	1,474.42	14,744.20	0.00	6,157.80	29.46
01-2-02410-211-002	HINS ADMIN PRINC SEC	20,902.00	1,474.42	14,744.20	0.00	6,157.80	29.46
01-2-02410-220-001	FICA CLER PRINC ELEM	1,600.00	158.07	1,725.20	0.00	-125.20	-7.82
01-2-02410-220-002	FICA CLER PRINC SEC	1,720.00	157.31	1,644.11	0.00	75.89	4.41
01-2-02410-221-001	FICA ADMIN PRINC ELEM	6,900.00	534.65	5,445.66	0.00	1,454.34	21.07
01-2-02410-221-002	FICA ADMIN PRINC SEC	8,400.00	675.65	6,756.50	0.00	1,643.50	19.56

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01-2-02410-230-001	RET CLER PRINC ELEM	2,100.00	204.10	2,113.69	0.00	-13.69	-0.65
01-2-02410-230-002	RET CLER PRINC RET	2,200.00	212.99	2,198.04	0.00	1.96	0.08
01-2-02410-231-001	RET ADMIN PRINC ELEM	8,900.00	749.03	7,490.30	0.00	1,409.70	15.83
01-2-02410-231-002	RET ADMIN PRINC SEC	11,000.00	905.50	9,055.00	0.00	1,945.00	17.68
01-2-02410-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-281-001	HSA PRINC Elem	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-281-002	HSA PRINC SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-320-001	PSP PRINCIPAL ELEM	1,000.00	0.00	211.88	0.00	788.12	78.81
01-2-02410-320-002	PSP PRINCIPAL SEC	1,500.00	0.00	2,560.00	0.00	-1,060.00	-70.66
01-2-02410-580-001	PSO PRINCIPAL TRAVEL ELEM	1,000.00	0.00	140.61	0.00	859.39	85.93
01-2-02410-580-002	PSO PRINCIPAL TRAVEL SEC	1,000.00	0.00	286.94	0.00	713.06	71.30
01-2-02410-610-001	SUP PRINCIPAL ELEM	1,000.00	35.00	1,063.89	0.00	-63.89	-6.38
01-2-02410-610-002	SUP PRINCIPAL SEC	4,000.00	35.00	2,885.05	0.00	1,114.95	27.87
01-2-02410-730-001	CAP PRINCIPAL FURN ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-730-002	CAP PRINCIPAL FURN SEC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-810-001	DUES PRINCIPAL ELEM	1,000.00	150.00	485.00	0.00	515.00	51.50
01-2-02410-810-002	DUES PRINCIPAL SEC	1,000.00	1,320.00	1,548.00	0.00	-548.00	-54.80
01-2-02410-890-001	PSO PRINCIPAL OTHER ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02410-890-002	PSO PRINCIPAL OTHER SEC	0.00	0.00	44.40	0.00	-44.40	0.00
01-2-02490-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02510-116-000	SAL PROF BUSINESS MNGR	53,500.00	4,833.00	48,330.00	0.00	5,170.00	9.66
01-2-02510-216-000	HINS PROF BUSINESS MNGR	15,600.00	1,336.67	13,366.70	0.00	2,233.30	14.31
01-2-02510-226-000	FICA PROF BUSINESS MNGR	4,100.00	354.33	3,543.30	0.00	556.70	13.57

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02510-236-000	RET PROF BUSINESS MNGR	5,300.00	477.39	4,773.90	0.00	526.10	9.92
01-2-02510-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02510-320-000	PSP BUSINESS	6,000.00	5,613.45	6,342.34	0.00	-342.34	-5.70
01-2-02510-340-000	PSP BUSINESS FLEX PAY	2,500.00	162.40	1,790.80	0.00	709.20	28.36
01-2-02510-351-000	PSP BUSINESS DATA PROCESS	1,500.00	72.60	791.40	0.00	708.60	47.24
01-2-02510-382-000	PSP BUSINESS TELECOMMUNIC	20,000.00	2,112.18	15,714.89	0.00	4,285.11	21.42
01-2-02510-440-000	PSF COPIER/LEASE	40,000.00	1,590.87	22,653.58	0.00	17,346.42	43.36
01-2-02510-531-000	PSO BUSINESS POSTAGE	10,000.00	500.00	8,966.63	0.00	1,033.37	10.33
01-2-02510-540-000	PSO BUSINESS ADVRT PRNTNG	5,000.00	844.61	3,635.20	0.00	1,364.80	27.29
01-2-02510-610-000	SUP BUSINESS	0.00	0.00	449.89	0.00	-449.89	0.00
01-2-02510-730-000	CAP BUSINESS EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02510-890-000	PSO BUSINESS OTHER	0.00	0.00	4,412.80	0.00	-4,412.80	0.00
01-2-02515-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02520-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02530-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02540-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02560-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02570-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02580-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02590-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02610-110-000	SAL NONCRT CUST	205,000.00	16,831.26	155,617.34	0.00	49,382.66	24.08
01-2-02610-120-000	SAL NONCRT CUST SUMMER	0.00	0.00	851.71	0.00	-851.71	0.00
01-2-02610-130-000	SAL OT NONCRT CUST	40,000.00	472.29	19,726.99	0.00	20,273.01	50.68

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01-2-02610-210-000	HINS NONCRT CUST	64,000.00	5,384.74	49,239.56	0.00	14,760.44	23.06
01-2-02610-220-000	FICA NONCRT CUST	15,000.00	1,306.09	13,320.95	0.00	1,679.05	11.19
01-2-02610-230-000	RET NONCRT CUST	21,000.00	1,709.20	17,404.25	0.00	3,595.75	17.12
01-2-02610-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02610-270-000	PSO Alicap WORK COMP CUST	9,000.00	0.00	-1,486.00	0.00	10,486.00	116.51
01-2-02610-410-000	PSF WATER & SEWER	10,000.00	777.77	7,491.38	0.00	2,508.62	25.08
01-2-02610-610-000	SUP CUSTODIAL	55,000.00	4,785.26	59,657.99	0.00	-4,657.99	-8.46
01-2-02610-621-000	SUP FUEL	60,000.00	2,717.99	27,670.00	0.00	32,330.00	53.88
01-2-02610-622-000	SUP ELECTRICITY	150,000.00	8,112.07	119,505.06	0.00	30,494.94	20.33
01-2-02610-739-000	CAP CUSTODIAL EQUIP	16,000.00	0.00	10,380.00	0.00	5,620.00	35.12
01-2-02610-890-000	PSO CUSTODIAL OTHER	17,500.00	1,241.62	15,672.71	0.00	1,827.29	10.44
01-2-02620-110-000	SAL NONCRT MAINT	89,000.00	7,760.00	64,576.32	0.00	24,423.68	27.44
01-2-02620-120-000	SAL NONCRT MAINT SUMMER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02620-130-000	SAL OT NONCRT MAINT	0.00	709.05	9,535.50	0.00	-9,535.50	0.00
01-2-02620-210-000	HINS NONCRT MAINT	29,000.00	3,131.52	31,315.20	0.00	-2,315.20	-7.98
01-2-02620-220-000	FICA NONCRT MAINT	68,000.00	633.52	5,530.79	0.00	62,469.21	91.86
01-2-02620-230-000	RET NONCRT MAINT	8,800.00	836.55	7,320.61	0.00	1,479.39	16.81
01-2-02620-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02620-270-000	PSO Alicap WORK COMP MAINT	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02620-320-000	PSP MAINTENANCE	150,000.00	8,489.25	180,676.31	0.00	-30,676.31	-20.45
01-2-02620-733-000	CAP BUILDING EQUIP	75,000.00	5,334.76	111,441.27	0.00	-36,441.27	-48.58
01-2-02620-890-000	PSO MAINTENANCE OTHER	0.00	0.00	832.00	0.00	-832.00	0.00
01-2-02630-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02640-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02650-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02660-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02660-320-000	PSP SECURITY	1,000.00	0.00	307.80	0.00	692.20	69.22
01-2-02660-610-000	SUP SECURITY	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-02660-720-000	CAP SECURITY EQUIP	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-02670-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02670-320-000	PSP SAFETY	1,000.00	0.00	4,104.00	0.00	-3,104.00	-310.40
01-2-02670-610-000	SUP SAFETY	0.00	0.00	15.69	0.00	-15.69	0.00
01-2-02670-730-000	CAP SAFETY EQUIP	0.00	0.00	1,098.33	0.00	-1,098.33	0.00
01-2-02680-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-110-000	SAL NONCRT ROUTE DRIVER	65,000.00	2,598.75	60,011.95	0.00	4,988.05	7.67
01-2-02710-111-000	SAL CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-120-000	SAL NONCRT ACT DRIVER	30,000.00	38.50	20,992.17	0.00	9,007.83	30.02
01-2-02710-130-000	Route Bus OT	8,000.00	0.00	11,523.12	0.00	-3,523.12	-44.03
01-2-02710-210-000	HINS NONCRT TRANPO	21,000.00	1,909.56	19,237.23	0.00	1,762.77	8.39
01-2-02710-211-000	HINS CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-220-000	FICA NONCRT TRANPO	7,500.00	201.76	7,066.13	0.00	433.87	5.78
01-2-02710-221-000	FICA CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-230-000	RET NONCRT TRANPO	7,500.00	256.70	6,849.06	0.00	650.94	8.67
01-2-02710-231-000	RETIRE CERT ACT DRIVER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-270-000	PSO Alicap WORK COMP DRIVERS	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-02710-320-000	PSP TRANSPORTATION	5,000.00	0.00	0.00	0.00	5,000.00	100.00
01-2-02710-332-000	PSP MILEAGE PARENTS	4,000.00	0.00	2,715.79	0.00	1,284.21	32.10
01-2-02710-430-000	PSF EQUIP REPAIR BUS	20,000.00	0.00	11,575.75	0.00	8,424.25	42.12
01-2-02710-431-000	PSF EQUIP REPAIR MAINT	1,000.00	602.80	3,612.38	0.00	-2,612.38	-261.23
01-2-02710-520-000	PSO Allcap VEHICLE INS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02710-610-000	SUP TRANSP TIRES / PARTS	20,000.00	655.40	22,327.06	0.00	-2,327.06	-11.63
01-2-02710-626-000	SUP GAS AND OIL	55,000.00	639.70	30,606.47	0.00	24,393.53	44.35
01-2-02710-732-000	CAP TRANSP BUS REPLACE	25,000.00	0.00	0.00	0.00	25,000.00	100.00
01-2-02710-890-000	PSO TRANSPORTATION OTHER	2,500.00	28.17	1,934.33	0.00	565.67	22.62
01-2-02711-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02712-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02713-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02714-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02720-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02721-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02722-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02723-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02724-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02730-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02731-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02732-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02733-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02734-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00

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Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-02790-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02791-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02792-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02792-332-000	PSP SPED MILGE PRNTS SA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02793-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02793-332-000	PSP SPED MLGE PRNTS B-5	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02794-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02900-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-02900-890-000	Interlocal Agreement	0.00	0.00	20,000.00	0.00	-20,000.00	0.00
01-2-03300-159-001	SAL STIP After School	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-221-001	FICA AFTER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-231-001	RET AFTER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-529-000	PSO AFTER SCHOOL OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-569-001	PSO AFTER SCHOOL TUITION	2,000.00	0.00	231.50	0.00	1,768.50	88.42
01-2-03300-610-000	SUP AFTER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03300-730-000	CAP AFTER SCHOOL EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03400-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03500-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03512-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03535-111-001	SAL TCHR HAL	23,000.00	1,916.00	19,160.00	0.00	3,840.00	16.69
01-2-03535-123-001	SAL SUBS HAL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03535-211-001	HINS TCHR HAL	172.00	14.48	144.80	0.00	27.20	15.81

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01-2-03535-221-001	FICA TCHRS HAL	1,759.00	143.32	1,433.20	0.00	325.80	18.52
01-2-03535-223-001	FICA SUBS HAL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03535-231-001	RET TCHRS HAL	2,271.00	189.26	1,892.60	0.00	378.40	16.66
01-2-03535-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-111-006	SAL ADMIN PRESCH DIR	15,000.00	1,250.00	12,500.00	0.00	2,500.00	16.66
01-2-03540-111-006	SAL TCHR PRESCH STATE	47,400.00	3,953.00	39,530.00	0.00	7,870.00	16.60
01-2-03540-112-006	SAL PARA PRESCH STATE	11,550.00	0.00	0.00	0.00	11,550.00	100.00
01-2-03540-120-006	SAL PARA SUB PRESCH STATE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-123-006	SAL SUBS PRESCH STATE	750.00	0.00	852.50	0.00	-102.50	-13.66
01-2-03540-211-006	HINS ADMIN PRESCH DIR	3,135.00	1,567.86	15,678.60	0.00	-12,543.60	-400.11
01-2-03540-211-006	HINS TCHR PRESCH STATE	15,677.00	0.00	0.00	0.00	15,677.00	100.00
01-2-03540-212-006	HINS PARA PRESCH STATE	5,726.00	0.00	0.00	0.00	5,726.00	100.00
01-2-03540-213-006	Preschool Para Health	0.00	0.00	261.90	0.00	-261.90	0.00
01-2-03540-220-006	FICA PARA SUB PRESCH STATE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-221-006	FICA ADMIN PRESCH DIR	1,148.00	381.32	3,813.20	0.00	-2,665.20	-232.16
01-2-03540-221-006	FICA TCHR PRESCH STATE	3,629.00	0.00	0.00	0.00	3,629.00	100.00
01-2-03540-222-006	FICA PARA PRESCH STATE	884.00	0.00	0.00	0.00	884.00	100.00
01-2-03540-223-006	FICA SUBS PRESCH STATE	0.00	0.00	63.57	0.00	-63.57	0.00
01-2-03540-231-006	RET ADMIN PRESCH DIR	1,482.00	513.94	5,139.40	0.00	-3,657.40	-246.78
01-2-03540-231-006	RET TCHR PRESCH STATE	4,687.00	0.00	0.00	0.00	4,687.00	100.00
01-2-03540-232-006	RET PARA PRESCH STATE	1,141.00	0.00	0.00	0.00	1,141.00	100.00
01-2-03540-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-320-000	PSP PRESCH	5,000.00	0.00	712.15	0.00	4,287.85	85.75

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01-2-03540-580-006	PSO PRESCH TRAVEL	250.00	0.00	0.00	0.00	250.00	100.00
01-2-03540-610-000	SUP PRESCH	500.00	0.00	0.00	0.00	500.00	100.00
01-2-03540-739-006	CAP PRESCH EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03540-890-006	PSO PRESCH OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-320-000	PSP PRESCH STARTUP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-529-000	PSO PRESCH STARTUP OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-610-000	SUP PRESCH STARTUP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-640-000	SUP PRESCH START TEXTS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03541-730-000	CAP PRESCH STARTUP EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03551-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03570-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03575-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-03590-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-04700-450-000	PSF CONTRACT BLDNG IMPROV	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-111-001	SAL TCHR TITLE IA	104,000.00	8,663.00	86,630.00	0.00	17,370.00	16.70
01-2-06200-123-001	SAL SUBS TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-211-001	HINS TCHR TITLE IA	32,000.00	3,269.27	32,692.70	0.00	-692.70	-2.16
01-2-06200-221-001	FICA TCHR TITLE IA	8,000.00	652.86	6,479.64	0.00	1,520.36	19.00
01-2-06200-223-001	FICA SUBS TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-231-001	RET TCHR TITLE IA	10,000.00	855.72	8,557.20	0.00	1,442.80	14.42
01-2-06200-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-281-001	HSA TITLE IA ELEM	0.00	0.00	0.00	0.00	0.00	0.00

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01-2-06200-320-001	PSP TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-529-001	PSO TITLE IA OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-580-001	PSO TITLE IA TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-610-001	SUP TITLE IA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-640-001	SUP TITLE IA TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-650-001	SUP TITLE IA HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-730-001	CAP TITLE IA EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06200-735-001	CAP TITLE IA SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06210-320-001	PSP TITLE I ACCNTBLTY	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06210-650-001	SUP TITLE I ACCNTBLTY	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06210-735-001	CAP TITLE I ACCNTBLTY SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-111-001	SAL TCHR TITLE IIA	16,900.00	1,408.00	14,080.00	0.00	2,820.00	16.68
01-2-06310-123-001	SAL SUBS TITLE IIA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-211-001	HINS TCHR TITLE IIA	3,000.00	427.64	4,285.97	0.00	-1,285.97	-42.86
01-2-06310-221-001	FICA TCHR TITLE IIA	1,300.00	107.72	1,077.19	0.00	222.81	17.13
01-2-06310-223-001	FICA SUBS TITLE IIA	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-231-001	RET TCHR TITLE IIA	1,700.00	139.08	1,390.80	0.00	309.20	18.18
01-2-06310-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06310-529-000	PSO TITLE IIA OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-111-000	SAL TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-211-000	HINS TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-221-000	FICA TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-231-000	RET TCHR IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data
Date Range: YTD thru 06/30/2020

Monthly Expense Report

Arranged by:
Account Number

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-06403-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-281-000	HSA IDEA BASE ELEM	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-320-000	PSP IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-580-000	PSO IDEA BASE TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06403-610-000	SUP IDEA BASE	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06406-111-000	SAL TCHR IDEA PS BASE	3,100.00	253.00	2,530.00	0.00	570.00	18.38
01-2-06406-211-000	HINS TCHR IDEA PS BASE	1,000.00	83.62	836.20	0.00	163.80	16.38
01-2-06406-221-000	FICA TCHR IDEA PS BASE	250.00	18.68	186.80	0.00	63.20	25.28
01-2-06406-231-000	RET TCHR IDEA PS BASE	300.00	24.99	249.90	0.00	50.10	16.70
01-2-06406-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06406-610-000	SUP IDEA PRESCH	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-111-000	SAL TCHR IDEA ENR POV	105,500.00	6,418.00	64,180.00	0.00	41,320.00	39.16
01-2-06410-211-000	HINS TCHR IDEA ENR POV	36,000.00	3,047.00	30,470.00	0.00	5,530.00	15.36
01-2-06410-221-000	FICA TCHR IDEA ENR POV	8,100.00	467.60	4,675.67	0.00	3,424.33	42.27
01-2-06410-231-000	RET TCHR IDEA ENR POV	10,500.00	633.96	6,339.59	0.00	4,160.41	39.62
01-2-06410-237-000	Increase Retire Cont.	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-340-000	PSP IDEA ENR POV	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-529-000	PSO IDEA ENR POV OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-610-000	SUP IDEA ENR POV	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06410-730-000	CAP IDEA ENR POV EQUIP	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06412-300-000	PSP IDEA NON-PUBLIC	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06450-320-000	PSP MEDICAID OUTREACH	250.00	0.00	0.00	0.00	250.00	100.00
01-2-06700-610-002	SUP CARL PERKINS	0.00	0.00	0.00	0.00	0.00	0.00

SELECTED Data

Monthly Expense Report

Arranged by:
Account Number

Date Range: YTD thru 06/30/2020

Account	Description	Budget	June Expenditures	YTD Expenditures	Payables & Encumbrances	Unencumbered Balance	Percent Remaining
01-2-06700-739-002	CAP CARL PERKINS EQUIP	1,000.00	0.00	1,029.49	0.00	-29.49	-2.94
01-2-06700-890-000	PSO CARL PERKINS OTHER	0.00	0.00	0.00	0.00	0.00	0.00
01-2-06969-610-000	Title IV A Supplies	0.00	0.00	0.00	0.00	0.00	0.00
01-2-08000-900-000	TRANS TO DEPRECIATION	200,000.00	0.00	0.00	0.00	200,000.00	100.00
01-2-08000-910-000	Trans to Emp. Benefit	25,000.00	0.00	0.00	0.00	25,000.00	100.00
01-2-08000-912-000	TRANS TO LUNCH	50,000.00	0.00	0.00	0.00	50,000.00	100.00
01-2-08000-913-000	TRANS TO ACTIVITIES	25,000.00	0.00	0.00	0.00	25,000.00	100.00
01	Current Year Account Totals:	10,818,261.00	776,379.95	8,386,358.11	0.00	2,431,902.89	22.47
01	FUND Totals:	10,818,261.00	776,379.95	8,386,358.11	0.00	2,431,902.89	22.47
	Report Totals:	10,818,261.00	776,379.95	8,386,358.11	0.00	2,431,902.89	22.47

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Journal Number: 605		General Fund		Posted: 06/11/2020			
Computer Checks							
01 - GENERAL FUND							
Bank Account :A - FSB-General Fund							
00059208	06/11/2020	ALLIJONA	Allison Jonas				
Supplies	06/11/2020			06/11/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-318.95	318.95
					Invoice Total:	-318.95	318.95
					Check Total:	-318.95	318.95
00059209	06/11/2020	BLACHILLS	Black Hills Energy				
May	06/11/2020			06/11/2020	Fuel		
01-2-02610-621-000			SUP FUEL			-1,739.40	1,739.40
					Invoice Total:	-1,739.40	1,739.40
					Check Total:	-1,739.40	1,739.40
00059210	06/11/2020	CITYGOTH	City Of Gothenburg				
May	06/11/2020			06/11/2020	Utilities		
01-2-02610-410-000			PSF WATER & SEWER			-777.77	777.77
01-2-02610-622-000			SUP ELECTRICITY			-8,112.07	8,112.07
01-2-02610-890-000			PSO CUSTODIAL OTHER			-1,114.20	1,114.20
					Invoice Total:	-10,004.04	10,004.04
					Check Total:	-10,004.04	10,004.04
00059211	06/11/2020	COUNPART	Country Partners Cooperative				
118600	06/11/2020			06/11/2020	Fuel		
01-2-02710-626-000			SUP GAS AND OIL			-122.98	122.98
					Invoice Total:	-122.98	122.98
					Check Total:	-122.98	122.98
00059212	06/11/2020	EDGENUITY	Edgenuity Inc.				
748726	06/11/2020			06/11/2020	Summer School		
01-2-01100-320-002			PSP INSTRUCTION SEC			-300.00	300.00
					Invoice Total:	-300.00	300.00
					Check Total:	-300.00	300.00
00059213	06/11/2020	GOTHSCHO	Gothenburg Schools				
PE/Cabinet	06/11/2020			06/11/2020	Supplies		
01-2-01100-610-002			SUP GENERAL SEC			-445.00	445.00
					Invoice Total:	-445.00	445.00
					Check Total:	-445.00	445.00
00059214	06/11/2020	GOTHTIME	Gothenburg Times				
May	06/11/2020			06/11/2020	Advertising		
01-2-02510-540-000			PSO BUSINESS ADVRT PRNTNG			-40.86	40.86
					Invoice Total:	-40.86	40.86
					Check Total:	-40.86	40.86
00059215	06/11/2020	HUSKERLA	Huskerland Prep Report				
Subscription	06/11/2020			06/11/2020	Subscription		
01-2-02220-640-002			SUP LIBRARY BOOKS/PERS SEC			-35.00	35.00
					Invoice Total:	-35.00	35.00
					Check Total:	-35.00	35.00

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
00059216	06/11/2020	TODDRHOD	Todd Rhodes				
Telephone 01-2-02510-382-000	06/11/2020			06/11/2020	Telephone PSP BUSINESS TELECOMMUNIC	-1,200.00	1,200.00
					Invoice Total:	-1,200.00	1,200.00
					Check Total:	-1,200.00	1,200.00
			01 - GENERAL FUND			-14,206.23	14,206.23
			Total of Computer Checks			-14,206.23	14,206.23
Fund Summary							
01 - GENERAL FUND						-14,206.23	14,206.23
Payroll Summary							
Report Total:						-14,206.23	14,206.23

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Journal Number: 595		Hot Lunch		Posted: 06/08/2020			
Computer Checks							
06 - LUNCH FUND							
Bank Account :B - GSB-Hot Lunch							
00004331	06/08/2020	PETESUPE	Peterson's Supermarket				
1730	06/08/2020			06/08/2020	Supplies		
06-2-03100-610-000			SUP SUPPLIES			-27.22	27.22
					Invoice Total:	-27.22	27.22
					Check Total:	-27.22	27.22
					06 - LUNCH FUND	-27.22	27.22
			Total of Computer Checks			-27.22	27.22
Fund Summary							
06 - LUNCH FUND							
						-27.22	27.22
Payroll Summary							
					Report Total:	-27.22	27.22

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID Invoice Date PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Journal Number: 585		General Fund		Posted: 06/04/2020			
Computer Checks							
01 - GENERAL FUND							
Bank Account :A - FSB-General Fund							
00059207	06/04/2020	NEAGED	Nebraska Ag Ed Assoc.				
	2020-2021	06/04/2020		06/04/2020	Dues/Fees		
01-2-01100-320-002			PSP INSTRUCTION SEC			-470.00	470.00
					Invoice Total:	-470.00	470.00
					Check Total:	-470.00	470.00
			01 - GENERAL FUND			-470.00	470.00
			Total of Computer Checks			-470.00	470.00
 Fund Summary							
01 - GENERAL FUND							
						-470.00	470.00
 Payroll Summary							
					Report Total:	-470.00	470.00

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Journal Number: 627 General Fund			Posted: 07/09/2020				
Computer Checks							
01 - GENERAL FUND							
Bank Account :A - FSB-General Fund							
00059226	06/16/2020	BONIPAIN	Bonifas Painting				
	06/16/2020	06/16/2020		06/16/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-450.00	450.00
					Invoice Total:	-450.00	450.00
					Check Total:	-450.00	450.00
00059228	06/19/2020	NACIA	NACIA				
	Membership	06/19/2020		06/19/2020	Dues		
01-2-02212-890-000			PSO T & L OTHER			-15.00	15.00
					Invoice Total:	-15.00	15.00
					Check Total:	-15.00	15.00
00059229	06/19/2020	SETHDENN	Seth Denney Painting				
	6/6/2020	06/19/2020		06/19/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,150.00	1,150.00
					Invoice Total:	-1,150.00	1,150.00
					Check Total:	-1,150.00	1,150.00
00059230	06/19/2020	TSA	TSA Consulting Group, Inc.				
	50892/53320	06/19/2020		06/19/2020	TSA		
01-2-02510-320-000			PSP BUSINESS			-58.52	58.52
					Invoice Total:	-58.52	58.52
					Check Total:	-58.52	58.52
00059231	06/19/2020	WILLMAC	William V. MacGill & Co.				
	680581	06/19/2020		06/19/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-203.37	203.37
					Invoice Total:	-203.37	203.37
					Check Total:	-203.37	203.37
00059232	06/19/2020	YANDMUSI	Yanda's Music Pro Audio				
	467772	06/19/2020		06/19/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-172.72	172.72
					Invoice Total:	-172.72	172.72
					Check Total:	-172.72	172.72
00059233	06/30/2020	ACROMAT	AcroMat				
	IAM31574	06/30/2020		07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-1,280.98	1,280.98
					Invoice Total:	-1,280.98	1,280.98
					Check Total:	-1,280.98	1,280.98
00059234	06/30/2020	ALLIJONA	Allison Jonas				
	Supplies	06/30/2020		07/09/2020	Supplies		
01-2-02212-610-000			SUP T & L			-105.77	105.77
					Invoice Total:	-105.77	105.77
					Check Total:	-105.77	105.77
00059235	06/30/2020	APPLCOMP	Apple Computer, Inc.				
	AC25251403/	06/30/2020		07/09/2020	Supplies		

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
01-2-01100-650-002			SUP COMPUTER HARDWARE SEC			-868.00	868.00
					Invoice Total:	-868.00	868.00
					Check Total:	-868.00	868.00
00059236	06/30/2020	ARROCRAF	Arrowcraft				
	Sandblasting	06/30/2020		07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,237.00	1,237.00
					Invoice Total:	-1,237.00	1,237.00
					Check Total:	-1,237.00	1,237.00
00059237	06/30/2020	BAMFINC	Bamford, Inc.				
	19512	06/30/2020		07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-500.00	500.00
					Invoice Total:	-500.00	500.00
					Check Total:	-500.00	500.00
00059238	06/30/2020	BLACHILLS	Black Hills Energy				
	June	06/30/2020		07/09/2020	Fuel		
01-2-02610-621-000			SUP FUEL			-978.59	978.59
					Invoice Total:	-978.59	978.59
					Check Total:	-978.59	978.59
00059239	06/30/2020	CCPIND	CCP Industries Inc.				
	2485940	06/30/2020		07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-13.29	13.29
					Invoice Total:	-13.29	13.29
					Check Total:	-13.29	13.29
00059240	06/30/2020	CENTLINK	CenturyLink				
	June	06/30/2020		07/09/2020	Telephone		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-73.80	73.80
					Invoice Total:	-73.80	73.80
					Check Total:	-73.80	73.80
00059241	06/30/2020	COUNPART	Country Partners Cooperative				
	118600	06/30/2020		07/09/2020	Fuel		
01-2-02710-626-000			SUP GAS AND OIL			-516.72	516.72
					Invoice Total:	-516.72	516.72
					Check Total:	-516.72	516.72
00059242	06/30/2020	CULLIGAN	Culligan				
	1018702	06/30/2020		07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-62.65	62.65
					Invoice Total:	-62.65	62.65
					Check Total:	-62.65	62.65
00059243	06/30/2020	DANEANDE	Danette Anderson				
	June	06/30/2020		07/09/2020	OT		
01-2-02163-340-000			PSP PRESCH OT 0-2			-610.50	610.50
					Invoice Total:	-610.50	610.50
					Check Total:	-610.50	610.50
00059244	06/30/2020	DASSTATE	DAS State Acctg-Central Finance				
	1222390	06/30/2020		07/09/2020	Internet		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-229.32	229.32

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment	
						Invoice Total:	-229.32	229.32
						Check Total:	-229.32	229.32
00059245	06/30/2020	DEESFLOR	Dee's Floral & Gifts					
37620	06/30/2020			07/09/2020	Supplies			
01-2-01100-610-002			SUP GENERAL SEC			-50.00	50.00	
						Invoice Total:	-50.00	50.00
						Check Total:	-50.00	50.00
00059246	06/30/2020	DEMCO	Demco					
6812813	06/30/2020			07/09/2020	Supplies			
01-2-02220-610-002			SUP LIBRARY SEC			-181.50	181.50	
						Invoice Total:	-181.50	181.50
						Check Total:	-181.50	181.50
00059247	06/30/2020	EAKEOFFI	Eakes Office Solutions					
610976	06/30/2020			07/09/2020	Supplies			
01-2-01100-320-000			PSP INSTRUCTION DIST			-495.00	495.00	
01-2-01100-610-002			SUP GENERAL SEC			-4,268.29	4,268.29	
01-2-02320-610-000			SUP EXEC ADMIN			-29.38	29.38	
						Invoice Total:	-4,792.67	4,792.67
						Check Total:	-4,792.67	4,792.67
00059248	06/30/2020	EDGEUNITY	Edgenuity Inc.					
749699	06/30/2020			07/09/2020	Summer School			
01-2-01100-320-002			PSP INSTRUCTION SEC			-100.00	100.00	
						Invoice Total:	-100.00	100.00
749701	06/30/2020			07/09/2020	Summer School			
01-2-01100-320-002			PSP INSTRUCTION SEC			-200.00	200.00	
						Invoice Total:	-200.00	200.00
						Check Total:	-300.00	300.00
00059249	06/30/2020	ESU #10	Esu #10					
70600	06/30/2020			07/09/2020	T&L/Deaf Ed/Tech/Audio			
01-2-01200-320-000			PSP SPED CONTRACTED			-2,705.00	2,705.00	
01-2-01200-320-000			PSP SPED CONTRACTED			-787.63	787.63	
01-2-02151-340-000			PSP SPED SPEECH/AUD DIST			-1,053.35	1,053.35	
01-2-02151-340-000			PSP SPED SPEECH/AUD DIST			-210.38	210.38	
01-2-02152-340-000			PSP SPED SPEECH/AUD 3-5			-26.29	26.29	
01-2-02153-340-000			PSP SPED SPEECH/AUD 0-2			-26.29	26.29	
01-2-02181-340-000			PSP SPED VISION SCHOOLAGE			-591.31	591.31	
01-2-02212-330-001			PSP PROF DEV ELEM			-650.00	650.00	
01-2-02212-330-002			PSP PROF DEV SEC			-90.00	90.00	
						Invoice Total:	-6,140.25	6,140.25
						Check Total:	-6,140.25	6,140.25
00059250	06/30/2020	ESUC	ESU Coordinating Council					
COOP001240	06/30/2020			07/09/2020	Licenses			
01-2-02220-320-002			PSP LIBRARY SEC			-702.00	702.00	
						Invoice Total:	-702.00	702.00
						Check Total:	-702.00	702.00
00059251	06/30/2020	FIVESTAR	Five Star Flooring					

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
GO1004 01-2-02620-733-000	06/30/2020			07/09/2020	Maintenance		
			CAP BUILDING EQUIP			-5,334.76	5,334.76
					Invoice Total:	-5,334.76	5,334.76
					Check Total:	-5,334.76	5,334.76
00059252 Payroll 01-2-02510-351-000	06/30/2020	FLATWABANK	Flatwater Bank	07/09/2020	June Payroll		
	06/30/2020		PSP BUSINESS DATA PROCESS			-72.60	72.60
					Invoice Total:	-72.60	72.60
					Check Total:	-72.60	72.60
00059253 1401022 01-2-02220-320-001 01-2-02220-320-002	06/30/2020	FOLLSOLU	Follett School Solutions Inc.	07/09/2020	Renewals		
	06/30/2020		PSP LIBRARY ELEM			-1,441.00	1,441.00
			PSP LIBRARY SEC			-1,741.00	1,741.00
					Invoice Total:	-3,182.00	3,182.00
1403272 01-2-02220-610-002	06/30/2020			07/09/2020	Supplies		
			SUP LIBRARY SEC			-30.96	30.96
					Invoice Total:	-30.96	30.96
654711F 01-2-02220-640-001	06/30/2020			07/09/2020	Books		
			SUP LIBRARY BOOKS/PERS ELEM			-32.42	32.42
					Invoice Total:	-32.42	32.42
					Check Total:	-3,245.38	3,245.38
00059254 140084 01-2-02620-320-000	06/30/2020	FRANINC	Franzen Inc.	07/09/2020	Maintenance		
	06/30/2020		PSP MAINTENANCE			-135.23	135.23
					Invoice Total:	-135.23	135.23
					Check Total:	-135.23	135.23
00059255 1909 01-2-01100-610-000	06/30/2020	GOTHLEAD	Gothenburg Leader	07/09/2020	Activity Tickets		
	06/30/2020		SUP GENERAL DIST			-90.95	90.95
					Invoice Total:	-90.95	90.95
207027 01-2-02510-540-000	06/30/2020			07/09/2020	Advertising		
			PSO BUSINESS ADVRT PRNTNG			-340.80	340.80
					Invoice Total:	-340.80	340.80
Renewals 01-2-02220-640-002	06/30/2020			07/09/2020	Subscription Renewals		
			SUP LIBRARY BOOKS/PERS SEC			-35.00	35.00
01-2-02320-610-000			SUP EXEC ADMIN			-35.00	35.00
01-2-02410-610-001			SUP PRINCIPAL ELEM			-35.00	35.00
01-2-02410-610-002			SUP PRINCIPAL SEC			-35.00	35.00
					Invoice Total:	-140.00	140.00
					Check Total:	-571.75	571.75
00059256 June 01-2-02510-540-000	06/30/2020	GOTHTIME	Gothenburg Times	07/09/2020	Advertising		
	06/30/2020		PSO BUSINESS ADVRT PRNTNG			-462.95	462.95
					Invoice Total:	-462.95	462.95
					Check Total:	-462.95	462.95
00059257	06/30/2020	GOVCONN	GovConnection, Inc.				

