

September Regular Meeting  
Monday, September 11, 2023 6:00 PM  
Plattsmouth Administration Center

1. Call Meeting to Order - This regular meeting of the Plattsmouth Community Schools Board of Education is called to order on August 14, 2023 at 6:00 PM in the Plattsmouth Community Schools Administration Center Boardroom at 1912 Old Hwy. 34, Plattsmouth, NE.
2. Acknowledge Open Meetings Law posted on the wall in the boardroom.
3. Publication of Meeting - Notice of the meeting was published in the September 7, 2023 edition of The Daily Record and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at [www.pcsd.org](http://www.pcsd.org).
4. Roll Call: Cunningham-Swanson, Foster, Glup, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters
  - 4.1. Motion to excuse absences
5. Consent Agenda
  - 5.1. Agenda
  - 5.2. Minutes
    - 5.2.1. Minutes of the August 14, 2023 Regular Meeting
  - 5.3. Treasurer's Report
  - 5.4. Review of the Control Budget
  - 5.5. Claim and transfers in the amount of \$779,193.72  
Prepays \$4719.21
6. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions. While the public forum is an opportunity for members of the public to speak during the meeting, there will not be back-and-forth discussions between members of the public and Board of Education members.

7. Early Childhood Report
8. Operations Committee Report
9. Finance Committee Report
10. Committee on American Civics Report
11. Negotiations Committee Report
12. Head Start Report
13. Recess (approximately 5-10 minutes) at the discretion of the President
14. Celebrations of Excellence
15. Administrative Reports
  - 15.1. Superintendent's Report
  - 15.2. High School Principal's Report
  - 15.3. Middle School Principal's Report
  - 15.4. Elementary Principal's Report
  - 15.5. Early Childhood/Head Start Report
  - 15.6. Special Education Report
  - 15.7. Instructional Services Report
16. Action Items
  - 16.1. Discuss, consider, and take all action to approve the 2023-2024 PCS Budget.
  - 16.2. Discuss, consider, and take all action to approve the 2023-2024 PCS Tax Request and related resolution.
  - 16.3. Discuss, consider, and take all action to approve PCS LB 243 Resolution relative to the district's property tax request authority.
  - 16.4. Discuss, consider, and take all action to approve the first reading of Policy Series 7000 New Construction (Operations Committee)

- 16.5. Discuss, consider, and take all action authorizing the superintendent to sell/ dispose of curriculum materials, a maintenance vehicle and an old study carrel.
  - 16.6. Discuss, consider, and take all action to approve the final reading of Policy 5006 Option Enrollment and the related resolution.
  - 16.7. Discuss, consider, and take all action to approve the final reading of Policy 4150 Certificated Employee Evaluation and 4150A.
  - 16.8. Discuss, consider, and take all action to approve the Head Start Cost Allocation Plan.
  - 16.9. Discuss, consider, and take all action to approve the Head Start/Early Head Start Continuation Grant Application for 01/01/2024 - 12/3/2024
  - 16.10. Discuss, consider, and take all action to approve the Nebraska Department of Education School Finance & Organization Services for the 2023-2024 Indirect Cost Rates for Plattsmouth Community Schools.
  - 16.11. Discuss, consider, and take all action authorizing the Superintendent to pursue a memorandum of understanding (MOU) with Cobalt Credit Union for the establishment of a financial branch at our high school in support of school-based enterprises for our students in wall-to-wall career academies.
17. Announcements
    - 17.1. Next meeting: Monday, October 9, 2023 6 PM Regular Meeting
18. ADJOURNMENT. Time \_\_\_\_\_
  19. \*Closed Session: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.
  20. \*Sequence of Agenda: The sequence of the agenda topics is subject to change at the discretion of the board.

August Regular Meeting  
Monday, August 14, 2023 6:00 PM  
Plattsmouth Administration Center  
1912 Old Highway 34  
Plattsmouth, NE 68048

Subject to approval  
at the next regularly  
scheduled Board Meeting

**1. Call Meeting to Order - This regular meeting of the Plattsmouth Community Schools Board of Education is called to order on August 14, 2023 at 6:00 PM in the Plattsmouth Community Schools Administration Center Boardroom at 1912 Old Hwy. 34, Plattsmouth, NE.**

The meeting was called to order at 6:04 PM.

**2. Acknowledge Open Meetings Law posted on the wall in the boardroom.**

**3. Publication of Meeting - Notice of the meeting was published in the August 8, 2023 edition of The Daily Record and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at [www.pcsd.org](http://www.pcsd.org).**

**4. Pledge of Allegiance**

**5. Roll Call: Cunningham-Swanson, Foster, Glup, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters**

Siemonsma and Winters were absent. All other Board members were present.

**5.1. Motion to excuse absences**

Motion to approve absences **passed 7-0** with a motion by Muller and a second by Shuey.

**6. Consent Agenda**

**Motion passed 7-0** with a motion by Foster and a second by Shuey.

**6.1. Agenda**

**6.2. Minutes**

**6.2.1. Minutes of the July 10, 2023 Regular Meeting**

**6.3. Treasurer's Report**

**6.4. Review of the Control Budget**

**6.5. Claim and transfers in the amount of \$198,040.00**

**Prepays \$5,496.14**

**6.6. The administration recommends the hiring of Michele Quinn as the high school office manager.**

**6.7. The administration recommends the hiring of Marcy Wilfong as an early childhood teacher with a special education endorsement.**

**7. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions. While the public forum is an opportunity for members of the public to speak during the meeting, there will not be back-and-forth discussions between members of the public and Board of Education members.**

Brittney Landon spoke about protecting our kids, Karla Higgins spoke about books, and Eric Landon spoke about the budget.

**8. Plattsmouth TeamMates Mentoring Program Report**

Dr. Bill Rishel and Matt Coplen shared information about the program.

**9. High School Report**

Principal Halverson and Christina Harvey gave update on academies.

**10. Operations Committee Report**

Foster provided an update regarding the recent committee meeting.

**11. Finance Committee Report**

Chair Glup provided update regarding the recent committee meeting.

**12. Committee on American Civics Report**

Chair Muller provided an update regarding the recent committee meeting.

**13. Negotiations Committee Report**

Chair Tesarek-Parsons, nothing to report.

**14. Head Start Report**

No report due to representative Siemonsma being absent.

**15. Recess (approximately 5-10 minutes) at the discretion of the President**

5-minute recess was called by Harvey.

**16. Celebrations of Excellence**

**16.1. Four Family, Career, and Community Leaders of America (FCCLA) members attended & competed at the National Students Taking Action with Recognition (STAR) competition in Denver, Co in July.**

**Wyatt Cook- Career Investigation-Gold Medalist -15th Place.**

**M. Todd- Culinary Arts- Silver Medalist- 54th Place**

**Tucker Volwiler- Baking & Pastry- Bronze Medalist -35th Place**

**Lauren Albers -Presented her STAR project on mental health at the FCCLA showcase!**

**16.2. Plattsmouth Class B Senior Legion Baseball earned a State title at the tournament in Pierce, NE.**

**17. Administrative Reports**

**17.1. Superintendent's Report**

**17.2. High School Principal's Report**

**17.3. Middle School Principal's Report**

**17.4. Elementary Principal's Report**

**17.5. Early Childhood/Head Start Report**

**17.6. Special Education Report**

**18. Action Items**

**18.1. Discuss, consider, and take all action to approve the final reading of 1100A Application for Use of School Facilities.**

**Motion passed 7-0** with a motion by Foster and a second by Muller.

**18.2. Discuss, consider, and take all action to approve the final reading of Policy 1105 Equal Access to School Facilities: Student Groups**

**Motion passed 7-0** with a motion by Muller and a second by Foster.

**18.3. Discuss, consider, and take all action to approve the final reading of Policy 4114 Longevity Incentive.**

**Motion passed 7-0** with a motion by Foster and a second by Harvey.

**18.4. Discuss, consider, and take all action to approve the first reading of Policy 4150 Certificated Employee Evaluation and 4150A.**

**Motion passed 7-0** with a motion by Muller and a second by Foster.

**18.5. Discuss, consider, and take all action to approve the final reading of Policy 4171 Resignation of Certificated Employees.**

**Motion passed 7-0** with a motion by Foster and a second by Harvey.

**18.6. Discuss, consider, and take all action to approve the final reading of Policy 5004 Full-Time and Part-Time Enrollment.**

**Motion passed 7-0** with a motion by Foster and a second by Muller.

**18.7. Discuss, consider, and take all action to approve the final reading of 5101 Student Discipline.**

Motion to table by Cunningham-Swanson. No second motion was made. Motion by Foster and a second by Muller to approve the final reading. **Motion passed 7-0.**

**18.8. Discuss, consider, and take all action to approve the final reading of 5102 Alternative Education.**

**Motion passed 7-0** with a motion by Foster and a second by Shuey.

**18.9. Discuss, consider, and take all action to approve the final reading of 5103 Extracurricular Activity Discipline.**

**Motion passed 7-0** with a motion by Muller and a second by Foster.

**18.10. Discuss, consider, and take all action to approve the final reading of 5195 Student Fees Policy Appendix.**

**Motion passed 7-0** with a motion by Foster and a second by Shuey.

**18.11. Discuss, consider, and take all action to approve the second reading of 5205 Graduation.**

**Motion passed 7-0** with a motion by Foster and a second by Harvey.

**18.12. Discuss, consider, and take all action to approve the final reading of 5602 Naloxone.**

Motion by Muller and a second by Shuey to approve item numbers 18.11 to 18.21. **Passed 7-0**

**18.13. Discuss, consider, and take all action to approve the final reading of 6212 Assessments - Academic Content Standards.**

**18.14. Discuss, consider, and take all action to approve the final reading of 6215 Collection of Information Relating to Dyslexia.**

**18.15. Discuss, consider, and take all action to approve the final reading of 6285 Initiations and Hazing.**

**18.16. Discuss, consider, and take all action to approve the final reading of 6288 Artificial Intelligence.**

**18.17. Discuss, consider, and take all action to approve the final reading of 6600 Special Education.**

**18.18. Discuss, consider, and take all action to approve the final reading of 6700 Firearm.**

**18.19. Discuss, consider, and take all action to approve the final reading of 6922 Seizure Safe Schools.**

**18.20. Discuss, consider, and take all action to approve the final reading of 6930 Behavioral Points of Contact.**

**18.21. Discuss, consider, and take all action to approve the final reading of 8130 Annual Organizational Meeting.**

**18.22. Discuss, consider, and take all action to approve the 2023-2024 Student/Parent Handbooks and Staff Handbooks.**

**Motion passed 7-0** with a motion by Muller and a second by Foster.

**18.23. Discuss, consider, and take all action to approve the Head Start/ Early Head Start COLA and QI Supplemental Grant Application.**

**Motion passed 7-0** with a motion by Foster and a second by Shuey.

**18.24. Discuss, consider, and take all action to approve the Head Start/ Early Head Start American Rescue Plan Revision.**

**Motion passed 7-0** with a motion by Foster and a second by Harvey.

**18.25. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of band equipment and maintenance items.**

**Motion passed 7-0** with a motion by Foster and a second by Glup.

**18.26. Discuss, consider, and take all action to approve the revised 2023-2024 PCS District Calendar with changes in some parent-teacher conference dates.**

**Motion passed 7-0** with a motion by Foster and a second by Muller.

**18.27. Discuss, consider, and take all action to approve increasing the high school nurse's extended contract days from three (3) per year to (10) per year.**

**Motion passed 7-0** passed with a motion by Foster and a second by Glup.

**18.28. Discuss, consider, and take all action to approve Resolution 18.25 relative to the lease of Apple laptops for staff members.**

**Motion passed 7-0** with a motion by Foster and a second by Muller.

**18.29. Discuss, consider, and take all action to approve a trip request for PHS Wrestling to Council Bluffs, IA on Dec. 8 and 9, 2023.**

**Motion passed 7-0** with a motion by Tesarek-Parsons and a second by Foster.

**18.30. Discuss, consider, and take all action to approve a trip request for PHS Boys and Girls Basketball to Council Bluffs, IA on Dec. 16, 2023.**

**Motion passed 7-0** with a motion by Foster and a second by Shuey.

**18.31. Discuss, consider, and take all action to approve an electronic sign to be installed at Plattsmouth Elementary School, in concert with PCS maintenance, and the cost of the electronic sign to be paid by the Plattsmouth Elementary School Parent-Teacher Organization (PTO).**

**Motion passed 7-0** with a motion by Muller and a second by Tesarek-Parsons.

**18.32. Discuss, consider, and take all action to approve the replacement of Reme-Halo bulbs in our air purifiers across the district with an estimated cost of \$32,400 through Professional Heating and Air Conditioning.**

**Motion passed 6-1** with a motion by Foster and a second by Shuey. Cunningham-Swanson voted no.

**18.33. Discuss, consider, and take all action to approve a Memorandum of Understanding (MOU) with the Banister Leadership Academy for 2023-2024.**

Harvey motioned to amend the motion pending receipt of insurance certificate and necessary documents. Muller seconded the motion. **Amendment to the motion passed 7-0.**

**Foster motioned and Muller seconded the motion. The original motion with the amended language passed 7-0.**

**18.34. Discuss, consider, and take all necessary action with regard to approving the transfer of all amounts in the Fred V. Duda Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation. The Board of Education of this School District should, and does hereby, (1) authorize and approve the transfer of all amounts in the Fred V. Duda Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation, and (2) delegate authority to and authorize and direct the President of the Board of Education, Superintendent of Schools, or a designee for the School District, to take any and all actions necessary to effect such transfer and to**

**ensure the Plattsmouth Education Foundation will fulfill the terms and conditions of the agreement with Fred V. Duda's family regarding the use of the funds.**

**Motion passed 7-0** with a motion by Glup and a second by Foster.

**18.35. Discuss, consider, and take all action to approve a request from the Plattsmouth Youth Volleyball and Basketball Request for Waiver of \$5 Mil. Ins. to \$1 Mi.**

**Motion failed 0-7** with a motion by Muller and a second by Shuey.

**18.36. Discuss, consider, and take all action to approve a request from the Plattsmouth Junior Youth Association (PJYA) to use the PHS turf football field for youth football games.**

**Motion passed 7-0** with a motion by Foster and a second by Muller.

**18.37. Discuss, consider, and take all action to approve a request from the Plattsmouth Junior Youth Association (PJYA) to use the PHS turf football field for youth football practices as noted in their attached request.**

**Motion failed 0-7** with a motion by Shuey and a second by Muller.

**18.38. Discuss, consider, and take all necessary action with regard to approving the transfer of all amounts in the Lucile Wiles Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation. The Board of Education of this School District should, and does hereby, (1) authorize and approve the transfer of all amounts in the Lucile Wiles Scholarship Fund from Plattsmouth Community Schools to Plattsmouth Education Foundation, and (2) delegate authority to and authorize and direct the President of the Board of Education, Superintendent of Schools, or a designee for the School District, to take any and all actions necessary to effect such transfer and to ensure the Plattsmouth Education Foundation will fulfill the terms and conditions with Lucile Wile's family regarding the use of the funds pending legal review.**

**Motion passed 7-0** with a motion by Glup and a second by Muller.

**18.39. Discuss, consider, and take all necessary action with regard to approving the transfer of all amounts in the Robert Wiley Scholarship Fund from the Plattsmouth Community Schools to the Plattsmouth Education Foundation. The Board of Education of this School District should, and does hereby, (1) authorize and approve the transfer of all amounts in the Robert T. and Dorothee Walling Wiley Scholarship Fund from Plattsmouth Community Schools to Plattsmouth Education Foundation, and (2) delegate authority to and authorize and direct the President of the Board of Education, Superintendent of Schools, or a designee for the School District, to take any and all actions necessary to effect such transfer and to ensure the Plattsmouth Education Foundation will fulfill all of the terms and conditions relative to the Robert T. and Dorothee Walling Wiley Fund pending legal review.**

**Motion passed 7-0** Glup and a second by Muller.

**19. Announcements**

**19.1. Next meeting: Monday, September 11, 2023 6 PM Regular Meeting**

**20. ADJOURNMENT.**

Motion at adjourn at 8:26 PM. **Passed 7-0** with a motion by Shuey and a second by Muller.

**21. \*Closed Session: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.**

**22. \*Sequence of Agenda: The sequence of the agenda topics is subject to change at the discretion of the board.**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Superintendent

**DRAFT**



Do Not Use For Account Transactions  
PO BOX 3009  
MONROE, WI 53566-8309

PLATTSMOUTH COMMUNITY SCHOOL  
1912 OLD HIGHWAY 34  
PLATTSMOUTH NE 68048-5676

August 31, 2023, monthly transaction statement

View your statements online at [vanguard.com](https://vanguard.com).

Client Services: 800-662-2739

This statement shows only transactions that occurred on your brokerage account during the past month. A comprehensive statement, which includes detail pages for each fund, will continue to be mailed following the close of each quarter.

Assets listed in this statement are held by Vanguard Brokerage Services® (VBS), a division of Vanguard Marketing Corporation (VMC), member FINRA and SIPC. Summary data are provided solely as a service and are for informational purposes only.

Statement overview **\$913,123.97**  
Total value of all accounts as of August 31, 2023

Accounts	Value on 07/31/2023	Value on 08/31/2023
Plattsmouth Community School		
<b>Organization brokerage account</b>	<b>\$976,525.52</b>	<b>\$913,123.97</b>

Asset mix



	Value on 08/31/2023
92.6% Stocks	\$845,865.72
0.0% Fixed Income	0.00
7.4% Short-term reserves	67,258.25
0.0% Other	0.00
	<b>\$913,123.97</b>

Your percentages are based on your holdings as of the prior month-end. Recalculated values are included. See Disclosures for more information.

Organization brokerage account—81306980  
 Plattsmouth Community School

Client Services: 800-662-2739

Account overview

**\$913,123.97**

Total account value as of August 31, 2023

**Year-to-date income**

Taxable income	\$24,955.08
Nontaxable income	0.00
<b>Total</b>	<b>\$24,955.08</b>

**Balances and holdings for Vanguard Brokerage Account—81306980**

Your securities are held in your cash account, unless otherwise noted. This section only shows securities that were held in the account at the end of the time period indicated.

**Sweep program**

Name	Quantity	Price on 08/31/2023	Balance on 07/31/2023	Balance on 08/31/2023
VANGUARD FEDERAL MONEY MARKET FUND 7-day SEC Yield: 5.28%	67,258.2500	\$1.00	\$121,721.82	\$67,258.25
<b>Total Sweep Balance</b>			<b>\$121,721.82</b>	<b>\$67,258.25</b>

**ETFs**

Symbol	Name	Total cost	Quantity	Price on 08/31/2023	Balance on 07/31/2023	Balance on 08/31/2023
AMPLP	ALPS ALERIAN MLP ETF NEW Est. annual income: \$10,424.61; Est. yield: 7.59%	\$111,796.02	3,341.2234	\$41.1300	\$136,595.30	\$137,424.51

Organization brokerage account—81306980

Client Services: 800-662-2739

Plattsmouth Community School

**Balances and holdings for Vanguard Brokerage Account—81306980** continued

**ETFs** continued

Symbol	Name	Total cost	Quantity	Price on 08/31/2023	Balance on 07/31/2023	Balance on 08/31/2023
SDY	SPDR SERIES TRUST S&P DIVIDEND ETF Est. annual income: \$2,676.61; Est. yield: 2.61%	83,337.56	839.5910	122.2500	106,493.72	102,639.99
<b>Total Est. annual income: \$13,101.22; Est. yield: 5.46%</b>					<b>\$243,089.02</b>	<b>\$240,064.50</b>

**Stocks**

Symbol	Name	Total cost	Quantity	Price on 08/31/2023	Balance on 07/31/2023	Balance on 08/31/2023
ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012 Est. annual income: \$1,283.10; Est. yield: 0.95%	\$45,543.94	204.8770	\$660.5300	\$146,483.63	\$135,327.40
BX	BLACKSTONE INC Est. annual income: \$13,942.47; Est. yield: 3.22%	208,252.03	4,076.7480	106.3700	423,956.86	433,643.68
RHP	RYMAN HOSPITALITY PPTYS INC Est. annual income: \$909.60; Est. yield: 2.47%	33,839.67	433.1430	85.0300	41,274.19	36,830.14
<b>Total Est. annual income: \$16,135.17; Est. yield: 2.66%</b>					<b>\$611,714.68</b>	<b>\$605,801.22</b>

Organization brokerage account—81306980

Client Services: 800-662-2739

Plattsmouth Community School

**Account activity for Vanguard Brokerage Account – 81306980**

This section shows transactions that have settled by August 31, 2023.

**Income summary**

	Dividends	Interest	Tax-exempt interest	Short-term capital gains	Long-term capital gains	Other income
August	\$6,775.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Year-to-date	24,955.08	0.00	0.00	0.00	0.00	0.00

**Completed transactions**

Settlement date	Trade date	Symbol	Name	Transaction type	Account type	Quantity	Price	Commissions & fees	Amount
08/07	08/07	BX	BLACKSTONE INC	Dividend	-	-	-	-	\$3,196.16
08/07	08/07	BX	BLACKSTONE INC	Reinvestment	Cash	30.9720	\$103.1950	-	-3,196.16
08/10	08/10	ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012	Dividend	-	-	-	-	325.71
08/10	08/10	ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012	Reinvestment	Cash	0.4080	678.7340	-	-276.85
08/10	08/10	ASML	FRGN-W/H @ SOURCE ASML HLDG NV NYRS NEW	Foreign Tax Withheld	-	-	-	-	-48.86
08/15	08/15	AMPL	ALPS ALERIAN MLP ETF NEW	Dividend	-	-	-	-	2,717.50
08/15	08/15	AMPL	ALPS ALERIAN MLP ETF NEW	Reinvestment	Cash	67.1270	40.4830	-	-2,717.50
08/31	08/31	-	CHECK ISSUED CHK ISS #CS03384227	Check Withdrawal	-	-	-	-	-55,000.00
08/31	08/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Dividend	-	-	-	-	536.43

Organization brokerage account—81306980  
 Plattsmouth Community School

Client Services: 800-662-2739

**Account activity for Vanguard Brokerage Account — 81306980** continued

**Completed transactions** continued

Settlement date	Trade date	Symbol	Name	Transaction type	Account type	Quantity	Price	Commissions & fees	Amount
08/31	08/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Reinvestment	-	-	-	-	-536.43
08/31	08/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Sweep out	-	-	-	-	55,000.00

If you had an adjustment to a dividend or interest payment from a previous month, the monthly amount shown under the Income Summary section of your brokerage statement may be overstated.

## Disclosures

### Cost basis information

Vanguard is required to report cost basis information to the IRS for sales of covered securities in taxable (nonretirement) accounts. Covered securities are generally stock or mutual funds acquired on or after January 1, 2011 and 2012, respectively. Unless you select another method, we'll use the "first in, first out" (FIFO) accounting method for sales of stocks and exchange-traded funds (ETFs) and the "average cost" method for sales of mutual funds. For more cost basis information go to [investor.vanguard.com/taxes/cost-basis](https://investor.vanguard.com/taxes/cost-basis)

**Gain or loss.** The gain or loss realized by the sale or redemption, calculated by subtracting the cost from the proceeds. Gains and losses are generally short-term if the security was held a year or less, and long-term if held more than a year.

### For our brokerage clients

Your brokerage cash and/or securities are held in custody by Vanguard Brokerage Services, a division of Vanguard Marketing Corporation, member FINRA and SIPC. Vanguard funds not held through your Vanguard Brokerage Services (VBS) account are held by The Vanguard Group, Inc., and are not protected by SIPC.

### I. General information and key terms

**Advice.** Vanguard Brokerage Services doesn't provide tax, investment, or legal advisory services, and no one associated with Vanguard Brokerage Services is authorized to render such advice.

**Direct Participation Program (DPP) and Real Estate Investment Trust (REIT).** DPP and REIT securities are generally illiquid. The value of the security will be different than its purchase price. Any estimated value on your statement may not be realized when you seek to liquidate the security.

**Financial statement.** A Vanguard Brokerage financial statement is available for your inspection at any time upon request to Vanguard Brokerage Services.

**Free credit balance.** Any free credit balance carried for your account represents funds payable on demand, which, although properly accounted for on Vanguard Brokerage's books of record, aren't segregated and may be used in the conduct of its business to the extent permitted by law. Your settlement fund may be liquidated upon your request and the proceeds remitted to you.

**Dividend reinvestment.** When reinvesting dividends of eligible stocks, ETFs, and closed-end funds, Vanguard Brokerage Services combines cash distributions from the accounts of all clients who have August 31, 2023, monthly transaction statement

requested reinvestment in the same security, and then uses that combined total to purchase additional shares of the security in the open market. The new shares are divided proportionately among the clients' accounts, in whole and fractional shares rounded to four decimal places. If the total purchase can't be completed in one trade, clients will receive shares purchased at the weighted average price paid by Vanguard Brokerage Services. Participants in our free dividend reinvestment program should refer to the "Completed transactions" area of the "Account activity for Vanguard Brokerage Account" section of their Vanguard statements for details of transaction history and dates.

For dividend reinvestment of mutual funds held in your brokerage account, the instructions are provided to the fund and the "settlement date" and "trade date" on your statement will generally represent the day the transaction is entered in your account record. Call Vanguard Brokerage Services with any questions.

**Reporting brokerage account discrepancies.** Promptly report in writing any inaccuracies or discrepancies in your Vanguard Brokerage account (including unauthorized trading) to Vanguard Brokerage Services. Any oral communication must be confirmed in writing to further protect your rights, including your rights under the Securities Investor Protection Act.

