

Board of Education Regular Meeting  
Monday, July 13, 2015 7:00 PM  
Shelby-Rising City HS Band Room  
650 N. Walnut  
Shelby, NE 68662-0218

1. Call to Order
2. Pledge of Allegiance
3. Announce Open Meeting Act Posting and Location
4. Recognition of Visitors  
During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board will amend the agenda to include Public Comments. Each speaker will be limited to 5 minutes during that time.
5. Approval of Agenda
6. Consent Agenda
  - 6.1. Minutes
  - 6.2. Treasurers Report
  - 6.3. Renovation/Expansion Expenditures
7. Administrative Reports
  - 7.1. Superintendents Report
8. Old Business
  - 8.1. Maintenance/Facilities/Transportation Report
  - 8.2. Board/Committee Reports
    - 8.2.1. Building and Grounds
  - 8.3. Second Reading of Board Policy Changes (Group 1) for 2015-2016
9. New Business
  - 9.1. First Reading of Board Policy Changes (Group 2) for 2015-2016

- 9.2. Approval of Handbooks for 2015-2016
- 9.3. Substitute Proposal for 2015-2016
- 9.4. Discussion of Proposed Teacher Evaluation Instrument
- 9.5. Meal Program Prices for 2015-2016
- 9.6. Annual Policy Review  
Board Review of Student Fee (504.19), Bullying Prevention (504.20), and Parental Involvement (1005.03) Policies per legislative requirement.
10. Set Dates
11. Adjournment

## Notice of Meeting

Notice is hereby given that a meeting of the Board of Education of the School District of Shelby-Rising City, in the Counties of Polk and Butler, in the State of Nebraska, Shelby-Rising City School District No. 32 of Polk County, Nebraska, will be held at 7:00 p.m. on the 13th day of July, 2015, at Shelby-Rising City High

School Band Room, which meeting will be open to the public.

An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent.

**Chip Kay, Superintendent**

## Notice of Meeting

Notice is hereby given that a meeting of the Board of Education of the School District of Shelby-Rising City, in the Counties of Polk and Butler, in the State of Nebraska, Shelby-Rising City School District No. 32 of Polk County, Nebraska, will be held at 7:00 p.m. on the 13th day of July, 2015, at Shelby-Rising City High

School Band Room, which meeting will be open to the public.

An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent.

**Chip Kay, Superintendent**

**Board of Education Regular Meeting**  
Shelby-Rising City School Band Room

DRAFT OF MEETING MINUTES FOR June 15, 2015 SCHOOL BOARD MEETING

**I. Call to Order**

**Motion Passed:** Call meeting to order at 12:05PM passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**II. Pledge of Allegiance**

**III. Announce Open Meeting Act Posting and Location**

**IV. Recognition of Visitors**

**V. Approval of Agenda**

**Motion Passed:** Motion to approve agenda as presented passed with a motion by Geoffrey Ruth and a second by Chris Whitmore.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**VI. Consent Agenda**

**Motion Passed:** Motion to approve Consent Agenda passed with a motion by Geoffrey Ruth and a second by Mrs. Jennifer Belt.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**VI.A. Minutes**

**VI.B. Treasurers Report**

**VI.C. Expansion/Renovation Project**

**VII. Administrative Reports**

**VII.A. Athletic Director/Activities Director Report**

**VII.B. Elementary Principals Report**

**VII.C. Middle School Principals Report**

**VII.D. High School Principals Report**

**VII.E. Superintendents Report**

**VIII. Old Business**

**VIII.A. Maintenance/Facilities/Transportation/Tech Reports**

**VIII.B. Board/Committee Report**

**VIII.B.1. Building/Grounds Update**

**IX. New Business**

**IX.A. Discuss and take necessary action on Phase 1B Bids**

**Discussion:**

A list of all bids for Phase 1B from all providers was reviewed and assembled by BD Construction. Those bids were then presented to the board and discussion took place on the path moving forward with Phase 1B. Concrete Bid: L & L Concrete & Construction is the apparent low bidder at \$163,111 Masonry: BD Construction is the apparent low bidder at \$19,730 Carpentry: BD Construction is the apparent low bidder at \$148,990 Fencing: American Fence is the apparent low bidder at \$37,249.29 Specialties: EPCO is the apparent low bidder at \$9261.00 Coiling Doors: Overhead Door Co. is the apparent low bidder at \$7,125.00 Doors and Hardware: Midwest Door & Hardware is the apparent low bidder at \$11,664.00 Sealants: BD Construction is the apparent low bidder at \$12,700.00

**Motion Passed:** Motion to approve the low bids submitted in Bid Package 1B as presented to the board passed with a motion by Heath Vrbka and a second by Chris Whitmore.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**IX.B. Discuss and take necessary action on Board Policy revisions**

**Motion Passed:** Motion to approve the first reading of proposed Board Policy Revisions 0604.01, 0605.01, 0611.05 Option A, 0611.05 Option B, 0611.06, 0611.07 passed with a motion by Geoffrey Ruth and a second by Chris Whitmore.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**IX.C. Adoption of new math textbooks**

**Motion Passed:** Motion to purchase new Algebra 1 math textbooks passed with a motion by Geoffrey Ruth and a second by Heath Vrbka.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**IX.D. Surplus Equipment**

**Motion Passed:** Motion to approve the Surplus Equipment notice passed with a motion by Chris Whitmore and a second by Mrs. Jennifer Belt.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**IX.E. Discuss and take necessary action on new bleachers**

**Motion Passed:** Motion to approve the bid from Front Runner Fab Inc. of \$34,000 for new additional bleachers to be added to the current bleacher system. passed with a motion by Roy Houdersheldt and a second by Chris Whitmore.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**IX.F. Discuss and take necessary action on bleacher relocation**

**Motion Passed:** Motion to approve the bid from Front Runner Fab Inc. of \$16,000 for the relocation of the current bleachers to the new athletic field. passed with a motion by Heath Vrbka and a second by Mrs. Jennifer Belt.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**X. Set Dates**

Discussion:

July Board of Education Meeting: July 13th, 2015 at 7:00pm Shelby Band Room

**XI. Adjournment**

**Motion Passed:** Motion to adjourn at 1:20 PM passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**GEOFF RUTH**

School Board Secretary

**Board of Education Special Meeting**  
Shelby-Rising City School Band Room

DRAFT OF MEETING MINUTES FOR June 24, 2015 SCHOOL BOARD MEETING

**I. Call to Order**

**Motion Passed:** Call meeting to order @ 12:03pm. passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Absent
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**Motion Passed:** Motion to excuse Roy Houdersheldt passed with a motion by Chris Whitmore and a second by Heath Vrbka.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Absent
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**II. Pledge of Allegiance**

**Motion Passed:** Call meeting to order @ 12:03pm. passed with a motion by Jeff Kuhnel and a second by Geoffrey Ruth.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Yes
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**III. Announce Open Meeting Act Posting and Location**

**IV. Recognition of Visitors**

**V. Approval of Agenda**

**Motion Passed:** Motion to approve agenda as presented passed with a motion by Geoffrey Ruth and a second by Heath Vrbka.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Absent
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**VI. New Business**

**VI.A. Renovation and Expansion Update**

**VI.B. Discuss and take necessary action on construction contracts**

**VI.C. Discuss and approve payment of invoices related to the expansion and renovation project**

**Motion Passed:** Motion to approve the \$500 Building Permit to the Village of Shelby for Phase 1 and Phase 1B passed with a motion by Chris Whitmore and a second by Geoffrey Ruth.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Absent
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**VII. Adjournment**

**Motion Passed:** Motion to adjourn at 12:36pm passed with a motion by Geoffrey Ruth and a second by Jeff Kuhnel.

Mrs. Jennifer Belt	Yes
Roy Houdersheldt	Absent
Jeff Kuhnel	Yes
Geoffrey Ruth	Yes
Heath Vrbka	Yes
Chris Whitmore	Yes

**GEOFF RUTH**

School Board Secretary

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
<b>Checking</b>	<b>1 Fund: 01 GENERAL FUND</b>	
33723	ALFRED BENESCH & COMPANY	2,573.15
33724	ALUMINUM ATHLETIC EQUIPMENT CO.	19.00
33725	BARONE SECURITY SYSTEMS	840.10
33726	BELT, JENNIFER	240.00
33727	BERNIKLAU EDUCATION SOLUTIONS TEAM	27,724.16
33728	BLACK HILLS ENERGY	537.57
33729	BLICK ART MATERIALS	1,353.84
33730	BMI EDUCATIONAL SERVICES, INC.	21.95
33731	BRAINPOP LLC	540.00
33732	CALLAWAY ROLLOFFS, LLC	73.52
33733	CAPITAL ONE	1,001.00
33734	CENTRAL NEBRASKA REHABILITATION SERVICES	2,499.81
33735	CENTRAL VALLEY AG	42.93
33736	CONSTELLATION ENERGY	245.03
33737	CRYSTAL SPRINGS BOOKS	47.70
33738	CUBBYS CORPORATE OFFICE	749.86
33739	CULLIGAN	61.50
33740	CURRICULUM ASSOCIATES	98.30
33741	CURRY, WILLIAM	64.50
33742	DEMON DECALS	550.00
33743	DIFFERENT ROADS TO LEARNING	94.90
33744	DISCOUNT SCHOOL SUPPLY	227.26
33745	DYNAMIC INTERNET SOLUTIONS, LLC	900.00
33746	E.S.U. #7	1,253.56
33747	EAKES OFFICE SOLUTIONS	856.27
33748	EDUCATIONAL SERVICE UNIT 10	544.38
33749	EDUCATIONAL SERVICE UNIT #7	2,672.21

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
33750	EGAN SUPPLY CO.	1,336.12
33751	EMC INSURANCE COMPANIES	72,204.00
33752	EPS LITERACY & INTERVENTION	59.65
33753	ESU #1	360.00
33754	ESU #7 DISTANCE LEARNING	710.37
33755	ESU7 STUDENT SERVICES	695.00
33756	ETA HAND2MIND	19.95
33757	EVAN-MOOR	28.98
33758	FLINN SCIENTIFIC INC.	906.31
33759	GENERAL FUND-PETTY CASH	3,208.06
33760	GROTH MUSIC	233.45
33761	HEARTLAND COMMUNICATIONS	10,250.00
33762	HOEGERL, MELANIE	1,071.76
33763	HOMETOWN LEASING	442.64
33764	HOUDERSHELDT, ROY	240.00
33765	HOUGHTON MIFFLIN CO	4,331.72
33766	JANELLE PUBLICATIONS, INC.	124.30
33767	JEFF KUHNEL	240.00
33768	K-12 SCHOOL SUPPLIES	263.46
33769	KSB SCHOOL LAW, PC, LLO	932.50
33770	LAKESHORE LEARNING MATERIALS	435.80
33771	LEE ENTERPRISES	157.83
33772	MARLA BENSON	405.15
33773	MATHESON TRI-GAS INC.	387.00
33774	MCGRAW-HILL EDUCATION	10,108.78
33775	MENARDS	579.01
33776	MID-AMERICAN RESEARCH CHEMICAL	6,361.80

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
33777	MID-STATE ENGINEERING & TESTING, INC.	3,505.00
33778	NASCO	1,038.73
33779	NATIONAL EVERYTHING WHOLESALE	35.66
33780	NE COUNCIL OF SCHOOL ADM.	885.00
33781	NOVICKI FIRE PREVENTION SERVICE CO.	295.00
33782	OFFICENET	5.38
33783	ORIENTAL TRADING COM	198.06
33784	ORKIN PEST CONTROL	58.05
33785	PAY FLEX	148.50
33786	PITNEY BOWES GLOBAL FINANICAL SERVICES	198.00
33787	POLK CO. RURAL PUBLIC POWER DISTRICT	4,435.49
33788	POLK COUNTY NEWS	75.03
33789	PROCOMPUTING	284.23
33790	PYRAMID EDUCATIONAL CONSULTANTS	99.00
33791	READ NATURALLY	958.40
33792	REALLY GOOD STUFF	549.18
33793	REMEDIA PUBLICATIONS	234.54
33794	RESERVE ACCOUNT	1,000.00
33795	RUTH, GEOFF	240.00
33796	SCHOLASTIC	17.99
33797	SCHOOL MATE	588.00
33798	SCHOOL SPECIALITY	1,569.93
33799	SCHOOL SPECIALTY/CLASSROOM DIRECT	1,753.01
33800	SELDEN TRUCKING	10.00
33801	SERVICE MASTER BY SHEVLIN	2,385.00
33802	SHELBY FOOD MART	8.69
33803	SHELBY LUMBER CO.	191.87

Check #      Vendor Name      Amount

33804	SOFTWARE UNLIMITED INC	2,850.00
33805	SPEECH CORNER	54.89
33806	STAPLES ADVANTAGE	2,150.00
33807	STEWART, STACY	390.00
33808	STEWART, STEVEN	65.00
33809	SUPER DUPER PUBLICATIONS	189.45
33810	SUPREME SCHOOL SUPPLY	104.60
33811	TEACHER DIRECT	417.06
33812	TEACHER'S DISCOVERY	250.24
33813	THERAPRO	498.18
33814	TREND ENTERPRISES, INC.	51.79
33815	TRIPLE S SERVICE	118.50
33816	VAN CLEAVE, SHARON	414.00
33817	VILLAGE OF SHELBY	530.89
33818	VRBKA, HEATH	240.00
33819	WEST MUSIC	1,215.65
33820	WHITMORE, CHRIS	240.00
33821	WIESER EDUCATIONAL	452.10
33822	WINDSTREAM	1,004.02

<b>Fund Total :</b>	<b>193,930.25</b>
<b>PayRoll Total:</b>	<b>340,216.92</b>
<b>Total:</b>	<b>534,147.17</b>

Batch Description: JULY 2015 GENERAL FUND INVOICES		Processing Month: 07/2015			
<b>Vendor ID: ALFRDBENES</b>	<b>ALFRED BENESCH &amp; COMPANY</b>	<b>PO Number:</b>	<b>Invoice Number: 82921</b>	<b>Amount:</b>	<b>2,573.15</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2620 318 0 000	ASBESTOS REMOVAL		2,573.15		In Full
				N	
<b>Vendor ID: ALUMINUMAT</b>	<b>ALUMINUM ATHLETIC EQUIPMENT CO.</b>	<b>PO Number:</b>	<b>Invoice Number: 127116</b>	<b>Amount:</b>	<b>19.00</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1165 410 0 000	WINCHESTER BLANKS FOR ELEM TRACK & FIELD		19.00		In Full
				N	
<b>Vendor ID: BARONE</b>	<b>BARONE SECURITY SYSTEMS</b>	<b>PO Number:</b>	<b>Invoice Number: SV168944</b>	<b>Amount:</b>	<b>840.10</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2620 318 0 000	REPLACING EQUIPMENT FROM LIGHTNING STORM		840.10		In Full
				N	
<b>Vendor ID: BELTJEN</b>	<b>BELT, JENNIFER</b>	<b>PO Number:</b>	<b>Invoice Number: 71015</b>	<b>Amount:</b>	<b>240.00</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2310 670 0 000	MILEAGE		240.00		In Full
				N	
<b>Vendor ID: BERNIKLAU</b>	<b>BERNIKLAU EDUCATION SOLUTIONS TEAM</b>	<b>PO Number:</b>	<b>Invoice Number: 71015</b>	<b>Amount:</b>	<b>27,724.16</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1210 318 0 000	4TH QUARTER - BRANDON FULLMER		27,724.16		In Full
				N	
<b>Vendor ID: BLACKHILLS</b>	<b>BLACK HILLS ENERGY</b>	<b>PO Number:</b>	<b>Invoice Number: 71015</b>	<b>Amount:</b>	<b>537.57</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 2610 321 0 000	FUEL		537.57		In Full
				N	
<b>Vendor ID: BLICK</b>	<b>BLICK ART MATERIALS</b>	<b>PO Number:</b>	<b>Invoice Number: 45607214562736</b>	<b>Amount:</b>	<b>1,353.84</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
01 1185 410 0 000	SUPPLIES		1,353.84		In Full
				N	

**Vendor ID: BMI** BMI EDUCATIONAL SERVICES, INC.

Description: PO Number: Invoice Number: 623735 Amount: 21.95  
 Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description LIGHTNING THIEF NOVEL TIE  
 01 1110 410 3 000

**Vendor ID: BRAINPOP** BRAINPOP LLC

Description: PO Number: Invoice Number: US124304 Amount: 540.00  
 Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description CLASSROOM BP & JR  
 01 1195 465 0 000

**Vendor ID: CALLROLLOF** CALLAWAY ROLLOFFS, LLC

Description: PO Number: Invoice Number: 16259 Amount: 73.52  
 Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 73.52  
Chart of Account Number Detail Description LANDFILL FEES  
 01 2620 318 0 000

**Vendor ID: CAPITAL** CAPITAL ONE

Description: PO Number: Invoice Number: 71315 Amount: 1,001.00  
 Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description  
 01 1100 530 0 000 FOLDING TABLES  
 01 1100 670 0 000 AWARDS ENGRAVING  
 01 1180 410 2 200 WOOD DOWELS  
 01 2310 690 0 000 OVERLIMIT FEE  
 01 2320 630 0 000 SCHOOL ADMIN FEE  
 01 2320 690 0 000 BOOK  
 01 2610 410 0 000 SPRAY BAR STAL & GASKET

**Vendor ID: CENTRAL** CENTRAL NEBRASKA REHABILITATION SERVICES

Description: PO Number: Invoice Number: 3822 Amount: 2,499.81  
 Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 2,499.81  
Chart of Account Number Detail Description  
 01 4406 318 0 000 SPED 3-5  
 01 4410 318 0 000 SPED S.A.

