

**REGULAR MONTHLY MEETING
GORDON-RUSHVILLE SCHOOLS BOARD OF EDUCATION
DISTRICT NO. 81-0010
Monday, April 13, 2026
Conference Room, 810 N Oak Street, Gordon, NE 69343**

The meeting agenda is available online on the district's website under the school board link and will be finalized 24 hours before the meeting.

- I. Open the Meeting
- II. Call to Order/Nebraska Open Meetings Law
- III. Recite Pledge of Allegiance
- IV. Excuse Absent Members
- V. Publication of Meeting
- VI. Acceptance of the agenda
- VII. Public Forum
- VIII. Celebration of Excellence
- IX. Reports
 - IX.A. Building Principals, Activity Director and SPED Director
 - IX.B. Superintendent
 - IX.C. Board Committees: Facility Committee and Committee on American Civics
 - IX.D. Other School Personnel
- X. Consent Agenda
 - X.A. Minutes of the Regular Meeting of Dist. 81-0010 of March 9, 2026, and Minutes of the Board Work Session of March 16, 2026, Finances: General Fund Bills \$856,630.73, Building Fund Bills \$26,982.00, Depreciation Fund Bills \$0, Qualified Capital Fund Bills \$0, Lunch Fund Bills \$49,626.31, Transfers from Investment Fund to General Fund \$297,800.00, from Investment Fund to Building Fund \$17,800.00, accept resignation with appreciation of Daneen Anderson
- XI. Discussion Items
 - XI.A. Review of policies: 3029 - Distribution of Flyers Advertising Non School Organizations, 3028 - Sex Offenders, 3027 - Resolution of Conflicts Between Parents Over School Issues, 3025 - Returned and Outstanding Checks, 3024 - Booster Clubs and Parent-Teacher Organizations, 3022 - Volunteers, 3021 - Operation of School Business Office, 3020 - Copyright Compliance, 3019 - Sale or Disposal of School Property, 3018 - Denying Access to School Premises or Activities
 - XI.B. Review of District Strategic Plan
 - XI.C. Facility Improvement and Planning
 - XI.D. 2025-2026 External Review Final Reports - Cognia for 9-12 and Rule 10 for K-8
- XII. Action Items
 - XII.A. Discuss, Consider, and Take All Necessary Action with Regard to: Approve the 2026 Graduates
 - XII.B. Discuss, Consider, and Take All Necessary Action with Regard to: Approve the purchase of Envisions Math Curriculum per quote as presented.
 - XII.C. Discuss, Consider, and Take All Necessary Action with Regard to:
 - XII.D. Discuss, Consider, and Take All Necessary Action with Regard to:
 - XII.E. Discuss, Consider, and Take All Necessary Action with Regard to:
- XIII. Executive Session
- XIV. Dates to Remember
 - XIV.A. Graduation Ceremony - 10:30 AM on Saturday, May 9, 2026
 - XIV.B. Date of Next Regular Board Meeting - May 11, 2026 at 5:30 PM

XV. Adjournment

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

- (1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and
- (b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders, and (iii) the Judicial Resources Commission or subcommittees or subgroups of the commission;
- (2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and
- (3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

- (1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:
 - (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;
 - (b) Discussion regarding deployment of security personnel or devices;
 - (c) Investigative proceedings regarding allegations of criminal misconduct;
 - (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;
 - (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or
 - (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

- (2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

- (3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.
- (4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.
- (5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.

- (1)(a) Except as provided in subsection (9) of this section, each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.
- (b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committees, such notice shall be given by:
 - (A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and
 - (III) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or
 - (B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.
- (ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:
 - (A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;
 - (B)(I) Posting to the newspaper's website, if available, and (II) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be

finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or (C) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) request the newspaper submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting pursuant to subdivision (1)(b)(iv)(A) and (C) of this section and a written record of the request to the newspaper pursuant to subdivision (1)(b)(iv)(B) of this section. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (2)(b) of this section are met:

- (i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;
- (ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;
- (iii) The governing body of a public power district having a chartered territory of more than one county in this state;
- (iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;
- (v) An educational service unit;
- (vi) The Educational Service Unit Coordinating Council;
- (vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;
- (viii) A community college board of governors;
- (ix) The Nebraska Brand Committee;
- (x) A local public health department;
- (xi) A metropolitan utilities district;
- (xii) A regional metropolitan transit authority; and
- (xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsection (1) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of (a) an organization created under the Interlocal Cooperation Act that sells electricity or natural gas, (b) an organization created under the Municipal Cooperative Financing Act, (C) a governing body of a risk management pool and any advisory committee of such governing body, or (D) any advisory committee of any state entity created in response to the Opioid Prevention and Treatment Act, such organization, governing body, or committee may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing.

(3) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(7)(a) Notwithstanding subsections (2) and (5) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsection (1) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (4) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section 84-1413.

(8) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (2)(a) of this section may hold a meeting by virtual conferencing if:

- (a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;
- (b) No action is taken by the public body at the virtual meeting; and
- (c) The public body complies with subdivisions (2)(b)(i) and (ii) of this section.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing. Except for closed sessions called pursuant to section 84-1410, a public body shall allow members of the public an opportunity to speak at each meeting.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

- (a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;
- (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;
- (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;
- (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;
- (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and
- (f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the instate location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

- (1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.
- (2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.
- (3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- (4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.
- (5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.
- (6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 06/2025



GORDON-RUSHVILLE Public Schools

Rushville Elementary School

401 Sprague St., PO Box 590

Rushville, Nebraska 69360

Phone: (308) 327-2448

Fax: (308) 327-2504

Principal: Keith Mills

Email: keith.mills@grmustangs.org

CURRENT ENROLLMENT AS OF 4-13-26

All Day								
ECE	Kindie	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total	
19	14	15	21	17	12	14	112	

Announcements:

- We had another fantastic turnout for “Student-Led Conferences”. We only had three families who did not attend that evening. Two of those families made arrangements to meet with the teacher at a later time. One family, after several attempts by both teachers, still has not responded.
- April is a very busy month, as it is when we administer all of our EOY assessments to measure our student’s growth from Fall to Spring. Our staff and students have been working very hard to prepare and finish teaching units they had not taught yet. “Testing Week” is April 13th-17th, where all our students K-5 will be administered assessments throughout the week. April 27th- May 1st will be NSCAS testing for 3rd-5th grade students. The weeks will be filled with fun, focus and staying calm to “Beat the Test!” We all remember finals week and the anxiety that can happen. We continue to give students strategies to support them with anxiety. We are going to open “Testing Week” with a pep-rally on Monday, with neon colors, black lights and dancing to our Theme... “Glow Big and Test Strong.” Fun activities are planned during the afternoons, to celebrate they made it through testing for that day. We’re hoping Mother Nature will be kind to us so we can enjoy our celebrations outside.
- Dress up themes for “Testing Week” April 13th-17th:
 - Mon., April 13th Glow big and test strong! Wear something neon!
 - Tues., April 14th We are in’VEST’ed in doing our best! Wear a vest today!
 - Wed., April 15th Stay calm and relax. You’ve got this! It’s pajama day!
 - Thurs., April 16th We’re testing ‘JEAN’-iouses! It’s wear denim day!



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Fri., April 17th Represent your school well with school spirit! Wear blue and orange today!
Thank you, Lynn for your organization.

Friday, May 1st the Leadership Team decided to celebrate the end of Spring assessments with a School-wide PJ Day!

- **Congratulations to the following students for receiving the “Mustang Student of the Week” for the following weeks: March 2nd – March 6th:** Pre-K – Rio Allison; Kinder – Caleb Romero; 1st – Ryker Colwell; 2nd – Anthony Redfish; 3rd – Dawson Colwell; 4th – Truett Kearns; 5th – Landan McConaughy; ASP – Oaklyn Younkin; **March 16th – March 20th**: Pre-K – Wesley Johnson; Kinder – Dax Dolezal; 1st – Addison Vinton; 2nd – Quenctin Pongah; 3rd – Ely Lechleitner; 4th – Wade Vocu; 5th – Franklin Dolezal; ASP – AraLeigh Allison; **March 23rd – March 27th**: Pre-K – Hazley Young; Kinder – Bryson Leonard; 1st – Camilla Apple; 2nd – Krue Kearns; 3rd – Cameron Heck; 4th – Ella Patterson; 5th – Dacee Dolezal; ASP – Camilla Apple; **March 30th – April 2nd**: Pre-K – Rio Allison; Kinder – Baylen Fritts; 1st – Brooks Hinn; 2nd – Hayes Forster; 3rd – Jasmine Ramos; 4th – Kamraya Cuevas; 5th – Mason Charles; ASP – Ramsey Graham
- **RES attendance winner for February:**
 - Third grade with 96% Attendance. Third grade finished in 5th place for January, so congrats for turning it around.
- **Kindergarten-Second grade are busy preparing for their Spring Concert, to be held the evening of April 9th, at 6:00pm in the MS Gym. We can’t wait to see them all perform and hear their beautiful voices.**
- **Congratulations to the following RES students for their Americanism Essay results:**
 - Class I Grades 3 & 4 – 1st – Brooklyn Younkin; 2nd – Rowan Johnson; 3rd – Hunter Landreth
 - Class II Grades 5 & 6 – 1st – Maddox Kearns; 2nd – Franklin Dolezal
 - Class IV – 1st – Emma Keiser; 2nd – Ellie Lechleitner; 3rd – TayeLee Heiting



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- **Former RES students who also placed – 6th Grade – 3rd - Lena Conn; 7th Grade – 2nd - Jordynn Martin; 9th Grade – 2nd - Khai Janssen; 12th Grade – 1st - Jaxon Kearns and 3rd - Evan DeSersa. We are proud of our former students and their accomplishment.**

RES Classroom News

- **Prek** - In preschool we tried our hardest to catch a leprechaun. Through collaboration and prior knowledge, they incorporated the things they thought a leprechaun would be drawn to inside their trap. When we came to school on St. Patrick's Day, the leprechaun had left us coins to count
- **Kindergarten** – Each of the kindergarten students were sent home a "What's in the Egg" homework activity. They were to choose an item to put inside an egg and write down three clues for their classmates. On Thursday, the students presented their clues to the class and chose other students to guess what was inside their eggs. They had a lot of fun with this activity and enjoyed the big reveal of what was inside each egg.
- **First Grade** - March was a busy, but fulfilling month for first grade. Some of the memorable activities included Read Across America Day, where the students celebrated their growth as readers while enjoying some of their favorite stories throughout the week. During student-led conferences, I was able to witness the students proudly share their progress in first grade with their parents and loved ones. As the weeks went on, the students were busy making Leprechaun Traps and learning about light and sound in science! The students finished the month with creating their own fairy tales in writing, adding two-digit by two-digit numbers with and without regrouping, and passing countless levels of rocket math. They're becoming math fact masters! Of course, the first graders had to partake in an easter egg hunt and adopt a chick project before they left for Easter Break! It was truly a bucket filling month in the first grade classroom!
- **Second Grade** – Second grade is going to be exploring different landforms, bodies of water, and how erosion works.



**GORDON-RUSHVILLE Public Schools
Rushville Elementary School**

401 Sprague St., PO Box 590

Rushville, Nebraska 69360

Phone: (308) 327-2448

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Principal: Keith Mills

Email: keith.mills@grmustangs.org

- **Third Grade** - The third graders all participated in the Americanism Essay contest, and we are proud to recognize three students who placed: Brooklyn Younkin earned 1st place, Rowan Johnson took 2nd place, and Hunter Landreth placed 3rd. In the classroom, students have been working hard on a variety of math concepts, including elapsed time, measuring liquid volume and mass, and identifying two-dimensional shapes. In social studies, they have been exploring the five regions of the United States and have developed a strong interest in learning the capitals of different states.

The class is also preparing for their end-of-the-year assessments, which will begin next week.

- **Fourth Grade** - Fourth-grade students are exploring how sound travels by creating cup telephones. They are testing different types of strings (such as yarn and floss) and cups (paper, plastic, and coffee cups) to determine which materials transmit sound most effectively.
- **Fifth Grade** - 5th graders are working on their family history research projects this month. They are mapping out their family trees, learning about where their ancestors came from, and what recipes have been important to their families. They will be visiting the Sheridan County Historical Society to learn about any local family history they may have in the area. In math, they are learning how to graph on a coordinate plane. In science, the kids are becoming chemists and learning about acids.

Upcoming Events:

- **April 8th – MTSS (Prek-2 grade)**
- **April 9th – K-2nd Spring Concert – 6:00pm @ MS Gym**
- **April 13th – 17th – “Testing Week” for All Grades**
- **April 15th – MTSS (3-5)**



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- **April 24th – NO SCHOOL**
- **April 27th – May 1st – NSCAS testing for 3-5 grade**
- **April 29th – Faculty Meeting**
- **April 30th – Kindergarten Round-Up – 1:45pm**
- **May 1st – PJ Day to celebrate end of Spring Assessments**

Gordon-Rushville Middle School Board Report
April 13th, 2026

Thank You's:

- Thank you to Mrs. Coomes for organizing everything with NSCAS and MAP. We are doing NSCAS on April 15th and 16th.
- Thank you to Nurse Tausan and Mrs. Simmons for helping cover the office this past week.
- Thank you to all the hard work of our teachers this school year. As we're coming up on the end, it's good to reflect back on the amount of progress and growth we've made over the past year.
- Thank you to our paras, Malinda and Cole. April 3rd was Para Appreciation Day.
- Thank you to Mrs. Hardin and Ms. Trudy. Last Saturday was National Librarian Appreciation Day.

Important Dates

- 4.11.26: Track @ Chadron @ 9 AM
- 4.13.26: Track @ Bayard @ 9 AM
- 4.18.26: WTC Track @ Bayard @ 9 AM
- 4.21.26: Track @ Alliance @ TBD
- 4.23.26: Track @ Martin @ 9:30 AM
- 4.28.26: Track @ BOTW Scottsbluff @ 10 AM
- 5.5.26: Track @ Morrill @ 9 AM
- 5.7.26: GRMS Concert @ 6 PM
- 5.16.26: State Track @ Gothenburg @ TBD
- 5.21.26: 4th Quarter Honors Assembly @ GRMS Gym @ 10:30. Students will be dismissed for summer vacation after the assembly.

News

- Student and Staff Members of the Month
- We are currently piloting an adjusted lunch schedule based on student feedback.
- Congratulations to our 8th Grade Quiz Bowl team! They took 1st place at the Chadron meet, the first time we've won a Quiz Bowl meet in school history.
- Our students met their reading goal! I will be doing the hot ones challenge on May 6th for eligible students. Our Wind Cave field trip is May 19th for students who read 8 books this semester.

Inservice/Meetings

- Legislative Update
- Working on our 5 Year School Improvement Plan based on Accreditation Feedback. Will be presenting to teachers at the end of the month for feedback and adjustments.
- Reminders for testing procedures with teachers. Currently MAP testing and will start NSCAS soon.



GORDON-RUSHVILLE

Public Schools

810 North Oak

PO Box 530

Gordon, Nebraska 69343

Phone: (308) 282-1322

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School Board Report

April 13, 2026

GES Enrollment

PreK	K	1st	2nd	3rd	4th	5th	Total
18	24	22	22	20	21	23	150

Thank You's

- Nurse Ashlei Tausan for setting up our Dental Day follow ups for students throughout the district
- GES Paraprofessionals for their dedication every single day to our students and school
- Mrs. Hardin and Mrs. McCarthy for their constant support for our students in the library
- Mrs. Perkins for another outstanding Spring Music Concert on April 9th

News

- Registration is currently open for our upcoming Preschool and Kindergarten students.
- Mrs. August completed our schoolwide March Book Madness for all classes to read chosen books and vote for their favorite. It came down to the final two books with a tie: Mr. S and Dog vs. Strawberry. Dog vs. Strawberry was the winner. It's a book about a dog who imagines an epic race against a strawberry, complete with dramatic, sportscaster-style narration and expressive illustrations. Mr. Jesse also had his students (and staff) participate in the NCAA tournament by filling out brackets and keeping track and announcing the winners.
- Attendance from the first three quarters was over 96%.
- Spring NSCAS/MAP Testing will begin this week and will go for two weeks. We had a pep rally on Friday afternoon with the Student Council. They will also be handing out motivational items to the students during testing week.
- We raised over \$2,000 from our Book Fair Family Literacy Night. That money goes back to the library to purchase books for students and new upgrades to the library.
- Mrs. Schott has been working through her Tier 1 classes with the theme of friendship and the importance of inclusion to honor April as Autism Awareness Month. She's using the district's resources including the children's books donated from Melanie Black Calf from the High School Resource Department, after attending an Autism and Sensory Training. April is also Child Abuse Awareness Month, where Mrs. Schott has been alerting our staff to child abuse statistics and drawing attention to Wear Blue Day which is a day where those who would like to support the efforts to end Child Abuse and draw attention to its awareness, were invited to wear blue!

- Ms. Sylmarie's 4th grade class has taken most of the school year to write a monster-themed, illustrated book about the different emotions students go through at their age. Every student in the class participated in the book and it was printed and delivered to the school last week. The class is excited to share their book with their families.

Celebrations

- Congratulations to the Robotics and Wrestling teams with members from GES. Both participated at state competitions and did very well!
- Congratulations to the following students for completing the Rocket Math Program: Gage Bidroski, Kyla Eisenreich, Kael Kruger, Astrid Ray, Fenrir Fish, & Dillon Alcorn. This program begins in Kindergarten and it goes to 5th grade. It's very difficult to complete the entire program.
- April 1st was Paraprofessional Day and April 4th was Librarian Appreciation Day and we recognized our paras & librarians with gifts and recognition.
- 3rd Quarter Honor Roll and Perfect Attendance students were recently recognized for their outstanding achievements: 17 All-A Honor Roll, 27 A-B Honor Roll, 71 Outstanding Attendance. They were recognized with certificates, brag tags for their backpacks and a dance party in the gym.

Important Dates

- April 13th-23rd-MAP/NSCAS Spring Testing
- April 16th-Kindergarten Parent Meeting @ 6pm
- April 17th-Kindergarten Round-Up, 8am-11am
- April 20th-Parent Advisory Committee Meeting @ 5pm
- April 21st-GRPS Wellness Committee Meeting
- April 24th-No School, ASP 8am-12pm
- April 28th-Arbor Day Tree Planting w/ 4th grade
- May 1st-4th grade field trip to Mammoth Site & Lunch Hero Day
- May 4th-8th-Teacher's Appreciation Week
- May 6th-School Nurse's Day
- May 7th-4th grade Inside & Out @ Chadron

GRHS School Board Report

April 13 2026

GRHS Enrollment

9th Grade	10th Grade	11th Grade	12th	Total
27	32	27	33	119

Thank You's

- Thank you to Mrs. Black Calf, Mrs. Campbell, Mrs. Heiser and all parents that helped set up the Prom.
- Thank you to Mrs. Simmons, Mrs. Heiser, Mrs. Rosfeld, Mrs. Black Calf, Ms. Haden, Mrs. Simmons, Mr. Bila, and Mr Livingston for all of your help with the ACT day.
- Thank you to the board members for doing all of the public facility meetings.
- Thank you to Daneen for all that she does on a daily basis.