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
70085749 01-2-01100-650-002	06/30/2020		SUP COMPUTER HARDWARE SEC	07/09/2020	Supplies	-6,774.65	6,774.65
					Invoice Total:	-6,774.65	6,774.65
					Check Total:	-6,774.65	6,774.65
00059258 MN00129712 01-2-02510-320-000	06/30/2020	HARRSCHO	Harris School Solutions	07/09/2020	Fund Accounting		
			PSP BUSINESS			-5,554.93	5,554.93
					Invoice Total:	-5,554.93	5,554.93
					Check Total:	-5,554.93	5,554.93
00059259 383002 01-2-02620-320-000	06/30/2020	HICKLUMB	Hicken Lumber Center	07/09/2020	Maintenance		
			PSP MAINTENANCE			-78.92	78.92
					Invoice Total:	-78.92	78.92
					Check Total:	-78.92	78.92
00059260 12794001 01-2-02510-440-000	06/30/2020	HOMELEAS	Hometown Leasing	07/09/2020	Copier Lease		
			PSF COPIER/LEASE			-1,590.87	1,590.87
					Invoice Total:	-1,590.87	1,590.87
					Check Total:	-1,590.87	1,590.87
00059261 954853670 01-2-01100-640-002	06/30/2020	HOUGMIFF	HM Harcourt Publishing Co.	07/09/2020	Books		
			SUP TEXTBOOKS SEC			-75.00	75.00
					Invoice Total:	-75.00	75.00
					Check Total:	-75.00	75.00
00059262 15200 01-2-01100-610-002	06/30/2020	ISLASUPP	Island Supply Welding Co.	07/09/2020	Supplies		
			SUP GENERAL SEC			-163.20	163.20
					Invoice Total:	-163.20	163.20
					Check Total:	-163.20	163.20
00059263 43621 01-2-02610-610-000 01-2-02620-320-000	06/30/2020	JOHNDEER	John Deere Financial	07/09/2020	Supplies		
			SUP CUSTODIAL			-104.94	104.94
			PSP MAINTENANCE			-430.93	430.93
					Invoice Total:	-535.87	535.87
					Check Total:	-535.87	535.87
00059264 512742 01-2-02220-640-002	06/30/2020	JUNILIBR	Junior Library Guild	07/09/2020	Books		
			SUP LIBRARY BOOKS/PERS SEC			-1,302.40	1,302.40
					Invoice Total:	-1,302.40	1,302.40
					Check Total:	-1,302.40	1,302.40
00059265 83069 01-2-02710-610-000	06/30/2020	LANDIMPLE	Landmark Implement	07/09/2020	Supplies		
			SUP TRANSP TIRES / PARTS			-211.07	211.07
					Invoice Total:	-211.07	211.07
					Check Total:	-211.07	211.07
00059266	06/30/2020	LEARSCIE	Learning Sciences International				

Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description	Payable	Accrued
Account Number			Account Description				Payment
Q13421	06/30/2020			07/09/2020	Observation		
01-2-02212-320-000			PSP T & L			-2,500.00	2,500.00
					Invoice Total:	-2,500.00	2,500.00
					Check Total:	-2,500.00	2,500.00
00059267	06/30/2020	MIDAMRES	Mid-American Research Chemical				
699895	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-161.03	161.03
					Invoice Total:	-161.03	161.03
700244	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-161.03	161.03
					Invoice Total:	-161.03	161.03
702687	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-303.11	303.11
					Invoice Total:	-303.11	303.11
					Check Total:	-625.17	625.17
00059268	06/30/2020	MIDWFLOR	Midwest Floor Specialists				
1341947	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-66.30	66.30
					Invoice Total:	-66.30	66.30
134199	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-995.30	995.30
					Invoice Total:	-995.30	995.30
					Check Total:	-1,061.60	1,061.60
00059269	06/30/2020	NCSA	Nebraska Council of School Administrators				
14211-638080	06/30/2020			07/09/2020	Admin 2020		
01-2-02410-810-001			DUES PRINCIPAL ELEM			-150.00	150.00
					Invoice Total:	-150.00	150.00
					Check Total:	-150.00	150.00
00059270	06/30/2020	NEBR AIR	Nebraska Air Filter, Inc.				
380296	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,970.36	1,970.36
					Invoice Total:	-1,970.36	1,970.36
					Check Total:	-1,970.36	1,970.36
00059271	06/30/2020	NELIBRCOM	Nebraska Library Commission				
29926	06/30/2020			07/09/2020	Subscriptions		
01-2-02220-640-002			SUP LIBRARY BOOKS/PERS SEC			-4,151.00	4,151.00
					Invoice Total:	-4,151.00	4,151.00
					Check Total:	-4,151.00	4,151.00
00059272	06/30/2020	NESAFE&F	Ne Safety & Fire Equipment				
G22501	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-634.20	634.20
					Invoice Total:	-634.20	634.20
					Check Total:	-634.20	634.20
00059273	06/30/2020	OKEEFELEV	O'Keefe Elevator Company, Inc.				
13568	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-300.50	300.50

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
					Invoice Total:	-300.50	300.50
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00059274	06/30/2020	PAYFLEX	Pay Flex				
1444904	06/30/2020			07/09/2020	Flex Plan		
01-2-02510-340-000			PSP BUSINESS FLEX PAY			-162.40	162.40
					Invoice Total:	-162.40	162.40
					Check Total:	-162.40	162.40
00059275	06/30/2020	PERFTRUC	Performance Truck & Trailer				
10356/10357	06/30/2020			07/09/2020	Bus Maint		
01-2-02710-431-000			PSF EQUIP REPAIR MAINT			-460.00	460.00
01-2-02710-610-000			SUP TRANSP TIRES / PARTS			-18.55	18.55
					Invoice Total:	-478.55	478.55
					Check Total:	-478.55	478.55
00059276	06/30/2020	PERMBOUN	Perma Bound Books				
1863006	06/30/2020			07/09/2020	Books		
01-2-02220-640-002			SUP LIBRARY BOOKS/PERS SEC			-3,409.75	3,409.75
					Invoice Total:	-3,409.75	3,409.75
					Check Total:	-3,409.75	3,409.75
00059277	06/30/2020	PETESUPE	Peterson's Supermarket				
1790	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-50.52	50.52
					Invoice Total:	-50.52	50.52
					Check Total:	-50.52	50.52
00059278	06/30/2020	PINPOINT	PinPoint Communications				
155005364	06/30/2020			07/09/2020	Telephone		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-467.07	467.07
					Invoice Total:	-467.07	467.07
					Check Total:	-467.07	467.07
00059279	06/30/2020	PROTCENT	Protex Central Inc.				
112983	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-119.70	119.70
					Invoice Total:	-119.70	119.70
					Check Total:	-119.70	119.70
00059280	06/30/2020	QUADFINA	Quadient Finance USA, Inc.				
1923	06/30/2020			07/09/2020	Postage		
01-2-02510-531-000			PSO BUSINESS POSTAGE			-500.00	500.00
					Invoice Total:	-500.00	500.00
					Check Total:	-500.00	500.00
00059281	06/30/2020	REALGOOD	Really Good Stuff, Inc.				
7233869	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-359.74	359.74
					Invoice Total:	-359.74	359.74
7240936	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-98.93	98.93
					Invoice Total:	-98.93	98.93
					Check Total:	-458.67	458.67

Check Journal

Fiscal Year: 2020

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description		Accrued
Account Number			Account Description			Payable	Payment
00059282	06/30/2020	RISEBROA	Rise Broadband				
265995	06/30/2020			07/09/2020	Internet		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-1.86	1.86
					Invoice Total:	-1.86	1.86
					Check Total:	-1.86	1.86
00059283	06/30/2020	ROCH100	Rochester 100 Inc.				
49392	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-337.50	337.50
					Invoice Total:	-337.50	337.50
					Check Total:	-337.50	337.50
00059284	06/30/2020	SCHODATE	School Datebooks				
174725	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-1,120.96	1,120.96
					Invoice Total:	-1,120.96	1,120.96
					Check Total:	-1,120.96	1,120.96
00059285	06/30/2020	SCHONURSE	School Nurse Supply, Inc.				
792633	06/30/2020			07/09/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-381.50	381.50
					Invoice Total:	-381.50	381.50
792635	06/30/2020			07/09/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-1,126.59	1,126.59
					Invoice Total:	-1,126.59	1,126.59
792636	06/30/2020			07/09/2020	Supplies		
01-2-02130-610-000			SUP NURSE			-364.68	364.68
					Invoice Total:	-364.68	364.68
					Check Total:	-1,872.77	1,872.77
00059286	06/30/2020	SCHOSPEC	School Specialty Inc.				
208125211217	06/30/2020			07/09/2020	Supplies		
01-2-02120-730-001			CAP GUIDANCE EQUIP ELEM			-602.12	602.12
					Invoice Total:	-602.12	602.12
208125260279	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-001			SUP GENERAL ELEM			-147.95	147.95
					Invoice Total:	-147.95	147.95
					Check Total:	-750.07	750.07
00059287	06/30/2020	SHREIT	Shred-It USA				
8129901043	06/30/2020			07/09/2020	Custodial		
01-2-02610-890-000			PSO CUSTODIAL OTHER			-127.42	127.42
					Invoice Total:	-127.42	127.42
					Check Total:	-127.42	127.42
00059288	06/30/2020	SUPRSCHO	Supreme School Supply				
55434	06/30/2020			07/09/2020	Supplies		
01-2-01100-610-002			SUP GENERAL SEC			-461.10	461.10
					Invoice Total:	-461.10	461.10
					Check Total:	-461.10	461.10
00059289	06/30/2020	TEAMPHYS	Team Physical Therapy				
June	06/30/2020			07/09/2020	PT		

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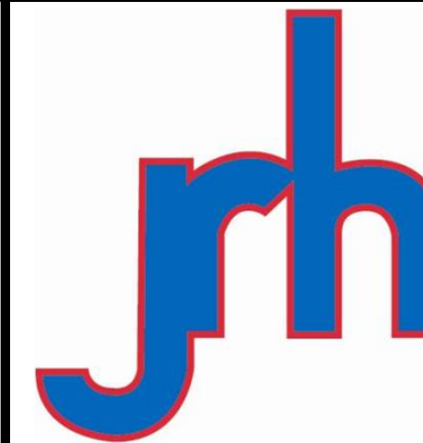
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01-2-02173-340-000			PSP SPED PT 0-2			-341.22	341.22
					Invoice Total:	-341.22	341.22
					Check Total:	-341.22	341.22
00059290	06/30/2020	TRI-CITY	Tri-city Tribune				
Renewal	06/30/2020			07/09/2020	Renewal		
01-2-02320-610-000			SUP EXEC ADMIN			-31.50	31.50
					Invoice Total:	-31.50	31.50
					Check Total:	-31.50	31.50
00059291	06/30/2020	TYPIAGENT	Typing Agent				
12580	06/30/2020			07/09/2020	Licenses		
01-2-01100-320-001			PSP INSTRUCTION ELEM			-1,495.00	1,495.00
					Invoice Total:	-1,495.00	1,495.00
					Check Total:	-1,495.00	1,495.00
00059292	06/30/2020	UNITECH	Unitech				
12502	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-215.60	215.60
					Invoice Total:	-215.60	215.60
12552	06/30/2020			07/09/2020	Maintenance		
01-2-02620-320-000			PSP MAINTENANCE			-1,125.00	1,125.00
					Invoice Total:	-1,125.00	1,125.00
12564	06/30/2020			07/09/2020	Supplies		
01-2-02610-610-000			SUP CUSTODIAL			-865.80	865.80
					Invoice Total:	-865.80	865.80
					Check Total:	-2,206.40	2,206.40
00059293	06/30/2020	USBANK	U.S. Bank				
9190	06/30/2020			07/09/2020	Supplies/Supplies/Dues		
01-2-01100-610-001			SUP GENERAL ELEM			-3,956.16	3,956.16
01-2-01100-610-002			SUP GENERAL SEC			-2,242.45	2,242.45
01-2-01100-650-002			SUP COMPUTER HARDWARE SEC			-2,190.00	2,190.00
01-2-01200-610-001			SUP SPED ELEM			-241.62	241.62
01-2-01200-739-001			CAP SPED FURN/EQUIP ELEM			-231.52	231.52
01-2-02120-610-001			SUP GUIDANCE ELEM			-368.62	368.62
01-2-02130-610-000			SUP NURSE			-376.95	376.95
01-2-02212-890-000			PSO T & L OTHER			-173.00	173.00
01-2-02320-610-000			SUP EXEC ADMIN			-647.30	647.30
01-2-02410-810-002			DUES PRINCIPAL SEC			-1,320.00	1,320.00
01-2-02610-610-000			SUP CUSTODIAL			-431.32	431.32
01-2-02610-610-000			SUP CUSTODIAL			-149.33	149.33
01-2-02620-320-000			PSP MAINTENANCE			-108.75	108.75
01-2-02710-890-000			PSO TRANSPORTATION OTHER			-28.17	28.17
					Invoice Total:	-12,465.19	12,465.19
					Check Total:	-12,465.19	12,465.19
00059294	06/30/2020	VERIZON	Verizon Wireless				
9857078996	06/30/2020			07/09/2020	Telephone		
01-2-02510-382-000			PSP BUSINESS TELECOMMUNIC			-140.13	140.13
					Invoice Total:	-140.13	140.13
					Check Total:	-140.13	140.13

Check Journal

Fiscal Year: 2020

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
00059295	06/30/2020	YANDMUSI	Yanda's Music Pro Audio				
2510	06/30/2020			07/09/2020	Instrument Repair		
01-2-01100-320-000			PSP INSTRUCTION DIST			-337.53	337.53
					Invoice Total:	-337.53	337.53
					Check Total:	-337.53	337.53
			01 - GENERAL FUND			-85,530.37	85,530.37
			Total of Computer Checks			-85,530.37	85,530.37
Fund Summary							
01 - GENERAL FUND						-85,530.37	85,530.37
Payroll Summary							
					Report Total:	-85,530.37	85,530.37



Joseph R. Hewgley & Associates, Inc.
702 South Bailey - North Platte, Ne. 69101
Phone: 308/534-4983 • Fax: 308/534-4944

CONSTRUCTION DOCUMENTS

NEW SITE DRAINAGE
for
GOTHENBURG HIGH SCHOOL

PROJECT #:
DATE: 5/27/20
DRAWN: RDS

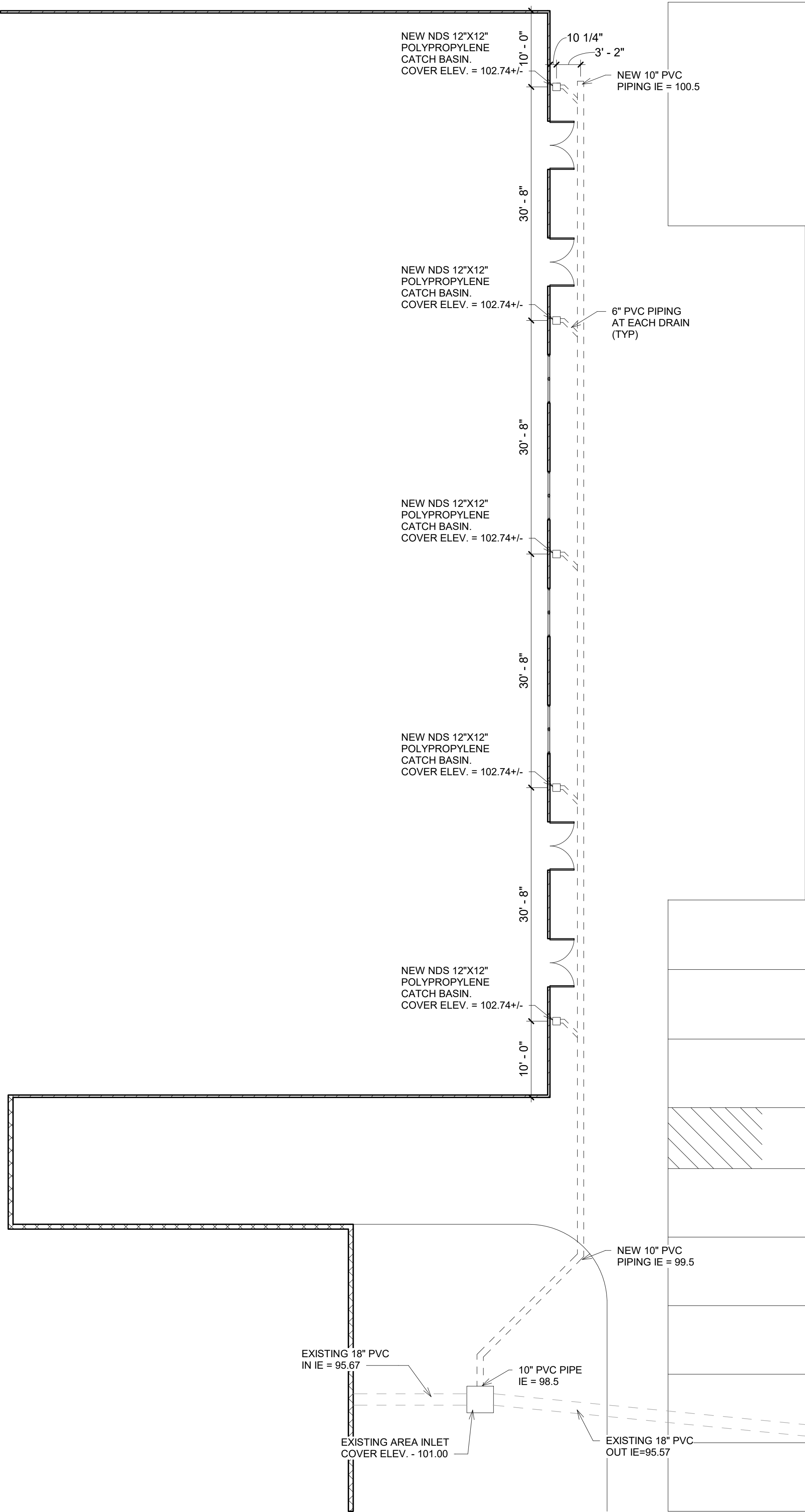
REVISIONS

DATE	DESCRIPTION

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ASSOCIATES, INC.

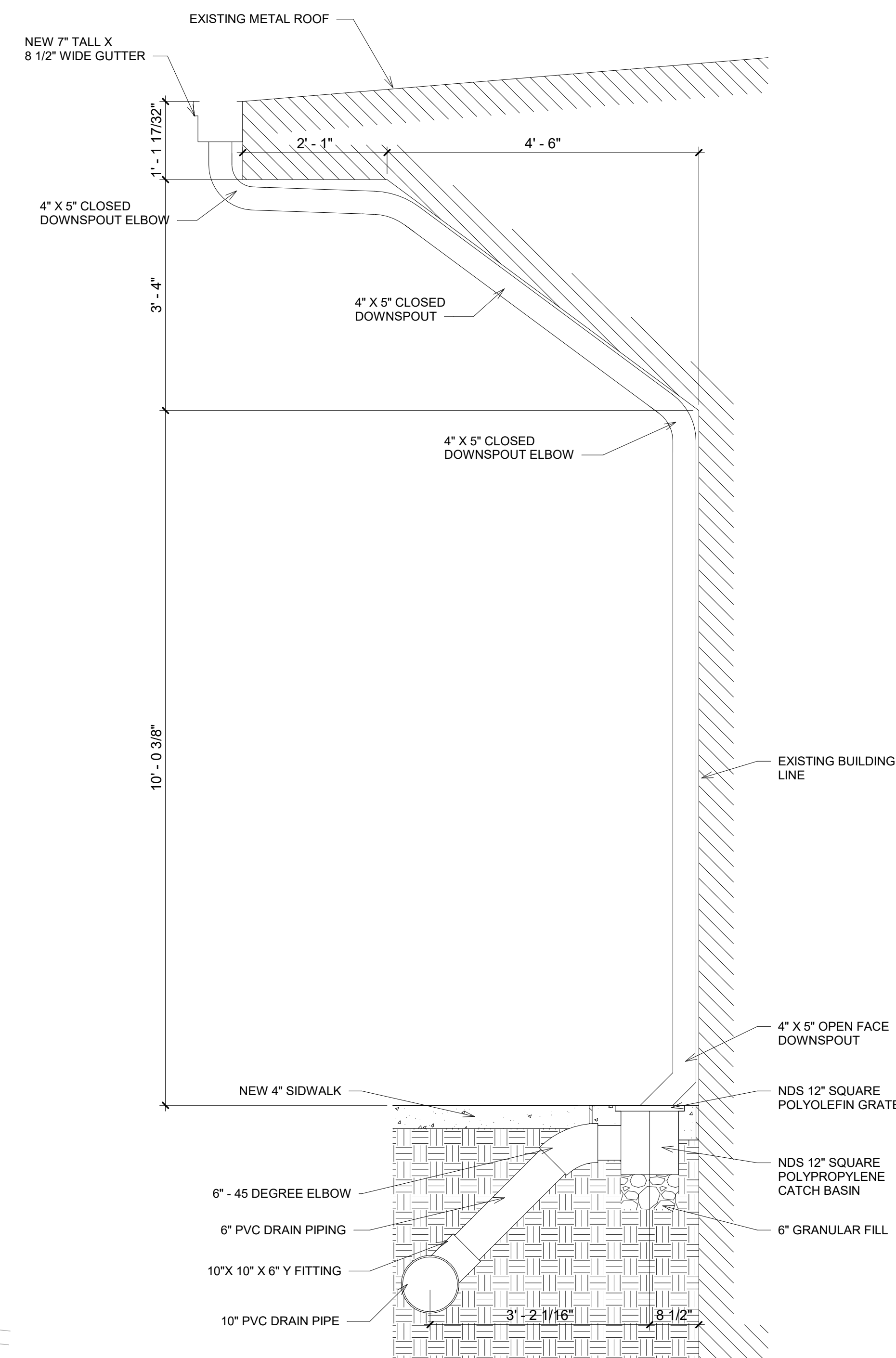
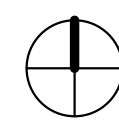


SHEET
A100



- GENERAL NOTES
1. CONTRACTOR SHALL REMOVE AND REPLACE SIDEWALK AS REQUIRED TO INSTALL NEW DRAIN PIPING.
 2. CONTRACTOR SHALL PROVIDE BARRICADES AROUND ALL CONSTRUCTION AREA.
 3. CONTRACTOR SHALL REMOVE AND REPLACE SOD IN ANY DISTURBED GRASS AREAS.
 4. CONTRACTOR SHALL REPAIR LAWN SPRINKLERS AS REQUIRED TO INSTALL NEW DRAIN LINE.
 5. CONTRACTOR SHALL NOTCH ALL CATCH BASIN GRATES TO ALLOW DOWNSPOUT TO PROJECT INTO GRATE.

1 PARTIAL SITE PLAN
1" = 10'-0"



2 DRAIN DETAIL
3/4" = 1'-0"

Assessment Manual

Gothenburg Public School



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Introduction

The Gothenburg Public Schools Assessment and Data Manual is meant to provide information about assessments and analysis of those results. This document will provide information about the assessments that our students take, the data received from those assessments and how Gothenburg uses the data to improve instruction for our students. Gothenburg Public School believes the results from all of the assessments taken by our students should be used to inform instruction.

Philosophy

Assessment is an integral part of a teacher's instructional planning. The primary goal of assessment is to improve student learning. Therefore, educators need to have the knowledge and skills necessary to create, administer, and interpret assessments. Any one assessment is a limited source of information and must be used in conjunction with other available information to adequately inform instruction.

In order to increase student achievement and create an environment that supports life long learning, educators must form a partnership with students and parents by involving them in the assessment and evaluation process. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement and meet the needs of all learners.

Assessment & Data Analysis – What is the purpose?

Assessment **of** Learning –

- How much have students learned at a particular point in time?

Assessment **for** Learning –

- How can we use the information from this assessment to adjust our next steps?

For Students and Parents –

- Assessments help gauge individual progress to help build on strengths and address opportunities for growth.

For Teachers –

- Assessments provide information about instructional needs, proficiency level, and evaluation of the effectiveness of units/strategies.

For Administrators –

- Assessments provide information about areas of curricular strength and weakness, resource and staff development needs, and targets for improvement.

Assessments

MAP – Measure of Academic Progress

Description:

- The MAP test is a national norm-referenced test (NRT), computerized adaptive assessment. It is a standardized test, which compares students to their peers. Areas tested are: Math, Reading, and Language.

Every school in Nebraska is required to give a standardized achievement test each year. The MAP assessment fulfills this requirement.

Administration:

- Provided to grades K-8
- Administered by classroom teachers

Administration time:

Test administration will be done during a class period with the classroom teacher. There is no time limit but the administration is very similar to the state summative assessment. Projected time to take the MAP assessment is one class period (48 minutes). We will administer this assessment three times throughout the year for the following purposes:

- **Fall** - The purpose of the fall assessment is to give teachers a current baseline of information. This information can be used to target instruction to specific skill deficits.
- **Winter** - An opportunity to gather information about where students are at with development of a skill. This is an essential assessment as it guides the teacher in adjusting instruction to their specific skill deficits.
- **Spring** - This assessment provides summative information to the teacher so they can reflect on the strategies and curriculum used throughout the year and how those impacted student performance.

Results available are as individual student and grade level reports. Scores are obtained for each subtest (e.g. reading comprehension) and also for each area (e.g. language arts). The students will be given a RIT score and that can be translated into a grade level estimation. The district will be able to see specific students and their projected grade level. This will give us information on the student's skill mastery in math, reading and language.

Results:

- The classroom teacher receives a class-wide summary of results and this will be available online within 24 hours of the students completing the assessment.
- The administration receives a school-wide summary of results online within 24 hours of the assessment window closing.
- The student's parents receive results as an individual report.
- Results are reported to the state for state and federal requirements.

Impact:

- Data is used in triangulation with NeSA and classroom assessments to make curricular changes.
- Compare students to national norms
- Component of the HAL selection process
- Used in the Title 1 data comparison for math in grades K-6.

PreACT & ACT

Description:

- National exams that are used to determine how much content our students know as they enter college. Colleges may use the scores to determine whether students should take remedial courses before they enroll in the regular college level courses. The scores are also used to determine eligibility for scholarships and inform college entrance.

Administration:

- Administered to grades 10–12 by HS Counselor and support staff.

These two assessments are not administered to all students in all grades. Tests are taken by students who volunteer to take them, as a part of career exploration, scholarship requirements, and/or college placement.

PreACT is given to all Sophomores in the Fall.

The ACT is given to all Juniors in the Spring.

Results:

- Results of the tests are given to the individual student and are confidential, thus are not available for public consideration.
- School-wide results may be available such as number of students taking the test and the overall average score of the students who took the tests.

Impact:

- PLAN testing gives the student an indication of what their strengths and weaknesses are before taking the ACT exam.
- ACT will directly impact the student as far as college entrance and scholarship money.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Center on Teaching and Learning, University of Oregon

Description:

- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment system designed to assess all students' progress (K-6) on the big ideas of early literacy development in a standardized, time efficient manner. Students are assessed at the beginning, middle, and end of the school year to allow for timely instructional feedback.

Selected as our Nebraska READS diagnostic tool, the DIBELS measures were specifically designed to assess the core components of reading: Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary, and Comprehension. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency. Combined, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress.

Administered to:

- Tests are individually administered to all students grades K-6 by a team of staff members over the course of a week in the fall, winter, and spring benchmark periods.

Administration time:

It takes approximately eight minutes to administer the DIBELS benchmark assessment to each student. A team of four test administrators can complete a classroom of 20 students in approximately 40 minutes. Tests are administered three times a year.

Results:

- Teachers receive classroom results of individual student performances.
- Administrators receive classroom results of individual student performances and a summary of grade-level performance.
- Results are used to evaluate student's early literacy and reading fluency skills.
- Results are also used by Special Education teachers for inclusion in a student's IEP as a measure of their present level of literacy skills. Results are also used to determine whether or not to promote or retain a student.
- Results are not reported to the state.

Impact:

- Results assist in determining the level of support to students
- Monitor yearly progress
- Used for Title 1 comparison
- Grouping students for interventions
- Assessment, instruction and interventions of phonemic awareness, vocabulary, alphabetic principles, comprehension, and accuracy and fluency.

Criterion Referenced Tests (CRT) Assessments - Content Areas

Description:

- A beginning, mid, and post-module Criterion Referenced Test (CRT) of grade-level essential learning skills as defined by the prioritization process.

Administration:

- Administered to grades K-12 by the classroom teacher

Administration time:

Depending on the assessment, It takes approximately one class period to complete. A CRT is given at the beginning, middle, and end of each module.

Assessment results are received by classroom teachers and administrators.

Results are utilized to guide instruction and facilitate flexible grouping within the classroom. Additionally, summaries are reported to the school improvement committee / guiding coalition to ensure student needs are being met.

Impact:

- Baseline for instruction
- Monitoring student progress
- Adjustment of instruction to meet student specific needs
- Direct correlation to state standards
- Results assist in determining appropriate level of support

Nebraska State Accountability – NSCAS/ACT

**NSCAS - Nebraska Student Centered Accountability System*

Description:

- The tests that fall in this category would be the NSCAS-Math, NSCAS-Reading, and NSCAS-Science along with the ACT.
- These tests are designed to get a snapshot of the student’s progress on that particular day.
 - The reading test is broken down into a vocabulary and comprehension sub-score.
 - The math test will be broken down into number sense, algebraic expressions, geometric/measurement, and data analysis/probability.
 - The science test is divided into life science, earth science, physical science and inquiry.
- All Juniors take the ACT in the spring. This assessment includes math, language arts, science, social science, and writing.

Administered to:

- NSCAS-M & NSCAS-R – 3-8
- NSCAS-Science – 5, 8
- ACT-11

NSCAS Time:

- No time limits on these tests. Most students will finish each assessment over the course of two class periods. (48 minutes each)

Reporting:

- The NSCAS tests are sent to the testing company (NWEA) to be scored.
- The results are reported back to the school district. Once it is available, the district will get the information to the teachers and students.
- Results will also be a part of the state of the school’s report.

Impact:

- These assessments drive our curriculum in language arts, math and science.
- Students get a report showing how they scored and a breakdown of sub-scores to show strengths and weaknesses.
- The data from this assessment is used to make curricular changes in order to improve instruction for our students.

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Introduction

The Gothenburg Public Schools Continuous Improvement Manual is meant to provide information about systematic, research-based professional development opportunities that are focused on evidenced-based instructional practice and strategies. Through this systematic professional development, Gothenburg Public Schools will be continuously working to ensure “excellence is an expectation”.

Philosophy

In the Gothenburg Public School District, professional development is an integral part of preparing staff to meet the needs of students for the 21st century. Today’s classroom is far different from the one many teachers, parents, and business professionals encountered during their own education. Advances in technology and the expansion of jobs far beyond factory work are just two examples of driving change in education. Beyond the need for rigorous curriculum and differentiated instruction is the need for problem solving skills. Our students must be equipped to think differently and have the flexibility to survive in today’s world. Therefore, professional development has become increasingly more important as Gothenburg Public Schools prepares its staff to meet the needs of the 21st century learner. By providing systematic professional development, Gothenburg Public Schools will create a culture of learning for students and adults alike.

Mission Statement

The mission of Gothenburg Schools is to prepare all students to become lifelong learners within a positive and innovative learning environment.

Data Focus

Gothenburg Public Schools will increase the % of students proficient on the NSCAS ELA assessment from 51% in 2016-2017 to 60% in 2020-2021. (five years of data)

Gothenburg Public Schools will increase the % of students proficient on the NSCAS Math assessment from 50% in 2017-2018 to 60% in 2020-2021. (four years of data)

Professional Development Calendar

A detailed breakdown of each meeting can be found at the [Learning Teams landing page](#).

2020-2021 Gothenburg Public Schools Professional Development Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	
27th-28th	New Teacher Orientation

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January	
1st	No School Holiday
4th	Teacher In-Service
5th	School Resumes-Beginning of 2nd Semester
6th	Vertical Week
27th	Guiding Coalition Meeting

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August	
3rd-5th	New Teacher Orientation
5th	Eureka Math Overview / Refresher
7th	Elementary Mentor Work Day
11th	Teacher In-Service 8:00 - 12:00
	Open House-5:30-8:00
13th	School Begins-2:30 Dismissal 2:45 - 3:45 Building Meetings

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February	
3rd	GC Recap & Safe Schools
11th	P/T Conferences 5:00-8:00
12th	No School P/T conferences 7:00-9:00
12th	9:30-10:30 Swede Spotlight 10:30-11:00 Teacher Work Time

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September	
7th	Labor Day
9th	Vertical Week
16th	P/T Conferences 5:00-8:00
18th	No School P/T conferences 7:00-9:00
18th	9:30-10:30 Swede Spotlight (SEL, Data, Marzano) 10:30-11:00 Teacher Work Time

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March	
3rd	NSCAS Proctor Training
10th	End of 3rd Quarter (46 days)
11th&12th	No School-Spring Break
24th	Vertical Week
31st	Swede Spotlight

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October	
14th	Guiding Coalition Meeting
15th	End of 1st Quarter (43 days)
16th	Fall Break
19th	Elementary - ReadyGEN Training Secondary - Technology Tools
21st	GC Recap & School Safety

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April	
2nd	No School-Holiday
5th	No School-Holiday
15th	Early Dismissal 1:30-Zom Track Meet Staff Assist at Track Meet
28th	Guiding Coalition Meeting

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November	
18th	Vertical Week
25th	8:00 - 9:00 Swede Spotlight 9:00 - 12:00 Teacher Work Time

May 2021						
Su	M	Tu	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May	
5th	GC Recap & Vertical Teams
14th	Student Last Day End of 4th Quarter (42 days)
17th	No School-Teacher workday
18th	No School-Teacher workday 1/2 Day
19-21	Makeup Days as needed

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December	
22nd	End of 2nd Quarter (43 days)
23rd-31st	No School Holiday

Color Code

Teacher In-Service
Collaborative Teams
Vertical Teams (4)
Swede Spotlight (4)
GC Follow-Up & School Safety (3)
No Formal Meeting Scheduled

Professional Development Opportunities

Swede Orientation

Location: ESU 10 and On-Campus

Date: July 27th - August 7th

Description

- First year teachers will attend a “boot camp” at ESU 10 in Kearney. Four days total (Two in August, one in October, one in January) will focus on classroom management, technology integration, diversified instruction, and instructional methodology.
- All new staff attend an orientation day where we cover operating procedures and processes in depth to ensure all staff start off on a positive note.

Organizational Structure

- Session 1 involves new teachers and their mentors. As a follow-up, the district is providing new teachers a day to work with their mentors prior to the first day of school.
- Sessions 2-4 focus on instructional methodology.
- Orientation day takes place with the Superintendent, Director of Teaching & Learning, and both building administrators covering instructional expectations, school processes, and technology.
- Swede Orientation takes place on campus with the Director of Teaching & Learning focusing on the key components of success as a Swede Teacher.

Tentative Agenda

- A detailed agenda can be found [here](#).

Impact / Outcomes

- New teachers will be provided the information, knowledge, and mentoring required in order for them to be effective members of our instructional team.

Evaluation

- First year teachers will be coached by our Director of Teaching & Learning on a bi-weekly basis with a reflection session each month.
- Teachers new to the district will be observed and provided feedback on a monthly basis.
- Coaching sessions will not tie directly to staff’s formal evaluation though their progress from coaching sessions will be directly linked to their formal evaluation to be conducted by the Director of Teaching & Learning.

Deadlines

- Non-tenured staff will be formally evaluated once per semester utilizing the district approved evaluation document.

Standards & Tenants

Standard 1: Leadership Capacity

Standard 2: Learning Capacity

Standard 3: Resource Capacity



Back to School Inservice

Location: PAC

Date: August 6th, 10th, and 11th

Description

- This time is utilized to welcome all staff to a new school year. Important information regarding changes, expectations, technology updates, and operating procedures will be covered.

Organizational Structure

- All Pk-12 teachers, directors, paras, and administrators.

Tentative Agenda

- A detailed agenda can be found [here](#).
- Professional Learning Communities
- AQuESTT Connections
- Staff Meetings - Building Specific
- Suicide Prevention
- Technology Updates
- V.I.K. Night
- Curriculum Training

Impact / Outcomes

- All staff will have the needed information to begin a successful year.

Standards & Tenants

Standard 1: Leadership Capacity

Standard 2: Learning Capacity

Standard 3: Resource Capacity



Coaches & Sponsors Meeting

Location: PAC

Date: Tuesday, August 11th

Description

- The initial activity in-service focuses on holistic program philosophy and policy compliance. Additionally, protocols for transportation, eligibility and NSAA compliance are covered. Internal school policies regarding drug/alcohol policies, accidents, supervision, cell phones, etc. will be covered as well.

Organizational Structure

- The meeting will be conducted by the Activities Director with all coaches and sponsors present.

Tentative Agenda

- LB 260 Concussion Awareness
- Important Dates
- NSAA
- Media
- Equipment Procedures
- Transportation
- Handbook Policies
- Supervision
- Accidents
- Program Cooperation
- Evaluations
- Communication
 - Parent/Coach
 - Coach/Students

Impact / Outcomes

Coaches and sponsors will demonstrate knowledge of the following:

- Concussion awareness, baseline testing and documentation
- Program cooperation/consistency
- Adherence to handbook/NSAA policies

Evaluation

- The Activities Director evaluates all coaches and sponsors on an annual basis.

Standards & Tenants

Standard 1: Leadership Capacity	
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Student Specific Meetings

Location: *TBD*

Date: August 6th - 11th

Description

- All students who receive special education support are denoted by a file icon that is located on powerschool. Upon receiving their class lists, teachers can click on the icon to see what accommodations and/or modifications are denoted on the child's IEP and who the child's case manager is.

Organizational Structure

- For K-8, all teachers and paras come in contact with all students per grade level at some point. This means they have the right to know student specific information. Grade level meetings are set up and student needs are shared with time for questions and elaboration.
- For 9-12, the process is different because not all teachers come into contact with every student. Therefore, HS SPED teachers set up times to meet with each teacher individually.
 - Once drop and add is complete, the district office supplies each teacher with a confidential file that includes all student specific information per period.

Tentative Agenda

- Discuss student specific needs.

Impact / Outcomes

- Teachers will have the information needed to make appropriate and required accommodations for students.

Evaluation

- A teacher's ability to provide appropriate and required accommodations is evaluated through the formal evaluation process approved by the district.

Standards & Tenants

Standard 1: Leadership Capacity Standard 2: Learning Capacity Standard 3: Resource Capacity	
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Learning Teams

Location: Varies

Date: As noted on [Learning Team Agendas](#) and p.4

Description

- Shifting our focus from teaching to learning, these groups are designed to engage in an ongoing, collaborative, process of collective inquiry and action research to achieve better results for their students. (DuFour, DuFour, Eaker, & Many, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2016)

Organizational Structure

- Staff is organized into teams based on their instructional needs.
 - **Collaborative Teams** - Teams based on similar content (grade level teams, etc.) or singleton groupings (specials, PE, SPED, Foreign Language, etc.)
 - Collaborative teams are considered the primary team. A group of teachers with a common focus that can benefit from true collaboration.
 - **Vertical Teams** - Content based teams (Math, Science, etc.)
 - Vertical teams are considered a secondary team. Vertical teams focus on content alignment across all grade levels and meet once every six weeks as identified on the Learning Team Agendas page and on p. 4 of this document.
- Group discussion and activities are facilitated by teacher leaders and engagement is expected by all teachers.

Tentative Agenda

- Establish Essential Learnings
- Unpack Standards
- Create Common Pre/Post Assessments
- Utilize Data to Guide Instruction (student by student, standard by standard)

Impact / Outcomes

- With the focus on student learning, teachers will effectively identify specific skills that students need further instruction on. With this information, teachers will be able to extend, reinforce, or re-teach Essential Learnings in a student-specific manner.

Deadlines

- Continual

Standards & Tenants

Standard 1: Leadership Capacity
Standard 2: Learning Capacity
Standard 3: Resource Capacity



Swede Spotlight

Focus: Data Use, Technology, Marzano Instructional Strategies

Location: Varies

Date: As noted on [Learning Team Agendas](#) and p.4

Description

- The executive council met to discuss and create this process. The Guiding Coalition feels that teacher led professional development is among the most effective PD they've experienced so we integrated a six week rotation to provide several opportunities for teachers to shine a spotlight on the great things they're doing in the classroom. The nine most effective Marzano strategies were derived from *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Robert Marzano (2001).

Organizational Structure

- Spotlight week is an opportunity for teacher leaders to identify ways in which they're utilizing data, technology, and Marzano Instructional Strategies to improve student learning.
- Teacher leaders will present on one of Marzano's 9 most effective instructional strategies and provide ways to integrate technology as part of that strategy.
- Teachers will be given time to develop and expand on their knowledge of the strategy and how they plan to implement that strategy.

Tentative Agenda

- Introduce Strategy
- Interact with New Knowledge
- Discuss/Reflect/Share Evidence

Impact / Outcomes

- By utilizing the process of instruction, self-assessment, implementation, and reflection, teachers will improve their instructional practices in order to increase student achievement.

Evaluation

- Building principals will conduct monthly walk-throughs to check for evidence of implementation.
- Director of Teaching and Learning will conduct weekly or bi-monthly walk-throughs to check for evidence of implementation for all non-tenured staff.

Standards & Tenants

Standard 1: Leadership Capacity Standard 2: Learning Capacity Standard 3: Resource Capacity	
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Data Analysis

Location: PAC

Date: September 18th

Description

Data analysis is a vital part of improving instruction for our students. Time is given to teachers throughout the year to analyze and breakdown student results to adjust instruction to meet every student's needs. The goal of breaking down and analyzing data (DIBELS, NeSA, MAP, ACT, etc.) is to increase student growth and achievement. This is a K-12 process that involves all teachers. It is important for all teachers to take ownership in improving student learning. By providing our staff the time to work with data, we will be taking important steps in improving instruction for all students.

Organizational Structure

- Teachers meet in grade bands to discuss most recent data and evaluate how that data can be utilized to impact instruction.

Tentative Agenda

September 18

- K-8 teachers meet with MTSS Coordinator to discuss DIBELS and MAP
- 3rd - 8th grade teachers meet with data leaders to discuss state summative data from the previous school year. For 2020 this will be omitted.
- 9th - 12th grade teachers will work with data leaders to review state summative scores and begin planning instructional changes based on data gaps.

Impact / Outcomes

- Teachers will be able to analyze data to guide instruction to best meet the needs of their students.
- Improve assessment scores
- Strengthen our K-12 learning
- Create an atmosphere of data driven decision making
- Encourage collaboration when working with data
- Get all teachers to use data to improve their instruction

Standards & Tenants

Standard 1: Leadership Capacity

Standard 2: Learning Capacity

Standard 3: Resource Capacity



District-Wide Initiatives

Essential Skills for Swede Teachers: an Instructional Model

Dates: Integrated

Description

- An instructional model is essential for establishing a common language among teachers and students.
- Once an instructional model is fully implemented, student engagement and student achievement will improve based on consistency of effective strategies.
- Additional instruction is provided based on teacher leader feedback.

Organizational Structure

- Administration and teacher leaders will work together to provide additional instruction on teaching strategies.

Tentative Agenda

- Needs are assessed each year and a group of teacher leaders help to guide the agenda.
 - **Year One (2014-2015)**
 - Introduction of MARZANO Framework (2 days)
 - Elaboration of MARZANO strategies (1 day)
 - **Year Two (2015-2016)**
 - Elaboration of MARZANO strategies (1 day)
 - Quarter 1 - Identifying Similarities & Differences
 - Quarter 2 - Summarizing, Note Taking, and Effective Use of Homework
 - Quarter 3 - Nonlinguistic Representation
 - Quarter 4 - Tracking Student Progress & Celebrating Success
 - **Year Three (2016-2017)**
 - Session 1 - Cooperative Learning
 - Session 2 - Cues, Questions, and Advance Organizers
 - Review - Review of all six covered instructional strategies.
 - **Year Four (2018-2019) - Teacher Leaders**
 - Sep-Nov - Communicating Learning Goals & Feedback
 - Dec-Feb - Identifying Similarities & Differences
 - March-May - Summarizing, Note Taking, Effective Use of Homework
 - **Year Five (2018-2019) - Teacher Leaders**
 - September 26th - Tracking Student Progress & Celebrating Success
 - November 7th - Cooperative Learning
 - December 19th - Cues, Questions, and Advance Organizers
 - February 13th - Identifying Similarities & Differences
 - March 27th - Summarizing, Note Taking, Effective Use of Homework
 - May 15th - Communicating Learning Goals & Feedback
 - **Year Six (2019-2020) - Teacher Leaders**
 - September 25th - Cooperative Learning
 - December 18th - Setting Objectives and Providing Feedback
 - March 18th - Reinforcing Effort and Providing Recognition
 - **Year Seven (2020-2021) - Teacher Leaders**
 - September 18th - Identifying Similarities & Differences
 - November 25th - Summarizing & Note Taking
 - February 12th - Reinforcing Effort & Providing Recognition
 - March 31st - Homework & Practice

Instructional Framework

- **Pedagogy:** Teachers are committed to the four guiding questions:
 - What do we want students to know?
 - How will we know if they know it?

- What will we do if they don't know it?
- What will we do if they do know it?
- **Essential Skills:** Teachers will demonstrate the following essential skills:
 - **Foundational Knowledge** - comprehensive knowledge of content, pedagogy, students, and standard
 - **Planning, Preparation, and Instruction** - planning and preparation utilizing effective instructional strategies
 - **Learning Environment** - foster positive relationships and promote active student engagement
 - **Assessment** - utilize assessment to guide instruction
 - **Professionalism** - ethical and responsible actions
 - **Collaboration** - collaborate with colleagues
- **Instructional Strategies:**
 - Objectives and agenda are displayed in the classroom and explained to students
 - Marzano language is utilized in lesson plans
 - Students are highly engaged (collaborative) in a safe, orderly environment.
 - Classroom routines are well established.
 - Evidence of two or more of Marzano's 9 most highly effective instructional strategies are observed in each walkthrough.
 - Identifying Similarities & Differences
 - Summarizing & Note Taking
 - Reinforcing Effort & Providing Recognition
 - Homework & Practice
 - Nonlinguistic Representations
 - Cooperative Learning
 - Setting Objectives & Providing Feedback
 - Generating & Testing Hypothesis
 - Questions, Cues, & Advance Organizers

Evaluation

- Administrators will evaluate instructional expectations during classroom observations (walk-throughs, formal evaluations).