**Margin accounts.** If you maintain a margin account, this is a combined statement of your general account and a special memorandum account maintained for you under Regulation T issued by the Board of Governors of the Federal Reserve System. The permanent record of the separate account as required by Regulation T is available for your inspection upon request to Vanguard Brokerage Services. All securities must be held in your margin account. Note that purchases of open-end mutual funds and Vanguard ETFs® will settle in your cash account and after 30 days be moved into your margin account.

**Money market fund transactions.** Vanguard Brokerage Services may elect to send a monthly statement, in lieu of an immediate confirmation, for transactions executed pursuant to a periodic plan or an investment company plan, or executed in shares of any open-end registered money market mutual fund.

**Orphaned fractional share transactions.** Vanguard Brokerage Services may elect to send a monthly statement, in lieu of an immediate confirmation, for transactions executed to liquidate orphaned fractional share positions. Orphaned fractional share positions are fractional share positions held without a corresponding whole share position. Liquidations of these positions are executed by Vanguard Brokerage Services on a principal basis at the previous day's closing price, and the proceeds are credited to your account. No transaction fee is charged.

**Open orders.** A good-till-canceled (GTC) order will remain in effect for 60 calendar days after the business day on which the order was placed. If the 60th day falls during a weekend or on a holiday, the order will be canceled on the next business day before the markets open. GTC orders are automatically entered on a “do not reduce” (DNR) basis. The limit price won’t be adjusted when a stock goes “ex-dividend.” Orders for securities undergoing corporate actions such as, but not limited to, stock splits, stock dividends, special cash dividends, and spin-offs may be canceled before the market opening on the ex-dividend date of the corporate action. You must maintain records of all open orders. Be sure to review your open GTC orders periodically.

**Option accounts.** Information regarding commissions and charges related to the execution of an options transaction is provided in the transaction confirmation sent to you at the time of the transaction. These are also available upon request. You should advise us promptly of any changes in your investment objectives or financial situation.

**Tax information.** After year-end, Vanguard Brokerage Services is required to provide tax information to the IRS and other governmental authorities. At that time, you’ll receive necessary information on the annual tax information statement; use that statement to prepare your tax filings. Note that certain types of assets typically need corrected tax forms.

**Trade execution.** Vanguard Brokerage Services may have acted as principal, agent, or both in the placement of trades for your account. Details are provided upon request to Vanguard Brokerage Services.

**Average pricing.** If average price transaction is indicated on this statement, details regarding the actual execution prices are available upon request to Vanguard Brokerage Services.

**When issued.** A short form of “when, as, and if issued.” The term indicates a conditional transaction in a security authorized for issuance but not as yet actually issued. All “when issued” transactions are on an “if” basis, to be settled if and when the actual security is issued.

## II. Portfolio holdings

The net market value of the securities in your account, including short positions, is reflected in this statement on a trade-date basis at the close of the statement period. The market prices have been obtained from quotation services that we believe to be reliable; however, we can’t guarantee their accuracy. Securities for which a price isn’t available are marked “—” and are omitted from the total. Prices listed reflect quotations on the statement date. Current prices are listed to help you track your account and aren’t suitable for tax purposes. Account balances provided on the statement are displayed in short-form using only two decimal places. Please log on to your account at Vanguard.com to review your account balances. Accrued interest represents interest earned but not yet received.

Fund data on Vanguard.com is generally updated mid-month. Depending on when you log on, there may be a difference between the asset mix shown on your statement and the data shown online.

August 31, 2023, monthly transaction statement

There also may be a difference between your fund’s actual asset allocation and its target allocation. For more information about your fund’s target allocation, go to Vanguard.com.

**Estimated values on statements.** Vanguard Brokerage Services relies on external vendors to provide estimated, periodic valuation and market-price information for securities listed in your account statement. From time to time, this information isn’t available or isn’t received in time for posting to your account statement. In this case, the valuation or market price on your statement is marked “-” and the security hasn’t been valued for purposes of calculating account totals. For owners of auction-rate securities: If an estimated valuation is provided on your account statement for auction-rate securities, please note that due to market illiquidity, you may not be able to sell the security at or near the estimated valuation listed on your account statement.

The estimated annual income (EAI) and estimated yield (EY) figures are estimates and are for informational purposes only. EAI represents estimated income to be distributed by a specific position. EAI may be negative on short positions. EY represents the estimated yield of a specific position based on its EAI and current price. EY reflects only the income generated by an investment. It does not reflect changes in the investment’s price, which may fluctuate. EAI and EY for certain types of securities includes return of principal or capital gains, in which case the EAI and EY is not limited to realizable income. Actual income and yield may be higher or lower than the estimated amounts. These figures should not be considered a forecast or guarantee of future results. They are computed using information from providers believed to be reliable; however, no assurance can be made as to the accuracy. Since interest and dividend rates are subject to change at any time and may be affected by current and future economic, political, and business conditions, they should not be relied on for making investment, trading, or tax decisions. The money market settlement fund 7 day SEC yield is calculated by annualizing its daily income distributions for the previous 7 days, which is not the same methodology for calculating EY for other positions held in your account (s). Calculation methodologies differ by security type. Certain security types estimate the annual yield based on historical actual income paid while others estimate future yield based on existing conditions. Please contact Vanguard Brokerage Services for current information regarding your investments and the current estimated valuations of your holdings.

**Asset mix for some funds recalculated by Vanguard.** If the “Asset mix” section of your “Statement overview” page has a footnote that reads “Recalculated values are included,” the asset allocation breakdown of particular funds within your portfolio among stocks, bonds, and short-term reserves has been calculated using long positions, margin credit or debit balances; short positions have been excluded. Certain funds employ trading strategies, such as risk hedging, short selling, and use of leverage and derivatives, that could result in significant short positions that can’t be displayed using a standard asset allocation pie chart. Exclusion of these short positions may have a significant impact on the “Asset mix” pie chart. For more information about the strategies or holdings of a particular fund, see the fund’s prospectus.

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CASS COUNTY SCHOOL DISTRICT #1  
1912 OLD HIGHWAY 34  
PLATTSMOUTH NE 68048-5676

## Portfolio Summary

Total Portfolio Value	
<b>\$1,134,250.01</b>	
1 Month Ago	\$1,186,639.67
1 Year Ago	\$1,157,095.85
3 Years Ago	\$1,244,976.38
5 Years Ago	\$1,211,429.80

### Do you receive our newsletter?

Where's the market heading? How can I prepare for the unexpected? What will retirement look like for me? Our monthly newsletter helps answer these questions, keeping you informed about the market and investing topics that are most important to you. Visit [edwardjones.com/newsletter](http://edwardjones.com/newsletter) to read the latest articles and ask your local branch team to sign you up to receive our Perspective newsletter in your email inbox every month.

### 24/7 support and information for Alzheimer's caregivers and families

Whether you're a person experiencing memory loss, a caregiver, a health care professional, or a member of the general public, the Alzheimer's Association 24/7 Helpline can connect you with resources, provide information or offer support. The Helpline is open 24 hours a day, 365 days a year: 844-440-6600.

Overview of Accounts				
Accounts	Account Holder	Account Number	Value 1 Year Ago	Current Value
Association Account Select	Cass County School District #1	693-12506-1-4	\$42,644.02	\$43,175.52
Association Account Advisory Solutions Fund Model	Cass County School District #1	693-19740-1-5	\$1,114,451.82	\$1,091,074.49
<b>Total Accounts</b>			<b>\$1,157,095.85</b>	<b>\$1,134,250.01</b>

Although account information is provided on this page, it does not guarantee an actual statement was produced. Refer to your account statement for the exact registration and more specific details regarding each account.

Important disclosures; such as Statement of Financial Condition, Conditions that Govern Your Account, Account Safety, Errors, Complaints, Withholding, Free Credit Balance, Fair Market Value or Terminology; relating to your account(s) are available on the last page of this package or at [www.edwardjones.com/statementdisclosures](http://www.edwardjones.com/statementdisclosures).

Cass County School District #1

**Rules of the Road: Diversify for a solid foundation**

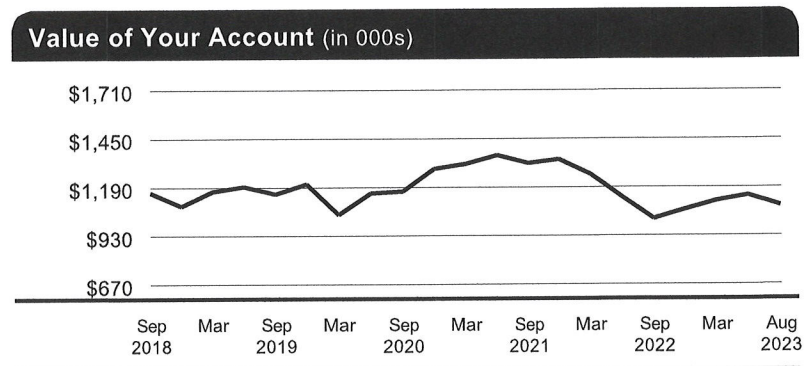
Diversification - the way your money is allocated among stocks, bonds, cash and other investments - is the foundation of your investing strategy, and it should align with your goals and comfort with risk. That's No. 3 of our 10 Rules of the Road for investing. Interested in learning more? Visit [edwardjones.com/rules](http://edwardjones.com/rules) for the complete list.

**Association - Advisory Solutions Fund Model**

Portfolio Objective - Account: Balanced Growth and Income

For more information about the Advisory Solutions program go to [www.edwardjones.com/advisorybrochures](http://www.edwardjones.com/advisorybrochures).

Account Value	
<b>\$1,091,074.49</b>	
<b>1 Month Ago</b>	\$1,142,154.52
<b>1 Year Ago</b>	\$1,114,451.82
<b>3 Years Ago</b>	\$1,205,156.02
<b>5 Years Ago</b>	\$1,175,910.59



Value Summary		
	This Period	This Year
Beginning Value	\$1,142,154.52	\$1,070,460.96
Assets Added to Account	0.00	0.00
Assets Withdrawn from Account	-16,800.00	-37,800.00
Fees and Charges	-928.19	-7,148.31
Change In Value	-33,351.84	65,561.84
<b>Ending Value</b>	<b>\$1,091,074.49</b>	

For more information regarding the Value Summary section, please visit [www.edwardjones.com/mystatementguide](http://www.edwardjones.com/mystatementguide).

Rate of Return					
Your Personal Rate of Return for Assets Held at Edward Jones	This Quarter	Year to Date	Last 12 Months	3 Years Annualized	5 Years Annualized
	-1.43%	5.48%	0.69%	1.63%	3.40%

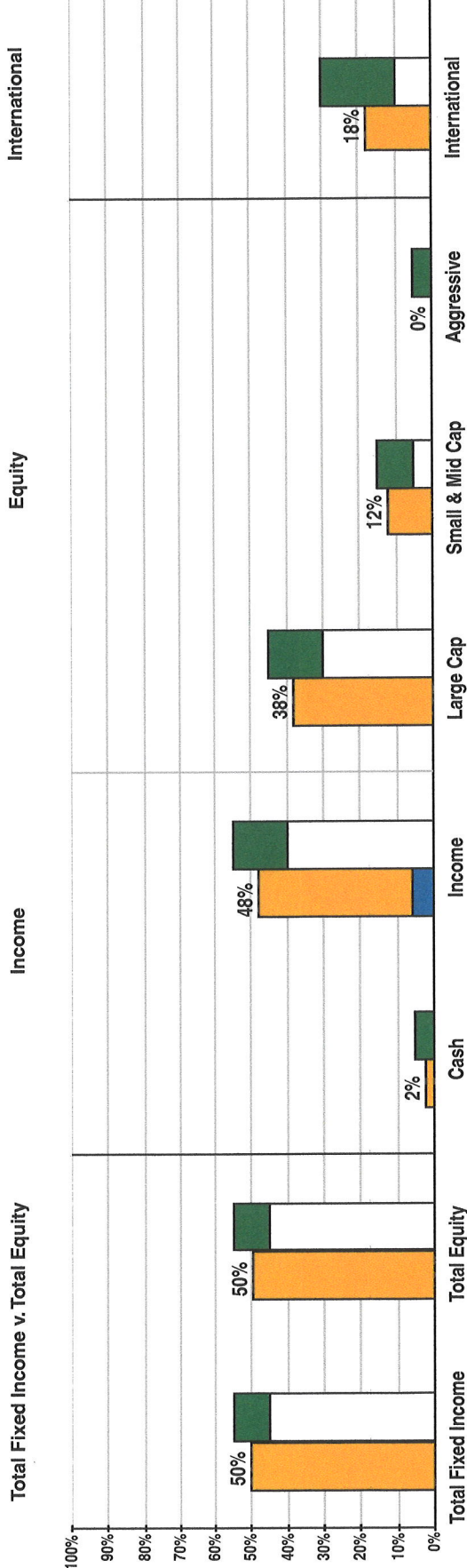
**Performance Benchmarks**

## Diversification by Investment Category

Portfolio Objective: Balanced Growth & Income

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS  
Saving for SCHOLARSHIPS

Michael A. Schuidt  
Financial Advisor



Investment Category	Value	Actual	Suggested Range	Recommended Target
<b>Fixed Income</b>				
Cash	\$22,220	2.04%	0–5%	Middle
Income	\$525,025	48.12%	40–55%	Middle
<b>Total Fixed Income</b>	<b>\$547,246</b>	<b>50.16%</b>	<b>45–55%</b>	<b>Middle</b>
<b>Equity</b>				
Large Cap	\$413,494	37.90%	30–45%	Middle
Small & Mid Cap	\$130,335	11.95%	5–15%	Middle
Aggressive	\$0	0.00%	0–5%	Middle
<b>Total Equity</b>	<b>\$543,829</b>	<b>49.84%</b>	<b>45–55%</b>	<b>Middle</b>
<b>Portfolio Total</b>	<b>\$1,091,074</b>			
International	\$196,689	18.03%	10–30%	Middle
Aggressive Income (included in Income)	\$64,968	5.95%	0–15%	Middle

The Suggested Range reflects the Edward Jones Investment Policy Committee's recommended weightings for each investment category based on your Portfolio Objective. To take advantage of timely market opportunities and risks, we also recommend specific targets within those Suggested Ranges.

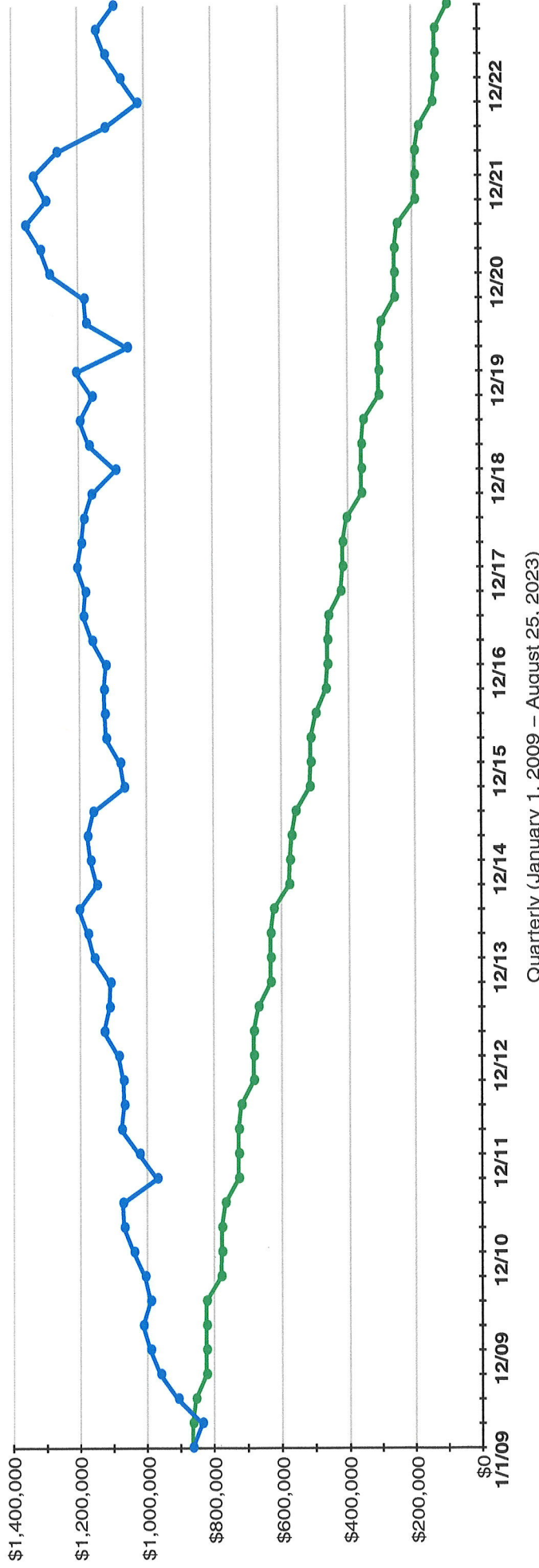
## Performance Summary

Portfolio Objective: **Balanced Growth & Income**

Michael A Schultdt  
Financial Advisor

Prepared for: **WILEY SCHOLARSHIP FUND - COMBINED ACCTS**  
Saving for **SCHOLARSHIPS**

This summary details the value of your account(s) at Edward Jones. It excludes information about assets held by a vendor outside of Edward Jones.



Value of Account(s) at Edward Jones	2020	2021	2022	2023	Since 01-Jan-2009
Beginning Value	\$1,207,286.46	\$1,286,910.79	\$1,335,333.57	\$1,070,466.76	\$864,350.66
Amount Added / Withdrawn	(\$49,000.00)	(\$63,000.00)	(\$62,400.00)	(\$37,800.00)	(\$772,780.93)
Return in \$	\$128,624.33	\$111,422.78	(\$202,466.81)	\$58,407.72	\$999,504.76
<b>Ending Value</b>	<b>\$1,286,910.79</b>	<b>\$1,335,333.57</b>	<b>\$1,070,466.76</b>	<b>\$1,091,074.49</b>	<b>\$1,091,074.49</b>
Your Personal Rate of Return as of Aug 25, 2023	10.85%	8.86%	-15.48%	5.48%	Annualized Return
					7.19%

Please refer to "Putting Your Performance into Perspective" for Important Information.

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	9,200,000.00	150,541.07	9,582,871.05	104.16	(382,871.05)
01 1115	CARLINE TAXES	9,000.00	0.00	6,299.01	69.99	2,700.99
01 1120	PUBLIC POWER DIST SALES TAX	160,000.00	0.00	175,608.49	109.76	(15,608.49)
01 1125	MOTOR VEHICLE TAX	900,000.00	87,060.78	733,428.50	81.49	166,571.50
01 1370	PRESCHOOL TUITION	60,000.00	21,651.25	87,578.55	145.96	(27,578.55)
01 1510	INTEREST ON INVESTMENTS	1,200.00	8,682.23	65,984.47	5,498.71	(64,784.47)
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	2.21	7.66	0.00	(7.66)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	1.93	0.00	(1.93)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	4,000.00	0.00	179.88	4.50	3,820.12
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	1,000.00	690.00	2,720.00	272.00	(1,720.00)
01 1911	LOCAL LICENSE FEES	5,000.00	0.00	3,925.00	78.50	1,075.00
01 1920	CONTRIB FR PRIVATE SOURCES	0.00	0.00	0.00	0.00	0.00
01 1921	CITY POLICE COURT FINES	5,000.00	0.00	105,438.22	2,108.76	(100,438.22)
01 1990	MISCELLANEOUS LOCAL REVENUE	23,000.00	0.00	30,978.92	134.69	(7,978.92)
01 1990 0003	MISC LOCAL REVENUE/HD ST	5,000.00	0.00	0.00	0.00	5,000.00
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		10,373,200.00	268,627.54	10,795,021.68	104.07	(421,821.68)
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	11,540.96	32,940.50	36.60	57,059.50
01 2210	ESU RECEIPTS	4,500.00	0.00	2,408.86	53.53	2,091.14
Subtotal: 2000		94,500.00	11,540.96	35,349.36	37.41	59,150.64
01 3110	STATE AID TO DISTRICTS	4,661,377.00	0.00	4,661,377.00	100.00	0.00
01 3120	SPECIAL ED PROGRAMS	1,400,000.00	0.00	1,357,516.00	96.97	42,484.00
01 3125	SPECIAL ED TRANSPORTATION	100,000.00	0.00	0.00	0.00	100,000.00
01 3130	HOMESTEAD EXEMPTION	400,000.00	74,845.78	467,810.89	116.95	(67,810.89)
01 3131	RELIEF TO PROPERTY TAXPAYERS	410,000.00	135.38	135.38	0.03	409,864.62
01 3132	PERSONAL PROPERTY TAX CREDIT	200,000.00	0.00	275,847.77	137.92	(75,847.77)
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	7,500.00	0.00	0.00	0.00	7,500.00
01 3155	RULE 4 TEXTBOOK LOAN	0.00	0.00	0.00	0.00	0.00
01 3165	PRESCHOOL FLEX FUNDING	4,000.00	0.00	0.00	0.00	4,000.00
01 3166	SCHOOL AGE FLEX	85,000.00	0.00	96,511.00	113.54	(11,511.00)
01 3175	ABE/STATE GRANT	1,500.00	0.00	0.00	0.00	1,500.00
01 3180	PRO-RATA MOTOR VEHICLE	21,000.00	0.00	19,659.12	93.61	1,340.88
01 3400	STATE APPORTIONMENT	205,000.00	0.00	279,707.51	136.44	(74,707.51)
01 3535	HIGH ABILITY LEARNERS	12,100.00	0.00	11,533.00	95.31	567.00
01 3541	BIRTH TO 3 ENDOWMENT	75,000.00	0.00	63,916.00	85.22	11,084.00
01 3575	NEBR INNOVATION GRANT	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE SOURCES	10,000.00	0.00	5,000.00	50.00	5,000.00
Subtotal: 3000		7,592,477.00	74,981.16	7,239,013.67	95.34	353,463.33
01 4105	USF - E RATE	0.00	0.00	0.00	0.00	0.00
01 4305	IMPACT AID PL 874	0.00	0.00	0.00	0.00	0.00
01 4307	AMERICAN INDIAN EDUCATION	0.00	0.00	0.00	0.00	0.00
01 4309 0003	HEAD START	500,000.00	69,563.18	753,310.57	150.66	(253,310.57)
01 4309 0004	HEAD START	500,000.00	0.00	462,891.16	92.58	37,108.84
01 4505	TITLE I ESEA	220,000.00	0.00	149,524.00	67.97	70,476.00
01 4506	TITLE I ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II PART A	50,000.00	0.00	20,799.00	41.60	29,201.00
01 4512	IDEA POVERTY/BASE	5,000.00	0.00	0.00	0.00	5,000.00
01 4515	IDEA PART B SUPPLEMENTAL	0.00	0.00	61,261.00	0.00	(61,261.00)
01 4516	IDEA PART B (619) PRESCHOOL	14,000.00	0.00	12,656.00	90.40	1,344.00
01 4518	IDEA BASE AND E/P	419,000.00	157,081.00	677,996.00	161.81	(258,996.00)
01 4519	IDEA PART B E/POVERTY	0.00	0.00	0.00	0.00	0.00
01 4521	IDEA NON PUBLIC	20,000.00	7,054.00	20,969.00	104.85	(969.00)
01 4524	ROTC REIMBURSEMENT FROM DOD	75,000.00	0.00	82,329.74	109.77	(7,329.74)
01 4529	ADULT BASIC EDUCATION	500.00	0.00	0.00	0.00	500.00

**Fund: 01 GENERAL**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 4530	OTHER FEDERAL RECEIPTS	100,000.00	0.00	0.00	0.00	100,000.00
01 4531	21ST CENTURY LEARNING GRANT/MS	10,000.00	0.00	0.00	0.00	10,000.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	10,000.00	0.00	47,950.34	479.50	(37,950.34)
01 4709	MEDICAID ADM ACTIVITIES	20,000.00	0.00	20,861.52	104.31	(861.52)
01 4969	TITLE IV STUDENT SUPPORT	20,000.00	0.00	11,919.00	59.60	8,081.00
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	0.00	0.00	0.00	0.00	0.00
01 4997	ESSER II	300,000.00	0.00	0.00	0.00	300,000.00
01 4998	ESSERS III	100,000.00	0.00	876,882.00	876.88	(776,882.00)
Subtotal: 4000		2,363,500.00	233,698.18	3,199,349.33	135.36	(835,849.33)
01 5150	TAX ANTICIPATION NOTES	0.00	0.00	4,840,450.00	0.00	(4,840,450.00)
01 5200	FUND TRANSFERS IN	100,000.00	0.00	1,305.16	1.31	98,694.84
01 5300	SALE OF PROPERTY	1,000.00	0.00	34,952.63	3,495.26	(33,952.63)
01 5690	OTHER NON-REVENUE RECEIPTS	1,000.00	1,209.26	22,968.85	2,296.89	(21,968.85)
Subtotal: 5000		102,000.00	1,209.26	4,899,676.64	4,803.60	(4,797,676.64)
Fund Total:		20,525,677.00	590,057.10	26,168,410.68	127.49	(5,642,733.68)

**Fund: 02 DEPRECIATION FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INVESTMENT INCOME	1,000.00	1.76	20.65	2.07	979.35
	Subtotal: 1000	1,000.00	1.76	20.65	2.07	979.35
02 5200	FUND TRANFERS IN	50,000.00	0.00	0.00	0.00	50,000.00
	Subtotal: 5000	50,000.00	0.00	0.00	0.00	50,000.00
	Fund Total:	51,000.00	1.76	20.65	0.04	50,979.35