News

- Amara Funk was selected to perform a solo piece at the FFA State Event for the choir.
- Mrs. Kruger's class did the Inspire Challenge where they invented drinks or snacks for potential restaurants like Duncan Donuts or Buffalo Wild Wings.
- Mr. Bila's US History class looked up all the events and people of Billy Joel's, "We Didn't Start the Fire", and mapped them on a timeline with images and descriptions.
- Mr. Haag's class dissected baby calves for Anatomy and Physiology class
- Mr. Browder's class built large picture frames.

Important Dates

- April 15 ACT Test
- April 22 District Music @ Alliance
- April 23 FFA Dance 6pm
- April 25 Youth Volleyball Camp
- May 1-2 Spring Play 7pm, May 3 2pm
- May 4 Sports Awards 6pm
- May 5 Fine Arts Awards 6pm
- May 6 GRHS Academic Awards 1:30pm
- May 11 GRHS Spring Concert 7pm



GRPS Board Report

April 13, 2026

***Education-based activities are the other half of education.
In the classroom and the field, GRHS student-athletes EXCEL!***

GRHS Activities & Athletics Update

PROM

Senior Prom was held on Saturday, April 11 in the Gordon-Rushville High School Gymnasium. The Grand March began at 8:30 p.m., followed by the dance. Two members of the WPCI team were present to administer breathalyzer tests, helping ensure a safe and responsible environment for our students. Following the dance, parents hosted a Post-Prom event at the middle school.

QUIZ BOWL

The WTC Conference Quiz Bowl was held on April 1 in Kimball, NE. Gordon-Rushville entered two teams in this year's competition. Aiden Heiser and Jackson Rolfers were both selected to the All-Conference Team.

STATE JOURNALISM

Under the direction of Mrs. Campbell, two students have qualified for State Journalism in Norfolk, NE on April 27. Mikaylee Campbell and Kylie Goings will compete in the Public Service Announcement category with their project on procrastination.

SPRING PLAY

This year's spring play, *Emily Brontë: Teenage Necromancer*, is a comedy directed

by Shelly Harding, with Brock Belgium assisting. A total of 20 students are involved in the production. Performances are scheduled for:

- May 1 & 2 at 7:00 p.m.
 - May 3 at 2:00 p.m.
-

TRACK & FIELD

The track team has already achieved over 30 personal-best performances this season.

Bayard Invite Highlights:

- Elijah Ross – 5th, 400m
- Riley Leftler – 8th, 800m
- Robert Moore – 3rd, 1600m
- Braylon Holsten – 1st Triple Jump, 4th Discus, 7th High Jump
- Boys Relays:
 - 4x100 – 5th
 - 4x400 – 4th
 - 4x800 – 7th
- Grace Freeseaman – 8th, 100m
- Rarity Cournoyer – 1st, 800m & 1600m (Co-Female Athlete of the Meet)
- Brittany Dehning – 3rd, 800m & 1600m
- Ashlynn Dehning – 5th, 1600m
- Kynsleigh Krebs – 3rd, 3200m
- Rowan Simonson – 6th, Shot Put
- Claire Wellnitz – 8th, High Jump
- Girls Relays:
 - 4x100 – 6th
 - 4x800 – 1st

Mitchell Invite Highlights:

- Braylon Holsten – 2nd Discus, 2nd Triple Jump, 4th Long Jump
 - Rarity Cournoyer – 1st, 800m & 1600m
 - Kynsleigh Krebs – 2nd, 3200m
 - Brittany Dehning – 3rd, 3200m
 - Ashlynn Dehning – 5th, 3200m
 - Girls Relays:
 - 4x400 – 4th
 - 4x800 – 2nd
-

BOYS GOLF

- Participation: 5 athletes
- The team will open their season on April 14 at Mitchell.

FFA

- 22 students represented Gordon-Rushville at the State FFA Competition in Lincoln.
- The FFA Banquet will be held on April 23, 2026, at 6:00 p.m., with a dance to follow.

UPCOMING EVENTS

- **GRHS Athletic Awards Night:** May 4, 2026 – 6:00 p.m.
 - **GRHS Fine Arts Awards Night:** May 5, 2026 – 6:00 p.m.
-

Outdoor Scoreboard Project Update



Estimated Costs:

- Scoreboard: \$16,532
- All Sport Control Console Kit: \$1,393

- All Sport Radio Antenna Extension Kit: \$287
- All Sport MX-1 Mobile Scoring Kit Gen VI Radio Transmitter: \$469
- Outdoor Non-Backlit Advertising Panel: \$3,554
- Backing Arch Truss: \$11,070
- Freight: \$1,095

Football Scoreboard Installation: \$43,312

Total Estimated Project Cost: \$77,712

Project Update:

Initial inquiries into installation costs indicate that the primary driver of expense is the rural location of our school and the associated challenges of transporting specialized equipment. We are currently exploring options to reduce costs, including the possibility of installing the new scoreboard on the existing structure.

Additionally, we are looking into utilizing a local third-party contractor to place the main support beam, which represents a significant portion of the installation cost. Further information and refined estimates will be provided as we continue to evaluate these options.

April 2026 Superintendent Report

- 1) There is a discussion item for review of policies: 3029 - Distribution of Flyers Advertising Non School Organizations, 3028 - Sex Offenders, 3027 - Resolution of Conflicts Between Parents Over School Issues, 3025 - Returned and Outstanding Checks, 3024 - Booster Clubs and Parent-Teacher Organizations, 3022 - Volunteers, 3021 - Operation of School Business Office, 3020 - Copyright Compliance, 3019 - Sale or Disposal of School Property, 3018 - Denying Access to School Premises or Activities
- 2) We held another community facility meeting/work session with JEO on March 16 at 5:30 PM at the middle school. We also put out a public survey for patrons to complete. GRPS staff were also given a survey indicating their preferences. There is a discussion item regarding ongoing facility improvement planning. All survey responses are attached to the discussion item on Sparq. I will share the comments sections with the board at the meeting.
- 3) There is a discussion item to review the Strategic Plan for the district. A digital copy of the plan has been sent to all board members. The plan is for 2024 through 2029, so we will discuss progress we have made in the last year and plans for the future. We have already reviewed all components of the plan and this year, but we will provide any new information and continue to have this as a discussion item to allow for board questions and discussion on progress.
- 4) We held our accreditation visits in February and March for our high school with Cognia and then our elementary schools and middle school through the Nebraska Department of Education Rule 10 External Review Process. The district received the final reports. There is a discussion item regarding the final reports.
- 5) LB 803 passed to final reading. I will provide some information regarding possible new requirements to our budget process.
- 6) Graduation will be May 9, 2026, at 10:30 AM in the high school gymnasium. There is an action item to approve the 2026 graduates.
- 7) There is an action item to approve Math Curriculum. Staff will be at the meeting to discuss the process and decision regarding the adoption of the new math curriculum.
- 8) We held our Spring American Civics Committee Meeting prior to the regular board meeting.

Sick Days: 4-8-26 (3 hours)

PTO/Vacation Days: 3/23/26 (½ hour)

04/09/2026 12:36 PM

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01	DISTRICT 10					
1100	REGULAR INSTRUCTIONAL PROGRAMS					
01 1100 111 000 0 000	SALARIES OF TEACHERS	3,000,000.00	0.00	0.00	0.00	3,000,000.00
01 1100 111 001 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	59,337.61	417,615.97	0.00	(417,615.97)
01 1100 111 013 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	29,594.70	207,162.90	0.00	(207,162.90)
01 1100 111 014 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	36,964.44	258,753.78	0.00	(258,753.78)
01 1100 111 015 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	33,514.55	234,601.83	0.00	(234,601.83)
111	SALARIES/TEACHER-PROF.STAFF	3,000,000.00	159,411.30	1,118,134.48	37.27	1,881,865.52
01 1100 113 000 0 000	SALARY-SUBSTITUTES	100,000.00	0.00	0.00	0.00	100,000.00
01 1100 113 001 0 000	SALARIES/SUBSTITUTES	0.00	2,852.50	18,354.50	0.00	(18,354.50)
01 1100 113 013 0 000	SALARIES/SUBSTITUTES	0.00	2,737.35	12,738.56	0.00	(12,738.56)
01 1100 113 014 0 000	SALARIES/SUBSTITUTES	0.00	507.50	3,524.07	0.00	(3,524.07)
01 1100 113 015 0 000	SALARIES/SUBSTITUTES	0.00	1,120.00	15,075.95	0.00	(15,075.95)
113	SALARIES/SUBSTITUTES	100,000.00	7,217.35	49,693.08	49.69	50,306.92
01 1100 114 000 0 000	SALARIES/TECHNICAL STAFF	100,000.00	7,633.80	53,436.60	53.44	46,563.40
114	SALARIES/TECHNICAL STAFF	100,000.00	7,633.80	53,436.60	53.44	46,563.40
01 1100 130 000 0 000	OVERTIME/MISC SALARIES	0.00	0.00	20.20	0.00	(20.20)
130	OVERTIME SALARIES/NON- INSTRUCTIONAL	0.00	0.00	20.20	0.00	(20.20)
01 1100 150 000 0 000	EXTRA DUTY SALARIES	60,000.00	785.00	846.25	1.41	59,153.75
01 1100 150 001 0 000	EXTRA DUTY SALARIES/NON- INSTRUCTIONAL	0.00	0.00	9,715.00	0.00	(9,715.00)
01 1100 150 015 0 000	EXTRA DUTY SALARIES/NON- INSTRUCTIONAL	0.00	645.00	3,830.00	0.00	(3,830.00)
150	EXTRA DUTY SALARIES/NON- INSTRUCTIONAL	60,000.00	1,430.00	14,391.25	23.99	45,608.75
01 1100 151 001 0 000	EXTRA DUTY SALARIES/TEACHERS	0.00	11,847.40	77,166.13	0.00	(77,166.13)
01 1100 151 015 0 000	EXTRA DUTY SALARIES/TEACHERS	0.00	3,549.07	27,771.62	0.00	(27,771.62)
01 1100 151 000 1 000	ADDITIONAL COMP/TEACHERS	836,808.00	0.00	0.00	0.00	836,808.00
01 1100 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	15,641.18	110,111.72	0.00	(110,111.72)
01 1100 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	7,282.92	50,980.44	0.00	(50,980.44)
01 1100 151 014 1 000	ADDITIONAL COMP/TEACHERS	0.00	8,537.15	59,760.05	0.00	(59,760.05)
01 1100 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	8,438.92	59,072.44	0.00	(59,072.44)
151	ADDITIONAL COMP/TEACHERS	836,808.00	55,296.64	384,862.40	45.99	451,945.60
01 1100 154 000 1 000	EXTRA DUTY SALARIES/TECHNICAL STAFF	18,496.00	1,541.33	10,789.31	58.33	7,706.69
154	EXTRA DUTY SALARIES/TECHNICAL STAFF	18,496.00	1,541.33	10,789.31	58.33	7,706.69
01 1100 210 000 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	800.00	33.24	40.28	5.04	759.72
01 1100 210 001 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	0.00	353.57	0.00	(353.57)
01 1100 210 015 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	46.04	261.92	0.00	(261.92)
210	GROUP INSURANCE-NON INSTRUCTIONAL	800.00	79.28	655.77	81.97	144.23
01 1100 211 000 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	90,000.00	0.00	0.00	0.00	90,000.00
01 1100 211 001 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	2,467.11	17,203.32	0.00	(17,203.32)
01 1100 211 013 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	1,187.20	8,310.40	0.00	(8,310.40)
01 1100 211 014 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	602.34	4,216.38	0.00	(4,216.38)
01 1100 211 015 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	1,296.62	9,281.06	0.00	(9,281.06)
01 1100 211 001 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	437.30	3,049.27	0.00	(3,049.27)
01 1100 211 013 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	269.22	1,884.54	0.00	(1,884.54)
01 1100 211 014 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	111.15	778.00	0.00	(778.00)
01 1100 211 015 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	187.00	1,303.98	0.00	(1,303.98)
211	GROUP INSURANCE/TEACH., PROF.STAFF	90,000.00	6,557.94	46,026.95	51.14	43,973.05
01 1100 213 000 0 000	GROUP INSURANCE/SUBSTITUTE TEACHERS	1,000.00	0.00	0.00	0.00	1,000.00
01 1100 213 001 0 000	GROUP INSURANCE/SUBSTITUTE TEACHERS	0.00	7.28	47.95	0.00	(47.95)
01 1100 213 015 0 000	GROUP INSURANCE/SUBSTITUTE TEACHERS	0.00	0.00	11.97	0.00	(11.97)
213	GROUP INSURANCE/SUBSTITUTE TEACHERS	1,000.00	7.28	59.92	5.99	940.08
01 1100 220 000 0 000	SOCIAL SECURITY	5,000.00	58.96	64.45	1.29	4,935.55

04/09/2026 12:36 PM

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01 1100 220 001 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	0.00	729.91	0.00	(729.91)
01 1100 220 015 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	42.05	254.65	0.00	(254.65)
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	5,000.00	101.01	1,049.01	20.98	3,950.99
01 1100 221 000 0 000	SOCIAL SECURITY	210,000.00	0.00	0.00	0.00	210,000.00
01 1100 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	4,520.72	31,208.61	0.00	(31,208.61)
01 1100 221 013 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	2,011.85	14,082.95	0.00	(14,082.95)
01 1100 221 014 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	2,625.23	18,365.43	0.00	(18,365.43)
01 1100 221 015 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	2,530.86	18,034.74	0.00	(18,034.74)
01 1100 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	965.92	6,757.97	0.00	(6,757.97)
01 1100 221 013 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	491.94	3,443.58	0.00	(3,443.58)
01 1100 221 014 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	603.49	4,221.63	0.00	(4,221.63)
01 1100 221 015 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	583.36	4,092.46	0.00	(4,092.46)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	210,000.00	14,333.37	100,207.37	47.72	109,792.63
01 1100 223 000 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	10,000.00	0.00	0.00	0.00	10,000.00
01 1100 223 001 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	217.44	1,367.09	0.00	(1,367.09)
01 1100 223 013 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	197.67	925.49	0.00	(925.49)
01 1100 223 014 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	38.83	269.62	0.00	(269.62)
01 1100 223 015 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	84.68	1,150.04	0.00	(1,150.04)
223	SOCIAL SECURITY/SUBSTITUTE TEACHERS	10,000.00	538.62	3,712.24	37.12	6,287.76
01 1100 224 000 0 000	SOCIAL SECURITY/TECHNICAL STAFF	8,500.00	431.63	3,021.41	35.55	5,478.59
01 1100 224 000 1 000	SOCIAL SECURITY/TECHNICAL STAFF	0.00	87.14	609.98	0.00	(609.98)
224	SOCIAL SECURITY/TECHNICAL STAFF	8,500.00	518.77	3,631.39	42.72	4,868.61
01 1100 230 000 0 000	RETIREMENT/NON-INSTRUCTIONAL	5,000.00	63.42	69.99	1.40	4,930.01
01 1100 230 001 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	0.00	728.78	0.00	(728.78)
01 1100 230 015 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	52.10	309.43	0.00	(309.43)
230	RETIREMENT/NON-INSTRUCTIONAL	5,000.00	115.52	1,108.20	22.16	3,891.80
01 1100 231 000 0 000	RETIREMENT	300,000.00	0.00	0.00	0.00	300,000.00
01 1100 231 001 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	5,732.43	39,843.34	0.00	(39,843.34)
01 1100 231 013 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	2,381.98	16,673.84	0.00	(16,673.84)
01 1100 231 014 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	2,975.33	20,719.27	0.00	(20,719.27)
01 1100 231 015 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	2,983.41	21,120.39	0.00	(21,120.39)
01 1100 231 001 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	498.16	3,487.12	0.00	(3,487.12)
01 1100 231 013 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	249.08	1,743.56	0.00	(1,743.56)
01 1100 231 014 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	373.62	2,615.34	0.00	(2,615.34)
01 1100 231 015 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	425.93	2,981.51	0.00	(2,981.51)
231	RETIREMENT/TEACH, PROF. STAFF	300,000.00	15,619.94	109,184.37	36.39	190,815.63
01 1100 233 000 0 000	RETIREMENT/SUBSTITUTE TEACHERS	5,000.00	0.00	0.00	0.00	5,000.00
01 1100 233 001 0 000	RETIREMENT/SUBSTITUTE TEACHERS	0.00	11.32	116.74	0.00	(116.74)
01 1100 233 015 0 000	RETIREMENT/SUBSTITUTE TEACHERS	0.00	2.84	32.50	0.00	(32.50)
233	RETIREMENT/SUBSTITUTE TEACHERS	5,000.00	14.16	149.24	2.98	4,850.76
01 1100 234 000 0 000	RETIREMENT/TECHNICAL STAFF	15,000.00	614.59	4,302.13	28.68	10,697.87
01 1100 234 000 1 000	RETIREMENT/TECHNICAL STAFF	0.00	124.54	871.78	0.00	(871.78)
234	RETIREMENT/TECHNICAL STAFF	15,000.00	739.13	5,173.91	34.49	9,826.09
01 1100 320 000 0 000	PURCHASED PUPIL SERVICES	10,000.00	4,151.25	4,151.25	41.51	5,848.75
01 1100 320 001 0 000	PUPIL SERVICES	0.00	0.00	451.00	0.00	(451.00)
320	PUPIL SERVICES	10,000.00	4,151.25	4,602.25	46.02	5,397.75
01 1100 330 000 0 000	REGISTRATIONS/TRAINING	4,000.00	0.00	1,765.00	54.88	2,235.00
330	REGISTRATIONS/TRAINING FEES	4,000.00	0.00	1,765.00	54.88	2,235.00
01 1100 340 000 0 000	CONTRACTED OR SECURED SERVICES	2,000.00	99.00	99.00	4.95	1,901.00