Standards & Tenants

<p>Standard 1: Leadership Capacity Standard 2: Learning Capacity Standard 3: Resource Capacity</p>	
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Technology Integration

Dates: Integrated

Description

- Technology instruction is provided on an integrated basis as it is the district's belief that technology is a tool, not a task and should be utilized to support classroom instruction and the overall student/teacher experience.
- Additional instruction may be provided at times in the following areas:
 - Update staff on technology
 - Chromebooks Integration
 - Learning the features of the upgraded Powerschool
 - iPad usage in the classroom
 - Media/electronic database
 - Use of cloud computing including Google docs

Organizational Structure

- Technology personnel will lead technology sessions or work with teachers to provide integrated instruction throughout the year and every fifth Wednesday.

Tentative Agenda

- TBD depending on the needs of the K-12 staff members

Indicators

- Integrate technology effectively into the classroom
- Use technology to improve instruction


Technology Expectations

- Use Google Classroom (5-12)
- Use Flipgrid (K-4)
- All lesson plans online and updated
- Share documents with other staff and students
- Use and access Google Suite (Docs/Sheets/Calendar/etc)
- Utilize google platform for assignments and corrections (4-12)

Evaluation

- Administrators will evaluate on the use of technology during classroom observations (walk-throughs, formal evaluations).

Standards & Tenants

Standard 1: Leadership Capacity Standard 2: Learning Capacity Standard 3: Resource Capacity	
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Building Leadership Teams

Multi-Tiered Systems of Support (MTSS)

Location: Elementary Media Center

Date: Third Wednesday of each month.

Description

- In 2014-2015 the ILCD, RTI, and Title I teams were combined to form a single MTSS team. The team focuses on decision rules regarding interventions, student specific data problem solving, and processes for evaluating student data.

Organizational Structure

- This team is composed of one teacher from each grade level K-6, our MTSS Coordinator, MTSS Interventionist, a Special Education teacher, the building administrator, and the Director of Teaching & Learning.

Tentative Agenda

- Team reviews decision rules, discusses student-specific data, and relays information to their grade-level teams on Thursday or Friday of that same week.

Impact / Outcomes

- Teachers are able to utilize data to ensure students are in the correct intervention group.

Standards & Tenants

Standard 1: Leadership Capacity Standard 2: Learning Capacity Standard 3: Resource Capacity	
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MTSS Problem Solving Process

Location: varies

Date: as needed

Description

- A systematic problem solving team that meets to discuss individual student needs when academics, behavior, or speech is a concern.
- To view the process in detail, click [here](#).

Organizational Structure

- Both the elementary and secondary teams are composed of a leader who is responsible for scheduling, facilitation of the meetings, and paperwork.
- In addition, grade level classroom teachers serve on this team to assist with problem solving strategies and interventions.
- Teams are developed by the MTSS Coordinator on a student-by-student basis.

Tentative Agenda

- Teachers meet with the child's classroom teacher/parents to discuss individual student data, offer ideas for accommodations/interventions, and monitor student progress. After two to three weeks, the team will reconvene to assess the effectiveness of the intervention. If progress is not noted after two meetings, the child may be referred for an evaluation.

Impact / Outcomes

- This process ensures that we are utilizing all general education supports and services prior to assessing whether the child qualifies for special education. This helps to ensure that only those children with a true disability end up being served by special education.

Standards & Tenants

Standard 2: Learning Capacity	
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Gothenburg Early Childhood Learning Coalition (GECLC)

Location: Teaching & Learning Lab

Date: Varies

Description

- This team meets to discuss upcoming events in early childhood education. In 2014-2015 the community saw the need for higher quality early childhood education. Through this team, we've been able to bring all early childhood providers to the table and have implemented community-wide trainings, provided training and curriculum to private preschool providers, established a common scope and sequence, and opened a school-based preschool to serve the needs of our most at-risk students in the community. In 2017, the community was awarded a grant to fund a Community Coordinator who now facilitates this process. The coordinator is an *Ex Officio* team member at these meetings as meetings are conducted by the GECLC Board President.

Organizational Structure

- The GECLC board (3 community members, 3 school members) discuss upcoming events/community concerns and/or initiatives regarding birth-five education.

Impact / Outcomes

- By engaging the community, we're able to address the needs of ALL birth-five children in our community utilizing a teamwork approach that brings all interested parties to the table.

Standards & Tenants

Standard 1: Leadership Capacity	
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Guiding Coalition

Location: Discovery Center

Date: Quarterly

Description

- This K-12 team is composed of teacher leaders that have a passion for student learning. Teachers applied to be on this team to help guide the collaborative process and focus each meeting on how we're going to help teams achieve and work within the four guiding questions:
 - o What do we want students to know?
 - o How will we know they've learned it?
 - o What do we do if they don't know it?
 - o What do we do if they do know it?


Organizational Structure

- Teachers, guidance counselors, building administrators, the Superintendent, and the Director of Teaching and Learning meet throughout the year to discuss progress toward identified goals and determine next steps.

Impact / Outcomes

- A teacher-led process ensures that teachers will have a greater level of commitment and buy-in to the process of ensuring student learning is the primary focus in each classroom.

Standards & Tenants

Standard 1: Leadership Capacity Standard 2: Learning Capacity Standard 3: Resource Capacity	
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Superintendent’s Advisory Council

Location: Teaching & Learning Lab

Date: once per month



Description

- This team of four to eight teacher leaders, two to four from each building, meet with the Superintendent monthly to discuss the effectiveness of district initiatives, school calendar, events, concerns, etc. The purpose of the monthly meetings are to engage teaching staff and district superintendent in open and frank conversations on various operational and visioning topics. The council is structured as a think-tank where ideas, concerns, and successes can be discussed in a confidential manner.

Impact / Outcomes

- Utilizing teacher leaders to help guide policy and practice helps to ensure we’re meeting the needs of staff while striving to meet the needs of all students.

Standards & Tenants

Standard 1: Leadership Capacity	 
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Appendix

Advanced & AQuESTT Crosswalk

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance, and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.







AQESTT Connections:

Primary Connections		Secondary Connections	
	Positive Partnerships, Relationships, and Student Success		Transitions
	Educational Opportunities & Access		Teacher Effectiveness
	College & Career Ready		
	Assessment		

Standard 2: Learning Capacity Domain

The impact of teaching and learning is the primary expectations of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.







AQESTT Connections:

Primary Connections		Secondary Connections	
	Educational Opportunities & Access		Positive Partnerships, Relationships, and Student Success
	Transitions		Assessment
	College & Career Ready		
	Teacher Effectiveness		

Standard 3: Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

AQESTT Connections:

Primary Connections		Secondary Connections	
	Positive Partnerships, Relationships, and Student Success		Transitions
	Educational Opportunities & Access		College & Career Ready
	Teacher Effectiveness		Assessment

Marzano's Nine Essential Instructional Strategies

1. ***Identifying Similarities and Differences:*** helps students understand more complex problems by analyzing them in a simpler way
 - a. Use Venn diagrams or charts to compare and classify items.
 - b. Engage students in comparing, classifying, and creating metaphors and analogies.
2. ***Summarizing and Note-taking:*** promotes comprehension because students have to analyze what is important and what is not important and put it in their own words
 - a. Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc.
 - b. Provide a basic outline for note-taking, having students fill in pertinent information
3. ***Reinforcing Effort and Providing Recognition:*** showing the connection between effort and achievement helps students helps them see the importance of effort and allows them to change their beliefs to emphasize it more. Note that recognition is more effective if it is contingent on achieving some specified standard.
 - a. Share stories about people who succeeded by not giving up.
 - b. Find ways to personalize recognition. Give awards for individual accomplishments.
 - c. "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.
4. ***Homework and Practice:*** provides opportunities to extend learning outside the classroom, but should be assigned based on relevant grade level. All homework should have a purpose and that purpose should be readily evident to the students. Additionally, feedback should be given for all homework assignments.
 - a. Establish a homework policy with a specific schedule and time parameters.
 - b. Vary feedback methods to maximize its effectiveness.
 - c. Focus practice and homework on difficult concepts.
5. ***Nonlinguistic Representations:*** has recently been proven to stimulate and increase brain activity.
 - a. Incorporate words and images using symbols to represent relationships.
 - b. Use physical models and physical movement to represent information.
6. ***Cooperative Learning:*** has been proven to have a positive impact on overall learning. Note: groups should be small enough to be effective and the strategy should be used in a systematic and consistent manner.
 - a. Group students according to factors such as common interests or experiences.
 - b. Vary group sizes and mixes.
 - c. Focus on positive interdependence, social skills, face-to-face interaction, and individual and group accountability.

7. ***Setting Objectives and Providing Feedback:*** provide students with a direction. Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.
 - a. Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
 - b. Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.
 - c. Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

8. ***Generating and Testing Hypotheses:*** it's not just for science class! Research shows that a deductive approach works best, but both inductive and deductive reasoning can help students understand and relate to the material.
 - a. Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
 - b. Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. ***Cues, Questions, and Advanced Organizers:*** helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.
 - a. Pause briefly after asking a question to give students time to answer with more depth.
 - b. Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Information taken from <http://www.middleweb.com/MWLresources/marzchat1.html>

Other interesting resources for information concerning Marzano's Nine Instructional Strategies:

- <http://staff.fcps.net/DCombs/Marzano%20Brain%20Research.htm>
- <http://ncs.district.googlepages.com/integratingtechnologywithmarzano'sninein>
- <http://classroom.leanderisd.org/webs/marzano/home.htm>
- <http://www.mapthemind.com/research/pdf/marzano9.pdf>

2020-2021

GOTHENBURG FACULTY HANDBOOK

Statement of Philosophy

The mission of Gothenburg Schools is to prepare all students to become lifelong learners within a positive and innovative learning environment.

- All students learn best when they are actively engaged in the learning process.
- All District employees and their roles are important in educating children.
- The District should promote all staff, parents, and students to be positive role models.
- All students are provided continuous opportunities to learn and succeed.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from participation in a wide variety of academic experiences and involvement in activities.

We are fortunate to work in a supportive community and school district that recognizes the tremendous importance on the educational process. With that comes the expectation that we will positively impact all students and provide the necessary resources and support to help them accomplish their individual goals. As an educational leader within this district it is your responsibility to ensure a supportive and safe environment for student learning, which encourages the development of positive relationships and equips students with the necessary foundation for a positive and productive future.

In order to provide meaningful educational experiences for each of our students, it is necessary that the teaching staff, administration, and non-certified staff work together as a team. Mutual respect, responsibility and caring create the best learning environment for students. It is our professional responsibility to help one another and provide words of encouragement to our co-workers. High expectations, quality teaching and positive attitudes promote higher levels of achievement.

Learning is a life-long process for students, teachers and administrators!

PUBLIC RELATIONS

Public relations are one area in which we as educators can demonstrate our professionalism. Take pride in our profession and be loyal to our school. The school occupies a most important place in the life of the citizens of the district. It belongs to these people; they pay for its operation and provide the children. Avoid talking about the school, its programs, its staff and students in an unfavorable manner. Criticisms, concerns, and grievances should be handled in a professional manner. We must conduct ourselves as professionals so the citizens of the district will look up to us for leadership and guidance in educating their children. **Always be positive about our school, its programs, and staff.** Teachers are encouraged to be in attendance at school functions and activities. Sell our patrons on the idea that we have an excellent school system - one that is worthy of their support and one of which they can be proud.

PROBATIONARY CERTIFICATED EMPLOYEES

During the first three (3) years of employment with the School District, as determined and calculated in accordance with state law, a certificated employee shall be considered a probationary employee. A probationary employee's rights to continued employment status and non-renewal of a probationary employee's contract shall be determined according to law. (Policy #4120)

PERMANENT CERTIFICATED EMPLOYEES

A certificated employee who has been employed for the full probationary period as set forth in policy 4120 and in accordance with state law is a permanent certificated employee. A permanent certificated employee's rights to continued employment status and termination of said permanent certificated employee's contract shall be determined according to law. (Policy #4121)

ASSIGNMENT OF DUTIES

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school. (Policy #4130)

ABSENCE FROM BUILDING

Employees may not be absent from their respective assignments during duty hours except by permission from their immediate supervisor or Superintendent. (Policy #4006)

SAFE SCHOOLS POLICY

It is the mission of Gothenburg Public Schools to provide a safe, secure, drug-free and welcoming environment for all students, staff and community members. The administration is authorized and directed to adopt such regulations and take such actions as determined appropriate by the board of education to advance the mission of providing safe schools. Such regulations and actions may include, but not limited to, school security measures, such as use of metal detectors, surveillance, searches and seizures, and security officers, as well as staff training and student educational programs. The District will maintain a Safe School Plan including procedures for fire, civil defense, and other emergencies. (Board Policy #6120)

DUTY HOURS of EMPLOYEES

- A) Administrative personnel shall be on duty when and at such times as the responsibilities of their position dictates. The Superintendent shall set the duty hours of administrative staff.
- B) All other staff shall be on duty as determined by the Superintendent.
- C) No teacher or other school employee shall accept any other employment or carry on any business or activity for profit that interferes with the complete discharge of his or her responsibilities to the school district. (Policy #4004)
- D) On a limited basis, teachers may leave at, or after 3:00 p.m., for special circumstances without being charged leave if they arrange for their own coverage and they receive permission from the building administrator. The arrangements need to be made at least a day prior to the request. **(Note: Teachers covering for a colleague's uncharged leave will not be paid for covering the class as the colleague is not charged for leave.)**

All district staff members will be expected to work an active school day starting at 7:40 a.m. and ending at 3:45 p.m. When it is necessary for teachers to leave school early or be absent from the school building during the active school day, **the teacher shall make prior arrangements with the building principal AND notify the office when leaving. Teachers are required to be in their classrooms or other assigned areas from 7:45 a.m. until the time school begins.** On Fridays, teachers may leave after all students have cleared the building.

Any time a teacher is ill and cannot make it to school for some unavoidable reason, please inform your principal or the designated secretary at the earliest possible time but no later than 7:00 a.m. When it is necessary for the teacher to be absent from the school building during the active school day, the teacher shall make prior arrangements with the building principal. If a teacher knows in advance that they would like to be absent from school for personal, professional, field trip, activity sponsorship, bereavement or medical reasons, they will need to fill out a **"Request for Leave"** green sheet found in the Principal's office. The principal will approve or deny the request and put a copy of the request in the teacher's mailbox. If a request is denied, the teacher may appeal the request to the superintendent. Certain days may be "closed" to requests for leave due to large numbers of staff already scheduled to be gone or the unavailability of substitute teachers. Please get your requests for any of the above purposes into

your building principal as soon as you know that you will need to be absent from school and preferably no later than two days in advance of the requested leave date.

LEAVE POLICIES FOR CERTIFIED STAFF

The school district provides a variety of leave policies for the certified employees. The leave policies include:

FAMILY & MEDICAL LEAVE POLICY

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993 (FMLA).

The “leave year” for purposes of the FMLA shall be a “rolling” twelve-month period; measured backward from the date an employee uses any FMLA leave. (More information is in Board Policy #4007)

LEAVE OF ABSENCE - A one-year leave of absence may be granted by the Board of Education when requested by a permanent teacher and approved by the principal and superintendent. A leave of absence shall not be granted to probationary teachers. (Policy #4170)

LEAVE BENEFITS (from 2020-21 Negotiated Agreement)

- A. Accumulated leave for all employees covered by the negotiated agreement for the 2019-2020 school-year will be grandfathered and carried into the 2020-2021 contract year.
 - a. For the 2020-2021 contract year, and each year thereafter each staff member covered by this negotiated agreement shall be granted up to twelve (12) days of leave accumulative to a maximum of seventy-five (75) days.
 - b. Part-time employees shall receive a prorated number of days based upon their individual full-time equivalency (FTE).
- B. Accumulated leave may be used for sick leave or family emergency leave.
 - a. Sick leave is defined as an absence due to personal illness or injury or to take care of the employee's spouse, son, or daughter with a serious health condition. Son or daughter, as defined by FMLA, is a biological, adopted or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis who is either under age 18 or age 18 or older and incapable of self-care because of a mental or physical disability.
 - b. Family emergency leave is defined as an absence to take care of the employee's parents, parents-in-law, or siblings when the individual is incapable of self-care because of mental or physical disability. Family emergency leave is limited to five days per contract year.
- C. A doctor's verification of illness or injury may be required upon request by the superintendent. Any teacher who is absent for five (5) continuous contract days may be required to certify his or her illness, disability or ability to perform teaching duties with a physician's statement, which shall be filed with the district office.
- D. The Gothenburg Public Schools will facilitate a personal leave transfer procedure. The purpose of the transfer procedure is to allow a certificated employee to anonymously and voluntarily transfer personal leave (donor) to address an anonymous request (applicant) for additional sick leave. The procedure is included in Addendum A attached to this document.
- E. Adoption Leave- Accumulated leave days may be used for adoption leave. Adoption leave shall be granted to employees requesting such leave for a period not to exceed fifteen (15) days from the time custody of the child is received and is limited to 15 days per contract year. This leave does not apply to stepparent adoptions. Application for adoption leave should be made to the superintendent and building principal at the earliest possible time.

- F. Bereavement Leave - Accumulated leave days may be used for bereavement and limited in the following manner:
- a. Employees shall be provided a maximum of ten (10) days of leave per case in the event of a death in the immediate family. Immediate family shall be defined as spouse or children.
 - b. Employees shall be provided a maximum of five (5) days of leave per case in the event of a death of parents or parents in-law.
 - c. Employees shall be provided a maximum of three (3) days of leave per case in the event of a death in other immediate family or exceptional cases.
 - d. Employees shall be provided a maximum of one (1) day of leave per case in the event of a death in extended family.
 - e. Leave to attend funerals of other relatives, friends, and acquaintances shall be regarded as personal leave.
 - f. Travel days for bereavement may be provided upon review by the Superintendent or his/her designee.
 - g. Professional leave for death of a teacher's student or student's parent may be provided upon review by the Superintendent or his/her designee.
- G. Personal Leave - Accumulated leave days may be used for personal leave and limited in the following manner.
- a. Employees may be granted a maximum of two paid days annually for personal use.
 - b. Personal leave shall not be granted during:
 - i. in-service days,
 - ii. parent-teacher conferences,
 - iii. semester examination periods,
 - iv. during the first five instructional days of each semester,
 - v. except for the purpose of attending:
 - 1. a district-sponsored school activity,
 - 2. a college or military ceremony or,
 - 3. moving a child to college for the first time.
 - c. Requests for personal leave may be denied based upon availability of substitutes or for the purpose of maintaining the integrity of an instructional day.
 - d. Requests and approval for personal leave shall be reduced to writing, made in advance of the absence, and acted upon by the Superintendent of Schools or his/her designee. Description of the nature of the leave is not required.
 - e. An appeal of the Superintendent's or designee's decision may be made to the Board of Education upon the written recommendation of the Education Association's P.R. &R. Committee.
 - f. When it is necessary for an employee to be absent additional days for reasons beyond their control, such additional days may be granted under policy sections 4171 (sub. dock) and 4172 (full pay deduction).

- g. Each staff member covered by this negotiated agreement has the option of carrying over one unused personal day to the following contract year with a maximum of three days accumulated at any one time.
- h. Each staff member covered by this negotiated agreement shall be reimbursed at the district-approved rate for a substitute teacher per day, or every quarter thereof, of unused personal leave. Reimbursement will be made in the July payroll.

MILITARY & FAMILY MILITARY LEAVE

Military leave and family leave will be granted to the extent required by state and federal law. Employees must notify the Superintendent as soon as they receive notification of activation.

(Policy #4022)

INTERNET SAFETY & ACCEPTABLE USE POLICY

It is the policy of Gothenburg Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

More information on procedures/policies/laws is found in Board Policy # 6800.

Violation of the policies and procedures concerning the use of the District technology resources is unethical and may result in disciplinary action, up to and including cancellation of contract. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use. The policy for acceptable use of computers and networks, including Internet, shall apply to all district administrators, faculty, staff and students. All technology equipment shall be used under the supervision of the site administrator. (Policy #6800)

PROFESSIONAL GROWTH

Every six years the teachers in the Gothenburg Public Schools system shall give evidence of professional growth as is approved by the school board in order to remain eligible for continued employment, educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth". (Policy #4140)

SUBSTITUTES

Persons employed, as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

The Board will set rates of compensation for all substitute teachers. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers. (Policy #4133)

This makes it extremely important that teachers plan sufficient meaningful activities to keep the students constructively busy for the duration of each and every class period. Teachers must let the substitute know of seating charts, special rules for each class, the location of materials and other pertinent information. This will make the

substitutes job easier, which means there will be less problem getting another substitute for you should the occasion arise. It also makes your job easier when you return. **Creating a substitute folder for your current assignment, which includes these and other materials, will be required by the end of the second week of school. HAVE A COPY OF YOUR UPDATED CLASS ROSTERS IN YOUR DESK!!**

CLASS COVERAGE

Teachers will be paid 1/8th of the district-approved daily rate for a substitute teacher for covering a class when coordinated by an administrator, if covering results in the loss of their only planning time. Payment for coverage will be made in the July payroll. Teachers covering for a colleague's uncharged leave as described in Duty Hours of Employee" will not be paid for covering the class as the colleague is not charged for leave.

LESSON PLANS

Effective planning and good organizational skills are necessary to be a successful teacher. **To facilitate planning, teachers will be required to make lesson plans. Lesson plans will be required one week in advance.** When writing lesson plans, they must include the objective(s) to be taught, the activities necessary to attain the objective(s), the materials needed for these activities. Daily classes should be planned so there is a minimum of wasted time and students are kept on task. Please make sure your substitute folder and appropriate materials are complete.

TECHNOLOGY

The goal of Gothenburg Public Schools is for all teachers to utilize technology to further enhance instruction. The district provides various devices and applications that may be used in instruction, production, research, and presentation. **Technology will be evaluated through the teacher evaluation form (Summative Certified Staff Appraisal Form).**

TITLES OF RESPECT

Students are expected to refer to adult personnel as Mr., Mrs., Ms., or Miss. Students are very quick to recognize differences between staff members and often the student is confused or takes advantage of the situation.

CLASSROOM CONTROL/SUPERVISION, AND GRADING

The importance of a teacher's responsibility in classroom control and student supervision cannot be understated. Proper classroom control and adequate student supervision are necessary for the effective and efficient day-to-day operation of the school. STAFF members will stand by their respective door before each bell. Classroom control is necessary if the teacher is to be effective and if the students within that class are to learn. Teachers should familiarize themselves with the rules and regulations in the Gothenburg Handbook. Teachers are also to develop specific rules for their individual classrooms. **These rules must be posted and discussed with the classes at the beginning of the school year so that each student will know what is expected.**

It is best for teachers to handle cases of discipline firmly and promptly in their own classrooms. Teachers should be firm and enforce the classroom rules consistently throughout the year. The principal will be available for consultation or help at any time a teacher has a discipline problem, but only in extreme cases should the pupil be brought to the principal's office. If you feel it is necessary to remove a misbehaving student from your classroom, send the pupil immediately to the principal's office and at the end of the period, come to the office to report the case. **Do not leave your classroom unattended.** Do not re-admit any student until you and the principal have reached a definite understanding about conditions of re-entry.

It is also a good idea to keep parents informed of any behavior problems. This can be done at conferences, on down slips or on the report card. Also, don't hesitate to send a note home or, better yet, call the parents. Be tactful, but be honest. Most parents want to know if their children are causing problems at school. **Teacher responsibility for student discipline is not limited to the classroom. All teachers are responsible for student supervision and control throughout the school building, on school grounds and at school activities.** If some teachers ignore this responsibility, it becomes difficult for those who are assuming the responsibility and puts them in a difficult

situation with the students. This is why it is not only necessary for teachers to be consistent when dealing with student misbehavior, but also consistent from teacher to teacher. **All teachers will check their student's' major quizzes and tests. Under NO circumstances will students or a student aide check major quizzes, tests and/or enter grades in the teacher's gradebook/computer.**

CORPORAL PUNISHMENT

Corporal punishment is prohibited. No staff member or other agent of the District may use physical force with a student EXCEPT to the extent such is essential for self-defense, the protection of persons or the safe-guarding of property, and only such physical force as is reasonably necessary for such purposes shall be used.

SCHOOL DAY FOR STAFF

It shall be the responsibility of the Superintendent to determine duty hours for members of the professional staff to plan and to carry out their individual professional responsibilities as determined by the Superintendent and the building principals. Teachers shall make arrangements to be available to students after school. (Board Policy #6113)

DRESS REGULATIONS & APPEARANCE

Teachers are expected to dress in such a manner as to reflect their status as professionals.

STANDARDS of ETHICAL & PROFESSIONAL PERFORMANCE

Both the State of Nebraska and the Board of Education recognize that teaching and its related services, including administrative and supervisory services, are a profession with all of the rights, responsibilities, and privileges accorded other recognized professions. The Board recognizes and endorses the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education and expects all certificated employees to abide by these standards. (Policy #4190)

SCHOOL NURSE

A school nurse is available during school hours. Staff should use discretion when sending students to her office. Band-aids and other first aid supplies are available in the Supt.'s office, H.S. Principal's office and elementary classrooms. Injuries or illnesses of a more serious nature should be referred to the school nurse. **(Use proper judgment-some students want to leave every class period.) Unless it is an extreme emergency staff should NOT send more than one student at a time to the school nurse.**

STUDENT SUSPENSION AND EXPULSION

All student behavior in the Gothenburg Public Schools is based on respect and consideration for the rights of others. Students shall receive annually at the opening of school a publication listing the rules and regulations to which they are subject. Staff members will annually be advised of these rules and charged with their enforcement. Any restrictions on student behavior must be concerned with speech or action, which disrupts the work of the school or interferes with the rights of the students. Students have a responsibility to know and comply with the rules and regulations of the district. Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere. The Gothenburg Public Schools Discipline Plan will be used as the district discipline code. All consequences will be enacted in accordance with policies of the Board and procedures established by State Laws. (Policy 5101)

DISCIPLINE COMMITTEE

Discipline committees have been formed at both the elementary and secondary levels of the school district to examine discipline situations and provide ideas to best benefit student needs. These committees will be utilized in an advisory capacity to analyze appropriate action for only 3rd offense level II misbehaviors and level IV misbehaviors. Consequences will be recommended to the school administration and/or Board of Education for implementation. These committees will serve one-year terms. The elementary committee will consist of the building principal, counselor or psychologist, and two teachers. The secondary committee will consist of the principals, counselor and three teachers.

ATTENDANCE APPEALS COMMITTEE

The Attendance Appeals Committee shall consist of the Principals, guidance counselor and four faculty members elected by the faculty. At least four members of the committee must be present at each meeting. The committee will meet in May as necessary. The student's total absence record will be examined. The student and parent/guardian are responsible for showing justifiable reasons for all absences. The decision will be determined by a majority vote of the Appeals Committee members present at the meeting. A tie vote will result in a decision in the student's favor. A student may appeal the decision of the Appeals Committee to the Board of Education through the procedures established by law.

INTRUDER IN THE BUILDING PLAN

The first person to notice an intruder (person with a weapon or person who is upset or acting out of control) will notify the building principal. The principal or his/her representative will sound a pre planned announcement. **“Teachers, please go into lockdown at this time.”** The announcement means: lock the classroom door, do not allow students to leave the classroom, be seated on the floor next to an interior wall away from windows and doors until further notice. Teachers should be sure to take an accurate count of students. The staff will communicate to the office any information regarding the intruder. The principal will notify the police and the school superintendent of any emergency situation.

CHILD ABUSE/NEGLECT

When any school employee or other person has reasonable cause to believe that a child has been subjected to child abuse or neglect, or observes such child being subjected to conditions or circumstances which reasonably would result in abuse, or neglect, he or she shall report such incident to the proper law enforcement agency or to the toll-free child abuse hotline, 1-800-652-1999. The school employees shall follow up the report to authorities by notifying the building administrator that a report has been made. Notification should be made to the superintendent if the building administrator is not available. (Board Policy #5402)

CLASSROOM MANAGEMENT

As an expert educator, your methods of instruction must be those that help your students learn. Teachers should begin classes promptly and dismiss classes promptly. Students are to be held for the full class period to which they are assigned. Please **DO NOT** dismiss your class before the bell rings. If a class is dismissed late, the teacher should notify the office and they will make the necessary announcement. Teachers are expected to meet all regularly scheduled classes regardless of the number present. **Teachers are not to move or dismiss a class without first getting permission from the building principal.** Students should come prepared to work with books, paper and pencils and any other supplies needed. **Students are to have their handbook to use as a pass for their destination.**

TEACHER MEETINGS

Regular teacher meetings will be held the **second Tuesday of each month at 7:30 a.m. in the MEDIA CENTER for secondary staff and elementary staff.** Other periodic meetings will be held if and when faculty or administration deem necessary. **All certified staff members are to attend these meetings unless excused by the building principal.**

FACULTY ADVISORY COMMITTEE

A committee of staff members and building principals will meet Wednesday mornings at 7:30 a.m. in their respective buildings. Purpose of this committee is to promote communication between administration, staff members and students. If you have items to discuss, please share it with a committee member or your principal.

FACULTY LOUNGE

The faculty lounge is available to all faculty members during their planning time. The lounge provides a place to relax, have a cup of coffee or pop, and prepare for your classroom duties. However, a positive atmosphere in the faculty lounge is most important if staff members are going to feel welcome and free to use it. Complaining about the school or students and ridicule of others has no place in the faculty lounge or any place else for that matter.

Professional discussions of the school and its programs, on the other hand, are welcome in the faculty lounge. **Students are not to be in the teacher's lounge.**

TRAVEL & TRANSPORTATION

- **SEAT BELTS**-State regulations require that the operators of student transportation vehicles shall be required to wear lap belts whenever the vehicle is in motion. When seat belts are provided, in the student transportation vehicle, passengers shall wear them.
- **VAN CAPACITY**-State regulations require that van capacity be limited to a maximum of (9) passengers plus the operator. The total passengers, including the driver, should not exceed (10).
- **TRANSPORTATION REQUEST**- Staff members wishing to use a school vehicle for an activity should fill out a transportation request form to submit to the principal's office with the request for leave (green sheet.)
- **VAN INSPECTION**-You should complete the inspection form found in the van prior to transporting students.
- **HEADLIGHTS**- Student transportation vehicles shall operate with headlights on.
- **EXPENSES**-Requests for budgeted mileage and/or expenses to attend professional meetings or school related meetings or events must be included on a professional leave request form and submitted to the building principal. If approved, the staff member is to return receipts for meals, lodging, and/or transportation for reimbursement. School-owned vehicles should be used when available. Staff are to use district vehicles when available. If a vehicle is not available, staff member may be reimbursed for mileage if pre-approved by an administrator.

USE OF THE TELEPHONE

Teachers and students will not be called to the telephone during class unless in case of emergency. A message will be taken. Local calls can be made directly from the phone by first dialing 90 and then the number. Intercom numbers are listed by each phone. Students are never to be sent from class to make calls and are not allowed to use school phones (other than the phones located in the hallways) for personal use. **Any long distance number dialed must be followed by your personal three-digit code after dialing the number.** A personal telephone call should not take you away from class unless it is an emergency. We encourage staff to use a phone card when making personal long distance calls.

SCHEDULING ACTIVITIES

All Activities must be cleared by the Activity Director and scheduled through his office. Be sure to check on both the dates and facilities before you schedule activities. A monthly calendar of all the activities is included in the School Calendar and Student Handbook.

SCHOOL RELATED TRIPS

When planning a school related trip, sponsors should first secure permission for the trip from the building principal and place the activity on the school calendar at least three weeks prior to the date of the activity. Permission for the trip should be requested prior to discussing the trip with the group. By getting prior permission, you can avoid having to tell the group that they cannot go should the activity be denied. Sponsors should request transportation vehicles by filling out the transportation request sheets. Make students aware of what their responsibilities are and what is expected of them. Communicate information about the trip to the parents and secure the permission slips.

FUND RAISING

All teachers shall earnestly seek to educate students in the services performed by the humanitarian agencies, and shall encourage students to participate in their financial support as a social and community project, but no fund-raising drives are to be conducted by non-school agencies or for non-school activities among the student population. Students may engage in raising funds, under the control of school officials, for certain approved student activities and provided the project has the approval of the building principal. **Adult Sponsors must be in attendance at all school-sponsored activities.**

SCHOOL EQUIPMENT

Each teacher is responsible for the school equipment in their department, in their classroom and in the school in general. The cleanliness and appearance of the classroom has a definite effect on the learning atmosphere. Please stress the students' responsibility in keeping the rooms neat and free of litter. It is also important that teachers cooperate with the custodial staff in keeping their rooms clean and neat appearing. If teachers have suggestions concerning the custodial staff work or need something special done in the classroom, they should notify the building principal through maintenance service request form.

ASSEMBLIES

All staff members are expected to attend all assemblies unless excused by the administration.

SUPPLIES

Employees who orders any supplies or equipment without express authorization of the Superintendent or building principal may be personally liable for payment of the bill for the material so ordered. (Policy #4015)

USE OF SCHOOL FACILITIES & EQUIPMENT BY SCHOOL EMPLOYEES

The Superintendent or designee, may approve use of school facilities, equipment and other resources by school employees, except for activities which result in personal or corporate gain and provided that such use is consistent with Policy 1100.

School vehicles shall not be available for personal use. (Board Policy #4016)

STUDENT AIDES

All student aides must check in each day and remain in the classroom or be fulfilling duties for their respective teacher. **Student aides are not allowed to be unsupervised. Student aides are not allowed to check major quizzes, tests and/or enter grades in the teacher's gradebook/computer.**

DRUG FREE WORK PLACE

It is the policy of the Gothenburg Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. (Policy #4009)

SMOKING PROHIBITION

This policy is promulgated pursuant to authority granted to the Gothenburg Board of Education and in compliance with the Nebraska Clean Indoor Air Act.

Smoking shall be prohibited in the Gothenburg Public Schools buildings. Private, enclosed offices are not exempt from this policy. There shall be no designated smoking areas within any of the Gothenburg Public Schools buildings, for employees, students, visitors to the schools, and/or the general public. Smoking shall also be prohibited in the stands and bleachers at the football field. This policy shall apply at all times whether school is in session or not. (Policy #4010)

BLOODBORNE PATHOGEN COMPLIANCE PLAN

In December 1991, the Occupational Safety and Health Administration (OSHA) issued safety standard regulations for the handling of blood borne pathogens (Federal Register, 1910.1030) by entities subject to its control. It is the intent of Gothenburg Public Schools to eliminate or minimize occupational exposure to bloodborne pathogens including, but not limited to Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). (Policy #4011)

EXPOSURE CONTROL PLAN

Gothenburg Public Schools establishes this written exposure control plan to eliminate or minimize occupational exposure to bloodborne pathogens. The school district's exposure control officer is the building principal. A copy of the exposure control plan will be available and is located in the School offices. The exposure control plan will be reviewed annually and includes the following:

- A. Exposure Determination
- B. Training of Employees
- C. Hepatitis B Vaccination
- D. Occupational Exposure
- E. Post-exposure Evaluation and Follow-up
- F. Record Keeping
- G. Control Methods (Policy #4011)

ASBESTOS LOCATED IN SCHOOL BUILDINGS

It has been determined by the inspector that the school buildings do not contain asbestos. The EPA requires schools to notify employees regarding asbestos in the buildings. This notice is included as part of our compliance with EPA regulations. Please direct questions/concerns you may have about the contents of this notice to the Supt. of Schools (537-3651 ext. 4105) or Head of Maintenance (537-3651 ext. 5111).

EVALUATION

Teaching is the most important element in a sound educational program. Appraisals of teachers' performance of duty, competence, and professional conduct shall be made.

Appraisal of teaching service should serve these purposes,

1. To raise the quality of instruction and educational service to the children of our community.
2. To aid the individual teacher to grow professionally.
3. To make personnel decisions.

Evaluation of teacher performance must be a cooperative continuing process designed to improve the quality of instruction. The Administration with input from the teachers shall develop effective evaluation procedures and instruments. Teachers and Administrators shall have the responsibility for the maintenance of professional standards and attitudes regarding the evaluation process. All certified staff is involved in the evaluation process.

Non-classroom certified staff members are also to be evaluated through a cooperative process. (Policy #4150)

CERTIFIED-EVALUATION INSTRUMENT

Pursuant to Gothenburg Public Schools Board of Education Policy #4150, this Evaluation Handbook is intended to provide staff with a ready reference to the rules, regulations, and procedures of the Gothenburg Public Schools Teacher Evaluation Program. A comprehensive evaluation program has two main purposes: (1) to provide opportunities for self-analysis and self-development so that the individual staff member can develop his/her professional skills and performance to the optimum level; and, (2) to provide for a formal systematic evaluation process to maintain a quality education program. (Policy #4150A)

PERSONNEL FILES

Any teacher, administrator, or full-time employee of any public school shall, upon request, have access to their personnel file and shall have the right to attach a written response to any item in such file, and may in writing authorize any other person to have access to such file, which authorization shall be honored by the district. Such access and right to attach a written response shall not be granted with respect to any letters of recommendation solicited by the employer that appears in the personnel file. No other person except school officials while engaged in their professional duties shall be granted access to such file nor shall the contents thereof be divulged in any manner to any unauthorized person. (Policy #4013)

REDUCTION IN FORCE

A reduction in force of certificated staff members may be determined to be appropriate due to declining enrollment in a grade or grades, changes in financial support, changes in curricular programs or procedures, a decline in the

taxable value of property located within the school district, increased costs of operating the school district, resignations, retirement, school district contracting, school district reorganization, or another change or changes in circumstances. The Board of Education shall, in its sole discretion, determine whether such a change or changes have occurred and whether a reduction of certificated staff is necessary. The superintendent shall notify those certificated employees whose contracts may be reduced. (Policy #4160)

STANDARD FORMS AND REPORTS

- a) PERIOD ABSENTEE (Sec. only):** Go to POWERSCHOOL to complete attendance and tardies. **Please record this information in POWERSCHOOL at the beginning of each period.**
- b) STUDENT HANDBOOK:** Teachers **NEED TO** sign the student handbooks for restroom or locker purposes.
- c) PARENTAL PERMISSION FORM:** All students taken on field trips out of town must have a signed parent permission form. All forms are to be given to the Supt. or Principal before leaving.
- d) PURCHASE ORDERS:** Any teacher wishing to purchase an item will be responsible for filling out a purchase order and getting the principal's signature on it **before** any item is ordered. These can be found in any administrative office.
- e) PERSONAL & PROFESSIONAL LEAVE FORMS:** Any staff member wishing to use a personal or professional leave day **or is planning to be gone for an athletic event, a field trip or an activity during the school day** is requested to fill out a leave form found in the office of the principal. These days must be used in accordance with the negotiated agreement.
- f) TRANSPORTATION REQUISITION:** Any staff member wishing to use a school vehicle for any activity should fill out a transportation requisition and turn it into the **PRINCIPAL'S office** at the same time as the leave form is turned in.
- g) DISCIPLINE FORM:** Discipline forms should be filled out by the teacher and turned in to the Principal's office for every misbehavior that impedes the orderly operations of the school or disrupts the learning climate. This is required of all Level II, III and IV Misbehaviors.

EQUAL OPPORTUNITY EMPLOYMENT

It is the policy of Gothenburg Public Schools to employ the best qualified applicant for each position without regard to race, color, religion, sex, age, marital status, physical or mental disability or national origin, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, age, marital status, disability, or national origin. There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities. (Policy # 4002)

DISCRIMINATION

The Gothenburg Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. (Board Policy #4003)

The following person(s) have been designated to handle inquiries regarding non-discrimination policies:

Superintendent, 1322 Avenue I, Gothenburg, NE 69138 (308) 537-3651

Alternate Contact:

Building Administrator, 1322 Avenue I, Gothenburg, NE 69138 (308) 537-3651

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please

contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

HARASSMENT

The Gothenburg Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity. (Board Policy # 4003)

COPYRIGHT LAW

According to the Federal Copyright Act, a public performance license is required for all showings of movies on home videocassette or videodisc for non-instructional purposes such as rewards, after-school care, during assemblies or any showings via closed circuit. However, schools do not need a license to show videos for "face-to-face" instruction, i.e. when the movie is related to the subject being taught.

HOMELESS STUDENT

District #20 will comply with the federal and state law related to homeless students. A "homeless child" for purposes of this policy is a child who lacks a fixed, regular, and adequate nighttime residence. An "unaccompanied youth" is a child who is not in the physical custody of a parent or guardian. District #20's designated Homeless Coordinator is the Superintendent of Schools. (Board Policy #5418)

Multi-Tiered Systems of Support (MTSS)

1. Teacher, Parent, or Principal may refer a student to the MTSS Coordinator when they have academic, social, or behavioral concerns. The referring party then notifies the parent that their child has been referred to the problem solving process.
2. The teacher gathers pertinent information on the student, which may include but not be limited to classroom observations, health information, academic data, etc.
3. The Individual Student Problem Solving (ISPS) team and referring individual meet and develop a plan of action for the student.
4. The ISPS team and referring teacher have a follow-up meeting after interventions strategies have been implemented for a minimum of two weeks and can either offer another plan of action or refer for testing through a multidisciplinary process.
5. If a child is referred for testing, then the MTSS Coordinator sends a request for evaluation to the school psychologist, who will then obtain parental permission.