**Vendor ID: CENTRALVAL** CENTRAL VALLEY AG

Description: PO Number: Invoice Number: 71315 Amount: 42.93  
 Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description GAS FOR MOWER  
 01 2610 321 0 000

**Vendor ID: CONSTELLA** CONSTELLATION ENERGY

Description: PO Number: Invoice Number: 71313 Amount: 245.03

Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Check Number: 245.03  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2610 321 0 000 FUEL N

**Vendor ID: CRYSTAL** **CRYSTAL SPRINGS BOOKS** **Invoice Number: 515484A** **Amount: 47.70**  
Description: Sequence: 1 Check Type: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 1107 410 1 100 MY WRITING WORDS N

**Vendor ID: CUBBYS CORP** **CUBBYS CORPORATE OFFICE** **Invoice Number: 51910** **Amount: 749.86**  
Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2750 336 0 000 GAS N  
01 2760 336 0 000 SPED VAN GAS N

**Vendor ID: CULLIGAN2** **CULLIGAN** **Invoice Number: 71313** **Amount: 61.50**  
Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2610 690 0 000 WATER N

**Vendor ID: CURRICULUM** **CURRICULUM ASSOCIATES** **Invoice Number: 90361008&09** **Amount: 98.30**  
Description: Sequence: 1 Check Type: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 1102 410 1 100 SUPPLIES N  
01 1103 410 1 100 SUPPLIES N

**Vendor ID: CURRY** **CURRY, WILLIAM** **Invoice Number: 71313** **Amount: 64.50**  
Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2750 690 0 000 REIM FOR BUS LISC. N

**Vendor ID: DEMONDECAL** **DEMON DECALS** **Invoice Number: 71313** **Amount: 550.00**  
Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 550.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2750 690 0 000 BUS STRIPES 550.00 N

**Vendor ID: DIFFERENT** **DIFFERENT ROADS TO LEARNING** **Invoice Number: 117488A** **Amount: 94.90**  
Description: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>		SENSIBLE PENCIL		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1200 410 0 000				94.90	N	
<b>Vendor ID: DISCOUNTSC</b>	<b>DISCOUNT SCHOOL SUPPLY</b>			<b>Invoice Number: D21036770001</b>	<b>Amount: 227.26</b>	
Description:				Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>		SUPPLIES		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1140 410 2 200				227.26	N	
<b>Vendor ID: DYNAMIC</b>	<b>DYNAMIC INTERNET SOLUTIONS, LLC</b>			<b>Invoice Number: 205834205833</b>	<b>Amount: 900.00</b>	
Description:				Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>		LESSON PLANNER & CURRICULUM TRAK FEES		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1100 313 0 000				900.00	N	
<b>Vendor ID: ESU7</b>	<b>E.S.U. #7</b>			<b>Invoice Number: 71315</b>	<b>Amount: 1,253.56</b>	
Description:				Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>		WORKSHEETS/JOURNALS		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1102 410 1 100				296.31	N	
01 4200 410 0 000		SUMMER BOOKS		21.04	N	
01 1107 410 1 100		WORKSHEETS, CUT OUTS, FLASH CARDS		268.02	N	
01 1103 410 1 100		WORK BOOKS & COVERS		111.51	N	
01 1190 410 0 000		PHONICS CARDS & PRESCHOOL DIPOLMAS		21.89	N	
01 1200 410 0 000		ARTIC		30.57	N	
01 2310 350 0 000		NEWS LETTER		243.34	N	
01 2320 690 0 000		BENCHMARKS K-6 & DAZE 3-6		70.69	N	
01 2410 410 1 000		PROGRESS MONITORING BOOKS		133.50	N	
01 2410 410 2 000		GRADUATION PROGRAM		56.69	N	
<b>Vendor ID: EAKESO</b>	<b>EAKES OFFICE SOLUTIONS</b>			<b>Invoice Number: 71313</b>	<b>Amount: 856.27</b>	
Description:				Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>		SUPPLIES		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1145 410 3 000				44.69	N	
01 1200 410 0 000		SUPPLIES		214.38	N	
01 2120 410 0 000		SUPPLIES		404.32	N	
01 1170 410 2 200		SUPPLIES		60.14	N	
01 2510 318 0 000		COPIER CONTRACT		91.28	N	
01 2510 410 0 000		SUPPLIES		41.46	N	
<b>Vendor ID: ESU #10</b>	<b>EDUCATIONAL SERVICE UNIT 10</b>			<b>Invoice Number: 190680</b>	<b>Amount: 544.38</b>	

Invoice Listing - Detail  
JULY 2015 GENERAL FUND INVOICES

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Check Number: Check Date:  
01 1195 465 0 000 NEWS 2 YOU & UNIQUE LEARNING 524.38 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 1195 630 0 000 TECH TRAINING 20.00 N N

**Vendor ID: ESU7SP EDUCATIONAL SERVICE UNIT #7 Invoice Number: 71315 Amount: 2,672.21**

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 2,672.21  
Chart of Account Number Detail Description Check Number: Check Date:  
01 4404 318 0 000 SPED 0-2 48.57 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 4406 318 0 000 SPED 3-5 1,252.80 N  
01 4410 318 0 000 SPED S.A. 1,370.84 N

**Vendor ID: EGAN EGAN SUPPLY CO. Invoice Number: 228860 Amount: 1,336.12**

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Check Number: Check Date:  
01 2610 410 0 000 SUPPLIES 1,336.12 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full N

**Vendor ID: EMCINSURAN EMC INSURANCE COMPANIES Invoice Number: B-56760528 Amount: 72,204.00**

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Check Number: Check Date:  
01 2610 641 0 000 YEAR FEE 32,196.00 N  
01 2310 641 0 000 YEAR FEE 2,480.00 N  
01 2510 240 0 000 YEAR FEE 20,808.00 N  
01 2310 641 0 000 YEAR FEE 7,540.00 N  
01 2750 641 0 000 YEAR FEE 9,180.00 N

**Vendor ID: EPSLIT EPS LITERACY & INTERVENTION Invoice Number: 10826677 Amount: 59.65**

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Check Number: Check Date:  
01 1101 410 1 100 SUPPLIES 59.65 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full N

**Vendor ID: ESU1 ESU #1 Invoice Number: R Amount: 360.00**

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Check Number: Check Date:  
01 1195 630 0 000 SUMMER TECH INSTITUTE 360.00 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full N

**Vendor ID: ESU7DIST ESU #7 DISTANCE LEARNING Invoice Number: 71315 Amount: 710.37**

Description: Sequence: 1 Check Type: Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Chart of Account Number Detail Description Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2224 630 0 000	JULY-SEPT NETWORK SERVICE CHARGES		710.37		N	
<b>Vendor ID: ESU7STUSER ESU7 STUDENT SERVICES</b>						
Description: Invoice Number: 71315 Amount: 695.00						
Sequence: 1 Check Type: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
Checking Account ID: Check Number: Check Date:						
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 313 0 000	STUDENT RECORD SYSTEM		695.00		N	
<b>Vendor ID: ETA ETA HAND2MIND</b>						
Description: Invoice Number: 50658044 Amount: 19.95						
Sequence: 1 Check Type: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
Checking Account ID: Check Number: Check Date:						
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 410 0 000	GEO SOLIDS WOOD		19.95		N	
<b>Vendor ID: EVANMO EVAN-MOOR</b>						
Description: Invoice Number: INV069530 Amount: 28.98						
Sequence: 1 Check Type: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
Checking Account ID: Check Number: Check Date:						
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1107 410 1 100	SCIENCE CENTERS		28.98		N	
<b>Vendor ID: FLINN FLINN SCIENTIFIC INC.</b>						
Description: Invoice Number: 18664791866598 Amount: 906.31						
Sequence: 1 Check Type: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
Checking Account ID: Check Number: Check Date:						
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1145 410 2 200	SUPPLIES		906.31		N	
<b>Vendor ID: PETTY GENERAL FUND-PETTY CASH</b>						
Description: Invoice Number: 71315 Amount: 3,208.06						
Sequence: 1 Check Type: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
Checking Account ID: Check Number: Check Date:						
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1140 410 2 200	SUPPLIES		633.63		N	
01 1200 410 0 000	SUPPLIES		304.90		N	
01 4200 410 0 000	SUPPLIES		145.77		N	
01 1150 410 0 000	SUPPLIES		103.48		N	
01 1105 410 1 100	SUPPLIES		62.90		N	
01 1110 410 2 200	SUPPLIES		268.65		N	
01 1110 410 3 000	SUPPLIES		46.15		N	
01 1107 410 1 100	SUPPLIES		34.36		N	
01 2320 690 0 000	BOOKS		69.77		N	
01 2410 410 3 000	SUPPLIES		555.32		N	
01 2410 410 2 000	SUPPLIES		7.78		N	
01 2510 381 0 000	NEWSLETTER		86.25		N	
01 2510 410 0 000	SUPPLIES		150.25		N	

01 2610 410 0 000 SUPPLIES 128.94 N  
 01 2620 318 0 000 SCISSOR LIFT 270.10 N  
 01 1195 410 0 000 SUPPLIES 67.13 N  
 01 1195 560 0 000 HARD DRIVE & USB CORDS 129.99 N  
 01 2510 530 0 000 SM FIRE PROOF SAFE 142.69 N

**Vendor ID: GROTHMUSIC GROTH MUSIC Invoice Number: 2342796 Amount: 233.45**

Description: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number Detail Description Check Number: Check Date:

01 1175 410 1 100 DRY ERASE MUSIC STAFF LAPBOARDS 233.45 N In Full

**Vendor ID: HEARTLAND HEARTLAND COMMUNICATIONS Invoice Number: 73088 Amount: 10,250.00**

Description: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number Detail Description Check Number: Check Date:

01 1195 560 0 000 DATA SWITCHES & WAP'S 10,250.00 N In Full

**Vendor ID: HOEGERL HOEGERL, MELANIE Invoice Number: 71315 Amount: 1,071.76**

Description: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 1,071.76

Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number Detail Description Check Number: Check Date:

01 1210 318 0 000 SUMMER SPED 1,071.76 N In Full

**Vendor ID: HOMETO HOMETOWN LEASING Invoice Number: 71315 Amount: 442.64**

Description: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number Detail Description Check Number: Check Date:

01 2510 318 0 000 COPIER PAYMENT 442.64 N In Full

**Vendor ID: HOUDER HOUDERSHELDT, ROY Invoice Number: 71315 Amount: 240.00**

Description: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number Detail Description Check Number: Check Date:

01 2310 670 0 000 MILEAGE 240.00 N In Full

**Vendor ID: HOUGHTON HOUGHTON MIFFLIN CO Invoice Number: 7915 Amount: 4,331.72**

Description: Invoice Date: 07/09/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID:

Chart of Account Number Detail Description Check Number: Check Date:

01 1100 410 0 000 SAXTON MATH 1,831.22 N In Full

01 1104 410 1 100 4TH GRADE - SAXTON MATH WORK BOOKS 168.12 N

01 1102 420 1 100 2ND GRADE ENGLISH STUDENT BOOKS 694.00 N

01 1120 410 2 200 ENGLISH WORKBOOKS 399.24 N

01 1120 420 2 200 SPANISH TEXTBOOKS

1,239.14 N

**Vendor ID: JANELLEPUB** JANELLE PUBLICATIONS, INC.

**Invoice Number: 611** **Amount: 124.30**

Description: Chart of Account Number  
01 1200 410 0 000  
Checking Account ID:  
Detail Description  
CHARADES FOR KIDS & 5 MIN THERAPY

Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
124.30 N In Full

**Vendor ID: KUHNEL** JEFF KUHNEL

**Invoice Number: 71315** **Amount: 240.00**

Description: Chart of Account Number  
01 2310 670 0 000  
Checking Account ID:  
Detail Description  
MILEAGE

Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
240.00 N In Full

**Vendor ID: K12SCHOOL** K-12 SCHOOL SUPPLIES

**Invoice Number: 48862** **Amount: 263.46**

Description: Chart of Account Number  
01 1107 410 1 100  
Checking Account ID:  
Detail Description  
123ABC BUTTERFLY RUG

Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
263.46 N In Full

**Vendor ID: KSBSCHLAW** KSB SCHOOL LAW, PC, LLO

**Invoice Number: 596** **Amount: 932.50**

Description: Chart of Account Number  
01 2310 317 0 000  
Checking Account ID:  
Detail Description  
JUNE FEES

Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 932.50  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
932.50 N In Full

**Vendor ID: LAKESH** LAKESHORE LEARNING MATERIALS

**Invoice Number: 2376890615** **Amount: 435.80**

Description: Chart of Account Number  
01 1190 410 0 000  
Checking Account ID:  
Detail Description  
SUPPLIES

Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
435.80 N In Full

**Vendor ID: LEEENTER** LEE ENTERPRISES

**Invoice Number: 71315** **Amount: 157.83**

Description: Chart of Account Number  
01 2310 350 0 000  
Checking Account ID:  
Detail Description  
BOARD MINTUES

Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
157.83 N In Full

**Vendor ID: BENSON** MARLA BENSON

**Invoice Number: 71015** **Amount: 405.15**

Description: Chart of Account Number  
01 1210 318 0 000  
Checking Account ID:  
Detail Description  
SUMMER SPED

Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 405.15  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
405.15 N In Full

**Vendor ID: MATHESON** MATHESON TRI-GAS INC.

**Invoice Number: 50798400** **Amount: 387.00**

Invoice Listing - Detail  
JULY 2015 GENERAL FUND INVOICES

Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Chart of Account Number 01 1180 410 2 200 Detail Description SUPPLIES  
 Cost Center ID 387.00 N  
 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

**Vendor ID: MCGRAW** **MCGRAW-HILL EDUCATION** **Invoice Number: 71015** **Amount: 10,108.78**  
 Description: Sequence: 1 Check Type: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Chart of Account Number 01 1140 420 2 200 Detail Description GEOMETRY / ALGEBRA BOOKS  
 01 1101 410 1 100 SCIENCE BOOKS  
 01 1105 410 1 100 SCIENCE BOOK  
 01 1103 410 1 100 SPELLING BOOKS  
 Check Number: 9,468.99 N  
 344.24 N  
 55.68 N  
 239.87 N  
 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

**Vendor ID: MENARD** **MENARDS** **Invoice Number: 7606476636** **Amount: 579.01**  
 Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Chart of Account Number 01 2610 410 0 000 Detail Description SUPPLIES  
 Check Number: 579.01 N  
 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

**Vendor ID: MIDAME** **MID-AMERICAN RESEARCH CHEMICAL** **Invoice Number: 533946A-IN** **Amount: 6,361.80**  
 Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Chart of Account Number 01 2610 410 0 000 Detail Description GREAT WHITE FINISH MOP  
 01 2620 318 0 000 CONCRETE & GYM FLOOR COMPLETE  
 01 2750 690 0 000 FLOOR MASTER BRM  
 Check Number: 55.20 N  
 6,206.80 N  
 99.80 N  
 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

**Vendor ID: MIDSTATENG** **MID-STATE ENGINEERING & TESTING, INC.** **Invoice Number: 7151** **Amount: 3,505.00**  
 Description: Sequence: 1 Check Type: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Chart of Account Number 01 2620 318 0 000 Detail Description GEOTECHNICAL ENGINEERING STUDY  
 Check Number: 3,505.00 0.00 N  
 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