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01 1100 340 001 0 000	PROFESSIONAL/TECHNICAL SERVICES	0.00	5,975.75	6,654.75	0.00	(6,654.75)
01 1100 340 015 0 000	PROFESSIONAL/TECHNICAL SERVICES	0.00	271.78	779.78	0.00	(779.78)
340	OTHER PROFESSIONAL SERVICES	2,000.00	6,346.53	7,533.53	376.68	(5,533.53)
01 1100 443 000 0 000	RENTALS	30,000.00	1,848.51	12,495.07	41.65	17,504.93
443	RENTALS	30,000.00	1,848.51	12,495.07	41.65	17,504.93
01 1100 530 000 0 000	OTHER COMMUNICATIONS	30,000.00	0.00	13,204.36	77.50	16,795.64
01 1100 530 013 0 000	OTHER COMMUNICATIONS	0.00	0.00	119.88	0.00	(119.88)
530	OTHER COMMUNICATIONS	30,000.00	0.00	13,324.24	77.90	16,675.76
01 1100 580 000 0 000	TRAVEL EXPENSE AND MILEAGE	4,000.00	0.00	1,409.00	35.23	2,591.00
580	TRAVEL	4,000.00	0.00	1,409.00	35.23	2,591.00
01 1100 591 000 0 000	SERVICES PURCHASED FROM AN ESU	800.00	0.00	0.00	0.00	800.00
591	SERVICES PURCHASED FROM AN ESU	800.00	0.00	0.00	0.00	800.00
01 1100 610 000 0 000	SUPPLIES	200,000.00	0.00	1,008.00	21.15	198,992.00
01 1100 610 001 0 000	SUPPLIES	0.00	934.95	11,107.92	0.00	(11,107.92)
01 1100 610 004 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
01 1100 610 013 0 000	SUPPLIES	0.00	1,088.94	9,275.95	0.00	(9,275.95)
01 1100 610 014 0 000	SUPPLIES	0.00	772.25	6,875.25	0.00	(6,875.25)
01 1100 610 015 0 000	SUPPLIES	0.00	878.89	5,966.91	0.00	(5,966.91)
610	SUPPLIES	200,000.00	3,675.03	34,234.03	53.52	165,765.97
01 1100 640 000 0 000	BOOKS AND PERIODICALS	30,000.00	0.00	0.00	2.01	30,000.00
01 1100 640 001 0 000	BOOKS AND PERIODICALS	0.00	0.00	930.36	0.00	(930.36)
01 1100 640 014 0 000	BOOKS AND PERIODICALS	0.00	0.00	106.49	0.00	(106.49)
640	BOOKS AND PERIODICALS	30,000.00	0.00	1,036.85	5.94	28,963.15
01 1100 643 000 0 000	WEB-CLOUD BASED SOFTWARE	5,000.00	13,842.33	13,928.33	440.97	(8,928.33)
643	WEB-CLOUD BASED SOFTWARE	5,000.00	13,842.33	13,928.33	440.97	(8,928.33)
01 1100 650 000 0 000	TECHNOLOGY SUPPLIES	90,000.00	0.00	1,565.30	5.86	88,434.70
01 1100 650 001 0 000	TECHNOLOGY SUPPLIES	0.00	0.00	336.13	0.00	(336.13)
650	TECHNOLOGY SUPPLIES	90,000.00	0.00	1,901.43	6.23	88,098.57
01 1100 733 000 0 000	FURNITURE AND EQUIPMENT	10,000.00	0.00	0.00	0.00	10,000.00
01 1100 733 000 1 000	FURNITURE AND EQUIPMENT	0.00	0.00	0.00	0.00	0.00
733	FURNITURE AND EQUIP	10,000.00	0.00	0.00	12.89	10,000.00
01 1100 734 000 0 000	COMPUTER EQUIPMENT (HARDWARE)	75,000.00	0.00	3,541.35	181.66	71,458.65
01 1100 734 000 7 000	COMPUTER EQUIP(HARDWARE)	0.00	0.00	0.00	0.00	0.00
734	COMPUTER EQUIP(HARDWARE)	75,000.00	0.00	3,541.35	213.78	71,458.65
01 1100 735 000 0 000	COMPUTER (SOFTWARE)	15,000.00	0.00	0.00	9.99	15,000.00
735	COMPUTER (SOFTWARE)	15,000.00	0.00	0.00	9.99	15,000.00
01 1100 739 000 0 000	OTHER EQUIPMENT	3,000.00	0.00	0.00	0.00	3,000.00
739	OTHER EQUIPMENT	3,000.00	0.00	0.00	0.00	3,000.00
01 1100 810 000 0 000	DUES AND FEES	2,000.00	0.00	0.00	3.00	2,000.00
01 1100 810 001 0 000	DUES AND FEES	0.00	0.00	759.00	0.00	(759.00)
810	DUES AND FEES	2,000.00	0.00	759.00	40.95	1,241.00
01 1100 890 000 0 000	OTHER MISC OBJECTS	80,000.00	4,069.40	13,543.40	17.28	66,456.60
01 1100 890 001 0 000	OTHER MISC OBJECTS	0.00	293.95	16,454.27	0.00	(16,454.27)
01 1100 890 013 0 000	OTHER MISC OBJECTS	0.00	0.00	165.91	0.00	(165.91)
01 1100 890 014 0 000	OTHER MISC OBJECTS	0.00	0.00	13,716.00	0.00	(13,716.00)
01 1100 890 015 0 000	OTHER MISC OBJECTS	0.00	0.00	5,820.50	0.00	(5,820.50)
890	OTHER MISC SERVICES	80,000.00	4,363.35	49,700.08	65.05	30,299.92
1100	REGULAR INSTRUCTIONAL PROGRAMS	5,356,404.00	305,382.44	2,048,515.85	43.06	3,307,888.15
1150	LIMITED ENGLISH PROFICIENCY					
01 1150 111 000 0 000	REGULAR SALARY	70,000.00	5,590.50	39,133.50	55.91	30,866.50
111	SALARIES/TEACHER-PROF.STAFF	70,000.00	5,590.50	39,133.50	55.91	30,866.50
01 1150 151 000 0 000	FLAT SALARY	18,496.00	0.00	0.00	0.00	18,496.00
01 1150 151 000 1 000	ADDITIONAL COMP/TEACHERS	0.00	813.12	5,691.84	0.00	(5,691.84)
151	ADDITIONAL COMP/TEACHERS	18,496.00	813.12	5,691.84	30.77	12,804.16
01 1150 211 000 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	8,300.00	635.74	4,450.18	53.62	3,849.82
01 1150 211 000 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	92.47	647.29	0.00	(647.29)
211	GROUP INSURANCE/TEACH., PROF.STAFF	8,300.00	728.21	5,097.47	61.42	3,202.53

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01 1150 221 000 0 000	SOCIAL SECURITY	5,500.00	414.47	2,901.29	52.75	2,598.71
01 1150 221 000 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	60.27	421.89	0.00	(421.89)
221	SOCIAL SECURITY/TEACHERS,PROF.STAFF	5,500.00	474.74	3,323.18	60.42	2,176.82
01 1150 231 000 0 000	RETIREMENT	7,000.00	449.99	3,149.93	45.00	3,850.07
231	RETIREMENT/TEACH,PROF.STAFF	7,000.00	449.99	3,149.93	45.00	3,850.07
1150	LIMITED ENGLISH PROFICIENCY	109,296.00	8,056.56	56,395.92	51.60	52,900.08
1160	POVERTY PROGRAM					
01 1160 111 000 0 000	REGULAR SALARY	910,000.00	4,373.17	30,612.19	3.36	879,387.81
01 1160 111 001 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	23,632.38	165,426.66	0.00	(165,426.66)
01 1160 111 013 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	44,323.12	310,261.84	0.00	(310,261.84)
01 1160 111 014 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	8,928.15	62,497.05	0.00	(62,497.05)
01 1160 111 015 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	7,384.84	51,693.88	0.00	(51,693.88)
111	SALARIES/TEACHER-PROF.STAFF	910,000.00	88,641.66	620,491.62	68.19	289,508.38
01 1160 112 000 0 000	SALARY-CLERICAL/PARAPROF STAFF	40,000.00	0.00	0.00	0.00	40,000.00
01 1160 112 001 0 000	SALARIES/PARAPROFESSIONALS	0.00	399.12	2,449.58	0.00	(2,449.58)
01 1160 112 013 0 000	SALARIES/PARAPROFESSIONALS	0.00	3,438.85	23,501.86	0.00	(23,501.86)
112	SALARIES/PARAPROFESSIONALS	40,000.00	3,837.97	25,951.44	64.88	14,048.56
01 1160 132 013 0 000	OVERTIME SALARIES/PARAPROFESSIONALS	300.00	6.05	24.53	8.18	275.47
132	OVERTIME SALARIES/PARAPROFESSIONALS	300.00	6.05	24.53	8.18	275.47
01 1160 150 000 1 000	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	17,000.00	1,284.45	8,991.15	52.89	8,008.85
150	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	17,000.00	1,284.45	8,991.15	52.89	8,008.85
01 1160 151 000 1 000	ADDITIONAL COMP/TEACHERS	250,000.00	0.00	0.00	0.00	250,000.00
01 1160 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	6,207.77	43,454.39	0.00	(43,454.39)
01 1160 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	12,743.01	89,201.07	0.00	(89,201.07)
01 1160 151 014 1 000	ADDITIONAL COMP/TEACHERS	0.00	2,327.40	16,291.80	0.00	(16,291.80)
01 1160 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	2,312.01	16,184.07	0.00	(16,184.07)
151	ADDITIONAL COMP/TEACHERS	250,000.00	23,590.19	165,131.33	66.05	84,868.67
01 1160 211 000 0 000	GROUP INSURANCE	16,500.00	0.00	0.00	0.00	16,500.00
01 1160 211 001 0 000	GROUP INSURANCE/TEACH.,PROF.STAFF	0.00	613.69	4,096.24	0.00	(4,096.24)
01 1160 211 013 0 000	GROUP INSURANCE/TEACH.,PROF.STAFF	0.00	610.16	4,271.12	0.00	(4,271.12)
01 1160 211 001 1 000	GROUP INSURANCE/TEACH.,PROF.STAFF	0.00	114.52	764.41	0.00	(764.41)
01 1160 211 013 1 000	GROUP INSURANCE/TEACH.,PROF.STAFF	0.00	118.05	826.35	0.00	(826.35)
211	GROUP INSURANCE/TEACH.,PROF.STAFF	16,500.00	1,456.42	9,958.12	60.35	6,541.88
01 1160 212 000 0 000	GROUP INSURANCE/INSTRUCTIONAL AIDES	6,000.00	0.00	0.00	0.00	6,000.00
01 1160 212 013 0 000	GROUP INSURANCE/INSTRUCTIONAL AIDES	0.00	558.65	3,910.55	0.00	(3,910.55)
212	GROUP INSURANCE/INSTRUCTIONAL AIDES	6,000.00	558.65	3,910.55	65.18	2,089.45
01 1160 220 000 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	1,500.00	93.90	657.30	43.82	842.70
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	1,500.00	93.90	657.30	43.82	842.70
01 1160 221 000 0 000	SOCIAL SECURITY	85,000.00	319.72	2,238.04	2.63	82,761.96
01 1160 221 001 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	1,673.19	11,730.69	0.00	(11,730.69)
01 1160 221 013 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	3,137.48	22,102.87	0.00	(22,102.87)
01 1160 221 014 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	674.72	4,721.94	0.00	(4,721.94)
01 1160 221 015 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	558.33	3,908.61	0.00	(3,908.61)
01 1160 221 001 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	440.71	3,090.09	0.00	(3,090.09)
01 1160 221 013 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	913.63	6,422.66	0.00	(6,422.66)
01 1160 221 014 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	176.32	1,234.02	0.00	(1,234.02)
01 1160 221 015 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	174.74	1,223.37	0.00	(1,223.37)
221	SOCIAL SECURITY/TEACHERS,PROF.STAFF	85,000.00	8,068.84	56,672.29	66.67	28,327.71

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01 1160 222 000 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	4,000.00	0.00	0.00	0.00	4,000.00
01 1160 222 001 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	30.54	187.41	0.00	(187.41)
01 1160 222 013 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	218.65	1,491.07	0.00	(1,491.07)
222	SOCIAL SECURITY/INSTRUCTIONAL AIDES	4,000.00	249.19	1,678.48	41.96	2,321.52
01 1160 231 000 0 000	RETIREMENT	100,000.00	351.99	2,463.93	2.46	97,536.07
01 1160 231 001 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	1,901.54	13,310.74	0.00	(13,310.74)
01 1160 231 013 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	3,567.27	24,917.36	0.00	(24,917.36)
01 1160 231 014 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	718.59	5,030.13	0.00	(5,030.13)
01 1160 231 015 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	594.24	4,159.67	0.00	(4,159.67)
01 1160 231 001 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	311.35	2,179.45	0.00	(2,179.45)
01 1160 231 013 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	341.24	2,388.68	0.00	(2,388.68)
01 1160 231 014 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	1.25	8.75	0.00	(8.75)
01 1160 231 015 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	62.27	435.89	0.00	(435.89)
231	RETIREMENT/TEACH, PROF. STAFF	100,000.00	7,849.74	54,894.60	54.89	45,105.40
01 1160 232 000 0 000	RETIREMENT/INSTRUCTIONAL AIDES	4,000.00	0.00	0.00	0.00	4,000.00
01 1160 232 013 0 000	RETIREMENT/INSTRUCTIONAL AIDES	0.00	278.35	1,900.95	0.00	(1,900.95)
232	RETIREMENT/INSTRUCTIONAL AIDES	4,000.00	278.35	1,900.95	47.52	2,099.05
1160	POVERTY PROGRAM	1,434,300.00	135,915.41	950,262.36	66.25	484,037.64
1200	SPECIAL EDUCATION PROGRAMS					
01 1200 110 014 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	1,287.66	9,133.39	0.00	(9,133.39)
110	SALARIES/NON-INSTRUCTIONAL	0.00	1,287.66	9,133.39	0.00	(9,133.39)
01 1200 111 000 0 000	SPECIAL ED SALARIES	260,000.00	4,798.62	33,590.34	12.92	226,409.66
01 1200 111 001 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	5,651.29	39,559.03	0.00	(39,559.03)
01 1200 111 013 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	3,962.85	27,739.95	0.00	(27,739.95)
01 1200 111 014 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	3,586.06	25,102.42	0.00	(25,102.42)
01 1200 111 015 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	2,718.31	19,028.17	0.00	(19,028.17)
111	SALARIES/TEACHER-PROF. STAFF	260,000.00	20,717.13	145,019.91	55.78	114,980.09
01 1200 112 000 0 000	AIDES	397,375.00	0.00	0.00	0.00	397,375.00
01 1200 112 001 0 000	SALARIES/PARAPROFESSIONALS	0.00	2,986.19	23,698.33	0.00	(23,698.33)
01 1200 112 013 0 000	SALARIES/PARAPROFESSIONALS	0.00	18,860.11	150,112.29	0.00	(150,112.29)
01 1200 112 014 0 000	SALARIES/PARAPROFESSIONALS	0.00	12,272.13	86,667.38	0.00	(86,667.38)
01 1200 112 015 0 000	SALARIES/PARAPROFESSIONALS	0.00	3,865.80	27,601.41	0.00	(27,601.41)
112	SALARIES/PARAPROFESSIONALS	397,375.00	37,984.23	288,079.41	72.50	109,295.59
01 1200 113 000 0 000	SALARY-SUBSTITUTES	8,000.00	0.00	0.00	0.00	8,000.00
01 1200 113 001 0 000	SALARIES/SUBSTITUTES	0.00	315.00	1,557.50	0.00	(1,557.50)
01 1200 113 013 0 000	SALARIES/SUBSTITUTES	0.00	32.24	3,019.51	0.00	(3,019.51)
01 1200 113 014 0 000	SALARIES/SUBSTITUTES	0.00	0.00	105.53	0.00	(105.53)
01 1200 113 015 0 000	SALARIES/SUBSTITUTES	0.00	17.50	560.00	0.00	(560.00)
113	SALARIES/SUBSTITUTES	8,000.00	364.74	5,242.54	65.53	2,757.46
01 1200 130 000 0 000	OVERTIME SALARIES	0.00	0.00	12.27	0.00	(12.27)
01 1200 130 013 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	0.00	88.17	0.00	(88.17)
01 1200 130 014 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	0.00	13.72	0.00	(13.72)
130	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	0.00	114.16	0.00	(114.16)
01 1200 132 013 0 000	OVERTIME SALARIES/PARAPROFESSIONALS	600.00	65.79	566.41	94.40	33.59
01 1200 132 014 0 000	OVERTIME SALARIES/PARAPROFESSIONALS	0.00	33.04	92.97	0.00	(92.97)
132	OVERTIME SALARIES/PARAPROFESSIONALS	600.00	98.83	659.38	109.90	(59.38)
01 1200 150 000 1 000	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00
150	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00
01 1200 151 000 0 000	EXTRA DUTY SALARIES	0.00	256.26	1,793.82	0.00	(1,793.82)
01 1200 151 001 0 000	FLAT SALARIES/TEACHERS	0.00	246.01	1,722.07	0.00	(1,722.07)
01 1200 151 013 0 000	FLAT SALARIES/TEACHERS	0.00	287.01	2,009.07	0.00	(2,009.07)
01 1200 151 014 0 000	FLAT SALARIES/TEACHERS	0.00	102.50	717.50	0.00	(717.50)
01 1200 151 015 0 000	FLAT SALARIES/TEACHERS	0.00	129.15	904.05	0.00	(904.05)
01 1200 151 000 1 000	ADDITIONAL COMP/TEACHERS	100,000.00	1,528.49	10,699.43	10.70	89,300.57
01 1200 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,080.73	7,565.11	0.00	(7,565.11)
01 1200 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,541.33	10,789.31	0.00	(10,789.31)
01 1200 151 014 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,541.33	10,789.31	0.00	(10,789.31)