JUNIOR/SENIOR H.S. FACULTY HANDBOOK ADDENDUM

BRUNCH

There will once again be a designated time for a mid morning brunch. Healthy snacks and juice will be served and students are encouraged to purchase these during the end of 1st period or the start of 2nd period on a rotation weekly basis. Students will also be allowed to bring healthy snacks and/or juice to 2nd period. Students will not be allowed to bring pop or any open containers into the school building. "Brunch" will be in the classrooms. Each individual teacher is responsible for supervision of his/her 1st/2nd period class. **Teachers MUST hold students accountable and work together if this project is to be a success.**

DETENTION

A detention room will be established to facilitate the consequences for Level II and Level III Misbehaviors. Rules for the detention room are as follows: students should be prepared to study/review homework and NO eating, drinking, talking or sleeping is allowed.

SATURDAY SCHOOL

Saturday School will begin at 8:30 a.m. and will end at 11:30 a.m. on the designated Saturday's of each month. Students who have been assigned to Saturday School **MUST ATTEND-NO EXCEPTIONS**. If a student fails to attend Saturday School or follow the rule stipulations, he/she will be issued a two-day out-of-school suspension and is assigned to the next Saturday School. Before the student is allowed back into school on the following Monday, a conference between the parent/student/principal must occur.

STUDENT ATTENDANCE REGULATIONS

Please refer to the Gothenburg Student Handbook for the complete student attendance policy. **All teachers are responsible for taking attendance each period. THIS IS A MUST!!** At the beginning of each period, teachers should record student absences on POWERSCHOOL immediately. This record is very important and will be indicated on the student's report card and permanent records. **High School teachers should check the absence list (hard copy located in Mrs. Clymer's office) for accuracy at the end of the day and notify the office if changes should be made. When a student returns after being absent from your class, he/she must have a make-up slip. If they do not, please send them to the office to get one.**

A "truant" is any student who is absent from class without the knowledge or permission of his/her parents, guardian, and the school. Make-up work and make-up time will be required following truancy. Students who are truant from school may be referred to the superintendent and Board of Education for possible expulsion. For students under 16 years of age, charges for violation of Nebraska Statute 79-201 may be filed with the County Attorney.

An "activity absence" is given only when a student is absent for participation in a school activity such as sports, music contests and speech. An "activity absence" is not recorded on a student's attendance record and he/she will be counted as present in all classes. Make-up work will be requested of all "activity" absences prior to each event. The sponsor in charge of any students who will miss class is responsible for informing the office of the names of these students at least two days in advance. Upon returning to school after an excused absence, the student is expected to take the responsibility to make up homework and assignments missed. If an assignment or project was due the day the student was absent, it will be expected to be turned in when the student returns to school. Students will have two school days for each day he/she was absent (up to a maximum of ten school days) to complete other schoolwork missed. Example: If a student is absent on Thursday and Friday, they will have Monday, Tuesday, Wednesday and Thursday to complete missed homework assignments.

TARDIES

A student is considered tardy if he/she arrives at class after the bell has rung. If he/she has a handbook pass from the previous period teacher, the tardy will be accepted and excused. Notes from parents concerning tardies for 1st & 6th periods WILL NOT be accepted, student will report to office to get a pass and then the student will need to serve immediately after school for one (1) hour. If student doesn't stay after school-2 hour detention will be served. A student is considered absent if they do not arrive at class within fifteen minutes after starting time. Every time a student is tardy, (periods 2-5 and 7-8) he/she will make up 15 minutes in the teacher's room where the tardy

occurred. **If a student fails to serve this 15 minutes within the two days, the teacher should turn their name into the office and that student will be required to serve a one-hour detention. On the second offense for failing to serve detention for a tardy, the student will serve 2 hours of detention. If they fail to serve a tardy for the third time-they will report to Saturday School. A student who is tardy seven (7) times from a semester class will also be required to serve Saturday School and IS NOT allowed to attend the next dance during the school year (Homecoming-Coronation-Prom). Any additional tardy(ies) could result in Saturday School again, in-school (WAS) and/or an out-of-school suspension.**

DROP AND ADD INFORMATION

Every effort has been made to place students in courses that are appropriate for their abilities and future educational or career interests. Students will be allowed to drop and add classes to their schedule on an emergency basis only. A student must have written permission from the teachers, guidance counselor and parents for a schedule change during this time. Students will be allowed to drop a class for a period of three weeks after the semester begins provided they have a full schedule and are willing to be an aide. During this time, a grade of Withdraw-Passing (W-P) or Withdraw-Failing (W-F) will be indicated by the teacher and no marks will be entered on the official transcript. Dropping a class after this three-week period will result in the drop grade becoming part of the student's permanent record and transcript. This means that drop grades have a direct effect upon grade point average and class rank. Students should take their time during registration and make sure their choices are correct.

MAKE-UP SLIPS

Make-up slips will be given to students when they return from being absent. **Teachers should not allow students to return to class unless they have a make-up slip.** Teachers should write the make-up assignments on the slip and sign the slip.

INCOMPLETE GRADES

When, in the estimation of the teacher, special conditions have been present which warrant an extension of time to complete course work, a teacher may give an "Incomplete" as a course grade. Generally, any student with one or more grades of "incomplete" will have **three weeks** to make up the work needed to change this to a passing grade. After this time, the incomplete will automatically be changed to a failing grade.

ELIGIBILITY - GRADES 7-12

All participants must have passed 20 credit hours of classes (NSAA Regulated) the previous semester to be eligible to participate in varsity events. Also, if they are not passing 20 hours, as reported by teachers every 3 weeks, they are ineligible and remain ineligible for 3 weeks or until such time as they have made up their work and are passing. This list should include all classes and will be compiled and given to each staff member.

SCHOOL SPONSORED ACTIVITIES

All students taking part in any school activity, which will take them out of their classes, should be included on a list provided by the sponsor of that activity. It is the responsibility of the student to make up the work before they leave for the activity.

STUDENT DRIVING REGULATIONS

Students are not to drive or ride in automobiles over the lunch hour or any time during the school day. Exceptions will be made for Work Release students going to their jobs. Students are not to be sitting in cars during lunch. A student violating the driving regulation will be given detention time or possible suspension from school.

CLASS AND ACTIVITY SPONSORSHIP

Each student activity will be provided with a faculty sponsor. Each high school class will be assigned one or more sponsors. Sponsors are responsible for the following duties:

General duties of sponsors:

1. The sponsor of any organization or class must be with the group at all times during the course of that organization's meeting or activity. Teachers who fail to constantly supervise pupils under their care must assume full responsibility for the consequences. Parents and other teachers are encouraged to assist in

sponsoring, however, they do not replace the sponsor. Any change of sponsorship must be approved by the administration.

2. The sponsor shall be responsible for guiding the organization in the elections of responsible class officers, the determining of worthwhile group activities, and the coordination of the individuals in the group into a working unit.
3. The class meeting is an opportunity to practice democracy. The sponsor should set an example by insisting on an orderly, well-planned meeting. The meeting should follow most of the rules of parliamentary procedure.
4. Students do not mind being told what they can or cannot do during the course of their club or class activities if the sponsor will take the time to explain why and then assist the class in the selection of the activities. The experience they gain from a sponsor's guidance will prepare them for decision-making as adults.
5. The following class officers will be elected in the fall. President, Vice-President, Secretary/Treasurer.
*****CLASS OFFICERS MUST HAVE PASSED ALL CLASSES FROM THE PREVIOUS SCHOOL YEAR & ALSO BE IN THE TOP 25% of HIS/HER CLASS.**
6. At the first meeting of the year, the sponsor will outline the following rules:
 - * No meeting is to be held without the approval of the sponsor or without sponsor in attendance.
 - * The year's activities are to be planned and the dates selected, if possible, for these activities. The sponsor must remember to record all dates with the activities director so that he may place them on the school calendar. Class /organizational meetings meet once a month only. No student is to order any supplies without the Principal's approval.
7. All class projects and parties must be presented to and approved by the principal in order to coordinate the various activities.
8. Fund-raising activities must be approved by the building principal.
9. Sponsors should pick up money earned by a class or organization the day the students earn the money. Students should not be permitted to carry this money with them for several days before turning it in. Sponsors should see that secretary/treasurers keep their records complete and up to date.



GOTHENBURG
PUBLIC SCHOOLS

Excellence is an Expectation

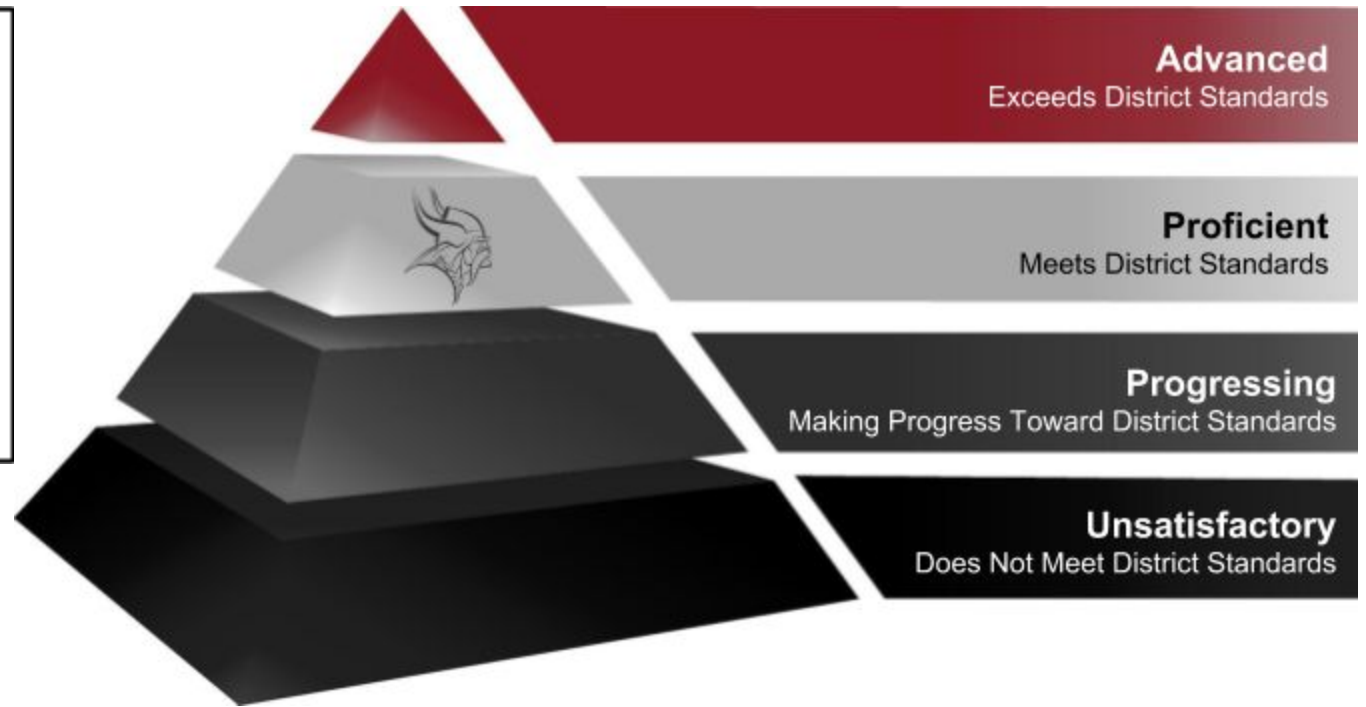
Date: _____

Teacher Name: _____

Subject: _____

Administrator: _____

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








Advanced - The teacher **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

Proficient - The teacher **consistently** demonstrates knowledge of effective educational practices by incorporating strategies as well as contributing to the professional community or **attempting** to take on leadership roles. (Meets District Standards)

Progressing - The teacher demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates strategies. The teacher **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

Unsatisfactory - The teacher **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The teacher **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

Legend


Icon	Four Critical Questions of the PLC Process								
	<ul style="list-style-type: none"> ● What do we want our students to know and be able to do? (<i>curriculum</i>) <ul style="list-style-type: none"> ● What should each student know and be able to do as a result of each unit, grade level, or department course? ● Essential standards and targets are identified. ● The curriculum is unpacked into learning targets. ● Targets are written in kid-friendly terms or “I can” statements. 								
	<ul style="list-style-type: none"> ● How will we determine what our students know or can do? (<i>assessment</i>) <ul style="list-style-type: none"> ● Common formative assessments aligned with the essential standards and targets are created or agreed upon. ● Data are analyzed to inform student and adult learning. ● Students track their own progress. 								
	<ul style="list-style-type: none"> ● What will we do if our students don't know it? (<i>instruction</i>) <ul style="list-style-type: none"> ● Time is scheduled during the school day to provide skill-specific intervention. ● Students are given multiple opportunities for success. ● During this time, no new instruction takes place in the classroom. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Icon</th> <th style="text-align: left;">Marzano's Essential Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td>Communicating Learning Goals and Feedback (DQ1) - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Engaging Students (DQ5) - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Helping Students Interact with New Knowledge (DQ2) - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.</td> </tr> </tbody> </table>	Icon	Marzano's Essential Instructional Strategies		Communicating Learning Goals and Feedback (DQ1) - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.		Engaging Students (DQ5) - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.		Helping Students Interact with New Knowledge (DQ2) - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.
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	<ul style="list-style-type: none"> ● What will we do if our students do know it? (<i>instruction</i>) <ul style="list-style-type: none"> ● Opportunities are scheduled for extending the curriculum beyond whole group instruction. ● Tier 2, Flex Time, or “No New Instruction” Days ● No new instruction takes place during extension activities. 								


(1) EFFECTIVE PRACTICE: Foundational Knowledge The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Overall Performance:

Performance Level	Foundational Knowledge
<input type="checkbox"/> Advanced	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a limited knowledge of content, pedagogy, students or standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to provide each student with effective opportunity for learning, development, and achievement.
<p>Narrative Comments:</p>	


Subcategories for Foundational Knowledge:

Performance Level	Content 
<input type="checkbox"/> Advanced	Demonstrates current and comprehensive knowledge of his or her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Proficient	Demonstrates a strong knowledge of his/her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Progressing	Demonstrates a limited knowledge of his/her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Unsatisfactory	Demonstrates a lack of knowledge of his/her discipline’s content, and the components of an effective curriculum.
Narrative Comments:	

Performance Level	Standards 
<input type="checkbox"/> Advanced	Demonstrates a thorough understanding, and serves as a leader for development and/or implementation of local, state, and national standards.
<input type="checkbox"/> Proficient	Demonstrates a fundamental understanding of local, state, and national standards.
<input type="checkbox"/> Progressing	Demonstrates a limited understanding of local, state, and national standards.
<input type="checkbox"/> Unsatisfactory	Demonstrates a lack of understanding of local, state, and national standards.
Narrative Comments:	

Subcategories for Foundational Knowledge (continued):

Performance Level	Social and Emotional
<input type="checkbox"/> Advanced	Has a comprehensive understanding of the intellectual, social, emotional, and physical development of students and the effect of cultural and societal influences to positively impact student learning.
<input type="checkbox"/> Proficient	Has a strong understanding of the intellectual, social, emotional, and physical development of students and understands the effect of cultural and societal influences on student learning.
<input type="checkbox"/> Progressing	Is familiar with the intellectual, social, emotional, and physical development of students and show limited knowledge of cultural and societal influences on learning.
<input type="checkbox"/> Unsatisfactory	Is unfamiliar with the intellectual, social, emotional, and physical development of students and a lack of knowledge of cultural and societal influences on learning.
Narrative Comments:	



Performance Level	Equal Access 
<input type="checkbox"/> Advanced	Consistently demonstrates responsibility for providing effective opportunities for each student's learning, development, and achievement.
<input type="checkbox"/> Proficient	Regularly demonstrates responsibility for providing effective opportunities for student learning, development, and achievement.
<input type="checkbox"/> Progressing	Understands the importance of providing effective opportunities for student learning, development, and achievement, but has not consistently demonstrated the ability to do so.
<input type="checkbox"/> Unsatisfactory	Does not recognize nor demonstrate the importance and responsibility for providing effective opportunities for student learning, development, and achievement.
Narrative Comments:	



(2) EFFECTIVE PRACTICE: Planning and Preparation The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Overall Performance:





Performance Level	Planning & Preparation
<input type="checkbox"/> Advanced	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate coherent and rigorous units, lessons, and activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
<p>Narrative Comments:</p>	

Subcategories for Planning and Preparation:

Performance Level	Unit Development  	Possible Evidence
<input type="checkbox"/> Advanced	Consistently develops innovative and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	Lesson plans show: <input type="checkbox"/> preplanned engagement strategies
<input type="checkbox"/> Proficient	Consistently develops rigorous and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
<input type="checkbox"/> Progressing	Attempts to develop coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
<input type="checkbox"/> Unsatisfactory	Fails to develop coherent units, lessons, and activities.	
Narrative Comments:		

Performance Level	Differentiation  	Possible Evidence
<input type="checkbox"/> Advanced	Consistently designs and adapts instruction in an exceptional manner based on student’s prior knowledge, abilities, student progress, assessment results, circumstances, and interests.	Lesson plans show: <input type="checkbox"/> connection to prior knowledge <input type="checkbox"/> small groups <input type="checkbox"/> student surveys
<input type="checkbox"/> Proficient	Consistently designs, and adapts instruction based on student’s prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<input type="checkbox"/> Progressing	Attempts to design and adapt instruction based on student’s prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<input type="checkbox"/> Unsatisfactory	Fails to design and adapt instruction based on student prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
Narrative Comments:		

Subcategories for Planning and Preparation (continued):


Performance Level	Teaching Strategies    	Possible Evidence
<input type="checkbox"/> Advanced	Consistently plans a variety of innovative , research-based teaching strategies to engage, challenge, and meet the needs of individual students.	Lesson plans show:
<input type="checkbox"/> Proficient	Consistently plans a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students.	<input type="checkbox"/> using academic games <input type="checkbox"/> physical movement
<input type="checkbox"/> Progressing	Attempts to plan appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> identifying critical content
<input type="checkbox"/> Unsatisfactory	Fails to plan for research-based teaching strategies that engage, challenge, and meet the needs of individual students	<input type="checkbox"/> organizing students to Interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content Into “digestible bites” Helping Students: <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
Narrative Comments:		


(3) EFFECTIVE PRACTICE: The Learning Environment The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Overall Performance:

Performance Level	The Learning Environment
<input type="checkbox"/> Advanced	The teacher creates and maintains an exceptional learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and/or maintain an effective or engaging learning environment.
Narrative Comments:	


Subcategories for The Learning Environment:

Performance Level	Routines and Procedures 	Possible Evidence
<input type="checkbox"/> Advanced	Consistently establishes and maintains highly effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for individual students.	<input type="checkbox"/> actively engages students in self-regulation <input type="checkbox"/> classroom meetings <input type="checkbox"/> reminders of rules and procedures <input type="checkbox"/> cues or signals
<input type="checkbox"/> Proficient	Consistently establishes and maintains effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for students.	
<input type="checkbox"/> Progressing	Attempts to establish routines, procedures, and standards of conduct, which promotes, but does not ensure, an engaging learning environment for each student.	
<input type="checkbox"/> Unsatisfactory	Fails to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for students.	
Narrative Comments:		

Performance Level	High Expectations 	Possible Evidence
<input type="checkbox"/> Advanced	Advocates for the school/district in establishing high expectations for student learning, development, and achievement.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> tracking student knowledge <input type="checkbox"/> celebrating success <input type="checkbox"/> challenging DOK
<input type="checkbox"/> Proficient	Consistently establishes high expectations for learning, development, and achievement.	
<input type="checkbox"/> Progressing	Attempts to establish high expectations for learning, development, and achievement.	
<input type="checkbox"/> Unsatisfactory	Fails to establish high expectations for learning, development, and achievement.	
Narrative Comments:		

Subcategories for The Learning Environment (continued):

Performance Level	Positive Behavioral Supports
<input type="checkbox"/> Advanced	Purposefully interacts with students, families, and the community in ways that cultivate self-motivation and values diversity.
<input type="checkbox"/> Proficient	Purposefully interacts with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Progressing	Attempts to interact with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Unsatisfactory	Fails to interact with students in ways that cultivate self-motivation or value diversity.
Narrative Comments:	

Performance Level	Student Learning Community 
<input type="checkbox"/> Advanced	Intentionally promotes a strong and active collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community which values student, family, neighborhood, and community experiences.
<input type="checkbox"/> Proficient	Consistently establishes and maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community.
<input type="checkbox"/> Progressing	Strives to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success.
<input type="checkbox"/> Unsatisfactory	Has not attempted to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support.
Narrative Comments:	


(4) EFFECTIVE PRACTICE: Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.


Overall Performance:


Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	The teacher consistently uses highly effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher consistently uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Progressing	The teacher strives to use effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.
Narrative Comments:	

Subcategories for Instructional Strategies:




Performance Level	Learning Goals 
<input type="checkbox"/> Advanced	Consistently provides rigorous and measurable learning goals.
<input type="checkbox"/> Proficient	Consistently provides developmentally appropriate and measurable learning goals.
<input type="checkbox"/> Progressing	Attempts to provide developmentally appropriate learning goals.
<input type="checkbox"/> Unsatisfactory	Fails to provide developmentally appropriate learning goals.
Narrative Comments:	


Subcategories for Instructional Strategies (continued):

Performance Level	Student Engagement 	Possible Evidence
<input type="checkbox"/> Advanced	Continuously engages students by using innovative activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> demonstrating intensity and enthusiasm
<input type="checkbox"/> Proficient	Continuously engages students by using varied activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> friendly controversy <input type="checkbox"/> academic games <input type="checkbox"/> physical movement
<input type="checkbox"/> Progressing	Attempts to engage students by using varied activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> presenting unusual or intriguing information <input type="checkbox"/> identifying critical content
<input type="checkbox"/> Unsatisfactory	Minimally engages students due to limited or incorrect use of activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques.	<input type="checkbox"/> organizing students to interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
Narrative Comments:		


Performance Level	Higher Level Thinking 
<input type="checkbox"/> Advanced	Promotes individual students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Proficient	Develops students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Progressing	Attempts to implement strategies to develop students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Unsatisfactory	Rarely uses strategies to develop students' skills in critical thinking, creativity, and problem solving.
Narrative Comments:	

Subcategories for Instructional Strategies (continued):

Performance Level	Differentiation   
<input type="checkbox"/> Advanced	Modifies, adapts, and differentiates instructional strategies based on data analysis, observation, and student needs.
<input type="checkbox"/> Proficient	Modifies, adapts, and differentiates instruction based on data analysis.
<input type="checkbox"/> Progressing	Attempts to modify, adapt, and differentiate instruction.
<input type="checkbox"/> Unsatisfactory	Rarely modifies, adapts, or differentiates instruction.
Narrative Comments:	

Performance Level	Student Growth 
<input type="checkbox"/> Advanced	Ensures a high level of student growth and achievement.
<input type="checkbox"/> Proficient	Ensures student growth and achievement.
<input type="checkbox"/> Progressing	Student growth and achievement is limited or inconsistent.
<input type="checkbox"/> Unsatisfactory	Student growth and achievement is significantly below expectations.
Narrative Comments:	

Subcategories for Instructional Strategies (continued):


Performance Level	Community Connections 	Possible Evidence
<input type="checkbox"/> Advanced	Effectively and continuously communicates with students and families to promote and support high expectations and/or draws upon community resources to positively impact student achievement.	<input type="checkbox"/> presenting unusual or intriguing information <input type="checkbox"/> guest speakers or presenters <input type="checkbox"/> partnerships with local businesses
<input type="checkbox"/> Proficient	Effectively communicates with students and families to promote and support high expectations and/or draws upon community resources to positively impact student achievement.	
<input type="checkbox"/> Progressing	Has limited communication with students and families and/or does not recognize or acknowledge community resources.	
<input type="checkbox"/> Unsatisfactory	Engages in little or no communication with students and families and/or does not recognize or acknowledge community resources.	
Narrative Comments:		




(5) EFFECTIVE PRACTICE: Assessment The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Overall Performance:


Performance Level	Assessment
<input type="checkbox"/> Advanced	The teacher consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Progressing	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment inconsistently .
<input type="checkbox"/> Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately .
<p>Narrative Comments:</p>	

Subcategories for Assessment:

Performance Level	Assessment Development 
<input type="checkbox"/> Advanced	Excels in the development and use of highly effective formative and summative assessments and accommodations that are effective free of bias.
<input type="checkbox"/> Proficient	Consistently develops and uses a variety of appropriate formative and summative assessments and accommodations that are effective and free of bias.
<input type="checkbox"/> Progressing	Possesses limited knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments. Assessment accommodations are effective but inconsistent .
<input type="checkbox"/> Unsatisfactory	Possess minimal knowledge of or fails to develop and use appropriate formative and/or summative assessments.
Narrative Comments:	

Performance Level	Data Analysis   
<input type="checkbox"/> Advanced	Uses comprehensive data analysis and interpretation to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Proficient	Routinely analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Progressing	Attempts to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Unsatisfactory	Fails to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and meaningful feedback to each student.
Narrative Comments:	

Subcategories for Assessment (continued):

Performance Level	Student Reflection 	Possible Evidence
<input type="checkbox"/> Advanced	Models highly effective strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> performance scales <input type="checkbox"/> tracking student progress <input type="checkbox"/> celebrating success
<input type="checkbox"/> Proficient	Systematically uses strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Progressing	Makes limited use of strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Unsatisfactory	Rarely uses strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
Narrative Comments:		

(6) EFFECTIVE PRACTICE: Professionalism The teacher acts as an ethical and responsible member of the professional community.

Overall Performance:

Performance Level	Professionalism
<input type="checkbox"/> Advanced	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Progressing	The teacher understands ethical and responsible behavior but is inconsistent in demonstrating a high level of professional practice.
<input type="checkbox"/> Unsatisfactory	The teacher fails to act in an ethical and/or professionally responsible manner.
Narrative Comments:	

Subcategories for Professionalism:

Performance Level	Policies and Procedures
<input type="checkbox"/> Advanced	Adheres to and positively influences school policies, procedures, and regulations.
<input type="checkbox"/> Proficient	Adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Progressing	Generally adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	Does not regularly follow school policies, procedures, or regulations.
Narrative Comments:	

Subcategories for Professionalism (continued):

Performance Level	Confidentiality
<input type="checkbox"/> Advanced	Advocates for and protects the rights and confidentiality of students and families.
<input type="checkbox"/> Proficient	Protects the rights and confidentiality of students and families.
<input type="checkbox"/> Progressing	Seeks to protect the rights and confidentiality of students and families, but results may be inconsistent.
<input type="checkbox"/> Unsatisfactory	Actions may compromise the right and confidentiality of students and families.
Narrative Comments:	

Performance Level	Documentation
<input type="checkbox"/> Advanced	Maintains accurate records, documentation, and data and consistently uses them to meet individual student needs.
<input type="checkbox"/> Proficient	Maintains accurate records, documentation, and data.
<input type="checkbox"/> Progressing	Maintains rudimentary records, documentation, and data.
<input type="checkbox"/> Unsatisfactory	Fails to maintain accurate records, documentation, and data.
Narrative Comments:	

Subcategories for Professionalism (continued):

Performance Level	Professional Development
<input type="checkbox"/> Advanced	Actively pursues targeted professional development and systematically and thoughtfully reflects on professional practices in order to improve .
<input type="checkbox"/> Proficient	Actively pursues meaningful professional development and systematically reflects on his/her own professional practices.
<input type="checkbox"/> Progressing	Participates in required professional development and/or a limited amount of optional activities and periodically reflects on own professional practices.
<input type="checkbox"/> Unsatisfactory	Seldom participates in any professional development and rarely reflects on professional practices.
Narrative Comments:	

Performance Level	Professional Contributions
<input type="checkbox"/> Advanced	Provides leadership to and for the profession.
<input type="checkbox"/> Proficient	Contributes to and advocates for the profession.
<input type="checkbox"/> Progressing	Makes limited contributions to the profession.
<input type="checkbox"/> Unsatisfactory	Makes very limited contributions to the profession.
Narrative Comments:	

(7) EFFECTIVE PRACTICE: Collaboration The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

Overall Performance:

Performance Level	Collaboration
<input type="checkbox"/> Advanced	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher strives to contribute to and promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote the vision of the school and fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
<p>Narrative Comments:</p>	

Subcategories for Collaboration:

Performance Level	Vision
<input type="checkbox"/> Advanced	Provides leadership for the development and implementation of the district’s and/or school’s vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Proficient	Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Progressing	Participates to some extent in the development and/or implementation of the school’s vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Unsatisfactory	Does not participate in the development and/or implementation of the school’s vision, mission, and goals for teaching and learning.
Narrative Comments:	

Performance Level	School Improvement
<input type="checkbox"/> Advanced	Takes a leadership role in the school improvement process by serving as a teacher mentor and team leader.
<input type="checkbox"/> Proficient	Contributes to the school improvement process by serving as a teacher mentor and/or team leader.
<input type="checkbox"/> Progressing	Makes limited contribution to the school improvement process.
<input type="checkbox"/> Unsatisfactory	Makes little or no contribution to the school improvement process.
Narrative Comments:	

Subcategories for Collaboration (continued):

Performance Level	Communication	Possible Evidence
<input type="checkbox"/> Advanced	Deliberately and consistently models effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to advance the learning process.	<input type="checkbox"/> updated grades on PS <input type="checkbox"/> updated Google Classroom <input type="checkbox"/> teacher website <input type="checkbox"/> parent newsletters <input type="checkbox"/> emails/phone calls <input type="checkbox"/> permission slips <input type="checkbox"/> communication folder
<input type="checkbox"/> Proficient	Deliberately and consistently uses effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to enhance the learning process.	
<input type="checkbox"/> Progressing	Sporadically uses effective communication strategies while working with students, families, colleagues, and the community.	
<input type="checkbox"/> Unsatisfactory	Fails to use effective communication strategies while working with students, families, colleagues, and the community.	
Narrative Comments:		

(8) EFFECTIVE PRACTICE: Professional Growth Target The teacher utilizes the teacher evaluation document to facilitate self reflection based on the eight effective practices and utilizes this information to develop a professional growth target.

Professional Growth Target

I will...

-

Professional Growth Target - Benchmarks / Actions

By...

-
-
-

Administrator Signature

Date

Teacher Signature

Date

The teacher's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the teacher is contained on the attached pages and will be filed in the District office.

*This section to be utilized for Special Education Case Managers only.

(9) SPECIAL EDUCATION: Specialized Instruction The teacher designs and facilitates a focused, goal driven, and targeted/explicit instructional program addressing a deficiency in students' academics, behavior, or education environment.


Overall Performance:


Performance Level	Specialized Instruction
<input type="checkbox"/> Advanced	The teacher takes a leadership role in contributing to and promoting individualized instruction and consistently collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement as evidenced by student performance data .
<input type="checkbox"/> Proficient	The teacher contributes to and promotes individualized instruction and routinely collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher strives to contribute to and promote individualized instruction but inconsistently collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote individualized instruction and fails to recognize his/her responsibility to collaborate with general education teachers, and to share responsibility for the growth of student learning, development, and achievement.
<p>Narrative Comments:</p>	

Subcategories for Special Education:

Performance Level	Compliance	Possible Evidence
<input type="checkbox"/> Advanced	Provides leadership for the implementation of Rule 51 Program Standards within the district and serves as a mentor to other staff in an official or unofficial capacity.	<input type="checkbox"/> IEPs completed on time <input type="checkbox"/> Knowledge of Procedural Safeguard processes <input type="checkbox"/> Utilization of Special Education Handbook for guidance of paperwork. <input type="checkbox"/> Knowledge of the school's responsibility for summer services, support services, transportation, and assessment. <input type="checkbox"/> Knowledge of best practice for summer services, support services, transportation, and assessment.
<input type="checkbox"/> Proficient	Actively participates in the implementation of Rule 51 Program Standards within the district.	
<input type="checkbox"/> Progressing	Strives to implement Rule 51 Program Standards but still requires guidance on maintaining or implementing Program Standards.	
<input type="checkbox"/> Unsatisfactory	Does not demonstrate an understanding of Rule 51 Program Standards and does not strive to implement said standards.	
Narrative Comments:		

Performance Level	Maintaining Accurate Records
<input type="checkbox"/> Advanced	The teacher writes IEPs that rarely require administrative correction for compliance. All required aspects are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Proficient	The teacher writes IEPs that sometimes require administrative correction for compliance. Most required aspects are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Progressing	The teacher writes IEPs that often require administrative correction for compliance. Most required aspects are addressed at the meeting but not recorded in meeting notes or accurately represented in the IEP and/or PWN.
<input type="checkbox"/> Unsatisfactory	The teacher writes IEPs that are not in compliance . Required aspects are not addressed or recorded in meeting notes, the IEP, or PWN.
Narrative Comments:	

Performance Level	Progress Monitoring 
<input type="checkbox"/> Advanced	Utilizes an innovative system to collect progress monitoring data specific to each student and consistently uses the data to meet individual student instructional needs.
<input type="checkbox"/> Proficient	Utilizes an effective system to collect progress monitoring data for students and consistently uses the data to meet student instructional needs.
<input type="checkbox"/> Progressing	Utilizes a rudimentary system to collect progress monitoring data for groups of students and sometimes uses the data to meet student instructional needs.
<input type="checkbox"/> Unsatisfactory	Fails to utilize a system to collect progress monitoring data.
Narrative Comments:	

Performance Level	Relationships 	Possible Evidence
<input type="checkbox"/> Advanced	The teacher creates and maintains exceptional relationships with families and students that ensures active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	<input type="checkbox"/> Gathers information from families in prep for IEP. <input type="checkbox"/> Uses a variety of means to gather data (i.e. phone calls, questionnaire, emails) <input type="checkbox"/> Communication logs show consistent and positive communication. <input type="checkbox"/> Family concerns are addressed and considered. <input type="checkbox"/> Parents feel like an important part of the IEP team. <input type="checkbox"/> Teacher communicates regularly with families. <input type="checkbox"/> Teacher incorporates parentally identified priorities outside school routines (i.e. social stories)
<input type="checkbox"/> Proficient	The teacher creates and maintains good relationships with families and students that promotes active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	
<input type="checkbox"/> Progressing	The teacher strives to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement but data does not reflect these efforts .	
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement.	
Narrative Comments:		

Gothenburg Public Schools

Date: _____ Name: _____

Administrator: _____



COUNSELOR EVALUATION CRITERIA

Criterion 1

Personal Qualities. The certificated counselor exhibits personal qualities and values, which are conducive to a positive educational setting.

Indicators: Minimum of 8 out of 10 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 1.1 Is appropriately dressed for assigned duties; is neat and clean.
- 1.2 Is tactful.
- 1.3 Is patient.
- 1.4 Is tolerant and open-minded; accepts constructive criticism.
- 1.5 Is punctual and efficient in meeting all assignments.
- 1.6 Displays self-control in emotional situations.
- 1.7 Displays a sense of humor.
- 1.8 Maintains positive relations with students.
- 1.9 Maintains positive relations with parents.
- 1.10 Maintains positive relations with colleagues.
- 1.11 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 2:

Guidance and Counseling Skill. The certificated counselor demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting guidance and counseling experiences.

Indicators: Minimum of 3 out of 4 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 2.1 Identifies the learning needs of individual pupils.
- 2.2 Evaluates pupil achievement of learning objectives.
- 2.3 Provides in-service to teachers.
- 2.4 Works towards the implementation and successful completing of school district goals.
- 2.5 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 3:

Management Competence. The certificated counselor demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Indicators: Minimum of 7 out of 9 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 3.1 Utilizes instructional materials and media appropriate to the pupil(s) needs.
- 3.2 Organizes the physical setting so that it contributes to learning through scheduling.
- 3.3 Utilizes community resources.
- 3.4 Organizes individual, small group and large group experiences as appropriate to the pupil.
- 3.5 Promotes office climate conducive to counseling and guidance.
- 3.6 Encourages students to assume responsibilities for behavior.
- 3.7 Secures permanent records.
- 3.8 Determines and maintains guidance budget.
- 3.9 Coordinates the school testing program.
- 3.10 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 4:

Professional Preparation and Commitment. The certificated counselor exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principals and methods of counseling, and a commitment to education as a profession.

Indicators: Minimum of 3 out of 3 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 4.1 Demonstrates enthusiasm and interest in counseling as reflected in the counselor's continuing professional development.
- 4.2 Keeps abreast of the new developments, ideas, and events in guidance and counseling.
- 4.3 Demonstrates a commitment to school and professional activities (attendance at local, district, and state meetings, consortium activities, participation on special committees, etc.)
- 4.4 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 5:

Effort Toward Improvement. The certificated counselor demonstrates an awareness of his or her limitations and strengths, and demonstrates continued professional growth.

Indicators: Minimum of 3 out of 3 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 5.1 Identifies strengths, limitations, needs, etc. through continuous self-evaluation activities.
- 5.2 Responds to recommendation (if any) included in periodic and annual personnel evaluations.
- 5.3 Participates in activities sponsored by the district education service district, and professional organizations.
- 5.4 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 6:

The Handling of Student Discipline and Attendant Problems. The certificated counselor demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

Indicators: Minimum of 4 out of 5 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 6.1 Recognizes conditions which may lead to disciplinary problems.
- 6.2 Develops appropriate strategies for preventing disciplinary problems.
- 6.3 Responds appropriately to disciplinary problems when they do occur.
- 6.4 Resolves discipline problems in accordance with law, school board policy, and administrative regulations and policies.
- 6.5 Assists students toward self-discipline and acceptable standards of student behavior.
- 6.6 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 7:

Interest in Students. The certificated counselor demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated counselor demonstrates enthusiasm for or enjoyment in working with pupils.

Indicators: Minimum of 4 out of 4 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 7.1 Enjoys the process of working with students.
- 7.2 Recognizes the process of working with students.
- 7.3 Seeks to maintain and increase the enthusiasm of the students for their studies.
- 7.4 Seeks to improve students' self-esteem.
- 7.5 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 8:

Professional Competence. The certificated counselor demonstrates a depth and breadth of knowledge of theory and content in general education and guidance and counseling appropriate to the elementary and/or secondary levels.

Indicators: Minimum of 2 out of 2 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 8.1 Demonstrates a depth of knowledge in the area of guidance and counseling.
- 8.2 Recognizes the relationship between counseling and the total educational program.
- 8.3 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 9:

Counselor-Staff Relations. The certificated counselor contributes to improved employee relationships by exhibiting professional behavioral qualities.

Indicators: Minimum of 4 out of 5 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 9.1 Assumes his or her share of responsibilities.
- 9.2 Uses discretion when speaking of school or colleagues.
- 9.3 Observes “channels” when speaking on matters affecting the welfare of the school and staff.
- 9.4 Shows a willingness to share ideas and techniques.
- 9.5 Is professional in all contacts with colleagues.
- 9.6 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

Criterion 10:

Community-School Relations. The certificated counselor demonstrates an awareness of the importance of maintaining positive relations between the schools and the community they serve.

Indicators: Minimum of 2 out of 2 to meet District Criterion.

The evaluation procedure assesses the extent to which the teacher:

- 10.1 Is professional in all contacts with students, parents, and the community.
- 10.2 Strives to communicate his or her program and/or the total school program in a creditable fashion.
- 10.3 An explanation or suggestion for improvement:

Comments:

COUNSELOR EVALUATION CRITERIA

GOALS:

Personal Goals. Goals are based on areas of this document where you want to see improvement. They will be composed of two parts: **WHAT** the goal is and the *ACTION* that will be taken to achieve the goal. i.e. **I will establish clearer learning objectives** by *posting lesson objectives at the front of the room and going over them with students.*

Please align your goal to the criteria and strand it corresponds to.

Met

Goal 1:

Criterion _____ Strand _____

Goal 2:

Criterion _____ Strand _____

Goal 3:

Criterion _____ Strand _____

Comments:



School Psychologist Evaluation

Psychologist:

Date:

Administrator:

Instructions for use

Overview

The School Psychologist evaluation document has been adapted from the Danielson Framework for School Psychologists. The purpose of the evaluation is to cover those attributes needed specifically for school psychologists to be successful. The evaluation tool is broken into four domains:

Domain 1 - Planning and Preparation

Domain 2 - The Environment

Domain 3 - Delivery of Service

Domain 4 - Professional Responsibilities

It is expected that school psychologists become, at a minimum, proficient in all domain indicators. A score of “beginning” indicates that the school psychologist does not meet district standards and a plan of improvement will be developed.

Self Evaluation

Each year, the school psychologist is to complete this document as a self-evaluation prior to being evaluated by an administrator. The purpose of the self-evaluation is to allow for self-reflection as it pertains to the district’s expectations and to set a minimum of three goals based on previous evaluations or a current self-evaluation.

Summary of Strengths and Opportunities for Growth

Domain 1: Planning & Preparation

- **Strengths:**
 -
 -
- **Opportunity for Growth:**
 -

Domain 2: The Environment

- **Strengths:**
 -
 -
- **Opportunity for Growth:**
 -

Domain 3: Delivery of Service

- **Strengths:**
 -
 -
- **Opportunity for Growth:**
 -

Domain 4: Professional Responsibilities

- **Strengths:**
 -
 -
- **Opportunity for Growth:**
 -

Domain 1: Planning & Preparation	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
1a. Demonstrating knowledge and skills in using psychological instruments to evaluate students.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a limited number of psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.
1b. Demonstrating knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.
1c. Establishing goals for the psychology program appropriate to the setting and the students served.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or age of the students.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist demonstrates little or no knowledge of governmental regulations of resources for students available through the school or district.
1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention.	Psychologist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
1f. Developing a plan to evaluate the psychology program.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.
Notes:				

Domain 2: The Environment	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
2a. Establishing rapport with students.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.
2b. Establishing a culture of positive mental health throughout the school.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
2c. Establishing and maintaining clear procedures for referrals. (MTSS, SAT)	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals for meetings and consultations with parents and administrators are clear to everyone.	Psychologist has established procedures for the referrals, but the details are not always clear.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.
2d. Establishing standards of conduct in the testing center.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students in appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
2e. Organizing physical space for testing of students and storage of materials.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	Testing center is well organized; materials are stored in a secure location and are available when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.