**Fund: 03      EMPLOYEE BENEFITS FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 5200	FUND TRANSFERS IN	43,000.00	3,824.98	48,905.15	113.73	(5,905.15)
	Subtotal: 5000	43,000.00	3,824.98	48,905.15	113.73	(5,905.15)
	Fund Total:	43,000.00	3,824.98	48,905.15	113.73	(5,905.15)

Fund: 05      **ACTIVITY FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1510 8010	INTEREST	0.00	399.27	4,007.61	0.00	(4,007.61)
05 1710 8015	DISTRICT ACTIVITIES/ADMISSIONS	0.00	0.00	2,000.00	0.00	(2,000.00)
05 1710 8022	HEAD START ACTIVITIES	0.00	0.00	1,013.00	0.00	(1,013.00)
05 1710 8101	ELEM STUDENT COUNCIL	0.00	0.00	2,571.71	0.00	(2,571.71)
05 1710 8102	ELEM TEACHERS	0.00	0.00	1,099.68	0.00	(1,099.68)
05 1710 8103	ELEM MISC	0.00	0.00	5,681.31	0.00	(5,681.31)
05 1710 8107	SOCIAL WORK FAMILY RESOURCE ACCT	0.00	320.00	2,832.08	0.00	(2,832.08)
05 1710 8113	ELEM FIELD TRIPS	0.00	0.00	150.05	0.00	(150.05)
05 1710 8202	MS ATHLETICS	0.00	0.00	13,812.80	0.00	(13,812.80)
05 1710 8204	MS BAND	0.00	470.00	1,938.30	0.00	(1,938.30)
05 1710 8206	BUILDERS CLUB	0.00	0.00	360.00	0.00	(360.00)
05 1710 8207	REFERRAL FREE ACTIVITIES	0.00	0.00	10,885.41	0.00	(10,885.41)
05 1710 8209	MS NAT'L JR HONOR SOCIETY	0.00	0.00	480.00	0.00	(480.00)
05 1710 8216	MS STUDENT COUNCIL	0.00	108.00	924.00	0.00	(924.00)
05 1710 8226	MS YEARBOOK	0.00	245.00	4,227.85	0.00	(4,227.85)
05 1710 8302	ACADEMY CORE LEADERS	0.00	116.37	22,714.17	0.00	(22,714.17)
05 1710 8312	HS BAND	0.00	35.00	5,821.23	0.00	(5,821.23)
05 1710 8314	BOOSTER CLUB	0.00	0.00	9,728.96	0.00	(9,728.96)
05 1710 8316	SPIRIT SQUAD	0.00	14,408.50	41,634.20	0.00	(41,634.20)
05 1710 8318	CHORUS/SWING CHOIR	0.00	2,100.00	14,453.90	0.00	(14,453.90)
05 1710 8321	STUDENT TRAVEL ABROAD	0.00	0.00	1,000.50	0.00	(1,000.50)
05 1710 8323	CLASS OF 2026	0.00	0.00	2,028.80	0.00	(2,028.80)
05 1710 8324	CLASS OF 2023	0.00	0.00	40.00	0.00	(40.00)
05 1710 8326	CLASS OF 2024	0.00	0.00	14,338.89	0.00	(14,338.89)
05 1710 8329	CLASS OF 2021	0.00	0.00	5,480.64	0.00	(5,480.64)
05 1710 8332	CONCESSIONS	0.00	3,071.13	21,549.44	0.00	(21,549.44)
05 1710 8334	DECA	0.00	2,509.00	17,224.50	0.00	(17,224.50)
05 1710 8336	MANUFACTURING	0.00	0.00	605.00	0.00	(605.00)
05 1710 8337	FITNESS CENTER	0.00	0.00	310.00	0.00	(310.00)
05 1710 8342	FCCLA	0.00	166.00	6,303.82	0.00	(6,303.82)
05 1710 8344	FOOTBALL FUNDRAISER	0.00	14,633.50	30,403.50	0.00	(30,403.50)
05 1710 8346	HOSA	0.00	0.00	108.00	0.00	(108.00)
05 1710 8347	FFA	0.00	0.00	4,031.00	0.00	(4,031.00)
05 1710 8348	BOYS BASKETBALL FR	0.00	537.81	7,694.96	0.00	(7,694.96)
05 1710 8349	GIRLS BB FUNDRAISER	0.00	0.00	10,559.70	0.00	(10,559.70)
05 1710 8353	JR ROTC	0.00	0.00	3,797.76	0.00	(3,797.76)
05 1710 8354	HONOR SOCIETY	0.00	0.00	620.60	0.00	(620.60)
05 1710 8356	GUIDANCE	0.00	3,490.34	4,924.27	0.00	(4,924.27)
05 1710 8358	LETTERMAN'S CLUB	0.00	0.00	2,598.00	0.00	(2,598.00)
05 1710 8359	MUSICAL/PLAY	0.00	0.00	100.00	0.00	(100.00)
05 1710 8363	SPEECH	0.00	77.16	751.53	0.00	(751.53)
05 1710 8374	HS STUDENT COUNCIL	0.00	55.00	11,684.86	0.00	(11,684.86)
05 1710 8376	HS REFRESHMENTS	0.00	0.00	252.05	0.00	(252.05)
05 1710 8379	SALT - STUDENT ACTIVITIES LEADERSHIP TEAM	0.00	116.37	629.07	0.00	(629.07)
05 1710 8380	JUNIOR OPTIMIST INTERNATIONAL	0.00	0.00	917.80	0.00	(917.80)
05 1710 8381	GIRLS TRACK FR	0.00	0.00	5,453.00	0.00	(5,453.00)
05 1710 8382	GIRLS SOCCER FR	0.00	0.00	8,907.55	0.00	(8,907.55)
05 1710 8384	VOLLEYBALL FR	0.00	463.44	7,183.24	0.00	(7,183.24)
05 1710 8386	SKILLS USA	0.00	0.00	2,312.39	0.00	(2,312.39)
05 1710 8387	GOLF FR	0.00	0.00	537.95	0.00	(537.95)
05 1710 8388	WRESTLING CLUB	0.00	0.00	7,867.00	0.00	(7,867.00)
05 1710 8389	HS YEARBOOK	0.00	300.00	6,835.00	0.00	(6,835.00)
05 1710 8390	BASEBALL FR	0.00	300.00	2,489.63	0.00	(2,489.63)
05 1710 8391	MISC ACTIVITIES	0.00	9,425.00	91,551.76	0.00	(91,551.76)
05 1710 8401	BOYS SOCCER FR	0.00	0.00	862.50	0.00	(862.50)

**Fund: 05      ACTIVITY FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1710 8404	CROSS COUNTRY FR	0.00	2,725.15	6,082.15	0.00	(6,082.15)
05 1710 8405	SOFTBALL FR	0.00	1,244.00	1,680.25	0.00	(1,680.25)
05 1920 8228	MS DONATIONS	0.00	500.00	12,976.61	0.00	(12,976.61)
05 1990 8008	MISCELLANEOUS	0.00	(2,206.61)	(10,604.07)	0.00	10,604.07
05 1990 8111	ELEM SOCIAL COMMITTEE	0.00	150.00	605.00	0.00	(605.00)
05 1990 8335	DUAL ENROLLMENT	0.00	566.66	1,637.71	0.00	(1,637.71)
05 1990 8355	ROTC MILITARY REIMBURSEMENT	0.00	0.00	459.90	0.00	(459.90)
05 1990 8371	HS SOCIAL COMMITTEE	0.00	0.00	2,317.44	0.00	(2,317.44)
Subtotal: 1000		0.00	56,326.09	443,445.96	0.00	(443,445.96)
05 5690 8104	ELEM LIBRARY	0.00	0.00	32.07	0.00	(32.07)
Subtotal: 5000		0.00	0.00	32.07	0.00	(32.07)
Fund Total:		0.00	56,326.09	443,478.03	0.00	(443,478.03)

**Fund: 06 CAFETERIA**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1611	DAILY SALES	45,000.00	30,446.57	242,165.42	538.15	(197,165.42)
06 1650	SUMMER MEAL PROGRAM	0.00	0.00	0.00	0.00	0.00
06 1990 0005	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	0.00	0.00	0.00
	Subtotal: 1000	45,000.00	30,446.57	242,165.42	538.15	(197,165.42)
06 3150	STATE REIMBURSEMENT	5,000.00	3,867.13	47,136.90	942.74	(42,136.90)
	Subtotal: 3000	5,000.00	3,867.13	47,136.90	942.74	(42,136.90)
06 4210	FEDERAL REIMBURSEMENT	900,000.00	0.00	418,615.34	46.51	481,384.66
06 4211 0005	FED REIMB/CACFP	0.00	0.00	84,949.03	0.00	(84,949.03)
	Subtotal: 4000	900,000.00	0.00	503,564.37	55.95	396,435.63
06 5200	FUND TRANSFERS	35,000.00	0.00	859.32	2.46	34,140.68
	Subtotal: 5000	35,000.00	0.00	859.32	2.46	34,140.68
	Fund Total:	985,000.00	34,313.70	793,726.01	80.58	191,273.99

**Fund: 07 BOND FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL TAXES	900,000.00	15,879.60	994,222.42	110.47	(94,222.42)
07 1115	CARLINE TAXES	1,500.00	0.00	674.83	44.99	825.17
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	0.00	18,691.26	93.46	1,308.74
07 1510	INVESTMENT INCOME	100.00	74.17	669.34	669.34	(569.34)
Subtotal: 1000		921,600.00	15,953.77	1,014,257.85	110.05	(92,657.85)
07 3130	HOMESTEAD EXEMPTION	50,000.00	7,794.12	49,142.19	98.28	857.81
07 3131	RELIEF TO PROPERTY TAXPAYERS	30,000.00	0.00	0.00	0.00	30,000.00
07 3132	PERSONAL PROPERTY TAX CREDIT	20,000.00	12.93	58,062.13	290.31	(38,062.13)
07 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	0.00	0.00	0.00	0.00	0.00
07 3180	PRO-RATA MOTOR VEHICLE	3,000.00	0.00	2,802.41	93.41	197.59
Subtotal: 3000		103,000.00	7,807.05	110,006.73	106.80	(7,006.73)
Fund Total:		1,024,600.00	23,760.82	1,124,264.58	109.73	(99,664.58)

**Fund: 08 SPECIAL BLDG FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL TAXES	0.00	0.00	3.41	0.00	(3.41)
08 1115	CARLINE TAXES	0.00	0.00	0.00	0.00	0.00
08 1510	INTEREST ON LOCAL RECEIPTS	0.00	811.95	8,561.72	0.00	(8,561.72)
08 1990	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		0.00	811.95	8,565.13	0.00	(8,565.13)
08 3130	HOMESTEAD EXEMPTION	0.00	0.00	0.00	0.00	0.00
08 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	0.00	0.00	0.00	0.00
08 3180	PRO-RATA MOTOR VEHICLE	0.00	0.00	0.00	0.00	0.00
Subtotal: 3000		0.00	0.00	0.00	0.00	0.00
08 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
08 5120	PREMIUM ON ISSUANCE OF BONDS	0.00	0.00	0.00	0.00	0.00
08 5300	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0.00
08 5690	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	0.00	0.00	0.00
Fund Total:		0.00	811.95	8,565.13	0.00	(8,565.13)

**Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	300,000.00	5,769.04	366,194.63	122.06	(66,194.63)
09 1115	CARLINE TAXES	500.00	0.00	243.69	48.74	256.31
09 1120	PUBLIC POWER DIST SALES TAX	5,000.00	0.00	6,718.95	134.38	(1,718.95)
09 1510	INVESTMENT INCOME	100.00	0.00	214.82	214.82	(114.82)
09 1990	OTHER LOCAL RECEIPTS	100.00	0.00	0.00	0.00	100.00
Subtotal: 1000		305,700.00	5,769.04	373,372.09	122.14	(67,672.09)
09 3130	HOMESTEAD EXEMPTION	15,000.00	2,843.22	17,875.31	119.17	(2,875.31)
09 3131	RELIEF TO PROPERTY TAXPAYERS	10,000.00	0.00	0.00	0.00	10,000.00
09 3132	PERSONAL PROPERTY TAX CREDIT	500.00	0.00	10,554.20	2,110.84	(10,054.20)
09 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	500.00	0.00	0.00	0.00	500.00
09 3180	PRO-RATA MOTOR VEHICLE	1,000.00	0.00	1,008.69	100.87	(8.69)
Subtotal: 3000		27,000.00	2,843.22	29,438.20	109.03	(2,438.20)
09 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
09 5103	QUALIFIED SCHOOL CONSTRUCTION BONDS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	0.00	0.00	0.00
Fund Total:		332,700.00	8,612.26	402,810.29	121.07	(70,110.29)

**Fund: 12      STUDENT FEES**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
12 1741 1696	H.S. PARTICIPATION FEES	0.00	14,365.00	22,145.00	0.00	(22,145.00)
12 1741 1697	M.S. PARTICIPATION FEES	0.00	4,450.00	7,250.00	0.00	(7,250.00)
12 1741 1698	H.S. BAND RENTALS	0.00	1,575.00	2,300.00	0.00	(2,300.00)
12 1741 1701	HS BAND FEE	0.00	1,288.57	1,438.57	0.00	(1,438.57)
12 1741 1706	M.S. BAND RENTALS	0.00	67.00	542.00	0.00	(542.00)
12 1741 1707	HUMAN SERVICES & HOSPITALITY	0.00	80.00	80.00	0.00	(80.00)
12 1741 1708	HEALTH FEES	0.00	160.00	900.00	0.00	(900.00)
12 1741 1710	H.S. ART FEES	0.00	620.00	1,075.00	0.00	(1,075.00)
12 1741 1718	DRIVERS ED	0.00	0.00	350.00	0.00	(350.00)
12 1741 1719	WOODS	0.00	120.00	120.00	0.00	(120.00)
12 1741 1721	MANUFACTURING	0.00	120.00	120.00	0.00	(120.00)
12 1741 1723	HS LAPTOP INS FEE	0.00	8,516.18	13,118.98	0.00	(13,118.98)
Subtotal: 1000		0.00	31,361.75	49,439.55	0.00	(49,439.55)
Fund Total:		0.00	31,361.75	49,439.55	0.00	(49,439.55)

**Revenue Summary Report**  
Processing Month: 08/2023

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	22,961,977.00	749,070.41	29,039,620.07	126.47	(6,077,643.07)

**Cash Flow Report**

Fund	Cash Flow Beginning Cash	Cash Flow Revenue During Month	Cash Flow Expenses During Month	Cash Flow Ending Cash
01 GENERAL	2,765,326.47	590,057.10	(1,431,550.19)	1,923,397.75
02 DEPRECIATION FUND	1,025,417.66	1.76	0.00	1,025,419.42
03 EMPLOYEE BENEFITS FUND	29,221.59	3,824.98	(4,635.19)	28,411.38
05 ACTIVITY FUND	87,398.77	56,326.09	(25,958.14)	117,766.72
06 CAFETERIA	503,956.71	34,313.70	(16,951.82)	520,547.21
07 BOND FUND	152,335.66	23,760.82	0.00	176,096.48
08 SPECIAL BLDG FUND	371,207.48	811.95	0.00	372,019.43
09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	526,778.69	8,612.26	0.00	535,390.95
<b>Grand Total:</b>	<b>5,461,643.03</b>	<b>717,708.66</b>	<b>(1,479,095.34)</b>	<b>4,699,049.34</b>

General Fund	August
Petty Cash	\$ 8,235.26
Accounts Payable	\$ 1,218,496.78
Payroll	\$ 2,103,957.01
<b>Total of bank accounts balances</b>	<b>\$ 3,330,689.05</b>
<b>Plus</b>	
Head Start bank balance	\$ 5,200.07
NLAF	\$ 101,203.68
OUTSTANDING Adjustment Activities	\$ 3,799.61
OUTSTANDING Adjustment PR	\$ 2,552.55
<b>Total</b>	<b>\$ 3,443,444.96</b>
<b>Less</b>	
Line of Credit	
Cafeteria Fund	\$ 520,547.21
Loan from Depreciation	\$ 999,500.00
<b>End of Month Fund Total</b>	<b>\$ 1,923,397.75</b>

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>01</b>	<b>GENERAL</b>						
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$7,556,750.00	\$583,191.15	\$7,219,536.29	96.03	\$337,213.71	\$300,203.25
1125	SA FLEX FUNDING	\$178,300.00	\$8,653.69	\$175,171.85	98.25	\$3,128.15	\$3,128.15
1150	LIMITED ENGLISH PROFICIENCY	\$78,250.00	\$3,974.92	\$85,533.03	109.31	(\$7,283.03)	(\$7,283.03)
1160	POVERTY PROGRAMS	\$895,450.00	\$57,086.70	\$1,064,910.06	118.92	(\$169,460.06)	(\$169,460.06)
1190	EARLY CHILDHOOD EDUC PROGRAMS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
1195	BAF FLEX FUNDING	\$24,300.00	\$177.65	\$25,879.30	106.50	(\$1,579.30)	(\$1,579.30)
1200	SPECIAL EDUCATION PROGRAMS	\$3,087,900.00	\$166,257.04	\$3,091,180.19	100.22	(\$3,280.19)	(\$6,889.03)
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	\$383,110.00	\$19,102.23	\$308,348.52	81.35	\$74,761.48	\$71,451.06
1300	SUMMER SCHOOL	\$36,270.00	\$2,789.41	\$27,136.08	74.82	\$9,133.92	\$9,133.92
2110	SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2120	GUIDANCE SERVICES	\$304,100.00	\$24,762.42	\$297,150.47	97.71	\$6,949.53	\$6,949.53
2130	HEALTH SERVICES	\$100,900.00	\$3,887.67	\$148,185.56	147.08	(\$47,285.56)	(\$47,500.49)
2141	SCHOOL PSYCHOLOGY SERVICES	\$187,200.00	\$20,589.15	\$193,986.88	105.57	(\$6,786.88)	(\$10,420.94)
2151	SA SPEECH PATHOLOGY	\$200,000.00	\$8,842.95	\$197,729.56	98.86	\$2,270.44	\$2,270.44
2152	PK 3-5 SPEECH PATHOLOGY	\$120,000.00	\$0.00	\$0.00	0.00	\$120,000.00	\$120,000.00
2153	PK 0-3 SPEECH PATHOLOGY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2161	SA OCCUPATIONAL THERAPY	\$35,000.00	\$0.00	\$22,900.50	65.43	\$12,099.50	\$12,099.50
2162	PK OCCUPATIONAL THERAPY	\$35,000.00	\$4,677.75	\$40,455.25	115.59	(\$5,455.25)	(\$5,455.25)
2171	SA PHYSICAL THERAPY	\$20,000.00	\$0.00	\$12,867.75	64.34	\$7,132.25	\$7,132.25
2172	PK PHYSICAL THERAPY	\$18,000.00	\$2,425.50	\$21,073.50	117.08	(\$3,073.50)	(\$3,073.50)
2181	SA VISION	\$23,200.00	\$0.00	\$59,148.40	254.95	(\$35,948.40)	(\$35,948.40)
2212	INSTR AND CURRICULUM DEVELOPMENT	\$121,700.00	\$2,293.47	\$92,111.61	80.32	\$29,588.39	\$23,956.48
2213	INSTRUCTIONAL STAFF TRAINING	\$4,200.00	\$5,984.68	\$14,085.61	346.09	(\$9,885.61)	(\$10,335.61)
2214	IMPLEMENTATION OF STANDARDS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00

**EXPENDITURE BY FUNCTION SUMMARY**  
**08/2023**

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2220	LIBRARY/MEDIA SERVICES	\$177,308.00	\$12,801.29	\$149,030.41	84.05	\$28,277.59	\$28,277.59
2230	INSTRUCTION RELATED TECHNOLOGY	\$23,500.00	\$0.00	\$7,147.92	30.42	\$16,352.08	\$16,352.08
2310	BOARD OF EDUCATION	\$297,300.00	\$7,924.99	\$275,993.66	195.72	\$21,306.34	(\$284,577.88)
2320	EXECUTIVE ADMIN. SERVICES	\$244,000.00	\$17,195.18	\$219,456.63	90.07	\$24,543.37	\$24,228.40
2330	DISTRICT LEGAL SERVICES	\$10,000.00	\$0.00	\$8,712.18	87.12	\$1,287.82	\$1,287.82
2410	OFFICE OF THE PRINCIPAL SERV.	\$1,353,750.00	\$127,665.14	\$1,468,874.89	108.67	(\$115,124.89)	(\$117,309.89)
2510	GENERAL BUSINESS SUPPORT	\$447,115.00	\$15,465.38	\$410,734.07	93.83	\$36,380.93	\$27,608.32
2530	DUPLICATNG SERVICES	\$88,000.00	\$4,264.19	\$123,056.87	143.14	(\$35,056.87)	(\$37,966.23)
2540	EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2580	ADMIN TECHNOLOGY SERVICES	\$332,350.00	\$26,561.23	\$417,800.65	199.81	(\$85,450.65)	(\$331,714.70)
2610	OPERATION OF PLANT	\$923,350.00	\$87,870.89	\$877,857.73	95.07	\$45,492.27	\$45,492.27
2620	MAINTENANCE OF PLANT	\$545,000.00	\$38,261.50	\$628,244.12	124.96	(\$83,244.12)	(\$136,023.37)
2630	UPKEEP OF GROUNDS	\$51,000.00	\$6,247.40	\$110,686.80	227.51	(\$59,686.80)	(\$65,030.72)
2650	VEHICLE OPERATION/MAINTENANCE	\$14,000.00	\$0.00	\$13,724.77	98.03	\$275.23	\$275.23
2660	SECURITY SERVICES	\$70,000.00	\$0.00	\$70,140.81	100.20	(\$140.81)	(\$140.81)
2670	SAFETY SERVICES	\$6,000.00	\$923.00	\$7,269.00	121.15	(\$1,269.00)	(\$1,269.00)
2710	REGULAR STUDENT TRANSPORTATION	\$431,300.00	\$587.09	\$142,544.59	33.11	\$288,755.41	\$288,505.41
2712	SA SPED VEHICLE OPERATION	\$203,500.00	\$120.03	\$281,898.76	138.77	(\$78,398.76)	(\$78,898.76)
2713	PK VEHICLE OPERATION	\$20,000.00	\$0.00	\$2,298.86	11.49	\$17,701.14	\$17,701.14
3300	COMMUNITY SERVICE OPERATIONS	\$41,550.00	\$538.32	\$16,749.95	40.31	\$24,800.05	\$24,800.05
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	\$2,650.00	\$0.00	\$7,981.17	301.18	(\$5,331.17)	(\$5,331.17)
3500	STATE CATEGORICAL PROGRAMS/RULE 82	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3535	HIGH ABILITY LEARNERS	\$9,500.00	\$260.00	\$8,461.28	113.38	\$1,038.72	(\$1,271.04)
3540	STATE EARLY CHILDHOOD GRANT	\$0.00	\$0.00	\$0.00	0.00	\$0.00	(\$192.79)
3541	BIRTH TO 3 ENDOWMENT	\$85,150.00	\$11,009.64	\$93,376.57	110.47	(\$8,226.57)	(\$8,912.57)

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
3550	OTHER STATE CATEGORICAL/RULE 4	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3575	NEBR INNOVATION GRANT PROGRAM	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3599	OTHER STATE CATEGORICAL PROGRAMS	\$10,000.00	\$0.00	\$0.00	0.00	\$10,000.00	\$10,000.00
6200	TITLE I PART A	\$304,900.00	\$13,632.21	\$198,388.92	65.07	\$106,511.08	\$106,511.08
6210	TITLE I PART A ACCOUNTABILITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6310	TITLE II PART A	\$57,000.00	\$9,887.46	\$58,958.61	113.48	(\$1,958.61)	(\$7,680.81)
6406	IDEA PRESCHOOL (619) BASE	\$13,220.00	\$1,078.56	\$13,882.47	105.01	(\$662.47)	(\$662.47)
6408	IDEA BASE/EP	\$432,000.00	\$26,410.57	\$393,852.30	91.17	\$38,147.70	\$38,147.70
6412	IDEA PART B PROPORTIONATE SHARE	\$31,800.00	\$1,175.56	\$14,106.72	44.36	\$17,693.28	\$17,693.28
6421	IDEA 611 ARP	\$60,000.00	\$0.00	\$61,261.00	102.10	(\$1,261.00)	(\$1,261.00)
6422	IDEA NON PUBLIC ARP	\$5,000.00	\$0.00	\$9,195.44	183.91	(\$4,195.44)	(\$4,195.44)
6423	IDEA 619 ARP	\$6,000.00	\$0.00	\$0.00	0.00	\$6,000.00	\$6,000.00
6690	OTHER NON CATEGORICAL EXP/MEDICAID	\$200.00	\$0.00	\$450.00	225.00	(\$250.00)	(\$250.00)
6700	PERKINS REVISION GRANT	\$35,430.00	\$0.00	\$25,910.64	73.13	\$9,519.36	\$9,519.36
6940	HEAD START	\$1,432,850.00	\$106,974.18	\$1,164,261.09	85.01	\$268,588.91	\$214,738.30
6968	TITLE IV PART B 21ST CENTURY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6969	TITLE IVA STU SUPPORT & ACADEMIC ENRICH	\$10,000.00	\$0.00	\$8,759.85	87.60	\$1,240.15	\$1,240.15
6980	ADULT BASIC EDUCATION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6990	OTHER FED CATEGORICAL SOURCES	\$190,000.00	\$0.00	\$0.00	0.00	\$190,000.00	\$190,000.00
6993	AMERICAN RESCUE PLAN HOMELESS HCY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6996	ESSERS (EMERGENCY RELIEF)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6997	ESSERS II	\$405,000.00	\$0.00	\$0.00	0.00	\$405,000.00	\$405,000.00
6998	ESSERS III	\$1,225,576.00	\$0.00	\$567,795.80	46.33	\$657,780.20	\$657,780.20
8000	TRANSFERS	\$26,000.00	\$0.00	\$0.00	0.00	\$26,000.00	\$26,000.00
9000	NON PROGRAM EXPENDITURES	\$1,112,981.00	\$0.00	\$9,584.03	0.86	\$1,103,396.97	\$1,103,396.97