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01 1200 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	406.56	2,845.92	0.00	(2,845.92)
151	ADDITIONAL COMP/TEACHERS	100,000.00	7,119.37	49,835.59	49.84	50,164.41
01 1200 211 000 0 000	GROUP INSURANCE	30,000.00	0.00	0.00	0.00	30,000.00
01 1200 211 001 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	577.87	4,042.83	0.00	(4,042.83)
01 1200 211 013 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	16.87	118.09	0.00	(118.09)
01 1200 211 015 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	316.87	2,215.91	0.00	(2,215.91)
01 1200 211 001 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	89.27	624.51	0.00	(624.51)
01 1200 211 015 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	45.24	316.39	0.00	(316.39)
211	GROUP INSURANCE/TEACH., PROF.STAFF	30,000.00	1,046.12	7,317.73	24.39	22,682.27
01 1200 212 000 0 000	GROUP INSURANCE/INSTRUCTIONAL AIDES	20,000.00	0.00	0.00	0.00	20,000.00
01 1200 212 013 0 000	GROUP INSURANCE/INSTRUCTIONAL AIDES	0.00	1,120.14	7,840.98	0.00	(7,840.98)
212	GROUP INSURANCE/INSTRUCTIONAL AIDES	20,000.00	1,120.14	7,840.98	39.20	12,159.02
01 1200 213 000 0 000	GROUP INSURANCE/SUBSTITUTE TEACHERS	1,000.00	0.00	0.00	0.00	1,000.00
01 1200 213 001 0 000	GROUP INSURANCE/SUBSTITUTE TEACHERS	0.00	4.03	11.97	0.00	(11.97)
213	GROUP INSURANCE/SUBSTITUTE TEACHERS	1,000.00	4.03	11.97	1.20	988.03
01 1200 220 000 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	0.00	0.88	0.00	(0.88)
01 1200 220 013 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	0.00	6.38	0.00	(6.38)
01 1200 220 014 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	98.49	699.64	0.00	(699.64)
01 1200 220 000 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	1,000.00	0.00	0.00	0.00	1,000.00
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	1,000.00	98.49	706.90	70.69	293.10
01 1200 221 000 0 000	SOCIAL SECURITY	40,000.00	375.26	2,626.82	6.57	37,373.18
01 1200 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	389.73	2,728.21	0.00	(2,728.21)
01 1200 221 013 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	297.21	2,080.47	0.00	(2,080.47)
01 1200 221 014 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	282.17	1,975.19	0.00	(1,975.19)
01 1200 221 015 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	216.77	1,517.44	0.00	(1,517.44)
01 1200 221 000 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	113.96	799.10	0.00	(799.10)
01 1200 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	72.58	508.12	0.00	(508.12)
01 1200 221 013 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	108.94	762.58	0.00	(762.58)
01 1200 221 014 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	117.91	825.37	0.00	(825.37)
01 1200 221 015 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	30.96	216.68	0.00	(216.68)
221	SOCIAL SECURITY/TEACHERS, PROF.STAFF	40,000.00	2,005.49	14,039.98	35.10	25,960.02
01 1200 222 000 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	35,000.00	0.00	0.00	0.00	35,000.00
01 1200 222 001 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	192.44	1,597.76	0.00	(1,597.76)
01 1200 222 013 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	1,229.33	10,026.51	0.00	(10,026.51)
01 1200 222 014 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	884.70	6,283.31	0.00	(6,283.31)
01 1200 222 015 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	280.80	2,019.18	0.00	(2,019.18)
222	SOCIAL SECURITY/INSTRUCTIONAL AIDES	35,000.00	2,587.27	19,926.76	56.93	15,073.24
01 1200 223 000 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	2,000.00	0.00	0.00	0.00	2,000.00
01 1200 223 001 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	23.68	117.64	0.00	(117.64)
01 1200 223 013 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	2.47	230.99	0.00	(230.99)
01 1200 223 014 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	0.00	8.07	0.00	(8.07)

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01 1200 223 015 0 000	SOCIAL SECURITY/SUBSTITUTE TEACHERS	0.00	1.26	40.80	0.00	(40.80)
223	SOCIAL SECURITY/SUBSTITUTE TEACHERS	2,000.00	27.41	397.50	19.88	1,602.50
01 1200 230 000 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	0.00	0.99	0.00	(0.99)
01 1200 230 013 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	0.00	7.13	0.00	(7.13)
01 1200 230 014 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	103.63	736.23	0.00	(736.23)
230	RETIREMENT/NON-INSTRUCTIONAL	0.00	103.63	744.35	0.00	(744.35)
01 1200 231 000 0 000	RETIREMENT	60,000.00	406.99	2,848.93	4.75	57,151.07
01 1200 231 001 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	474.62	3,322.38	0.00	(3,322.38)
01 1200 231 013 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	342.73	2,399.11	0.00	(2,399.11)
01 1200 231 014 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	296.77	2,077.39	0.00	(2,077.39)
01 1200 231 015 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	229.22	1,604.56	0.00	(1,604.56)
231	RETIREMENT/TEACH, PROF.STAFF	60,000.00	1,750.33	12,252.37	20.42	47,747.63
01 1200 232 000 0 000	RETIREMENT/INSTRUCTIONAL AIDES	50,000.00	0.00	0.00	0.00	50,000.00
01 1200 232 001 0 000	RETIREMENT/INSTRUCTIONAL AIDES	0.00	241.28	1,914.80	0.00	(1,914.80)
01 1200 232 013 0 000	RETIREMENT/INSTRUCTIONAL AIDES	0.00	1,529.22	12,174.85	0.00	(12,174.85)
01 1200 232 014 0 000	RETIREMENT/INSTRUCTIONAL AIDES	0.00	994.26	7,010.25	0.00	(7,010.25)
01 1200 232 015 0 000	RETIREMENT/INSTRUCTIONAL AIDES	0.00	258.03	1,996.91	0.00	(1,996.91)
232	RETIREMENT/INSTRUCTIONAL AIDES	50,000.00	3,022.79	23,096.81	46.19	26,903.19
01 1200 233 001 0 000	RETIREMENT/SUBSTITUTE TEACHERS	0.00	2.82	12.71	0.00	(12.71)
01 1200 233 015 0 000	RETIREMENT/SUBSTITUTE TEACHERS	0.00	0.00	2.83	0.00	(2.83)
233	RETIREMENT/SUBSTITUTE TEACHERS	0.00	2.82	15.54	0.00	(15.54)
01 1200 320 000 0 000	PURCHASED PUPIL SERVICES	15,000.00	0.00	2,925.18	19.50	12,074.82
320	PUPIL SERVICES	15,000.00	0.00	2,925.18	19.50	12,074.82
01 1200 330 000 0 000	REGISTRATIONS/TRAINING	3,500.00	110.40	4,062.40	116.07	(562.40)
330	REGISTRATIONS/TRAINING FEES	3,500.00	110.40	4,062.40	116.07	(562.40)
01 1200 340 000 0 000	CONTRACTED OR SECURED SERVICES	500.00	0.00	0.00	0.00	500.00
340	OTHER PROFESSIONAL SERVICES	500.00	0.00	0.00	0.00	500.00
01 1200 580 000 0 000	TRAVEL EXPENSE AND MILEAGE	4,000.00	0.00	0.00	8.28	4,000.00
580	TRAVEL	4,000.00	0.00	0.00	8.28	4,000.00
01 1200 591 000 0 000	SUPERVISION OF ESU PROGRAM SCHOOL AGE	8,000.00	235.50	1,301.93	16.27	6,698.07
591	SERVICES PURCHASED FROM AN ESU	8,000.00	235.50	1,301.93	16.27	6,698.07
01 1200 610 000 0 000	SUPPLIES	5,000.00	125.39	1,191.05	225.35	3,808.95
01 1200 610 014 0 000	SUPPLIES	0.00	0.00	9.45	0.00	(9.45)
01 1200 610 015 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
01 1200 610 000 1 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
610	SUPPLIES	5,000.00	125.39	1,200.50	262.32	3,799.50
01 1200 626 000 0 000	GAS AND OIL	1,000.00	0.00	0.00	0.00	1,000.00
626	GAS AND OIL	1,000.00	0.00	0.00	0.00	1,000.00
01 1200 640 000 0 000	BOOKS AND PERIODICALS	0.00	0.00	0.00	0.00	0.00
640	BOOKS AND PERIODICALS	0.00	0.00	0.00	0.00	0.00
01 1200 810 000 0 000	DUES AND FEES	1,000.00	0.00	743.00	245.30	257.00
810	DUES AND FEES	1,000.00	0.00	743.00	245.30	257.00
01 1200 890 000 0 000	OTHER MISC OBJECTS	500.00	0.00	75.08	15.02	424.92
890	OTHER MISC SERVICES	500.00	0.00	75.08	15.02	424.92
1200	SPECIAL EDUCATION PROGRAMS	1,043,975.00	79,811.77	594,743.36	58.34	449,231.64
1291	SPED/AGE 3-5					
01 1291 591 000 0 000	SUPERVISION OF ESU PROGRAM 3-5	500.00	0.00	97.93	19.59	402.07
591	SERVICES PURCHASED FROM AN ESU	500.00	0.00	97.93	19.59	402.07
1291	SPED/AGE 3-5	500.00	0.00	97.93	19.59	402.07
1295	SPED INST.UNIFIED SPORTS					
01 1295 151 001 0 000	ADDITIONAL COMP/TEACHERS	2,000.00	88.83	621.81	31.09	1,378.19
151	ADDITIONAL COMP/TEACHERS	2,000.00	88.83	621.81	31.09	1,378.19
01 1295 211 001 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	10.27	71.82	0.00	(71.82)

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211	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	10.27	71.82	0.00	(71.82)
01 1295 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	5.77	40.36	0.00	(40.36)
221	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	5.77	40.36	0.00	(40.36)
01 1295 231 001 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	7.18	50.26	0.00	(50.26)
231	RETIREMENT/TEACH, PROF.STAFF	0.00	7.18	50.26	0.00	(50.26)
1295	SPED INST.UNIFIED SPORTS	2,000.00	112.05	784.25	39.21	1,215.75
2120	GUIDANCE SERVICES					
01 2120 111 000 0 000	REGULAR SALARY-GUIDANCE	255,000.00	0.00	0.00	0.00	255,000.00
01 2120 111 001 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	7,562.72	52,939.04	0.00	(52,939.04)
01 2120 111 015 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	4,175.50	29,228.50	0.00	(29,228.50)
111	SALARIES/TEACHER-PROF.STAFF	255,000.00	11,738.22	82,167.54	32.22	172,832.46
01 2120 151 000 1 000	ADDITIONAL COMP/TEACHERS	50,000.00	0.00	0.00	0.00	50,000.00
01 2120 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,541.33	10,789.31	0.00	(10,789.31)
01 2120 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,156.00	8,092.00	0.00	(8,092.00)
151	ADDITIONAL COMP/TEACHERS	50,000.00	2,697.33	18,881.31	37.76	31,118.69
01 2120 221 000 0 000	SOCIAL SECURITY	45,000.00	0.00	0.00	0.00	45,000.00
01 2120 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	544.65	3,813.57	0.00	(3,813.57)
01 2120 221 015 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	314.72	2,203.08	0.00	(2,203.08)
01 2120 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	111.00	777.21	0.00	(777.21)
01 2120 221 015 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	87.12	609.86	0.00	(609.86)
221	SOCIAL SECURITY/TEACHERS, PROF.STAFF	45,000.00	1,057.49	7,403.72	16.45	37,596.28
01 2120 231 000 0 000	RETIREMENT	50,000.00	0.00	0.00	0.00	50,000.00
01 2120 231 001 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	608.77	4,261.38	0.00	(4,261.38)
01 2120 231 015 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	336.09	2,352.63	0.00	(2,352.63)
01 2120 231 001 1 000	RETIREMENT/TEACH, PROF.STAFF	0.00	124.54	871.78	0.00	(871.78)
231	RETIREMENT/TEACH, PROF.STAFF	50,000.00	1,069.40	7,485.79	14.97	42,514.21
01 2120 320 000 0 000	PUPIL SERVICES	10,000.00	3,937.50	27,131.25	271.31	(17,131.25)
320	PUPIL SERVICES	10,000.00	3,937.50	27,131.25	271.31	(17,131.25)
01 2120 330 000 0 000	REGISTRATIONS/TRAINING FEES	0.00	0.00	390.00	0.00	(390.00)
330	REGISTRATIONS/TRAINING FEES	0.00	0.00	390.00	0.00	(390.00)
01 2120 610 000 0 000	SUPPLIES	1,000.00	0.00	173.59	17.36	826.41
610	SUPPLIES	1,000.00	0.00	173.59	17.36	826.41
01 2120 890 000 0 000	OTHER MISC OBJECTS	1,000.00	0.00	0.00	0.00	1,000.00
890	OTHER MISC SERVICES	1,000.00	0.00	0.00	0.00	1,000.00
2120	GUIDANCE SERVICES	412,000.00	20,499.94	143,633.20	34.86	268,366.80
2130	HEALTH SERVICES					
01 2130 330 000 0 000	REGISTRATIONS/TRAINING FEES	500.00	0.00	0.00	0.00	500.00
330	REGISTRATIONS/TRAINING FEES	500.00	0.00	0.00	0.00	500.00
01 2130 610 000 0 000	SUPPLIES	8,000.00	0.00	1,217.22	22.09	6,782.78
610	SUPPLIES	8,000.00	0.00	1,217.22	22.09	6,782.78
01 2130 810 000 0 000	DUES AND FEES	500.00	0.00	99.00	19.80	401.00
810	DUES AND FEES	500.00	0.00	99.00	19.80	401.00
01 2130 890 000 0 000	OTHER MISC OBJECTS	500.00	382.49	982.49	196.50	(482.49)
890	OTHER MISC SERVICES	500.00	382.49	982.49	196.50	(482.49)
2130	HEALTH SERVICES	9,500.00	382.49	2,298.71	29.98	7,201.29
2140	PSYCHOLOGICAL SERVICES					
01 2140 320 000 0 000	PUPIL SERVICES	20,000.00	0.00	0.00	0.00	20,000.00
320	PUPIL SERVICES	20,000.00	0.00	0.00	0.00	20,000.00
2140	PSYCHOLOGICAL SERVICES	20,000.00	0.00	0.00	0.00	20,000.00
2141	PSYCHOLOGICAL ASSESSMENT SCHOOL AGE					
01 2141 320 000 0 000	PUPIL SERVICES	8,000.00	0.00	0.00	0.00	8,000.00
320	PUPIL SERVICES	8,000.00	0.00	0.00	0.00	8,000.00
01 2141 591 000 0 000	PSYCHOLOGICAL ASSESSMENT SCHOOL AGE	11,500.00	2,514.60	13,863.48	120.55	(2,363.48)
591	SERVICES PURCHASED FROM AN ESU	11,500.00	2,514.60	13,863.48	120.55	(2,363.48)
2141	PSYCHOLOGICAL ASSESSMENT SCHOOL AGE	19,500.00	2,514.60	13,863.48	71.09	5,636.52
2142	PSYCHOLOGICAL ASSESSMENT 3-5					

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01 2142 591 000 0 000	SERVICES PURCHASED FROM AN ESU	20,000.00	0.00	1,224.12	6.12	18,775.88
591	SERVICES PURCHASED FROM AN ESU	20,000.00	0.00	1,224.12	6.12	18,775.88
2142	PSYCHOLOGICAL ASSESSMENT 3-5	20,000.00	0.00	1,224.12	6.12	18,775.88
2151	SPEECH SCHOOL AGE					
01 2151 591 000 0 000	SPEECH/LANGUAGE SCHOOL AGE	20,000.00	0.00	0.00	0.00	20,000.00
591	SERVICES PURCHASED FROM AN ESU	20,000.00	0.00	0.00	0.00	20,000.00
2151	SPEECH SCHOOL AGE	20,000.00	0.00	0.00	0.00	20,000.00
2152	SPEECH AGE 3/5					
01 2152 591 000 0 000	SPEECH/LANGUAGE 3-5	1,000.00	0.00	0.00	0.00	1,000.00
591	SERVICES PURCHASED FROM AN ESU	1,000.00	0.00	0.00	0.00	1,000.00
2152	SPEECH AGE 3/5	1,000.00	0.00	0.00	0.00	1,000.00
2153	SPEECH AGE B/2					
01 2153 320 000 0 000	PUPIL SERVICES	1,000.00	0.00	0.00	0.00	1,000.00
320	PUPIL SERVICES	1,000.00	0.00	0.00	0.00	1,000.00
2153	SPEECH AGE B/2	1,000.00	0.00	0.00	0.00	1,000.00
2160	OCCUPATIONAL THERAPY					
01 2160 580 000 0 000	TRAVEL	500.00	0.00	0.00	0.00	500.00
580	TRAVEL	500.00	0.00	0.00	0.00	500.00
2160	OCCUPATIONAL THERAPY	500.00	0.00	0.00	0.00	500.00
2161	OCCUPATIONAL THERAPY S/A					
01 2161 340 000 0 000	SCHOOL AGE OT SERVICES	10,000.00	3,002.00	23,541.00	235.41	(13,541.00)
340	OTHER PROFESSIONAL SERVICES	10,000.00	3,002.00	23,541.00	235.41	(13,541.00)
01 2161 580 000 0 000	TRAVEL	0.00	395.85	2,788.25	0.00	(2,788.25)
580	TRAVEL	0.00	395.85	2,788.25	0.00	(2,788.25)
2161	OCCUPATIONAL THERAPY S/A	10,000.00	3,397.85	26,329.25	263.29	(16,329.25)
2162	OT AGE 3/5					
01 2162 340 000 0 000	3-5 OT SERVICES	10,000.00	1,444.00	8,816.00	88.16	1,184.00
340	OTHER PROFESSIONAL SERVICES	10,000.00	1,444.00	8,816.00	88.16	1,184.00
2162	OT AGE 3/5	10,000.00	1,444.00	8,816.00	88.16	1,184.00
2163	OT SERVICES AGE B/2					
01 2163 340 000 0 000	BIRTH-2 OT SERVICES	1,000.00	247.00	570.00	57.00	430.00
340	OTHER PROFESSIONAL SERVICES	1,000.00	247.00	570.00	57.00	430.00
2163	OT SERVICES AGE B/2	1,000.00	247.00	570.00	57.00	430.00
2170	PHYSICAL THERAPY					
01 2170 580 000 0 000	TRAVEL	500.00	0.00	0.00	0.00	500.00
580	TRAVEL	500.00	0.00	0.00	0.00	500.00
2170	PHYSICAL THERAPY	500.00	0.00	0.00	0.00	500.00
2171	PHYSICAL THERAPY SCHOOL AGE					
01 2171 340 000 0 000	SCHOOL AGE PT SERVICE	10,000.00	590.40	3,225.88	32.26	6,774.12
340	OTHER PROFESSIONAL SERVICES	10,000.00	590.40	3,225.88	32.26	6,774.12
2171	PHYSICAL THERAPY SCHOOL AGE	10,000.00	590.40	3,225.88	32.26	6,774.12
2172	PHYSICAL THERAPY AGE 3/5					
01 2172 340 000 0 000	AGES 3-5 PT SERVICES	10,000.00	1,023.36	3,161.92	31.62	6,838.08
340	OTHER PROFESSIONAL SERVICES	10,000.00	1,023.36	3,161.92	31.62	6,838.08
2172	PHYSICAL THERAPY AGE 3/5	10,000.00	1,023.36	3,161.92	31.62	6,838.08
2173	PHYSICAL THERAPY AGE B/2					
01 2173 334 000 0 000	MILEAGE	0.00	178.35	1,271.75	0.00	(1,271.75)
334	MILEAGE PD/OTHER	0.00	178.35	1,271.75	0.00	(1,271.75)
01 2173 340 000 0 000	BIRTH-2 PT SERVICES	1,000.00	0.00	1,485.71	148.57	(485.71)
340	OTHER PROFESSIONAL SERVICES	1,000.00	0.00	1,485.71	148.57	(485.71)
2173	PHYSICAL THERAPY AGE B/2	1,000.00	178.35	2,757.46	275.75	(1,757.46)
2181	VISION SERVICES - SCHOOL AGE					
01 2181 591 000 0 000	VISION SERVICES - SCHOOL AGE	5,000.00	318.75	1,748.45	34.97	3,251.55
591	SERVICES PURCHASED FROM AN ESU	5,000.00	318.75	1,748.45	34.97	3,251.55
2181	VISION SERVICES - SCHOOL AGE	5,000.00	318.75	1,748.45	34.97	3,251.55
2182	VISION AGE 1-3					
01 2182 591 000 0 000	SERVICES PURCHASED FROM AN ESU	2,000.00	0.00	0.00	0.00	2,000.00