**Vendor ID: NASCO** **NASCO** **Invoice Number: 71015** **Amount: 1,038.73**  
 Description: Sequence: 1 Check Type: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Chart of Account Number 01 1107 410 1 100 Detail Description SUPPLIES  
 01 1105 410 1 100 SUPPLIES  
 01 1145 410 3 000 SUPPLIES  
 01 1140 410 3 000 SUPPLIES  
 Check Number: 570.95 N  
 119.95 N  
 263.04 N  
 84.79 N  
 Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

**Vendor ID: NATIONALEV** **NATIONAL EVERYTHING WHOLESALE** **Invoice Number: 094265-01** **Amount: 35.66**  
 Description: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00



<b>Vendor ID: PITNEY</b>	<b>PITNEY BOWES GLOBAL FINANCIAL SERVICES</b>	<b>PO Number:</b>	<b>Invoice Number: 1405134-JN15</b>	<b>Amount:</b>	<b>198.00</b>
Description:		Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2510 690 0 000	POSTAGE MACHINE LEASE	198.00	N		
<b>Vendor ID: POLKCORPP</b>	<b>POLK CO. RURAL PUBLIC POWER DISTRICT</b>	<b>PO Number:</b>	<b>Invoice Number: 71315</b>	<b>Amount:</b>	<b>4,435.49</b>
Description:		Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 322 0 000	ELECTRICITY	4,435.49	N		
<b>Vendor ID: POLKCS</b>	<b>POLK COUNTY NEWS</b>	<b>PO Number:</b>	<b>Invoice Number: 18538</b>	<b>Amount:</b>	<b>75.03</b>
Description:		Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2310 350 0 000	BOARD MINUTES	75.03	N		
<b>Vendor ID: PROCOMPUTI</b>	<b>PROCOMPUTING</b>	<b>PO Number:</b>	<b>Invoice Number: 71596</b>	<b>Amount:</b>	<b>284.23</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1140 410 2 200	JUSTAND V2E-IPAD DOCUMENT STAND	284.23	N		
<b>Vendor ID: PECS</b>	<b>PYRAMID EDUCATIONAL CONSULTANTS</b>	<b>PO Number:</b>	<b>Invoice Number: 00091439</b>	<b>Amount:</b>	<b>99.00</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 410 0 000	SUPPLIES	99.00	N		
<b>Vendor ID: READ</b>	<b>READ NATURALLY</b>	<b>PO Number:</b>	<b>Invoice Number: Q121445</b>	<b>Amount:</b>	<b>958.40</b>
Description:		Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1195 465 0 000	READ LIVE SUBSCRIPTION	958.40	N		
<b>Vendor ID: REALLY</b>	<b>REALLY GOOD STUFF</b>	<b>PO Number:</b>	<b>Invoice Number: 71015</b>	<b>Amount:</b>	<b>549.18</b>
Description:		Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
Sequence: 1	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1102 410 1 100	SUPPLIES	47.82	N		
01 1101 410 1 100	SUPPLIES	184.01	N		
01 1107 410 1 100	SUPPLIES	317.35	N		
<b>Vendor ID: REMEDI</b>	<b>REMEDIA PUBLICATIONS</b>	<b>PO Number:</b>	<b>Invoice Number: 455858</b>	<b>Amount:</b>	<b>234.54</b>

Description: Sequence: 1 Check Type: Chart of Account Number 01 1200 410 0 000  
Detail Description  
MATH SUPPLIES  
Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 234.54  
Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
234.54 234.54 N

**Vendor ID: RESERVE** **RESERVE ACCOUNT** **PO Number: 71315** **Amount: 1,000.00**  
Description: Sequence: 1 Check Type: Chart of Account Number 01 2510 381 0 000  
Detail Description  
POSTAGE FOR OUR MACHINE  
Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
1,000.00 N

**Vendor ID: RUTHGEOFF** **RUTH, GEOFF** **PO Number: 71315** **Amount: 240.00**  
Description: Sequence: 1 Check Type: Chart of Account Number 01 2310 670 0 000  
Detail Description  
MILEAGE  
Checking Account ID: Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
240.00 N

**Vendor ID: SCHOLASTIC** **SCHOLASTIC** **PO Number: 11202538** **Amount: 17.99**  
Description: Sequence: 1 Check Type: Chart of Account Number 01 1107 410 1 100  
Detail Description  
TEACHING WRITING  
Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
17.99 N

**Vendor ID: SCHOMA** **SCHOOL MATE** **PO Number: IN000416469** **Amount: 588.00**  
Description: Sequence: 1 Check Type: Chart of Account Number 01 1100 690 0 000  
Detail Description  
HIGH SCHOOL PLANNERS  
Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
588.00 N

**Vendor ID: SCHOSP** **SCHOOL SPECIALITY** **PO Number: 71015** **Amount: 1,569.93**  
Description: Sequence: 1 Check Type: Chart of Account Number 01 1105 410 1 100  
Detail Description  
SUPPLIES  
01 1200 410 0 000 SUPPLIES  
01 1175 410 0 000 SUPPLIES  
01 2120 410 1 000 SUPPLIES  
01 1120 410 2 200 SUPPLIES  
01 1165 410 0 000 SUPPLIES  
01 1110 410 3 000 SUPPLIES  
01 1140 410 3 000 SUPPLIES  
01 1130 410 2 200 SUPPLIES  
Checking Account ID: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
211.31 N  
332.25 N  
49.00 N  
565.41 N  
148.81 N  
54.58 N  
3.11 N  
3.80 N  
201.66 N

**Vendor ID: CLASSROOM** **SCHOOL SPECIALTY/CLASSROOM DIRECT** **PO Number: 71015** **Amount: 1,753.01**  
Description: Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00

Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1190 410 0 000		SUPPLIES		757.99	N	
01 1103 410 1 100		SUPPLIES		317.13	N	
01 1104 410 1 100		SUPPLIES		119.31	N	
01 1102 410 1 100		SUPPLIES		123.60	N	
01 1107 410 1 100		SUPPLIES		434.98	N	
<b>Vendor ID: SELDENTRU SELDEN TRUCKING</b>						
Description:						
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 2610 690 0 000		LAWN MOWER TIRE REPAIR		10.00	10.00 N	
<b>PO Number: 13556 Invoice Number: 13556 Amount: 10.00</b>						
Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 10.00						
<b>Vendor ID: SERVICEMAS SERVICE MASTER BY SHEVLIN</b>						
Description:						
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 2610 318 0 000		MONTHLY FEE		2,385.00	2,385.00 N	
<b>PO Number: 2559 Invoice Number: 2559 Amount: 2,385.00</b>						
Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 2,385.00						
<b>Vendor ID: SHELBY3 SHELBY FOOD MART</b>						
Description:						
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 2610 410 0 000		SWIFF DUSTER		8.69	N	
<b>PO Number: 71315 Invoice Number: 71315 Amount: 8.69</b>						
Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
<b>Vendor ID: SHELBYLUM SHELBY LUMBER CO.</b>						
Description:						
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 2610 410 0 000		SUPPLIES		174.19	N	
01 2750 690 0 000		SUPPLIES		17.68	N	
<b>PO Number: 71315 Invoice Number: 71315 Amount: 191.87</b>						
Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
<b>Vendor ID: SOFTWA SOFTWARE UNLIMITED INC</b>						
Description:						
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 2510 460 0 000		ACCOUNTING SOFTWARE YEARLY FEE		2,850.00	N	
<b>PO Number: 71315 Invoice Number: 71315 Amount: 2,850.00</b>						
Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						
<b>Vendor ID: SPEECHCORN SPEECH CORNER</b>						
Description:						
Sequence: 1	Check Type:	<u>Detail Description</u>	Checking Account ID:	Check Number:	Check Date:	<u>In Full</u>
<u>Chart of Account Number</u>				<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	
01 1200 410 0 000		PHONO BINGO		54.89	N	
<b>PO Number: 9249 Invoice Number: 9249 Amount: 54.89</b>						
Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00						



Vendor ID: THERAP	Vendor ID: THERAPRO	PO Number:	Invoice Number: IN436885	Amount:	498.18
Description: 1	Description: 1	Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 1200 410 0 000		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		SUPPLIES	N		
<b>Vendor ID: TREND</b>	<b>TREND ENTERPRISES, INC.</b>	<b>PO Number:</b>	<b>Invoice Number: 71015</b>	<b>Amount:</b>	<b>51.79</b>
Description: 1	Description: 1	Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 1104 410 1 100		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		SUPPLIES	N		
01 1105 410 1 100		SUPPLIES	N		
<b>Vendor ID: TRIPLE</b>	<b>TRIPLE S SERVICE</b>	<b>PO Number:</b>	<b>Invoice Number: 688</b>	<b>Amount:</b>	<b>118.50</b>
Description: 1	Description: 1	Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 118.50
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 2620 318 0 000		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		RC - GARBAGE	118.50		
<b>Vendor ID: VANCLEAVE</b>	<b>VAN CLEAVE, SHARON</b>	<b>PO Number:</b>	<b>Invoice Number: 71315</b>	<b>Amount:</b>	<b>414.00</b>
Description: 1	Description: 1	Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 414.00
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 1195 630 0 000		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		POWER SCHOOL CONSULTANT	414.00		
<b>Vendor ID: VILLAG</b>	<b>VILLAGE OF SHELBY</b>	<b>PO Number:</b>	<b>Invoice Number: 211402</b>	<b>Amount:</b>	<b>530.89</b>
Description: 1	Description: 1	Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 334.75
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 2610 323 0 000		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		WATER & SEWER	196.14		
01 2620 318 0 000		SHELBY - GARBAGE	334.75		
<b>Vendor ID: VRBKAHEATH</b>	<b>VRBKA, HEATH</b>	<b>PO Number:</b>	<b>Invoice Number: 71315</b>	<b>Amount:</b>	<b>240.00</b>
Description: 1	Description: 1	Invoice Date: 07/13/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 2310 670 0 000		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		MILEAGE	240.00		
<b>Vendor ID: WESTMUSIC</b>	<b>WEST MUSIC</b>	<b>PO Number:</b>	<b>Invoice Number: 71015</b>	<b>Amount:</b>	<b>1,215.65</b>
Description: 1	Description: 1	Invoice Date: 07/10/2015	Due Date: 07/13/2015	Status: A	1099 Amount: 0.00
<u>Chart of Account Number</u>	<u>Check Type:</u>	<u>Check Number:</u>	<u>Check Date:</u>	<u>Amount:</u>	
01 1175 410 0 000		<u>Detail Description</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
		SUPPLIES	1,215.65		
<b>Vendor ID: WHITMORE</b>	<b>WHITMORE, CHRIS</b>	<b>PO Number:</b>	<b>Invoice Number: 71315</b>	<b>Amount:</b>	<b>240.00</b>

Invoice Listing - Detail  
JULY 2015 GENERAL FUND INVOICES

Description: Sequence: 1 Check Type: Detail Description  
 01 2310 670 0 000 MILEAGE  
 Chart of Account Number  
 01 2310 670 0 000

Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Checking Account ID: Check Number: Check Date:  
 Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 240.00 N

**Vendor ID: WIESER WIESER EDUCATIONAL**  
 Description: Sequence: 1 Check Type: Detail Description  
 01 1200 410 0 000 SUPPLIES  
 Chart of Account Number  
 01 1200 410 0 000

Invoice Date: 07/10/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Checking Account ID: Check Number: Check Date:  
 Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 452.10 N

**Vendor ID: WINDSTREAM WINDSTREAM**  
 Description: Sequence: 1 Check Type: Detail Description  
 01 2510 382 0 000 SHELBY - TELEPHONE  
 Chart of Account Number  
 01 2510 382 0 000

Invoice Date: 07/13/2015 Due Date: 07/13/2015 Status: A 1099 Amount: 0.00  
 Checking Account ID: Check Number: Check Date:  
 Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 1,004.02 N

Batch 1099 Total: 12,091.74 Batch Total: 193,930.25  
 Report 1099 Total: 12,091.74 Report Total: 193,930.25

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 01 GENERAL FUND</b>				
<u>Current Assets</u>				
01 101	CHECKING ACCT. GEN. FUND	1,140,411.95	(54,192.76)	1,086,219.19
01 102	C.D.'S	400,000.00	0.00	400,000.00
01 103	BOND FUND	0.00	0.00	0.00
01 104	SAVINGS ACCOUNT	479,000.00	0.00	479,000.00
01 105	BOND REDEMPTION	0.00	0.00	0.00
01 112	TAXES RECEIVABLE - PRIOR YRS.	0.00	0.00	0.00
01 456 0001	TSA PAYABLE	0.00	0.00	0.00
	Current Assets Subtotal:	2,019,411.95	(54,192.76)	1,965,219.19
<u>Other Assets</u>				
01 390	BUDGETED REVENUE	4,452,620.22	0.00	4,452,620.22
01 392	LESS: REVENUE RECEIVED	(4,605,520.69)	(364,496.73)	(4,970,017.42)
	Other Assets Subtotal:	(152,900.47)	(364,496.73)	(517,397.20)
Total Assets and Deferred Outflows of Resources:		1,866,511.48	(418,689.49)	1,447,821.99
<u>Current Liabilities</u>				
01 290	FLEX FUND PAYABLE	0.00	0.00	0.00
01 402	ACCOUNTS PAYABLE GEN. FD.	0.00	0.00	0.00
01 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
01 450 0002	P/R DEDUCTION PAYABLE/CHILD SU	0.00	0.00	0.00
01 450 0003	P/R DEDUCTION PAYABLE/BACK TAX	0.00	0.00	0.00
01 450 0209	PAYROLL DEDUCTION/CREDIT MANAGEMENT	0.00	0.00	0.00
01 451	FICA PAYABLE	0.00	0.00	0.00
01 452	FIT PAYABLE	0.00	0.00	0.00
01 453	INSURANCE PAYABLE/BC/BS	(266.35)	0.00	(266.35)
01 453 0001	INSURANCE PAYABLE/DISABILITY	0.00	0.00	0.00
01 454	RETIREMENT PAYABLE	0.00	0.00	0.00
01 454 0203	PAYROLL DEDUCTION/PUTNAM	0.00	0.00	0.00
01 454 0208	PAYROLL DEDUCTION/PUTNAM	0.00	0.00	0.00
01 455	SIT PAYABLE	0.00	0.00	0.00
01 456	TSA PAYABLE	0.00	0.00	0.00
01 456 0201	TSA PAYABLE/FRANKLIN LIFE	0.00	0.00	0.00
01 456 0202	TSA PAYABLE/HORACE MANN	0.00	0.00	0.00
01 456 0203	TSA PAYABLE	0.00	0.00	0.00
01 456 0204	TSA PAYABLE	0.00	0.00	0.00
01 456 0205	TSA PAYABLE TSA/AM.FUND	0.00	0.00	0.00
01 456 0206	TSA PAYABLE TSA/NY LIFE	0.00	0.00	0.00
01 456 0207	TSA PAYABLE	0.00	0.00	0.00
01 456 0208	TSA PAYABLE TSA/PUTNAM	0.00	0.00	0.00
01 457	BENEFITS PAYABLE	0.00	0.00	0.00
01 458	DUES PAYABLE/SEA	0.00	0.00	0.00
01 459	FAMILY HERITAGE LIFE INSURANCE	0.00	0.00	0.00

**Balance Sheet**  
 Period Ending: June 2015  
 JUNE 2015 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
	Current Liabilities Subtotal:	(266.35)	0.00	(266.35)
<u>Other Liabilities</u>				
01 603	ENCUMBRANCES	0.00	0.00	0.00
01 690	BUDGETED EXPENDITURES	5,797,247.90	0.00	5,797,247.90
01 692	LESS: EXPENDITURES TO DATE	(4,087,736.42)	(418,689.49)	(4,506,425.91)
01 694	LESS: ENCUMBRANCE COMMITMENTS	0.00	0.00	0.00
01 696	LESS: ACCOUNTS PAYABLE	0.00	0.00	0.00
	Other Liabilities Subtotal:	1,709,511.48	(418,689.49)	1,290,821.99
<u>Fund Balance</u>				
01 704	FUND BALANCE - GEN. FD.	1,501,894.03	0.00	1,501,894.03
01 705	BUDGETED FUND BALANCE	(1,344,627.68)	0.00	(1,344,627.68)
	Fund Balance Subtotal:	157,266.35	0.00	157,266.35
<b>Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</b>		<b>1,866,511.48</b>	<b>(418,689.49)</b>	<b>1,447,821.99</b>