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
01	GENERAL	\$24,143,910.00	\$1,431,550.19	\$20,965,838.97	89.91	\$3,178,071.03	\$2,436,245.67

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>02</b>	<b>DEPRECIATION FUND</b>						
2900	OTHER SUPPORT SERVICES	\$1,075,379.00	\$0.00	\$0.00	0.00	\$1,075,379.00	\$1,075,379.00
8000	TRANSFERS	\$1,000.00	\$0.00	\$0.00	0.00	\$1,000.00	\$1,000.00
02	DEPRECIATION FUND	<u>\$1,076,379.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>	<u>\$1,076,379.00</u>	<u>\$1,076,379.00</u>

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>03</b>	<b>EMPLOYEE BENEFITS FUND</b>						
2900	OTHER SUPPORT SERVICES	\$75,359.00	\$4,635.19	\$50,869.97	67.50	\$24,489.03	\$24,489.03
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
03	EMPLOYEE BENEFITS FUND	<u>\$75,359.00</u>	<u>\$4,635.19</u>	<u>\$50,869.97</u>	<u>67.50</u>	<u>\$24,489.03</u>	<u>\$24,489.03</u>

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>05</b>	<b>ACTIVITY FUND</b>						
2190	OTHER PUPIL SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3200	ENTERPRISE OPERATIONS/ACTIVITIES	\$0.00	\$25,958.14	\$512,447.96	0.00	(\$512,447.96)	(\$555,447.99)
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8009	PIONEER GRANT MATCH	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8015	SPECIAL EDUCATION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8017	CONESTOGA PARENT GROUP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8026	WEEPING WATER PARENT GROUP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8027	HEAD START POLICY COUNCIL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8028	HD START POP FUND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8220	8TH GRADE ACTIVITIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8310	BAKE SHOPPE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8332	CONCESSIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
<b>05</b>	<b>ACTIVITY FUND</b>	<b>\$0.00</b>	<b>\$25,958.14</b>	<b>\$512,447.96</b>	<b>0.00</b>	<b>(\$512,447.96)</b>	<b>(\$555,447.99)</b>

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>06</b>	<b>CAFETERIA</b>						
3100	FOOD SERVICE OPERATIONS	\$945,977.00	\$16,951.82	\$700,179.54	77.10	\$245,797.46	\$216,643.38
06	CAFETERIA	\$945,977.00	\$16,951.82	\$700,179.54	77.10	\$245,797.46	\$216,643.38

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>07</b>	<b>BOND FUND</b>						
5000	DEBT SERVICES	\$1,418,705.00	\$0.00	\$1,047,571.26	73.84	\$371,133.74	\$371,133.74
07	BOND FUND	\$1,418,705.00	\$0.00	\$1,047,571.26	73.84	\$371,133.74	\$371,133.74

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>08</b>	<b>SPECIAL BLDG FUND</b>						
2610	OPERATION OF PLANT	\$11,135.00	\$0.00	\$78,146.15	995.70	(\$67,011.15)	(\$99,736.15)
2660	SECURITY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2670	SAFETY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4100	BOND RELATED EXPENDITURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	\$100,000.00	\$0.00	\$7,164.17	7.16	\$92,835.83	\$92,835.83
4500	BUILDING CONSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4700	BUILDING IMPROVEMENTS	\$200,000.00	\$0.00	\$196,718.96	98.36	\$3,281.04	\$3,281.04
5000	DEBT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
<b>08</b>	<b>SPECIAL BLDG FUND</b>	<b>\$311,135.00</b>	<b>\$0.00</b>	<b>\$282,029.28</b>	<b>101.16</b>	<b>\$29,105.72</b>	<b>(\$3,619.28)</b>

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>09</b>	<b>QUALIFIED CAPITAL PURPOSE UNDERTAKING FU</b>						
2515	CENTRAL SERVICES/BLDGS AND SITES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2610	OPERATION OF PLANT	\$400,000.00	\$0.00	\$0.00	0.00	\$400,000.00	\$400,000.00
5000	DEBT SERVICES	\$453,480.00	\$0.00	\$239,183.04	52.74	\$214,296.96	\$214,296.96
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	\$853,480.00	\$0.00	\$239,183.04	28.02	\$614,296.96	\$614,296.96

**EXPENDITURE BY FUNCTION SUMMARY**  
08/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>12</b>	<b>STUDENT FEES</b>						
2190	OTHER PUPIL SUPPORT SERVICES	\$132,908.00	\$3,533.40	\$23,815.80	21.06	\$109,092.20	\$104,912.49
12	STUDENT FEES	\$132,908.00	\$3,533.40	\$23,815.80	21.06	\$109,092.20	\$104,912.49

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
<b>Checking</b>	<b>1</b>	<b>Fund: 01 GENERAL</b>	
3 ARE ONE, INC		ADVERTIZING	954.55
ACBC LLC WORLD OF WONDER		SUPPLIER	44.46
ADKINS, MEREDITH		SLP CONTRACTOR	2,948.00
AGRIVISION GROUP LLC		SERVICE/SUPPLIES	256.11
ALL COVERED		SERVICES	3,351.54
AMAZON CAPITAL SERVICES INC		SUPPLIES	12,164.88
APPLE FINANCIAL/EDUCATION FINANCE		LEASE PAYMENTS	129,885.00
B & D DIAMOND PRO INC		SEEDING/AERATING	1,050.00
BLACKWELL, KATHRYN		MILEAGE REIMBURSEMENT	605.22
BOMGAARS		SUPPLIES	199.13
BOYS TOWN		FEES	5,649.98
BRIGHTLY SOFTWARE, INC		SERVICE	9,013.54
CAMPIN, NIKOLE		REIMBURSEMENT	70.06
CANON FINANCIAL SERVICES, INC		COPIER LEASES	2,909.36
CAPITAL BUSINESS SYSTEMS INC		COPIER SUPPLIES/SERVICE	580.70
CITY OF PLATTSMOUTH		WATER & SEWER	2,688.85
CORNERSTONES OF CARE		SERVICES	3,700.00
COUNCIL BLUFFS WINNELSON		SUPPLIES	231.50
DIAMOND VOGEL INC		SUPPLIES	254.66
DICK BLICK		SUPPLIES	2,144.44
DIGGINS, JUSTIN		MILEAGE REIMBURSEMENT	506.97
DISCOVERY SOURCE INC		SUPPLIES	488.68
DUECHTING, CYNTHIA		LEP SERVICES	2,272.17
EDUSPIRE SOLUTIONS		SUPPLIER	1,536.90
FASTENAL COMPANY		SUPPLIES	3,505.70
FIBER PLATFORM LLC		EDUC VIDEO BUNDLE	631.27
FIREGUARD INC		SUPPLIES/SERVICE	7,448.29

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
GOODHEART WILLCOX COMPANY INC	SUPPLIES	2,665.57
GRACENOTES LLC	SUPPLIES	235.00
GREENLIFE GARDENS	SUPPLIES	43,589.00
HADRABA, KELLY	REIMBURSEMENT	380.57
HEARTLAND FAMILY SERVICE	TUITION	2,345.00
HENRY-HOBSCHEIDT MOTORS, INC	SALES/SERVICE	4,229.11
HILLER ELECTRIC COMPANY	SERVICE	2,811.95
HOUGHTON MIFFLIN GRT SOURCE	SUPPLIES	1,500.00
HY-VEE STORES	FUEL/SUPPLIES	191.76
IMPACT MANUFACTURING	SUPPLIES	170.50
JUST FOR KIDS THERAPY INC	SERVICES	7,821.00
KNUST, MICHAEL		134.79
KONE INC	SERVICE	1,612.08
LANGFELDT OVERHEAD DOOR INC	SERVICE	300.15
LIFEARTS INTEGRATED HEALTH CENTER PC	DOT PHYSICALS	90.00
MACGILL, WILLIAM V	SUPPLIES	485.85
MACKIN BOOK COMPANY	SUPPLIES	31.10
MATHESON TRI-GAS INC	SUPPLIES	223.82
MCCANDLESS STUMP REMOVAL	SERVICE	800.00
MCGRAW-HILL SCHOOL EDUCATION	SUPPLIES	235.09
MENARDS BELLEVUE	SUPPLIES	603.25
MIDWEST SOUND & LIGHTING	RENTAL	250.00
MOSS, DONNA	SPEECH LANGUAGE SERVICES	9,963.00
MULLENAX AUTO SUPPLY	SUPPLIES	27.54
MYERS-KROMMENHOEK, DARIEN	CONTRACTED SERVICES	1,518.75
NASB ALICAP	INSURANCE	302,975.00
NAT'L ASSOC OF SCHOOL RESOURCE OFFICERS	CONFERENCE	300.00
NATIONAL INVENTORS HALL OF FAME INC	REGISTRATION/SUPPLIES	753.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
NCS PEARSON INCORPORATED	SUPPLIES	3,624.20
NEBR ASSOC OF SCHOOL BOARDS	INSERVICE/FEES	525.00
NEBR SCHOOL PSYCHOLOGISTS ASSOCIATION	REGISTRATION	200.00
NEBRASKA AIR FILTER INC	FURNACE FILTERS	3,947.77
NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS	REGISTRATIONS/DUES	3,425.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	28,095.90
NEBRASKA SAFETY CENTER	BUS TRAINING	250.00
NEBRASKA-IOWA DOOR SERVICES INC	SERVICE/SUPPLIES	8,831.00
NIELSEN SIGN & DESIGN	SERVICE	120.00
NORTHWEST MISSOURI STATE	SCHOLARSHIP	513.00
O'REILLY AUTOMOTIVE INC	SUPPLIES	26.10
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	1,174.00
OUTDOOR POWER GROUP INC	SUPPLIER	10,615.00
PAT'S PIANO SERVICE	TUNING	95.00
PERMITE LLC	SERVICE	500.00
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	2,854.30
PLATTSMOUTH ROTARY CLUB, ROTARY INTERNATIONAL	DUES	665.00
PRIDE HOME SERVICES INC	SERVICE	1,329.00
PROFESSIONAL HEATING AND AIR	SERVICE	13,210.00
PROFESSIONAL LOCK AND SAFE LLC	SERVICES	1,467.50
RAINBOW GLASS & SUPPLY INC	SERVICE/SUPPLIES	1,238.16
REALLY GREAT READING COMPANY, LLC	SUPPLIES	195.00
RGS REPAIR INC	SERVICES	1,600.00
RIVERSIDE ASSESSMENTS LLC	SUPPLIES	638.00
SCHOLASTIC, INC.		1,465.00
SCHOOL SPECIALTY LLC	SUPPLIES	4,376.93
SHRED IT US JV LLC	SHREDDING	309.63

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
SOFTWARE UNLIMITED INC	SERVICES/WORKSHOPS	8,550.00
STANCE	DUES	250.00
STAUB - MULLER, LACEY	MILEAGE REIMBURSEMENT	607.05
THEATREFOLK LTD	VENDOR	843.80
TIMBER TREE SERVICE	TREE REMOVAL	750.00
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	662.00
TURNITIN LLC	SERVICE	2,640.00
TY THE FENCE GUY	SERVICES	1,161.20
UNIVERSITY OF NE-OMAHA	SCHOLARSHIPS	513.00
US BANK NA	FUEL PURCHASES	420.38
VANWINKLE CONSTRUCTION SERVICES LLC	SERVICES	12,049.00
VERIZON WIRELESS	CELL SERVICE	525.51
VISION SERVICE PLAN INSURANCE COMPANY	EMPLOYEE BENEFIT	9.42
WARGA, KIMBER	MILEAGE REIMBURSEMENT	577.71
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	2,124.59
WINDSTREAM	TELEPHONE SERVICE	5,315.41
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	2,291.67
WOODRIVER ENERGY LLC	FUEL	501.85
ZANER-BLOSER INC	SUPPLIES	3,322.83
<b>Fund Total:</b>		<b>715,786.55</b>
<b>Checking</b>	<b>1 Fund: 06 CAFETERIA</b>	
AMAZON CAPITAL SERVICES INC	SUPPLIES	422.92
CFG INC	SERVICE/SUPPLIES	1,522.06
CLASSIC REFRIGERATION	SERVICE	279.02
CONESTOGA SCHOOLS	LUNCHES	876.00
HILAND DAIRY FOODS COMPANY LLC	DAIRY PRODUCTS	4,755.36
HY-VEE STORES	FUEL/SUPPLIES	44.94
PAN-O-GOLD BAKING CO.	BREAD SUPPLIER	869.36
SYSCO LINCOLN	SUPPLIES	52,226.27

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
TRIMARK ERF INC	SUPPLIES	175.55

**Fund Total: 61,171.48**

**Checking 1 Fund: 12 STUDENT FEES**

ACCELERATED GRAPHX LLC	SUPPLIES	180.00
AMAZON CAPITAL SERVICES INC	SUPPLIES	49.79
CDW GOVERNMENT INC	SUPPLIES	730.60
DIETZE MUSIC HOUSE	SUPPLIES	1,275.30

**Fund Total: 2,235.69**

**Checking Account Total: 779,193.72**

Checking 3

**Checking 3 Fund: 05 ACTIVITY FUND**

ACCELERATED GRAPHX LLC	SUPPLIES	2,075.80
AMAZON CAPITAL SERVICES INC	SUPPLIES	1,460.98
APPLE FINANCIAL/EDUCATION FINANCE	LEASE PAYMENTS	3,729.50
AUBURN PUBLIC SCHOOLS	ENTRY FEES	120.00
BAND SHOPPE	SUPPLIES	1,127.75
BENNINGTON PUBLIC SCHOOLS	ENTRY FEES	150.00
BLACK SQUIRREL TIMING	SERVICE	1,767.90
BSN SPORTS LLC	SUPPLIES	1,122.32
DIETZE MUSIC HOUSE	SUPPLIES	90.70
ERIKSON, MARK	OFFICIAL	135.00
GODFATHERS PIZZA	PIZZA	134.00
GRAVES GRADUATION LLC	SUPPLIES	35.00
GROSS HIGH SCHOOL, DANIEL J	REGISTRATION	574.50
HERBAN COFFEE AND BLOOMS	FLOWERS	330.00
HY-VEE STORES	FUEL/SUPPLIES	473.88
JONES T-SHIRTS, INC.	SUPPLIES	986.06
LAMPE'S CLEAN AIR SPECIALISTS	SUPPLIER	200.00
MADISON NATIONAL LIFE	RETIREE'S INSURANCE	1,700.88
NEBRASKA STATE BANDMASTERS ASS	REGISTRATION	265.00
PAPA RENO PIZZA	FOOD	299.94

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
PRICE, BRUCE	REIMBURSEMENT	813.75
RIDDELL/ALL AMERICAN SPORTS CORP	SERVICE/SUPPLIES	4,292.99
ROGERS ATHLETICS	SUPPLIES	3,265.00
TAYLOR PUBLISHING COMPANY	SERVICE/SUPPLIES	9,449.28
TEAM CONCEPTS, LLC	SUPPLIER	6,000.00
US BANK NA	FUEL PURCHASES	127.56
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	1,005.01

<b>Fund Total:</b>	<b>41,732.80</b>
<b>Checking Account Total:</b>	<b>41,732.80</b>



*From the*  
Superintendent's desk

Superintendent Dr. Richard E. Hasty

*Working together to achieve Academic success, respectful Behavior, and Career readiness in a **Safe** environment.*

**PCS Superintendent Weekly Update**

**Sept. 8, 2023**



The Plattsmouth Harvest Festival (PHF) is this weekend. Click [HERE](#) for the PHF Facebook with additional information including the schedule of events for the entire weekend.

**OUR HOME-BASED PROGRAM HAS OPENINGS!**

**PLATTSMOUTH EARLY  
CHILDHOOD CENTER**



## **ARE YOU:**

Ready to give you child a jump start on learning?

Looking for a playgroup for your baby or toddler?

Wanting some extra parenting support?



## **HOME VISITORS:**

- Partner with your family in teaching your child through play
- Support health and wellness for the whole family (including pregnancy)
- Provide educational activities



**Fill out an application today!**

**402-296-5250**



We have openings in our Plattsmouth Early Childhood Center home-based program. Check out the information in the graphic above or click [HERE](#).



PCS is hiring! Click [HERE](#) to view our open positions.

# FOOD RESOURCES

for Nebraskans and Iowans

Food Bank for the Heartland works with 544 Network Partners, including pantries, schools, churches, emergency shelters and other non-profit organizations to ensure consistent access to healthy foods.

**USE THE RESOURCES BELOW TO GET CONNECTED WITH FOOD IN YOUR COMMUNITY:**

## VISIT THE FOOD BANK WEBSITE

Scan the QR code or go to [www.FoodBankHeartland.org](http://www.FoodBankHeartland.org) and click on "FIND FOOD" for an interactive map showing our partner food providers and mobile pantries.

Scan me!



## CALL THE SNAP/FOOD RESOURCE HOTLINE

Food Bank for the Heartland's SNAP Outreach team can help you find a pantry, walk you through the SNAP (formerly Food Stamps) application process, and access additional community resources. Se habla español.

NEBRASKA

**1-855-444-5556**

Mon-Fri: 8am-6pm

IOWA

**1-855-944-3663**

Mon-Fri: 8am-5pm

11.14.22

For additional support, including non-food resources, please call 211.



Please check out the flyer from the Food Bank for the Heartland that includes information about food resources. A website and QR code are available to find food using an interactive map that shows partner food providers and mobile pantries. Click [HERE](#) for a PDF version of the document.



## Your Partner for Success: SNAP Next Step Employment and Training (E&T)

### PROVIDING THE TOOLS YOU NEED TO SUCCEED!

The Nebraska Department of Health and Human Services (DHHS) and the Nebraska Department of Labor (DOL) are collaborating to empower families and individuals seeking better employment and better lives. The SNAP Next Step E&T Program is available to those currently enrolled in SNAP who would like to work more hours, earn more income, work in a job more relevant to their education or interests, or establish a more family-friendly work schedule.

DHHS and DOL staff will work with you, one-on-one, to help overcome challenges that may be preventing you from reaching employment goals. They'll also help identify what programs or other assistance is available to help you reach those goals. Participants can receive job search and resume assistance, interview training, vouchers to buy clothing for interviews, financial assistance for child care, occupational skills training services to improve skill sets and work experience, and on-the-job training.

Many participants no longer need SNAP benefits after completing the program. The average wage increase of participants who find new employment through the program is \$1,209 per month. SNAP Next Step E&T is a voluntary, ongoing program, so you can enroll or exit the program at any time.

### You may be a good candidate if:

- You are currently receiving SNAP benefits
- Not receiving TANF/ADC benefits
- You live in or near Beatrice Panhandle, or Omaha.
- Your household has at least one work-eligible adult

**Interested Contact:**  
**Samantha Volker**  
**Phone: 308-252-2377**  
**Email: [samantha.volker@nebraska.gov](mailto:samantha.volker@nebraska.gov)**  
**[dhhs.snapnextstepEandT@nebraska.gov](mailto:dhhs.snapnextstepEandT@nebraska.gov)**



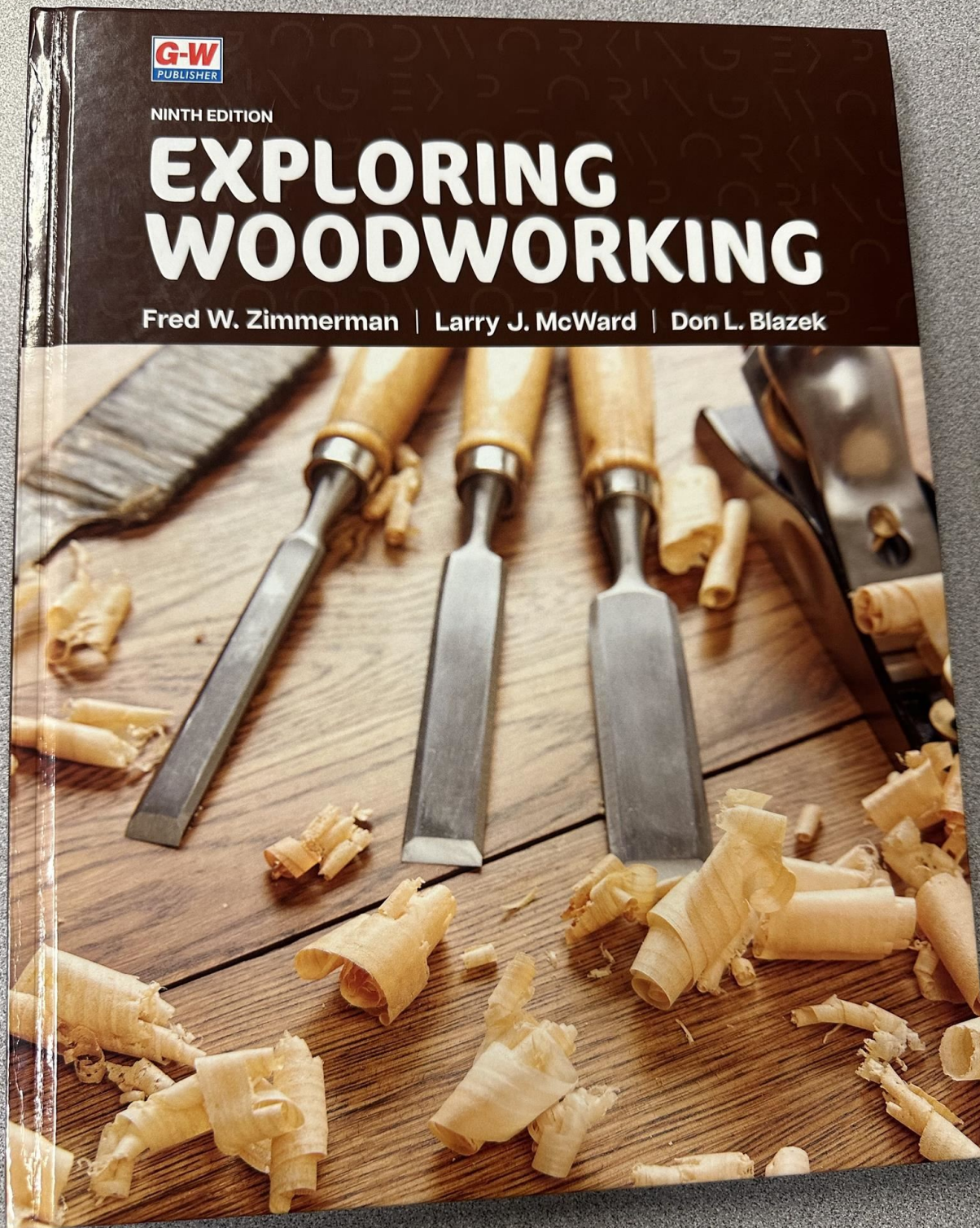
**NEBRASKA**  
Good Life. Great Opportunity.

DEPARTMENTS OF  
LABOR & HEALTH AND HUMAN SERVICES


Click [HERE](#) for information about the SNAP Next Step Employment and Training (E & T) Program from the Nebraska Department of Labor and the Department of Health and Human Services.




Click [HERE](#) for the 2023-2024 District Calendar.



Plattsmouth Middle School is reviewing the book Exploring Woodworking by Zimmerman, McWard, and Blazek for use in the Woods elective class. This book will be available for review at the middle school's main office. Email [clarson@pcsd.org](mailto:clarson@pcsd.org) if you have any questions or concerns.

 | HIGH SCHOOL EXCHANGE YEAR

Find out more about cultural exchange in your area.



Contact me:  
Deb Graeve  
International Exchange Coordinator

Welcome a foreign exchange student

efexchangeyear.org

Are you interested in hosting a foreign exchange student in your home? Please use the QR code above to contact Deb Graeve for more information.

**COMMUNITY RESOURCES**

Many community resources are identified in the document that is available by clicking [HERE](#). PCS is providing these resources via SENCA for informational purposes.



On June 12, 2023, our Board of Education approved [Policy 5417 School Wellness Policy](#) and [5417 School Wellness Policy Administrative Regulation](#). We welcome your feedback relative to the policy and administrative regulation. Feedback can be submitted at <https://forms.gle/n3nuaQyV23avscqV9>.



PCS Board of Education members and administrators have received questions and concerns relative to media materials (i.e. books) that are available in our school libraries. Various materials are being reviewed, and our Board of Education approved a revised Policy 6300 and related forms that are available on the July Board agenda at <https://meeting.sparqdata.com/Public/Agenda/56?meeting=588330>.

Click [HERE](#) to see the list of books being reviewed at PCS. You are welcome to provide feedback about one or more of the books being reviewed by going to <https://forms.gle/ySGDx8uxdkjFDDGY6>. This form is to provide specific feedback about individual books. If you want to provide general feedback about the review and Policy 6300, please read the paragraph below and use the link to Let's Talk.

If you have questions, compliments, comments, or concerns relative to instructional materials, media materials, or Policy 6300, please utilize *Let's Talk* at the link below. Scroll down to *District Topics* and select *Instructional Services*. I believe this will be an efficient format for the district to collect feedback on the topic and allow the person that works directly with reviewing instructional and media materials in buildings throughout the district to provide a timely response.