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591	SERVICES PURCHASED FROM AN ESU	2,000.00	0.00	0.00	0.00	2,000.00
2182	VISION AGE 1-3	2,000.00	0.00	0.00	0.00	2,000.00
2183	VISION SERVICES BIRTH-2					
01 2183 320 000 0 000	PUPIL SERVICES	2,000.00	0.00	0.00	0.00	2,000.00
320	PUPIL SERVICES	2,000.00	0.00	0.00	0.00	2,000.00
2183	VISION SERVICES BIRTH-2	2,000.00	0.00	0.00	0.00	2,000.00
2190	OTHER PUPIL SUPPORT SERV					
01 2190 591 000 0 000	SERVICES PURCHASED FROM AN ESU	5,000.00	120.00	2,858.00	57.16	2,142.00
591	SERVICES PURCHASED FROM AN ESU	5,000.00	120.00	2,858.00	57.16	2,142.00
2190	OTHER PUPIL SUPPORT SERV	5,000.00	120.00	2,858.00	57.16	2,142.00
2213	EMPLOYEE TRAINING AND DEVELOP SERIES					
01 2213 330 000 0 000	REGISTRATIONS/TRAINING FEES	1,000.00	0.00	775.00	77.50	225.00
330	REGISTRATIONS/TRAINING FEES	1,000.00	0.00	775.00	77.50	225.00
2213	EMPLOYEE TRAINING AND DEVELOP SERIES	1,000.00	0.00	775.00	77.50	225.00
2220	LIBRARY					
01 2220 111 000 0 000	LIBRARIAN SALARY	61,704.00	4,666.96	32,668.72	52.94	29,035.28
111	SALARIES/TEACHER-PROF.STAFF	61,704.00	4,666.96	32,668.72	52.94	29,035.28
01 2220 151 000 1 000	ADDITIONAL COMP/TEACHERS	18,496.00	1,541.33	10,789.31	58.33	7,706.69
151	ADDITIONAL COMP/TEACHERS	18,496.00	1,541.33	10,789.31	58.33	7,706.69
01 2220 221 000 0 000	SOCIAL SECURITY	5,000.00	297.79	2,082.41	41.65	2,917.59
01 2220 221 000 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	98.35	687.75	0.00	(687.75)
221	SOCIAL SECURITY/TEACHERS,PROF.STAFF	5,000.00	396.14	2,770.16	55.40	2,229.84
01 2220 231 000 0 000	RETIREMENT	8,000.00	375.45	2,628.15	32.85	5,371.85
01 2220 231 000 1 000	RETIREMENT/TEACH,PROF.STAFF	0.00	124.54	871.78	0.00	(871.78)
231	RETIREMENT/TEACH,PROF.STAFF	8,000.00	499.99	3,499.93	43.75	4,500.07
01 2220 610 000 0 000	SUPPLIES	1,000.00	0.00	0.00	26.79	1,000.00
610	SUPPLIES	1,000.00	0.00	0.00	26.79	1,000.00
01 2220 640 000 0 000	BOOKS AND PERIODICALS	14,000.00	59.00	59.00	0.42	13,941.00
01 2220 640 001 0 000	BOOKS AND PERIODICALS	0.00	0.00	312.66	0.00	(312.66)
01 2220 640 013 0 000	BOOKS AND PERIODICALS	0.00	0.00	278.71	0.00	(278.71)
01 2220 640 014 0 000	BOOKS AND PERIODICALS	0.00	0.00	109.11	0.00	(109.11)
640	BOOKS AND PERIODICALS	14,000.00	59.00	759.48	5.42	13,240.52
01 2220 641 000 0 000	EBOOKS	800.00	0.00	0.00	125.55	800.00
641	E BOOKS	800.00	0.00	0.00	125.55	800.00
01 2220 735 000 0 000	COMPUTER (SOFTWARE)	0.00	0.00	4,590.72	0.00	(4,590.72)
735	COMPUTER (SOFTWARE)	0.00	0.00	4,590.72	0.00	(4,590.72)
2220	LIBRARY	109,000.00	7,163.42	55,078.32	51.70	53,921.68
2224	EDUCATIONAL TV SERVICES					
01 2224 382 000 0 000	TELEPHONE	35,000.00	2,162.33	15,238.31	43.54	19,761.69
382	TELEPHONE	35,000.00	2,162.33	15,238.31	43.54	19,761.69
2224	EDUCATIONAL TV SERVICES	35,000.00	2,162.33	15,238.31	43.54	19,761.69
2310	BOARD OF EDUCATION					
01 2310 330 000 0 000	REGISTRATIONS/TRAINING FEES	2,000.00	0.00	1,178.00	58.90	822.00
330	REGISTRATIONS/TRAINING FEES	2,000.00	0.00	1,178.00	58.90	822.00
01 2310 340 000 0 000	CONTRACTED OR SECURED SERVICES	0.00	0.00	3,648.00	0.00	(3,648.00)
340	OTHER PROFESSIONAL SERVICES	0.00	0.00	3,648.00	0.00	(3,648.00)
01 2310 350 000 0 000	ACCOUNTING & AUDITING SERVICES	40,000.00	0.00	40,000.00	100.00	0.00
350	TECHNICAL SERVICES	40,000.00	0.00	40,000.00	100.00	0.00
01 2310 580 000 0 000	TRAVEL EXPENSE AND MILEAGE	1,000.00	0.00	440.06	44.01	559.94
580	TRAVEL	1,000.00	0.00	440.06	44.01	559.94
01 2310 610 000 0 000	SUPPLIES	1,000.00	40.85	40.85	4.09	959.15
610	SUPPLIES	1,000.00	40.85	40.85	4.09	959.15
01 2310 650 000 0 000	TECHNOLOGY SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00
650	TECHNOLOGY SUPPLIES	2,000.00	0.00	0.00	0.00	2,000.00
01 2310 735 000 0 000	COMPUTER (SOFTWARE)	5,000.00	0.00	2,700.00	54.00	2,300.00
735	COMPUTER (SOFTWARE)	5,000.00	0.00	2,700.00	54.00	2,300.00

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01 2310 810 000 0 000	DUES AND FEES	10,000.00	488.64	6,379.55	63.80	3,620.45
810	DUES AND FEES	10,000.00	488.64	6,379.55	63.80	3,620.45
01 2310 890 000 0 000	OTHER MISC OBJECTS	1,204,000.00	1,389.39	2,685.55	0.22	1,201,314.45
890	OTHER MISC SERVICES	1,204,000.00	1,389.39	2,685.55	0.22	1,201,314.45
2310	BOARD OF EDUCATION	1,265,000.00	1,918.88	57,072.01	4.51	1,207,927.99
2320	EXECUTIVE ADMINISTRATION					
01 2320 105 000 0 000	SALARY-SUPERINTENDENT	158,000.00	12,767.80	89,374.60	56.57	68,625.40
105	SALARY-SUPERINTENDENT	158,000.00	12,767.80	89,374.60	56.57	68,625.40
01 2320 110 000 0 000	SALARIES/NON-INSTRUCTIONAL	125,504.00	8,951.11	62,657.77	49.92	62,846.23
110	SALARIES/NON-INSTRUCTIONAL	125,504.00	8,951.11	62,657.77	49.92	62,846.23
01 2320 150 000 1 000	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	18,496.00	1,541.33	10,789.31	58.33	7,706.69
150	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	18,496.00	1,541.33	10,789.31	58.33	7,706.69
01 2320 151 000 1 000	ADDITIONAL COMP/TEACHERS	40,000.00	2,287.42	16,806.35	42.02	23,193.65
151	ADDITIONAL COMP/TEACHERS	40,000.00	2,287.42	16,806.35	42.02	23,193.65
01 2320 211 000 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	500.00	40.25	319.94	63.99	180.06
211	GROUP INSURANCE/TEACH., PROF.STAFF	500.00	40.25	319.94	63.99	180.06
01 2320 215 000 0 000	GROUP INSURANCE/SUPERINTENDENTS	10,000.00	687.96	4,777.53	47.78	5,222.47
215	GROUP INSURANCE/SUPERINTENDENTS	10,000.00	687.96	4,777.53	47.78	5,222.47
01 2320 220 000 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	10,000.00	661.25	4,628.75	46.29	5,371.25
01 2320 220 000 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	113.70	795.90	0.00	(795.90)
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	10,000.00	774.95	5,424.65	54.25	4,575.35
01 2320 221 000 0 000	SOCIAL SECURITY	2,000.00	0.00	0.00	0.00	2,000.00
01 2320 221 000 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	163.45	1,197.72	0.00	(1,197.72)
221	SOCIAL SECURITY/TEACHERS, PROF.STAFF	2,000.00	163.45	1,197.72	59.89	802.28
01 2320 225 000 0 000	SOCIAL SECURITY/SUPERINTENDENT	15,000.00	846.99	5,936.14	39.57	9,063.86
225	SOCIAL SECURITY/SUPERINTENDENT	15,000.00	846.99	5,936.14	39.57	9,063.86
01 2320 230 000 0 000	RETIREMENT/NON-INSTRUCTIONAL	15,000.00	720.35	5,042.45	33.62	9,957.55
230	RETIREMENT/NON-INSTRUCTIONAL	15,000.00	720.35	5,042.45	33.62	9,957.55
01 2320 231 000 0 000	RETIREMENT	3,000.00	0.00	0.00	0.00	3,000.00
01 2320 231 000 1 000	RETIREMENT/TEACH, PROF.STAFF	0.00	124.47	871.29	0.00	(871.29)
231	RETIREMENT/TEACH, PROF.STAFF	3,000.00	124.47	871.29	29.04	2,128.71
01 2320 235 000 0 000	RETIREMENT/SUPERINTENDENTS	15,000.00	1,028.18	7,197.26	47.98	7,802.74
235	RETIREMENT/SUPERINTENDENTS	15,000.00	1,028.18	7,197.26	47.98	7,802.74
01 2320 330 000 0 000	REGISTRATIONS/TRAINING	1,000.00	0.00	428.00	82.60	572.00
330	REGISTRATIONS/TRAINING FEES	1,000.00	0.00	428.00	82.60	572.00
01 2320 350 000 0 000	OTHER PROPERTY SERVICES	8,000.00	290.00	2,051.00	25.64	5,949.00
350	TECHNICAL SERVICES	8,000.00	290.00	2,051.00	25.64	5,949.00
01 2320 382 000 0 000	TELEPHONE	0.00	0.00	465.12	0.00	(465.12)
382	TELEPHONE	0.00	0.00	465.12	0.00	(465.12)
01 2320 530 000 0 000	OTHER COMMUNICATIONS	10,000.00	0.00	249.99	2.50	9,750.01
530	OTHER COMMUNICATIONS	10,000.00	0.00	249.99	2.50	9,750.01
01 2320 540 000 0 000	ADVERTISING AND PRINTING	6,000.00	433.20	2,340.63	39.01	3,659.37
540	ADVERTISING AND PRINTING	6,000.00	433.20	2,340.63	39.01	3,659.37
01 2320 580 000 0 000	TRAVEL EXPENSE AND MILEAGE	5,000.00	0.00	667.21	13.34	4,332.79
580	TRAVEL	5,000.00	0.00	667.21	13.34	4,332.79
01 2320 610 000 0 000	SUPPLIES	1,000.00	50.72	1,706.96	170.70	(706.96)
01 2320 610 001 0 000	SUPPLIES	0.00	0.00	73.18	0.00	(73.18)
610	SUPPLIES	1,000.00	50.72	1,780.14	178.01	(780.14)
01 2320 626 000 0 000	GAS AND OIL	500.00	0.00	0.00	0.00	500.00
626	GAS AND OIL	500.00	0.00	0.00	0.00	500.00
01 2320 810 000 0 000	DUES AND FEES	3,000.00	300.00	3,143.00	109.60	(143.00)
810	DUES AND FEES	3,000.00	300.00	3,143.00	109.60	(143.00)
01 2320 890 000 0 000	OTHER MISC OBJECTS	3,000.00	80.15	2,630.50	87.68	369.50
890	OTHER MISC SERVICES	3,000.00	80.15	2,630.50	87.68	369.50
2320	EXECUTIVE ADMINISTRATION	450,000.00	31,088.33	224,150.60	49.93	225,849.40

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2330	DIST LEGAL SERVICES					
01 2330 317 000 0 000	LEGAL SERVICES	75,000.00	478.50	14,546.88	19.40	60,453.12
317	LEGAL SERVICES	75,000.00	478.50	14,546.88	19.40	60,453.12
2330	DIST LEGAL SERVICES	75,000.00	478.50	14,546.88	19.40	60,453.12
2410	OFFICE OF THE PRINCIPAL					
01 2410 110 000 0 000	SALARIES/NON-INSTRUCTIONAL	105,000.00	0.00	0.00	0.00	105,000.00
01 2410 110 001 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	2,651.73	19,900.17	0.00	(19,900.17)
01 2410 110 013 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	2,891.30	22,095.71	0.00	(22,095.71)
01 2410 110 014 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	1,592.67	12,357.75	0.00	(12,357.75)
01 2410 110 015 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	2,128.94	17,058.73	0.00	(17,058.73)
110	SALARIES/NON-INSTRUCTIONAL	105,000.00	9,264.64	71,412.36	68.01	33,587.64
01 2410 111 000 0 000	PRINCIPAL'S SALARIES	300,000.00	0.00	0.00	0.00	300,000.00
01 2410 111 001 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	8,272.51	57,907.57	0.00	(57,907.57)
01 2410 111 013 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	7,475.30	52,327.10	0.00	(52,327.10)
01 2410 111 014 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	3,811.16	26,678.12	0.00	(26,678.12)
01 2410 111 015 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	6,858.83	48,011.81	0.00	(48,011.81)
111	SALARIES/TEACHER-PROF.STAFF	300,000.00	26,417.80	184,924.60	61.64	115,075.40
01 2410 130 000 0 000	OVERTIME SALARIES	5,000.00	0.00	0.00	0.00	5,000.00
01 2410 130 001 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	11.59	1,065.08	0.00	(1,065.08)
01 2410 130 013 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	64.24	951.13	0.00	(951.13)
01 2410 130 014 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	61.35	102.43	0.00	(102.43)
01 2410 130 015 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	20.05	139.11	0.00	(139.11)
130	OVERTIME SALARIES/NON-INSTRUCTIONAL	5,000.00	157.23	2,257.75	45.16	2,742.25
01 2410 150 000 1 000	ADDITIONAL COMP/NON-INSTRUCTIONAL	51,500.00	0.00	0.00	0.00	51,500.00
150	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	51,500.00	0.00	0.00	0.00	51,500.00
01 2410 151 000 1 000	ADDITIONAL COMP/TEACHERS	80,000.00	0.00	0.00	0.00	80,000.00
01 2410 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	2,354.45	16,481.15	0.00	(16,481.15)
01 2410 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	2,208.81	15,461.67	0.00	(15,461.67)
01 2410 151 014 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,605.55	11,238.85	0.00	(11,238.85)
01 2410 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	2,354.45	16,481.15	0.00	(16,481.15)
151	ADDITIONAL COMP/TEACHERS	80,000.00	8,523.26	59,662.82	74.58	20,337.18
01 2410 210 000 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	8,000.00	0.00	0.00	0.00	8,000.00
01 2410 210 013 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	712.87	5,079.92	0.00	(5,079.92)
210	GROUP INSURANCE-NON INSTRUCTIONAL	8,000.00	712.87	5,079.92	63.50	2,920.08
01 2410 211 000 0 000	GROUP INSURANCE	18,000.00	0.00	0.00	0.00	18,000.00
01 2410 211 001 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	631.75	4,482.12	0.00	(4,482.12)
01 2410 211 015 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	640.55	4,483.85	0.00	(4,483.85)
01 2410 211 001 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	62.10	440.56	0.00	(440.56)
01 2410 211 013 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	160.99	1,037.10	0.00	(1,037.10)
01 2410 211 015 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	75.94	531.58	0.00	(531.58)
211	GROUP INSURANCE/TEACH., PROF.STAFF	18,000.00	1,571.33	10,975.21	60.97	7,024.79
01 2410 220 000 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	10,000.00	0.00	0.00	0.00	10,000.00
01 2410 220 001 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	197.23	1,563.29	0.00	(1,563.29)
01 2410 220 013 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	211.01	1,292.48	0.00	(1,292.48)
01 2410 220 014 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	122.41	927.90	0.00	(927.90)
01 2410 220 015 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	164.40	1,315.66	0.00	(1,315.66)
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	10,000.00	695.05	5,099.33	50.99	4,900.67
01 2410 221 000 0 000	SOCIAL SECURITY	35,000.00	0.00	0.00	0.00	35,000.00
01 2410 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	510.77	3,563.88	0.00	(3,563.88)
01 2410 221 013 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	571.86	4,003.02	0.00	(4,003.02)