**BUDGET REPORT**

06/2015

JUNE 2015 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF FOM	EXPENDED
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$2,943,500.00	\$226,123.41	\$2,327,488.88	\$616,011.12	79.07
1101	GRADE 1	\$4,200.00	\$0.00	\$270.95	\$3,929.05	6.45
1102	GRADE 2	\$2,875.00	\$0.00	\$628.72	\$2,246.28	21.87
1103	GRADE 3	\$2,400.00	\$0.00	\$108.36	\$2,291.64	4.52
1104	GRADE 4	\$1,125.00	\$0.00	\$343.66	\$781.34	30.55
1105	GRADE 5	\$2,525.00	\$0.00	\$380.42	\$2,144.58	15.07
1106	GRADE 6	\$0.00	\$0.00	\$0.00	\$0.00	0.00
1107	GRADE K	\$3,400.00	\$0.00	\$236.68	\$3,163.32	6.96
1110	ENGLISH	\$7,950.00	\$0.00	\$1,753.90	\$6,196.10	22.06
1120	LANGUAGE	\$650.00	\$0.00	\$54.00	\$596.00	8.31
1129	ESL PROGRAM	\$0.00	\$0.00	\$0.00	\$0.00	0.00
1130	SOCIAL STUDIES	\$1,250.00	\$21.95	\$652.06	\$597.94	52.16
1140	MATH	\$1,300.00	\$60.00	\$1,091.26	\$208.74	83.94
1145	SCIENCE	\$5,650.00	\$0.00	\$827.44	\$4,822.56	14.64
1150	ENGLISH LANGUAGE LEARNERS	\$30,480.00	\$2,851.48	\$30,710.57	(\$230.57)	100.76
1165	PHYSICAL EDUCATION	\$1,600.00	\$0.00	\$211.88	\$1,388.12	13.24
1170	BUSINESS EDUCATION	\$3,500.00	\$0.00	\$270.24	\$3,229.76	7.72
1175	MUSIC	\$5,000.00	\$60.64	\$8,257.27	(\$3,257.27)	165.15
1180	INDUSTRIAL ARTS	\$18,950.00	\$399.90	\$15,783.05	\$3,166.95	83.29
1185	ART	\$1,200.00	\$0.00	\$618.41	\$581.59	51.53
1190	PRESCHOOL	\$73,666.00	\$5,464.18	\$57,689.80	\$15,976.20	78.31
1195	TECH	\$71,000.00	\$807.61	\$22,024.55	\$48,975.45	31.02
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$3,182,221.00	\$235,789.17	\$2,469,402.10	\$712,818.90	77.60
1200	SPECIAL EDUCATION PROGRAMS					
1200	SPECIAL EDUCATION PROGRAMS	\$356,596.10	\$142,364.75	\$431,135.54	(\$74,539.44)	120.90
1210	SPECIAL ED - LEVEL I	\$230,000.00	\$2,351.20	\$101,219.25	\$128,780.75	44.01
1200	SPECIAL EDUCATION PROGRAMS	\$586,596.10	\$144,715.95	\$532,354.79	\$54,241.31	90.75
1900	1900					
1907	POLK CO. GRANT	\$0.00	\$0.00	\$0.00	\$0.00	0.00
1900	1900	\$0.00	\$0.00	\$0.00	\$0.00	0.00
2100	SUPPORTIVE SERVICES PUPILS					
2120	GUIDANCE SERVICES	\$138,800.00	\$8,548.75	\$80,201.28	\$58,598.72	57.78
2130	HEALTH SERVICES	\$16,000.00	\$942.92	\$11,937.38	\$4,062.62	74.61
2150	SCHOOL SAFETY	\$1,000.00	\$0.00	\$417.36	\$582.64	41.74
2190	OTHER PUPIL SUPPORT SERV	\$11,500.00	\$294.37	\$3,763.54	\$7,736.46	32.73
2100	SUPPORTIVE SERVICES PUPILS	\$167,300.00	\$9,786.04	\$96,319.56	\$70,980.44	57.57
2200	SUPPORT SERVICES STAFF					
2212	INST STAFF TRNG AND CURR DEV	\$13,000.00	\$2,228.44	\$14,103.75	(\$1,103.75)	108.49
2222	SCHOOL LIBRARY SERVICES	\$98,800.00	\$7,284.98	\$79,700.04	\$19,099.96	80.67
2223	AUDIO-VISUAL SERVICES	\$1,400.00	\$0.00	\$0.00	\$1,400.00	0.00
2224	EDUCATIONAL TV SERVICES	\$8,500.00	\$0.00	\$5,631.11	\$2,868.89	66.25
2200	SUPPORT SERVICES STAFF	\$121,700.00	\$9,513.42	\$99,434.90	\$22,265.10	81.70
2300	SUPPORT SERVICES-GEN ADMIN					
2310	BOARD OF EDUCATION	\$81,500.00	\$2,015.50	\$47,065.60	\$34,434.40	57.75
2320	EXECUTIVE ADMINISTRATION	\$162,500.00	\$13,636.26	\$130,559.20	\$31,940.80	80.34

**BUDGET REPORT**

06/2015

JUNE 2015 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF FOM	EXPENDED
2300	SUPPORT SERVICES-GEN ADMIN	\$244,000.00	\$15,651.76	\$177,624.80	\$66,375.20	72.80
2400	OFFICE OF PRINCIPAL					
2410	OFFICE OF THE PRINCIPAL	\$353,875.00	\$29,852.92	\$285,657.12	\$68,217.88	80.72
2400	OFFICE OF PRINCIPAL	\$353,875.00	\$29,852.92	\$285,657.12	\$68,217.88	80.72
2500	SUPPORT SERVICES-BUSINESS					
2510	GENERAL ADMIN-BUSINESS SERVICE	\$204,933.00	\$15,646.61	\$149,693.25	\$55,239.75	73.04
2500	SUPPORT SERVICES-BUSINESS	\$204,933.00	\$15,646.61	\$149,693.25	\$55,239.75	73.04
2600	SUPPORT SERVICES-BLDGS & SITES					
2610	OPERATION OF PLANT	\$375,900.00	\$23,076.91	\$281,762.39	\$94,137.61	74.96
2620	MAINTENANCE OF PLANT	\$215,000.00	\$5,124.08	\$54,023.78	\$160,976.22	25.13
2600	SUPPORT SERVICES-BLDGS & SITES	\$590,900.00	\$28,200.99	\$335,786.17	\$255,113.83	56.83
2700	SUPPORT SERVICES-PUPIL TRANS					
2750	REGULAR PUPIL TRANSPORTATION	\$209,022.80	\$14,125.33	\$167,839.11	\$41,183.69	80.30
2760	SCHOOL AGE SPEC ED TRANSPORT	\$5,500.00	\$0.00	\$1,329.65	\$4,170.35	24.18
2700	SUPPORT SERVICES-PUPIL TRANS	\$214,522.80	\$14,125.33	\$169,168.76	\$45,354.04	78.86
3500	3500					
3510	HIGH ABILITY	\$31,200.00	\$2,210.70	\$22,283.90	\$8,916.10	71.42
3500	3500	\$31,200.00	\$2,210.70	\$22,283.90	\$8,916.10	71.42
4200	TITLE I					
4200	TITLE I	\$100,000.00	\$7,841.55	\$81,784.03	\$18,215.97	81.78
4210	NCLB - NO CHILD LEFT BEHIND	\$0.00	\$0.00	\$2,880.00	(\$2,880.00)	0.00
4200	TITLE I	\$100,000.00	\$7,841.55	\$84,664.03	\$15,335.97	84.66
4400	TITLE VI-B HANDICAPPED ENTITL					
4401	PRE-SCHOOL SPED	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4402	PRE-SCHOOL SPED TRANSPORTATION	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4404	IDEA PART B	\$0.00	\$20,325.93	\$30,685.00	(\$30,685.00)	0.00
4406	IDEA PRESCHOOL	\$0.00	(\$30,582.95)	\$3,401.00	(\$3,401.00)	0.00
4410	IDEA PART B E-P	\$0.00	(\$79,387.93)	\$49,950.53	(\$49,950.53)	0.00
4411	IDEA CEIS	\$0.00	(\$5,000.00)	\$0.00	\$0.00	0.00
4412	IDEA NONPUBLIC	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4400	TITLE VI-B HANDICAPPED ENTITL	\$0.00	(\$94,644.95)	\$84,036.53	(\$84,036.53)	0.00
4500	4500					
4599	ARRA STABILIZATION	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4500	4500	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4600	4600					
4630	ARRA 3-5 EXPENSES	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4600	4600	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4900	ESU STIPENDS					
4990	ESU STIPENDS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
4900	ESU STIPENDS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
8000	TRANSFERS					
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	\$0.00	0.00
9100	FOOD SERVICE					
9100	FOOD SERVICE	\$0.00	\$0.00	\$0.00	\$0.00	0.00
9100	FOOD SERVICE	\$0.00	\$0.00	\$0.00	\$0.00	0.00
01	GENERAL FUND	\$5,797,247.90	\$418,689.49	\$4,506,425.91	\$1,290,821.99	77.73

**Fund: 01 GENERAL 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>
01 1110	LOCAL PROP. TAX(INCL. 2% DEL.)	3,822,342.22	306,630.96	4,329,341.00	113.26	(506,998.78)
01 1115	CARLINE TAX	0.00	0.00	0.00	0.00	0.00
01 1120	PUBLIC POWER DIST. TAX	0.00	0.00	0.00	0.00	0.00
01 1125	MOTOR VEHICLES TAX	115,000.00	0.00	0.00	0.00	115,000.00
01 1190	PRESCHOOL TUITION	12,000.00	150.00	6,475.50	53.96	5,524.50
01 1210	COOPERTIVE FUND	0.00	0.00	0.00	0.00	0.00
01 1330	TRANS FROM OTHER DIST-SP ED	0.00	0.00	0.00	0.00	0.00
01 1410	INTEREST ON INVESTMENT	0.00	366.09	4,136.98	0.00	(4,136.98)
01 1610	LOCAL LICENSE FEES	0.00	0.00	0.00	0.00	0.00
01 1810	COMMUNITY SERVICE ACTIVITIES-WELLNESS	0.00	0.00	0.00	0.00	0.00
01 1910	OTHER LOCAL RECEIPTS	2,500.00	0.00	355.19	14.21	2,144.81
01 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	0.00	0.00	0.00
01 1990	OTHER LOCAL RECEIPTS	0.00	292.21	3,208.90	0.00	(3,208.90)
01 1991	AIRTIME ROYALTY	0.00	0.00	0.00	0.00	0.00
01 1995	TEACHER SALARY-IN LOCAL	0.00	0.00	0.00	0.00	0.00
01 1996	EDUCATION GRANTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: LOCAL RECIEPTS	3,951,842.22	307,439.26	4,343,517.57	109.91	(391,675.35)
01 2110	FINES & LICENSE FEES	0.00	0.00	1,240.00	0.00	(1,240.00)
01 2130	OTHER COUNTY SOURCES	0.00	0.00	0.00	0.00	0.00
01 2140	NON-RES. HIGH SCHOOL TUITION	0.00	0.00	0.00	0.00	0.00
01 2210	ESU RECEIPTS	35,000.00	16,327.46	64,864.40	185.33	(29,864.40)
01 2510	INTEREST	0.00	0.00	0.00	0.00	0.00
	Subtotal: COUNTY AND ESU RECEIPTS	35,000.00	16,327.46	66,104.40	188.87	(31,104.40)
01 3110	STATE AID	113,778.00	11,362.49	113,624.81	99.87	153.19
01 3115	STATE PAYMENTS FOR TEACHER SAL	0.00	0.00	0.00	0.00	0.00
01 3120	SPECIAL ED. PROGRAMS	175,000.00	29,189.00	241,234.33	137.85	(66,234.33)
01 3125	SPECIAL ED. TRANSPORTATION	0.00	178.52	11,755.52	0.00	(11,755.52)
01 3135	HIGH ABILITY LEARNERS	5,000.00	0.00	2,285.00	45.70	2,715.00
01 3145	ENROLLMENT OPTION PROGRAM	0.00	0.00	0.00	0.00	0.00
01 3150	SCHOOL LUNCH STATE SHARE	0.00	0.00	0.00	0.00	0.00
01 3165	SPED PRESCHOOL-STATE	0.00	0.00	0.00	0.00	0.00
01 3180	PRO-RATA MOTOR VEHICLE	0.00	0.00	0.00	0.00	0.00
01 3190	OTHER STATE APPORTIONMENT	0.00	0.00	0.00	0.00	0.00
01 3191	ENROLLMENT OPTION	0.00	0.00	0.00	0.00	0.00
01 3200	STATE APPORTIONMENT	50,000.00	0.00	52,564.25	105.13	(2,564.25)
01 3300	IN-LIEU-OF-SCHOOL LAND TAX	0.00	0.00	0.00	0.00	0.00
01 3400	INSURANCE PREMIUM TAX	0.00	0.00	0.00	0.00	0.00
01 3500	MINI GRANT ED INNOVATION	0.00	0.00	0.00	0.00	0.00
01 3511	DISTANCE LEARNING REVENUE	0.00	0.00	0.00	0.00	0.00
01 3512	QUALITY ED GRANT	0.00	0.00	6,000.00	0.00	(6,000.00)
01 3550	RULE 88	0.00	0.00	0.00	0.00	0.00
01 3560	SATELLITE MATCHING GRANT	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: STATE RECEIPTS	343,778.00	40,730.01	427,463.91	124.34	(83,685.91)
01 4200	TITLE I	0.00	0.00	0.00	0.00	0.00
01 4201	ACCOUNTIBILITY	0.00	0.00	0.00	0.00	0.00
01 4210	NCLB - NO CHILD LEFT BEHIND	0.00	0.00	0.00	0.00	0.00
01 4300	INNOVATION EDUCATION PROGRAM	0.00	0.00	0.00	0.00	0.00
01 4310	TITLE IIA	0.00	0.00	0.00	0.00	0.00
01 4400	TITLE VI-B BELOW AGE 5 SP ED	0.00	0.00	0.00	0.00	0.00
01 4401	SPED PRESCHOOL	0.00	0.00	0.00	0.00	0.00
01 4402	SPED PRESCHOOL TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
01 4404	SPED BELOW AGE FIVE	0.00	0.00	30,685.00	0.00	(30,685.00)

**Revenue Summary Report**  
 Processing Month: 06/2015  
 JUNE 2015 GENERAL FUND

Fund: 01 GENERAL 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>
01 4406	IDEA	0.00	0.00	3,473.00	0.00	(3,473.00)
01 4410	IDEA CURRENT AND CARRYOVER EXCESS	0.00	0.00	50,403.00	0.00	(50,403.00)
01 4411	CEIS	0.00	0.00	3,320.00	0.00	(3,320.00)
01 4412	IDEA	0.00	0.00	0.00	0.00	0.00
01 4450	MEDICAID IN PUBLIC SCHOOLS	0.00	0.00	0.00	0.00	0.00
01 4455	MAPS-ADMIN. OUTREACH	15,000.00	0.00	6,372.32	42.48	8,627.68
01 4580	EDUCATION JOBS	0.00	0.00	0.00	0.00	0.00
01 4599	ARRA STABILIZATION	0.00	0.00	0.00	0.00	0.00
01 4610	ARRA IDEA B PAYMENT	0.00	0.00	0.00	0.00	0.00
01 4630	ARRA PRESCHOOL	0.00	0.00	0.00	0.00	0.00
01 4690	PBIS	0.00	0.00	5,120.00	0.00	(5,120.00)
01 4699	IDEA	0.00	0.00	0.00	0.00	0.00
01 4700	FED VOC ED (CARL PERKINS)	0.00	0.00	0.00	0.00	0.00
01 4800	SCHOOL LUNCH-FEDERAL SHARE	0.00	0.00	0.00	0.00	0.00
01 4900	OTHER FEDERAL RECEIPTS	107,000.00	0.00	0.00	0.00	107,000.00
01 4960	DRUG FREE SCHOOLS	0.00	0.00	0.00	0.00	0.00
01 4970	STAR GRANTS	0.00	0.00	0.00	0.00	0.00
01 4971	ARMS GRANT	0.00	0.00	0.00	0.00	0.00
01 4990	NE DEPT. OF ED-REAP PAYMENTS	0.00	0.00	0.00	0.00	0.00
01 4991	REAP GRANT	0.00	0.00	0.00	0.00	0.00
01 4992	REAP	0.00	0.00	0.00	0.00	0.00
	Subtotal: FEDERAL RECEIPTS	122,000.00	0.00	99,373.32	81.45	22,626.68
01 5300	INSURANCE ADJUSTMENTS	0.00	0.00	29,946.46	0.00	(29,946.46)
01 5400	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0.00
01 5500	TRANSFERS FROM BOND FUND	0.00	0.00	0.00	0.00	0.00
01 5610	CASH BALANCE FROM MERGED DISTR	0.00	0.00	0.00	0.00	0.00
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	0.00	3,611.76	0.00	(3,611.76)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	33,558.22	0.00	(33,558.22)
01 9000	NON-PROGRAM RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: NON-PROGRAM RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Fund Total:	4,452,620.22	364,496.73	4,970,017.42	111.62	(517,397.20)