Notes:

Domain 3: Delivery of Service	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
3a. Responding to referrals; consulting with teachers and administrators.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.	Psychologist selects, from a broad repertoire, those assessments that are the most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established timelines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
3c. Chairing evaluation team.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. MDTs are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed MDTs.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate MDTs.	Psychologist declines to assume leadership of the evaluation team.
3d. Planning interventions to maximize students' likelihood of success.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to plan interventions suitable for students, or interventions are mismatched with the finding of the assessment.
3e. Maintaining contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.
3f. Demonstrating flexibility and responsiveness.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

Notes:

Domain 4: Professional Responsibilities	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
4a. Reflecting on practice.	Psychologist’s reflection is highly accurate and perceptive. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist’s reflection provides an accurate and objective description of practice. Psychologist makes some specific suggestions as to how the program might be improved.	Psychologist’s reflection on practice is moderately accurate and objective. Only global suggestions are made as to how the program might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
4b. Communicating with families.	Psychologist secures necessary permissions and communicates with families in a highly effective manner. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission.	Psychologist’s communication with families is partially successful; permissions are obtained, but there are occasional insensitivities that do not build trust.	Psychologist fails to communicate with families and secure necessary permission; communicates in an insensitive manner.
4c. Maintaining accurate records.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location.	Psychologist’s records are accurate and legible, and stored in a secure location.	Psychologist’s records are in disarray; they may be missing, illegible, or stored in an insecure location.
4d. Participating in a professional community.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
4e. Engaging in professional development.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist actively pursues appropriate professional development opportunities.	Psychologist's participation in professional development activities is limited to those that are convenient or required.	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
4f. Showing professionalism.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public and/or violates principles of confidentiality.
Notes:				

Improvement of Professional Practices

Goal Development

Goals are based on areas of this document or previous evaluations where you want to see improvement. They will be composed of two parts:

WHAT the goal is and the ***ACTION*** that will be taken to achieve the goal.

I.e. **I will utilize a wider range of psychological instruments to evaluate students.** *To do this I will become familiar with three additional instruments.*

Goal 1)

Goal 2)

Goal 3)

Administrator Signature _____ Date: _____

Staff Signature _____ Date: _____

Credits

Special thanks to all the people who made and released these awesome resources for free:

- ▷ Presentation template by SlidesCarnival
- ▷ Charlotte Danielson School Psychologists Framework

TECHNOLOGY COORDINATOR'S PERFORMANCE APPRAISAL

Name _____

Year _____

DEFINITIONS OF EVALUATIVE TERMS:

- Outstanding: Exceeds standards expected of an administrator
- Satisfactory: Meets standards expected of an administrator
- Need to improve: Meets only minimum standards expected
- Unsatisfactory: Fails to meet minimum standards

O=Outstanding S=Satisfactory N=Needs Improvement U=Unsatisfactory

I. ADMINISTRATIVE SKILLS	O	S	N	U
A. Organization: Clearly delineates responsibilities and authority; establishes direct lines of communication; schedules responsibilities efficiently; adequately supervises technology related activities				
B. Consultant/provider selection: Works to assure that strong consultants and service providers are selected; cooperates with the Principals and Superintendent in securing support				
C. Technology evaluation: Works to improve the use of technology by frequent observation and conferences; renders fair appraisal of technology in the schools				
D. Decision making: Is professional in working with others and, when appropriate, involves them in making decisions				
COMMENTS:				
II. LEADERSHIP SKILLS	O	S	N	U
A. Knowledge of technology: Demonstrates knowledge of technology; shows a balanced concern for all buildings				
B. Instructional improvement: Is familiar with appropriate technology; assists faculty and staff to improve use of technology in the classroom and on the job				
C. Facilitator of meetings: Organizes periodic meetings with appropriate individuals; meetings are effective in clarifying problems and policies and providing professional guidance				

Technology Coordinator Evaluation

D.	Adaptability: Cultivates among the faculty and staff an interest in and awareness of new technology				
E.	Rapport: Secures the cooperation of the faculty, staff and the community in achieving the goals of the schools				
F.	Achieving objectives: Strives to clarify the objectives of the school and accomplishes significant improvement each year				
G.	Evaluation: Systematically evaluates the technology program; uses the results to plan program improvements				
COMMENTS:					
		O	S	N	U
III. COMMUNICATION AND INTERPERSONAL SKILLS					
A.	Faculty and staff: Demonstrates concern for the technological problems experienced by the faculty and staff; encourages open discussion of issues				
B.	Students: Strives to understand students, considers any reasonable request, communicates to students the reasons for school policies				
C.	Morale: Develops high staff morale; operates in democratic manner; encourages excellence in staff performance through constructive suggestion; comments achievements of staff members				
D.	Support: Protects faculty and staff from the frustration often associated with technology; respects the professional judgment of faculty and staff				
COMMENTS:					

Technology Coordinator Evaluation

IV. PERSONAL QUALITIES	O	S	N	U
A Appearance: Appearance and demeanor set an appropriate example teachers and pupils				
B. Initiative: Shows sustained effort and enthusiasm in the quality and quantity of work accomplished				
C. Communications skills: Communicates effectively in front of group; speaks distinctly; uses standard oral and written English				
D. Professional growth: Continues professional study; attends professional meetings regularly; reads current professional literature				
COMMENTS:				

Signature of Technology Coordinator

Date

Signature of Evaluator

Date



GOTHENBURG
PUBLIC SCHOOLS

Excellence is an Expectation

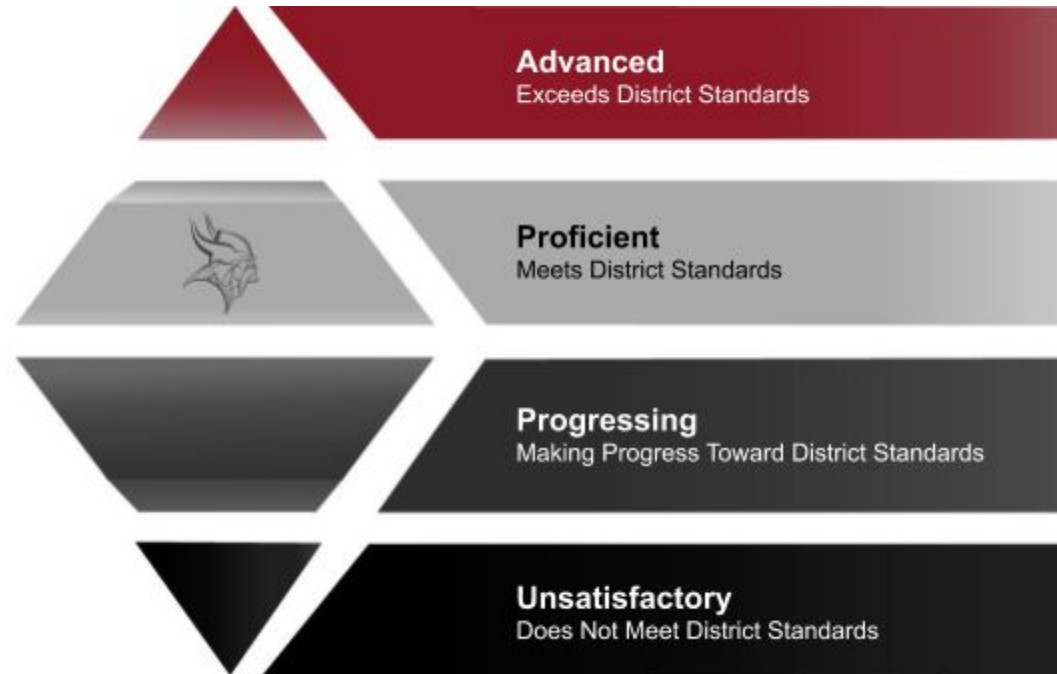
Date: _____

Teacher Name: _____

Subject: _____

Administrator: _____

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








Advanced - The teacher **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

Proficient - The teacher **consistently** demonstrates knowledge of effective educational practices by incorporating strategies as well as contributing to the professional community or **attempting** to take on leadership roles. (Meets District Standards)

Progressing - The teacher demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates strategies. The teacher **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

Unsatisfactory - The teacher **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The teacher **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

Legend


Icon	Four Critical Questions of the PLC Process								
	<ul style="list-style-type: none"> ● What do we want our students to know and be able to do? (<i>curriculum</i>) <ul style="list-style-type: none"> ● What should each student know and be able to do as a result of each unit, grade level, or department course? ● Essential standards and targets are identified. ● The curriculum is unpacked into learning targets. ● Targets are written in kid-friendly terms or “I can” statements. 								
	<ul style="list-style-type: none"> ● How will we determine what our students know or can do? (<i>assessment</i>) <ul style="list-style-type: none"> ● Common formative assessments aligned with the essential standards and targets are created or agreed upon. ● Data are analyzed to inform student and adult learning. ● Students track their own progress. 								
	<ul style="list-style-type: none"> ● What will we do if our students don't know it? (<i>instruction</i>) <ul style="list-style-type: none"> ● Time is scheduled during the school day to provide skill-specific intervention. ● Students are given multiple opportunities for success. ● During this time, no new instruction takes place in the classroom. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Icon</th> <th style="text-align: left;">Marzano's Essential Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td>Communicating Learning Goals and Feedback (DQ1) - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Engaging Students (DQ5) - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.</td> </tr> <tr> <td style="text-align: center;"></td> <td>Helping Students Interact with New Knowledge (DQ2) - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.</td> </tr> </tbody> </table>	Icon	Marzano's Essential Instructional Strategies		Communicating Learning Goals and Feedback (DQ1) - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.		Engaging Students (DQ5) - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.		Helping Students Interact with New Knowledge (DQ2) - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.
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	<ul style="list-style-type: none"> ● What will we do if our students do know it? (<i>instruction</i>) <ul style="list-style-type: none"> ● Opportunities are scheduled for extending the curriculum beyond whole group instruction. ● Tier 2, Flex Time, or “No New Instruction” Days ● No new instruction takes place during extension activities. 								


(1) EFFECTIVE PRACTICE: Foundational Knowledge The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Overall Performance:

Performance Level	Foundational Knowledge
<input type="checkbox"/> Advanced	The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to facilitate effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to facilitate effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a limited knowledge of content, pedagogy, students or standards needed to facilitate effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a lack of knowledge of content, pedagogy, students, or standards needed to facilitate effective opportunities for learning, development, and achievement.
<p>Narrative Comments:</p>	


Subcategories for Foundational Knowledge:

Performance Level	Content 
<input type="checkbox"/> Advanced	Demonstrates current and comprehensive knowledge of core content and the components of an effective curriculum.
<input type="checkbox"/> Proficient	Demonstrates a strong knowledge core content and the components of an effective curriculum.
<input type="checkbox"/> Progressing	Demonstrates a limited knowledge of core content and the components of an effective curriculum.
<input type="checkbox"/> Unsatisfactory	Demonstrates a lack of knowledge of core content, and the components of an effective curriculum.
Narrative Comments:	

Performance Level	Standards 
<input type="checkbox"/> Advanced	Demonstrates a thorough understanding, and serves as a leader for development and/or implementation of local, state, and national standards.
<input type="checkbox"/> Proficient	Demonstrates a fundamental understanding of local, state, and national standards.
<input type="checkbox"/> Progressing	Demonstrates a limited understanding of local, state, and national standards.
<input type="checkbox"/> Unsatisfactory	Demonstrates a lack of understanding of local, state, and national standards.
Narrative Comments:	

Subcategories for Foundational Knowledge (continued):

Performance Level	Social and Emotional
<input type="checkbox"/> Advanced	Has a comprehensive understanding of the intellectual, social, emotional, and physical development of students and teachers and the effect of cultural and societal influences to positively impact student learning.
<input type="checkbox"/> Proficient	Has a strong understanding of the intellectual, social, emotional, and physical development of students and teachers and understands the effect of cultural and societal influences on student learning.
<input type="checkbox"/> Progressing	Is familiar with the intellectual, social, emotional, and physical development of students and teachers and how limited knowledge of cultural and societal influences on learning.
<input type="checkbox"/> Unsatisfactory	Is unfamiliar with the intellectual, social, emotional, and physical development of students and teachers and how a lack of knowledge of cultural and societal influences learning.
Narrative Comments:	



Performance Level	Equal Access 
<input type="checkbox"/> Advanced	Consistently demonstrates responsibility for facilitating effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Proficient	Regularly demonstrates responsibility for facilitating effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Progressing	Understands the importance of facilitating effective opportunities for learning, development, and achievement, but has not consistently demonstrated the ability to do so.
<input type="checkbox"/> Unsatisfactory	Does not recognize nor demonstrate the importance and responsibility for facilitating effective opportunities for learning, development, and achievement.
Narrative Comments:	



(2) EFFECTIVE PRACTICE: Planning and Preparation The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for teachers and students that supports the growth of learning, development, and achievement.

Overall Performance:





Performance Level	Planning & Preparation
<input type="checkbox"/> Advanced	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate coherent and rigorous units, lessons, and activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very limited knowledge of content, pedagogy, students, or curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
<p>Narrative Comments:</p>	

Subcategories for Planning and Preparation:

Performance Level	Unit Development  	Possible Evidence
<input type="checkbox"/> Advanced	Consistently supports teachers in developing innovative and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	Daily schedule reflects: <ul style="list-style-type: none"> <input type="checkbox"/> Meetings with teachers <input type="checkbox"/> Meetings with paras <input type="checkbox"/> Data driven instructional plans <input type="checkbox"/> preplanned engagement strategies
<input type="checkbox"/> Proficient	Consistently supports teachers in developing rigorous and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
<input type="checkbox"/> Progressing	Attempts to support teachers in developing coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
<input type="checkbox"/> Unsatisfactory	Fails to support teachers in developing coherent units, lessons, and activities.	
Narrative Comments:		

Performance Level	Differentiation  	Possible Evidence
<input type="checkbox"/> Advanced	Consistently supports teachers in designing and adapting instruction in an exceptional manner based on student's prior knowledge, abilities, student progress, assessment results, circumstances, and interests.	Daily schedule reflects focus on: <ul style="list-style-type: none"> <input type="checkbox"/> data <input type="checkbox"/> connection to prior knowledge <input type="checkbox"/> small groups <input type="checkbox"/> student surveys
<input type="checkbox"/> Proficient	Consistently supports teachers in designing, and adapting instruction based on student's prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<input type="checkbox"/> Progressing	Attempts to support teachers in designing and adapting instruction based on student's prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<input type="checkbox"/> Unsatisfactory	Fails to support teachers in designing and adapting instruction based on student's prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
Narrative Comments:		

Subcategories for Planning and Preparation (continued):


Performance Level	Teaching Strategies    	Possible Evidence
<input type="checkbox"/> Advanced	Consistently supports teachers in planning for a variety of innovative , research-based teaching strategies to engage, challenge, and meet the needs of individual students.	Focus on:
<input type="checkbox"/> Proficient	Consistently supports teachers in planning a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students.	<input type="checkbox"/> using academic games <input type="checkbox"/> physical movement
<input type="checkbox"/> Progressing	Attempts to support teachers in planning appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> identifying critical content
<input type="checkbox"/> Unsatisfactory	Fails to support teachers in planning for research-based teaching strategies that engage, challenge, and meet the needs of individual students	<input type="checkbox"/> organizing students to Interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content Into “digestible bites” Helping Students: <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
Narrative Comments:		


(3) EFFECTIVE PRACTICE: The Learning Environment The teacher creates and maintains a learning environment that fosters positive relationships and promotes engagement in learning, development, and achievement.

Overall Performance:

Performance Level	The Learning Environment
<input type="checkbox"/> Advanced	The teacher creates and maintains an exceptional learning environment that fosters positive relationships and promotes active teacher and student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an effective learning environment that fosters positive relationships and promotes active teacher and student engagement in learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active teacher and student engagement in learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and/or maintain an effective or engaging learning environment.
Narrative Comments:	


Subcategories for The Learning Environment:

Performance Level	Routines and Procedures 	Possible Evidence
<input type="checkbox"/> Advanced	Consistently establishes and maintains highly effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for individual staff and students.	<input type="checkbox"/> actively engages students in self-regulation <input type="checkbox"/> classroom meetings <input type="checkbox"/> reminders of rules and procedures <input type="checkbox"/> cues or signals
<input type="checkbox"/> Proficient	Consistently establishes and maintains effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for staff and students.	
<input type="checkbox"/> Progressing	Attempts to establish routines, procedures, and standards of conduct, which promotes, but does not ensure, an engaging learning environment for each staff and student.	
<input type="checkbox"/> Unsatisfactory	Fails to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for staff and students.	
Narrative Comments:		

Performance Level	High Expectations 	Possible Evidence
<input type="checkbox"/> Advanced	Advocates for the school/district in establishing high expectations for student learning, development, and achievement.	<input type="checkbox"/> Collaborating with teachers <input type="checkbox"/> Collaborating with administrators <input type="checkbox"/> tracking student learning <input type="checkbox"/> celebrating successes
<input type="checkbox"/> Proficient	Consistently establishes high expectations for learning, development, and achievement.	
<input type="checkbox"/> Progressing	Attempts to establish high expectations for learning, development, and achievement.	
<input type="checkbox"/> Unsatisfactory	Fails to establish high expectations for learning, development, and achievement.	
Narrative Comments:		

Subcategories for The Learning Environment (continued):

Performance Level	Positive Behavioral Supports
<input type="checkbox"/> Advanced	Purposefully interacts with teachers, paras, and students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Proficient	Purposefully interacts with teachers, paras, and students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Progressing	Attempts to interact with teachers, paras, and students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Unsatisfactory	Fails to interact with teachers, paras, and students in ways that cultivate self-motivation or value diversity.
Narrative Comments:	

Performance Level	Student Learning Community 
<input type="checkbox"/> Advanced	Intentionally promotes a strong and active collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community which values student, family, neighborhood, and community experiences.
<input type="checkbox"/> Proficient	Consistently establishes and maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community.
<input type="checkbox"/> Progressing	Strives to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success.
<input type="checkbox"/> Unsatisfactory	Has not attempted to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support.
Narrative Comments:	


(4) EFFECTIVE PRACTICE: Instructional Strategies

The teacher facilitates use of effective instructional strategies to ensure growth in student achievement.


Overall Performance:


Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	The teacher consistently facilitates the use of highly effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher consistently facilitates the use of effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Progressing	The teacher strives to facilitate the use of effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to facilitate the use of effective instructional strategies and growth in student achievement is below expectations.
Narrative Comments:	

Subcategories for Instructional Strategies:




Performance Level	Learning Goals 
<input type="checkbox"/> Advanced	Consistently provides rigorous and measurable learning goals for teachers and students.
<input type="checkbox"/> Proficient	Consistently provides developmentally appropriate and measurable learning goals for teachers and students.
<input type="checkbox"/> Progressing	Attempts to provide developmentally appropriate learning goals for teachers and students.
<input type="checkbox"/> Unsatisfactory	Fails to provide developmentally appropriate learning goals for teachers and students.
Narrative Comments:	


Subcategories for Instructional Strategies (continued):

Performance Level	Student Engagement 	Possible Evidence
<input type="checkbox"/> Advanced	Continuously facilitates engagement of students by encouraging the use of innovative activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> demonstrating intensity and enthusiasm
<input type="checkbox"/> Proficient	Continuously facilitates engagement of students by encouraging the use of varied activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> friendly controversy <input type="checkbox"/> academic games <input type="checkbox"/> physical movement <input type="checkbox"/> presenting unusual or intriguing information
<input type="checkbox"/> Progressing	Attempts to facilitate engagement of students by encouraging the use of varied activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> identifying critical content <input type="checkbox"/> organizing students to interact with new content
<input type="checkbox"/> Unsatisfactory	Minimally facilitates engagement of students due to limited or incorrect knowledge of activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques.	<input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
Narrative Comments:		


Performance Level	Higher Level Thinking 
<input type="checkbox"/> Advanced	Promotes individual teacher and student skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Proficient	Develops teacher and student skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Progressing	Attempts to implement strategies to develop teacher and student skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Unsatisfactory	Rarely uses strategies to develop teacher and student skills in critical thinking, creativity, and problem solving.
Narrative Comments:	

Subcategories for Instructional Strategies (continued):

Performance Level	Differentiation   
<input type="checkbox"/> Advanced	Modifies, adapts, and differentiates instructional support based on data analysis, observation, and student needs.
<input type="checkbox"/> Proficient	Modifies, adapts, and differentiates instructional support based on data analysis.
<input type="checkbox"/> Progressing	Attempts to modify, adapt, and differentiate instructional support.
<input type="checkbox"/> Unsatisfactory	Rarely modifies, adapts, or differentiates instructional support.
Narrative Comments:	

Performance Level	Student Growth 
<input type="checkbox"/> Advanced	Ensures a high level of student growth and achievement.
<input type="checkbox"/> Proficient	Ensures student growth and achievement.
<input type="checkbox"/> Progressing	Student growth and achievement is limited or inconsistent.
<input type="checkbox"/> Unsatisfactory	Student growth and achievement is significantly below expectations.
Narrative Comments:	

Subcategories for Instructional Strategies (continued):


Performance Level	Community Connections 	Possible Evidence
<input type="checkbox"/> Advanced	Effectively and continuously communicates with students and families to promote and support high expectations and/or draws upon community resources to positively impact student achievement.	<input type="checkbox"/> Contacts with families <input type="checkbox"/> partnerships with local businesses <input type="checkbox"/> Cohesive and complete ISPS teams
<input type="checkbox"/> Proficient	Effectively communicates with students and families to promote and support high expectations and/or draws upon community resources to positively impact student achievement.	
<input type="checkbox"/> Progressing	Has limited communication with students and families and/or does not recognize or acknowledge community resources.	
<input type="checkbox"/> Unsatisfactory	Engages in little or no communication with students and families and/or does not recognize or acknowledge community resources.	
Narrative Comments:		




(5) EFFECTIVE PRACTICE: Assessment The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Overall Performance:


Performance Level	Assessment
<input type="checkbox"/> Advanced	The teacher consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Progressing	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment inconsistently .
<input type="checkbox"/> Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately .
<p>Narrative Comments:</p>	

Subcategories for Assessment:

Performance Level	Assessment Development 
<input type="checkbox"/> Advanced	Excels in the development and use of highly effective formative and summative assessments and accommodations that are effective and free of bias.
<input type="checkbox"/> Proficient	Consistently develops and uses a variety of appropriate formative and summative assessments and accommodations that are effective and free of bias.
<input type="checkbox"/> Progressing	Possesses limited knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments. Assessment accommodations are effective but inconsistent .
<input type="checkbox"/> Unsatisfactory	Possess minimal knowledge of or fails to develop and use appropriate formative and/or summative assessments.
Narrative Comments:	

Performance Level	Data Analysis   
<input type="checkbox"/> Advanced	Uses comprehensive data analysis and interpretation to inform instructional support, document and report student progress over time, and provide meaningful feedback to each teacher.
<input type="checkbox"/> Proficient	Routinely analyzes and interprets the resulting data to inform instructional support, document and report student progress over time, and provide meaningful feedback to each teacher.
<input type="checkbox"/> Progressing	Attempts to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instructional support, document and report student progress over time, and provide meaningful feedback to each teacher.
<input type="checkbox"/> Unsatisfactory	Fails to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instructional support, document and report student progress over time, and provide meaningful feedback to each teacher.
Narrative Comments:	

Subcategories for Assessment (continued):

Performance Level	Student Reflection 	Possible Evidence
<input type="checkbox"/> Advanced	Models highly effective strategies that enable teachers to set high expectations for personal achievement, and monitor and reflect on their own work.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> performance scales <input type="checkbox"/> tracking student progress <input type="checkbox"/> celebrating success
<input type="checkbox"/> Proficient	Systematically uses strategies that enable teachers to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Progressing	Makes limited use of strategies intended to enable teachers to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Unsatisfactory	Rarely uses strategies intended to enable teachers to set high expectations for personal achievement, and monitor and reflect on their own work.	
Narrative Comments:		

(6) EFFECTIVE PRACTICE: Professionalism The teacher acts as an ethical and responsible member of the professional community.

Overall Performance:

Performance Level	Professionalism
<input type="checkbox"/> Advanced	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Progressing	The teacher understands ethical and responsible behavior but is inconsistent in demonstrating a high level of professional practice.
<input type="checkbox"/> Unsatisfactory	The teacher fails to act in an ethical and/or professionally responsible manner.
Narrative Comments:	

Subcategories for Professionalism:

Performance Level	Policies and Procedures
<input type="checkbox"/> Advanced	Adheres to and positively influences school policies, procedures, and regulations.
<input type="checkbox"/> Proficient	Adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Progressing	Generally adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	Does not regularly follow school policies, procedures, or regulations.
Narrative Comments:	

Subcategories for Professionalism (continued):

Performance Level	Confidentiality
<input type="checkbox"/> Advanced	Advocates for and protects the rights and confidentiality of the school community.
<input type="checkbox"/> Proficient	Protects the rights and confidentiality of the school community.
<input type="checkbox"/> Progressing	Seeks to protect the rights and confidentiality of the school community, but results may be inconsistent.
<input type="checkbox"/> Unsatisfactory	Actions may compromise the rights and confidentiality of the school community.
Narrative Comments:	

Performance Level	Documentation
<input type="checkbox"/> Advanced	Maintains accurate records, documentation, and data and consistently uses them to meet individual teacher and student needs.
<input type="checkbox"/> Proficient	Maintains accurate records, documentation, and data.
<input type="checkbox"/> Progressing	Maintains rudimentary records, documentation, and data.
<input type="checkbox"/> Unsatisfactory	Fails to maintain accurate records, documentation, and data.
Narrative Comments:	

Subcategories for Professionalism (continued):

Performance Level	Professional Development
<input type="checkbox"/> Advanced	Actively pursues targeted professional development and systematically and thoughtfully reflects on professional practices in order to improve .
<input type="checkbox"/> Proficient	Actively pursues meaningful professional development and systematically reflects on his/her own professional practices.
<input type="checkbox"/> Progressing	Participates in required professional development and/or a limited amount of optional activities and periodically reflects on own professional practices.
<input type="checkbox"/> Unsatisfactory	Seldom participates in any professional development and rarely reflects on professional practices.
Narrative Comments:	

Performance Level	Professional Contributions
<input type="checkbox"/> Advanced	Provides leadership to and for the profession.
<input type="checkbox"/> Proficient	Contributes to and advocates for the profession.
<input type="checkbox"/> Progressing	Makes limited contributions to the profession.
<input type="checkbox"/> Unsatisfactory	Makes very limited contributions to the profession.
Narrative Comments:	

(7) EFFECTIVE PRACTICE: Collaboration The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

Overall Performance:

Performance Level	Collaboration
<input type="checkbox"/> Advanced	The teacher takes a leadership role in contributing to and promoting the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher strives to contribute to and promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote the vision of the school and fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of learning, development, and achievement.
<p>Narrative Comments:</p>	

Subcategories for Collaboration:

Performance Level	Vision
<input type="checkbox"/> Advanced	Provides leadership for the development and implementation of the district's and/or school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Proficient	Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Progressing	Participates to some extent in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Unsatisfactory	Does not participate in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
Narrative Comments:	

Performance Level	School Improvement
<input type="checkbox"/> Advanced	Takes a leadership role in the school improvement process by serving as a teacher mentor and team leader.
<input type="checkbox"/> Proficient	Contributes to the school improvement process by serving as a teacher mentor and/or team leader.
<input type="checkbox"/> Progressing	Makes limited contribution to the school improvement process.
<input type="checkbox"/> Unsatisfactory	Makes little or no contribution to the school improvement process.
Narrative Comments:	

Subcategories for Collaboration (continued):

Performance Level	Communication	Possible Evidence
<input type="checkbox"/> Advanced	Deliberately and consistently models effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to advance the learning process.	<input type="checkbox"/> MTSS Meeting Agendas <input type="checkbox"/> Fidelity checklists <input type="checkbox"/> Observation summaries <input type="checkbox"/> Staff updates <input type="checkbox"/> emails/phone calls <input type="checkbox"/> Shared folders
<input type="checkbox"/> Proficient	Deliberately and consistently uses effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to enhance the learning process.	
<input type="checkbox"/> Progressing	Sporadically uses effective communication strategies while working with students, families, colleagues, and the community.	
<input type="checkbox"/> Unsatisfactory	Fails to use effective communication strategies while working with students, families, colleagues, and the community.	
Narrative Comments:		

(8) EFFECTIVE PRACTICE: Professional Growth Target The teacher utilizes the teacher evaluation document to facilitate self reflection based on the eight effective practices and utilizes this information to develop a professional growth target.

Professional Growth Target

I will...

-

Professional Growth Target - Benchmarks / Actions

By...

-
-
-

Administrator Signature

Date

Teacher Signature

Date

The teacher's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the teacher is contained on the attached pages and will be filed in the District office.

*This section to be utilized for Special Education Case Managers only.

(9) TIERED SUPPORT: Specialized Instruction The teacher designs and facilitates a focused, goal driven, and targeted/explicit instructional program addressing a deficiency in students' academics, behavior, or education environment.


Overall Performance:


Performance Level	Specialized Instruction
<input type="checkbox"/> Advanced	The teacher takes a leadership role in contributing to and promoting individualized instruction and consistently collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement as evidenced by student performance data .
<input type="checkbox"/> Proficient	The teacher contributes to and promotes individualized instruction and routinely collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher strives to contribute to and promote individualized instruction but inconsistently collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote individualized instruction and fails to recognize his/her responsibility to collaborate with general education teachers, and to share responsibility for the growth of student learning, development, and achievement.
<p>Narrative Comments:</p>	

Subcategories for Special Education:

Performance Level	Compliance	Possible Evidence
<input type="checkbox"/> Advanced	Provides leadership for the implementation of MTSS Decision Rules within the district and serves as a mentor to other staff in an official or unofficial capacity.	<input type="checkbox"/> ISPS meetings completed in a timely manner <input type="checkbox"/> Knowledge of referral process <input type="checkbox"/> Comprehensive ISPS plans <input type="checkbox"/> Knowledge of best practice for support services.
<input type="checkbox"/> Proficient	Actively participates in the implementation of MTSS Decision Rules within the district.	
<input type="checkbox"/> Progressing	Strives to implement MTSS Decision Rules but still requires guidance on maintaining or implementing Program Standards.	
<input type="checkbox"/> Unsatisfactory	Does not demonstrate an understanding of MTSS Decision Rules and does not strive to implement said standards.	
Narrative Comments:		

Performance Level	Maintaining Accurate Records
<input type="checkbox"/> Advanced	The teacher writes ISPS plans that rarely require administrative correction. All required aspects are addressed at the meeting, recorded in meeting notes, and accurately represented in the plan.
<input type="checkbox"/> Proficient	The teacher writes ISPS plans that sometimes require administrative correction. Most required aspects are addressed at the meeting, recorded in meeting notes, and accurately represented in the plan.
<input type="checkbox"/> Progressing	The teacher writes ISPS plans that often require administrative correction. Most required aspects are addressed at the meeting but not recorded in meeting notes or accurately represented in the plan.
<input type="checkbox"/> Unsatisfactory	The teacher writes ISPS plans that are not in compliance . Required aspects are not addressed or recorded in the plan.
Narrative Comments:	

Performance Level	Progress Monitoring 
<input type="checkbox"/> Advanced	Utilizes an innovative system to collect progress monitoring data specific to each student and consistently uses the data to meet individual student instructional needs.
<input type="checkbox"/> Proficient	Utilizes an effective system to collect progress monitoring data for students and consistently uses the data to meet student instructional needs.
<input type="checkbox"/> Progressing	Utilizes a rudimentary system to collect progress monitoring data for groups of students and sometimes uses the data to meet student instructional needs.
<input type="checkbox"/> Unsatisfactory	Fails to utilize a system to collect progress monitoring data.
Narrative Comments:	

Performance Level	Relationships 	Possible Evidence
<input type="checkbox"/> Advanced	The teacher creates and maintains exceptional relationships with teachers and students that ensures active engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	<input type="checkbox"/> Gathers information from teachers in prep for ISPS. <input type="checkbox"/> Uses a variety of means to gather data (i.e. phone calls, questionnaire, emails) <input type="checkbox"/> Communication logs show consistent and positive communication. <input type="checkbox"/> Teacher communicates regularly with teachers.
<input type="checkbox"/> Proficient	The teacher creates and maintains good relationships with teachers and students that promotes active engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	
<input type="checkbox"/> Progressing	The teacher strives to create and maintain good relationships with teachers and students that promote active engagement in learning, development of their individualized plan, and improved achievement but data does not reflect these efforts .	
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and maintain good relationships with teachers and students that promote active engagement in learning, development of their individualized plan, and improved achievement.	
Narrative Comments:		

GOTHENBURG



COACHES & SPONSORS HANDBOOK

2020 - 2021

STATEMENT OF PHILOSOPHY

A comprehensive and balanced activities program is an essential complement to the basic program of instruction. The activities program should provide opportunities for youth to further develop interests and talents in sports, debate/speech, drama, journalism, music and related academic areas. Participation in these activities should provide students with a lifetime basis for personal values, for work and for leisure activities. Our job is to ensure a supportive and safe environment for student participation, which encourages the development of skills and the building of relationships.

Coaching leadership should provide participants with examples of exemplary behavior. Measurement of leadership success will emphasize character, courage and integrity as the major objectives of the program. This program should prepare students to assume positions of leadership and enable students to appropriately deal with adversity and success. Coaches and sponsors should also teach the specific skills necessary for improvement in activities and provide guidance in the development of proper practice and training habits.

The activities program should be available to all students who demonstrate an interest in participating, regardless of their individual abilities. Accordingly, appropriate skill levels (Sophomore, Junior Varsity) should be established within activities, when feasible, so that students may participate as fully as possible regardless of ability levels.

Best of luck,

Mr. Marc Mroczek

Mr. Marc Mroczek
Activities Director

Reference Guide

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NSAA VARSITY SPORTS SEASONS – 2020-2021

All interscholastic sports are divided into three seasons – fall, winter and spring. The division of sports, the date of the first allowed organized practice, and the closing date of the season shall be as follows. No individual may participate simultaneously in more than one sport per season. Athletes are not allowed to participate in activities outside the school while involved in the same activity in school, i.e. Football/Air It-Out, Cross-Country/Road Races are specific examples.

<u>FALL</u>	<u>FIRST DAY OF PRACTICE</u>	<u>CLOSE OF SEASON</u>
Football	August 10, 2020	Football Playoffs
Cross Country	August 10, 2020	State Meet
Volleyball	August 10, 2020	State Tournament
Girls Golf	August 10, 2020	State Meet
Softball	August 10, 2020	State Tournament
<u>WINTER</u>		
Basketball	November 16, 2020	State Tournament
Wrestling	November 16, 2020	State Meet
<u>SPRING</u>		
Boys Golf	March 1, 2021	State Meet
Track	March 1, 2021	State Meet

No organized practices may be held in any sport during the school year between the close of the season and the opening date of practice for the following season. An organized practice for each sport is defined as more than one group practicing at the same time and as defined below.

FOOTBALL: An organized practice shall mean more than seven players under the direct supervision of a coach. If more than one group is practicing at the same time, it shall be called an organized practice. The only pieces of general equipment shall be footballs, shoes, helmets, kicking tees, and hand held dummies and there shall be no contact with mechanical training devices or blocking sleds or with another player.

BASKETBALL, SOFTBALL, WRESTLING AND VOLLEYBALL: An organized practice shall mean more than four players under the direct supervision of a coach. If more than one group is practicing at the same time, it shall be called an organized practice. In softball, beginning four weeks prior to the official start of softball practice, sponsors may work with up to eight (8) players using only balls, gloves and protective catcher's equipment. No other equipment, including bats may be used by players or coaches. An organized practice shall mean more than eight (8) students under the direct supervision of a sponsor. If more than one group is practicing at the same time, it shall be called an organized practice. During the four weeks prior to the official start of practice, sponsors will have the option of working with four (4) student athletes or eight (8) student athletes using the prescribed allowable equipment.

TRACK, GOLF AND CROSS COUNTRY: An organized practice shall mean more than three players under the direct supervision of a coach. If more than one group is practicing at the same time, it shall be called an organized practice.

CLINICS: Schools may organize a clinic in any sport beginning the Tuesday after Memorial Day and concluding no later than July 31st. Such clinics can run for a maximum of 10 days within a period of 21 consecutive days.

CONDITIONING: A school may organize a general conditioning program that may include only exercise designed to promote physical fitness. It may include weight lifting, running and exercising. Conditioning shall be no longer than 60 minutes per day.

NEBRASKA SCHOOL ATHLETIC ASSOCIATION RULES AND INTERPRETATIONS REGARDING OFF-SEASON AND SUMMER ATHLETIC PROGRAMS

The intent of the rules pertaining to off season and summer athletic programs is to give students an opportunity to maintain and improve physical condition, develop individual skills and fundamentals, and to permit the use of school facilities for recreational purposes.

The participation in off season programs, specialized sports camps and clinics, leagues or conditioning programs should be voluntary and not a prerequisite for being permitted to participate on an athletic team the next school year. If a student elects to participate, the focus should be on the development of the individuals' ability and skills rather than the extension of the season or preparation of a team for the following year.

High School Athletes Participating in YMCA, YWCA, AAU, USVBA, or Other Tournaments Sponsored by Non-School Organizations, Summer Leagues, and Summer Camps and Clinics

When a sports season is completed, athletes are free to participate in non-school competition in a sport that is not in season. The restrictions are placed on the school and coaches.

During the school year if a member of the high school staff or an individual who has served as a head coach, assistant coach, or coaches' aide at school in a particular sport during the school year is involved as a coach or sponsor of a team, the number of athletes who may participate on the team from the school which employs the individual is governed by the organized practice rules for that sport. The number permitted before an activity becomes an organized practice is found in the NSAA Constitution and By-Laws.

A school cannot be involved in any manner. This includes the raising of funds, providing financial support, providing uniforms, providing transportation, and providing practice facilities if the number of athletes from the school is greater than permitted on pg. 3 unless a facility rental or lease arrangement has been made with the sponsor.

Fees For Specialized Sport Camps and Clinics

When an individual attends a specialized sport camp or clinic, the individual or his/her parents are responsible for paying the expenses for attending the camp or clinic.

The fees cannot be paid by a letter club, booster club, merchants, interested individuals, or the school. If the individuals or a team wish to raise funds for the purpose of paying expenses or fees to a camp or clinic, the fundraising activities must be of their own volition.

The Gothenburg School District has adopted a policy allowing coaches to use school vehicles to take athletes to clinics and camps. The District will not pay for the gas but only the use of the vehicles. Vehicles must be refueled by the participants after each use.

Professional Development

Coaches will be permitted to attend two professional development clinics annually. Priority should be given to the NCA Multi-Sports Coaches Clinic in July. Approval for all clinics will be subject to availability of substitutes and the cost of the clinic.

Clinics Sponsored By A School During The Summer

NSAA rules permit a school to conduct a clinic in any activity during the summer vacation period. Schools may organize a clinic in any sport beginning the Tuesday after Memorial Day and concluding no later than July 31st. Such clinics can run for a maximum of 10 days within a period of 21 consecutive days.

The provisions for school-sponsored clinics were adopted so that the athletes would have an opportunity to receive instruction during the summer without having to pay a high fee to attend a collegiate or commercial camp.

Camps & Clinics held on School property can be handled in two different ways:

School sponsored camp: (i.e. camp sponsored by the wrestling program) (nonprofit)

- a. All money received and paid must go through the School via the Activities Department.
- b. School will cover postage, paper, copies & rent.

Coach/Individual sponsored camp

- a. Individuals must show proof of insurance certificate.
- b. Must reimburse the school for paper, copies, postage etc.
- c. Must pay rental fee for use of facilities.

During the summer clinic, a coach may work with any number of athletes using the school facilities and equipment. The school may hire a clinician to provide the instruction. In football, pads and helmets cannot be worn. The clinic may begin the Tuesday after Memorial Day and must conclude no later than July 31st. Such clinics can run for a maximum of 10 days within a period of 21 consecutive days

Open Gym

A School may open its gymnasium(s) for recreational activities. A coach or school employee may be present as a facility supervisor. He/she should not do any coaching, divide those in attendance for competition, or prescribe a set program of activity for a specific individual group. The following guidelines should be followed for an open gym:

1. The time and day(s) of the open gym shall be made known to the entire student body through announcements, bulletin board posting, newspaper articles, etc. If the general public is to be permitted to participate, they should be made aware of this option.
2. The gym must be open to anyone enrolled in the school or members of the community and must be on a voluntary basis.