<https://www.k12insight.com/Lets-Talk/embed.aspx?k=WY6F7YIT>

Watch the recording of our Board meeting from Mon., July 10, 2023, on Blue Devil Television (BDTV) at <https://www.pcsd.org/bdtv> for more information.



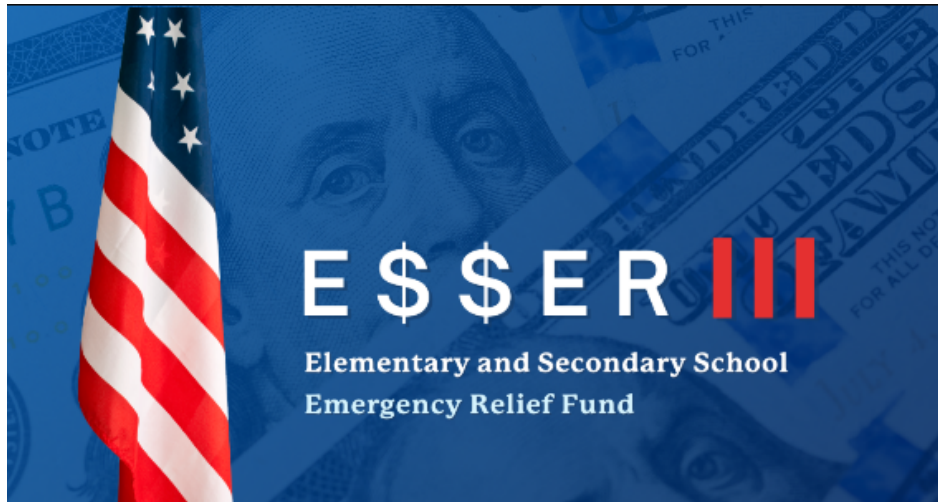
Have you seen the inside of our career and technical education (CTE) building? Click [HERE](#) and go to our career academies website. Scroll down the page to view a one-minute video tour from inside the CTE building.



As of March 1, 2023, the Nebraska Department of Health and Human Services (DHHS) has begun reviews of Medicaid eligibility. More information is available at <https://sarpycasshealthdepartment.org/programs-services/medicaid.html>.

# Board Meeting Minutes

**Draft minutes from our Board of Education meeting on Aug. 14, 2023 are available by clicking [HERE](#).**



On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER) III Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the pandemic. The ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students – especially those who are the furthest from opportunity – and to continue to strengthen teaching and learning. PCS was eligible for \$1,505,865 of ESSER III funds.

In order to be eligible for ESSER III funding, Nebraska school districts had to submit an amendment to our ARP application by Sept. 15, 2021. Prior to submitting the application, we requested your input relative to the potential uses of the funds.

Thank you to everyone that provided input regarding the potential uses of ESSER III funds at PCS. I am pleased to inform you that we were able to incorporate many of the items in our amendment including updated curriculum materials, professional development for staff members, Clifton Strengths training and support for staff members, bleachers on the east side of the high school stadium, new activity buses and sport utility

vehicles, staff dependent care, staff COVID-19 emergency leave (many districts no longer offer this to employees), renovation of the outdoor middle school concession stand to include restrooms, personal protective equipment, interactive technological devices, furniture and equipment, music risers, and musical instruments. If you do not see a specific item, it might be included in one of these broad categories or it might be obtained through other available funding sources

Business manager Jenni Serkiz and I will continue meeting with the Board of Education's Finance Committee to develop a plan and timeline for spending the funds. Unfortunately, we must pay for the items and wait for reimbursement to arrive later. With other ARP funds, it has taken up to eight months for NDE to process the reimbursement request and transfer funding to our district.

Since we are already accessing a line of credit for our usual general fund expenses, we will have to be very strategic about spreading our ESSER III expenditures over the next two fiscal years. For instance, we plan to expend approximately \$1 mil. in the 2021-2022 fiscal year from Sept. 1 to Aug. 31, with the additional amount of about \$505,865 being spent in the 2022-2023 fiscal year.

Our plan for the expenditure of ESSER III funds is available by clicking [HERE](#). There were other requests submitted for ESSER III that are not included here, but many of them are being addressed with other funding sources available in the district.

Thank you, again, for providing your input for our amendment.



Thank you to everyone that provided input relative to our COVID-19 protocols and items for consideration in the development of our *PCS Plan for Safe Return to School* which is available by clicking the link below. As part of our ESSER funding, we are required to post and periodically review our plan. Our plan is included below.

[\*\*PCS Plan for Safe Return to School\*\*](#)

Our safety team includes certified and non-certified staff members from our early childhood center, elementary school, middle school, and high school, including administrators, nurses, school social workers/licensed mental health practitioners, school psychologists, Plattsmouth Education Association representatives, before and after school program directors, our nutrition services director, our transportation location manager, maintenance, and our school resource officer(s).

At this time, our safety team holds quarterly meetings during the school year.

Click [HERE](#) to provide feedback relative to our PCS Plan for Safe Return to School. Thank you for your support of the Plattsmouth Community Schools!



Thank you for your support of the Plattsmouth Community Schools. **#PLATTSMOUTHSTRONG**

Best regards,

Superintendent Dr. Richard E. Hasty

**Plattsmouth High School  
Principal's Report  
Todd Halvorsen  
September 11, 2023**

**Plattsmouth High School Enrollment**

Freshman- 106  
Sophomores-138  
Juniors- 120  
Seniors- 126  
Other- 8  
Total- 498

Helping students find their path in a **Positive Respectful Intentional Determined and Engaged** learning environment.

**High Academic Achievement and Professional Learning Communities (PLC)**

Teachers and administrators met with ESU 3 staff and reviewed the Data from the past year. The data shared demographics, NWEA MAP Scores, absenteeism, and ACT scores. After reviewing the data departments set goals for the school year to support the PHS Continuous Improvement Plan. Teachers also set individual goals for the upcoming school year to support the continuous improvement plan in their classrooms.

**Guidance Counselor Report**

Planning is in the works for several activities for students this semester. We are working on scheduling small group college visits for juniors and seniors. We are also planning our PreACT, practice ACT, college/career visit day. In addition to that we are working on scheduling parent meetings about college planning and financial aid.

Enrollment for Dual Credit and College Credit classes has been active for fall. There are 49 PHS students taking Dual Credit through Southeast Community College. Seven are taking Calculus for 5 credit hours. Ten are taking College Algebra for 3 credit hours. Three are taking Basic Medical Terminology for 3 credit hours. Twenty-nine are taking English Composition I for 3 credit hours. There are 14 students taking college credit only through Metropolitan Community College for many various classes (Psychology, French I, Macroeconomics, Art, Physics and many more)! One student is taking a college class through Colorado Christian College.

Enrollment for UNO and Nebraska Wesleyan Dual Credit classes will take place in September.

## **Academy Report**

The Academy Core Leaders planned and implemented Freshman Day on the first day of school. This orientation to PHS included panel discussions with current students, an Activity Fair, running a mock schedule and teaching traditions such as the School Song and Grade Cheer. The afternoon was filled with Part 1 of the Kindness for Life program facilitated by TeamConcepts. All Freshmen and ACL members participated in activities with their Advisors that focused on community-building, leadership, encouraging and celebrating each other. This event was funded through the support of Career Academy Sponsors and a grant from Plattsmouth Community Foundation Fund.

Academy Kick-Off Day is a school wide event that was held on August 17, 2023. All students and staff participated in Part 2 of the Kindness for Life program also facilitated by TeamConcepts. The activities built upon last year's event and included themes of teamwork, leadership, trust and problem solving. This event was also funded through the support of Career Academy Sponsors and a grant from Plattsmouth Community Foundation Fund.

There are 20 high school seniors participating in an Internship through the Career Academies this semester. This is an increase from the seven students who completed Internships last year. We have students learning through their work at the following sites: Plattsmouth Police Department, PCMS, Blue Devil Designs, Out of the Blue - Choreography, Under His Wings, PES, Little Gems Daycare, Liquid Trucking, Cass County Sheriff's Department, JB Excavating and Concrete, Harvey Funeral Home, Nebraska Masonic Home, NW Transfer, Touchstone Real Estate, Cass County GIS Department and Plattsmouth Animal Hospital. We value the partnerships with these businesses and look forward to all that the students will learn through these experiences.

## **Athletic/Activities Report**

Fall activities have started. At the varsity levels: The football team is currently 1-1 beating Blair in overtime and losing to Bennington by 8. Elijah Dix won the Plattsmouth Cross Country Invite. Softball sits at 4-7 and are currently on a 3 game winning streak. Volleyball holds a 2-5 record. And the girls golf team continues to improve. We will host the 2023 B1 and B2 districts for Cross Country on Thursday, October 12th. The Marching Band has the Trailblazer Conference Marching Festival on September 20th in Nebraska City.

## **Organization Development and Capacity**

The 2023-2024 school year will focus on the following points:

1. Continuing the growth of Wall-to-Wall Academies and expanding internship opportunities.
2. Concentrating on a culture of respect, inclusion, encouragement and celebration of students and staff.
3. Advancing civic engagement.

Plattsmouth High School staff continually seek to improve upon the processes of our curriculum and academy teams. That effort is focused upon data interpretation, identifying student needs, and responding with collective efficacy.

Educationally yours,  
Todd Halvorsen

Middle School Board Report  
John Campin-Principal  
September 11, 2023  
Current Enrollment Numbers for 2023-24

5th-82  
6th-101  
7th-102  
8th-108  
Total-370

I want to recognize Chase Lofing. Chase is our 7th grade Math teacher and the building math representative. Chase is also our Technology building representative. Chase goes above and beyond in all he does. Chase works hard to be the liaison for Technology in our building. Chase coaches many sports as well. Thank you Chase!!

A big shout out to our Student Council. Mrs. Johnson and the student council have been working hard each day when they have time. The walls are decorated and they are planning many fun assemblies this year! They have also started a school store this year.

Check out our school Facebook page. You will see our weekly newsletter where we share students of the week in each grade and extra curricular updates.

# Plattsmouth Elementary School

Board of Education Report  
 Dr. Amber Johnson, Elementary Principal  
 September 11, 2023

**1. 2023-2024 Student Enrollment: \*As of Sept. 1, 2023\***

Grade	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
<b>Kdg.</b>	83	88	90									
<b>1st</b>	80	80	79									
<b>2nd</b>	92	89	83									
<b>3rd</b>	94	98	99									
<b>4th</b>	95	98	94									
<b>Total</b>	444	453	445									

**2. Professional Development - September 8, 2023 -**

During our Professional Development Day on Friday, September 8, 2023, certificated staff members reviewed historical and current data trends, developed professional and personal growth plans, planned for small group instruction and intervention for identified students, as well as met with our BIST coach, Jacquie Winbolt to discuss classroom management and behavioral strategies. This was a productive day focused on furthering our professional development and growth as it relates to the continuous improvement process, as well as our academic growth and achievement.

**3. 2023-2024 Upcoming Fall Assessments -**

During the month of August and early September, students will be administered a variety of assessments including NWEA MAP, DRA2, STAR, and Really Great Reading Inventory (Grades K-2). Each of these assessments will assist our educators in making informed decisions about individual student learning. Overall grade level Fall NWEA MAP data will be shared with the Board of Education in October.



**CASS COUNTY HEAD START & EARLY HEAD START  
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048 Mailing address: 1912  
Old Highway 34 Plattsmouth, Nebraska 68048 402-296-5250



**Head Start Director's Report  
September 2023**

**Early Childhood Numbers as of: 08/31/2023**

**Enrollment:**

**Accepted for Tuition/Head Start for 2023-2024:**

PECC	69
Conestoga Head Start	15
<b>Total for Head Start</b>	<b>84 out of 100</b>
Tuition at PECC	29
<i>Total Enrollment for PECC/Conestoga</i>	<i>113</i>

**Birth to Three Program Enrollment Report:**

Sixpence	8
Birth to 5 Special Education Home/Community Based/Speech	31
<b>Early Head Start</b>	<b>8 out of 10</b>

**Attendance (2023-2024)**

Week Of:	Head Start Only	Tuition Only	Combined
8/21/2023	96.04%	99.14%	96.85%
8/28/2023	98.99%	97.93%	98.7%

**Head Start Grant Information:**

The Fiscal Year (FY) 2024 is a New grant application and is due on Oct. 1st, 2023. The grant will be submitted at the end of September, 2023. The chart below outlines the funding amounts for the grant for fiscal year 2024.

Funding Type	Projected Funding	Funded Federal Enrollment
Head Start Program Operations & Training and Technical Assistance	\$1,144,435	100
Early Head Start program Operations & Trainings and Technical Assistance	\$180,077	10
<b>Total Grand Funding</b>	<b>\$1,324,512</b>	<b>110</b>
In-Kind (non-federal share) for HS & EHS	\$331,047	

<b>Total Grant Amount</b>	<b>\$1,655,559</b>	
---------------------------	--------------------	--

The following table reflects the COLA and Quality Improvement increases available for FY 2023

Funding Type	Head Start	Early Head Start
Cost-of-Living Adjustment (COLA)	\$58,390	\$9,150
Quality Improvement (QI)	\$28,302	\$4,217
<b>Total Funding</b>		<b>\$100,059</b>

**Office of Head Start Communications:**

-

**Personnel:**

- We would like to welcome:
- Fred Rollins- Paraeducator
- We are still looking for more paraeducator positions to support PECC

**Policy Council:**

Next meeting is scheduled for Monday, Oct.16th, 2023 at 6pm in person and zoom.

- New members will be present
  - Vote on officers
  - Vote on New competing grant

**Trainings:**

- Whole Body Classroom- will be 3 ½ days offered to all PECC staff members. The first training was wonderful, focusing on the positive side of teaching, the science behind it, and developmentally appropriate practices. The second day will be during the September training, and the 3rd half day will be in Oct.

Respectfully submitted,

Mrs. Juli Beck, Cass County Head Start Director





**CASS COUNTY HEAD START & EARLY HEAD START  
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048 Mailing address: 1912  
Old Highway 34 Plattsmouth, Nebraska 68048 402-296-5250



**Head Start Treasurer's Report  
September 2023**

<b>Continuation Grant from 1/1/2023 to 12/31/2023</b>		<b>\$ 1,484,738</b>
Total Head Start Grant Funds from 1/1/2023 to 12/31/2023		\$ 1,282,523
Total Early Head Start Grant Funds from 1/1/2023 to 12/31/2023		\$ 202,215
Head Start Expenditures for the Month of: August 2023		\$ 12,807
Early Head Start Expenditures for the Month of: August 2023		\$ 556
Total Grant Period Expenditures 1/1/2023 to 12/31/2023		
Head Start		\$394,595
Early Head Start		\$ 30,083
Percent of Budget 1/1/2023 to 12/31/2023		
Head Start		31%
Early Head Start		15%
In-Kind for the Month of: August 2023		\$39,981
In-Kind Credited to Date:		
Head Start	1/1/2023 to 12/31/2023	\$ 127,689
Early Head Start	1/1/2023 to 12/31/2023	\$ 19,462
Total	1/1/2023 to 12/31/2023	\$148,162
Percent of Required In-Kind For Fiscal Year 2023		
Head Start (\$256,505 total required)		49%
Early Head (\$40,443 total required)		48%
Total Required (\$296,948)		50%

**Plattsmouth Community Schools**  
**Board of Education Report**  
**Amanda Wright**  
**Special Education Director**  
**September 11, 2023**

**Special Education Student Numbers**

Elementary: 110 (96 in May of 2023)

Middle School: 71 (68 in May of 2023)

High School: 74 (80 in May of 2023)

Non-Public: 14 (16 in May of 2023)

Total K-12: 269 (260 in May of 2023)

**Classified Staff Openings**

PECC: 5 paraeducator positions

Elementary: 1 paraeducator position, 1 custodian position

Middle School: 1 paraeducator position

High School: 2 paraeducator positions

I had multiple interviews the last 2 weeks for open positions. We are waiting on background checks for 6 candidates and have 2 more applicants to interview.

**UNK Education Fair**

Dr. Johnson, Juli Beck, and I will attend an education fair at UNK on September 7th. We will be sharing information about PCSD with potential teacher candidates.

**Reports**

- **Indicator 11**- reported to the State how many initial evaluations were completed last year, how many of those students qualified, if all evaluations were completed on time for students 3-21-completed and submitted
- **Flex Funding Final**-request for grant funds we were awarded in the 22-23 school year for students who are deemed at risk in reading-due September 15th
- **SPEDFRS**- report submitting all special education expenditures for the 22-23 school year to NDE-due October 31st

## Plattsmouth Director of Instructional Services

### *Board of Education Report*

Cherie Larson September 11, 2023

*Plattsmouth Community Schools*

*Working together to achieve Academic success, respectful Behavior, and Career readiness  
in a Safe environment.*

#### **Academic Success**

##### *Assessments*

- The ELPA21 assessment results were good.
  - Four students tested out of the program.
- The Nebraska NSCAS assessment results are embargoed but available to administrators and teachers.
  - NDE used a process this summer to establish cut scores between Progressing, On Track, and Advanced proficiency ratings.
  - The updated cut scores have been applied to spring data.
  - Data has been put into tables and charts showing current proficiencies and trends over time.
  - Teachers administered the NWEA assessment this fall.
    - Data has been put into tables and charts showing current proficiencies and trends over time.
    - Staff are reviewing proficiencies against national norms as well as student growth.
  - Data suggests the new math program has been helpful in addressing student needs.

##### *Curriculum Work*

- This year, fine arts programs will review their curriculum documents and plans.
- Elementary staff will explore social studies curriculum materials.
- Social Emotional Curriculum materials will be reviewed.
- Thanks to Maintenance and Custodial staff members for getting the books unloaded, organized, and to teachers during this busy time of year.

##### *Professional Development/Professional Learning Communities*

- Beginning of the year professional development went well.
- The professional development plan has been reviewed by administration. If necessary, the plan will be updated based on goals set on the Sept. 8 data analysis day.
- ELA teachers will get support for the reading adoption. Each building is determining how best to support the implementation.

- Math teachers will be getting support for their second year of adoption. This will be based on data from NSCAS and Fall NWEA.
- Principals are meeting with their teams to finalize their individualized professional development plan.

### *Continuous Improvement*

- NWEA and NSCAS data was collected and shared at the September Data Analysis Day. Staff will identify strengths, next steps, and use that information to set goals and develop plans for the year.
- Building Level Continuous Improvement Plans will be reviewed and potentially changed during the formal CIP review process that takes place in the fall of each year.
- The District Leadership Team will be meeting to review and update the district plan. Typically, this review takes place in the fall of each year.
- All work will be aligned to the Board Strategic Plan (once it is complete).

### **Respectful Behavior**

- BIST training and support continues at the elementary.

### **Career Readiness**

#### *Grants*

- The Early Childhood Expansion grant was awarded to PECC for one additional classroom.
- The Head Start grant is being rewritten and is due on October 1<sup>st</sup>, 2023.
- ESSA grants will be written in September.

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Plattsmouth Community Schools (13-0001) in Cass County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 11th day of September, 2023 at 6:00 o'clock, P.M., at 1912 Old Hwy 34, Plattsmouth NE 68048 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2021-2022 (1)	2022-2023 (2)	2023-2024 (3)			
General	\$ 20,570,261.00	\$ 21,991,000.00	\$ 25,230,000.00	\$ -	\$ 14,533,112.00	\$ 10,804,937.00
Depreciation	\$ -	\$ 1,049,500.00	\$ 25,919.00		\$ 25,919.00	
Employee Benefit	\$ 61,683.00	\$ 46,235.00	\$ 71,376.00	\$ -	\$ 71,376.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 538,851.00	\$ 497,000.00	\$ 647,900.00	\$ -	\$ 647,900.00	
School Nutrition	\$ 807,821.00	\$ 820,000.00	\$ 1,187,001.00	\$ -	\$ 1,187,001.00	
Bond	\$ 951,092.00	\$ 1,111,000.00	\$ 1,818,165.00	\$ -	\$ 268,165.00	\$ 1,565,657.00
Special Building	\$ 1,364,902.00	\$ 290,000.00	\$ 363,487.00		\$ 363,487.00	\$ -
Qualified Capital Purpose Undertaking	\$ 322,818.00	\$ 240,000.00	\$ 986,871.00	\$ -	\$ 586,871.00	\$ 404,040.00
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 94,441.00	\$ 25,000.00	\$ 59,247.00	\$ -	\$ 59,247.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 24,711,869.00</b>	<b>\$ 26,069,735.00</b>	<b>\$ 30,389,966.00</b>	<b>\$ -</b>	<b>\$ 17,743,078.00</b>	<b>\$ 12,774,634.00</b>

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 1,969,697.00	\$ 10,804,937.00	\$ 12,774,634.00

## Notice of Special Hearing To Set Final Tax Request

Plattsmouth Community Schools (13-0001) in Cass County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 11th day of, September 2023, immediately following the budget hearing, at 1912 Old Hwy 34, Plattsmouth NE 68048 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2022-2023	2023-2024	Change
Property Valuations	1,006,088,966	1,029,043,088	2%

### 2022-2023 Budget Information

### 2023-2024 Budget Information

Fund	2022-2023 Operating Budget	2022-2023 Property Tax Request	2022 Tax Rate	Property Tax Rate (2022-2023 Request Divided By 2023 Valuation)	2023-2024 Operating Budget	2023-2024 Proposed Property Tax Request	Proposed 2023 Tax Rate	Change in Tax Rate	Change in Operating Budget
<b>General Fund</b>	24,144,010.00	10,559,976.00	1.049607	1.026194	25,230,000.00	10,804,937.00	1.049999	0%	4%
<b>Bond Fund(s) K - 12</b>	1,418,705.00	1,111,111.00	0.110439	0.107975	1,818,165.00	1,565,657.00	0.152147	38%	28%
<b>Bond Fund(s) K - 8</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Bond Fund(s) 9 - 12</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Bond Fund</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Special Building Fund</b>	311,135.00		0.000000	0.000000	363,487.00	-	0.000000	#DIV/0!	17%
<b>Qualified Capital Purpose Undertaking Fund K - 12</b>	853,480.00	404,040.00	0.040159	0.039264	986,871.00	404,040.00	0.039264	-2%	16%
<b>Qualified Capital Purpose Undertaking Fund K - 8</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Qualified Capital Purpose Undertaking Fund 9 - 12</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Total</b>	26,727,330.00	12,075,127.00	1.200205	1.173433	28,398,523.00	12,774,634.00	1.241410	3%	6%

**PCS 2023 TAX REQUEST RESOLUTION**

**WHEREAS**, the Board of Education of Cass County School District No. 13-0001 a/k/a Plattsmouth Community Schools is obligated to pay ongoing expenses and increasing expenditures to operate the school district; and

**WHEREAS**, the Board has determined that it needs to collect more property taxes than it collected in the prior year; and

**WHEREAS**, on Sept. 11, 2023, the Board published notice in a newspaper of general circulation; and

**WHEREAS**, said notice was published at least five days prior to the Board’s special hearing; and

**WHEREAS**, said notice included the required items as specific in Neb. Rev. Stat. § 77-1601.02;

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of Cass County School District No. 13-0001 a/k/a Plattsmouth Community Schools that the Board has considered and approved the property tax request for the following year, as follows:

1. The amount of the property tax request is \$12,774,634.00.
2. The total assessed value of property differs from last year's total assessed value by 2.28 percent;
3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property, would be \$1.173433 per \$100 of assessed value;
4. Plattsmouth Community Schools proposes to adopt a property tax request that will cause its tax rate to be \$1.241410 per \$100 of assessed value;
5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Plattsmouth Community Schools will exceed last year's by approximately 6 percent.

The foregoing Resolution having been read in its entirety,

Member \_\_\_\_\_ moved for its passage and adoption.

Member \_\_\_\_\_ seconded same.

After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

\_\_\_\_\_  
\_\_\_\_\_.

The following members voted against the same: \_\_\_\_\_.

The following members were absent or not voting: \_\_\_\_\_.

The above Resolution having been consented to and approved by the Board of Education of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this 11<sup>th</sup> day of September, 2023.

**CASS COUNTY SCHOOL DISTRICT NO. 13-0001  
A/K/A PLATTSMOUTH COMMUNITY SCHOOLS**

**BY:**

---

President or Other Board Member

**ATTEST:**

---

Secretary or Other Board Member

## PCS LB 243 RESOLUTION

**WHEREAS**, the Nebraska Legislature enacted several measures this past legislative session, including LB 243, to adjust public school district revenue and finances; and,

**WHEREAS**, LB 243 generally limits a public school district's property tax request authority, subject to limited exceptions; and

**WHEREAS**, LB 243 includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

**WHEREAS**, a Board of Education of a school district with an average daily membership of more than four hundred seventy-one students but no more than three thousand forty-four students may increase its tax request by an additional six percent above the base growth percentage; and

**WHEREAS**, this School District's average daily membership is more than four hundred seventy-one students but no more than three thousand forty-four students; and

**WHEREAS**, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of Cass County School District 0001, a/k/a Plattsmouth Community Schools (the "School District") hereby desires to increase its base growth percentage by an additional six percent or other maximum amount as permitted by law; and

**WHEREAS**, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

**NOW, THEREFORE, BE IT RESOLVED** that, pursuant to Section 5 of 2023 Neb. Laws 243, at least seventy percent of the Board of Education of the School District affirmatively votes to increase to the School District's overall property tax request authority by an additional six percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District's overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member \_\_\_\_\_ moved for their passage and adoption. Member \_\_\_\_\_ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:-

\_\_\_\_\_  
\_\_\_\_\_.