**Revenue Summary Report**  
Processing Month: 06/2015  
JUNE 2015 GENERAL FUND

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	4,452,620.22	364,496.73	4,970,017.42	111.62	(517,397.20)

**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
GENERAL FUND - PETTY CASH**

Balance 06/01/15            \$ 8,595.06

**RECEIPTS:**

General Fund Reimbursement	\$1,391.69
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Total Receipts:            \$ 1,391.69

**DISBURSEMENTS:**

Post Master	2418	\$	82.24
Steve Seefeld	2419	\$	4.01
Sun Belt Rentals	2420	\$	270.10
Amazon	2421	\$	2,849.35
Wal-Mart	2422	\$	34.36

Total Disbursements:    \$ 3,240.06

Balance: 06/30/15            \$ 6,746.69

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
FLEX ACCOUNT**

Beginning Balance 06/01/15:      \$ 5,950.03

**Receipts:**

General Fund	\$	4,547.65	
<b>Total Received:</b>			<b>\$ 4,547.65</b>

**Transfers:**

In from Petty Cash	\$	-	
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**Expended Out:**

Monthly Claims	\$	392.05	
Monthly Claims	\$	2,535.17	
Monthly Claims	\$	78.01	
Monthly Claims	\$	1,262.07	
Monthly Claims			
<b>Total Expended Out:</b>			<b>\$ 4,267.30</b>

Ending Balance 06/30/15:      \$ 6,230.38

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
BUILDING FUND**

**Balance 06/01/15      \$      463,610.90**

**RECEIPTS:**

Polk County Trea.	\$      26,452.14
Butler County Trea.	\$      22,182.94
D.A. Davidson - Wire In	\$      9,834,775.85
Interest	\$      167.23

**Total Receipts:                      \$      9,883,578.16**

**DISBURSEMENTS:**

GP Architecture	\$115,690.00
B/D Construction	\$      31,251.68
Village of Shelby	\$      500.00
Wire Out	\$      12.00

**Total Disbursements:      \$      147,453.68**

**Balance: 06/30/15      \$      10,199,735.38**

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# SUMMARY SHEET

June 30, 2015

<b>Account Name:</b>	<b>Amount</b>	<b>Amount to CD</b>
General Fund	\$ 1,086,219.19	\$ 400,000.00
General Fund Savings	\$ 479,000.00	
Lunch Fund	\$ 22,302.80	
Petty Cash Fund	\$ 6,746.69	
Building/Sinking Fund	\$ 10,199,735.38	
Depreciation Fund	\$ 389,413.37	\$ 172,000.00
<u>Total of Accounts</u>	<u>\$ 12,183,417.43</u>	<u>\$ 572,000.00</u>
<b><u>Total of All Accounts</u></b>		<b><u>\$ 12,755,417.43</u></b>

**Other Accounts:**

Flex Account	\$ 6,230.38
Cooperative Fund (no report generated)	\$ 0.10
Bond Redemption Fund (no report generated)	\$ 47.51

**SHELBY PUBLIC SCHOOL**  
**FINANCIAL REPORT**  
**GENERAL FUND**

**Balance:                      06/01/15 \$   1,140,411.95**

**RECEIPTS:**

CD Interest	\$	79.45
Butler County Treas. - Local tax	\$	138,172.64
Savings interest	\$	38.06
Region V - SPED transportation	\$	178.52
Petty Cash Interest	\$	1.70
Pre-school fees	\$	150.00
Polk County Treas - Local Taxes	\$	168,458.32
State of NE - SPED S.A.	\$	29,189.00
Village of Shelby - Library fees	\$	292.21
ESU 7 - reimb. Salaries	\$	16,327.46
State of NE - State Aid	\$	11,362.49
Interest	\$	246.88
Hot Lunch - reimb. Payroll	\$	5,553.43

**Total Receipts:                      \$   370,050.16**

**SAVINGS - TRANSFERS (IN/OUT)**

**DISBURSEMENTS:**

General Fund Bills	\$	57,159.35
Payroll	\$	367,083.57

**Total Disbursements:                      \$   424,242.92**

**Balance:                      06/30/15 \$   1,086,219.19**

Balance in Checking Account 06/30/14	\$	1,086,219.19
Savings Account	\$	479,000.00
Certificate of Deposit	\$	400,000.00
<b>Total General Fund Assets 06/30/15</b>	<b>\$</b>	<b>1,965,219.19</b>

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**SHELBY PUBLIC SCHOOL  
FINANCIAL REPORT  
DEPRECIATION FUND  
June 30, 2014**

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	<b>Beginning Balance:</b>	\$	389,259.80
<b>RECEIPTS:</b>			
Interest	\$	153.57	
<u>Total Receipts:</u>		\$	153.57
<b>DISBURSEMENTS:</b>			
<u>Total Disbursements:</u>		\$	-
	<b>Ending Balance:</b>	\$	389,413.37

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**Totals:**

Total Depreciation Account:	\$	389,413.37
Certificate of Deposit:	\$	<u>172,000.00</u>
Total Depreciation and Certificate of Deposit	\$	561,413.37

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SHELBY PUBLIC SCHOOL  
FINANCIAL REPORT  
DEPRECIATION ACCOUNT  
(Total of All Accounts & CD's)

**Totals:**

Total Depreciation Account:	\$ 389,413.37
Certificate of Deposit:	<u>\$ 172,000.00</u>
Total Depreciation and Certificate of Deposit	\$ 561,413.37

6/30/2015

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**SHELBY PUBLIC SCHOOL**  
**FINANCIAL REPORT**  
**LUNCH FUND**

**Beginning Balance 06/01/15**

**\$ 22,335.88**

**RECEIPTS:**

	<b>AMOUNT</b>
Family Receipts	\$ 315.05
KD Milk Money	\$ -
Federal Reimbursements	\$ 5,200.07
Other Lunch/Milk Money Receipts	\$ -
Interest	\$ <u>5.23</u>
<b><u>Total Receipts</u></b>	<b><u>\$ 5,520.35</u></b>

**DISBURSEMENTS:**

<b>Name:</b>	<b>Ck No.</b>	<b>AMOUNT</b>
SRC Gen. Fund-reimb. Salaries	2517	\$ 5,553.43

**Total Disbursements:**

**\$ 5,553.43**

**Ending Balance 06/30/15**

**\$ 22,302.80**

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**Balance Sheet**  
Period Ending: June 2015  
JUNE 2015 ACTIVITY FUND

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 05     ACTIVITIES FUND</b>				
<u>Current Assets</u>				
05 101	CASH/ACTIVITY FUND	78,848.91	(4,960.17)	73,888.74
	Current Assets Subtotal:	78,848.91	(4,960.17)	73,888.74
Total Assets and Deferred Outflows of Resources:		78,848.91	(4,960.17)	73,888.74
<u>Other Liabilities</u>				
05 402	AP	0.00	0.00	0.00
05 603	PO	0.00	0.00	0.00
05 694	Less PO	0.00	0.00	0.00
05 696	Less AP	0.00	0.00	0.00
	Other Liabilities Subtotal:	0.00	0.00	0.00
<u>Fund Balance</u>				
05 704 0401	FUND BALANCE/ATHLETIC	10,417.22	(439.52)	9,977.70
05 704 0402	FUND BALANCE/CONCESSION	(0.01)	0.00	(0.01)
05 704 0403	FUND BALANCE/HONOR SOCIETY	1,118.05	0.00	1,118.05
05 704 0404	FUND BALANCE/S-CLUB	3,463.08	(359.70)	3,103.38
05 704 0405	FUND BALANCE/CLASS OF 2015	647.72	(82.08)	565.64
05 704 0406	FUND BALANCE/CLASS OF 2017	4,539.78	0.00	4,539.78
05 704 0407	FUND BALANCE/JUST FOR KIDS	1,319.88	(39.17)	1,280.71
05 704 0408	FUND BALANCE/CLASS OF 2016	2,766.50	0.00	2,766.50
05 704 0409	FUND BALANCE/CLASS OF 2018	2,325.40	0.00	2,325.40
05 704 0410	FUND BALANCE/YEARBOOK	6,472.80	0.00	6,472.80
05 704 0411	FUND BALANCE/MUSIC	(40.80)	0.00	(40.80)
05 704 0412	FUND BALANCE/STUDENT COUNCIL	3,462.08	0.00	3,462.08
05 704 0413	FUND BALANCE/POWER DRIVE	(1,537.60)	(4,145.56)	(5,683.16)
05 704 0414	FUND BALANCE/ART CLASS	20.77	0.00	20.77
05 704 0415	FUND BALANCE/DANCE TEAM	864.10	40.00	904.10
05 704 0416	FUND BALANCE/MEMORIALS	2,244.31	0.00	2,244.31
05 704 0417	FUND BALANCE/D&A PREVENTION	2,596.52	0.00	2,596.52
05 704 0418	FUND BALANCE/SHOP	4,491.53	0.00	4,491.53
05 704 0419	FUND BALANCE/JRHI STU. COUNCIL	2,675.52	0.00	2,675.52
05 704 0420	FUND BALANCE/INTEREST	192.94	17.01	209.95
05 704 0421	FUND BALANCE/BOOK-IT	2.70	0.00	2.70
05 704 0422	FUND BALANCE/SPEECH AND DRAMA	(3,420.51)	(45.65)	(3,466.16)
05 704 0423	FUND BALANCE/LAP TOP LEASE FEE	4,060.84	(25.00)	4,035.84
05 704 0424	FUND BALANCE/BAND UNIFORM DONATIONS	200.65	0.00	200.65
05 704 0425	FUND BALANCE/WELLNESS CENTER	16,745.94	95.00	16,840.94
05 704 0426	FUND BALANCE/FBLA	2,091.35	0.00	2,091.35
05 704 0427	FUND BALANCE/STAFF DEVELOPMENT	3,804.11	(40.00)	3,764.11
05 704 0428	FUND BALANCE/QUIZ BOWL	(465.00)	0.00	(465.00)
05 704 0429	FUND BALANCE/ ALUMNI	52.26	0.00	52.26
05 704 0430	FUND BALANCE/VIDEO BOARD	7,736.78	0.00	7,736.78

**Balance Sheet**  
Period Ending: June 2015  
JUNE 2015 ACTIVITY FUND

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
05 704 0431	FUND BALANCE- FFA	0.00	64.50	64.50
	Fund Balance Subtotal:	78,848.91	(4,960.17)	73,888.74
	<span style="border: 1px solid black; padding: 2px;">Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</span>	78,848.91	(4,960.17)	73,888.74

- 38,000  
35,888.74

**Fund: 05 ACTIVITIES FUND**

Chart of Account Number		Chart of Account Description		Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description	Entity Name		
05 704 0401			FUND BALANCE/ATHLETIC			*Previous Balance		10,417.22
05 704 0401			FUND BALANCE/ATHLETIC					
05 1700 401			ACTIVITIES REC/ATHLETIC					
06/17/2015	CR	4629	FEE FOR TRACK UNIFORM & BSN SPORTS			0.00	106.68	
06/30/2015	CR	4631	NSAA REIM. FOR NSAA CHAMPIONSHIPS			0.00	316.45	
05 2190 410 0 401			SUPPLIES/ATHLETIC					
06/22/2015	CD	63015	5 9233 SPORT BALANCE TRAINER,IPAD MINI,GIFTCARD	AMAZON	517.65	0.00	0.00	
06/25/2015	CD	302228	5 9237 FOOTBALL HELMET DECALS	HEALY AWARDS INC.	297.24	0.00	0.00	
06/25/2015	CD	8605198	5 9236 FLOOR TAPE	S & S WORLDWIDE	47.76	0.00	0.00	
05 704 0401			FUND BALANCE/ATHLETIC			*Current Activity		(439.52)
			FUND BALANCE/CONCESSION			*Ending Balance:	423.13	9,977.70
05 704 0402			FUND BALANCE/CONCESSION			*Previous Balance		(0.01)
			FUND BALANCE/HONOR SOCIETY			*Ending Balance:	0.00	(0.01)
05 704 0403			FUND BALANCE/HONOR SOCIETY			*Previous Balance		1,118.05
			FUND BALANCE/S-CLUB			*Ending Balance:	0.00	1,118.05
05 704 0404			FUND BALANCE/S-CLUB			*Previous Balance		3,463.08
05 2190 410 0 404			SUPPLIES/S-CLUB					
06/08/2015	CD	2615	5 9226 CHENILLE LETTERS	CLASSIC SPORTSWEAR & AWARDS	179.85	0.00	0.00	
06/25/2015	CD	26151	5 9238 CHENILLE LETTERS	CLASSIC SPORTSWEAR & AWARDS	179.85	0.00	0.00	
05 704 0404			FUND BALANCE/S-CLUB			*Current Activity		(359.70)
			FUND BALANCE/CLASS OF 2015			*Ending Balance:	359.70	3,103.38
05 704 0405			FUND BALANCE/CLASS OF 2015			*Previous Balance		647.72
05 2190 410 0 405			SUPPLIES/CLASS OF 2015					
06/22/2015	CD	63015	5 9233 CLASS BAGS	AMAZON	40.08	0.00	0.00	
06/25/2015	CD	2052	5 9235 VALEDICTORIAN/SALUTATORIA N TROPHY	JOSTENS	42.00	0.00	0.00	
05 704 0405			FUND BALANCE/CLASS OF 2015			*Current Activity		(82.08)
			FUND BALANCE/CLASS OF 2017			*Ending Balance:	82.08	565.64
05 704 0406			FUND BALANCE/CLASS OF 2017			*Previous Balance		4,539.78
			FUND BALANCE/JUST FOR KIDS			*Ending Balance:	0.00	4,539.78
05 704 0407			FUND BALANCE/JUST FOR KIDS			*Previous Balance		1,319.88
05 2190 410 0 407			SUPPLIES/JUST FOR KIDS					



JUNE 2015 ACTIVITY FUND

Fund: 05 ACTIVITIES FUND

Chart of Account Number	Chart of Account Description	Check Acct	Check #	Description	Expenses	Revenues	Balance Change	Balance
Entrv Date	JR	Reference #		Entity Name				
05 704 0417				FUND BALANCE/D&A PREVENTION	0.00	0.00	0.00	2,244.31
				*Ending Balance:				
05 704 0418				FUND BALANCE/SHOP	0.00	0.00	0.00	2,596.52
				*Previous Balance:				
05 704 0419				FUND BALANCE/JRHI STU. COUNCIL	0.00	0.00	0.00	4,491.53
				*Ending Balance:				
05 704 0420				FUND BALANCE/INTEREST	0.00	0.00	0.00	4,491.53
				*Previous Balance:				
05 704 0420				FUND BALANCE/INTEREST	0.00	0.00	0.00	2,675.52
				*Ending Balance:				
05 704 0420				FUND BALANCE/INTEREST	0.00	0.00	0.00	2,675.52
				*Previous Balance:				
05 704 0421				FUND BALANCE/BOOK-IT	0.00	17.01	0.00	17.01
				*Ending Balance:				
05 704 0422				FUND BALANCE/SPEECH AND DRAMA	0.00	0.00	0.00	2.70
				*Previous Balance:				
05 704 0422				FUND BALANCE/SPEECH AND DRAMA	0.00	0.00	0.00	2.70
				*Ending Balance:				
05 2190 410 0 422				FUND BALANCE/SPEECH AND DRAMA	0.00	0.00	0.00	(3,420.51)
				*Previous Balance:				
06/10/2015 CD 4215960				5 9232 ONE ACT PLAYS	45.65	0.00	0.00	(45.65)
				*Current Activity				
05 704 0422				FUND BALANCE/SPEECH AND DRAMA	45.65	0.00	0.00	(3,466.16)
				*Ending Balance:				
05 704 0423				FUND BALANCE/LAP TOP LEASE FEE	0.00	0.00	0.00	4,060.84
				*Previous Balance:				
05 704 0423				FUND BALANCE/LAP TOP LEASE FEE	0.00	0.00	0.00	4,060.84
				*Previous Balance:				
05 2190 410 0 423				SUPPLIES/LAP TOP LEASE FEE	0.00	0.00	0.00	(25.00)
				*Previous Balance:				
06/10/2015 CD 63015				5 9229 REIM. FEE	25.00	0.00	0.00	(25.00)
				*Current Activity				
05 704 0423				FUND BALANCE/LAP TOP LEASE FEE	25.00	0.00	0.00	4,035.84
				*Ending Balance:				
05 704 0424				FUND BALANCE/BAND UNIFORM DONATIONS	0.00	0.00	0.00	200.65
				*Previous Balance:				
05 704 0425				FUND BALANCE/WELLNESS CENTER	0.00	0.00	0.00	200.65
				*Ending Balance:				
05 704 0425				FUND BALANCE/WELLNESS CENTER	0.00	0.00	0.00	16,745.94
				*Previous Balance:				
05 1700 425				ACTIVITY REC/WELLNESS CENTER	0.00	95.00	0.00	95.00
				*Current Activity				
06/17/2015 CR 4630				MEMBERSHIP FEE				