3. The person in charge of supervising the open gym may not coach, organize or instruct students in any sport.

JOB DESCRIPTION: ASSISTANT COACH

1. Support the head coach in conducting the athletic program of that particular sport and the total athletic program of the Gothenburg Jr./Sr. High School in general.
2. Be loyal to the Head Coach and to the team.
3. Attend staff meetings when called by the Head Coach.
4. Assist with scouting of varsity games.
5. Assume any duties assigned by the Head Coach pertaining to the overall athletic program of the particular sport. Some of these duties might be: conducting portions of practice drills, handling equipment, determining eligibility, working with student managers, public relations and statistics.
6. In the absence of the Head Coach, he/she shall assume all responsibilities herein designated as those of the Head Coach.
7. Evaluation of Assistant Coaches: All assistant coaches will be evaluated by the Activities Director. A written evaluation will be made at the end of the season and will be signed by the coach and the Activities Director.

JOB DESCRIPTION: HEAD COACH

1. Be responsible for all matters pertaining to the organization and administration of the coaching of the team under his/her direction and shall enforce all rules of the Nebraska High School Athletic Association as they pertain to the respective sports.
2. Assign duties to all assistant coaches and evaluate the performance of these assistant coaches as they fulfill their duties and responsibilities.
3. Plan and conduct all practice sessions.
4. Be responsible for preparing public information released regarding their particular sport.
5. Maintain an accurate squad roster at all times, being sure that it is up-to-date and on file with the Activities Office.
6. Cooperate with the Activities Director in verifying that no athlete is issued equipment or allowed to practice until he/she has received a physical clearance and all paperwork is on-file.
7. Assign someone to be with the squad at all times. This includes locker room supervision until all squad members have left the building and then seeing that all lights are turned off and all doors locked.
8. Prepare a detailed equipment and supply budget request to be submitted to the Activities Director.
9. Inspect all equipment, oversee the issuance and collection of equipment, maintain equipment inventory records, and direct activities of student managers. Also enforce rules regarding care of equipment.
10. Conduct all staff meetings and be in charge of all practices, team meetings and athletic contents when the team is involved.
11. Recommend, to the Activities Director, teams that may be scheduled and officials to be employed.
12. Serve as an advisor to the students on his/her squad and to help them, by advice or direction, with problems.
13. Instruct team members that equipment is to be worn only for the purpose for which it was purchased, namely for practice sessions and game competition for interscholastic athletics.

They can be worn for special occasions, game days etc. Wearing a “Swede” jersey is something special.

14. Announce and enforce rules and regulations pertaining to conditioning of players and training rules affecting the health and safety of the players.
15. Report injuries of participants to the proper school officials.
16. Be interested and loyal to the school’s program. He/She is expected to support the entire program and to be an active participant in striving to improve the activities program as well as the total educational program of the schools.
17. Be expected, after decisions and policies have been established, to support and conform to them, both in fact and in spirit.
18. Make decisions of a general nature that are in keeping with the established policies and procedures of the school. However, when decisions affect other coaches and other sports, or when the problem is one that clearly falls within the jurisdiction of the Activities Office, decision should be delayed until the matter has been discussed fully with the Activities Director.
19. Submit to the Activities Director a year-end report, including the following information:
 - a. Squad members
 - b. Letter winners
 - c. Schedules played and results
 - d. New records (individual or team)
 - e. Special honors
20. Acceptance of Money: Whenever a coach receives money from an athlete, never leave it in your desk; rather turn it into the appropriate office immediately. All fund raising projects must be cleared with the Activities Director in advance and nothing shall be ordered without permission.
21. Coaches Clinics: If a head coach and his/her assistants wish to attend a clinic, it should be made known to the Activities Director. This notification should be made well in advance of the desired clinic.
22. Evaluation of Coaches: All head coaches will be evaluated by the Activities Director. Head coaches and the Activities Director will evaluate assistant coaches throughout the season. A written evaluation will be made at the end of the season and will be signed by the coach and the Activities Director.

EXPECTATIONS FOR A COACH/SPONSOR AT GOTHENBURG PUBLIC SCHOOLS

1. Perform the coaching responsibilities of the assigned sport to the best of your ability, conducting yourself in a professional manner and adhering to high standards.
2. Know, understand, and comply with rules and regulations of our school, conference, and state governing bodies for athletics.
3. Maintain a working knowledge and understanding of the playing rules of your sport, teach these to your athletes and insist upon compliance.
4. Fulfill your assigned academic duties as well as athletic duties, adhering to policies governing all faculty.
5. Appreciate and promote all Gothenburg activities, as well as your own sport/activity. Volunteer to assist in various capacities in the total program.
6. Follow the chain of command in all athletic matters.
 - a. Consult and work with the activities director concerning:
 - (1) Budget
 - (2) Lettering requirements
 - (3) Practice schedules, dates and times
 - (4) Transportation
 - (5) Scheduling of contests
 - b. Consult building principal concerning:

- (1) Your absence from scheduled classes because of activities
- (2) Athletes absence from school because of activities
- 7. Constantly seek self-improvement through reading, workshops, clinics and through other appropriate endeavors associated with your sport.
- 8. Establish rapport with your athletes, treat them with respect and in a fair and professional manner. You are responsible for their health, safety and well being.
- 9. Establish and maintain a comfortable working relationship with fellow coaches, faculty, staff, administration and community.
- 10. Be a professional. Keep “in-house” problems in-house. Do not ridicule athletes, staff, coaches or faculty. Approach things from a positive point of view.

GPS CHECKLIST FOR ALL COACHES (JUNIOR HIGH AND HIGH SCHOOL)

- 1. Students will not be allowed to practice until they have a current physical on record with Gothenburg Public Schools, and all required paperwork is on-file in the Activities Office.
- 2. Promptly supply eligibility list of participants with names spelled correctly.
 - 3. Issue uniforms and keep accurate records for retrieving equipment.
 - 4. Promptly supply roster with correct numbers, grade and position.
 - 5. Promptly supply transportation (changes from bus schedule provided) and sub request.
 - 6. Clean and store equipment at the end of the season.
 - 7. Complete the end of season/year report.
 - 8. Complete all paperwork on time.
 - 9. If you are going to be gone from a practice or activity, notify the Activities Director promptly. If you cancel a practice, please contact the Activities Director and also indicate the reason for the cancellation.
- 10. Ensure that someone is assigned to be with the squad at all times. This includes locker room supervision until all squad members have left the building. Secure the facility at the conclusion of practice (lights off, doors locked.) After an away activity, stay until all athletes have a ride home.
- 11. Handle all necessary media information. Getting results, preseason, end of the season and any necessary information to appropriate media outlets.
- 12. Leave & Dismissal Times. Head Coaches dismissed 30 minutes prior to leave time; assistants and athletes dismissed 15 minutes prior to leave time. Exceptions can be made with prior approval.
- 13. Changes in Schedules. If a change is requested, the coach and activities director will work together and the activities director will be the contact person. Changes during the season are to be avoided.
- 14. Athletic Banquet. All athletic awards will be presented at the Athletic Banquet unless special permission is requested by the coach.

GOTHENBURG ACTIVITIES PROGRAM (SPORTSMANSHIP CODE)

The athletic program of Gothenburg Public School is designed to provide opportunities for those students who desire competitive activity in activities. It is our desire to instill in each participant the image of a true Swede athlete.

In accordance with the District 20 Spectator Code of Sportsmanship Behavior, Ethics, and Integrity each GPS activity participant must:

1. Keep cheers positive. There should be no profanity or degrading language/gestures.
2. Avoid actions that offend visiting teams or individual players.
3. Show appreciation of good play by both teams.
4. Learn the rules of the game in order to be a better-informed spectator.
5. Treat all visiting teams in a manner in which you would expect to be treated.
6. Accept the judgment of coaches and officials.
7. Encourage other spectators to participate in the spirit of good sportsmanship.
8. Obey the instructions of school employees and officials supervising the extracurricular activity.

Additionally participants should:

9. Strive for victory through fair play according to the rules of the game.
10. Love the game for its own sake – not for what winning may bring them through publicity.
11. Do everything possible to encourage enthusiasm for the game and courtesy and respect for the players, coaches and fans.
12. Win without boasting and lose without excuses.
13. Do all within your power to make the entire athletic program something we will always be proud of.

Any boy or girl is welcome to try out for any of the interscholastic team available to them providing they meet the requirements established by the Nebraska State Activities Association and the school and they agree to follow the guidelines.

Code of Conduct for Coaches and Sponsors¹

Extracurricular activity participation should be fun and be a significant part of a sound educational program. Coaches have a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. Further, ethical principles established by the NDE related to commitment to the school employer, student, community, and profession are equally applicable to coaching duties.

The expectations of persons designated as “sponsors” of extracurricular activity programs are exactly the same as coaches; so all references to coaches apply equally to sponsors. References to parents also includes “guardians.

¹ To give credit and to explain the source of this Code of Conduct: the principles of this Code are drawn heavily from the CHARACTER COUNTS! Coalition as well as the ethical standards established by the Nebraska Department of Education for educators.

TRUSTWORTHINESS

Be worthy of trust in all you do. Teach students the importance of integrity, honesty, reliability and loyalty.

- *Integrity* — Model high ideals of ethics and sportsmanship.
- *Honesty* — Don't lie, cheat, steal or engage in or permit dishonest conduct.
- *Reliability* — Fulfill commitments; do what you say you will do. Be on time. Complete the season for which you have been assigned or hired.
- *Loyalty* — Be loyal to your school and team. Put the team above personal glory.
- *Candid* — Be candid with students and their parents about the student's likely level of participation, of getting an athletic scholarship or playing professionally.

RESPECT

Treat all people with respect and require the same of students.

- *Class* — Encourage students to help up fallen opponents, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.
- *Taunting* — Don't engage in or allow trash talking, taunting, boastful celebrations, or other actions that demean individuals or the program.
- *Respect for Officials* — Treat game officials with respect. Assure that neither you nor your players publicly criticize an official in a manner that discredits the game, impugns the honor or the integrity of any official or subjects the referees to ridicule or hostility.
- *Respect for Parents* — Treat parents with respect. Be clear about your expectations, goals and policies and maintain open lines of communication.
- *Profanity* — Don't engage in or permit profanity or obscene gestures during practices, extracurricular activity events, team travel, or in any other situation where the behavior could reflect badly on the school, the extracurricular activity program, or your position as a role model.
- *Positive Coaching* — Use positive coaching methods to make the experience enjoyable and increase self-esteem. Refrain from physical or psychological intimidation, verbal abuse, and demeaning conduct. Use incentives and disincentives consistent with sportsmanship and character-building goals.
- *Effort and Teamwork* — Encourage students to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness.
- *Professional Relationships* — Maintain appropriate, professional relationships with students and others involved in extracurricular activities. Respect proper coach-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of students. Avoid conflicts of interest including financial or personal relationships that could be construed as exploitive of students or affect your impartiality.

RESPONSIBILITY

- *Life Skills* — Teach students positive life skills that will help them become well-rounded and responsible.
- *Advocacy of Education* — Advocate the importance of education beyond athletic eligibility standards. Assure that extracurricular activities do not unduly interfere with the ability and motivation of students to achieve their academic potential.
- *Good Character* — Foster the development of good character by teaching, enforcing, advocating and modeling high standards of ethics and sportsmanship. Look for opportunities to state and reinforce positive messages.
- *Role-Modeling* — Be a worthy role-model. Be mindful of the high visibility and great influence you have as a coach. Conduct yourself in private and coaching situations in a manner that exemplifies all you want your students to be. Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of students or in other situations where your conduct could undermine your positive impact as a role model. Don't gamble or associate with professional gamblers.
- *Competence* — Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character-building techniques, and first-aid and safety.
- *Knowledge of Rules* — Maintain a thorough knowledge of current game and competition rules and assure that your students know and understand the rules. Be familiar with applicable NSAA and school rules and regulations on eligibility, recruiting, seasons, practice time, and out-of season activities.
- *Self-Control* — Control your ego and emotions; avoid displays of anger and frustration; don't retaliate.
- *Enforcing Rules* — Enforce the codes of conduct consistently even when the consequences are high. Report rule violations or misconduct.
- *Access* — Help make extracurricular activity experiences available to students of diverse backgrounds. Do not treat students differently (worse) based on race, nationality, disability, gender, religion or on any other protected category.

FAIRNESS

Be fair in competitive situations, team selection, discipline and all other matters. Be open-minded and willing to listen and learn.

CARING

- *Safe Competition* — Put safety and health considerations above the desire to win. Never permit students to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.
- *Safety and Health* — Establish standards and regulations that put the health of students above other considerations. Be informed about basic first aid principles and the physical capacities and limitations of the students. Educate students about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance-enhancing drugs and nutritional

supplements. Be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.

- *Caring Environment* — Demonstrate concern for students as individuals. Maintain an environment that is physically and emotionally safe.

CITIZENSHIP

- *Honoring the Spirit of Rules* — Observe and require students to observe the spirit and the letter of all rules including the rules of the game and those relating to extracurricular activity participation.
- *Promoting Sportsmanship* — Promote sportsmanship over gamesmanship. Resist temptations to gain competitive advantage through strategies (such as devious rules violations, alteration of equipment or the field of play, or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by negating or diminishing the impact of the core skills that define the sport. Establish and regularly practice pre- and post-game rituals and traditions that reinforce the principles of sportsmanship. Specially acknowledge acts of good sportsmanship.

COMMITMENT TO SCHOOL

Coaches shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the coach's responsibilities, the coach:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the coach is responsible.
- Shall not exploit relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- Shall report to the Superintendent or supervisors any known violation of the ethical principles of the Code of Conduct.
- Shall seek no reprisal against any individual who has reported a violation of this rule.

COMMITMENT TO THE STUDENT

Mindful that the coach's position exists for the purpose of serving the best interests of the school district's students and patrons, the coach shall perform coaching job duties with genuine interest, concern, and consideration for the student. The coach shall work to stimulate the formulation of worthy goals. In fulfillment of the obligation to the student, the coach:

- Shall make reasonable effort to protect the student from conditions which interfere with the academics or are harmful to health or safety.
- Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
- Shall not discipline students using corporal punishment.

COMMITMENT TO THE PUBLIC

The responsibility inherent in working with students requires dedication to the principles of our democratic heritage. The coach bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public. In fulfillment of the obligation to the public, the coach:

- Shall not misrepresent an institution with which the coach is affiliated, and shall take added precautions to distinguish between the coach's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony.
- Shall, with reasonable diligence, attend to the duties of the coach's position.

COMMITMENT TO EMPLOYMENT AGREEMENT

The coach shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The coach shall believe that sound personnel relationships with administration and the board of education are built upon personal integrity, dignity, and mutual respect. In fulfillment of these obligations, the coach:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the school of any change in availability of service.
- Shall conduct job related business through designated procedures, when available, that have been approved by the school.
- Shall not assign to unqualified personnel tasks for which the coach is responsible.

- Shall permit no commercial or personal exploitation of his or her position.
- Shall use time on duty and leave time for the purpose for which intended.

COMMITMENT TO COMPETENT PERFORMANCE

Coaches must possess the abilities and skills necessary to accomplish the designated task. Therefore, coaches will:

- Keep records for which the coach is responsible in accordance with law, NSAA rules and school policies.
- Supervise others in accordance with law and school policies.
- Recognize the role and function of community agencies and groups as they relate to the school and to the coach's position, including but not limited to booster or parent organizations.
- Utilize and protect available materials and equipment necessary to accomplish the designated task.
- Adhere to and enforce administrative policies of the school.
- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.
- Create an atmosphere which fosters interest and enthusiasm.
- In communicating, use language which reflects an understanding of the ability of the individual or group; assure that the designated task is understood; and use feedback techniques which are relevant to the designated task; consider the entire context of the statements of others when making judgments about what others have said; and encourage each individual to state his ideas clearly.
- Resolve discipline problems in accordance with law and school policies.
- Maintain consistency in the application of policy and practice.
- Develop and maintain positive standards of conduct.

NFHS COURSES REQUIRED BY THE NSAA

All coaches and selected sponsors (head and assistant) are required by the NSAA to complete the following three training videos by the NFHS every 3 years prior to their first practice. www.nfhslearn.com

1. Concussion in Sports

<https://nfhslearn.com/courses/concussion-in-sports-2>

2. Heat Illness Prevention

<https://nfhslearn.com/courses/heat-illness-prevention-2>

3. Sudden Cardiac Arrest

<https://nfhslearn.com/courses/sudden-cardiac-arrest>

Legislative Bill 260 – Concussion Awareness Act

REQUIREMENTS

- Make available training on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches.

This will be done every 3 years (NSAA requirement) at our in-service meeting and will also be available at nfhslearn.com. Click on the link <https://nfhslearn.com/courses/concussion-in-sports-2>

- Make available concussion and brain injury information to students and parents.

<http://www.nebsportsconcussion.org/images/pdfs/cdc-fact%20sheet%20for%20athletes.pdf>

<http://www.nebsportsconcussion.org/images/pdfs/cdc-fact%20sheet%20for%20parents.pdf>

<http://www.nebsportsconcussion.org/images/pdfs/cdc-fact%20sheet%20for%20coaches.pdf>

- A student suspected of sustaining a concussion will be removed from the practice or contest and will not be allowed to return until they have been evaluated and cleared by a licensed healthcare professional. Written clearance will be required.
- If a student is suspected of sustaining a concussion parents shall be notified by the school of the date, time, and extent of the injury suffered by the student. Notification will be made in writing.
- LEGISLATIVE BILL 260 TOOK EFFECT JULY 1, 2012. Gothenburg Public Schools is in full compliance.

Fourteen Legal Duties of a Coach

Several obligations or duties have been identified as absolute requirements for coaches and athletic administrators. These standards have evolved as a result of various case law proceedings and legal judgments against individuals and school districts. It is important that all coaches, including assistants and volunteers, know and understand the following duties. This summary is not all-inclusive but is generally accepted as the “Legal Duties of Coaches” by the NFHS (National Federation of High Schools) and NIAAA (National Interscholastic Athletic Administrator Association).

1. **Duty to Plan** – A coach must demonstrate awareness of the maturity, physical development and readiness of athletes with appropriate plans for instruction, conditioning and supervision.
2. **Duty to Supervise** – A coach must be physically present, provide competent instruction, structure practices that are appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner. This duty requires supervisors to make sure facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. This duty may also require coaches to control reckless player behaviors. Supervision responsibility also pertains to athletic administrators who are expected to be able to supervise coaches competently.
3. **Duty to Assess Athletes Readiness for Practice and Competition** – Athletics administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes. A progression of skill development and conditioning improvement should be apparent from practice plans. Athletes must also be medically screened in accordance with state association regulations before participating in practice or competition.
4. **Duty to Maintain Safe Playing Conditions** – Coaches are considered trained professionals who possess a higher level of knowledge and skill that permits them to identify foreseeable causes of injury inherent in defective indoor and outdoor facilities or hazardous environments.
5. **Duty to Provide Safe Equipment** – Courts have held athletic supervisors responsible to improve unsafe environments, repair or remove defective equipment or disallow athlete access.
6. **Duty to Instruct Properly** – Athletic practices must be characterized by instruction that accounts for a logical sequence of fundamentals that lead to an enhanced progression of player knowledge, skill, and capability.
7. **Duty to Match Athletes** – Athletes should be matched with consideration for maturity skill, age, size and speed. To the degree possible, mismatches should be avoided in all categories.
8. **Duty to Condition Properly** – Practices must account for a progression of cardiovascular and musculoskeletal conditioning regimens that prepare athletes sequentially for more challenging practices and competitive activities.
9. **Duty to Warn** – Coaches are required to warn parents and athletes of unsafe practices specific to a sport and the potential for injury or death. This warning should be issued in writing and both athletes and parents should be required to provide written certification of their comprehension.

10. **Duty to Ensure Athletes are Covered by Injury Insurance** – Athletics administrators and coaches must screen athletes to ensure that family and/or school insurance provides basic level of medical coverage. Athletes should not be allowed to participate without injury insurance.
11. **Duty to Provide Emergency Care** – Coaches are expected to be able to administer standard emergency care (first aid, CPR) in response to a range of traumatic injuries.
12. **Duty to Design a Proper Emergency Response Plan** – Coaches must design plans to ensure an expedited response by EMS and an effective transition to the care and supervision of emergency medical personnel.
13. **Duty to Provide Proper Transportation** – In general, bonded, commercial carriers should be used for out of town transportation. Self or family transportation for local competition may be allowed if parents have adequate insurance coverage for team members other than their family members. (follow School District guidelines)
14. **Duty to Select, Train, and Supervise Coaches** – Administrators have the responsibility to ensure that appropriate skill and knowledge levels exist among members of the coaching staff to ensure appropriate levels of safety and well being among athletes.



GOTHENBURG PUBLIC SCHOOLS

NON-CERTIFICATED EMPLOYEE

HANDBOOK

July, 2020

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1. INTRODUCTION

Gothenburg Public Schools employs support personnel in order to carry out the operation of the School District. Non-certificated departments include: food service/cafeteria, para-educators, custodial/maintenance, secretarial, and bus drivers.

It is important to remember that non-certificated employees have an impact on the lives of our students, just as teachers and other professional members of the staff. The children in our community will not receive a quality education without the proper completion of tasks by the non-certificated employees

The purpose of this booklet is to provide the non-certificated employees with a set of guidelines concerning the benefits and procedures of Gothenburg Public Schools. This handbook is not a contract, and it is not intended as a set of binding rules and obligations as might be defined in a legal contract. Rather, it provides useful information that will contribute to the harmonious and efficient operation of Gothenburg Public Schools.

Should questions arise, please feel free to contact the Superintendent's Office or Business Manager's Office for additional information (537-3653).

2. TIME CARDS AND PAY DATES

Each non-certificated employee paid on an hourly rate must use time clock (if available) or fill out a time card (if time clock is not available) for each week. The pay period is one month in length with payment occurring on the 20th day of the following month. The district office will deposit the payment electronically on the 20th of each month.

The employee shall receive a copy of "Time Sheet" for review. All discrepancies MUST be reported to district office PRIOR to payment. In addition, all time sheets must be approved by a supervisor and submitted to district office. Failure to get approval may result in delay of payment until the next time period.

Time Cards (used only if Time Clock system is not available)

It is possible that some employees may not have access to the Time Clock program. Employees will complete a time card with name, school/position and the days worked on the time card. Only hours that are actually worked are to be included, just as if the time clock was used. The Business Manager will calculate the time worked for compensation purposes.

Hourly employees are not to "volunteer" time in any circumstance. They are to "clock-in" when they arrive and "clock out" when they leave while remaining within the predetermined number of hours.

The time spent traveling between cities is counted as hours worked when an employee takes a one-day job related trip. However, time spent traveling between home and other public conveyance is considered the equivalent of travel between home and work, and is not compensable. Time spent traveling to and from another city is counted as hours

worked only to the extent that it falls within the employee's regular work hours, including days that are not normal workdays if the travel requires an overnight stay.

Time Sheets and Time Cards are to be **accurate, approved** by your supervisor, and submitted to Business Manager according to the schedule.

A staff absence report must be filed if leave is used.

Please use either blue or black ink, reserving red for Payroll use. Direct any questions regarding your paycheck to the Business Manager (537-3653).

3. EMPLOYMENT

All non-certificated employees shall be required to sign an "at will" employment contract with the school district as a condition precedent to employment or continued employment. Non-certificated employees shall have no property right in continued employment and need not be accorded a hearing or any other procedural or substantive due process, prior to termination of their employment. Employees are expected to give two weeks notice of intention to terminate employment if possible. Written notice of resignation should be addressed to the appropriate administrator or supervisor.

4. COMPLAINT PROCEDURES

The normal procedure to be followed by each employee regarding a personal complaint related to his/her employment is to discuss the matter in a personal conference with the school principal or with the supervisory officer directly in charge. When the nature of the complaint dictates otherwise, the employee is entitled to present the complaint to any higher supervisory officer. An unsatisfactory result with the school principal or with the supervisory officer may be taken to the superintendent.

5. INCLEMENT WEATHER CONDITIONS

Non-certificated employees who do not report for work on days of inclement weather will not be paid for the time missed.

6. MEAL/LUNCH BREAKS

Non-certificated employees who work an entire day will have at least a 30-minute lunch break per day. Custodians shall have a one-hour lunch break. Lunch breaks will be compensated if:

- A) Employees are not relieved of their duties.
- B) Employees are not free to leave their posts.

The lunch break is to be scheduled so as not to disrupt building or departmental functions.

Rest breaks are subject to departmental needs and are not guaranteed on a day-to-day basis. If rest breaks are approved, the breaks should be not longer than **15 minutes** for each half-day worked.

7. MILEAGE AND EXPENSES

All conventions, conferences, meetings, clinics and school business trips shall be reimbursed at the current approved rate per mile if a private car is used IF previously **approved** by the Superintendent and/or Board of Education. All normal expenses will also be allowed.

8. WORKERS COMPENSATION INSURANCE

All employees of the School District are covered by liability and indemnity insurance for any injury occurring during the course of employment and are entitled to benefits provided by the Worker's Compensation Law.

A report of every accident occurring on the job must be completed in the building where the employee is based, and filed with the Business Manager within 24 hours of the accident. Worker's Compensation Insurance claims should only be made on reported accidents.

9. NON-CERTIFICATED PERSONNEL BENEFITS

Employees filling regularly scheduled positions are eligible for benefits when specific criteria are met per benefit. Temporary employees are not eligible for benefits. Leave and insurance benefits are determined by the FTE of the employee. See Appendix B.

10. RETIREMENT BENEFITS

The district is required to make monthly deductions from earnings for any employee working at least fifteen hours per week and submit them to the Nebraska Public Employees Retirement System (NPERS). The District will contribute an additional amount equivalent to 101% of the contribution. Retirement funds may be recovered if the employee leaves the school system. Employees under 21 years of age may elect not to join. A member who terminates employment with Gothenburg Public Schools may:

- A) Leave the account on an inactive basis in order to draw a retirement benefit (the employee must have five years of creditable service).

or

- B) Receive a refund of the account. An application must be filed with the Nebraska Retirement System.

Nebraska School Retirement System
P.O. Box 94816
Lincoln, NE 68509

1-800-245-5712 or 1-402-471-2053

11. 403(b) ELIGIBILITY

If an employee chooses to participate in the school's 403(b) plan, the district will withhold employee elected deferrals from the employee's paycheck at a participation rate determined by the employee. A variety of investment options may exist based upon current plan information. The district does not match employee contributions in this plan.

Eligibility to participate is determined by current plan rules. Paperwork to begin deferrals is available in the district office.

12. HOLIDAY PAY

Full time, 12-month employees shall be compensated for 7 holidays with pay each year. The holidays include New Year's Day, Easter (Good Friday), Memorial Day, July 4th, Labor Day, Thanksgiving Day and Christmas Day. A "day" for vacation and holiday leave shall be defined as the average number of daily hours worked, but shall not exceed a normal eight-hour day. The rate of pay for holiday pay shall be the regular hourly rate. The hours are not considered to be overtime.

13. OVERTIME PAY

All overtime hours must be pre-approved by the supervisor. In addition, overtime pay for hourly employees whose duties are split among multiple assignments with varying rates of pay will be prorated.

14. VACATION

Each employee who is employed by the Gothenburg Public Schools on a regular twelve month basis will be eligible for 5 days of vacation with pay at the conclusion of one 12 month period of employment and 10 days of vacation with pay at the conclusion of a 24 month period of employment and each 12 month period thereafter (seasonal or temporary employees shall not be eligible for vacation or holiday leave).

A day for vacation leave shall be defined as the average number of daily hours worked, but shall not exceed a normal eight-hour day.

Vacation schedules shall be arranged with the immediate supervisor and approved by the Superintendent. The use of vacation on student days may be limited due to the impact on students.

15. LEAVE

a. Personal Leave

All non-certificated persons who are considered full time will be allowed two personal days for the amount of time that they are **regularly** scheduled. Reasons for personal leave are not required. The key words are "regularly scheduled." Personal leave could be used on a snow day meaning you would be paid for that day. Personal leave could also be used on a late start (2 hours) resulting from weather. However, personal leave could not be used on a holiday or scheduled breaks such as the Christmas break or Spring break.

Example for this week: Personal leave could be used for yesterday (snow day) but not next Friday (Good Friday).

Twelve-month employees are scheduled on breaks so breaks are eligible for personal leave for them.

b. Sick Leave

Each employee of the Gothenburg School District shall be eligible for one day of leave for personal illness or injury each month worked with a maximum accumulation of 10 days of leave annually without loss of pay. Unused leave may accumulate to a maximum of 45 days per employee.

A “Day” of such leave with pay shall be defined as the average number of hours worked by the employee not to exceed 8 hours. i.e. an employee normally working 4 hours daily would receive 4 hours of pay at the regular hourly rate for each day of leave. An individual shall not be eligible for the full 10 days of leave or any portion thereof until such time as it becomes “earned”. i.e. (An employee sick two days after the first month of employment would be eligible for one “day” of leave with pay. The second “day” would be regarded as a day without pay.)

Seasonal or temporary employees shall not be eligible for such leave. Accumulated Leave may be used for serious illness or death in the employee’s immediate family. Immediate family shall mean husband, wife, or children. Leave for family is limited in the following manner:

- 15 days per contract year - immediate family (spouse, children),
- 5 days per contract year - parents and in-laws,
- 2 days per contract year - siblings and grandparents,
- 1 day - other family.

c. Military and Family Military Leave

Military leave shall be granted as defined in Board Policy 4022. A copy of this policy is available in the district office.

d. Leave for Jury Duty

Salaried employees selected to serve on jury duty will be paid the difference daily from what the courts allow them and what they would have earned in a regular working day. All employees paid on an hourly basis may keep all money allowed them by the courts for daily duties and expenses and mileage. Hourly employees will not be paid for the time missed from work.

All School district employees shall report back to their school as soon as it is practically possible. Example: If jury members are dismissed in the middle of the day they should report back to their school on that day within a short time after they have been dismissed.

e. Other Leave

Employees who wish leave to attend meetings pertaining to their school position must receive prior approval from their supervisor.

f. Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993 (FMLA).

The “leave year” for purposes of the FMLA shall be the School District’s fiscal year.

Substitution of accrued paid leave for otherwise unpaid FMLA leave may be required in the discretion of the Superintendent of the Board of Education. Employees shall be required to submit medical certification to support a request for FMLA leave because of a serious health condition, or a sick leave, when such leave is for a duration in excess of five (5) successive days, and in such other cases as deemed appropriate by the Superintendent or the Board of Education based on the nature of the illness or other circumstances surrounding the leave. Second and third medical opinions may, at the Superintendent’s or the School Board’s discretion, be required. Employees shall be required to submit a fitness-for-duty certification from their health care provider as a condition of returning to work from a FMLA leave taken because of the employees serious health condition or from sick leave taken by reason of the employee illness, when such leave was of a duration in excess of five (5) successive days, and upon request of the Superintendent or the Board of Education based upon the nature of the illness or other circumstances surrounding the leave.

An “equivalent position” for FMLA restoration purposes shall, in the case of non-certificated employees or positions, be a position with or at equivalent pay, benefits, and working conditions, involving similar or related duties, as determined by the Superintendent or the Board of Education.

16. INSURANCE

Any employee considered full time would qualify for Health and/or Dental Insurance with the District’s share of the premium prorated by F.T.E. percentage. If insurance selections are not made prior to 30 days of employment, it may either carry stipulations or not be available.

17. COBRA BENEFITS

Consolidated Omnibus Budget Reconciliation Act
Public Law 99-272

Continuation of health coverage for 18 months is available to:

1. Employees terminated for reasons other than gross misconduct.
2. Employees who are laid off for economic reasons.
3. Employees with reduced work hours.
4. Employees who voluntarily quit.

Continuation of health coverage for 36 months is available to:

1. Surviving spouses and children of deceased employees.
2. Separated or divorced spouses and children of current employees.
3. Eligible dependents of current employees who would lose their coverage because of age.

Each covered employee or eligible dependent/spouse should notify the Gothenburg Public Schools Business Office of a qualifying event, within 30 days of the event triggering the continuation offer. Gothenburg Public School will send a notice explaining the person's rights within ten days. The person eligible for continuation coverage has 60 days from the later of: A) receipt of the notice or B) the date on which Plan coverage terminates because of the qualifying event, in which to elect to continue coverage under the Plan. The person electing continuation coverage has 45 days from the date of the election to pay for the coverage during the period preceding the election. The person electing the continuation coverage shall pay the premium.

The continuation coverage shall expire at the earliest of the following:

1. At the end of the Specified Period (Cobra coverage 18 or 36 months).
2. On the date coverage ceases because of the person's failure to pay the premium.
3. On the date the person becomes eligible for Medicare.
4. On the date the person remarries and qualifies for another group health plan.
5. On the date the person becomes covered under another group health plan.
6. On the date the employer terminates the group health plan.
7. On the date the person exercises a conversion privilege.

When the continuation coverage expires because the maximum time has expired, the Plan will provide the option of enrollment under a conversion health plan then available under the Plan.

**AN EMPLOYMENT AGREEMENT Form A - Indefinite Term
NON-CERTIFICATED STAFF**

This employment agreement is made by and between Gothenburg Public Schools, (Dawson County School District 20), hereinafter referred to as the "District," and _____, "Employee." hereinafter referred to as the Employee."

WITNESSETH: Gothenburg Public Schools hereby agrees to employ the Employee and the Employee hereby agrees to accept such employment subject to the following terms and conditions:

SECTION 1. Term of Contract. This contract shall commence on the ____ day of _____, _____.

SECTION 2. Duties of Employee. The Employee is hired as an "at will" employee and the compensation and duties of the Employee are subject to assignment by the Superintendent of Schools and by the Employee's supervisor. The Employee agrees at all times to perform all of the duties that may be required of him or her faithfully, industriously and to the best of his or her ability, experience and talents.

SECTION 3. Days and Hours of Employment. The days and hours of employment shall be as assigned by the Superintendent of Schools or the Employee's supervisor.

SECTION 4. Compensation. The wage of the Employee shall be \$_____ per hour, payable in the following manner: on the 20th day of each month. Hours in excess of 40 per week shall be paid at the rate of time and one-half of the regular hourly rate.

SECTION 5. Fringe Benefits. The Employee shall receive the following fringe benefits:

SECTION 6. Policies, Rules and Regulations. The Employee agrees to be governed by the policies of the Board of Education, the rules and regulations of the District and the directives of supervisors. The employee agrees that the policies of the Board of Education and rules and regulations of the District may be changed at any time, with or without notice to the Employee.

SECTION 7. Termination of Employment. This agreement creates no property right in continued employment and may be terminated by either party, with or without cause or hearing, upon giving two (2) calendar weeks' notice. The Superintendent of Schools may, acting upon his own initiative, terminate the Employee's employment and such termination will be effective two (2) calendar weeks from the date of the issuance of the Superintendent's notice.

SECTION 8. Compensation Upon Termination. The Employee agrees that, upon termination of employment for any reason, any portion of compensation, whether in the form of wages or fringe benefits, paid or provided but not earned prior to the date of termination of this contract shall be refunded to the District by the Employee. Vacation days do not carry forward from one year to another and, upon termination, the district shall not be obligated to pay the employee for any unused sick leave or vacation days.

SECTION 9. Deductions. The Employee authorizes the district to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Employee or owed by the Employee to the District during the course of the Employee's employment.

SECTION 10. Entirety of Agreement and Amendments. The Employee certifies that he or she has read the foregoing Employment Agreement, fully understands its terms and conditions and agrees that the foregoing Employment Agreement constitutes the entire agreement and that no representations, promises, agreements or undertakings, written or oral, not herein contained shall be of any force or effect. It is specifically agreed that this Employment Agreement shall be subject to modification only by a written instrument signed by the Employee and the Superintendent.

SECTION 11. Applicable Law. This agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

Employee

Superintendent

Executed this _____ day of
_____, 20____.

Executed this _____ day of
_____, 20____.

Gothenburg Public Schools
1322 Avenue I
Gothenburg, NE 69138

NAME:

LETTER OF INTENT FOR NON-CERTIFICATED PERSONNEL

The Gothenburg Public Schools Board of Education considered salaries for non-certificated staff at the regular board meeting which was held on . This action set your rate of pay at:

Hourly Rate:
Job Classification

beginning on . Please indicate your intent by returning this form to the Superintendent by .

_____ I plan to remain employed by the district.

_____ I DO NOT plan on continuing employment with the district.

Date

Gothenburg Public Schools

NAME:

LETTER OF INTENT FOR NON-CERTIFICATED PERSONNEL

The Gothenburg Public Schools Board of Education considered salaries for non-certificated staff at the regular board meeting which was held on . This action set your rate of pay at:

Salary:
Job Classification

beginning on . Please indicate your intent by returning this form to the Superintendent by .

_____ I plan to remain employed by the district.

_____ I DO NOT plan on continuing employment with the district.

_____ Date

TO: All new non-certificated employees of Gothenburg Public Schools
FROM: Superintendent of Schools

Please take care of the following when signing an employment contract.

- _____ Application form signed.
- _____ Copy of signed contract on file in the office.
- _____ Fringe benefits description.
- _____ Retirement number on file or application filled out for one (15 hours or more).
- _____ Application or waiver for Blue Cross Blue Shield health/dental ins. if applicable.
- _____ Job description received and accepted.
- _____ Drug test completed if applicable. (drivers)
 - _____ Level I course completed (good for five years).
 - _____ Pre-service check list bus driving maneuvers.
 - _____ Physical.
 - _____ Alcohol and Drug Testing Policy For Bus Drivers sign off complete.
- _____ Data sheet filled out for all statistical information.

- _____ Form I-9 (Employment Eligibility Verification Form) on file with a copy of Social Security card & driver's license.
- _____ Drug abuse awareness policy understood and signed form on file. (revised 2008)
- _____ W-4 (withholding) filled out and returned to the office.
- _____ Background check on all non-certificated staff-reported to the State Directory of New Hires.
- _____ Cobra sample packet received.

Signature of staff member

Signature of verifying staff member

BENEFITS FOR SALARIED EMPLOYEES

Salaried 12-month employee

- Insurance - Insurance at level for which qualified.
- Sick Days - 10 days annually cumulative to 45 days.
- Personal Leave - 2 days annually.
- Bereavement - 3 days annually.
- Vacation - 10 days annually, NOT cumulative or reimbursable.
- Holidays - 7 days annually (New Years Day, Friday before Easter, Memorial Day, July 4, Labor Day, Thanksgiving Day, and Christmas.)

Salaried school year employee (9 or 10 months)

- Insurance - Single insurance.
- Sick Days - 10 days annually cumulative to 45 days.
- Personal Leave - 2 days annually.
- Bereavement - 3 days annually.
- Vacation - None.
- Holidays - None.

BENEFITS FOR HOURLY EMPLOYEES

Full-time 12-month hourly employee (at least 40 hours/week for 12 months)

- Insurance - Insurance at level for which qualified.
- Sick Days - 10 days annually cumulative to 45 days.
- Personal Leave - 2 days annually.
- Bereavement - 3 days annually.
- Vacation - 10 days annually, NOT cumulative or reimbursable.
- Holidays - 7 days annually (New Years Day, Friday before Easter, Memorial Day, July 4, Labor Day, Thanksgiving Day, and Christmas).

Full-time extended school year hourly employee as REQUIRED by DISTRICT (at least 40 hours/week for more than 10 months but less than 12 months)

- Insurance - Single insurance.
- Sick Days - 10 days annually cumulative to 45 days.
- Personal Leave - 2 days annually.
- Bereavement - 3 days annually.
- Vacation - prorated based upon 50-week year.
- Holidays - prorated based upon 50-week year.

Full-time school year (>24 hours/week for 9 or 10 months)

- Insurance - Single insurance.
- Sick Days - 10 days annually cumulative to 45 days.
- Personal Leave - 2 days annually.
- Bereavement - 3 days annually.
- Vacation - None.
- Holidays - None.
- (EMPLOYEE REQUEST- Employees in this category may request additional days beyond the position's 9 or 10-month duties. The request will be evaluated by the Superintendent on multiple areas including, but not limited to, available tasks, employee performance level, budgetary concerns, etc. ***Benefits remain the same.***)

Route Bus Driver

- Insurance - Single insurance.

Part-time or temporary hourly employee (<25 hours/week or seasonal)

- No benefits.