The following members voted against the same: \_\_\_\_\_  
\_\_\_\_\_.

The following members were absent or not voting: \_\_\_\_\_.

The above Resolution having been approved to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

**DATED** this 11<sup>th</sup> day of September 2023.

**PLATTSMOUTH COMMUNITY SCHOOLS**

**BY:** \_\_\_\_\_  
President

**ATTEST:**  
  
\_\_\_\_\_  
Secretary



**Plattsmouth Community School District Central Office**  
**1912 Old Highway 34**  
**Plattsmouth, NE 68048**  
**Dr. Richard E. Hasty, Superintendent**  
**Dr. Cherie Larson, Director of Instructional Services**  
**Mrs. Amanda Wright, Special Education Administrator**  
**Phone: (402) 296-3361 Fax: (402) 296-2667**  
**[www.pcsd.org](http://www.pcsd.org)**

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness  
in a **S**afe environment.*

## Curriculum Materials Disposal Request

September, 2023

- High School- 32 broken calculators (mix of scientific and not scientific)

Maintenance Disposal

92 Ford

High School  
Did Study Carrels.



## 5006 Students

### 5006 Option Enrollment

#### A. Application Process and Timelines

For a student to attend the Plattsmouth Community Schools as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of the Plattsmouth Community Schools between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

~~For a student to attend Plattsmouth Community Schools as an option enrollment student, the student's parent or legal guardian shall submit an application to the Board of Education of the Plattsmouth Community School District during the application period (i.e., between September 1 and March 15 for enrollment during the following and subsequent school years). The Plattsmouth Community School District shall on or before April 1st: (1) provide the resident School District with the name of the applicant and (2) notify, in writing, the parent or legal guardian of the student, the resident School District, and the State Department of Education whether the application is accepted or rejected.~~

Limited Deadline Waiver: The application deadline will be **not** be waived by the School Board for applications to option into or out of the Plattsmouth Community School District, except in the following circumstances:

- (1) Siblings: The application deadline will be waived where the application is for a student who is the sibling of a student attending Plattsmouth Community Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. The "sibling" of a student who is attending for purposes of this Policy means a child who resides in the same household on a permanent basis with an option student who is currently attending and who has the same mother or father or who is a stepbrother or stepsister to an option student.
- (2) Kindergarten: The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
- (3) Plattsmouth residents (only applies for options into the District): The application deadline will be waived where the application is for a student who has a residence which includes a Plattsmouth address that is not located within the Plattsmouth Community School District boundaries.
- (4) Children of Plattsmouth Community Schools employees (only applies for options into the District): The application deadline will be waived where the application is for a student whose parent/guardian is an employee of the Plattsmouth Community Schools and the student resides with the parent/guardian.
- (5) Foreign Exchange Student (only applies for options into the District): If there is a foreign exchange student whose host family does not reside in the District, but there are other students in the household that are already approved for Option Enrollment, the application deadline shall be waived.
- (6) Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination

of whether this condition is met shall be made by the Superintendent or the Superintendent's designee.

(7) No Pending Expulsion: The deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

(5)

~~(6) Written Release~~Release Approval: For the foregoing exceptions, the application must be accompanied by a written release from the resident district.

(8)

Other Conditions: The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.  
~~The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.~~

(9)

(7) Capacity: For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason. For any option application for a student that would receive or could be eligible to receive special education or related services, the Director of Special Education or designee shall conduct a case-by-case analysis to determine if the District has the capacity to provide the student with the appropriate services and accommodations.  
~~For the foregoing exceptions, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School Board to be at capacity in accordance with the~~

~~(8)(10) capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.~~

(9)(11) Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the "projected enrollment" determinations made pursuant to paragraph D shall be replaced with the "actual enrollment" as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent's designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).

However, the application deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process. The Superintendent is hereby authorized to execute such waivers on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.

## B. Rejection of Applications; Reasons

### 1. Capacity

An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building ~~or the availability of appropriate special education programs~~ operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

The Director of Special Education shall review on a case-by-case basis all option applications for students that would receive or could be eligible to receive special education or related services. If the Director or designee determines that the District does not have the capacity to provide the student with the appropriate services and accommodations, then the Director or designee shall send a denial notice to the parent(s) or guardian(s) and include a description of services and accommodations that the District does not have the capacity to provide.

### 2. Timeliness

An option enrollment application shall be rejected in the event the application is not filed on or before the April 1<sup>st</sup> immediately preceding the school year in which enrollment is sought, and the filing deadline has not been waived.~~An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.~~

### 3. Previous Option Enrollment

An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the "one-time" rule is applicable to the student's circumstance.

### 4. Other Reasons

An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School Board determines: The application is

not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters that are legally prohibited from being considered as standards for acceptance or rejection of applications (including "previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings" and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

### C. Priority of Acceptance

Priority shall be accorded in the following order: (1) first, to those applications required to be given priority by law, (2) second, to those with a sibling in attendance at [Name] Public Schools, with priority within this group being given to those who had earliest filed applications, and (3) third to those without an option student sibling in attendance at [Name] Public Schools, with priority within this group to those who had earliest filed applications.

Filing date determinations are made by the Superintendent, or the Superintendent's designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

~~Priority shall be accorded in the following order: (1) first, to those applications required to be given priority by law, (2) second, to those with a sibling in attendance at Plattsmouth Community Schools, with priority within this group being given to those who had earliest filed applications, and (3) third to those without an option student sibling in attendance at Plattsmouth Community Schools, with priority to those within this group to those who had earliest filed applications. The Superintendent, or the Superintendent's designee makes filing date determinations. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.~~

### D. Determination of Capacity

The School District will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix "1" to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared. The capacity for special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee.

### E. Notification of Acceptance or Rejection

In the case of an application to option enroll into the [Name] Public School District, the Superintendent or the Superintendent's designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the [Name] Public School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

### F. Applications Subsequent to Relocations or Mergers

An option enrollment application does not require a release and shall be accepted or rejected within forty-five days after filing in the following circumstances:

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.

~~The School Board will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building or in any special education programs operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and availability of appropriate special education programs, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix "1" to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared.~~

#### E.G. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided in the following circumstances:

1. The Plattsmouth Community Schools may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district. The District's policy is that the District selects which service (transportation or reimbursement) is to be provided to students.
3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

~~A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., evidence of birth date, physical examination, and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to conduct, rules and regulations. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.~~

~~An option student shall not be entitled to transportation, except as required by law.~~

#### F.H. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the Plattsmouth Community Schools and its school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. §79-232 et. seq. Adopted: July 14, 2008

Revised: May 11, 2009, May 10, 2010, July 11, 2011, Jan. 9, 2012, Aug. 13, 2012

Reviewed: Apr. 8, 2013

Revised: Aug. 12, 2013, July 14, 2014, Apr. 13, 2015, Apr. 11, 2016, Mar. 13, 2017

Reviewed: Apr. 10, 2017, May 14, 2018, June 10, 2019, June 8, 2020, Aug. 10, 2020

Revised: Apr. 12, 2021

Reviewed: May 10, 2021

Revised: June 13, 2022, June 12, 2023,

Oct. 9, 2023

**5006 RESOLUTION**

~~WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,~~

~~WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,~~

~~WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.~~

~~NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution;~~

~~BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.~~

~~BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:~~

~~The above Resolution, having been read in its entirety, member moved for its passage and adoption, member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: \_\_\_\_\_.  
The following members voted against the same: \_\_\_\_\_.  
The following members were absent or not voting: \_\_\_\_\_.  
The Resolution having been consented to and approved by more than a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.~~

~~DATED this 12<sup>th</sup> day of June, 2023.~~

~~PLATTSMOUTH COMMUNITY  
SCHOOLS~~

~~Attest: \_\_\_\_\_ By: \_\_\_\_\_~~

~~Secretary \_\_\_\_\_ President~~

**Appendix "1" to Option Enrollment Policy**

The following is Appendix "1" to Policy 5006 for the 2023-2024 School Year. The Board of Education hereby sets forth the maximum number of option students for the 2023-2024 school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building that has "0" as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

<b>PROGRAM</b>	<b>PROGRAM-ENROLLMENT</b>	<b>PROJECTED CAPACITY</b>	<b>NO. OF OPTION-STUDENTS</b>
Kindergarten	90	100	10
First	80	80	0
Second	92	80	0
Third	94	80	0
Fourth	95	80	0
Building Capacity, Elementary	451	400	0
Levels I and II Elementary Special Education	107	80	0
Level III Elementary Special Education	9	9	0
Fifth	77	100	23
Sixth	96	120	24
Seventh	97	120	23
Eighth	94	120	26
Building Capacity, Middle School	364	460	96
Level I & II Middle School Special Education	68	80	12
Level III Middle School Special Education	8	8	0
Ninth	97	150	53
Tenth	136	150	14
Eleventh	118	150	32
Twelfth	119	150	31
Building Capacity, High School	470	600	130
Levels I & II High School Special Education	63	80	17
Level III High School Special Education	17	17	0

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member \_\_\_\_\_ seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: \_\_\_\_\_.  
The following members voted against the same: \_\_\_\_\_.  
The following members were absent or not voting: \_\_\_\_\_. The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**[NAME] PUBLIC SCHOOLS**

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

Attest: \_\_\_\_\_  
Secretary

## Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT <u>(As of the first day of the school year, this is changed to actual enrollment)</u>	NO. OF OPTION STUDENTS
Kindergarten	<u>90</u>	<u>100</u>	<u>10</u>
First	<u>80</u>	<u>80</u>	<u>0</u>
Second	<u>92</u>	<u>80</u>	<u>0</u>
Third	<u>94</u>	<u>80</u>	<u>0</u>
Fourth	<u>95</u>	<u>80</u>	<u>0</u>
<del>Fifth</del>			
Building Capacity, Elementary	<u>451</u>	<u>420</u>	<u>0</u>
<del>Level I Elementary Special Education</del>			
<del>Level II &amp; III Elementary Special Education</del>			
<del>Fifth</del>	<u>77</u>	<u>100</u>	<u>23</u>
Sixth	<u>96</u>	<u>120</u>	<u>24</u>
Seventh	<u>97</u>	<u>120</u>	<u>23</u>
Eighth	<u>94</u>	<u>120</u>	<u>26</u>
Building Capacity, Middle School Attendance Center	<u>364</u>	<u>460</u>	<u>96</u>
<del>Level I Middle School Special Education Program</del>			
<del>Level II and III Middle School Special Education</del>			
Ninth	<u>97</u>	<u>150</u>	<u>53</u>
Tenth	<u>136</u>	<u>150</u>	<u>14</u>
Eleventh	<u>118</u>	<u>150</u>	<u>32</u>
Twelfth	<u>119</u>	<u>150</u>	<u>31</u>
Building Capacity, Sr. High School Attendance Center	<u>470</u>	<u>600</u>	<u>130</u>

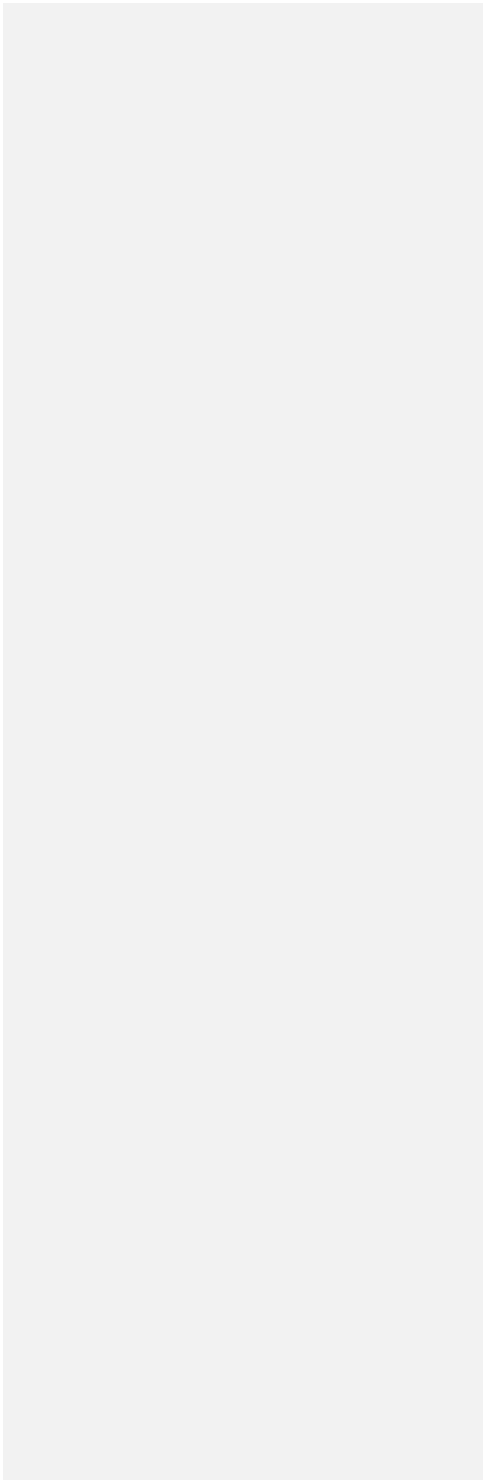
Level I Sr. High School Special Education Program			
Level II and III Sr. High School Special Education			

\* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District's Director of Special Education or designee.

**Certificated Employee Evaluation**

**Board Policy 4150 and Administrative Regulation 4150A**

Introduction .....pg.1  
Criteria for Evaluation and Remediation for Classroom Personnel.....pg. 4  
Evaluation Process .....pg. 6  
Training of Evaluators.....pg. 12  
The Written Evaluation .....pg. 13  
Performance Rubric.....pg. 14



Drafted 7/14/06

Policy No. 4150

Personnel – Certificated Employees

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 is also to be evaluated through a cooperative process.

Therefore, the Board delegates to the Administration the responsibility of developing, organizing and implementing a system-wide program for evaluating certificated staff and the instructional process.

Neb. Rev. Stat. §79-828 (Evaluation of Probationary Teachers)  
NDE Rule 10 (Filing of Evaluation Instrument)

Adopted: August 30, 2006

Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011,

Revised: Sept. 12, 2011

Reviewed: Dec. 12, 2011

Revised: Apr. 8, 2013

Reviewed: Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022; **Revised: Oct. 9, 2023**,

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## TEACHER EVALUATION PROGRAM

### I. INTRODUCTION

#### A. General

Plattsmouth Community School District works in partnership to ensure academic achievement, responsible behavior, and civic engagement. In support of this mission, the Board of Education views teacher performance evaluation as an integral part of the learning cycle and a critical element for the attainment of the district's educational goals.

In addition, the Board of Education is committed to establishing an evaluation process that provides the basis for continued employment with the school district in compliance with Nebraska Revised Statute §79-828 and NDE Rule 10. The responsibility for the development of procedures for evaluation of teachers shall rest with the Superintendent of Schools. While committed to establishing and implementing a process for evaluating teacher performance, the Board of Education and the administration reserve the right to take immediate and appropriate disciplinary action against any teacher found to be in violation of state or federal law and/or school board policy.

#### B. The Purpose of Evaluation

The Superintendent of Schools shall delegate the responsibility for the teacher performance evaluation process to the administrator in charge of the operating unit, hereafter referred to in this policy as the evaluator and/or building administrator. The Superintendent may, in the Superintendent's discretion, assign a different or additional administrator to be the evaluator or conduct evaluations of an individual teacher.

The teacher performance evaluation process shall:

- Serve as a basis for the improvement of instruction;
- Enhance the implementation of programs of curriculum;
- Serve as the measurement of satisfactory performance for individual teachers and serve as documentation for unsatisfactory performance;
- Serve as a measurement of the professional growth and development of teachers, and
- Serve as a measurement of the level of performance of teachers using the Performance Observation Record for the four teacher performance domains.

#### C. Definitions

For purposes of this policy, the following terms are defined below:

1. "Probationary Teachers" – has the same meaning as the phrase "probationary certificated employee" is defined in Nebraska Revised Statute §79-824(3) except for purposes here does not include administrators; generally means a teacher who has served under a contract with Plattsmouth Community Schools for less than three successive school years.
2. "Teacher" – has the same meaning as the term "teacher" is defined in Nebraska Revised Statute §79-101(9); generally means any person who is regularly employed for the instruction of students and who holds a teacher's certificate issued pursuant to the provisions of Nebraska Revised Statute §79-101 and Nebraska Department of Education Rule 10. "Teacher" does not include persons holding administrative or nursing positions or the chief administrative officer of the school district.
3. Administrator: an individual holding a supervisory administrative certificate in the state of Nebraska whose position falls under the definition of "Administration" in Policy 4101 and who has been trained in the District's evaluation process.

4. Evaluator: individuals who hold a Nebraska administrative certificate and have received the required training in the District's evaluation process.
5. "Evaluation Process" – the process designed to improve teaching performance and enhance student learning, in which a teacher is observed, provided feedback, and given written evaluation.
6. "Directed Improvement Plan" – an administrator-directed approach within the evaluation process to assist a teacher who is rated unsatisfactory in any domain.
7. "Remediation Process" – the method used to address the teaching performance of a teacher who has been identified as performing unsatisfactorily and whose performance has not sufficiently improved as a result of the Directed Improvement Plan.
8. "Performance Domain" – is the distinct aspect of teaching or realm of activities identified that forms the basis for the evaluation of a teacher.
9. "Summative Evaluation" – is a summary evaluation for a period of time that compiles the evaluator's observations during formative evaluation(s) with other sources of information, resulting in an evaluation of overall performance of the teacher.

#### **D. Evaluation Plans**

There shall be alternate plans for teacher performance evaluation for the purpose of recognizing the differences in evaluation for probationary teachers and satisfactorily performing veteran teachers. The following evaluation plans shall be used to assess teacher performance:

##### Plan I – Standard Model for Performance Evaluation

This plan is designed for the probationary teacher and teachers new to a building. Plan I can also be used at the discretion of evaluators for non-probationary teachers. The plan assesses teacher performance with a prescribed set of criteria, including but not limited to: goal setting, self-evaluation, teacher observations, feedback, and collaborative planning for improvement. The plan focuses on teacher performance as it impacts student learning, student achievement and student behaviors.

##### Plan II – Goal-Setting Model for Performance Evaluation

Alternative for non-probationary teachers:

The following shall be an alternative plan for teacher evaluation for the purpose of recognizing the differences in evaluation between probationary teachers and satisfactorily performing non-probationary teachers. A teacher or evaluator may exercise the option of returning to a Plan I process by the last day of the first semester of the school year.

The Plan II process is an alternative to Plan I and is intended to be teacher-directed in collaboration with the evaluator. It is not intended to be an addition to the comprehensive process of Plan I. This plan encourages the professional evaluatee and evaluator to collaboratively develop a unique plan based on a professional goal to increase student learning. The plan is guided by a professional goal and specific action plan(s). It culminates with a self-evaluation of the success of the plan, an evaluator's summary, and a plan for growth or improvement. Through the process, teachers are encouraged to take risks, be flexible, and try new ideas to enhance student achievement.

In this process, the Observation Record will serve as the guide for all conferences and observations. The alternative evaluation process will result in a written evaluation report document, which includes the cover sheet required to assure compliance with Nebraska statute. It

will be the responsibility of the evaluator to assure that all four domains of this policy are generally addressed in this report document.

#### **E. Evaluation Cycle**

Probationary teachers shall be observed and evaluated at least once each semester in accordance with state law. As part of the evaluation plans identified above, probationary teachers must have a minimum of two (2) observations each year and one (1) summative evaluation each year that results in a written evaluation report. Non-probationary teachers must receive at least one (1) observation each year and one evaluation that results in a written summative evaluation report each year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

The evaluation cycle and process, to the extent it exceeds the minimum required by law, is to be at the sole discretion of the evaluator. A failure to complete observations and evaluations within the designated cycle or in the manner directed by this policy shall not relieve the teacher of the responsibility to meet the standards of each performance domain, but will be addressed in evaluating the performance of the evaluator

## **II. CRITERIA FOR EVALUATION AND REMEDIATION FOR CLASSROOM TEACHING PERSONNEL**

#### **A. General**

Four performance domains are used for evaluation and remediation of a teacher. The four domains are listed in paragraph B of this section and are further defined in the teacher Performance Observation Record. The Performance Observation Record describes the performance areas and clearly defines the performance standards required to demonstrate satisfactory/proficient performance. The Summative Teacher Evaluation Form provides documentation of the teacher's level of performance.

Any performance area evaluated as unsatisfactory must be documented according to the evaluation criteria specifically identified in the Performance Observation Record, which defines the particular performance domain(s). The evaluator may add indicators, which further explain competency.

Data sources for evaluation reports may include direct observation, anecdotal information, multiple measures of student learning outcomes, and may include but are not limited to the following:

- Discussions/conferences with teacher
- Participation in committee and staff meetings
- Review of materials and resources used
- Review of student assignments and student work
- Parent, student, and/or peer feedback
- Physical appearance of the classroom
- Disciplinary referrals
- Review of lesson plans and curricular scope/sequence
- Review of assessment tools/measures
- Documentation of professional growth experiences
- Documentation of policy/procedure compliance

**B. Performance Domains**

The Performance Domains describe the identified areas of performance expectations used for teacher evaluation. The components of the Performance Domains listed below consist of broad evaluative statements, which are more fully defined in the Performance Observation Record used to identify specific performance levels.

**1. Performance Domain 1: Planning and Preparation**

The components in Domain 1: Planning & Preparation describe how teachers organize instruction for student learning. It is difficult to overstate the importance of planning and preparation. One could argue that a teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to prepare for learning activities such that students learn important content and develop skills, mindsets, and habits to be successful in school and beyond.

- 1a. Applying Knowledge of Content and Pedagogy
- 1b. Knowing and Valuing Students
- 1c. Setting Instructional Outcomes
- 1d. Using Resources Effectively
- 1e. Planning Coherent Instruction
- 1f. Designing and Analyzing Assessments

**2. Performance Domain 2: Learning Environments**

The components of Domain 2: Learning Environments describe conditions and qualities of environments that are conducive to learning and support student success. These aspects of teaching are not associated with the learning of any particular content but rather support the understanding of all content and attend to the social-emotional needs of students. The components of Domain 2 center on establishing a safe and respectful classroom environment and require explicit attention and responsiveness to the individual identities of students, such as race and culture, and the values of the broader community the school serves. Fostering an inviting culture for learning that focuses on student wellbeing, encourages academic risk-taking, and promotes habits and mindsets that support student success is the ultimate goal of these components.

- 2a. Cultivating Respectful and Affirming Environments
- 2b. Fostering a Culture for Learning
- 2c. Maintaining Purposeful Environments
- 2d. Supporting Positive Student Behavior
- 2e. Organizing Spaces for Learning

**3. Performance Domain 3: Learning Experiences**

The components of Domain 3: Learning Experiences describe the engagement of students in learning experiences and reflect the primary mission of schools: enhancing student learning and growth. These components are unified through a vision of students developing complex understanding, achieving goals, cultivating purpose, and participating in a community of learners. The components of the other domains provide a foundation for purposeful, engaging, and successful learning experiences. In many ways, success in Domain 3 is the direct result of success in Domains 1 and 2 in particular. Teachers prepare experiences that are grounded in deep understanding of the content, aligned with appropriate standards, designed to engage students in important work, and planned or adapted with the goals, strengths, needs, and lives of each student in mind. Learning experiences can only be consistently successful for each student when the environment, nurtured by the teacher in collaboration with students, is a space where students are affirmed and challenged.

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- ~~3a. Communicating about Purpose and Content~~
- ~~3b. Using Questioning and Discussion Techniques~~
- ~~3c. Engaging Students in Learning~~
- ~~3d. Using Assessments for Learning~~
- ~~3e. Responding Flexibly to Student Needs~~

**4. Performance Domain 4: Principled Teaching**

~~The components of Domain 4: Principled Teaching capture and reflect the practices of educators that extend beyond their classrooms and the learning experiences they facilitate. These activities are critical to preserving and enhancing the profession and to the success of students. Teaching is a purpose-driven profession. It is a calling. Those who take up the work have a lasting and profound impact on the lives of students. Their purpose, and the purpose of education more broadly, is not solely to impart academic knowledge; it is the intellectual and moral development of human beings who will themselves flourish and help create a just society.~~

- ~~4a. Engaging in Reflective Practice~~
- ~~4b. Documenting Student Progress~~
- ~~4c. Engaging Families and Communities~~
- ~~4d. Contributing to School Community and Culture~~
- ~~4e. Growing and Developing Professionally~~
- ~~4f. Acting in Service of Students~~

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Use of student grading practice<sup>¶</sup>

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**Deleted:** Professional Responsibilities and Personal Conduct

**Deleted:** Professional Responsibilities and Personal conduct require compliance of the Professional Practices Criteria adopted by the Nebraska Board of Education in Rule 27 (*A current version of Rule 27 can be found on the Nebraska Department of Education Website.*) Components of this domain include:<sup>¶</sup>

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### **C. Performance Criteria for Teachers Assigned to Other Than Regular Classroom Teaching Responsibilities.**

Teachers who are assigned to other than regular classroom responsibilities include counselors, media specialists, some special education personnel, and teachers on special assignment. In some cases, these duties are assigned on a full-time basis. In other cases, the duties are part-time in conjunction with a part-time teaching assignment.

Assignments of this nature require that the evaluator and the superintendent determine a job description appropriate to the position. Such job descriptions must be approved by, and be on file in, the superintendent's office. The criteria for evaluation of such staff will be directly related to elements of the agreed job description. Where the staff member serves as both a classroom teacher and in another capacity, the criteria for evaluation will include the teacher performance domains as well as others related to the job description as appropriate.