**Fund: 05 ACTIVITIES FUND**

Chart of Account Number	Chart of Account Description	Check Acct	Check #	Description	Entity Name	Expenses	Revenues	Balance Change	Balance
05 704 0425	FUND BALANCE/WELLNESS CENTER				*Current Activity	0.00	95.00	0.00	95.00
					*Ending Balance:				16,840.94
05 704 0426	FUND BALANCE/FBLA				*Previous Balance	0.00	0.00	0.00	2,091.35
					*Ending Balance:				2,091.35
05 704 0427	FUND BALANCE/STAFF DEVELOPMENT				*Previous Balance				3,804.11
05 2190 410 0 427	FUND BALANCE/STAFF DEVELOPMENT								
06/08/2015 CD 63015	SUPPLIES/STAFF DEVELOPMENT		9225	PLANT FOR KELSEY GABEL	FLOWERS FROM THE HEART	40.00	0.00		
05 704 0427	FUND BALANCE/STAFF DEVELOPMENT				*Current Activity	40.00	0.00		(40.00)
					*Ending Balance:				3,764.11
05 704 0428	FUND BALANCE/QUIZ BOWL				*Previous Balance	0.00	0.00	0.00	(465.00)
					*Ending Balance:				(465.00)
05 704 0429	FUND BALANCE/ ALUMNI				*Previous Balance	0.00	0.00	0.00	52.26
					*Ending Balance:				52.26
05 704 0430	FUND BALANCE/VIDEO BOARD				*Previous Balance	0.00	0.00	0.00	7,736.78
					*Ending Balance:				7,736.78
05 704 0431	FUND BALANCE- FFA								
05 1700 0431	FFA / ACTIVITIES RECEIPTS						694.50		
06/17/2015 CR 4632	OFFICER CLOTHING & NE FFA FOUNDATION					0.00			
05 2190 410 0 431	FFA - SUPPLIES								
06/09/2015 CD 63015	5 9227 FFA CLOTHING				NEBRASKA FFA ASSOCIATION	630.00	0.00		
05 704 0431	FUND BALANCE- FFA				*Current Activity	630.00			64.50
					*Ending Balance:				64.50
					Fund Total: 05	6,189.81	1,229.64	0.00	73,888.74

## 0604.01 BASIC INSTRUCTION PROGRAM

The basic instructional program shall include the courses required for each grade level by the Nebraska Department of Education.

The basic weekly instructional program of students enrolled in the elementary grades shall include reading and language arts, mathematics, social studies, science, health, physical education, visual arts, and music. The district shall consider elementary grades to be all grades up to fifth.

The basic yearly instructional program of students enrolled in the middle grades shall include reading, language arts, mathematics, social studies, science, health, visual arts, music, and physical education. Exploratory experiences shall be offered in career and technology education. The district shall consider middle grades to be all grades from sixth to eighth.

The basic instructional program of students enrolled in the high school grades shall consist of a minimum of 400 instructional units including language arts (60 units), social science (40 units), mathematics (40 units), science (40 units), world language (20 units), career education (80 units), personal health and physical fitness (20 units), and visual and performing arts (40 units). The district shall consider high school grades to be all grades of ninth and above.

Writing experiences shall be incorporated in all curricular areas K-12.

Educational/computer technology shall be incorporated in the instructional program at the elementary, middle, and secondary levels.

It shall be the responsibility of the superintendent to implement and monitor the district's curriculum.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

0605.01 INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

1. Any student who is judged by a staff member to be capable of college level work while in high school may be permitted to do so and will be given assistance in enrolling in Early Entry courses. If admission to a college level course is recommended by the counselor and approved by the secondary principal, the student may enroll in a course for college credit. If the student wishes to receive high school credit for the course, he/she may request permission from his/her principal, through the counselor, to apply the course toward high school graduation requirements.
2. An official college transcript must be presented to the principal before the student will be granted credit. If the college transcript is recorded on a 4-point scale, the conversion to the percentage system will be to use the mid-point on the present grading scale.
3. In order to use the college credit course in determining a student's cumulative GPA, the course must be one not offered by the district.
4. Financial obligations for the course shall not be the responsibility of the district.

Cross Reference:        611    Academic Achievement

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## 0611.05 GRADING GUIDELINES

The superintendent shall develop and implement student grading guidelines. The objectives of grading guidelines shall be to quantify, report and record the academic progress of each student. Grades should fairly reflect the level of student achievement in the knowledge and skills specified by grade level or course objectives and outcomes.

<u>Percent</u>	<u>Letter</u>	<u>4 Point</u>
98-100	A+	4.00
94-97	A	4.00
92-93	B+	3.50
86-91	B	3.00
84-85	C+	2.50
78-83	C	2.00
76-77	D+	1.50
70-75	D	1.00
00-69	F	0.00

A percentage grade is assigned for course work done in grades 2-12.

The Early Primary Grading System for students in K-1 is as follows:

- “E” Excellent achievement
- “S” Satisfactory achievement
- “N” Needing improvement in achievement
- “I” Improving in achievement

Cross Reference:                   507.01 Student Records Access  
  1003 Public Examination of District Records

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## 0611.06 CLASS RANKINGS AND GRADE POINT AVERAGE

The official grade point average (GPA) of graduating students is based on a minimum of 8 semesters of studies in order to allow students sufficient opportunity for demonstrating achievement. Temporary GPA's will be sent to colleges and universities who request information for admission.

Valedictorian and salutatorian shall be determined as stated in Policy 611.03 Student Honors and Awards.

### Dual Credit for Early Entry Courses

1. Any student who is judged by a staff member to be capable of college level work while in high school may be permitted to do so and will be given assistance in enrolling in Early Entry courses. If admission to a college level course is recommended by the counselor and approved by the secondary principal, the student may enroll in a course for college credit. If the student wishes to receive high school credit for the course, he/she may request permission from his/her principal, through the counselor, to apply the course toward high school graduation requirements.
2. An official college transcript must be presented to the principal before the student will be granted credit. If the college transcript is recorded on a 4-point scale, the conversion to the percentage system will be to use the mid-point on the present grading scale.
3. In order to use the college credit course in determining a student's cumulative GPA, the course must be one not offered by the district.
4. Financial obligations for the course shall not be the responsibility of the District.

Legal Reference:       Neb. Statute 79-526

Cross Reference:     507     Student Records

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## 0611.07 GRADUATION REQUIREMENTS

1. Each student must complete the following requirements for graduation:

1.1	English	40 Semester Hours to include English 9, 10, and 11
1.2	Social Science	30 Semester Hours to include American History, World History, and Civics
1.3	Mathematics	30 Semester Hours
1.4	Science	30 Semester Hours to include Physical Science and Biology
1.5	Visual and Performing Arts	10 Semester Hours
1.6	Electives	90 Semester Hours
1.7	Career Education	20 Semester Hours to include Information Technology I
1.8	P.E. and/or Health	10 Semester Hours
1.9	Speech	5 Semester Hours
1.10	Personal Finance	5 Semester Hours

Credit towards graduation may only be earned when a student is enrolled at the high school level.

2. In order to graduate, the student must have 8 semesters of secondary attendance and be classified as a senior at the beginning of the school year in which the student wishes to graduate.

2.1 The Board of Education reserves the right to waive the eight (8) semester requirement if the student has 270 credit hours of work.

2.2 If a student would like the Board of Education to consider a waiver of the eight (8) semester requirement, the student and/or his/her parent/guardian must be on the Board Agenda on or before the April regular meeting.

2.3 The Board of Education decision is final.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## MEETING MINUTES

The board shall keep and maintain permanent records of the board including, but not limited to, records of the minutes of board meetings, documentation received or disclosed in open session of the meetings, and other required records of the board. **The minutes may be kept as an electronic record.**

It shall be the responsibility of the board secretary to keep the minutes of the board meetings. The minutes of each board meeting shall include as a minimum the following items: a record of the date, time, place, members present, action taken and the vote of each member, and the schedule of bills allowed shall be attached. The minutes shall also include all required information regarding any closed sessions as stated in policy 204.06. This information shall be available within 10 days of the board meeting or prior to the next convened meeting, if earlier. Minutes shall be forwarded to the newspaper designated as the official newspaper for publication. The schedule of bills allowed may be published on a once monthly basis in lieu of publication with the minutes. The permanent records of the board minutes may include more detail than is required for the publication of the minutes.

Minutes awaiting approval at the next board meeting will be available for inspection at the central office of the district after the office transcribes the notes into a document which has been proofread for errors and corrected.

Legal Reference:                   Neb. Statute 79-577  
  79-580  
  84-712  
  84-1408 to 1414

Cross Reference:               203    Organization of the School Board  
  1003   Public Examination of District Records  
  1004   Press, Radio and Television News Media

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## EQUAL OPPORTUNITY EMPLOYMENT

The Shelby-Rising City School District shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and non-discrimination laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. Employees will support and comply with the district's established equal employment opportunity and non-discrimination policies. Employees shall be given notice of this policy annually. The board shall appoint an employee to serve as non-discrimination compliance coordinator.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Nebraska Department of Education for the position for which they apply. In employing individuals, the district will not discriminate in any aspect of employment with regard to race, color, religion, national or ethnic origin, sex, disability, age, **marital status, genetic background, veteran status, pregnancy, or childbirth or related medical condition.**

Advertisements and notices for vacancies within the district shall contain the following statement: "The Shelby-Rising City School District is an equal opportunity employer (EOE)." The statement shall also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and non-discrimination laws and policies, including but not limited to complaints of discrimination, shall be directed to:

Name and/or Title: Superintendent of Schools

Address: PO Box 218 or 650 N Walnut St, Shelby NE 68662

Telephone No.: 402-527-5946

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and non-discrimination laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Kansas Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, (816) 268-0599, the Nebraska Equal Opportunity Commission, State Office Building, 301 Centennial Mall South, 5th floor, P.O. Box 94394, Lincoln, NE 68509-4934, (402) 471-2024 or (800) 642-6112 or by email to [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Further information and procedures for filing a complaint are available at the website of the Nebraska Equal Opportunity Commission, <http://www.neoc.ne.gov/comp/comp.htm>.

Legal Reference: 29 U.S.C. §§ 621-634 (1994).  
42 U.S.C. §§ 2000e et seq. (1994).  
42 U.S.C. §§ 12101 et seq. (1994).  
Neb. Statute 48-1101 et seq. (Nebr. Fair Employment Practice Act)

Cross Reference: 103 Equal Educational Opportunity  
404.06 Harassment by Employees  
406.02 Certificated Employee Qualifications, Recruitment  
and Selection  
412.02 Support Staff Qualifications, Recruitment and  
Selection

FACILITIES FOR MILK EXPRESSION

The district will designate a private area, other than a restroom, for an employee for breast-feeding or to express breast milk for her nursing child in a place which is shielded from view and free from intrusion from co-workers and the public.

Legal Reference:                    LB 627 (2015)

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_





## RETURN FROM PEDIATRIC CANCER

The Board recognizes that students who have been treated for pediatric cancer and are returning to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

The district shall establish a return to learn protocol for students returning from the treatment of pediatric cancer. The return to learn protocol shall recognize that these students may need accommodations for specific cognitive, behavioral, physical, developmental, and social impairments.

When appropriate, a section 504 plan may be developed to coordinate and accomplish these accommodations and modifications.

It is the responsibility of the superintendent to implement this policy.

Legal Reference:                    LB 511 (2015)

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## CURRICULUM DEVELOPMENT

Curriculum development shall be an ongoing process in the school district. Each curriculum area shall be reviewed and revised when necessary according to the timelines set out by the superintendent. These timelines will provide for periodic review of each curriculum area.

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research of the school district's curriculum needs and a long-range curriculum development program. In making recommendations to the board, the superintendent shall propose a curriculum that will:

- fulfill the philosophy of the school district;
- reflect the educational and operational needs assessment of the school district;
- articulate courses of study from kindergarten through grade twelve;
- identify minimum objectives for each course and, at the elementary level, for each grade;
- provide for the evaluation of the procedures and methods for attaining the objectives;
- provide for objective monitoring of a student's progress;
- provide for the needs of vocational and college bound students;
- include, if feasible, the course offerings requested by the students;
- provide measurable quality academic content standards by the dates specified in Part 004 of Rule 10 that are the same as, equal to or more rigorous than the adopted state standards of the Nebraska Department of Education.

The above mentioned standards include the English Language Arts Standards (2014), Mathematics Standards (2010), Science Standards (2010) and Social Studies Standards (2012) as approved by NDE. Any changes from the specific standards as approved by NDE in those four areas will be attached to this policy.

It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and, if needed, to develop administrative regulations for curriculum development and recommendations to the board.

Legal Reference: NDE Rule 10  
20 U.S.C. § 1232h (1994).  
34 C.F.R. Pt. 98 (1996).

Cross Reference: 102 Educational Philosophy of the District  
104 Educational and Operational Planning  
604 Instructional Curriculum  
606 Instructional Materials

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## BIDDING PROCEDURES

The purchasing procedure of the school district shall not only ensure the best possible price for goods and services, but shall also operate efficiently and economically. The construction of facilities which may exceed an expenditure of \$100,000, and an amount as periodically adjusted by state statute, shall be advertised and submitted for bid in the manner required by law. This limit does not apply to the acquisition of existing buildings, purchase of new sites or site expansions by the district. Other purchases or contractual services may be advertised and submitted for bid as directed by the Board or when, in the opinion of the superintendent, the welfare of the district will be served. All bids must be submitted in sealed envelopes, addressed to the Board and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened and examined publicly.

The Board reserves the right to reject any or all bids or any part of any bid and accept that bid which appears to be in the best interest of the school district. The Board reserves the right to waive any informalities in any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

Legal Reference:      Neb. Statute 73-106  
                                 Neb. Statute 79-10,104

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## CONSTRUCTION PLANS AND SPECIFICATIONS

The board may engage the services of consultants or other personnel to study the needs of the school district's buildings and sites in providing the education program. The results of these services will be considered in planning the education program and in making decisions about the improvement and acquisition of additional buildings and sites.

In any construction involving architecture or engineering with a cost contemplated to exceed \$100,000, and an amount as periodically adjusted by state statute, the board shall engage an architect, a professional engineer, or a person or persons under the direct supervision of an architect or professional engineer to prepare the plans, specifications and estimates for the construction.

It shall be the responsibility of the superintendent to make a recommendation to the board regarding the need for such services and who should perform such services for the board.

Buildings considered for purchase or construction by the board or currently owned by the school district and used for the education program must meet, or upon improvement be able to meet, the specifications set by the board. The board shall make this determination.

Prior to construction or renovation of buildings and sites the board shall make a determination of the method by which it will obtain construction services. If the board elects by a seventy-five percent affirmative vote to use the Construction Management at Risk or Design-Build methods rather than the traditional Design-Bid-Build method, policies for that respective method must be established prior to selecting the construction services provider.

Prior to remodeling or other construction of buildings and sites, the board may appoint a committee of consultants, employees, citizens, or others to assist the board in developing the specifications for the new or improved buildings and sites. These specifications shall be consistent with the education program, and they shall provide the architect with the information necessary to determine what is expected from the facility. It shall be within the discretion of the board to determine whether a committee shall be appointed.

It shall be the responsibility of the superintendent to make a recommendation to the board regarding the specifications of buildings and sites.