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01 2410 221 014 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	284.37	1,989.56	0.00	(1,989.56)
01 2410 221 015 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	512.28	3,585.96	0.00	(3,585.96)
01 2410 221 001 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	164.34	1,154.55	0.00	(1,154.55)
01 2410 221 013 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	165.56	1,088.08	0.00	(1,088.08)
01 2410 221 014 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	119.29	837.46	0.00	(837.46)
01 2410 221 015 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	178.63	1,250.41	0.00	(1,250.41)
221	SOCIAL SECURITY/TEACHERS,PROF.STAFF	35,000.00	2,507.10	17,472.92	49.92	17,527.08
01 2410 230 000 0 000	RETIREMENT/NON-INSTRUCTIONAL	12,000.00	0.00	0.00	0.00	12,000.00
01 2410 230 001 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	214.10	1,686.32	0.00	(1,686.32)
01 2410 230 013 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	237.64	1,854.02	0.00	(1,854.02)
01 2410 230 014 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	132.89	1,001.46	0.00	(1,001.46)
01 2410 230 015 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	172.60	1,382.32	0.00	(1,382.32)
230	RETIREMENT/NON-INSTRUCTIONAL	12,000.00	757.23	5,924.12	49.37	6,075.88
01 2410 231 000 0 000	RETIREMENT	33,000.00	0.00	0.00	0.00	33,000.00
01 2410 231 001 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	666.01	4,662.07	0.00	(4,662.07)
01 2410 231 013 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	601.83	4,212.81	0.00	(4,212.81)
01 2410 231 014 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	306.81	2,147.67	0.00	(2,147.67)
01 2410 231 015 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	552.13	3,864.91	0.00	(3,864.91)
231	RETIREMENT/TEACH,PROF.STAFF	33,000.00	2,126.78	14,887.46	45.11	18,112.54
01 2410 330 000 0 000	REGISTRATIONS/TRAINING	0.00	100.00	305.00	0.00	(305.00)
330	REGISTRATIONS/TRAINING FEES	0.00	100.00	305.00	0.00	(305.00)
01 2410 350 000 0 000	OTHER PURCHASED SERVICES	2,000.00	0.00	0.00	0.00	2,000.00
350	TECHNICAL SERVICES	2,000.00	0.00	0.00	0.00	2,000.00
01 2410 580 000 0 000	TRAVEL EXPENSE AND MILEAGE	5,000.00	0.00	0.00	0.00	5,000.00
580	TRAVEL	5,000.00	0.00	0.00	0.00	5,000.00
01 2410 610 000 0 000	SUPPLIES	25,000.00	0.00	0.00	0.73	25,000.00
01 2410 610 001 0 000	SUPPLIES	0.00	0.00	805.02	0.00	(805.02)
01 2410 610 013 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
01 2410 610 014 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
01 2410 610 015 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
610	SUPPLIES	25,000.00	0.00	805.02	9.32	24,194.98
01 2410 810 000 0 000	DUES AND FEES	6,000.00	0.00	870.00	17.00	5,130.00
01 2410 810 001 0 000	DUES AND FEES	0.00	0.00	368.00	0.00	(368.00)
01 2410 810 013 0 000	DUES AND FEES	0.00	0.00	368.00	0.00	(368.00)
01 2410 810 014 0 000	DUES AND FEES	0.00	0.00	368.00	0.00	(368.00)
01 2410 810 015 0 000	DUES AND FEES	0.00	0.00	368.00	0.00	(368.00)
810	DUES AND FEES	6,000.00	0.00	2,342.00	41.53	3,658.00
01 2410 890 000 0 000	OTHER MISC OBJECTS	4,500.00	0.00	0.00	0.00	4,500.00
01 2410 890 001 0 000	OTHER MISC OBJECTS	0.00	353.10	1,058.63	0.00	(1,058.63)
01 2410 890 014 0 000	OTHER MISC OBJECTS	0.00	113.05	148.01	0.00	(148.01)
890	OTHER MISC SERVICES	4,500.00	466.15	1,206.64	30.38	3,293.36
2410	OFFICE OF THE PRINCIPAL	700,000.00	53,299.44	382,355.15	54.88	317,644.85
2580	ADMIN TECH SERVICES					
01 2580 530 000 0 000	OTHER COMMUNICATIONS	0.00	0.00	0.00	0.00	0.00
530	OTHER COMMUNICATIONS	0.00	0.00	0.00	0.00	0.00
2580	ADMIN TECH SERVICES	0.00	0.00	0.00	0.00	0.00
2610	OPERATION OF PLANT					
01 2610 110 000 0 000	SALARIES/NON-INSTRUCTIONAL	450,000.00	5,363.65	37,545.55	8.34	412,454.45
01 2610 110 001 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	7,054.11	52,169.58	0.00	(52,169.58)
01 2610 110 013 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	6,179.05	47,164.50	0.00	(47,164.50)
01 2610 110 014 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	4,484.88	32,707.76	0.00	(32,707.76)
01 2610 110 015 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	10,436.80	73,550.18	0.00	(73,550.18)
110	SALARIES/NON-INSTRUCTIONAL	450,000.00	33,518.49	243,137.57	54.03	206,862.43
01 2610 130 000 0 000	OVERTIME SALARIES	10,000.00	0.00	0.00	0.00	10,000.00
01 2610 130 001 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	125.87	478.86	0.00	(478.86)
01 2610 130 013 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	191.65	2,240.14	0.00	(2,240.14)
01 2610 130 014 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	15.39	78.49	0.00	(78.49)

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01 2610 130 015 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	92.80	778.17	0.00	(778.17)
130	OVERTIME SALARIES/NON-INSTRUCTIONAL	10,000.00	425.71	3,575.66	35.76	6,424.34
01 2610 150 000 1 000	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	155,000.00	813.12	5,691.84	3.67	149,308.16
01 2610 150 013 1 000	FLAT SALARIES/NON-INSTRUCTIONAL	0.00	3,082.66	21,578.62	0.00	(21,578.62)
01 2610 150 014 1 000	FLAT SALARIES/NON-INSTRUCTIONAL	0.00	2,312.00	16,184.00	0.00	(16,184.00)
01 2610 150 015 1 000	FLAT SALARIES/NON-INSTRUCTIONAL	0.00	5,394.65	35,580.42	0.00	(35,580.42)
150	EXTRA DUTY SALARIES/NON-INSTRUCTIONAL	155,000.00	11,602.43	79,034.88	50.99	75,965.12
01 2610 151 000 1 000	ADDITIONAL COMP/TEACHERS	20,000.00	0.00	0.00	0.00	20,000.00
01 2610 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	3,082.66	21,578.62	0.00	(21,578.62)
151	ADDITIONAL COMP/TEACHERS	20,000.00	3,082.66	21,578.62	107.89	(1,578.62)
01 2610 210 000 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	30,000.00	589.40	4,207.04	14.02	25,792.96
01 2610 210 000 1 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	89.35	637.79	0.00	(637.79)
210	GROUP INSURANCE-NON INSTRUCTIONAL	30,000.00	678.75	4,844.83	16.15	25,155.17
01 2610 220 000 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	45,000.00	389.57	2,724.13	6.05	42,275.87
01 2610 220 001 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	538.86	3,953.79	0.00	(3,953.79)
01 2610 220 013 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	481.05	3,734.60	0.00	(3,734.60)
01 2610 220 014 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	339.12	2,412.05	0.00	(2,412.05)
01 2610 220 015 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	752.81	5,250.79	0.00	(5,250.79)
01 2610 220 000 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	59.05	412.95	0.00	(412.95)
01 2610 220 013 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	232.55	1,628.57	0.00	(1,628.57)
01 2610 220 014 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	174.10	1,192.62	0.00	(1,192.62)
01 2610 220 015 1 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	385.64	2,512.76	0.00	(2,512.76)
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	45,000.00	3,352.75	23,822.26	52.94	21,177.74
01 2610 221 000 0 000	SOCIAL SECURITY	1,000.00	0.00	0.00	0.00	1,000.00
01 2610 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	230.47	1,614.19	0.00	(1,614.19)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	1,000.00	230.47	1,614.19	161.42	(614.19)
01 2610 230 000 0 000	RETIREMENT/NON-INSTRUCTIONAL	45,000.00	431.70	3,021.91	6.72	41,978.09
01 2610 230 001 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	444.69	3,220.09	0.00	(3,220.09)
01 2610 230 013 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	512.41	3,853.02	0.00	(3,853.02)
01 2610 230 014 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	361.93	2,637.28	0.00	(2,637.28)
01 2610 230 015 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	846.80	5,944.42	0.00	(5,944.42)
01 2610 230 013 1 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	124.54	871.78	0.00	(871.78)
01 2610 230 014 1 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	62.27	435.89	0.00	(435.89)
01 2610 230 015 1 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	311.35	2,179.45	0.00	(2,179.45)
230	RETIREMENT/NON-INSTRUCTIONAL	45,000.00	3,095.69	22,163.84	49.25	22,836.16
01 2610 340 000 0 000	CONTRACTED OR SECURED SERVICES	10,000.00	491.00	1,818.18	18.18	8,181.82
01 2610 340 001 0 000	CONTRACTED OR SECURED SERVICES	0.00	0.00	3,773.80	0.00	(3,773.80)
01 2610 340 013 0 000	CONTRACTED OR SECURED SERVICES	0.00	590.71	743.29	0.00	(743.29)
01 2610 340 014 0 000	CONTRACTED OR SECURED SERVICES	0.00	1,365.75	1,410.75	0.00	(1,410.75)
01 2610 340 015 0 000	CONTRACTED OR SECURED SERVICES	0.00	0.00	321.40	0.00	(321.40)
340	OTHER PROFESSIONAL SERVICES	10,000.00	2,447.46	8,067.42	80.67	1,932.58
01 2610 382 000 0 000	TELEPHONE	60,000.00	908.39	10,188.50	18.13	49,811.50
382	TELEPHONE	60,000.00	908.39	10,188.50	18.13	49,811.50
01 2610 410 000 0 000	WATER AND SEWER	60,000.00	2,731.12	55,350.77	92.25	4,649.23
410	WATER AND SEWER	60,000.00	2,731.12	55,350.77	92.25	4,649.23
01 2610 420 000 0 000	GROUNDS MAINTENANCE	500.00	0.00	0.00	0.00	500.00
420	GROUNDS MAINTENANCE	500.00	0.00	0.00	0.00	500.00
01 2610 440 000 0 000	RENTALS OR LEASES	1,000.00	0.00	0.00	0.00	1,000.00

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440	RENTALS/LEASES	1,000.00	0.00	0.00	0.00	1,000.00
01 2610 443 000 0 000	RENTALS	2,000.00	0.00	527.46	26.37	1,472.54
443	RENTALS	2,000.00	0.00	527.46	26.37	1,472.54
01 2610 520 000 0 000	PROPERTY INSURANCE	180,000.00	0.00	198,956.00	110.53	(18,956.00)
520	PROPERTY INSURANCE	180,000.00	0.00	198,956.00	110.53	(18,956.00)
01 2610 531 000 0 000	POSTAGE	13,000.00	3.00	699.26	5.38	12,300.74
531	POSTAGE	13,000.00	3.00	699.26	5.38	12,300.74
01 2610 610 000 0 000	SUPPLIES	110,000.00	632.90	8,341.47	7.83	101,658.53
01 2610 610 001 0 000	SUPPLIES	0.00	1,925.02	22,991.77	0.00	(22,991.77)
01 2610 610 013 0 000	SUPPLIES	0.00	629.36	5,796.43	0.00	(5,796.43)
01 2610 610 014 0 000	SUPPLIES	0.00	0.00	640.80	0.00	(640.80)
01 2610 610 015 0 000	SUPPLIES	0.00	794.58	15,598.70	0.00	(15,598.70)
610	SUPPLIES	110,000.00	3,981.86	53,369.17	49.00	56,630.83
01 2610 621 000 0 000	UTILITIES	195,600.00	18,258.17	81,295.41	41.56	114,304.59
621	NATURAL GAS	195,600.00	18,258.17	81,295.41	41.56	114,304.59
01 2610 890 000 0 000	OTHER MISC OBJECTS	70,000.00	0.00	159.54	0.23	69,840.46
890	OTHER MISC SERVICES	70,000.00	0.00	159.54	0.23	69,840.46
2610	OPERATION OF PLANT	1,458,100.00	84,316.95	808,385.38	55.52	649,714.62
2620	MAINTENANCE OF PLANT					
01 2620 340 000 0 000	CONTRACTED OR SECURED SERVICES	57,900.00	0.00	1,890.50	3.27	56,009.50
01 2620 340 001 0 000	CONTRACTED OR SECURED SERVICES	0.00	2,087.26	9,565.32	0.00	(9,565.32)
01 2620 340 013 0 000	CONTRACTED OR SECURED SERVICES	0.00	0.00	341.70	0.00	(341.70)
01 2620 340 015 0 000	CONTRACTED OR SECURED SERVICES	0.00	978.00	4,905.47	0.00	(4,905.47)
340	OTHER PROFESSIONAL SERVICES	57,900.00	3,065.26	16,702.99	28.85	41,197.01
01 2620 610 001 0 000	SUPPLIES	8,000.00	0.00	1,459.28	18.24	6,540.72
01 2620 610 014 0 000	SUPPLIES	0.00	257.00	504.00	0.00	(504.00)
01 2620 610 015 0 000	SUPPLIES	0.00	292.00	292.00	0.00	(292.00)
610	SUPPLIES	8,000.00	549.00	2,255.28	28.19	5,744.72
01 2620 734 000 0 000	COMPUTER EQUIP(HARDWARE)	0.00	0.00	3,603.34	0.00	(3,603.34)
734	COMPUTER EQUIP(HARDWARE)	0.00	0.00	3,603.34	0.00	(3,603.34)
01 2620 890 000 0 000	OTHER MISC OBJECTS	10,000.00	0.00	201.63	2.02	9,798.37
01 2620 890 001 0 000	OTHER MISC OBJECTS	0.00	0.00	1,040.00	0.00	(1,040.00)
01 2620 890 013 0 000	OTHER MISC OBJECTS	0.00	0.00	1,117.98	0.00	(1,117.98)
890	OTHER MISC SERVICES	10,000.00	0.00	2,359.61	23.60	7,640.39
2620	MAINTENANCE OF PLANT	75,900.00	3,614.26	24,921.22	32.83	50,978.78
2630	CARE/UPKEEP GROUNDS					
01 2630 340 000 0 000	PROFESSIONAL/TECHNICAL SERVICES	10,000.00	0.00	0.00	0.00	10,000.00
340	OTHER PROFESSIONAL SERVICES	10,000.00	0.00	0.00	0.00	10,000.00
01 2630 420 000 0 000	GROUNDS MAINTENANCE	25,000.00	0.00	0.00	0.00	25,000.00
01 2630 420 014 0 000	GROUNDS MAINTENANCE	0.00	150.00	450.00	0.00	(450.00)
01 2630 420 015 0 000	GROUNDS MAINTENANCE	0.00	150.00	750.00	0.00	(750.00)
420	GROUNDS MAINTENANCE	25,000.00	300.00	1,200.00	4.80	23,800.00
01 2630 739 000 0 000	OTHER EQUIPMENT	30,000.00	0.00	0.00	0.00	30,000.00
739	OTHER EQUIPMENT	30,000.00	0.00	0.00	0.00	30,000.00
01 2630 890 000 0 000	OTHER MISC SERVICES	1,000.00	0.00	900.00	90.00	100.00
890	OTHER MISC SERVICES	1,000.00	0.00	900.00	90.00	100.00
2630	CARE/UPKEEP GROUNDS	66,000.00	300.00	2,100.00	3.18	63,900.00
2650	VEHICLE ACQUISITION,SERV,MTNCE					
01 2650 340 000 0 000	OTHER PROFESSIONAL SERVICES	260,000.00	0.00	0.00	0.00	260,000.00
340	OTHER PROFESSIONAL SERVICES	260,000.00	0.00	0.00	0.00	260,000.00
2650	VEHICLE ACQUISITION, SERV, MTNCE	260,000.00	0.00	0.00	0.00	260,000.00
2660	SECURITY					
01 2660 350 000 0 000	TECHNICAL SERVICES	20,000.00	0.00	0.00	0.00	20,000.00
350	TECHNICAL SERVICES	20,000.00	0.00	0.00	0.00	20,000.00
2660	SECURITY	20,000.00	0.00	0.00	0.00	20,000.00
2710	REGULAR PUPIL TRANSPORTATION					
01 2710 110 000 0 000	SALARIES/NON-INSTRUCTIONAL	25,000.00	3,993.00	20,660.25	82.64	4,339.75

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01 2710 110 001 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	0.00	1,612.75	0.00	(1,612.75)
01 2710 110 015 0 000	SALARIES/NON-INSTRUCTIONAL	0.00	0.00	475.50	0.00	(475.50)
110	SALARIES/NON-INSTRUCTIONAL	25,000.00	3,993.00	22,748.50	90.99	2,251.50
01 2710 210 000 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	57.58	256.40	0.00	(256.40)
01 2710 210 001 0 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	0.00	16.92	0.00	(16.92)
210	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	57.58	273.32	0.00	(273.32)
01 2710 220 000 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	302.74	1,525.24	0.00	(1,525.24)
01 2710 220 001 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	0.00	120.13	0.00	(120.13)
01 2710 220 015 0 000	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	0.00	32.77	0.00	(32.77)
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	302.74	1,678.14	0.00	(1,678.14)
01 2710 230 000 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	222.13	1,277.30	0.00	(1,277.30)
01 2710 230 001 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	0.00	78.05	0.00	(78.05)
01 2710 230 015 0 000	RETIREMENT/NON-INSTRUCTIONAL	0.00	0.00	38.44	0.00	(38.44)
230	RETIREMENT/NON-INSTRUCTIONAL	0.00	222.13	1,393.79	0.00	(1,393.79)
01 2710 332 000 0 000	MILEAGE TO PARENTS	166,000.00	0.00	0.00	0.00	166,000.00
01 2710 332 013 0 000	MILEAGE TO PARENTS	0.00	0.00	24,162.86	0.00	(24,162.86)
01 2710 332 014 0 000	MILEAGE TO PARENTS	0.00	0.00	33,642.00	0.00	(33,642.00)
01 2710 332 015 0 000	MILEAGE TO PARENTS	0.00	0.00	22,655.28	0.00	(22,655.28)
332	MILEAGE TO PARENTS	166,000.00	0.00	80,460.14	48.47	85,539.86
01 2710 340 000 0 000	PROFESSIONAL/TECHNICAL SERVICES	500.00	0.00	0.00	0.00	500.00
340	OTHER PROFESSIONAL SERVICES	500.00	0.00	0.00	0.00	500.00
01 2710 352 000 0 000	OTHER PROF/TECH SERVICES	12,000.00	1,229.75	7,156.38	59.64	4,843.62
352	OTHER PROF/STAFF DEVELOPMENT	12,000.00	1,229.75	7,156.38	59.64	4,843.62
01 2710 890 000 0 000	OTHER MISC OBJECTS	10,500.00	131.00	2,630.72	25.05	7,869.28
890	OTHER MISC SERVICES	10,500.00	131.00	2,630.72	25.05	7,869.28
2710	REGULAR PUPIL TRANSPORTATION	214,000.00	5,936.20	116,340.99	54.36	97,659.01
2712	SCHOOL AGE SPEC ED TRANSPORT					
01 2712 332 000 0 000	MILEAGE TO PARENTS	1,000.00	0.00	0.00	0.00	1,000.00
332	MILEAGE TO PARENTS	1,000.00	0.00	0.00	0.00	1,000.00
2712	SCHOOL AGE SPEC ED TRANSPORT	1,000.00	0.00	0.00	0.00	1,000.00
2720	SAFETY MONITOR					
01 2720 735 000 0 000	COMPUTER (SOFTWARE)	1,000.00	0.00	0.00	650.69	1,000.00
735	COMPUTER (SOFTWARE)	1,000.00	0.00	0.00	650.69	1,000.00
2720	SAFETY MONITOR	1,000.00	0.00	0.00	650.69	1,000.00
2730	VEHICLE MAINTENANCE					
01 2730 340 000 0 000	OTHER PROFESSIONAL SERVICES	40,000.00	1,006.10	9,215.88	23.04	30,784.12
340	OTHER PROFESSIONAL SERVICES	40,000.00	1,006.10	9,215.88	23.04	30,784.12
01 2730 626 000 0 000	GAS AND OIL	50,000.00	9,101.19	25,005.53	50.01	24,994.47
626	GAS AND OIL	50,000.00	9,101.19	25,005.53	50.01	24,994.47
01 2730 890 000 0 000	OTHER MISC SERVICES	4,000.00	765.00	34,847.00	871.18	(30,847.00)
890	OTHER MISC SERVICES	4,000.00	765.00	34,847.00	871.18	(30,847.00)
2730	VEHICLE MAINTENANCE	94,000.00	10,872.29	69,068.41	73.48	24,931.59
2900	MAINTENANCE OF BLDGS					
01 2900 110 000 0 000	FOOD SERVICES	0.00	3,055.03	21,385.21	0.00	(21,385.21)
01 2900 110 001 0 000	FODD SERVICES	0.00	6,958.39	45,421.14	0.00	(45,421.14)
01 2900 110 013 0 000	FOOD SERVICES	0.00	3,580.40	24,747.16	0.00	(24,747.16)
01 2900 110 015 0 000	FOOD SERVICES	0.00	4,378.41	36,470.40	0.00	(36,470.40)
110	SALARIES/NON-INSTRUCTIONAL	0.00	17,972.23	128,023.91	0.00	(128,023.91)
01 2900 130 015 0 000	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	0.00	44.46	0.00	(44.46)
130	OVERTIME SALARIES/NON-INSTRUCTIONAL	0.00	0.00	44.46	0.00	(44.46)
01 2900 151 000 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,412.89	9,890.23	0.00	(9,890.23)
151	ADDITIONAL COMP/TEACHERS	0.00	1,412.89	9,890.23	0.00	(9,890.23)
01 2900 210 001 0 000	FOOD SERVICES	0.00	616.35	4,314.45	0.00	(4,314.45)
210	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	616.35	4,314.45	0.00	(4,314.45)
01 2900 220 000 0 000	FOOD SERVICES	0.00	223.24	1,562.68	0.00	(1,562.68)
01 2900 220 001 0 000	FOOD SERVICES	0.00	498.88	3,251.43	0.00	(3,251.43)