## **III. EVALUATION PROCESS**

### **A. Definitions**

The following definitions shall be used for purposes of clarity in this policy only:

1. Formal Observation Process: an optional pre-observation conference, a formal observation, and a post-observation conference between the evaluator and the teacher.
2. Pre-Observation Conference: a meeting between the evaluator and the teacher to be held prior to a formal observation. The intent of this conference is to discuss the lesson to be observed and other related topics as appropriate.
3. Formal Observation: an evaluator observing a teacher's performance for at least 30 minutes and creating a record of matters observed, and an analysis of the activity(s) observed and recorded. Further, the length of the formal observation shall be at least the duration of one (1) complete instructional period lesson of at least 30 minutes.
4. Post-Observation Conference: a meeting between the evaluator and the teacher after a formal observation. The purpose of this conference is to review the evaluator's judgments of the teacher's performance based on the formal observation.
5. Informal Observation: those unscheduled observations of a teacher that may take place as an evaluator walks through a classroom, helps a student, or just "drops in" the teacher's classroom for a few minutes, or otherwise observes a teacher in an interaction with others, or other conduct which has a bearing on that teacher's performance of professional duties.
6. Formative Evaluation Report: a report given to probationary teachers that is intended to provide feedback to assist the teacher in growing and/or improving the skills of being an effective teacher.
7. Summative Evaluation Report: a report given to a teacher that shall include the evaluator's conclusions regarding the overall quality and level of performance of the teacher being evaluated during a particular period of time.
8. Growth Plan – for teachers with emerging, proficient, or distinguished performance in all domains.

9. Directed Improvement Plan – a plan written when the teacher’s performance is unsatisfactory in one or more domains.
10. Remediation – process used when a deficiency must be corrected to prevent eminent termination or cancellation of a contract.
11. Off-Cycle Observation: a scheduled or unscheduled observation of a non-probationary teacher of at least thirty (30) minutes in length or the length of a complete lesson. This observation will take place during a teacher’s non-evaluation year.
12. Unsatisfactory Performance: For purpose of this policy “Unsatisfactory Performance” shall be defined as one or more of the elements within any one of the four domains rated unsatisfactory. Deficient performance in any one of the elements of a Performance Domain may constitute unsatisfactory performance in the judgment of the evaluator. However, deficient performance in 50% or more of the elements within a Performance Domain must constitute unsatisfactory performance.

**B. Procedure for Evaluation**

All certificated teachers are to be evaluated according to the following procedures:

1. Before any formal observations of a teacher’s performance are conducted, the evaluator will provide copies of Policy 4150 and evaluation procedures to all teachers. The evaluator will meet with teachers individually or as a group to review the applicable portions of the evaluation policy. Upon the request of either the teacher or the evaluator, an individual meeting will take place to discuss specifics of the evaluation process as it relates to a particular teacher.
2. The teacher shall be responsible for the following:
  - Reading and becoming knowledgeable of the Teacher Performance Evaluation Policy
  - Completing a self-evaluation and otherwise preparing for the pre-conference prior to formal observations
  - Conferring with the evaluator regarding the evaluation process and report(s)
  - Preparing for the conference with the evaluator to discuss the evaluation report, and
  - Developing and implementing strategies to improve performance in areas identified during the observation and/or within the evaluation report.
3. The teacher or the evaluator may initiate the evaluation process at any time.
4. An evaluator will be responsible for the following:
  - Supervising the evaluation process
  - Following observation, identifying performance areas of strength and areas needing improvement when necessary and giving specific recommendations for improvement, and
  - Ensuring the contents of the formative and/or summative evaluation report(s) are an accurate reflection of the teacher’s performance.

In cases where a teacher is assigned to more than one facility, an evaluator from each facility to which the teacher is assigned will provide input for the final draft of the evaluation report.
5. Generally, the teacher and evaluator plan formal observations in advance. It is recognized that informal observations and additional formal observations may occur as appropriate in the view of the evaluator.
6. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation when possible.

If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single conference may be used for both observations. In such instances the requirement for the minimum number of observations shall be satisfied. The post-observation conference shall be held within five (5) working days of the first observation when possible.

7. When the evaluator has concerns, the evaluator may conduct an additional formal observation after sufficient time has passed following the identification of concerns. This delay provides the teacher adequate time to incorporate suggestions for improvement in his/her teaching.
8. Informal observations allow an evaluator to validate or question data gathered at other times. Such activities would not require any conferences with the teacher unless they lead the evaluator to have concerns about the teacher's performance (or confirm such concerns). Following observations that result in concerns, the evaluator should discuss the issue(s) of concern about the teacher's performance if it is to be included or referenced in the Summative Evaluation Report. It is intended that the discussion with the teacher be near in time to the occurrence of the event of concern, or near to the point in time when the evaluator determines the issue is an area of concern.
9. Evaluation reports include both formative and summative evaluation reports. The teacher may respond in writing to an evaluation report. The teacher shall be responsible to provide the evaluator and the superintendent with copies of any response. A copy of such response shall be attached to all copies of the final evaluation report.
10. A properly certificated and trained administrator must sign the evaluation reports. Both the evaluator and person being evaluated are expected to sign the cover sheet confirming receipt of the report. The teacher's signature will indicate that a copy was received; it will not indicate the teacher's agreement with the contents of the report in whole or in part. The evaluator will provide a copy of the final evaluation report to the superintendent where it will be placed in the teacher's personnel file. If the teacher wishes to respond to the evaluation report in writing, he/she will need to provide a copy of the response to the evaluator and to the superintendent.
11. One element of professional evaluation is setting goals. Therefore, a part of the evaluation process shall include the teacher and evaluator jointly agreeing to two goals annually (one academic goal and one professional goal). Such goal setting should occur in relation to the teacher's professional development, growth/improvement plans, as well as district and building goals based on a range of data sources. Teachers and evaluators are encouraged to harmonize and align goals of individual teachers with goals of the district as a whole.
12. The evaluator must complete a summative evaluation report prior to recommending that a teacher be moved from the evaluation process to the remediation process. The evaluator must follow up such recommendations by informing the superintendent of this recommendation.

**C. Procedure for Probationary Teacher**

1. All probationary teachers will be evaluated once each semester. This evaluation shall be documented in an Evaluation Report in accordance with Plan 1.
2. Probationary teachers will receive a minimum of one (1) formal observation and one (1) Mid-Year Formative Evaluation Report during the first half of the school year each year they have probationary status.
3. The Mid-Year Formative Evaluation Report shall be given at mid-year. It requires a notation of the performance level for all appropriate elements and a conference with the teacher to discuss the report itself.
4. Probationary teachers will receive a minimum of one (1) formal observation and one (1) Summative Evaluation Report during the second half of the school year each year they have probationary status. The evaluator shall complete this Summative Evaluation Report and hold a conference with the teacher regarding its contents not later than April 1 of each school year.
5. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation.

If two (2) formal observations in the same subject or course occur within three (3) working days of each other, and if the evaluator is satisfied that the performance is satisfactory, a single conference process may be used for both observations. The post-observation conference must be held within five (5) working days of the first observation when possible. In such instances the requirement for the minimum of two observations shall be satisfied.

If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation.

As with all observations when the evaluator has concerns, the evaluator must conduct an additional formal observation after sufficient time has passed between the identification of concern and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.

6. The Summative Evaluation Report and the corresponding observation process for probationary teachers shall be completed by an administrator.

**D. Procedure for Non-Probationary Teacher**

1. Non-probationary teachers shall receive a minimum of one formal observation followed by a Summative Evaluation Report at least once every three (3) years. The evaluator shall complete this Summative Evaluation Report and hold a conference with the teacher regarding its contents not less than ten (10) days prior to the last day of the teacher's contracted year. In other years (off-cycle years), the non-probationary teacher shall receive at least one (1) formal or informal observation.
2. Post-observation conferences in the formal observation process shall be held within five (5) working days of the formal observation. If two (2) formal observations in the same subject or course occur within three (3) working days of each other and if the evaluator is satisfied that the performance is satisfactory, a single conference process may be used for both

observations. The post-observation conference must be held within five (5) working days of the first observation when possible. In such instances the requirement for the minimum number of observations shall be satisfied.

3. If the evaluator has concerns regarding the teacher's performance, the evaluator must conduct at least one additional formal observation process. As with all subsequent observations when the evaluator has concerns, the evaluator must conduct the additional formal observation after sufficient time has passed between the identification of concerns and the follow-up observation in order to provide the teacher with sufficient time to incorporate suggestions for improvement in his/her teaching.
4. The administrator in charge of a building or unit where teachers are assigned is responsible for the evaluation process of all licensed employees assigned to the building or unit. The administrator may delegate one or more elements of the evaluation process, with regard to specific teachers, to one or more individuals who have a supervisory administrative certificate and training in the District's evaluation process. Such individuals may include such personnel as assistant principals or other district administrators.
5. During the years in which a non-probationary teacher is not scheduled for formal evaluation, the teacher and the evaluator, or designee trained in the evaluation process, will jointly develop Professional Goals for the Current School Year. Consistent with the adopted plan, the evaluator or designee will conduct a minimum of one (1) observation, formal or informal. This observation does not require that a pre-observation conference or post-observation conference take place unless the evaluator has concerns about the teacher's performance. Before a concern, observed either formally or informally, becomes part of an Evaluation Report it shall be discussed and/or communicated with the teacher.
6. Non-probationary teachers new to a building or assignment may be evaluated during their first year of such assignment, even though the teacher would otherwise not be due for formal evaluation.

**E. Evaluation Report**

1. The evaluation report is a written summary of the teacher's performance in each of the four (4) performance domains.
2. The evaluation will contain a jointly developed growth or improvement plan, which shall be specific as to the improvements, if any, needed in the teacher's performance and shall clearly set forth recommendations for improvement, including recommendations for additional education and training during the teacher's recertification process and as documented in the goal-setting process;
3. The evaluator will give one copy of the evaluation report to the teacher, retain one copy, and send a copy to the superintendent for placement in the teacher's personnel file.

**F. Evaluation of Teachers Assigned to More Than One Facility**

At the beginning of the school year, the superintendent will designate the person responsible for the evaluation of a teacher who is assigned to more than one facility. Evaluators from each facility where a teacher is assigned will provide input for the final evaluation report.

**G. Process for Addressing Unsatisfactory Ratings for Non-probationary Teachers**

1. When the evaluator determines one or more elements in a Performance Domain on a teacher's Mid-Year or Summative Evaluation Report to be unsatisfactory, the evaluator will develop a Goal for Improvement or a Directed Improvement Plan to address the area needing improvement. The evaluator may require that the teacher repeat Evaluation Plan I the following school year to ensure that element(s) needing improvement are addressed and that the teacher does indeed improve in the targeted element(s).
2. If the evaluator determines that one or more of the elements within any one domain are unsatisfactory, the evaluator or site administrator will consult with the superintendent to determine the steps that will be taken to address the issue. With the agreement of the superintendent, the evaluator or site administrator will develop a Directed Improvement Plan for the teacher. This plan will specifically address those elements that are determined to be unsatisfactory. The plan will include correlating support resources and it will specify a timeline for implementation not to exceed thirty- (30) working days. After the plan is developed, the teacher will be observed and evaluated by an evaluator using the Observation Record and Summative Evaluation Report forms to document progress over the next ninety- (90) day period.
3. If at any time during or at the end of the ninety- (90) day evaluation period the evaluator or site administrator does not observe satisfactory performance in targeted elements, the teacher may be moved to Remediation. If the evaluator or site administrator determines that performance in a targeted areas is satisfactory, the teacher will repeat Evaluation Plan I without support resources until the completion of the current school year to demonstrate that growth has occurred and that the teacher's performance in the targeted elements can be maintained independent of the supplemental support resources.
4. Following the completion of the evaluation cycle without support resources, if the evaluator or site administrator observes that the teacher has maintained satisfactory performance in the targeted elements, the teacher may be removed from the Directed Improvement Plan. If the evaluator or site administrator does not observe that the teacher has maintained satisfactory performance in the targeted elements, the teacher may be moved to Remediation.

**H. Remediation Process**

1. If a teacher's performance in one or more of the four performance domains is judged by the evaluator to be unsatisfactory and the performance of the teacher has not sufficiently improved as a result of the evaluation process, the evaluator can move the teacher from the evaluation process to the remediation process. The evaluator will notify the teacher in writing of the decision to move the teacher from the evaluation process to the remediation process.
2. The evaluator will hold a conference with the teacher within five (5) working days following delivery of written notification of movement from the evaluation process to the remediation process.
3. At the conference the evaluator, the teacher and any other appropriate personnel will:
  - a) Review specific performance deficiencies identified in the evaluation report; and
  - b) Formulate a written remediation plan including the following:
    - Objectives for improving the identified performance concerns;
    - Identification of resources and assistance available to implement the objectives;
    - A timeline for completing the objectives;
    - Criteria by which the attainment of the objectives will be measured; and
    - A minimum of monthly conferences to monitor progress on the remediation plan objectives.
4. The evaluator is responsible for the final decision regarding the components of the remediation plan.
5. Following completion of the timeline established in the remediation plan the evaluator and teacher will meet to review the remediation process. The evaluator will state, in writing, whether the teacher has corrected the identified performance deficiency. The evaluator will then forward the remediation report and all supportive data to the teacher and the superintendent. This report will include a recommendation to: a) return the teacher to the evaluation process, b) to continue the remediation process for one more time period, or 3) to proceed to appropriate disciplinary action. Disciplinary action can include, but is not limited to suspension, dismissal, cancellation or termination of the teacher's contract.

**V. TRAINING OF EVALUATORS**

The success of a program of evaluation and remediation depends upon a high level of skill and training of all participants in the process. Evaluators will be trained in supervisory skills such as observation skills, conferencing skills, and writing evaluation reports. In addition, emphasis will be placed on the understanding of the intent, criteria and processes identified in this policy. It will be the responsibility of the superintendent to coordinate training opportunities.

Each evaluator will be evaluated on his/her ability to make fair, professional and credible evaluations. It will be the responsibility of the supervisor of each evaluator to evaluate these skills and make recommendations for needed training to the evaluator and to the superintendent for identifying content of future training programs.

## VI. THE WRITTEN EVALUATION

### A. Completion of the Evaluation Report

The evaluation report will include:

1. Documentation of observations and dates of conferences on the Teacher Evaluation Report Form, which shall serve as a cover sheet for the evaluator's summary of the strengths and weaknesses of the teacher in each of the four performance domains specified in this policy.
2. Evaluation reports for Plan I and Plan II will address the four performance domains. Any performance areas evaluated as unsatisfactory must be addressed according to the defining standards contained in the Performance Observation Record. The evaluator may add indicators which will further explain competency in the four performance domains as listed below:
  1. Planning and Preparation
  2. Learning Environments
  3. Learning Experiences
  4. Principled Teaching
3. The evaluation report will also contain a jointly developed growth or improvement plan designed to improve teacher performance consistent with evaluation commentary, including recommendations for additional education and training during the teacher's recertification process.

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**VII: PERFORMANCE RUBRIC**

**DOMAIN 1: PLANNING AND PREPARATION**

<b><u>Component 1a: Applying Knowledge of Content and Pedagogy</u></b>				
<b><u>LEVEL OF PERFORMANCE</u></b>				
<b><u>ELEMENT</u></b>	<b><u>UNSATISFACTORY</u></b>	<b><u>EMERGING</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DISTINGUISHED</u></b>
<b><u>1. Disciplinary Expertise</u></b>	Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of central concepts of the discipline and their relationship to one another.	Teacher displays solid content. Planning and preparation reflect solid understanding of the content and the structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
<b><u>2. Pedagogical Content Knowledge</u></b>	Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.
<b><u>3. Knowledge of Inter-disciplinary Relationships and Skills</u></b>	No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationship and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.
<b><u>Component 1b: Knowing and Valuing Students</u></b>				
<b><u>LEVEL OF PERFORMANCE</u></b>				
<b><u>ELEMENT</u></b>	<b><u>UNSATISFACTORY</u></b>	<b><u>EMERGING</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DISTINGUISHED</u></b>
<b><u>1. Respect for Students' Identities</u></b>	The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of student's race, culture, and identifies into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identifies, designing culturally responsive and affirming learning experience with them in mind.
<b><u>2. Understanding of Students' Current Knowledge and Skills</u></b>	The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher's understanding of students' varied knowledge and skill levels, as well as mindsets related to	The teacher's understanding of students' levels of knowledge and their skill, as well as their mindset about learning, is	A teacher's deep understanding of each student's knowledge, and skills, and mindsets ensures that students receive appropriate scaffolds

		<u>learning, is applied with limited success.</u>	<u>applied successfully in planning and preparation.</u>	<u>when necessary, meet rigorous outcomes, and are challenged to do their best work.</u>
<b><u>3. Knowledge of Whole Child Development</u></b>	<u>The teacher does not attend to or have understanding of students' cognitive, social, emotional, or character development.</u>	<u>The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.</u>	<u>The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.</u>	<u>The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.</u>
<b><u>4. Knowledge of Learning Process and Differences</u></b>	<u>The teacher displays insufficient understanding of how students learn and develop in general or of individual difference for students in the class.</u>	<u>The teacher has limited understanding of the learning process and of individual learning and differences.</u>	<u>The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.</u>	<u>In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.</u>

<b><u>Component 1c: Setting Instructional Outcomes</u></b>				
<b><u>LEVEL OF PERFORMANCE</u></b>				
<b><u>ELEMENT</u></b>	<b><u>UNSATISFACTORY</u></b>	<b><u>EMERGING</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DISTINGUISHED</u></b>
<b><u>1. Value and Relevance</u></b>	<u>Instructional outcomes are not relevant or meaningful or do not reflect important learning.</u>	<u>Instructional outcomes are somewhat relevant and partially reflect important learning and development.</u>	<u>Instructional outcomes are mostly relevant and reflect important learning and development.</u>	<u>Instructional outcomes consistently reflect important, meaningful, and relevant thinking that requires critical thinking.</u>
<b><u>2. Alignment to Grade-Level Standards</u></b>	<u>Instructional outcomes do not reflect grade-level standards.</u>	<u>Instructional outcomes partially reflect grade-level standards.</u>	<u>Instructional outcomes mostly reflect grade-level standards.</u>	<u>Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.</u>
<b><u>3. Clarity of Purpose</u></b>	<u>Instructional outcomes are unclear or stated as activities.</u>	<u>Instructional outcomes are somewhat clear and partially describe what students will learn.</u>	<u>Instructional outcomes mostly are mostly clear and specific, likely to ensure that students understand what they will learn and how.</u>	<u>Instructional outcomes are uniformly clear and specific and support students to extend their learning.</u>
<b><u>4. Integration of Multiple Aspects of Student Development</u></b>	<u>Instructional outcomes do not reflect a range of purposes.</u>	<u>Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.</u>	<u>Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social-emotional, and character development goals.</u>	<u>Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.</u>
<b><u>Component 1d: Using Resources Effectively</u></b>				
<b><u>LEVEL OF PERFORMANCE</u></b>				

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Instructional Materials</b>	When instructional materials are provided, the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.	When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.  When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning.	When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum.  When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials.	When instructional materials are provided, the teacher uses them with wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.  When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning, and development, and deep intellectual engagement.
<b>2. Technology and Digital Resources</b>	The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may primarily use them as substitute for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement ( *and/or ) personalized instructional pathways for student learning and development.
<b>3. Supports for Students</b>	The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and support aligned to the individual student needs to students.	The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promoted student agency and increased efficacy in utilizing resources to support their own learning and development.
<b>Component 1c: Planning Coherent Instruction</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Tasks and Activities</b>	Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. Tasks appropriately support the gradual-lease of responsibility.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
<b>Flexible Learning</b>	There is only one single approach or activity	There are multiple ways for students to learn the content and	Multiple strategies and approaches are tailored to the needs of various	Lessons provide opportunities for students to engage beyond the

	<u>planned for students to learn the content.</u>	<u>a variety of strategies are used with some success during the lesson.</u>	<u>students to accelerate and support their success.</u>	<u>content of the lesson; and, when appropriate, the teacher works with student to co-design learning experiences.</u>
<b>3. Student Collaboration</b>	<u>Student groups are not used or do not support learning.</u>	<u>Students are in groups that are partially appropriate to the learning activities or goals.</u>	<u>Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.</u>	<u>Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.</u>
<b>4. Structure and Flow</b>	<u>Plans for learning are not well structured or sequences.</u>	<u>Plans for learning are partially well-structured but may not be realistic about time expectations.</u>	<u>Plans for learning are well structured and have a flow that allows for student learning and reflection.</u>	<u>Plans for learning are well structures and have a flow that supports student autonomy in the learning process.</u>

**Component 1f: Designing and Analyzing Assessments**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Congruence with Instructional Outcomes</b>	<u>Assessments are not aligned to the instructional outcomes.</u>	<u>Assessments are partially aligned to instructional outcomes but may not assess them completely.</u>	<u>Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings.</u>	<u>Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.</u>
<b>2. Criteria and Standards</b>	<u>Assessment lacks criteria by which student performance can be accurately assessed.</u>	<u>Assessment criteria and standards have been developed, but they are unclear or too vague.</u>	<u>Assessment criteria and standards are established, clear, and fully understood by students.</u>	<u>Assessment criteria and standards are clear, and students have contributed to their development.</u>
<b>Planning Formative Assessments</b>	<u>There are no formative assessments planned.</u>	<u>Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson.</u>	<u>Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustment based on formative assessment data.</u>	<u>Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance.</u>
<b>4. Analysis and Application</b>	<u>Assessments results are not relevant or used for future planning.</u>	<u>Assessment results are used in future planning for some students, groups of students, or the class as a whole.</u>	<u>Assessment results from prior lessons and units are a key tool used by the teacher in planning future instruction.</u>	<u>Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.</u>

**DOMAIN 2: LEARNING ENVIRONMENTS**

**Component 2a: Cultivating Respectful and Affirming Environments**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Cultivating Respectful and Affirming Environments</b>	<u>Classroom interactions, both between the teacher and students and among students, are frequently negative.</u>	<u>Classroom interactions, both between the teacher and students and</u>	<u>Classroom interactions, both between the teacher and students and among students,</u>	<u>Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and</u>

	<u>uncaring, inappropriate, or insensitive to students' identities and developmental levels.</u>	<u>among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.</u>	<u>demonstrate caring and respect that honors students' identities, race, and cultural background.</u>	<u>critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.</u>
<b>2. Positive Relationships</b>	<u>Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and development levels.</u>	<u>Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but from a foundation of positive relationships to develop.</u>	<u>Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.</u>	<u>Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.</u>
<b>3. Sense of Belonging</b>	<u>Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.</u>	<u>Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.</u>	<u>Verbal and nonverbal communication indicates most students participate in a class community that reflects their collective identity while honoring individual variations.</u>	<u>Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.</u>
<b>4. Cultural Responsiveness</b>	<u>Learning environments do not reflect the individual racial and cultural identities of students.</u>	<u>Learning environments reflect and honor some elements of students' individual and shared cultural identities.</u>	<u>Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.</u>	<u>Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at plan in the environment.</u>
<b>5. Positive Conflict Resolution</b>	<u>Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.</u>	<u>Conflict and disrespectful interactions are addressed by the teacher, with uneven results.</u>	<u>A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.</u>	<u>Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.</u>

**Component 2b: Fostering a Culture for Learning**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Purpose and Motivation</b>	<u>There is little or no sense of purpose for the work or the reasons for doing it are external demands.</u>	<u>The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.</u>	<u>The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.</u>	<u>The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students.</u>
<b>2. Dispositions for Learning</b>	<u>Student curiosity is ignored or discouraged; students are not asked to think critically or reason and reflect.</u>	<u>Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged.</u>	<u>Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed.</u>	<u>Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development.</u>

<b><u>3. Student Agency and Pride in Work</u></b>	Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
<b><u>4. Support and Perseverance</u></b>	The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the content.	Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	Students encourage one another to persevere and use strategies to support each other through challenging work.

<b>Component 2c: Maintaining Purposeful Environments</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b><u>1. Productive Collaboration</u></b>	Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs.
<b><u>2. Student Autonomy and Responsibility</u></b>	Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility.	Routines and procedures allow students to operate autonomously and take responsibility of their learning.	Students take responsibility for routines and procedures and take initiatives to suggest adjustments that would further develop their learning and development.
<b><u>3. Equitable Access to Resources and Supports</u></b>	Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
<b><u>4. Non-Instructional Tasks</u></b>	Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Non-instructional tasks are completed seamlessly with no loss of instructional time.