Legal Reference: Neb. Statute 81-3445

Cross Reference: 104 Educational and Operational Planning

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## BIDS AND AWARDS FOR CONSTRUCTION CONTRACTS

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for such project **exceeding \$100,000 and an amount as periodically adjusted by state statute. This does not apply to the acquisition of existing buildings, purchase of new sites or site expansions by the district.** The bidding procedures shall comply with the requirements of state law and shall include the following:

1. **Notice to Bidders:** The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidder, or representatives of the bidders, when the hour is reached for the bids to close.
2. **Regular Manner of Advertisement for Bids:** The notice to bidders for any project shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. **Bid Opening:** When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidder, or representatives of the bidder.
4. **Additional Procedures:** Labor and material bonds in the amount of the contract shall be provided by the person to whom the contract is awarded in a sum not less or less, unless required by the bid notice or contract documents. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid. The Board of Education or Administration may provide for additional procedures for such procurement, opening and acceptance of bids as deemed appropriate for a particular project.
5. **Award of Construction Contracts:** Will, generally, be made to the lowest responsible bidder. The board, in its discretion, after considering factors relating to the construction, including, but not limited to, the cost of the construction, availability of service and/or repair, completion date, and any other factors deemed relevant by the board, may choose a bid other than the lowest bid. Resident bidders of the state of Nebraska may be given preference over nonresident bidders in some instances according to state statutes. The board shall have the right to reject any or all bids, or any part of the bids, to waive informalities, and to enter into the contract or contracts deemed to be in the best interests of the school district.

It shall be the responsibility of the superintendent or designee to make a recommendation accompanied by supportive reasoning to the board for construction contract bids.

Legal Reference: Neb. Statute 73-101 et seq.

Cross Reference: 706 Expenditures

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## Nebraska Framework Levels of Performance: Teacher Practice 1

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

Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	<b>The teacher demonstrates a current and comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement.</b>	<ul style="list-style-type: none"> <li>• Demonstrates current and comprehensive knowledge of his/her discipline's content and the components of an effective curriculum.</li> <li>• Possess a thorough understanding, and serves as a leader for development and/or implementation of local, state, and national standards.</li> <li>• May serve as a content leader at the district, state, and/or national levels.</li> <li>• Consistently demonstrates knowledge of research-based instructional approaches, strategies, assessments, and interventions, and serves as a teacher/leader for implementing best practices.</li> <li>• Uses his/her comprehensive understanding of the intellectual, social, emotional, and physical development of students and the effect of cultural and societal influences to positively impact student learning.</li> <li>• Consistently demonstrates responsibility for providing effective opportunities for each student's learning, development, and achievement.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Classroom Observation</i></li> <li>• <i>Sample Unit Plan</i></li> <li>• <i>Sample Lesson Plan</i></li> <li>• <i>Interview</i></li> <li>• <i>Teacher Logs</i></li> <li>• <i>Professional Development Plans</i></li> <li>• <i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	<b>The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement.</b>	<ul style="list-style-type: none"> <li>• Demonstrates a strong command of his/her discipline's content and the components of an effective curriculum.</li> <li>• Demonstrates understanding of local, state and national standards.</li> <li>• Demonstrates knowledge of research-based instructional approaches, strategies, assessments, and interventions.</li> <li>• Has a strong understanding of the intellectual, social, emotional, and physical development of students.</li> <li>• Understands the effect of cultural and societal influences on student learning.</li> <li>• Regularly demonstrates responsibility for providing effective opportunities for student learning, development, and achievement.</li> </ul>	
<b>Basic</b>	<b>The teacher demonstrates limited knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement.</b>	<ul style="list-style-type: none"> <li>• Demonstrates a basic command of his/her discipline's content and the components of an effective curriculum.</li> <li>• Demonstrates a limited understanding of local, state, and national standards.</li> <li>• Has a rudimentary knowledge of research-based instructional approaches, strategies, assessments, and interventions.</li> <li>• Is familiar with the intellectual, social, emotional, and physical development of students</li> <li>• Understands cultural and societal influences on learning.</li> <li>• Understands the importance of providing effective opportunities for student learning, development, and achievement, but has not consistently demonstrated the ability to do so.</li> </ul>	
<b>Unsatisfactory</b>	<b>The teacher demonstrates a lack of knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development and achievement.</b>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of knowledge of his/her discipline's content, and the components of an effective curriculum.</li> <li>• Fails to demonstrate a knowledge of local, state, and national standards.</li> <li>• Demonstrates very limited knowledge of research-based instructional approaches, strategies, assessments, and interventions.</li> <li>• Demonstrates unfamiliarity with the intellectual, social, emotional, and physical development of students.</li> <li>• Demonstrates a limited knowledge of cultural and societal influences on learning.</li> <li>• Does not recognize the importance of, nor demonstrate responsibility for, providing effective opportunities for student learning, development, and achievement.</li> </ul>	

## Nebraska Framework Levels of Performance: Teacher Practice 2

EFFECTIVE PRACTICE: (2) <u>Planning and Preparation</u> The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	The teacher purposefully and consistently integrates a comprehensive knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of individual student learning, development and achievement.	<ul style="list-style-type: none"> <li>• Consistently develops innovative and coherent units, lessons and activities using a variety of appropriate research- based strategies and resources, including technology.</li> <li>• Purposefully designs, and adapts instruction based on student progress, assessment results, and interests.</li> <li>• Consistently considers student’s prior knowledge, abilities and individual circumstances to ensure differentiated, relevant and rigorous instruction.</li> <li>• Consistently uses a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement.</li> <li>• Serves as planning partner or mentor to other teacher.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Classroom Observation</i></li> <li>• <i>Sample Unit Plan</i></li> <li>• <i>Sample Lesson Plan</i></li> <li>• <i>Interview</i></li> <li>• <i>Teacher Logs</i></li> <li>• <i>Professional Development Plans</i></li> <li>• <i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	The teacher consistently integrates knowledge of content, pedagogy, students, and standards with the established curriculum to develop coherent and rigorous units, lesson, and activities that support the growth of student learning, development, and achievement.	<ul style="list-style-type: none"> <li>• Consistently develops coherent units, lessons and activities using a variety of appropriate research- based strategies and resources, including technology.</li> <li>• Consistently designs, and adapts instruction based on student progress, assessment results, and interests.</li> <li>• Considers student’s prior knowledge, abilities and individual circumstances to ensure differentiated, relevant and rigorous instruction.</li> <li>• Uses a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement.</li> </ul>	
<b>Basic</b>	The teacher demonstrates a basic knowledge of content, pedagogy, students, and curriculum standards, but fails to integrate them consistently to develop units, lessons, and learning activities.	<ul style="list-style-type: none"> <li>• Attempts to develop rigorous and coherent units, lessons and activities using a variety of appropriate research- based strategies and resources, including technology, but does not consistently do so.</li> <li>• Designs, and adapts instruction based on student progress, assessment results, and interests, but with inconsistent results.</li> <li>• Attempts to consider student’s prior knowledge, abilities and individual circumstances to ensure differentiated, relevant and rigorous instruction, but is not always effective in doing so.</li> <li>• Sporadically uses appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement, or may show inconsistent results.</li> </ul>	
<b>Unsatisfactory</b>	The teacher displays a very limited knowledge of content, pedagogy, students, and curriculum standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.	<ul style="list-style-type: none"> <li>• Fails to develop units, lessons and activities that are rigorous and coherent.</li> <li>• Rarely designs and adapts instruction based on student progress, assessment results, and interests.</li> <li>• Does not adequately consider student’s prior knowledge, abilities and individual circumstances to ensure differentiated, relevant and rigorous instruction.</li> <li>• Incorporates few, research-based teaching strategies to engage, challenge, and meet the needs of individual students to optimize their development and achievement.</li> </ul>	

### Nebraska Framework Levels of Performance: Teacher Practice 3

<b>EFFECTIVE PRACTICE: (3) <u>The Learning Environment</u> The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</b>			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	The teacher purposefully creates and consistently maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.	<ul style="list-style-type: none"> <li>Establishes and consistently maintains highly effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for each student.</li> <li>Serves as a school/district advocate for establishing high expectations for student learning, development and achievement.</li> <li>Purposefully interacts with students, families and the community in ways that cultivate self- motivation and values diversity.</li> <li>Establishes and continually promotes a strong and active collaborative learning community built on a climate of mutual respect, trust, openness, and support which extends to the larger school community.</li> <li>Creates a learning environment in which students and colleagues understand and value student, family, neighborhood and community experiences.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li><i>Classroom Observation</i></li> <li><i>Sample Unit Plan</i></li> <li><i>Sample Lesson Plan</i></li> <li><i>Interview</i></li> <li><i>Teacher Logs</i></li> <li><i>Professional Development Plans</i></li> <li><i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.	<ul style="list-style-type: none"> <li>Establishes and consistently maintains effective routines, procedures, and clear standards of conduct.</li> <li>Ensures a safe and accessible environment.</li> <li>Ensures an engaging learning environment for each student.</li> <li>Establishes high expectations for learning, development and achievement</li> <li>Purposefully interacts with students in ways that cultivate self-motivation and value diversity.</li> <li>Establishes and consistently maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support.</li> <li>Acknowledges the value of student, family, neighborhood, and community experiences, and builds upon them to encourage and positively impact academic success.</li> </ul>	
<b>Basic</b>	The teacher strives to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement; however there is inconsistency in the results.	<ul style="list-style-type: none"> <li>Attempts to establish routines, procedures, and standards of conduct; however, results do not ensure an engaging learning environment for each student.</li> <li>Attempts to establish high expectations for learning, development and achievement, but may not have consistent results.</li> <li>Generally interacts with students in ways that cultivates self-motivation and values diversity, but does not consistently achieve the desired outcome.</li> <li>Strives to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success.</li> </ul>	
<b>Unsatisfactory</b>	The teacher fails to create and/or maintain an effective or engaging learning environment.	<ul style="list-style-type: none"> <li>Fails to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for students.</li> <li>Makes little or no attempt to establish high expectations for learning, development and achievement.</li> <li>Rarely interacts with students in ways that cultivate self-motivation and value diversity.</li> <li>Has not attempted to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support.</li> </ul>	

## Nebraska Framework Levels of Performance: Teacher Practice 4

<b>EFFECTIVE PRACTICE: (4) Instructional Strategies</b> The teacher uses effective instructional strategies to ensure growth in student achievement.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	The teacher consistently uses highly effective instructional strategies that result in continuous learning growth for each student.	<ul style="list-style-type: none"> <li>Consistently exceeds learning goals by using and sharing highly effective and research-based instructional strategies and resources.</li> <li>Strategically adapts, modifies and reflects on the various roles of the teacher in the instructional process.</li> <li>Continuously engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement and that consistently meets the goals of the school/district.</li> <li>Modifies, adapts, and differentiates instructional strategies based on data analysis, observation, and student and school/district needs.</li> <li>Ensures student growth and achievement across the school and district.</li> <li>Seeks and uses a variety of innovative methodologies, techniques, resources and technologies.</li> <li>Promotes individual students' skills in critical thinking, creativity, and problem-solving.</li> <li>Effectively and continuously communicates with students and families to promote and support high expectations for achievement.</li> <li>Regularly draws upon family and community resources to positively impact student achievement.</li> <li>Serves as teacher/leader or trainer for the school/district.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li><i>Classroom Observation</i></li> <li><i>Sample Unit Plan</i></li> <li><i>Sample Lesson Plan</i></li> <li><i>Interview</i></li> <li><i>Teacher Logs</i></li> <li><i>Professional Development Plans</i></li> <li><i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	The teacher regularly uses effective instructional strategies to ensure growth in student achievement.	<ul style="list-style-type: none"> <li>Consistently uses developmentally appropriate instructional strategies and resources to meet learning goals.</li> <li>Assumes various instructional roles in the teaching and learning processes appropriate to the content, purposes of instruction, and the needs of students.</li> <li>Continuously engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.</li> <li>Modifies, adapts, and differentiates instruction based on data analysis.</li> <li>Ensures student growth and achievement.</li> <li>Uses a variety of methodologies, techniques, resources, and technologies.</li> <li>Develops students' skills in critical thinking, creativity, and problem-solving.</li> <li>Effectively communicates with students and families to promote and support high expectations for achievement.</li> <li>Draws upon family and community resources to positively impact student achievement.</li> </ul>	
<b>Basic</b>	The teacher strives to use effective instructional strategies to ensure growth in student achievement, but has inconsistent results.	<ul style="list-style-type: none"> <li>Inconsistently uses developmentally appropriate instructional strategies and resources to meet learning goals.</li> <li>Attempts but is not always success in implementing various instructional roles in the teaching and learning processes appropriate to the content, purposes of instruction, and the needs of students.</li> <li>The engagement of students is limited due to the inconsistent or incorrect use of activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.</li> <li>Sporadically modifies, adapts, and differentiates instruction.</li> <li>Uses a limited repertoire of methodologies, techniques, resources, and technologies.</li> <li>Implements strategies to develop students' skills in critical thinking, creativity, and problem-solving, but with inconsistent results.</li> <li>Has limited communication with students and families.</li> <li>Rarely draws upon family and community resources to positively impact student achievement.</li> </ul>	

<b>Unsatisfactory</b>	The teacher fails to use effective instructional strategies resulting in a lack of growth in student achievement.	<ul style="list-style-type: none"><li>• Rarely uses developmentally appropriate instructional strategies and resources to meet learning goals</li><li>• Fails to implement various instructional roles in the teaching and learning processes appropriate to the content, purposes of instruction, and the needs of students.</li><li>• Engagement of students is minimal due to the limited or incorrect use of activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.</li><li>• Rarely modifies, adapts, and differentiates instruction.</li><li>• Uses few methodologies, techniques, resources, and technologies.</li><li>• Rarely uses strategies to develop students' skills in critical thinking, creativity, and problem solving.</li><li>• Engages in little or no communication with students and families.</li><li>• Does not recognize and/or acknowledge family and community resources.</li></ul>	
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## Nebraska Framework Levels of Performance: Teacher Practice 5

EFFECTIVE PRACTICE: (5) <u>Assessment</u> The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	The teacher is viewed as an assessment leader for the building/district. He/she consistently and systematically creates and uses multiple methods of formative and summative assessment to measure student progress. The teacher disaggregates data for use in planning, preparing for instruction, and reporting.	<ul style="list-style-type: none"> <li>Excels in the development and use of exemplary formative and summative assessments that are highly effective and free of bias.</li> <li>Is viewed as an assessment leader for the school and/or district.</li> <li>Uses comprehensive data analysis and interpretation to inform instruction, document and report student progress over time, provide meaningful feedback to each student, and/or inform school/district-wide decision-making.</li> <li>Models highly effective strategies that enable students to set high expectations for self-reflection and personal achievement, monitor, and reflect on their own work.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li><i>Classroom Observation</i></li> <li><i>Sample Unit Plan</i></li> <li><i>Sample Lesson Plan</i></li> <li><i>Interview</i></li> <li><i>Teacher Logs</i></li> <li><i>Professional Development Plans</i></li> <li><i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	The teacher consistently and systematically develops and uses multiple methods of formative and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.	<ul style="list-style-type: none"> <li>Consistently develops and uses a variety of appropriate formative and summative assessments and accommodations that are effective and free of bias.</li> <li>Routinely analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.</li> <li>Systematically uses strategies that enable students to set high expectations for self-reflection and personal achievement, monitor, and reflect on their own work.</li> </ul>	
<b>Basic</b>	The teacher has limited understanding of the various methods of assessment, and/or the teacher uses assessment results inconsistently.	<ul style="list-style-type: none"> <li>Possesses limited knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments.</li> <li>Inconsistently interprets the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.</li> <li>Makes limited use of strategies intended to enable students to set high expectations for self-reflection and personal achievement, monitor, and reflect on their own work.</li> </ul>	
<b>Unsatisfactory</b>	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.	<ul style="list-style-type: none"> <li>Possesses very limited knowledge of or fails to develop and use appropriate formative and/or summative assessments.</li> <li>Fails to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.</li> <li>Rarely uses strategies intended to enable students to set high expectations for self-reflection and personal achievement, monitor, and reflect on their own work.</li> </ul>	