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01 2900 220 013 0 000	FOOD SERVICES	0.00	271.03	1,875.93	0.00	(1,875.93)
01 2900 220 015 0 000	FOOD SERVICES	0.00	334.96	2,793.39	0.00	(2,793.39)
220	SOCIAL SECURITY/NON-INSTRUCTIONAL	0.00	1,328.11	9,483.43	0.00	(9,483.43)
01 2900 221 000 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	103.25	722.75	0.00	(722.75)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	103.25	722.75	0.00	(722.75)
01 2900 230 000 0 000	FOOD SERVICES	0.00	245.77	1,720.39	0.00	(1,720.39)
01 2900 230 001 0 000	FOOD SERVICES	0.00	500.62	3,195.96	0.00	(3,195.96)
01 2900 230 013 0 000	FOOD SERVICES	0.00	289.29	1,999.58	0.00	(1,999.58)
01 2900 230 015 0 000	FOOD SERVICES	0.00	353.77	2,950.38	0.00	(2,950.38)
230	RETIREMENT/NON-INSTRUCTIONAL	0.00	1,389.45	9,866.31	0.00	(9,866.31)
2900	MAINTENANCE OF BLDGS	0.00	22,822.28	162,345.54	0.00	(162,345.54)
3510	X					
01 3510 610 000 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
610	SUPPLIES	0.00	0.00	0.00	0.00	0.00
3510	X	0.00	0.00	0.00	0.00	0.00
3515	IN/OUT GRANTS					
01 3515 610 000 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
610	SUPPLIES	0.00	0.00	0.00	0.00	0.00
3515	IN/OUT GRANTS	0.00	0.00	0.00	0.00	0.00
3535	HI-ABILITY					
01 3535 610 001 0 000	SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
01 3535 610 013 0 000	SUPPLIES	0.00	0.00	111.06	0.00	(111.06)
01 3535 610 014 0 000	SUPPLIES	0.00	0.00	216.92	0.00	(216.92)
01 3535 610 015 0 000	SUPPLIES	0.00	0.00	999.18	0.00	(999.18)
610	SUPPLIES	5,000.00	0.00	1,327.16	30.65	3,672.84
3535	HI-ABILITY	5,000.00	0.00	1,327.16	30.65	3,672.84
3540	PRESCHOOL					
01 3540 330 000 0 000	REGISTRATIONS/TRAINING	0.00	0.00	0.00	0.00	0.00
330	REGISTRATIONS/TRAINING FEES	0.00	0.00	0.00	0.00	0.00
01 3540 610 000 0 000	SUPPLIES	500.00	0.00	0.00	5.85	500.00
610	SUPPLIES	500.00	0.00	0.00	5.85	500.00
01 3540 890 000 0 000	OTHER	0.00	0.00	0.00	0.00	0.00
890	OTHER MISC SERVICES	0.00	0.00	0.00	0.00	0.00
3540	PRESCHOOL	500.00	0.00	0.00	15.21	500.00
3551	EDUCATION QUEST					
01 3551 580 000 0 000	TRAVEL	5,000.00	0.00	1,300.25	26.01	3,699.75
580	TRAVEL	5,000.00	0.00	1,300.25	26.01	3,699.75
01 3551 610 000 0 000	SUPPLIES	9,000.00	0.00	2,704.52	30.05	6,295.48
610	SUPPLIES	9,000.00	0.00	2,704.52	30.05	6,295.48
01 3551 640 000 0 000	BOOKS AND PERIODICALS	0.00	0.00	702.33	0.00	(702.33)
01 3551 640 001 0 000	BOOKS AND PERIODICALS	0.00	0.00	69.95	0.00	(69.95)
640	BOOKS AND PERIODICALS	0.00	0.00	772.28	0.00	(772.28)
01 3551 650 000 0 000	TECHNOLOGY SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
650	TECHNOLOGY SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
01 3551 810 000 0 000	DUES AND FEES	500.00	0.00	0.00	0.00	500.00
810	DUES AND FEES	500.00	0.00	0.00	0.00	500.00
01 3551 890 000 0 000	TRAVEL	3,000.00	0.00	3,191.01	106.37	(191.01)
01 3551 890 015 0 000	OTHER MISC SERVICES	0.00	0.00	434.60	0.00	(434.60)
890	OTHER MISC SERVICES	3,000.00	0.00	3,625.61	120.85	(625.61)
3551	EDUCATION QUEST	22,500.00	0.00	8,402.66	37.35	14,097.34
3599	IN/OUT AND CA GRANT					
01 3599 610 000 0 000	SUPPLIES	2,000.00	0.00	0.00	236.09	2,000.00
610	SUPPLIES	2,000.00	0.00	0.00	236.09	2,000.00
3599	IN/OUT AND CA GRANT	2,000.00	0.00	0.00	236.09	2,000.00
6200	TITLE 1 (CURRENT)					
01 6200 111 000 0 000	TITLE I SALARY	200,000.00	0.00	0.00	0.00	200,000.00
01 6200 111 013 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	4,122.14	28,854.98	0.00	(28,854.98)
01 6200 111 014 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	4,582.68	32,166.56	0.00	(32,166.56)
01 6200 111 015 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	3,779.23	26,454.63	0.00	(26,454.63)

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
111	SALARIES/TEACHER-PROF.STAFF	200,000.00	12,484.05	87,476.17	43.74	112,523.83
01 6200 151 000 1 000	ADDITIONAL COMP/TEACHERS	60,000.00	0.00	0.00	0.00	60,000.00
01 6200 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,279.31	8,955.17	0.00	(8,955.17)
01 6200 151 014 1 000	ADDITIONAL COMP/TEACHERS	0.00	561.95	3,933.65	0.00	(3,933.65)
01 6200 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	893.97	6,257.79	0.00	(6,257.79)
151	ADDITIONAL COMP/TEACHERS	60,000.00	2,735.23	19,146.61	31.91	40,853.39
01 6200 211 000 0 000	GROUP INSURANCE	20,000.00	0.00	0.00	0.00	20,000.00
01 6200 211 014 0 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	629.21	4,405.82	0.00	(4,405.82)
01 6200 211 014 1 000	GROUP INSURANCE/TEACH., PROF.STAFF	0.00	77.15	538.75	0.00	(538.75)
211	GROUP INSURANCE/TEACH., PROF.STAFF	20,000.00	706.36	4,944.57	24.72	15,055.43
01 6200 221 000 0 000	TITLE I SOCIAL SECURITY	15,000.00	0.00	0.00	0.00	15,000.00
01 6200 221 013 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	310.22	2,171.58	0.00	(2,171.58)
01 6200 221 014 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	251.17	1,771.72	0.00	(1,771.72)
01 6200 221 015 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	200.30	1,387.69	0.00	(1,387.69)
01 6200 221 013 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	95.76	670.28	0.00	(670.28)
01 6200 221 014 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	30.80	216.64	0.00	(216.64)
01 6200 221 015 1 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	0.00	47.38	328.26	0.00	(328.26)
221	SOCIAL SECURITY/TEACHERS, PROF.STAFF	15,000.00	935.63	6,546.17	43.64	8,453.83
01 6200 231 000 0 000	TITLE I RETIREMENT	25,000.00	0.00	0.00	0.00	25,000.00
01 6200 231 013 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	331.75	2,322.27	0.00	(2,322.27)
01 6200 231 014 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	370.28	2,591.96	0.00	(2,591.96)
01 6200 231 015 0 000	RETIREMENT/TEACH, PROF.STAFF	0.00	304.22	2,129.60	0.00	(2,129.60)
01 6200 231 015 1 000	RETIREMENT/TEACH, PROF.STAFF	0.00	72.23	505.61	0.00	(505.61)
231	RETIREMENT/TEACH, PROF.STAFF	25,000.00	1,078.48	7,549.44	30.20	17,450.56
6200	TITLE 1 (CURRENT)	320,000.00	17,939.75	125,662.96	39.27	194,337.04
6406	IDEA-PRESCHOOL					
01 6406 111 014 0 000	SALARIES/TEACHER-PROF.STAFF	5,000.00	0.00	0.00	0.00	5,000.00
111	SALARIES/TEACHER-PROF.STAFF	5,000.00	0.00	0.00	0.00	5,000.00
01 6406 112 000 0 000	SALARY-CLERICAL/PARAPROF STAFF	2,000.00	0.00	0.00	0.00	2,000.00
112	SALARIES/PARAPROFESSIONALS	2,000.00	0.00	0.00	0.00	2,000.00
01 6406 151 014 1 000	ADDITIONAL COMP/TEACHERS	2,000.00	0.00	0.00	0.00	2,000.00
151	ADDITIONAL COMP/TEACHERS	2,000.00	0.00	0.00	0.00	2,000.00
01 6406 221 014 0 000	SOCIAL SECURITY/TEACHERS, PROF.STAFF	500.00	0.00	0.00	0.00	500.00
221	SOCIAL SECURITY/TEACHERS, PROF.STAFF	500.00	0.00	0.00	0.00	500.00
01 6406 231 014 0 000	RETIREMENT/TEACH, PROF.STAFF	1,000.00	0.00	0.00	0.00	1,000.00
231	RETIREMENT/TEACH, PROF.STAFF	1,000.00	0.00	0.00	0.00	1,000.00
01 6406 330 000 0 000	REGISTRATIONS/TRAINING FEES	0.00	0.00	40.00	0.00	(40.00)
330	REGISTRATIONS/TRAINING FEES	0.00	0.00	40.00	0.00	(40.00)
01 6406 610 000 0 000	SUPPLIES	0.00	196.29	196.29	0.00	(196.29)
01 6406 610 013 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
610	SUPPLIES	0.00	196.29	196.29	0.00	(196.29)
6406	IDEA-PRESCHOOL	10,500.00	196.29	236.29	2.76	10,263.71
6408	IDEA - BASE					
01 6408 111 000 0 000	REGULAR SALARY	120,000.00	9,301.49	65,110.43	54.26	54,889.57
01 6408 111 001 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	3,115.63	21,809.41	0.00	(21,809.41)
01 6408 111 013 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	4,592.48	32,147.36	0.00	(32,147.36)
01 6408 111 015 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	2,718.30	19,028.10	0.00	(19,028.10)
111	SALARIES/TEACHER-PROF.STAFF	120,000.00	19,727.90	138,095.30	115.08	(18,095.30)
01 6408 151 000 1 000	ADDITIONAL COMP/TEACHERS	40,000.00	1,849.60	12,947.20	32.37	27,052.80
01 6408 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	1,233.06	8,631.42	0.00	(8,631.42)
01 6408 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	813.12	5,691.84	0.00	(5,691.84)
01 6408 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	406.56	2,845.92	0.00	(2,845.92)
151	ADDITIONAL COMP/TEACHERS	40,000.00	4,302.34	30,116.38	75.29	9,883.62
01 6408 211 000 0 000	GROUP INSURANCE	15,000.00	0.00	0.00	0.00	15,000.00
01 6408 211 013 0 000	GROUP	0.00	604.34	4,230.38	0.00	(4,230.38)

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
01 6408 211 015 0 000	INSURANCE/TEACH., PROF. STAFF GROUP	0.00	302.50	2,115.40	0.00	(2,115.40)
01 6408 211 013 1 000	INSURANCE/TEACH., PROF. STAFF GROUP	0.00	107.00	749.00	0.00	(749.00)
01 6408 211 015 1 000	INSURANCE/TEACH., PROF. STAFF GROUP	0.00	45.24	316.39	0.00	(316.39)
211	GROUP INSURANCE/TEACH., PROF. STAFF	15,000.00	1,059.08	7,411.17	49.41	7,588.83
01 6408 221 000 0 000	SOCIAL SECURITY	15,000.00	523.13	3,661.91	24.41	11,338.09
01 6408 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	227.52	1,592.46	0.00	(1,592.46)
01 6408 221 013 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	228.37	1,598.59	0.00	(1,598.59)
01 6408 221 015 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	206.94	1,448.61	0.00	(1,448.61)
01 6408 221 000 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	104.79	733.53	0.00	(733.53)
01 6408 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	90.03	630.19	0.00	(630.19)
01 6408 221 013 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	40.43	283.01	0.00	(283.01)
01 6408 221 015 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	30.96	216.68	0.00	(216.68)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	15,000.00	1,452.17	10,164.98	67.77	4,835.02
01 6408 231 000 0 000	RETIREMENT	15,000.00	748.83	5,241.81	34.95	9,758.19
01 6408 231 001 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	250.67	1,754.69	0.00	(1,754.69)
01 6408 231 013 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	369.56	2,586.92	0.00	(2,586.92)
01 6408 231 015 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	218.78	1,531.48	0.00	(1,531.48)
01 6408 231 000 1 000	RETIREMENT/TEACH, PROF. STAFF	0.00	124.54	871.78	0.00	(871.78)
231	RETIREMENT/TEACH, PROF. STAFF	15,000.00	1,712.38	11,986.68	79.91	3,013.32
01 6408 580 000 0 000	TRAVEL	0.00	389.76	2,366.40	0.00	(2,366.40)
580	TRAVEL	0.00	389.76	2,366.40	0.00	(2,366.40)
01 6408 610 000 0 000	SUPPLIES	6,000.00	0.00	988.13	16.47	5,011.87
610	SUPPLIES	6,000.00	0.00	988.13	16.47	5,011.87
01 6408 890 000 0 000	OTHER MISC OBJECTS	1,000.00	0.00	0.00	0.00	1,000.00
890	OTHER MISC SERVICES	1,000.00	0.00	0.00	0.00	1,000.00
6408	IDEA - BASE	212,000.00	28,643.63	201,129.04	94.87	10,870.96
6412	IDEA/NON-PUBLIC					
01 6412 111 000 0 000	SALARIES/TEACHER-PROF. STAFF	67,800.00	685.52	4,798.64	7.08	63,001.36
01 6412 111 001 0 000	SALARIES/TEACHER-PROF. STAFF	0.00	256.45	1,795.15	0.00	(1,795.15)
111	SALARIES/TEACHER-PROF. STAFF	67,800.00	941.97	6,593.79	9.73	61,206.21
01 6412 151 000 1 000	ADDITIONAL COMP/TEACHERS	8,000.00	154.13	1,078.91	13.49	6,921.09
01 6412 151 001 1 000	ADDITIONAL COMP/TEACHERS	0.00	40.66	284.62	0.00	(284.62)
151	ADDITIONAL COMP/TEACHERS	8,000.00	194.79	1,363.53	17.04	6,636.47
01 6412 211 000 0 000	COMPENSATION	2,000.00	0.00	0.00	0.00	2,000.00
01 6412 211 001 0 000	GROUP INSURANCE/TEACH., PROF. STAFF	0.00	29.63	207.32	0.00	(207.32)
01 6412 211 001 1 000	GROUP INSURANCE/TEACH., PROF. STAFF	0.00	4.70	32.86	0.00	(32.86)
211	GROUP INSURANCE/TEACH., PROF. STAFF	2,000.00	34.33	240.18	12.01	1,759.82
01 6412 221 000 0 000	SOCIAL SECURITY	3,000.00	51.27	358.89	11.96	2,641.11
01 6412 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	16.63	116.42	0.00	(116.42)
01 6412 221 000 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	11.52	80.64	0.00	(80.64)
01 6412 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	2.64	18.45	0.00	(18.45)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	3,000.00	82.06	574.40	19.15	2,425.60
01 6412 231 000 0 000	RETIREMENT	5,000.00	55.18	386.26	7.73	4,613.74
01 6412 231 001 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	20.64	144.48	0.00	(144.48)
231	RETIREMENT/TEACH, PROF. STAFF	5,000.00	75.82	530.74	10.61	4,469.26
01 6412 333 000 0 000	MILEAGE TO STAFF	500.00	0.00	0.00	0.00	500.00
333	MILEAGE TO STAFF	500.00	0.00	0.00	0.00	500.00
01 6412 334 000 0 000	MILEAGE PD/OTHER	4,000.00	0.00	698.88	17.47	3,301.12
334	MILEAGE PD/OTHER	4,000.00	0.00	698.88	17.47	3,301.12
01 6412 610 000 0 000	SUPPLIES	5,000.00	0.00	1,010.10	20.20	3,989.90
610	SUPPLIES	5,000.00	0.00	1,010.10	20.20	3,989.90