<b>Component 2d: Supporting Positive Student Behavior</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b><u>Expectations for the Learning Community</u></b>	There are no clear expectations and/or negative behavior is not addressed.	There are expectations established to promote positive behavior but with uneven success/.	Expectations have been established and agreed upon.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
<b><u>Modeling and Teaching Habits of</u></b>	There is no explicit modeling or teaching of habits of character.	Habits of character are modeled or taught but with uneven success.	Habits of character are modeled, explicitly taught, and reinforced to	Students take initiative explicitly discussing and reinforcing habits of character

<u>character</u>			<u>promote learning, ethical behavior, and citizenship.</u>	<u>that contribute to a safe and productive environment.</u>
<u>Self-monitoring and Collective Responsibility</u>	<u>Students take no responsibility for their own behavior and do not display awareness of their impact on others.</u>	<u>The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.</u>	<u>Students successfully monitor their own behavior and attend to their impact on other students.</u>	<u>Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.</u>

**Component 2c: Organizing Spaces for Learning**

**LEVEL OF PERFORMANCE**

<u>ELEMENT</u>	<u>UNSATISFACTORY</u>	<u>EMERGING</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
<u>1. Safety and Accessibility</u>	<u>The space endangers student safety or is not accessible to all students.</u>	<u>The space is generally safe and accessible with some issues that need to be addressed.</u>	<u>The space is safe and accessible to all students.</u>	<u>Modifications are made to the environment as necessary to accommodate individual needs.</u>
<u>2. Design for Learning and Development</u>	<u>The design of the space is an impediment to learning and development.</u>	<u>The design of the space in not an impediment to learning but does not enhance it.</u>	<u>The design of the space supports student learning and development and it appropriate for the goals and activities.</u>	<u>The design of the space optimizes learning and development and is appropriately adjusted to align to goals and activities.</u>
<u>3. Co-creation and Shared Ownership</u>	<u>Students do not help create or arrange the space for learning and demonstrate little pride or ownership in the space.</u>	<u>Students have some voice in creating the space and demonstrate some ownership of it.</u>	<u>Students have a voice in creating the space and demonstrate shared ownership of it.</u>	<u>Students take initiative in designing the space, demonstrate a sense of pride and ownership, and adjust the space as necessary to create a more beautiful and/or enjoyable environment.</u>

**DOMAIN 3: LEARNING EXPERIENCES**

**Component 3a: Communicating about Purpose and Content**

**LEVEL OF PERFORMANCE**

<u>ELEMENT</u>	<u>UNSATISFACTORY</u>	<u>EMERGING</u>	<u>PROFICIENT</u>	<u>DISTINGUISHED</u>
<u>1. Purpose for Learning and Success</u>	<u>The teacher does not convey to students what they will be learning.</u>	<u>The teacher partially explains the purpose of the learning but with little elaboration or specificity. (what about what they will be learning?)</u>	<u>The teacher clearly explains what students will be learning and why, how it is situated in the broader purpose, how they will learn it, and what success looks like.</u>	<u>Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.</u>
<u>2. Specific Expectations</u>	<u>The teacher's unclear or incomplete explanation of the learning activities hinders student engagement.</u>	<u>Expectations for the learning activities are somewhat clear to students.</u>	<u>The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.</u>	<u>The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or purposes for learning.</u>
<u>3. Explanations of Content</u>	<u>Teacher makes significant errors or fails to provide clear explanations, affecting student understanding of the content.</u>	<u>The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite</u>	<u>The teacher explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of the students; content is</u>	<u>Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking.</u>

		<u>minimal participation or engagement by students.</u>	<u>explained in multiple engaging ways to support conceptual understanding.</u>	<u>curiosity, and understanding of purpose and relevance.</u>
<b><u>4. Use of Academic Language</u></b>	<u>The teacher's communications include incorrect or imprecise use of academic language.</u>	<u>The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.</u>	<u>The teacher's content specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.</u>	<u>Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.</u> -

**Component 3b: Using Questioning and Discussion Techniques**

**LEVEL OF PERFORMANCE**

<b><u>ELEMENT</u></b>	<b><u>UNSATISFACTORY</u></b>	<b><u>EMERGING</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DISTINGUISHED</u></b>
<b><u>1. Critical Thinking and Deeper Learning</u></b>	<u>Questioning and discussions do not invite student thinking, are of low cognitive challenge, and often has a single correct response.</u>	<u>The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.</u>	<u>Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.</u>	<u>Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.</u>
<b><u>2. Reasoning and Reflection</u></b>	<u>Questioning and discussion do not invite or require students to explain their thinking.</u>	<u>Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.</u>	<u>Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.</u>	<u>Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.</u>
<b><u>Student Participation</u></b>	<u>Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.</u>	<u>The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.</u>	<u>The teacher successfully engages students in discussion; students actively participate and ask questions of one another.</u>	<u>Students formulate questions, initiate discussions, and assume responsibility for ensuring that all voices are heard.</u>

**Component 3c: Engaging Students in Learning**

**LEVEL OF PERFORMANCE**

<b><u>ELEMENT</u></b>	<b><u>UNSATISFACTORY</u></b>	<b><u>EMERGING</u></b>	<b><u>PROFICIENT</u></b>	<b><u>DISTINGUISHED</u></b>
<b><u>1. Rich Learning Experiences</u></b>	<u>Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.</u>	<u>Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.</u>	<u>All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.</u>	<u>Through choices provided by the teacher or their own initiatives, students modify learning tasks to make them more meaningful or challenging.</u>
<b><u>2. Collaboration and Teamwork</u></b>	<u>Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.</u>	<u>Students collaborated during the lesson in ways that are mostly suitable to the activities and outcomes and partially</u>	<u>Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically</u>	<u>Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on</u>

		<u>support learning for each student; they work well together during group activities.</u>	<u>arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.</u>	<u>making their learning more engaging and meaningful.</u>
<b>3. Use of Instructional Materials and Resources</b>	<u>Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitable and available.</u>	<u>Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.</u>	<u>Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.</u>	<u>Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.</u>
<b>4. Opportunities for Thinking and Reflection</b>	<u>The pace of the lesson is too slow or too rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.</u>	<u>The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.</u>	<u>The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.</u>	<u>Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection (and processing); they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.</u>

<b>Component 3d: Using Assessments for Learning</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Clear Standards for Success</b>	<u>The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.</u>	<u>Students partially understand how they will know they are not progressing successfully and how their work will be evaluated.</u>	<u>The standards of high-quality work and success are clear to students and provide opportunities for self-assessment.</u>	<u>Students and those that support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.</u>
<b>2. Monitoring of Student Understanding</b>	<u>The teacher does not determine whether students are progressing toward mastery of the goals and provides no opportunities for students to monitor their own progress.</u>	<u>The teacher's attempts to monitor student understanding and support self-assessment are limited or partially effective.</u>	<u>The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress towards goals.</u>	<u>Students take the initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.</u>
<b>3. Timely, Constructive Feedback</b>	<u>Students receive no feedback or the only feedback given is global or for only a few students.</u>	<u>The teacher provides some feedback, but the feedback is unclear or not oriented toward</u>	<u>Students receive timely, constructive feedback from the teacher or others that advances learning.</u>	<u>Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.</u>

		<u>improvement or mastery.</u>		
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<b>Component 3e: Responding Flexibly to Student Needs</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Evidence-Based Adjustments</b>	The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher.
<b>Receptiveness and Responsiveness</b>	The teacher brushes aside or does not fully address students' questions or difficulties.	Teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take their initiative to pursue them on their own, with their peers, or with the support of the teacher and others in the school and beyond.
<b>Determination and Persistence</b>	The teacher does not convey a level of responsibility for student learning and success or is uncertain about assisting students.	The teacher conveys responsibility and commits to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.

**DOMAIN 4: PRINCIPLED TEACHING**

<b>Component 4a: Engaging in Reflective Practice</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Self-Assessment Teaching</b>	The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
<b>Analysis and Discovery</b>	The teacher does not or is unable to analyze their impact on student success and/or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindset or beliefs, and/or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing improvement for students who need it the most.
<b>Application and Continuous</b>	The teacher does not plan for or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that	Based on reflection, the teacher considers multiple paths forward;	Based on reflection, the teacher focuses on the best course of action for student success.

<u>Improvement</u>		<u>will better support student learning and development.</u>	<u>communicates a commitment to the success of all students; and plans, practices, and implements improvements.</u>	<u>demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect on and analyze the results.</u>
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**Component 4b: Documenting Student Progress**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Student Progress Toward Mastery</b>	The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress toward mastery but is not comprehensive or may not be useful to students and those who support them.	There is a clear system for tracking progress toward mastery and the teacher communicates understandable and useful information to students and those who support them.	Students are consistently aware of their own progress toward mastery of their goals; they are able to identify, reflect on, and discuss their strengths and needs based on clear evidence of progress.
<b>2. Shared Ownership</b>	The teacher does not engage students or those who support them in setting, understanding, or monitoring progress towards goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full partners in setting goals, monitoring progress, and evaluating and celebrating success.
<b>3. Maintaining Reliable Records</b>	The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

**Component 4c: Engaging Families and Communities**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Respect and Cultural Competence</b>	The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, student, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
<b>2. Community Values</b>	The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributions to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
<b>3. Instructional Program</b>	Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or	The teacher frequently shares accessible, informative updates about the standards, curriculum,	The teacher partners with families to ensure that everyone who supports students understands the

		<u>learning expectations: the information is limited, inaccessible, or incomplete.</u>	<u>and/or learning expectations and seeks input from families.</u>	<u>instructional program and has opportunities to engage thoughtfully in its development.</u>
<b>4. Engagement in Learning Experiences</b>	<u>The teacher provides no opportunities for families to engage in learning experiences with students.</u>	<u>The teacher invites families to engage in learning experiences with students but with limited success.</u>	<u>The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.</u>	<u>The teacher views and incorporates families as essential partners in learning experiences.</u>

<b>Component 4d: Contributing to School Community and Culture</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Relational Trust and Collaborative Spirit</b>	<u>The teacher's relationships with colleagues are characterized by negativity and combativeness.</u>	<u>The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.</u>	<u>The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.</u>	<u>The teacher actively builds relational trust with colleagues and models collaboration focused on student success.</u>
<b>Culture of Inquiry and Innovation</b>	<u>The teacher avoids activities promoting professional inquiry or only participates when required making few or negative contributions.</u>	<u>The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.</u>	<u>The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.</u>	<u>The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.</u>
<b>3. Service to the School</b>	<u>The teacher avoids involvement in school events, projects, and initiatives.</u>	<u>The teacher participates in school events, projects, and initiatives as expected.</u>	<u>The teacher makes substantial contributions to school events, projects, and initiatives.</u>	<u>The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.</u>

<b>Component 4e: Growing and Developing Professionally</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1. Curiosity and Autonomy</b>	<u>The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.</u>	<u>The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.</u>	<u>The teacher regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.</u>	<u>The teacher takes a leadership role in the school, directing their own and other's learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.</u>
<b>2. Developing Cultural Competence</b>	<u>The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.</u>	<u>The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work</u>	<u>The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.</u>	<u>The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that</u>

		<u>necessary to become more culturally competent.</u>		<u>value differences and address inequities.</u>
<b>3. Enhancing Knowledge and Skills</b>	The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative in deepening content knowledge and understanding the curriculum individually and in collaboration with peers.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
<b>4. Seeking and Acting on Feedback</b>	The teacher resists discussing feedback on their practices or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

**Component 4f: Acting in Service of Students**

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
<b>1. Acting with Care, Honesty, and Integrity</b>	The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
<b>2. Ethical Decision-Making</b>	The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
<b>3. Advocacy</b>	The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular to comply with policy.	The teacher serves as a model of advocacy for students and acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

**Component 4g: Adherence to the Professional Practices Criteria (Code of Conduct) adopted by the Nebraska Board of Education and Promulgated in Rule 27**

LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	EMERGING	PROFICIENT	DISTINGUISHED
<b>1. Professional Practices Criteria</b>	Teacher's conduct violates the Professional Practices Criteria.	Teacher is not in technical violation of Professional Practices Criteria, but struggles to exhibit the necessary behaviors expected of professional educators.	Teacher is aware of and behaves consistent with the Professional Practices Criteria.	Teacher is highly proactive in modeling the Professional Practices Criteria and mentors educators in the development of professional practices. Actively advocates for the role of educators and education in society.

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 DOMAIN 1: PLANNING AND PREPARATION  
 Component 1a: Demonstrating Knowledge of Content and Pedagogy  
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NDE Approval 10/3/06

Policy No. 4150A

Reviewed: Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022; [Revised Oct. 9, 2023](#)

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3181 Head Start Cost Allocation Plan

Plattsmouth Community Schools

**HEAD START COST ALLOCATION PLAN**

CERTIFICATE OF COST ALLOCATION PLAN

This is to certify that I have reviewed the cost allocation plan submitted herewith and to the best of my knowledge and belief:

This cost allocation plan has been prepared and implemented to allocate costs in accordance with the requirements of Generally Accepted Accounting Principles and 2 CFR Part 225 and 45 CFR Part 92 “Cost Principles for State and Local Governments.”

All costs included in this proposal are properly allocable to Federal awards on the basis of a beneficial or causal relationship between the expenses incurred and the agreements to which they are allocated in accordance with applicable requirements. Similar types of costs have been accounted for consistently and the State will be notified of any accounting changes that would affect the calculations.

I declare that the foregoing is true and correct.

\_\_\_\_\_  
Executive Director (Signature)

\_\_\_\_\_(Signature)

\_\_\_\_\_(Signature)

Date of Execution:

Plattsmouth Community Schools  
Cost Allocation Plan

## Purpose/General Statements

The purpose of this cost allocation plan is to summarize, in writing, the methods and procedures that this organization will use to allocate costs to various programs, grants, contracts and agreements.

Plattsmouth Community Schools' Cost Allocation Plan is based on the Direct Allocation method described in \*\* Part 200 of the Super Circular, [2 CFR Part 225](#) and [45 CFR Part 92](#). The Direct Allocation Method treats all costs as direct costs except general administration and general expenses.

Direct costs are those that can be identified specifically with a particular final cost objective. Indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective.

Only costs that are allowable, in accordance with the cost principles, will be allocated to benefiting programs by Plattsmouth Community Schools.

## General Approach

The general approach of the Plattsmouth Community Schools in allocating costs to particular grants and contracts is as follows:

- A. All allowable direct costs are charged directly to programs, grants, activity, etc.
- B. Allowable direct costs that can be identified to more than one program are prorated individually as direct costs using a base most appropriate to the particular cost being prorated.

C. All other allowable general and administrative costs (costs that benefit all programs and cannot be identified to a specific program) are allocated to programs, grants, etc. using a base that results in an equitable distribution.

**Definition of Costs**

**Allocable Costs:** A cost is allocable to a particular cost objective, such as a grant, contract, project, service or other activity, in accordance with the relative benefits received. A cost is allocable to a Federal award if it is treated consistently with other costs incurred for the same purpose in like circumstances as defined further in \*\* Part 200, Super Circular, [2 CFR Part 225](#) and [45 CFR Part 92](#) “Cost Principles for State and Local Governments.”. The same definition is applied to any other funding sources.

**Reasonable Costs:** A cost is reasonable if, in its nature or amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The question of reasonableness of specific costs must be scrutinized with particular care in connection with organizations or separate divisions thereof which received the preponderance of their support from awards made by Federal agencies. In determining the reasonableness of a given cost, consideration shall be given to whether the purchase is necessary, meets acceptable sound business practices, complies with Federal and state law and maintains arms length. In compliance with \*\* Part 200, Super Circular, [2 CFR Part 225](#) and [45 CFR Part 92](#) “Cost Principles for State and Local Governments”.

**Allowable Costs:**

<b>Grant funds may be used for</b>	<b>Under the following Circumstances</b>
Conference services	Necessary recording of proceedings, simultaneous translation, and subsequent transcriptions.

Consultant services	Consultant fees, including travel and supporting costs (per diem or, where applicable, subsistence).
Equipment rental	Rental of necessary equipment.
Federal employees	See "Requirements for Specific Types of Recipients—Grants to Federal Institutions and Payments to (or on Behalf of) Federal Employees under Grants."
Meals	When certain meals are an integral and necessary part of a conference (i.e., a working meal where business is transacted), grant funds may be used for such meals, as qualified under "Travel".
Publication costs	When grant funds are awarded to pay for either the entire or partial cost of publication of proceedings or a book or pamphlet, costs of special plates, charts, diagrams, printing, distribution, mailing, postage, and general handling, unless otherwise specified in the NoA.
Registration fees	Registration fees paid by the recipient to other organizations on behalf of attendees provided such fees cover only those allowable costs properly chargeable to the grant.
Salaries	In accordance with the policy of the recipient, all or part of the salaries of professional personnel, clerical assistants, editorial assistants, and other non-professional staff in proportion to the time or effort directly related to the conference.
Speakers' fees	Speakers' fees for services rendered.
Supplies	Purchase of supplies for the conference if the supplies are received and used during the project period.

Travel	<p>Travel of staff, speakers, participants, and attendees, if identified in the application and approved at the time of award. Travel expenses for employees of the recipient are governed by the recipient's travel policies, consistently applied regardless of the source of funds. Any U.S. foreign travel restrictions that are in effect at the time of the award will be followed, such as</p> <ul style="list-style-type: none"> <li>· limitations or restrictions on countries to which travel will be supported or budgetary or</li> <li>· other limitations on availability of funds for foreign travel</li> </ul> <p>Proposed per diem or subsistence allowances must be reasonable and limited to the days of attendance at the conference plus the actual travel time to reach the conference location by the most direct route. Local mileage costs only may be paid for local participants. Where meals and/or lodgings are furnished without charge or at a nominal cost (e.g., as part of the registration fee), the proposed per diem or subsistence allowance must take this into consideration. Transportation costs for attendees and participants at the conference may not exceed coach class fares. In all cases, U.S. flag carriers will be used where possible.</p>
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**Direct Costs:** Direct costs are those that can be identified specifically with a particular final cost objective, i.e. a particular award, project, service, or other direct activity of an organization. However, a cost may not be assigned to an award as a direct cost if any other cost incurred for the same purpose, in like circumstance, has been allocated to an award as an indirect cost. Costs identified specifically with awards are direct costs of the awards and are to be assigned directly thereto. Costs identified specifically with other final cost objectives of the organization are direct costs of those cost objectives and are not to be assigned to other awards directly or indirectly in compliance with , Part 200, Super Circular, [2 CFR Part 225](#) and [45 CFR Part 92](#) “Cost Principles for State and Local Governments.”

**Cost Allocation Percentages:** As referred to herein, the Head Start Director, Executive Director and Fiscal Officer will meet annually, in August, to review the number of Head Start students as compared to other students being served in the Plattsburgh Early Childhood Center. This percentage will then be applied to the cost allocations described in this document. If the percentages do not increase or decrease by more than 10%, the allocation percentages will remain the same. If they do increase or decrease by more than 10%, the allocation percentages will be adjusted for that year.

**Administration:** For Indirect Cost Purposes administration shall include the Executive Director, the Business Manager, maintenance personnel, and the technology department.

## Allocation of Costs

The following information summarizes the procedures that will be used by the Plattsmouth Community Schools:

**Compensation for Personnel Services of Head Start Director and other support personnel, including the education coordinator** - Documented with Personal Activity Reports (PAR's) showing time distribution for all employees and allocated based on actual time spent on each program or grant. Salaries and wages are charged directly to the program for which work has been done. Costs that benefit more than one program will be allocated to those programs based on the ratio of children enrolled for Head Start to the total number of children enrolled in Plattsmouth Community Schools' Early Childhood programs. Fringe benefits including FICA, Nebraska School Retirement, health insurance, sick leave, and other fringe benefits are also allocated in the same manner as salaries and wages.

**Compensation for Family Service Advocates is charged off as a direct cost to the Head Start grant.**

**Compensation for Teaching Staff, nurse, office assistants and paraprofessionals**— Teachers and support staff in the Plattsmouth Early Childhood Center are required to submit semi-annual certifications detailing their duties for each semester. The cost allocation percentages are used to calculate salary and benefit costs to each program being served. The Head Start classroom at Conestoga Schools includes only Head Start students, and the personnel costs are charged directly to the Head Start program.

**Travel Costs** are allocated based on purpose of travel. All travel costs (local and out-of-town) are charged directly to the program for which the travel was incurred. In the case of dual or multiple purpose trips, the costs are split proportionately based on review of cost allocation percentages (number of children enrolled in Head Start compared with number of children enrolled in other early childhood programs).

**Professional Services Costs** (such as consultants) are allocated to the program benefiting from the service. All professional service costs are charged directly to the program for which the service was incurred. Costs that benefit all programs will be allocated by the cost allocation percentages established by the Head Start Director and Fiscal Officer. Accounting and auditing services determined using the same cost allocation analysis.

**Office Supplies and Postage** – Postage costs are an in kind contribution by the school district to the early childhood program, based on the cost allocation percentages. Supplies used for a specific program will be charged directly to that program. Supplies used for multiple programs will be allocated using the cost allocation percentages in place.

**Equipment** – Plattsmouth Community Schools depreciates equipment when the initial acquisition cost exceeds \$5,000. Items below \$5,000 are reflected in the supplies categories and are expensed either as a direct cost to each program, if applicable, or allocated using the cost allocation percentages.

**Printing** (including supplies, maintenance and repair) – The copier lease and maintenance agreement costs at the early childhood center are allocated costs, using the allocation percentages to determine costs attributed to each program utilizing the copier.

**Insurance** – Liability, workers comp and automobile insurance is also a non-federal contribution to the early childhood programs, using square footage of the building and appropriate usage of each space as a basis for determination of the non-federal share as it relates to buildings and contents, and enrollment as the allocation basis for student liability.

**Telephone/Communications** – Costs are allocated to programs based on employee counts in each program housed in the early childhood center. Twenty-five percent of the Head Start share of phone costs are allocated to Head Start Administration based on past usage history. This percentage is reviewed annually and adjusted as appropriate. One cell phone is used exclusively for the extended care program, which will be a tuition based program beginning in August, 2017. The cost for that cell phone will be charged off against the tuition payments received for that program.

**Facilities Expenses** - Use of the Conestoga Head Start location is a non-federal contribution to the Head Start program, based on a rental agreement with the Conestoga Public Schools, as well as an appraisal done on the space. The Plattsmouth Early Childhood center is also an in kind contribution to the early childhood program, but is not included in the non-Federal share. Utility costs are charged based square footage of each space according to the program occupying said space. In integrated classrooms, the student allocation percentages are used to determine appropriate cost. Administrative cost for facilities is determined to be 5% based on the square footage on the building used exclusively for administrative office spaces.

**Training/Conferences/Seminars** – Allocated to the program benefiting from the training, conferences or seminars as a direct expense. In the case of dual or multiple purpose trips, the costs are split based on the cost allocation percentages among the programs for which the travel was necessary.

**Other Costs** (including dues, licenses, fees, etc.) - Any expenses that can not be direct charged will be allocated based on the cost allocation percentages as established.

**Administration Costs** – Administration costs include a percentage of the salary and benefits of the Plattsmouth Early Childhood Center director and Administrative Assistants, based on the cost allocation percentages. Services of the Executive Director, the Business Manager, maintenance and technology personnel are considered administrative costs and are part of the non-federal contribution to Head Start.

**Unallowable Costs** – Costs that are unallowable in accordance with **OMB Circular A-122**, including alcoholic beverages, bad debts, advertising for non-allowable purposes, contributions, entertainment, fines and penalties will not be paid out of grant funds.

**Head Start/Early Head Start:** In addition to the allocation percentages discussed herein, the costs allocated to the Head Start program are further allocated within Head Start and Early Head Start programs. Direct costs for both Early Head Start and Head Start are charged if the supply or service is determined to be directly related to each program. If a service or supply is to be used by both programs, further allocation is performed based on the number of children being served in Head Start versus the number of children being served in Early Head Start.

## Board of Education Approval & Review

The Cost Allocation Plan has been specifically submitted to the Board of Education for review and approval in its entirety. The Board of Education has approved the cost allocation methods and practices the administrative staff developed and implemented. The Board of Education shall review the Cost Allocation Plan annually.

Adopted: September 10, 2012

Reviewed: Apr. 8, 2013, May 12, 2014, May 11, 2015, May 9, 2016, May 8 2017,

Revised: Sept. 11, 2017

Reviewed: May 14, 2018, May 13, 2019, June 8, 2020, June 14, 2021



**Plattsmouth Community School District Central Office**  
**1912 Old Hwy. 34**  
**Plattsmouth, Ne 68048**  
Dr. Richard E. Hasty, Superintendent  
Dr. Cherie Larson, Director of Instructional Services  
Mrs. Juli Beck, Director of Early Childhood/Head Start  
**Phone: (402) 296-3361 Fax: (402) 296-2667**

*Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.*

**07CH010755**

**Head Start/Early Head Start Continuation Grant Application**  
**For 01/01/2024 to 12/31/2024**

**Plattsmouth Community Schools/Cass County Head Start**  
**Board of Education Approval**

The Plattsmouth Community Schools Board of Education will approve the Head Start/Early Head Start Non-competing New grant application for Fiscal Year 2024 at the Sept. 11, 2023 Board of Education Meeting..

FY2024 Head Start Program Operations Total Amount	\$1,129,371
FY2024 Head Start Training & Technical Assistance Total Amount	\$ 15,064
FY202 Non-Federal Share Amount	\$ 286,035
FY2024 Early Head Start Program Operations Total Amount	\$ 176,759
FY2024 Early Head Start Training & Technical Assistance Total Amount	\$ 3,318
FY2024 Non-Federal Share Amount	\$ 45,012
<b>FY2024 Total Funding</b>	<b>\$1,655,559</b>

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Board of Education Chairperson/Representative

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Date

NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE & ORGANIZATION SERVICES  
500 S. 84th St., 2nd Floor  
PO Box 94987  
Lincoln, NE 68510-2611

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**2023/24** Indirect Cost Rates For:

PLATTSMOUTH COMMUNITY SCHOOLS ( 13-0001-000)

**Restricted Indirect Cost Rate 2.8995 %**

**Non-Restricted Indirect Cost Rate 10.9437 %**

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These rates have been calculated using information from the 2021/22 Annual Financial Report for use during the 2023/24 school year in accordance with an Indirect Cost Allocation Plan which was approved by the U.S. Department of Education.

If you have any questions concerning School District Indirect Cost Rates and how they are to be used, please contact Michelle Cartwright at [michelle.cartwright@nebraska.gov](mailto:michelle.cartwright@nebraska.gov) or Stephanie DeGroot at [stephanie.degroot@nebraska.gov](mailto:stephanie.degroot@nebraska.gov)

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Board of Education/Representative

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Date