## Nebraska Framework Levels of Performance: Teacher Practice 6

EFFECTIVE PRACTICE: (6) <u>Professionalism</u> The teacher acts as an ethical and responsible member of the professional community.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.	<ul style="list-style-type: none"> <li>• Consistently models and promotes ethical and responsible behavior.</li> <li>• Adheres to and positively influences school policies, procedures, and regulations.</li> <li>• Advocates for the rights and confidentiality of students and families.</li> <li>• Maintains accurate records, documentation, and data and consistently uses them to inform instruction and to meet individual student needs.</li> <li>• Actively pursues meaningful professional development and facilitates opportunities for others.</li> <li>• Systematically and thoughtfully reflects on professional practices in order to improve.</li> <li>• Provides leadership to and for the profession.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Classroom Observation</i></li> <li>• <i>Sample Unit Plan</i></li> <li>• <i>Sample Lesson Plan</i></li> <li>• <i>Interview</i></li> <li>• <i>Teacher Logs</i></li> <li>• <i>Professional Development Plans</i></li> <li>• <i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	The teacher consistently models ethical and responsible behavior as a member of the professional community.	<ul style="list-style-type: none"> <li>• Consistently models ethical and responsible behavior.</li> <li>• Adheres to school policies, procedures, and regulations.</li> <li>• Protects the rights and confidentiality of students and families.</li> <li>• Maintains accurate records, documentation, and data and uses it to inform instruction.</li> <li>• Actively pursues meaningful professional development.</li> <li>• Systematically reflects on his/her own professional practices.</li> <li>• Contributes to and advocates for the profession.</li> </ul>	
<b>Basic</b>	The teacher understands ethical and responsible behavior, but inconsistently demonstrates professional practice.	<ul style="list-style-type: none"> <li>• May understand, but inconsistently models ethical behavior.</li> <li>• Generally adheres to school policies, procedures, and regulations.</li> <li>• Seeks to protect the rights and confidentiality of students and families.</li> <li>• Maintains rudimentary records, documentation and data.</li> <li>• Participates in required professional development and/or a limited amount of optional activities.</li> <li>• Periodically reflects on own professional practices.</li> <li>• Makes limited contributions to the profession.</li> </ul>	
<b>Unsatisfactory</b>	The teacher fails to act in an ethical and/or professionally responsible manner.	<ul style="list-style-type: none"> <li>• Periodically demonstrates unethical or questionable behavior.</li> <li>• Does not regularly follow school policies, procedures, and regulations.</li> <li>• Actions may compromise the rights and confidentiality of students and families.</li> <li>• Fails to maintain accurate records, documentation, and data.</li> <li>• Seldom participates in any professional development.</li> <li>• Demonstrates limited, if any, reflection on professional practices.</li> <li>• Makes very limited contributions to the profession.</li> </ul>	

## Nebraska Framework Levels of Performance: Teacher Practice 7

EFFECTIVE PRACTICE: (7) <u>Vision and Collaboration</u> The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.			
Performance Level	Performance Description	Example Behaviors: The teacher typically displays these or similar behaviors:	Sources of Evidence
<b>Distinguished</b>	The teacher strongly contributes to and promotes the vision of the school and continuously collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.	<ul style="list-style-type: none"> <li>• Provides leadership for the development and implementation of the district's and/or school's vision, mission, and goals for teaching and learning.</li> <li>• Takes a leadership role in the school improvement process.</li> <li>• Deliberately and consistently models effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to advance the learning process.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Classroom Observation</i></li> <li>• <i>Sample Unit Plan</i></li> <li>• <i>Sample Lesson Plan</i></li> <li>• <i>Interview</i></li> <li>• <i>Teacher Logs</i></li> <li>• <i>Professional Development Plans</i></li> <li>• <i>Leadership Activities</i></li> </ul>
<b>Proficient</b>	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.	<ul style="list-style-type: none"> <li>• Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.</li> <li>• Contributes to the school improvement process.</li> <li>• Deliberately and consistently uses effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to enhance the learning process.</li> </ul>	
<b>Basic</b>	The teacher strives to promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement, but with limited or inconsistent results.	<ul style="list-style-type: none"> <li>• Participates to some extent in the development and/or implementation of the school's vision, mission, and goals for teaching and learning, providing.</li> <li>• Makes limited contribution to the school improvement process.</li> <li>• Sporadically uses effective communication strategies while working with students, families, colleagues, and the community.</li> </ul>	
<b>Unsatisfactory</b>	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues and the larger community.	<ul style="list-style-type: none"> <li>• Does not participate in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.</li> <li>• Makes little or no contribution to the school improvement process.</li> <li>• Fails to use effective communication strategies while working with students, families, colleagues, and the community.</li> </ul>	

## Nebraska Teacher Performance Framework and the Marzano Teacher Evaluation Model Alignment Guide

The Marzano Causal Teacher Evaluation Model contains 60 elements within four Domains (Classroom Strategies and Behaviors; Planning and Preparing; Reflecting on Teaching; Collegiality and Professionalism).

Nebraska Teacher Performance Framework – Effective Practices	Nebraska Teacher Performance Framework – Example Indicators	Marzano Model – Domains, Design Questions, and elements
<p><b>1. Foundational Knowledge:</b></p> <p>The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.</p>	<p><b>The Teacher:</b></p> <p>(a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.</p> <p>(b) Understands research-based instructional approaches, strategies, assessments, and interventions.</p> <p>(c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.</p> <p>(d) Understands the effect of cultural and societal influences on learning for each student.</p> <p>(e) Understands how national, state, and local standards impact teaching.</p> <p>(f) Understands the components of an effective curriculum.</p> <p>(g) Accepts responsibility for the growth of student learning, development, and achievement.</p>	<p>Domain 2: Planning and Preparing</p> <p>42: Effective Scaffolding of Information within Lessons</p> <p>43: Lessons within Units</p> <p>44: Attention to Established Content Standards</p> <p>45: Use of Available Traditional Resources</p> <p>46: Use of Available Technology</p> <p>47: Needs of English Language Learners</p> <p>48: Needs of Students Receiving Special Education</p> <p>49: Needs of Student Who Lack Support for Schooling</p> <p>Domain 3: Reflecting on Teaching</p> <p>50: Identifying Areas of Pedagogical Strength and Weakness</p> <p>51: Evaluating the Effectiveness of Individual Lessons and Units</p> <p>52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p> <p>53: Developing a Written Growth and Development Plan</p> <p>54: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>Domain 4: Collegiality and Professionalism</p> <p>55: Promoting Positive Interactions with Colleagues</p> <p>56: Promoting Positive Interactions about Students and Parents</p> <p>57: Seeking Mentorship for Areas of Need or Interest</p> <p>58: Mentoring Other Teachers and Sharing Ideas and Strategies</p> <p>59: Adhering to District and School Rules and Procedures</p> <p>60: Participating in District and School Initiatives</p>

**Nebraska Teacher Performance Framework and the  
Marzano Teacher Evaluation Model  
Alignment Guide**

<p><b>2. Planning and Preparation:</b></p> <p>The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.</p>	<p><b>The Teacher:</b></p> <p>(a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.</p> <p>(b) Designs and adapts lessons based on student progress, assessment results, and interests.</p> <p>(c) Uses a variety of appropriate, research-based teaching strategies.</p> <p>(d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.</p> <p>(d) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>1: Providing Clear Learning Goals and Scales</p> <p>2: Tracking Student Progress</p> <p>36: Understanding Students' Interests and Background</p> <p>Domain 2: Planning and Preparing</p> <p>42: Effective Scaffolding of Information within Lessons</p> <p>43: Lessons within Units</p> <p>44: Attention to Established Content Standards</p> <p>45: Use of Available Traditional Resources</p> <p>46: Use of Available Technology</p> <p>47: Needs of English Language Learners</p> <p>48: Needs of Students Receiving Special Education</p> <p>49: Needs of Student Who Lack Support for Schooling</p> <p>Domain 3: Reflecting on Teaching</p> <p>51: Evaluating the Effectiveness of Individual Lessons and Units</p> <p>52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p>
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<p><b>3. The Learning Environment</b></p> <p>The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</p>	<p><b>The Teacher:</b></p> <p>(a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.</p> <p>(b) Ensures a safe and accessible environment.</p> <p>(c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.</p> <p>(d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.</p> <p>(e) Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments.</p> <p>(f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>Design Question 2: Helping Students Interact with New Knowledge (elements 6-13)</p> <p>Design Question 5: Engaging Students (elements 24-32)</p> <p>Design Question 6: Establishing Rules and Procedures (elements 4-5)</p> <p>Design Question 7: Recognizing Adherence to Rules and Procedures (elements 33-35)</p> <p>Design Question 8: Establishing and Maintaining Effective Relationships with Students (elements 36-38)</p> <p>Design Question 9: Communicating High Expectations for All Students (elements 39-41)</p> <p>Domain 2: Planning and Preparing</p> <p>42: Effective Scaffolding of Information within Lessons</p> <p>43: Lessons within Units</p> <p>44: Attention to Established Content Standards</p> <p>45: Use of Available Traditional Resources</p> <p>46: Use of Available Technology</p> <p>47: Needs of English Language Learners</p> <p>48: Needs of Students Receiving Special Education</p> <p>49: Needs of Student Who Lack Support for Schooling</p>
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<p><b>4. Instructional Strategies</b></p> <p>The teacher uses effective instructional strategies to ensure growth in student achievement.</p>	<p><b>The Teacher:</b></p> <p>(a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.</p> <p>(b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.</p> <p>(c) Communicates effectively with students to promote and support high expectations for achievement.</p> <p>(d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.</p> <p>(e) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.</p> <p>(f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.</p> <p>(g) Uses existing and emerging technologies as needed to support and promote student learning.</p> <p>(h) Implements engaging learning experiences that draw upon family and community resources.</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>Design Question 2: Helping Students Interact with New Knowledge (elements 6-13)</p> <p>Design Question 3: Helping Students Practice and Deepen New Knowledge (elements 14-20)</p> <p>Design Question 4: Helping Students Generate and Test Hypotheses (elements 21-23)</p> <p>Design Question 8: Establishing and Maintaining Effective Relationships with Students (elements 36-38)</p> <p>Design Question 9: Communicating High Expectations for All Students (elements 39-41)</p>
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<p><b>5. Assessment</b></p> <p>The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.</p>	<p><b>The Teacher:</b></p> <p>(a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.</p> <p>(b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.</p> <p>(c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.</p> <p>(d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.</p> <p>(e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.</p> <p>(f) Compiles and reports assessment data to accurately document student progress over time.</p>	<p>Domain 1: Classroom Strategies and Behaviors Design Question 1: Communicating Learning Goals and Feedback (elements 1-3) Design Question 2: Helping Students Interact with New Knowledge (element 13)</p> <p>Domain 3: Reflecting on Teaching 51: Evaluating the Effectiveness of Individual Lessons and Units 52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p>
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<p><b>6. Professionalism</b></p> <p>The teacher acts as an ethical and responsible member of the professional community.</p>	<p><b>The Teacher:</b></p> <p>(a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.</p> <p>(b) Actively pursues meaningful professional development.</p> <p>(c) Contributes to and advocates for the profession.</p> <p>(d) Protects the established rights and confidentiality of students and families.</p> <p>(e) Adheres to school policies, procedures, and regulations.</p> <p>(f) Models ethical behavior in accordance with established standards.</p> <p>(g) Maintains accurate records, documentation, and data.</p>	<p>Domain 3: Reflecting on Teaching</p> <p>50: Identifying Areas of Pedagogical Strength and Weakness</p> <p>51: Evaluating the Effectiveness of Individual Lessons and Units</p> <p>52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p> <p>53: Developing a Written Growth and Development Plan</p> <p>54: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>Domain 4: Collegiality and Professionalism</p> <p>55: Promoting Positive Interactions with Colleagues</p> <p>56: Promoting Positive Interactions about Students and Parents</p> <p>57: Seeking Mentorship for Areas of Need or Interest</p> <p>58: Mentoring Other Teachers and Sharing Ideas and Strategies</p> <p>59: Adhering to District and School Rules and Procedures</p> <p>60: Participating in District and School Initiatives</p>
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<p><b>7. Vision and Collaboration</b></p> <p>The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.</p>	<p><b>The Teacher:</b></p> <p>(a) Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning.</p> <p>(b) Contributes to the continuous school improvement process.</p> <p>(c) Establishes and maintains collaborative professional relationships.</p> <p>(d) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.</p> <p>(e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.</p>	<p>Domain 1: Classroom Strategies and Behaviors Design Question 9: Communicating High Expectations for All Students (elements 39-41)</p> <p>Domain 3: Reflecting on Teaching 50: Identifying Ares of Pedagogical Strength and Weakness 51: Evaluating the Effectiveness of Individual Lessons and Units 52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors 53: Developing a Written Growth and Development Plan 54: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>Domain 4: Collegiality and Professionalism 55: Promoting Positive Interactions with Colleagues 56: Promoting Positive Interactions about Students and Parents 57: Seeking Mentorship for Areas of Need or Interest 58: Mentoring Other Teachers and Sharing Ideas and Strategies</p>
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## PARENTAL INVOLVEMENT IN THE SCHOOLS

It is the policy of the district to provide full access to the parent of any student of the district to review textbooks, tests, curriculum and instructional materials, records of a student of any such parent, unless otherwise prohibited by law, and to any surveys of students done by the school district. Summary information regarding the district's curriculum, testing, and surveys will be provided at the beginning of each school year. Requests for access to specific instructional materials should be addressed to the teacher or building principal.

Requests by parents to attend and monitor courses, assemblies, counseling sessions and other instructional activities shall also be made to the building principal or teacher. While requests to monitor are usually granted, if the request is denied, reasons for the denial will be provided.

It is the policy of the district to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the district not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents. While verbal objections and decisions are valid, written follow-up to verbal communications is required from the parent and the principal. If a student is excused from the requested activity no penalty will be assessed but an agreed upon alternative activity must be performed to the satisfaction of the teacher and principal.

It is the policy of the district to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educational standards and both educationally and academically appropriate. It is the policy of the district to notify parents of any standardized testing that may be scheduled within the school district.

It is the policy of the district to notify parents of any survey which may be scheduled and to conduct student surveys judiciously, with full consideration of the fact that parents may find items of the survey objectionable.

The following activities will also be included in the board's plan for parental involvement:

1. The board will involve parents in the development of the Title I plan, the process for school review of the plan and the process for improvement;

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2. The board will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. The board will build the schools' and parents' capacity for strong parental involvement;
4. The board will coordinate and integrate parental involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The board will conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, minorities, parents with disabilities and parents with low literacy) and use the findings of the evaluation to design strategies for more effective parental involvement and to revise, as necessary, the parental involvement policies; and
6. The board will involve parents in Title I activities.

The parent or guardian of a student may have access to that student's records during normal business hours of the district according to Policy 507.01 Student Records Access.

This policy is adopted following a public hearing to receive public comments and suggestions.

Legal Reference:       Neb. Statute 79-530 to 533  
                              No Child Left Behind, Title I, Sec. 1118, P.L. 107-110

Cross Reference:       507.01 Student Records Access  
                              606.03 Objection to Instructional Materials  
                              610.02 Test or Assessment Administration  
                              611.01 Student Progress Reports  
                              611.04 Parent Conferences  
                              1002. District Annual Report  
                              1005.01 Public Complaints

## STUDENT FEES

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or nonspecialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. Extracurricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from a postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute;
8. Summer school or night school; and
9. Breakfast and lunch programs.

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment and specialized attire required for participation in extracurricular activities.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as

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fees for the following purposes are properly recorded and deposited to it:

- Participation in extracurricular activities;
- Postsecondary education costs; and
- Summer school or night school.

The superintendent shall distribute regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall distribute regulations to be published annually in the student handbook authorizing and

governing:

1. Any nonspecialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also distribute any regulations authorizing and governing the following areas:

1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures *[to avoid the direct handling of fees; for the handling of fees]* for students receiving postsecondary education credits;
6. Procedures for handling of fees related to summer school or night school; and
7. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.

The maximum dollar amount of each fee must be specified as part of this policy.

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each household.

Legal Reference:       Neb. Constitution, Art VII, Sect. 1  
                               Neb. Statute 79-215 (tuition)  
                                       79-241 (option student busing)  
                                       79-605 (nonresident busing)  
                                       79-611 (transportation fees)  
                                       79-734 (books, equipment and supplies)  
                                       79-2,104 (student files)  
                                       79-2,125 to 2,134 (student fees law)  
                                       79-1104 (before-and-after-school services)  
                                       79-1106 to 1108 (learners with high ability)

Cross Reference:       505.05 Fines for Lost or Damaged Items  
                               506     Student Activities  
                               507.01 Student Records Access  
                               801     Transportation  
                               802.05 Free or Reduced Cost Meals Eligibility  
                               1005.01 Public Complaints

### BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school’s learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district’s student discipline and due process procedures.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

*[This policy shall not be interpreted to prohibit a reasoned and civil exchange of opinions, or debate, that is protected by state or federal law.]*

Legal Reference:                   Neb. Statute 79-2,137

Cross Reference:                505    Student Discipline

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