PERSONNEL EVALUATION

NAME:

DATE:

1. Punctuality and Attendance

	Above	Average	Poor	Unacceptable
* Arrives at work, and leaves work, on time				
*Absences are acceptable				
*Begins duties promptly				
*Informs Supervisor of problems				

Comments:

2. Ability and Willingness to Follow Instructions

	Above	Average	Poor	Unacceptable
*Does work needing to be done without constant supervision				
*Has basic skills necessary				
*Has knowledge of what to do				
*Has sufficient interest				
*Follows procedures/techniques for maintaining/operating assigned tools/equipment				
*Follows safety/guidelines				
*Follows instructions given by immediate supervisor				

Comments:

3. Responsibility and Initiative

	Above	Average	Poor	Unacceptable
*Able to handle most situations				
*Able to take initiative				
*Work is well done				
*Seeks guidance when necessary				
*Follows established rules and procedures				
*Dependable in demonstrating all assigned responsibilities				
*Demonstrates initiative in tasks approved by the immediate supervisor				
*Maintains confidentiality in matters pertaining to district				

Comments:

4. Policies and Procedures

	Above	Average	Poor	Unacceptable
*Understands and observes school district's policies and procedures				
*Understands and observes the necessary local, state, and federal laws				
*Understands and observes confidentiality of tasks performed				

Comments:

5. Organizational Skills

	Above	Average	Poor	Unacceptable
*Organizes tasks assigned to ensure an effective and efficient operation				
*Completes tasks on time				
*Asks to help others, when the employee's workload is complete				

Comments:

6. Rapport with others

	Above	Average	Poor	Unacceptable
*Interacts and relates well with staff, students, and the general public				
*Demonstrates cooperation				
*Demonstrates courtesy for others				

Comments:

7. Attitude and Pride

	Above	Average	Poor	Unacceptable
*Appreciates help and correction				
*Respects school and position				
*Gets along well with others				
*Demonstrates a positive attitude				
*Consistently supports district goals				
*Consistently supports program/building goals				

Comments:

8. Personal Standard

	Above	Average	Poor	Unacceptable
*Dresses appropriately with assigned duties				
*Takes pride in appearance				
*Clean and neat				
*Bright outlook				
*Demonstrates a desirable standard of personal hygiene				
*Communicates (verbally, written, and gesture) in appropriate manner				

Comments:

Signature of Staff Member

Date

Signature of Evaluator

Date

Paraprofessional Appraisal

Gothenburg Public Schools

Paraprofessional _____

Evaluator _____

Date of Evaluation _____

Paraeducator _____

Evaluator _____

Date of Evaluation: _____

Rating Scale for each Paraprofessional Standard

0-Unsatisfactory 1-Needs Improvement 2-Developing 3-Meets Expectations 4-Exceeds Expectations

SECTION I. COMMUNICATION

Rating: _____

Strengths:

1)

2)

Growth Opportunity:

1)

SECTION II. RESPONSIVENESS TO STUDENT NEEDS

Rating: _____

Strengths:

1)

2)

Growth Opportunity:

1)

SECTION III. WORKING RELATIONSHIPS

Rating: _____

Strengths:

1)

2)

Growth Opportunity:

1)

SECTION IV. RESPONSIBILITY

Rating: _____

Strengths:

1)

2)

Growth Opportunity:

1)

Overall Rating: _____/3

PARAEDUCATOR EVALUATION

Paraeducator _____ Evaluator _____ Date of Eval _____

SECTION I. COMMUNICATION

	Unsatisfactory	Needs Improvement	Developing	Meets Expectations	Exceeds Expectations	
	0	1	2	3	4	
1	Does not use appropriate & clear language or grammar. Difficult to understand	Occasionally uses appropriate & clear language or grammar	Usually uses appropriate & clear language or grammar	Consistently uses appropriate & clear language	Always uses appropriate & clear language & encourages other to do the same	
2	Rarely responds appropriately to difficulties or seeks help from appropriate individuals	Occasionally responds appropriately to difficulties & seeks help from appropriate individuals	Usually responds appropriately to difficulties & seeks help from appropriate individuals	Consistently responds to difficulties & seeks help from appropriate individuals	Always responds to difficulties & actively seeks help from appropriate individuals	
3	Rarely communicates student needs or concerns to appropriate persons	Occasionally communicates student needs or concerns to appropriate persons	Usually communicates student needs or concerns to appropriate persons	Consistently communicates student needs or concerns to appropriate persons	Always communicates student needs or concerns regularly to appropriate persons	
4	Documented breaches of confidentiality have occurred	Needs regular reminders to handle confidential matters professionally & in accordance with legal requirements	Usually handles confidential matters professionally & in accordance with legal requirements	Handles confidential matters professionally & in accordance with legal requirements	Handles confidential matters professionally & in accordance with legal requirements	
5	Does not maintain records as instructed by supervisor	Some components of the required documentation are missing, incomplete or illegible	Most components of the required documentation are present	Required documentation is consistently maintained as instructed and is legible	All required documentation is present, clearly written, legible and completed as instructed	
6	Engages in arguing & power struggles with students.	Communicates & works with students in a manner that inconsistently fosters positive & productive relationships	Communicates & works with students in a manner that usually fosters positive & productive relationships	Communicates & works with students in a manner that fosters positive & productive relationships	Goes above & beyond communicating & working with students fostering positive & productive relationships	
7	Communicates & works with co-workers in a manner that rarely fosters positive and productive relationships. Is involved in gossiping, negative talk regarding teacher, administrators &/or District	Communicates & works with co-workers in a manner that inconsistently fosters positive and productive relationships.	Communicates & works with co-workers in a manner that usually fosters positive and productive relationships.	Communicates & works with co-workers in a manner that fosters positive and productive relationships	Understands the unique perspectives & philosophies of people they work with and responds in a manner that is sensitive to varying views.	

COMMENTS:

PARAEDUCATOR EVALUATION

Paraeducator _____ Evaluator _____ Date of Eval _____

SECTION II. RESPONSIVENESS TO STUDENT NEEDS

	Unsatisfactory 0	Needs Improvement 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	
1	Unable to adjust management style in response to student needs, ability levels & maturity levels	With great difficulty is able to occasionally adjust management style in response to student needs, ability levels & maturity levels	Is able but inconsistently attempts to adjust management style in response to student needs, ability levels & maturity levels	Quickly able to gage management style required in response to student needs, ability levels & maturity levels	Always able to easily adjust management style in response to student needs, ability levels & maturity levels	
2	Rarely responds appropriately to difficulties or seeks help from appropriate individuals	Sometimes responds appropriately to difficulties or seeks help from appropriate individuals	Is able but inconsistently responds appropriately to difficulties or seeks help from appropriate individuals	Responds appropriately to difficulties or seeks help from appropriate individuals	Consistently responds appropriately to difficulties or seeks help from appropriate individuals	
3	Never attempts to adapt instructional activities & materials according to learner needs & individualized program	Rarely attempts & does not exhibit an interest or ability to adapt instructional activities & materials according to learner needs and individual programs	Inconsistently adapts instructional activities & materials according to learner needs & individual programs	Adapts instructional activities & materials according to learner needs & individual programs	Regularly adapts instructional activities & materials according to learner needs & individualized program	
4	Does not recognize strengths of student. Provides excessive help, completes assignments for student or gives them answers	Rarely recognizes strengths of student & provide with excessive help or does not know when to provide assistance	Usually recognizes strengths of student & provides the appropriate amount of support & assistance	Is able to recognize strengths of student & exhibits awareness of student needs	Always able to recognize student strengths. Challenges them.	
5	Fosters student dependency. Does not encourage socialization and self-esteem. Talks down or disrespectfully to students.	Does not encourage students to be independent learners or engage with their peers.	Encourages students to be independent learners in some situations throughout instructional time. Supportive of socialization with peers & fosters self-esteem	Encourages students to be independent learners throughout instructional time. Supportive of socialization with peers & fosters self-esteem	Always encourages student independence, socialization & self-esteem. Shows he respects & accepts student as they are	
6	Never suggests ideas for changes to student support	Rarely offers suggestions or ideas for changes in student support	Occasionally offers suggestions or ideas for changes in student support	Regularly shares suggestions to support students & better meet their needs	Consistently shares suggestions to support students & better meet their needs	
7	Never demonstrates interest or enthusiasm. Always has to be given instruction of what to do. Rarely interacts with students in the classroom unless asked	Rarely demonstrates interest or enthusiasm.	Occasionally demonstrates interest or enthusiasm	Consistently demonstrates positive attitude.	Always demonstrates positive attitude and willing to do anything asked. Appears to enjoy work.	
8	Always has to be asked to help out during down time. Sits in the back of the room, reads, visits or uses phone.	Rarely shows initiative	Occasionally shows initiative	Regularly shows initiative	Consistently finds tasks to be completed without prompting	

PARAEDUCATOR EVALUATION

Paraeducator	Evaluator			Date of Eval	
9	Does not demonstrate the ability to work independently. Is not where he is supposed be. Does not follow schedule	Rarely demonstrates ability to work independently. Has difficulty following schedule & being on time for class	Occasionally demonstrates the ability to work independently. Follows schedule and on time more often than not	Demonstrates the ability to work independently. Follows schedules and is on time to class	Is always where he is supposed to be. Carries out needed tasks without being asked or told.
10	Unable to demonstrate effective strategies for management of student behavior. Student's behavior is disruptive Does not follow BIP.	Addresses student behaviors inconsistently & the techniques used frequently do not result in positive outcomes. Occasionally follows BIP	Demonstrates effective strategies to manage student behavior, many of which end with a positive outcome.	Quickly & positively addresses student behaviors, resulting in consistently positive outcomes.	Readily uses multiple positive behavior support strategies to address student behaviors & actively teaches students to self-regulate behaviors, resulting in positive outcomes. Always follows BIP

COMMENTS:

PARAEDUCATOR EVALUATION

Paraeducator _____ Evaluator _____ Date of Eval _____

SECTION III. WORKING RELATIONSHIPS

	Unsatisfactory 0	Needs Improvement 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	
1	Does not follow written or oral plans & instructions or seek help when needed	Rarely follows written or oral plans & instructions or seeks help when needed	Occasionally follows written or oral plans & instructions or seeks help when needed	Follows written or oral plans & instructions or seeks help when needed.	Always follows written or oral plans/instructions given by teacher. Will actively seek out help or clarification if needed	
2	Does not demonstrate flexibility to changes in schedules, plans &/or assignments	Rarely demonstrates flexibility to changes in schedules, plans &/or assignments	Occasionally demonstrates flexibility to changes in schedules, plans &/or assignments	Demonstrates flexibility to changes in schedules, plans &/or assignments	Is always flexible to changes in schedules, plans &/or assignments. Willing to work with any student or wherever most needed.	
3	Does not participate effectively as a team member. Critical of other team members & gossips	Rarely participates effectively as a team member. Does not engage with other team members	Occasionally participates effectively as a team member	Participates effectively as a team member	Always makes an effort to contribute to the team in a positive & helpful manner	
4	Does not respond appropriately to input or direction from teachers/other team members. Is resistant to change & does not acknowledge need for improvement	Rarely responds appropriately to input/direction from teachers/other team members. Is usually defensive, argumentative & requires repeated guidance to implement suggested improvements	Occasionally responds appropriately to input/direction from teachers/other team members. Listens & accepts feedback over time &/or through a variety of communication attempts.	Regularly seeks feedback from teachers or other team members. Readily engages in implementing or trying suggestions	Recognizes areas where improvement is needed and independently initiates professional growth activities on an ongoing basis	
5	Does not contribute or attend scheduled team meetings.	Has poor attendance at scheduled team meetings	Occasionally attends scheduled team meetings	Attends scheduled team meetings as instructed.	Always attends scheduled team meetings and makes significant & innovative contributions	
6	Does not maintain composure under pressure	Rarely maintains composure under pressure. Very easily flustered and frustrated	Occasionally able to maintain composure under pressure.	Able to maintain composure under pressure	Always handles stressful events & negative behavior in a positive, professional manner	
7	Does not demonstrate an understanding of the subjects or concepts covered in classes.	Demonstrates poor understanding of the subjects or concepts covered in classes	Demonstrates an understanding of most subjects or concepts covered in classes	Demonstrates an understanding of the subjects or concepts covered in classes. Actively seeks materials or learning opportunities to increase understanding of subject	Clearly demonstrates an understanding of the subjects or concepts covered in class	

COMMENTS:

PARAEDUCATOR EVALUATION

Paraeducator _____ Evaluator _____ Date of Eval _____

SECTION IV. RESPONSIBILITY

	Unsatisfactory 0	Needs Improvement 1	Developing 2	Meets Expectations 3	Exceeds Expectations 4	
1	Does not follow through on directions & student program requirements outlined on the IEP on a consistent basis	Rarely follows through on directions & student program requirements as outlined on the IEP	Regularly attempts to follow through on directions & student program requirements as outlined on the IEP	Follows through on directions & student program requirements outlined on the IEP	Always follows through on directions & student program requirements as outlined on the IEP	
2	Angry & argumentative when given constructive feedback	Defensive & has great difficulty accepting constructive feedback	Able to listen & recognize needed improvements/changes after a period of time & multiple reminders	Accepts and acts on constructive feedback	Able to recognize areas of need and readily implements changes when given constructive feedback	
3	Does not follow classroom, school or District policies or procedures	Rarely follows classroom, school or District policies even after reminding	Occasionally follows classroom, school or District policies when it suits them	Follows classroom, school or District policies or procedures	Demonstrates a clear understanding & always follows classroom, school & District policies. Is a role model for others	
4	Consistently absent, tardy or leaves early	Regularly absent and tardy	Present & on time more days than not	Usually present & on time	Always present & on time.	

COMMENTS:

Paraeducator _____

Evaluator _____

Date of Evaluation: _____

Directions for Summary Page: Add totals for each section and place in TOTALS box. Divide that number by the number of question under each subject (DO NOT include any questions marked N/A). Place that number in the AVERAGE RATING box. Add all of the AVERAGE RATING boxes and divide by 4. This is the OVERALL rating for the para.

Should the evaluation reveal performance concerns (a rating of "0" or "1" on any item), a re-evaluation of those specific items shall be completed within a month. If improvements do not occur, a Plan of Improvement will be developed.

Professional Goals

Goals are based on areas of this document where you want to see improvement.

They will be composed of two parts: WHAT the goal is and the *ACTION* that will be taken to achieve the goal.

i.e. I will establish clearer learning objectives by *posting lesson objectives at the front of the room and going over them with students.*

1)

2)

3)

Administrator Signature _____

Date: _____

Staff Signature _____

Date: _____

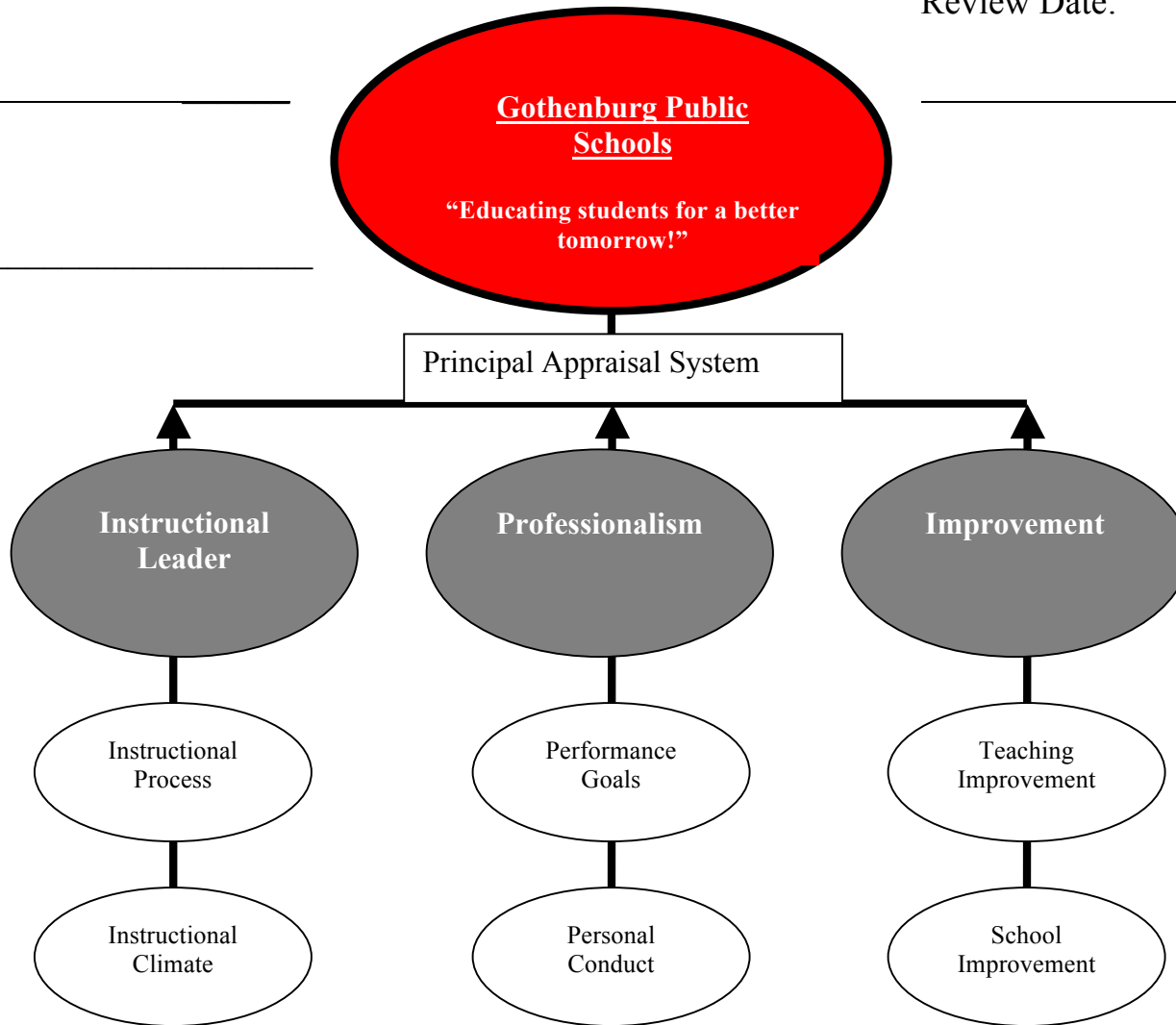
The paraprofessional's signature of this appraisal form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with the supervisor. Any rebuttal or response by the teacher is contained on the attached pages.

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

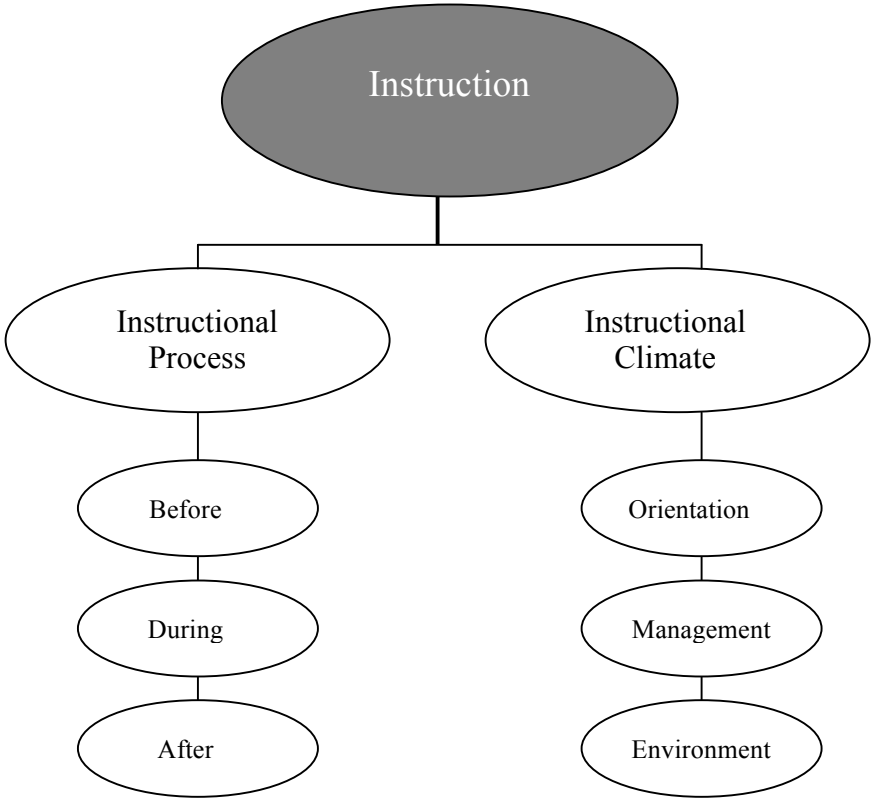
Principal: _____

Review Date: _____

Superintendent: _____



Gothenburg Public Schools
Summative Principal Appraisal Form-ADI



Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

I. Instruction

A. Instructional Process

Description	Standard	Development Rating
1. Before Instruction	a. Identify clear teaching standards b. Identify how mastery of each standard will be demonstrated	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. During Instruction	a. Explain teacher appraisal method to staff b. Explain how to demonstrate mastery of each teaching standard c. Explain the importance of the teaching standards and steps taken when mastery is not acquired/maintained	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. After Instruction	a. Summarize expected teacher actions b. Provide prompt feedback on teacher performance c. Record teacher performance data promptly and accurately	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

B. Instructional Climate

Description	Standard	Development Rating
1. Orientation	<ul style="list-style-type: none"> a. Communicate a predictable school day routine for teachers and students to follow b. Communicate a predictable school calendar for teachers and students to follow c. Communicate maximum time for constructive educational activities through class schedule preparation d. Communicate directions for smooth transitions when changes to the school day/calendar routine occur 	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Description	Standard	Development Rating
2. Management	<ul style="list-style-type: none"> a. Post clear school safety rules and procedures b. Post clear administrative rules and procedures c. Impartially enforce rules and procedures with consistency 	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Description	Standard	Development Rating
3. Environment	<ul style="list-style-type: none"> a. Provide consistent certified staff, non-certified staff, and substitute teacher supervision b. Provide clear criteria for teacher re-hire and/or selection processes c. Provide clear criteria for student teacher assignments d. Provide an orderly set of office procedures for staff (ex. leave requests, recordkeeping, grades, transcripts, maintenance requests, etc.) e. Provide a physically safe school facility and grounds f. Provide classroom materials as necessary 	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI



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Summative Principal Appraisal Form-ADI

II. Professionalism

A. Performance Goals

Description	Standard	Development Rating
1. Preparation	a. Dress and groom appropriately b. Arrive and leave on-time c. Arrive with required materials	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Task Completion	a. Perform assigned duties accurately b. Perform assigned duties punctually c. Participate actively in job-related meetings and activities d. Organize and supervise school events and activities as assigned	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Appropriate Responding	a. Enforce <i>student</i> and <i>teacher handbook</i> regulations and procedures b. Comply with superintendent and school board directives c. Systematically facilitate school response to data (academic, behavior, etc.) d. Consistently comply with state ethics guidelines	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

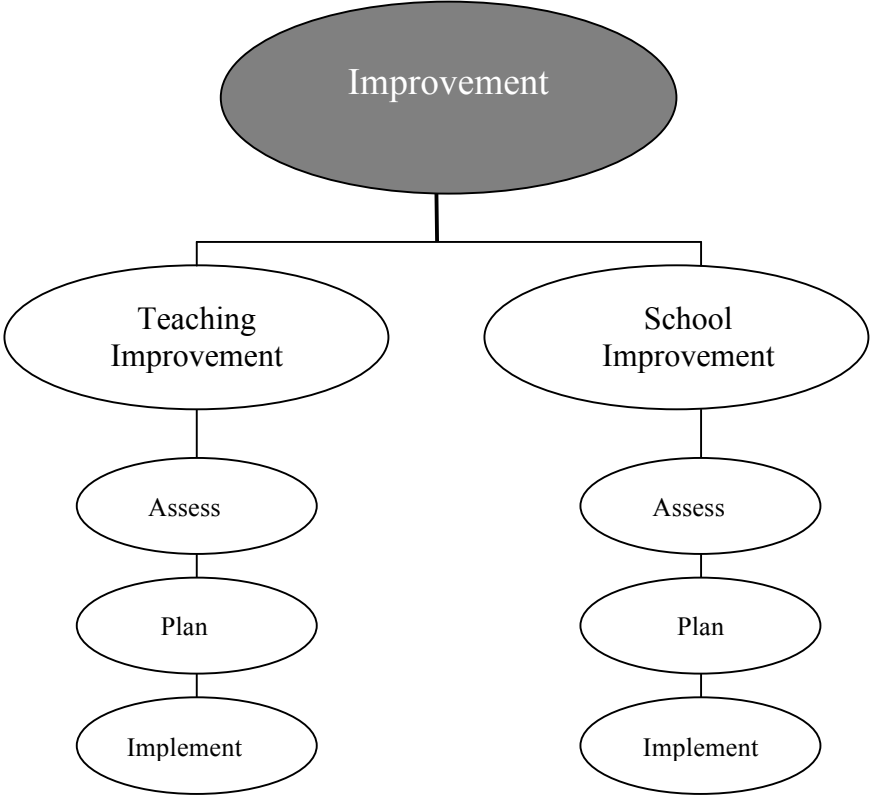
B. Personal Conduct

Description	Standard	Development Rating
1. Respect	a. Demonstrate respect toward students b. Demonstrate respect toward staff c. Demonstrate respect toward superintendent and school board d. Demonstrate respect toward community members e. Maintain staff and student confidentiality f. Command respect by planning, preparation, and facilitation of staff meetings	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Relationship Building	a. Collaborate constructively with staff b. Collaborate constructively with superintendent and school board c. Collaborate constructively with parents	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Adaptability	a. Maintain professional distance with staff and students b. Exhibit patience and good judgment c. Respect the viewpoints and differences of others d. Support team/administrative decisions	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI



Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

III. Improvement

A. Teaching Improvement

Description	Standard	Development Rating
1. Assessment	a. Use certified staff appraisal system to assess the level of mastery of instructional process b. Use certified staff appraisal system to assess the level of mastery of instructional climate c. Use certified staff appraisal system to systematically identify areas for instructional improvement	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Plan	a. Plan instructional process training in response to identified area(s) of improvement b. Plan instructional climate training needs in response to identified area(s) of improvement	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Implement	a. Implement proven instructional training plan b. Record progress toward certified staff appraisal goals	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

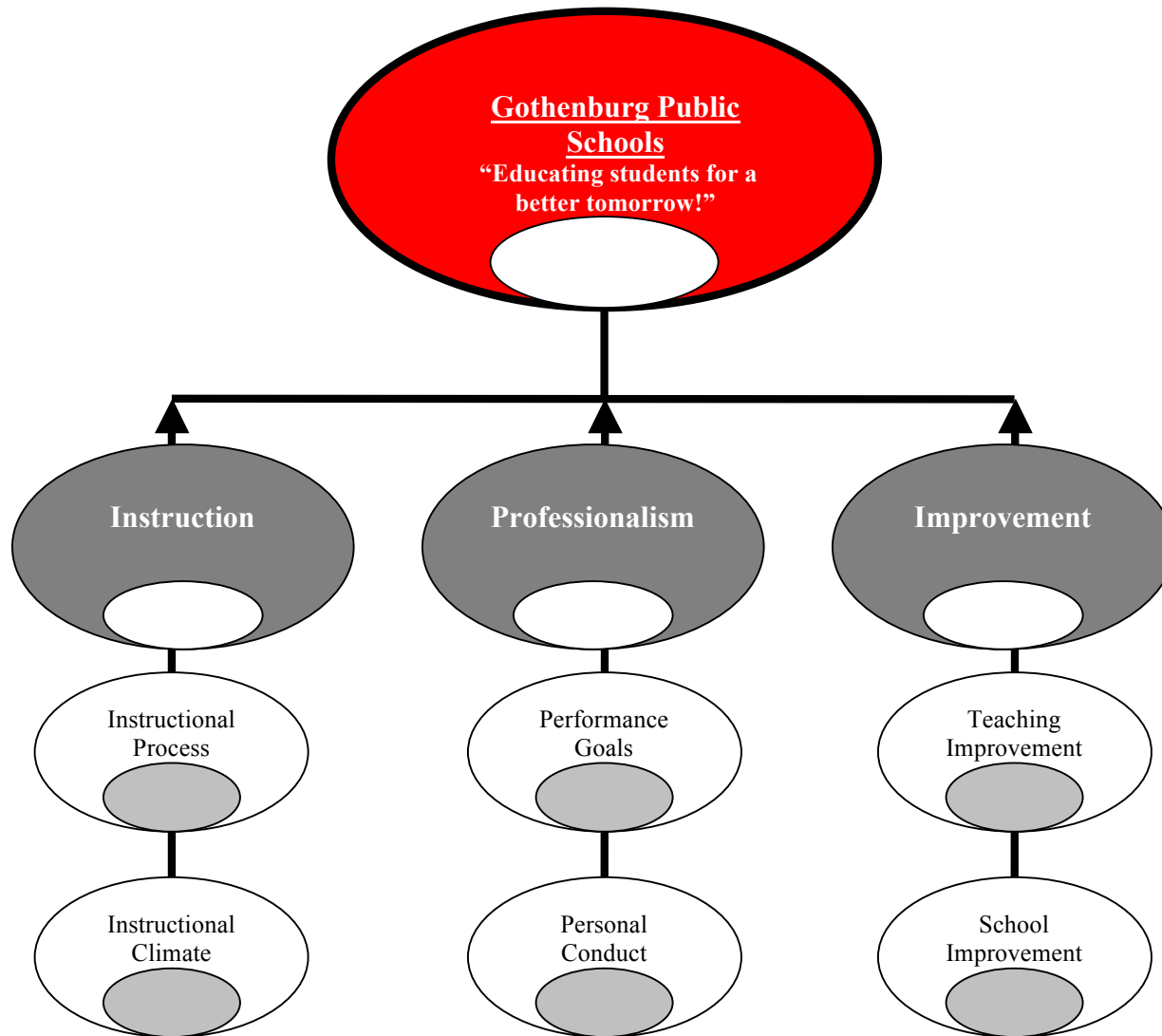
B. School Improvement

Description	Standard	Development Rating
1. Assess	a. Monitor the alignment of curriculum with state standards b. Provide methods to be used for school improvement data collection c. Systematically provide a method of decision making for school improvement through the use of data	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Plan	a. Organize professional training days related to school improvement grade level and/or subject interventions/strategies/activities b. Collect and respond to feedback from teachers regarding school improvement grade level/subject interventions	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Implement	a. Monitor implementation of school improvement interventions/strategies/activities b. Record progress of school improvement interventions/strategies/activities	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Principal Appraisal Form-ADI
Appraisal Feedback Summary Page



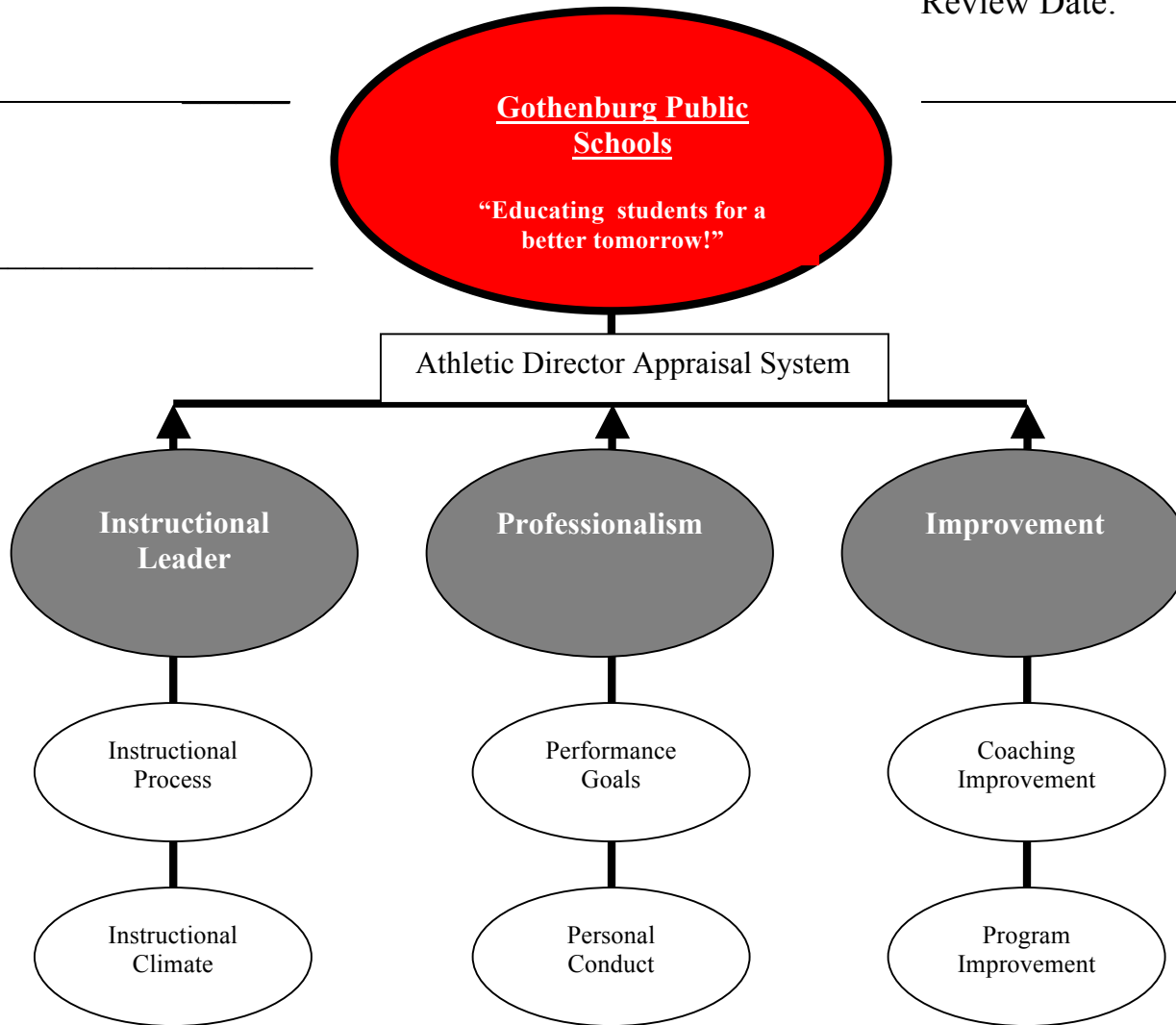
Gothenburg Public Schools
Summative Principal Appraisal Form-ADI

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

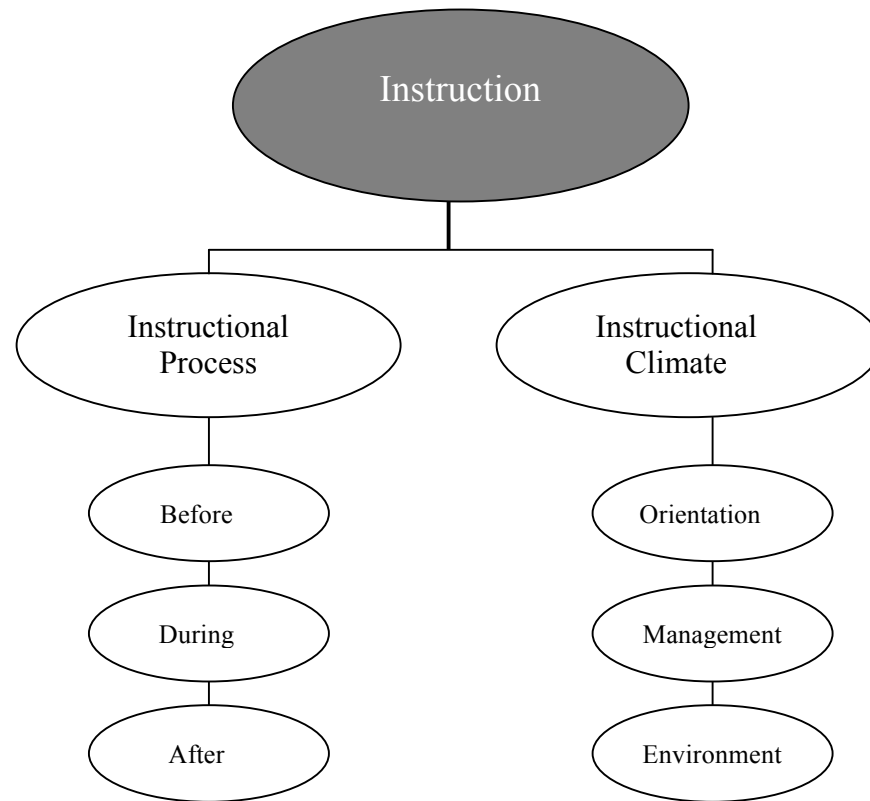
Athletic Director:

Review Date:

Superintendent:



Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI



Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

I. Instruction

A. Instructional Process

Description	Standard	Development Rating
1. Before Instruction	a. Identify clear coaching standards b. Identify how mastery of each standard will be demonstrated	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Description	Standard	Development Rating
2. During Instruction	a. Explain coach appraisal method to staff b. Explain how to demonstrate mastery of each coaching standard c. Explain the importance of the coaching standards and steps taken when mastery is not acquired/maintained	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Description	Standard	Development Rating
3. After Instruction	a. Summarize expected coach actions b. Provide prompt feedback on coach performance c. Record coach performance data promptly and accurately	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

B. Instructional Climate

Description	Standard	Development Rating
1. Orientation	a. Communicate a predictable activity routine for coaches and students to follow b. Communicate a predictable activity calendar for coaches and students to follow c. Provide maximum time for constructive educational activities through activity schedule preparation d. Communicate directions for smooth transitions when changes to the activity routine occur	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Management	a. Post clear school safety rules and procedures b. Post clear administrative rules and procedures c. Impartially enforce rules and procedures with consistency	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Environment	a. Provide consistent coach supervision b. Provide clear criteria for coach re-hire and/or selection processes c. Provide clear criteria for student coach assignments d. Provide an orderly set of office procedures for staff (ex. leave requests, recordkeeping, grades, transportation requests, maintenance requests, etc.) e. Provide a physically safe school facility and grounds f. Provide activity materials as necessary	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI



Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

II. Professionalism

A. Performance Goals

Description	Standard	Development Rating
1. Preparation	a. Dress and groom appropriately b. Arrive and leave on-time c. Arrive with required materials	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Task Completion	a. Perform assigned duties accurately b. Perform assigned duties punctually c. Participate actively in job-related meetings and activities d. Organize and supervise school events and activities as assigned	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Appropriate Responding	a. Enforce <i>student</i> and <i>teacher handbook</i> regulations and procedures b. Comply with superintendent and school board directives c. Systematically facilitate school response to school (academic, behavior, etc.) d. Consistently comply with state ethics guidelines	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

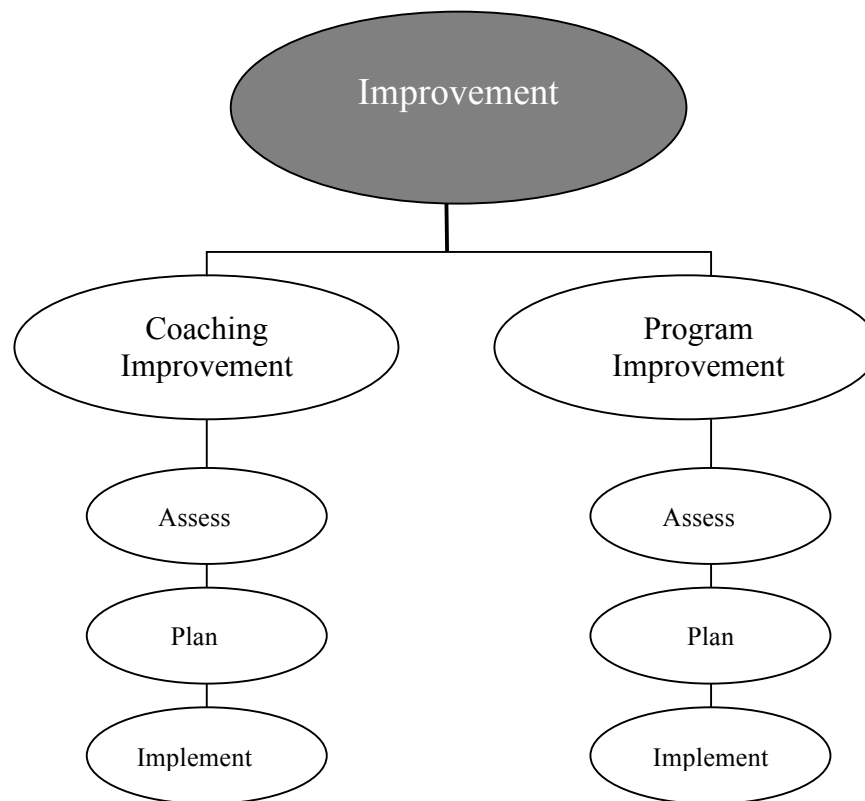
B. Personal Conduct

Description	Standard	Development Rating
1. Respect	a. Demonstrate respect toward students b. Demonstrate respect toward staff c. Demonstrate respect toward superintendent and school board d. Demonstrate respect toward community members e. Maintain staff and student confidentiality f. Command respect by planning, preparation, and facilitation of staff meetings	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Relationship Building	a. Collaborate constructively with staff b. Collaborate constructively with superintendent and school board c. Collaborate constructively with parents	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Adaptability	a. Maintain professional distance with staff and students b. Exhibit patience and good judgment c. Respect the viewpoints and differences of others d. Support team/administrative decisions	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI



Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

III. Improvement

A. Coaching Improvement

Description	Standard	Development Rating
1. Assessment	a. Use coaching appraisal system to assess the level of mastery of instructional process b. Use coaching appraisal system to assess the level of mastery of instructional climate c. Use coaching appraisal system to systematically identify areas for instructional improvement	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Description	Standard	Development Rating
2. Plan	a. Plan instructional process training in response to identified area(s) of improvement b. Plan instructional climate training needs in response to identified area(s) of improvement	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Description	Standard	Development Rating
3. Implement	a. Implement proven instructional training plan b. Record progress toward coaching appraisal goals	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning

Narrative Comments:

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI

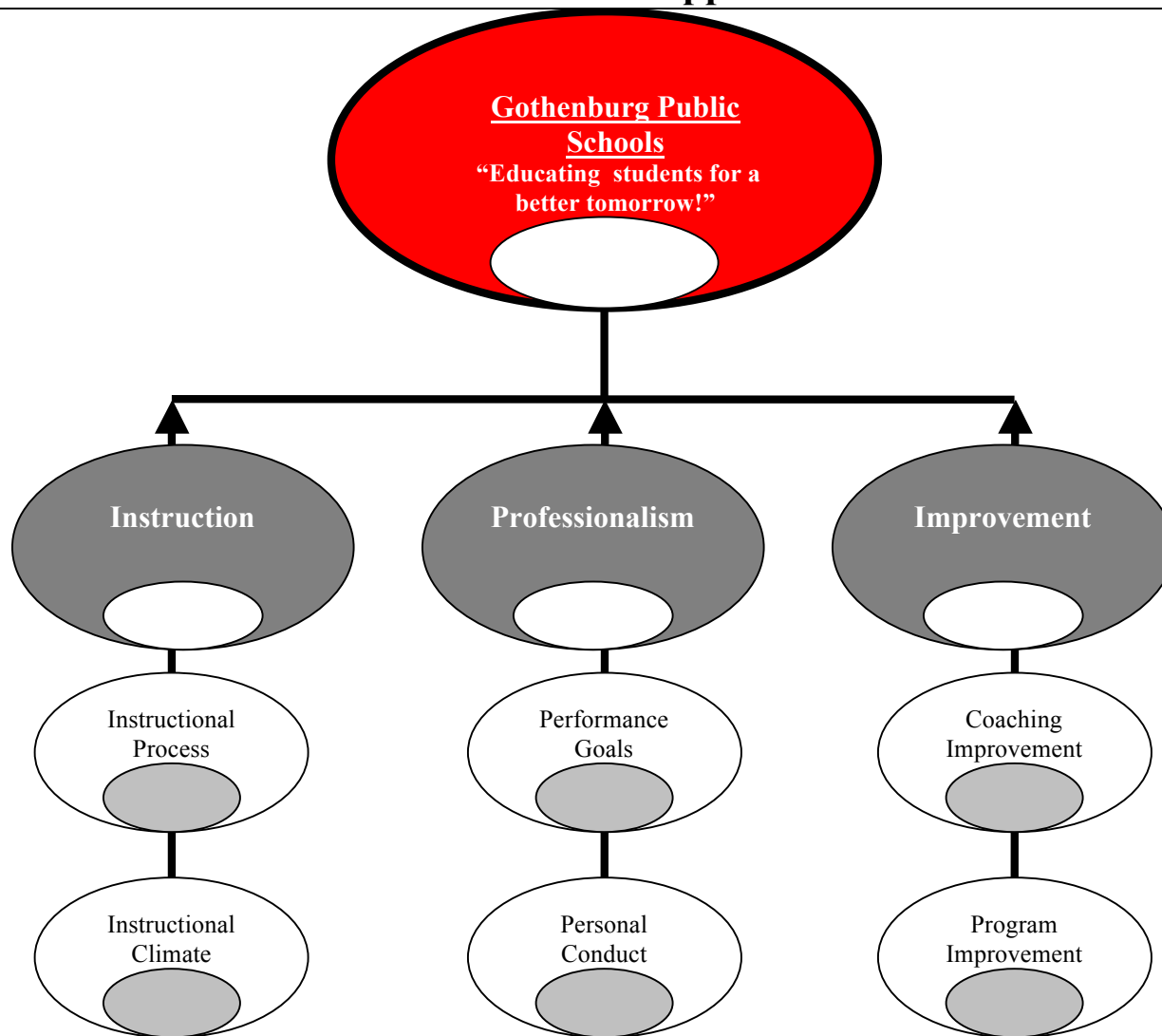
B. Program Improvement		
Description	Standard	Development Rating
1. Assess	a. Monitor the alignment of program goals to school mission b. Provide methods to be used for activity data collection c. Systematically provide a method of decision making for program improvement through the use of data	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
2. Plan	a. Organize professional training days related to program improvement interventions/strategies/activities b. Collect and respond to feedback from coaches regarding school improvement grade level/subject interventions	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Description	Standard	Development Rating
3. Implement	a. Monitor implementation of program improvement interventions/strategies/activities b. Record progress of program improvement interventions/strategies/activities	<input type="checkbox"/> (4) Advanced <input type="checkbox"/> (3) Proficient <input type="checkbox"/> (2) Progressing <input type="checkbox"/> (1) Beginning
Narrative Comments:		

Appraisal Feedback Summary Page

Gothenburg Public Schools
Summative Athletic Director Appraisal Form-ADI



Gothenburg Public Schools



Superintendent Evaluation 2020-2021

#allmeansall

#beBOLD

- **All board members** will participate in the evaluation process
- The board will execute the evaluation process utilizing the following documents: the board adopted evaluation instrument, the superintendent job description, the superintendent contract; and, superintendent/district performance goals
- The board will periodically review and **adopt a job description** and the **evaluation instrument** for the superintendent, aligning the evaluation instrument with the job duties
- The board will adopt a **timeline** for conducting the superintendent evaluation
- The superintendent will complete a **self-evaluation** and provide a copy of his/her completed evaluation to the board president
- The board president will distribute the superintendent's self-evaluation, blank evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results
- The board president will **contact the board attorney** for advice regarding the proper method of executing the evaluation during a scheduled meeting of the board

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to prevent the board the risk of violating the Nebraska Open Meetings Act. The Association strongly advises the board president to contact the school attorney to ascertain his/her position in regards to evaluation of the superintendent.

- If the board determines pursuant to legal advice to conduct the evaluation in executive session, consider the following guidelines:
 1. Dismiss the superintendent from the closed session to discuss the summary of the evaluation
 2. Ask the superintendent to join the board in closed session and collaboratively review the evaluation with him/her
 3. Identify areas of improvement, goals for the superintendent /district with supporting performance indicators and a timeline for progress reports and/or deadlines
- If the board carries out the evaluation process during a regular meeting of the board in **open session**, each board member should participate in the discussion providing their perspective of the positive qualities the superintendent has exhibited during the past year and any areas of growth or improvement the superintendent might address

Leadership Standard 1: Operations Leadership

The superintendent will provide leadership to the Board of Education in carrying out the vision and daily operations of the district.

Performance Indicators	Rating	Comments to support rating
1.1 Oversees and directs all activities of the school system according to board policy and assumes responsibility for everything that occurs in the district	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
1.2 Articulates and promotes high expectations for teaching and student learning	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
1.3 Provides leadership to the board in the annual establishment of short and long-term district goals that support student achievement and the school improvement process	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
1.4 Systematically reports to the board on the status of the adopted district goals and the school improvement plan	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
1.5 Maintains a general knowledge of educational and professional trends through participation in national and state workshops and conferences	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

1.6 Supervises the district's compliance and reporting requirements within all NDE rules, accreditation standards, and state and federal law	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
1.7 Represents the district in its dealings with other school systems, agencies, institutions, community organizations, the media, and in legislative and legal matters	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
1.8 Maintains effective relationships with legislative representatives, NDE personnel, and Educational Service Unit administrators	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Leadership Standard 2: Staff Leadership

The superintendent will provide leadership to the Board regarding staffing of the district and evaluation of staff.		
Performance Indicators	Rating	Comments to support rating
2.1 Evaluates and makes recommendations for the appropriate staffing levels needed for the effective operation of the schools	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

2.2 Ensures that fair and effective evaluation processes are in place for all district personnel and that all staff are evaluated regularly according to board policy and applicable laws	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.3 Ensures that job descriptions for all district personnel are maintained and updated regularly	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.4 Provides motivation and resources for staff members to engage in professional development activities	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.5 Provides leadership and oversight to the administrative team through regular communication, supervision, and evaluation	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.6 Provides leadership to the board in the negotiations process with the district's recognized bargaining units	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
2.7 Handles personnel matters in a forthright, objective, and professional manner	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A

Leadership Standard 3: Board Relations Leadership

The superintendent will meet established requirements in preparing for and conducting board meetings.		
Performance Indicators	Rating	Comments to support rating
3.1 Provides leadership to maintain the board's focus on student achievement	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
3.2 Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
3.3 Develops, in cooperation, with the board president the agenda for each board meeting	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
3.4 Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
3.5 To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

3.6 In cooperation with the board president, develops and maintains an annual board calendar	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
3.7 Ensures that administrative recommendations to the board identify all details necessary for the board to make an informed decision	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
3.8 Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Leadership Standard 4: Policy Leadership

The superintendent will provide leadership to the Board of Education in policy development and implementation.		
Performance Indicators	Rating	Comments to support rating
4.1 Provides leadership in the development and implementation of district policy	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

4.2 Ensures policy is consistent with the requirements of state and federal law and NDE rules	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
4.3 In cooperation with the administrative team, develops the necessary rules and regulations to carry out board policy	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
4.4 In cooperation with the board, ensures that policies and supporting administrative rules and regulations are systematically reviewed and updated	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Leadership Standard 5: Financial Leadership

The superintendent will provide sound financial planning and management in assisting the Board of Education to support student achievement and district operations.

Performance Indicators	Rating	Comments to support rating
5.1 Schedules timely and appropriate budget work sessions to ensure board input into the development of the district budget	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
5.2 Develops the budget according to district policy and state requirements	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

<p>5.3 Implements and manages the budget according to sound business and fiscal practices and district policy</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A</p>	
<p>5.4 Recommends budget amendments when necessary</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A</p>	
<p>5.5 Provides monthly financial reports, including comparable data (three-year history), to ensure the board is knowledgeable about the status of the budget</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A</p>	
<p>5.6 Maintains the district's financial records and ensures that they are audited annually by a qualified accounting firm</p>	<p><input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A</p>	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Leadership Standard 6: Facilities Leadership

The superintendent will provide leadership to the Board of Education regarding facilities planning.		
Performance Indicators	Rating	Comments to support rating
6.1 In cooperation with the board, maintains and updates a short and long-range plan that includes: (a) a schedule for the routine maintenance of all school properties, (b) a schedule for the repair and/or replacement of school equipment, and (c) a facilities needs assessment for future renovation or construction	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
6.2 Oversees the implementation of the facilities plan and ensures that the board is knowledgeable about the status of the facilities	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Leadership Standard 7: Community Relations Leadership

The superintendent will provide leadership to the Board in fostering a good working relationship with the public.

Performance Indicators	Rating	Comments to support rating
7.1 Maintains accessibility and visibility in the community	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
7.2 Acts as a unifying force within the district, striving to reconcile divergent viewpoints in order to do what is best for students	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
7.3 Promotes and supports parent/student/community involvement in the school	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
7.4 Demonstrates appreciation for and sensitivity to the diversity in the school community	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
7.5 Effectively communicates the needs and successes of the district	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
7.6 Maintains a sound working relationship with the media	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

7.7 Routinely creates opportunities to seek staff and community input on significant issues where and when appropriate	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
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Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Leadership Standard 8: General Leadership Attributes

The superintendent will provide general leadership to the Board and District with the following attributes being a top priority.		
Performance Indicators	Rating	Comments to support rating
8.1 Demonstrates ethical, trustworthy and professional behavior	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
8.2 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
8.3 Is cordial, patient, personable, and treats everyone fairly and with dignity and respect	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

8.4 Expresses ideas in a logical, forthright, and professional manner	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
8.5 Approaches work with enthusiasm, commitment, and integrity	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	
8.6 Is visible, listens, and promotes collaboration, teamwork, and accomplishments	<input type="checkbox"/> Met <input type="checkbox"/> Progressing <input type="checkbox"/> Not Met <input type="checkbox"/> N/A	

Please provide comments to support ratings of Met, Progressing, Not Met or N/A:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)

Superintendent Performance Plan

Standard	Goal Statement	Performance Indicator(s)	Timeline	Reviewed
Operations	Review the vision, mission and goals of the district	Schedule a board/administrator retreat to plan the review and update of the vision, mission and goals	June (year)	
Staff	Ensure all staff evaluations are completed as per policy		April (year)	
Board Relations				
Policy				
Financial				
Facilities				
Community				
General Leadership Attributes				

GOTHENBURG



COACHES AIDE HANDBOOK

2020 - 2021

STATEMENT OF PHILOSOPHY

Gothenburg Public Schools

1

Coaches Handbook for Coaches Aide

A comprehensive and balanced activities program is an essential complement to the basic program of instruction. The activities program should provide opportunities for youth to further develop interests and talents in sports, debate/speech, drama, journalism, music and related academic areas. Participation in these activities should provide students with a lifetime basis for personal values, for work and for leisure activities. Our job is to ensure a supportive and safe environment for student participation, which encourages the development of skills and the building of relationships.

Coaching leadership should provide athletes with examples of exemplary behavior. Measurement of leadership success will emphasize character, courage and integrity as the major objectives of the program. This program should prepare students to assume positions of leadership and enable students to appropriately deal with adversity and success. Coaches and sponsors should also teach the specific skills necessary for improvement in activities and provide guidance in the development of proper practice and training habits.

The activities program should be available to all students who demonstrate an interest in participating, regardless of their individual abilities. Accordingly, appropriate skill levels (Sophomore, Junior Varsity) should be established within activities, when feasible, so that students may participate as fully as possible regardless of ability levels.

Best of luck,

Mr. Marc Mroczek

Mr. Marc Mroczek
Activities Director

Reference Guide

Professional Development Opportunities	Pg. 3
Certification	Pg. 3
Job Description	Pg. 4
Expectations	Pg. 4,5
Sportsmanship Code	Pg. 5
Coaches Code of Conduct	Pg. 6-10

Professional Development Opportunities

Non-staff coaches might be eligible to obtain certification with expenses reimbursed by Gothenburg Public Schools.

Coaching Certification Steps

NSAA By-Law 2.12.2: Head Coach, Assistant Coach, or Sponsor. In order to serve as a head or assistant coach or sponsor of any activity sponsored by the NSAA, the individual must possess a valid NE Teaching Certificate or NE Administrative and Supervisory Certificate and have a written contract of employment as a coach or sponsor with the school in which he/she is to perform these duties.

NSAA By-Law 2.12.2.1: Individuals who possess a Special Services Certificate endorsed in coaching may be employed by a school district as a head or assistant coach in NSAA sponsored activities.

1. Complete a course in NFHS Fundamentals of Coaching. The NFHS link for this approved course can be found at:
<https://nfhslearn.com/courses/61113/fundamentals-of-coaching>
2. Complete a course in NFHS First Aid for Coaches. The NFHS link for this approved course can be found at:
<https://nfhslearn.com/courses/26/first-aid-health-and-safety>
3. On-line application for a Special Services Certificate for Coaching from Nebraska Department of Education <https://www.education.ne.gov/TCERT/> or call them (402) 471-0739.
4. Submit application and payment to the Nebraska Department of Education with the original certificates indicating completion of the NFHS Fundamentals of Coaching and NFHS First Aid for Coaches.

Restrictions for Non-Certified Coaches

Head Coach, Assistant Coach, or Sponsor. In order to serve as a head or assistant coach or sponsor of any activity sponsored by the Nebraska School Activities Association, the individual must possess a valid Nebraska Teaching Certificate or Nebraska Administrative and Supervisory Certificate and have a written contract of employment as a coach or sponsor with the school in which he/she is to perform these duties.

Coaches' Aides

Coaches' Aides. Schools may contract non-certificated personnel to assist with their activities programs, but such personnel shall be coaches' aides.

1. The individuals must have a job description.
2. The individual shall not initiate nor change instruction given by the head coach and must carry out specific directions given by the head coach. 2.12.3.3 The individual may assist in starting, executing, and completing the specific plan of the learning experience as defined and directed by the head coach.
3. The aide should be specifically prepared for duties assigned, to include the handling of emergency situations that arise in the course of his/her work.
4. Coaches' aides are not to be given the sole responsibility of directing or supervising students during practice. The head coach should be in the immediate practice area.
5. When traveling to and from and participating in interschool competition, the team or individuals are to be accompanied by the head coach/sponsor, assistant coach/sponsor, or in case of an

emergency, a certificated faculty member.

6. Coaches Aides will be required to complete the following three training videos by the NFHS every 3 years prior to their first practice. www.nfhslearn.com

1. **Concussion in Sports**

- <https://nfhslearn.com/courses/concussion-in-sports-2>

2. **Heat Illness Prevention**

- <https://nfhslearn.com/courses/heat-illness-prevention-2>

3. **Sudden Cardiac Arrest**

- <https://nfhslearn.com/courses/sudden-cardiac-arrest>

JOB DESCRIPTION: COACHES AIDE

1. Support the head coach in conducting the athletic program of that particular sport and the total athletic program of the Gothenburg Senior School in general.
2. Be loyal to the Head Coach and to the team.
3. Attend staff meetings when called by the Head Coach.
4. Assist with scouting of varsity games.
5. Assume any duties assigned by the Head Coach pertaining to the overall athletic program of the particular sport. Some of these duties might be: conducting portions of practice drills, handling equipment, determining eligibility, working with student managers, public relations and statistics.

EXPECTATIONS FOR AN ATHLETIC COACH AT GOTHENBURG PUBLIC SCHOOLS

1. Perform the coaching responsibilities of the assigned sport to the best of your ability, conducting yourself in a professional manner and adhering to high standards.
2. Know, understand, and comply with rules and regulations of our school, conference, and state governing bodies for athletics.
3. Maintain a working knowledge and understanding of the playing rules of your sport, teach these to your athletes and insist upon compliance.
4. Fulfill your assigned academic duties as well as athletic duties, adhering to policies governing all faculty.
5. Appreciate and promote all Gothenburg athletics, as well as your own sport. Volunteer to assist in various capacities in the total program.
6. Follow the chain of command in all athletic matters.
 - a. Consult and work with the activities director concerning:
 - (1) Budget
 - (2) Lettering requirements
 - (3) Practice schedules, dates and times
 - (4) Transportation
 - (5) Scheduling of contests
 - b. Consult building principal concerning:
 - (1) Your absence from scheduled classes because of activities
 - (2) Athletes absence from school because of activities
7. Constantly seek self-improvement through reading, workshops, clinics and through other appropriate endeavors associated with your sport.

8. Establish rapport with your athletes, treat them with respect and in a fair and professional manner. You are responsible for their health, safety and well being.
9. Establish and maintain a comfortable working relationship with fellow coaches, faculty, staff, administration and community.
10. Be a professional. Keep “in-house” problems in-house. Do not ridicule athletes, staff, coaches or faculty. Approach things from a positive point of view.

GOTHENBURG ATHLETIC PROGRAM (SPORTSMANSHIP CODE)

The athletic program of Gothenburg Public School is designed to provide opportunities for those students who desire competitive activity in athletics. It is our desire to instill in each participant the image of a true Swede athlete.

In accordance with the District 20 Spectator Code of Sportsmanship Behavior, Ethics, and Integrity each GPS activity participant must:

1. Keep cheers positive. There should be no profanity or degrading language/gestures.
2. Avoid actions that offend visiting teams or individual players.
3. Show appreciation of good play by both teams.
4. Learn the rules of the game in order to be a better-informed spectator.
5. Treat all visiting teams in a manner in which you would expect to be treated.
6. Accept the judgment of coaches and officials.
7. Encourage other spectators to participate in the spirit of good sportsmanship.
8. Obey the instructions of school employees and officials supervising the extracurricular activity.

Additionally participants should:

9. Strive for victory through fair play according to the rules of the game.
10. Love the game for its own sake – not for what winning may bring them through publicity.
11. Do everything possible to encourage enthusiasm for the game and courtesy and respect for the players, coaches and fans.
12. Win without boasting and lose without excuses.
13. Do all within your power to make the entire athletic program something we will always be proud of.

Any boy or girl is welcome to try out for any of the interscholastic team available to them providing they meet the requirements established by the Nebraska State Activities Association and the school and they agree to follow the guidelines.

Code of Conduct for Coaches and Sponsors¹

¹ To give credit and to explain the source of this Code of Conduct: the principles of this Code are drawn heavily from the CHARACTER COUNTS! Coalition as well as the ethical standards established by the Nebraska Department of Education for educators.

Extracurricular activity participation should be fun and be a significant part of a sound educational program. Coaches have a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. Further, ethical principles established by the NDE related to commitment to the school employer, student, community, and profession are equally applicable to coaching duties.

The expectations of persons designated as “sponsors” of extracurricular activity programs are exactly the same as coaches; so all references to coaches apply equally to sponsors. References to parents also includes “guardians.”

TRUSTWORTHINESS

Be worthy of trust in all you do. Teach students the importance of integrity, honesty, reliability and loyalty.

- *Integrity* — Model high ideals of ethics and sportsmanship.
- *Honesty* — Don’t lie, cheat, steal or engage in or permit dishonest conduct.
- *Reliability* — Fulfill commitments; do what you say you will do. Be on time. Complete the season for which you have been assigned or hired.
- *Loyalty* — Be loyal to your school and team. Put the team above personal glory.
- *Candid* — Be candid with students and their parents about the student’s likely level of participation, of getting an athletic scholarship or playing professionally.

RESPECT

Treat all people with respect and require the same of students.

- *Class* — Encourage students to help up fallen opponents, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.
- *Taunting* — Don’t engage in or allow trash talking, taunting, boastful celebrations, or other actions that demean individuals or the program.
- *Respect for Officials* — Treat game officials with respect. Assure that neither you nor your players publicly criticize an official in a manner that discredits the game, impugns the honor or the integrity of any official or subjects the referees to ridicule or hostility.
- *Respect for Parents*— Treat parents with respect. Be clear about your expectations, goals and policies and maintain open lines of communication.
- *Profanity* — Don’t engage in or permit profanity or obscene gestures during practices, extracurricular activity events, team travel, or in any other situation where the behavior could reflect badly on the school, the extracurricular activity program, or your position as a role model.
- *Positive Coaching* — Use positive coaching methods to make the experience enjoyable and increase self-esteem. Refrain from physical or psychological intimidation, verbal abuse, and demeaning conduct. Use incentives and disincentives consistent with sportsmanship and character-building goals.

- *Effort and Teamwork* — Encourage students to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness.
- *Professional Relationships* — Maintain appropriate, professional relationships with students and others involved in extracurricular activities. Respect proper coach-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of students. Avoid conflicts of interest including financial or personal relationships that could be construed as exploitive of students or affect your impartiality.

RESPONSIBILITY

- *Life Skills* — Teach students positive life skills that will help them become well-rounded and responsible.
- *Advocacy of Education* — Advocate the importance of education beyond athletic eligibility standards. Assure that extracurricular activities do not unduly interfere with the ability and motivation of students to achieve their academic potential.
- *Good Character* — Foster the development of good character by teaching, enforcing, advocating and modeling high standards of ethics and sportsmanship. Look for opportunities to state and reinforce positive messages.
- *Role-Modeling* — Be a worthy role-model. Be mindful of the high visibility and great influence you have as a coach. Conduct yourself in private and coaching situations in a manner that exemplifies all you want your students to be. Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of students or in other situations where your conduct could undermine your positive impact as a role model. Don't gamble or associate with professional gamblers.
- *Competence* — Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character-building techniques, and first-aid and safety.
- *Knowledge of Rules* — Maintain a thorough knowledge of current game and competition rules and assure that your students know and understand the rules. Be familiar with applicable NSAA and school rules and regulations on eligibility, recruiting, seasons, practice time, and out-of season activities.
- *Self-Control* — Control your ego and emotions; avoid displays of anger and frustration; don't retaliate.
- *Enforcing Rules* — Enforce the codes of conduct consistently even when the consequences are high. Report rule violations or misconduct.
- *Access* — Help make extracurricular activity experiences available to students of diverse backgrounds. Do not treat students differently (worse) based on race, nationality, disability, gender, religion or on any other protected category.

FAIRNESS

Be fair in competitive situations, team selection, discipline and all other matters. Be open-minded and willing to listen and learn.

CARING

- *Safe Competition* — Put safety and health considerations above the desire to win. Never permit students to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.
- *Safety and Health* — Establish standards and regulations that put the health of students above other considerations. Be informed about basic first aid principles and the physical capacities and limitations of the students. Educate students about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance-enhancing drugs and nutritional supplements. Be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.
- *Caring Environment* — Demonstrate concern for students as individuals. Maintain an environment that is physically and emotionally safe.

CITIZENSHIP

- *Honoring the Spirit of Rules* — Observe and require students to observe the spirit and the letter of all rules including the rules of the game and those relating to extracurricular activity participation.
- *Promoting Sportsmanship* — Promote sportsmanship over gamesmanship. Resist temptations to gain competitive advantage through strategies (such as devious rules violations, alteration of equipment or the field of play, or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by negating or diminishing the impact of the core skills that define the sport. Establish and regularly practice pre- and post-game rituals and traditions that reinforce the principles of sportsmanship. Specially acknowledge acts of good sportsmanship.

COMMITMENT TO SCHOOL

Coaches shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the coach's responsibilities, the coach:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the coach is responsible.
- Shall not exploit relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- Shall report to the Superintendent or supervisors any known violation of the ethical principles of the Code of Conduct.
- Shall seek no reprisal against any individual who has reported a violation of this rule.

COMMITMENT TO THE STUDENT

Mindful that the coach's position exists for the purpose of serving the best interests of the school district's students and patrons, the coach shall perform coaching job duties with genuine interest, concern, and consideration for the student. The coach shall work to stimulate the formulation of worthy goals. In fulfillment of the obligation to the student, the coach:

- Shall make reasonable effort to protect the student from conditions which interfere with the academics or are harmful to health or safety.
- Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
- Shall not discipline students using corporal punishment.

COMMITMENT TO THE PUBLIC

The responsibility inherent in working with students requires dedication to the principles of our democratic heritage. The coach bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public. In fulfillment of the obligation to the public, the coach:

- Shall not misrepresent an institution with which the coach is affiliated, and shall take added precautions to distinguish between the coach's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony.
- Shall, with reasonable diligence, attend to the duties of the coach's position.

COMMITMENT TO COMPETENT PERFORMANCE

Coaches must possess the abilities and skills necessary to accomplish the designated task. Therefore, coaches will:

- Adhere to and enforce administrative policies of the school.

- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.
- Create an atmosphere which fosters interest and enthusiasm.
- In communicating, use language which reflects an understanding of the ability of the individual or group; assure that the designated task is understood; and use feedback techniques which are relevant to the designated task; consider the entire context of the statements of others when making judgments about what others have said; and encourage each individual to state his ideas clearly.
- Resolve discipline problems in accordance with law and school policies.
- Maintain consistency in the application of policy and practice.
- Develop and maintain positive standards of conduct.

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
 - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to

- school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
 - d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
 - e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
 - f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
 - a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or

- b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
 - C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a

school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.

10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means

(a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire

deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
- c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves.
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry that is gang related.
- h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to

learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
 - (a) Tests (includes tests, quizzes and other examinations or academic performances):
 - (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
 - (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
 - (iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
 - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

- (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
 - (b) Papers (includes papers, essays, lab projects, and other similar academic work):
 - i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
 - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
 - (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own

an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) “Contributing” to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
 - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
 - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
 - (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
 - (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
 - (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
 - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such

further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

- (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
- (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
- (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.
 - (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or

- assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.
- (ii) **Second Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
 - (iii) **Third Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
 - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or

the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
 2. Students in the hallway during class time must have a pass with them.
 3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
 4. Students are expected to bring all books and necessary materials to class. This includes study halls.
 5. Assignments for all classes are due as assigned by the teacher.
 6. Students are not to operate the mini-blinds or the windows.
 7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 8. Students are to be in their seats and ready for class on the tardy bell.
 9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
 10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.

11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: July 13, 2020

StudentsExtracurricular Activity**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under

the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended

to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs and Alcohol.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).

The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.

5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 30 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or

permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.

4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
 - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
 - c. If a hearing is requested:

- i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
 - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; or
 - (B) Activities or events which are a part of the student’s grade requirements.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: July 13, 2020

StudentsSearch and Seizures

When it is determined based on searches that a person has violated a Board policy, administrative regulation, building rule, student conduct rule or personnel expectation, or the law, the person shall be subject to appropriate disciplinary action and a report to law enforcement may be made.

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following procedures will be used for conducting searches:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted in the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.
6. Searches of the District's computer system may be conducted in the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearm or dangerous weapon shall be confiscated and delivered to law enforcement as soon as

practicable. A personal safety or security device (such as a taser, mace or pepper spray) not previously approved by the Administration constitutes a “dangerous weapon.”

2. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04 (firearms)

Date of Adoption: July 13, 2020

StudentsSafe Pupil Transportation Plan**Gothenburg Public Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in vehicles on regular routes assigned through the district transportation plan.

1. **Weapons.** Vehicles shall not transport any items, animals, materials, weapons or look-a-like weapons, explosive devices or bomb-related materials or equipment which could endanger the lives, health, or safety of the children, other passengers, and the driver. Look-a-like weapons associated with a school-sponsored or approved activity may be transported with written permission of an administrator of the District. Personal safety or security devices (such as tasers, mace or pepper spray) may only be transported with the prior approval of an administrator of the District. If possible, these items should be secured and not visible or accessible to students while in the vehicle.

Upon becoming aware of a weapon aboard a vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to contact from a cell phone (after parking on a shoulder or otherwise not moving) or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
 - B. Pull vehicle over to safe and secure area.
 - C. Confiscate weapon (if doing so does not jeopardize student or driver safety).
 - D. Give description of weapon and participating parties to dispatch.
 - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
2. **Pupil behavior.** Students are expected to follow student conduct rules while in a vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student violates Board policy regarding student conduct standards or otherwise engages in behavior that jeopardizes safety, the driver will make every attempt to:
 - A. First seek to resolve incident through discussion with the student(s) involved.
 - B. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - C. Activate emergency flashers.

- D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
 - E. Report and document discipline problems to the school administrator. Use a Bus Conduct Report/Incident Form, if available.
3. **Terrorist threats.** A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or the vehicle or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:
- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
 - B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
 - C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
 - D. Driver should wait for instructions from dispatch *if possible*.
4. **Severe weather.** Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - B. Return to the school if less than five minutes away and follow the directions of the school administrator.
 - C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
 - D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
 - E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
5. **Hazardous materials and Unattended Items.** Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - B. Pull vehicle over to safe and secure area.
 - C. Give description of hazardous materials in question to dispatch.
 - D. Dispatch will immediately notify appropriate law enforcement and school administration.
 - E. Driver should wait for instructions from dispatch *if possible*.

In the event an unattended item is discovered on or near the vehicle, the driver will seek to determine who the item belongs to and whether the item could be hazardous to the safety of those in the vehicle. Any unattended item that would break or could cause injury if tossed about the inside of the vehicle when involved in an accident shall be secured. If it is determined that the item is not hazardous and need not be secured, the driver will not allow the item to distract the driver's attention to the task of operating the vehicle.

6. **Medical emergencies.** Upon becoming aware of a medical emergency aboard a vehicle, the driver will make every attempt to:
 - A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
 - B. Dispatch will immediately notify appropriate medical agencies and school administration.
 - C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
 - D. *Only if necessary*, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
 - E. Driver should try to keep student passengers as calm as possible.

7. **Procedures in the event of mechanical breakdowns of the vehicle.** Upon becoming aware of a mechanical breakdown aboard a vehicle, the driver will make every attempt to:
 - A. Pull vehicle over to safe and secure area *if possible*.
 - B. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
 - D. Driver should try to keep student passengers as calm as possible.
 - E. Dispatch will arrange for assistance and a relief vehicle *if needed*.

8. **Procedures in the event the drop-off location is uncertain or appears unsafe to leave students.** In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:
 - A. Contact or otherwise communicate with dispatch to notify them of the situation *if possible*.

- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.
 - C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.
9. **Documentation under Safe Pupil Transportation Plan.** Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.
10. **Transportation of Unsafe Items.** Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Personal safety or security devices (such as tasers, mace or pepper spray) may only be transported with the prior approval of an administrator of the District. Any items that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.
11. **Supplemental Information.** A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.
12. **Vehicle drivers of small vehicles on activity trips.** The District will provide drivers of small vehicles with instruction on and guidance for emergency evacuation procedures, first aid, and emergency equipment. Drivers of small vehicles are generally expected to follow this Plan in the event of an emergency evacuation. The District's director of transportation may provide additional guidance for drivers of small vehicles to increase student safety.
13. **Student Instruction.** At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills.
14. **Driver Capacity.** To confirm a driver has the ability to conduct daily tasks and emergency evacuations, drivers must: (a) pass a prescribed physical examination administered by a Certified Medical Examiner at least every two years and provide the employer with a copy of the medical certificate; (b) pass a transportation screening every year; (c) participate in required in-service training which includes emergency evacuation

training; and (d) if required, to have a Commercial Driver's License (CDL) to operate the vehicle, participate in the drug and alcohol testing program as required by federal law. Should a driver have a medical concern throughout the year, the Superintendent or Superintendent's designee will work with the driver to confirm a drivers' ability to conduct the daily tasks and emergency evacuations prior to transporting students.

Legal Reference: Neb. Rev. Stat. Sec. 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapters 91 and 92

Date of Adoption: July 13, 2020

InstructionClassroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Date of Adoption: July 13, 2020

InstructionCeremonies, Observances, and the Pledge of Allegiance

Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the Superintendent on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session. In addition, appropriate exercises may be held for Flag Day and State Fire Day.

The flags of the United States of America and the State of Nebraska shall be prominently displayed on the school grounds on each day such school is in session. All flag displays shall be in accordance with the standards prescribed for the display of the flag of the United States of America.

Each of the District's schools shall establish a period of time during the school day, when a majority of the students are scheduled to be present, during which time students will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Student participation in the recitation of the Pledge of Allegiance shall be voluntary. Students not participating in the recitation of the Pledge of Allegiance shall be permitted to silently stand or remain seated but shall be required to respect the rights of those students electing to participate.

Legal Reference: Neb. Rev. Stat. Sections 79-705; 79-707, 79-708, 79-724; and NDE Rule 10
70 Federal Register 55507 (Constitution Day)

Date of Adoption: July 13, 2020

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Gothenburg Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” (2nd Edition)¹ and accompanying Appendix,² as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Any student, parent or guardian who suspects that the student sustained a concussion must immediately inform the student’s coach or building administrator. If a student is suspected of having a concussion, the student may not be permitted to participate or practice in any school-sponsored activity.

The District encourages full cooperation and support from both students and parents in each student’s return to learn protocol.

¹ <https://cdn.education.ne.gov/wp-content/uploads/2019/08/Return-to-Learn-Bridging-the-Gap-7.31.2019.pdf>

² <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

Internal Board Policies - OrganizationStanding Committees

It shall be the policy of Gothenburg Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Finance Committee
5. Policy Committee

It shall further be the policy of Gothenburg Public Schools that the Superintendent shall appoint the members of the above committees.

Legal Reference: Neb. Rev. Stat. § 79-724
Neb. Rev. Stat. § 79-520

Date of Adoption: July 15, 2019

Board of Education Report
July Board Meeting 7/13/20
Jay Holmes, Maintenance Supervisor

Project review

Completed

Van replacement

North Gym painting

Serpentine Hall painting

North and South gym floor refinish

Main Street, Serpentine and South Gym flooring replacement

Main Street, Serpentine and South Gym Hall LED upgrade

In Progress

Parking area repairs

Parking lot striping

Stadium renovation and painting

East CB roof drainage project

In review

HVAC Controls update

Administrator Report

Meeting: July Board Meeting

Date: 7/13/20

Mrs. Angie Richeson

Summer School: Summer School (Camp Dudley) for Kindergarten through 6th grade officially started this week. There are 69 students signed up for our three week Summer School program. We are running two separate in-person sessions with one session from 8:00 - 9:30 a.m. and the second session from 10:00 - 11:30 a.m. When students are not in the building for their in-person session, they have the opportunity to log onto their Chromebooks for a 30 minute "Office Hours" session with a Summer School staff member. During this time, students will work on their at-home practice packets and have the opportunity to ask any questions they may have. We have an incredible team of staff members dedicated to bringing students back into our building after nearly 4 months being out of the building due to the pandemic. The admin team put together an extensive Summer School plan to make sure that our students and staff are safe and healthy. If you would like to view the Summer School Plan, please contact Angie Richeson (angie.richeson@gosweddes.org).

Thank You to the Custodial Staff: A huge thank you to the custodial for working so hard the last few months to get our elementary building ready for the start of Summer School, as well as the start of the school year. The carpets are clean, things have been wiped down and disinfected, and we can literally see our reflection in the newly waxed floors.

Administrator Report

Date: 7/13/20

Mr. Seth Ryker, Secondary Principal

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Topics:

Credit Recovery

Back to School Night

Graduation Communication

I. Credit Recovery

- a. We had 9 students participate in the credit recovery program in June.
 - i. 1 JH and 8 HS students
 - 1. All credits were recovered
 - ii. Odysseyware curriculum that covers the curriculum in a condensed version - this is a key component for keeping some of our students on pace to graduate with peers.

II. Back to School Night

- a. Cancelled for 2020

III. Graduation Communication

- a. Parent meetings, DHM, location, admission - invite only

Administrator Report

Meeting: July Board Meeting

Date: 7/13/2020

Mr. Marc Mroczek, Activities Director

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Topics:

Summer Strength and Conditioning

Summer Camps

NCA Multi-Sports Clinic Cancelled

Fall Activities Start Date

I. Summer Strength and Conditioning

- We opened up the weight room for strength and conditioning sessions on June 6th for incoming 9-12 graders.
- Our numbers have stayed pretty consistent from week to week.
- On July 6th, we provided strength and conditioning sessions for incoming 7th and 8th graders. Our numbers after the first week are as follows:
 - 7th & 8th Grade Boys: 24
 - 7th & 8th Grade Girls: 18

II. Summer Camps

- Starting July 1st, the NSAA has allowed each member school to host and travel to camps, have open gyms, etc. We are currently hosting volleyball, football, and boys basketball camps. I have provided guidelines to all coaches if they plan to travel or host a camp with our students.
- Registrations are done online
<https://gothenburgswedecamps.myonlinecamp.com/>

III. NCA Multi-Sports Clinic Cancelled

- The Nebraska Coaches Association Multi-Sports Clinic was to be held on July 19-23, 2020, in Lincoln in conjunction with the National High School Athletic Coaches Association. They have postponed this event to next July 26-29, 2021.

IV. Fall Activities Start Date

- All fall sports will officially start practice on August 10, 2020.
- We have been receiving some updates from the NSAA in regards to fall sports.
- We will continue to provide guidance to our coaches and sponsors for their activities as we approach the upcoming school year. There will be some challenges that we might encounter, but we will do our best to provide a safe environment for our student-athletes and spectators as we enter the fall season.

Administrator Report

Meeting: July Board Meeting

Date: 7/13/20

Mrs. Allison Jonas

Pk Programs: We are not hosting Jump Start this year due to the pandemic. However, Mrs. Richeson has worked with the kindergarten teachers to develop a transition plan that will meet the needs of incoming students.

Curriculum:

Math: New teachers will attend materials training with ESU 10 before school starts. Additional teachers have elected to attend as well.

Language Arts: We've had training on new materials and will have a Q & A day on Monday, August 10th.

Science – Amplify Science proved to be an incredible resource through the closure.

Social Studies - An update from the [Committee on American Civics](#). We'll begin materials review this fall per our curriculum review plan.

Mentor Program: Mentors have made contact with their mentees and everyone is excited for the new year! Board members are invited to join us for lunch on Monday, August 3rd at the Barn N Grill. Please let me know if you plan to attend.

- [Swede Orientation](#) – A week with new teachers to prepare them for their life as a Swede! A little more complex this year than in years past but we have a good plan!

Professional Development:

- [Assessment Manual](#) - No major changes.
- [Continuous Improvement Manual](#) – Updated teams and process.
- [Weekly Learning Team Agendas](#) – Updated weekly with upcoming agenda items
- [Back to School In-service](#) – A working document with professional development opportunities offered in the days leading up to school starting.

Staff Evaluation:

- [MTSS Coordinator Evaluation](#)

Administrator Report

Meeting: July Board Meeting

Date: 7/13/20

Dr. Todd Rhodes, Superintendent

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Pandemic Re-opening Plan:

- The Administrative team spent the last week developing a draft version of a Re-opening plan. The team developed a process, resources and timeline for the plan.

Summer Projects:

- All summer projects are completed sans Community Building drainage.

Legislature:

- The 106th Legislature will reconvene on July 20th. There are 20 days left in the session.

Strategic Planning:

- The dates for Strategic Planning have been set. On site fall planning will be on November 13th and 14th. The final wrap up will be April 8th. All other meetings will be virtual.

Budget Workshop:

- Work has begun on the 2020-2021 budget. We will need to set a day and time for the budget workshop.

Committee Meetings:

- Finance-Friday, August 7th, 7:00 a.m.
- Facilities and Transportation-TBD as needed
- Personnel-TBD as needed
- Policy-TBD as needed

NCSA Administrator Days:

- Administrators' Days 2020 will be held on Wednesday, July 29th through Friday, July 31st. The conference will take place virtually and not in-person.

(2019-2020) Contract Workdays:

- July-17 days
- August-20 days
- September-20 days
- October-22.5 days
- November-14 days
- December-18 days
- January-20 days
- February-19 days
- March-20 days
- April-19 days
- May-20 days
- June-19.5 days