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6412	IDEA/NON-PUBLIC	95,300.00	1,328.97	11,011.62	11.55	84,288.38
6418	PEAK GRANT					
01 6418 330 000 0 000	REGISTRATIONS/TRAINING FEES	0.00	0.00	750.00	0.00	(750.00)
330	REGISTRATIONS/TRAINING FEES	0.00	0.00	750.00	0.00	(750.00)
6418	PEAK GRANT	0.00	0.00	750.00	0.00	(750.00)
6421	IDEA PART B ARP					
01 6421 610 000 0 000	SUPPLIES	15,000.00	0.00	0.00	0.00	15,000.00
610	SUPPLIES	15,000.00	0.00	0.00	0.00	15,000.00
6421	IDEA PART B ARP	15,000.00	0.00	0.00	0.00	15,000.00
6422	IDEA PART C PRESSCHOOL ARP					
01 6422 610 000 0 000	SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
610	SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
6422	IDEA PART C PRESSCHOOL ARP	5,000.00	0.00	0.00	0.00	5,000.00
6423	NONPUBLIC SPED IDEA					
01 6423 610 000 0 000	SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
610	SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00
6423	NONPUBLIC SPED IDEA	5,000.00	0.00	0.00	0.00	5,000.00
6700	PERKINS					
01 6700 890 000 0 000	PERKINS	10,000.00	0.00	3,000.00	30.00	7,000.00
890	OTHER MISC SERVICES	10,000.00	0.00	3,000.00	30.00	7,000.00
6700	PERKINS	10,000.00	0.00	3,000.00	30.00	7,000.00
6910	INDIAN EDUCATION					
01 6910 111 000 0 000	INDIAN ED. SALARY	40,000.00	0.00	0.00	0.00	40,000.00
01 6910 111 013 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	1,308.52	9,159.64	0.00	(9,159.64)
01 6910 111 014 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	327.13	2,289.91	0.00	(2,289.91)
01 6910 111 015 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	1,391.84	9,742.88	0.00	(9,742.88)
111	SALARIES/TEACHER-PROF.STAFF	40,000.00	3,027.49	21,192.43	52.98	18,807.57
01 6910 151 000 1 000	ADDITIONAL COMP/TEACHERS	15,000.00	0.00	0.00	0.00	15,000.00
01 6910 151 013 1 000	ADDITIONAL COMP/TEACHERS	0.00	308.27	2,157.89	0.00	(2,157.89)
01 6910 151 014 1 000	ADDITIONAL COMP/TEACHERS	0.00	77.07	539.49	0.00	(539.49)
01 6910 151 015 1 000	ADDITIONAL COMP/TEACHERS	0.00	385.33	2,697.31	0.00	(2,697.31)
151	ADDITIONAL COMP/TEACHERS	15,000.00	770.67	5,394.69	35.96	9,605.31
01 6910 221 000 0 000	INDIAN ED. SOCIAL SECURITY	5,000.00	0.00	0.00	0.00	5,000.00
01 6910 221 013 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	97.19	679.05	0.00	(679.05)
01 6910 221 014 0 000	SOCIAL SECURITY/MEDICARE/COMP	0.00	24.32	170.00	0.00	(170.00)
01 6910 221 015 0 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	104.92	734.43	0.00	(734.43)
01 6910 221 013 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	22.90	160.06	0.00	(160.06)
01 6910 221 014 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	5.73	40.07	0.00	(40.07)
01 6910 221 015 1 000	SOCIAL SECURITY/TEACHERS,PROF.STAFF	0.00	29.05	203.35	0.00	(203.35)
221	SOCIAL SECURITY/TEACHERS,PROF.STAFF	5,000.00	284.11	1,986.96	39.74	3,013.04
01 6910 231 000 0 000	INDIAN ED. RETIREMENT	8,000.00	0.00	0.00	0.00	8,000.00
01 6910 231 013 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	105.34	737.38	0.00	(737.38)
01 6910 231 014 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	26.33	184.31	0.00	(184.31)
01 6910 231 015 0 000	RETIREMENT/TEACH,PROF.STAFF	0.00	112.03	784.21	0.00	(784.21)
01 6910 231 013 1 000	RETIREMENT/TEACH,PROF.STAFF	0.00	24.90	174.30	0.00	(174.30)
01 6910 231 014 1 000	RETIREMENT/TEACH,PROF.STAFF	0.00	6.23	43.61	0.00	(43.61)
231	RETIREMENT/TEACH,PROF.STAFF	8,000.00	274.83	1,923.81	24.05	6,076.19
01 6910 890 000 0 000	OTHER MISC OBJECTS	500.00	0.00	0.00	0.00	500.00
890	OTHER MISC SERVICES	500.00	0.00	0.00	0.00	500.00
6910	INDIAN EDUCATION	68,500.00	4,357.10	30,497.89	44.52	38,002.11
6968	21ST CENTURY GRANT					
01 6968 111 000 0 000	REGULAR SALARY	40,000.00	0.00	0.00	0.00	40,000.00
01 6968 111 013 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	2,967.14	20,233.83	0.00	(20,233.83)
01 6968 111 014 0 000	SALARIES/TEACHER-PROF.STAFF	0.00	0.00	1,682.09	0.00	(1,682.09)
111	SALARIES/TEACHER-PROF.STAFF	40,000.00	2,967.14	21,915.92	54.79	18,084.08
01 6968 112 000 0 000	SALARY-CLERICAL/PARAPROF STAFF	90,000.00	0.00	0.00	0.00	90,000.00

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01 6968 112 013 0 000	SALARIES/PARAPROFESSIONALS	0.00	2,883.73	18,555.30	0.00	(18,555.30)
01 6968 112 014 0 000	SALARIES/PARAPROFESSIONALS	0.00	3,039.87	20,706.47	0.00	(20,706.47)
112	SALARIES/PARAPROFESSIONALS	90,000.00	5,923.60	39,261.77	43.62	50,738.23
01 6968 221 000 0 000	SOCIAL SECURITY	5,000.00	0.00	0.00	0.00	5,000.00
01 6968 221 013 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	209.62	1,419.35	0.00	(1,419.35)
01 6968 221 014 0 000	SOCIAL SECURITY/MEDICARE/COMP	0.00	0.00	125.10	0.00	(125.10)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	5,000.00	209.62	1,544.45	30.89	3,455.55
01 6968 222 000 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	8,000.00	0.00	0.00	0.00	8,000.00
01 6968 222 013 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	220.61	1,419.49	0.00	(1,419.49)
01 6968 222 014 0 000	SOCIAL SECURITY/INSTRUCTIONAL AIDES	0.00	232.55	1,584.08	0.00	(1,584.08)
222	SOCIAL SECURITY/INSTRUCTIONAL AIDES	8,000.00	453.16	3,003.57	37.54	4,996.43
01 6968 231 000 0 000	RETIREMENT	5,000.00	0.00	0.00	0.00	5,000.00
01 6968 231 013 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	229.52	1,600.14	0.00	(1,600.14)
01 6968 231 014 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	0.00	135.91	0.00	(135.91)
231	RETIREMENT/TEACH, PROF. STAFF	5,000.00	229.52	1,736.05	34.72	3,263.95
01 6968 232 000 0 000	RETIREMENT/INSTRUCTIONAL AIDES	2,000.00	0.00	0.00	0.00	2,000.00
01 6968 232 014 0 000	RETIREMENT/INSTRUCTIONAL AIDES	0.00	2.58	30.78	0.00	(30.78)
232	RETIREMENT/INSTRUCTIONAL AIDES	2,000.00	2.58	30.78	1.54	1,969.22
01 6968 330 000 0 000	REGISTRATIONS/TRAINING	200.00	0.00	100.00	50.00	100.00
330	REGISTRATIONS/TRAINING FEES	200.00	0.00	100.00	50.00	100.00
01 6968 580 000 0 000	TRAVEL EXPENSE AND MILEAGE	500.00	0.00	993.23	198.65	(493.23)
580	TRAVEL	500.00	0.00	993.23	198.65	(493.23)
01 6968 610 000 0 000	SUPPLIES	5,000.00	0.00	26.07	0.52	4,973.93
610	SUPPLIES	5,000.00	0.00	26.07	0.52	4,973.93
6968	21ST CENTURY GRANT	155,700.00	9,785.62	68,611.84	44.07	87,088.16
6990	OTHER FEDERAL CATEGORICAL					
01 6990 610 013 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
01 6990 610 015 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
610	SUPPLIES	0.00	0.00	0.00	0.00	0.00
6990	OTHER FEDERAL CATEGORICAL	0.00	0.00	0.00	0.00	0.00
6992	REAP GRANT					
01 6992 111 001 0 000	SALARIES/TEACHER-PROF. STAFF	75,000.00	1,176.38	8,234.66	10.98	66,765.34
111	SALARIES/TEACHER-PROF. STAFF	75,000.00	1,176.38	8,234.66	10.98	66,765.34
01 6992 151 001 1 000	ADDITIONAL COMP/TEACHERS	10,000.00	416.16	2,913.12	29.13	7,086.88
151	ADDITIONAL COMP/TEACHERS	10,000.00	416.16	2,913.12	29.13	7,086.88
01 6992 221 000 0 000	SOCIAL SECURITY	8,000.00	0.00	0.00	0.00	8,000.00
01 6992 221 001 0 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	83.81	586.67	0.00	(586.67)
01 6992 221 001 1 000	SOCIAL SECURITY/TEACHERS, PROF. STAFF	0.00	29.65	207.53	0.00	(207.53)
221	SOCIAL SECURITY/TEACHERS, PROF. STAFF	8,000.00	113.46	794.20	9.93	7,205.80
01 6992 231 000 0 000	RETIREMENT	10,000.00	0.00	0.00	0.00	10,000.00
01 6992 231 001 0 000	RETIREMENT/TEACH, PROF. STAFF	0.00	94.66	662.62	0.00	(662.62)
231	RETIREMENT/TEACH, PROF. STAFF	10,000.00	94.66	662.62	6.63	9,337.38
6992	REAP GRANT	103,000.00	1,800.66	12,604.60	12.24	90,395.40
6997	ESSER II					
01 6997 650 000 0 000	TECHNOLOGY SUPPLIES	0.00	0.00	0.00	0.00	0.00
650	TECHNOLOGY SUPPLIES	0.00	0.00	0.00	0.00	0.00
6997	ESSER II	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS					
01 8000 890 000 0 000	OTHER MISC SERVICES	80,000.00	0.00	0.00	0.00	80,000.00
890	OTHER MISC SERVICES	80,000.00	0.00	0.00	0.00	80,000.00
01 8000 912 000 0 000	TRANSFERS TO LUNCH FROM GENERAL	0.00	0.00	80,000.00	0.00	(80,000.00)
912	TRANSFERS TO LUNCH FROM GENERAL	0.00	0.00	80,000.00	0.00	(80,000.00)
8000	TRANSFERS	80,000.00	0.00	80,000.00	100.00	0.00

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
9000	NON-PROGRAMMED CHARGES					
01 9000 700 000 0 000	TRANSFERS (OUTGOING)	1,452,500.00	0.00	0.00	0.00	1,452,500.00
700	TRANSFERS (OUTGOING)	1,452,500.00	0.00	0.00	0.00	1,452,500.00
9000	NON-PROGRAMMED CHARGES	1,452,500.00	0.00	0.00	0.00	1,452,500.00
01	DISTRICT 10	15,893,975.00	848,019.87	6,336,898.01	41.75	9,557,076.99

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
02	DEPRECIATION FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS					
02 1100 734 000 0 000	COMPUTER EQUIP(HARDWARE<5000)	0.00	0.00	0.00	0.00	0.00
734	COMPUTER EQUIP(HARDWARE)	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00
2900	MAINTENANCE OF BLDGS					
02 2900 350 000 0 000	TECHNICAL SERVICES	0.00	0.00	46,193.00	0.00	(46,193.00)
350	TECHNICAL SERVICES	0.00	0.00	46,193.00	0.00	(46,193.00)
02 2900 450 000 0 000	CONSTRUCTION SERVICES	0.00	0.00	338,534.02	0.00	(338,534.02)
450	CONSTRUCTION SERVICES	0.00	0.00	338,534.02	0.00	(338,534.02)
02 2900 731 000 0 000	MACHINERY	0.00	0.00	39,306.89	0.00	(39,306.89)
731	MACHINERY	0.00	0.00	39,306.89	0.00	(39,306.89)
02 2900 734 000 0 000	COMPUTER EQUIP(HARDWARE)	3,211,334.00	0.00	0.00	0.00	3,211,334.00
734	COMPUTER EQUIP(HARDWARE)	3,211,334.00	0.00	0.00	0.00	3,211,334.00
02 2900 950 000 0 000	REDEMPTION OF PRINCIPAL	0.00	0.00	59,419.88	0.00	(59,419.88)
950	OTHER PYMTS	0.00	0.00	59,419.88	0.00	(59,419.88)
2900	MAINTENANCE OF BLDGS	3,211,334.00	0.00	483,453.79	15.05	2,727,880.21
02	DEPRECIATION FUND	3,211,334.00	0.00	483,453.79	15.61	2,727,880.21

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Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
05	ACTIVITIES FUND					
2900	MAINTENANCE OF BLDGS					
05 2900 610 000 0 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00
05 2900 610 000 0 002	ACTIVITY SUPPLIES/EQUIPMENT/BANNER	0.00	0.00	95.50	0.00	(95.50)
05 2900 610 000 0 003	ACTIVITY SUPPLIES/ATHLETIC	0.00	7,087.00	53,072.22	0.00	(53,072.22)
05 2900 610 000 0 004	ACTIVITY SUPPLIES/CONCESSIONS	0.00	1,424.10	23,648.35	0.00	(23,648.35)
05 2900 610 000 0 005	ACTIVITY SUPPLIES/ CLASS OF 26	0.00	144.54	2,475.55	0.00	(2,475.55)
05 2900 610 000 0 008	ACTIVITY SUPPLIES/ CLASS OF 27	0.00	723.90	7,639.73	0.00	(7,639.73)
05 2900 610 000 0 011	ACTIVITY SUPPLIES/HS COURTESY FUND	0.00	0.00	738.30	0.00	(738.30)
05 2900 610 000 0 012	ACTIVITY SUPPLIES/SPEECH	0.00	0.00	349.99	0.00	(349.99)
05 2900 610 000 0 014	ACTIVITY SUPPLIES/FFA	0.00	1,340.59	23,702.40	0.00	(23,702.40)
05 2900 610 000 0 015	ACTIVITY SUPPLIES/CLUB CONCESSIONS	0.00	353.30	353.30	0.00	(353.30)
05 2900 610 000 0 017	ACTIVITY SUPPLIES/CHEERLEADER	0.00	76.06	9,251.01	0.00	(9,251.01)
05 2900 610 000 0 018	ACTIVITY SUPPLIES/GR CLUB	0.00	0.00	729.79	0.00	(729.79)
05 2900 610 000 0 022	ACTIVITY SUPPLIES/KINDNESS COMMITTEE	0.00	0.00	5.00	0.00	(5.00)
05 2900 610 000 0 024	ACTIVITY SUPPLIES/GORDON LIBRARY	0.00	0.00	150.00	0.00	(150.00)
05 2900 610 000 0 025	ACTIVITY SUPPLIES/RUSHVILLE LIBRARY	0.00	0.00	1,840.64	0.00	(1,840.64)
05 2900 610 000 0 026	ACTIVITY SUPPLIES/HS GENERAL ACTIVITIES	0.00	0.00	130.25	0.00	(130.25)
05 2900 610 000 0 028	ACTIVITY SUPPLIES/PRO START - KURGER	0.00	1,079.35	3,771.77	0.00	(3,771.77)
05 2900 610 000 0 029	ACTIVITY SUPPLIES/RES FAMILIES IN NEED	0.00	0.00	47.30	0.00	(47.30)
05 2900 610 000 0 030	ACTIVITY SUPPLIES/MUSICAL	0.00	0.00	0.00	0.00	0.00
05 2900 610 000 0 031	ACTIVITY SUPPLIES/NHS	0.00	0.00	633.55	0.00	(633.55)
05 2900 610 000 0 034	ACTIVITY SUPPLIES/STUDENT CNCL	0.00	0.00	1,017.99	0.00	(1,017.99)
05 2900 610 000 0 041	ACTIVITY SUPPLIES/RMS ST.COUNCIL	0.00	147.27	815.12	0.00	(815.12)
05 2900 610 000 0 043	ACTIVITY SUPPLIES/GES WW MISCELLAN	0.00	0.00	121.25	0.00	(121.25)
05 2900 610 000 0 044	ACTIVITY SUPPLIES/GES ST.COUNCIL	0.00	0.00	847.55	0.00	(847.55)
05 2900 610 000 0 045	ACTIVITY SUPPLIES/GES PARENT ACCT	0.00	0.00	848.90	0.00	(848.90)
05 2900 610 000 0 047	ACTIVITY SUPPLIES/GES INCENTIVES	0.00	304.00	2,139.03	0.00	(2,139.03)
05 2900 610 000 0 048	ACTIVITY SUPPLIES/RMS POP FUND	0.00	0.00	33.75	0.00	(33.75)
05 2900 610 000 0 049	ACTIVITY SUPPLIES/WEIGHT LIFTING	0.00	4,149.91	4,206.47	0.00	(4,206.47)
05 2900 610 000 0 050	ACTIVITY SUPPLIES/RES TEACHER ACCT	0.00	0.00	185.96	0.00	(185.96)
05 2900 610 000 0 051	ACTIVITY SUPPLIES/RES PARENT FUND	0.00	4,217.50	4,251.25	0.00	(4,251.25)
05 2900 610 000 0 052	ACTIVITY SUPPLIES/GES 4TH GRADE ACCT	0.00	134.75	134.75	0.00	(134.75)
05 2900 610 000 0 053	ACTIVITY SUPPLIES/MS HOPE SQUAD	0.00	173.33	699.03	0.00	(699.03)
05 2900 610 000 0 054	EXPENDITURES/ONE-ACT	0.00	0.00	2,623.77	0.00	(2,623.77)
05 2900 610 000 0 055	EXPENDITURES/BAND-CHOIR FUND RAISER	0.00	430.00	5,179.51	0.00	(5,179.51)
05 2900 610 000 0 056	EXPENDITURES/ADULT WELDING	0.00	0.00	0.00	0.00	0.00
05 2900 610 000 0 057	EXPENDITURES/QUIZ BOWL	0.00	0.00	138.29	0.00	(138.29)
05 2900 610 000 0 059	ACTIVITY SUPPLIES/MUSIC-FINE ARTS JOHNSON FUND	0.00	0.00	0.00	0.00	0.00
05 2900 610 000 0 061	ACTIVITY SUPPLIES/RES STUDENT INCENTIVES	0.00	0.00	1,578.00	0.00	(1,578.00)
05 2900 610 000 0 066	ACTIVITY SUPPLIES/GRHS SPED COFFEE SHOP	0.00	0.00	553.32	0.00	(553.32)
05 2900 610 000 0 071	ACTIVITY SUPPLIES/IN KIND LUNCH	0.00	0.00	132.65	0.00	(132.65)
05 2900 610 000 0 072	ACTIVITY / BOWLING	0.00	0.00	992.00	0.00	(992.00)
05 2900 610 000 0 100	EXPENDITURES/FOOTBALL FNDRSR	0.00	0.00	1,620.25	0.00	(1,620.25)

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05 2900 610 000 0 101	EXPENDITURE/MS ATHLETICS	0.00	0.00	279.93	0.00	(279.93)
05 2900 610 000 0 105	SUPPLIES/MS GBB	0.00	0.00	140.24	0.00	(140.24)
05 2900 610 000 0 108	PIPER BOOK FUND	0.00	114.31	244.35	0.00	(244.35)
05 2900 610 000 0 200	EXPENDITURES/VB FNDRSR	0.00	0.00	6,499.99	0.00	(6,499.99)
05 2900 610 000 0 300	EXPENDITURES/BBB FNDRSR	0.00	0.00	1,264.20	0.00	(1,264.20)
05 2900 610 000 0 400	EXPENDITURES/GBB FNDRSR	0.00	0.00	1,392.83	0.00	(1,392.83)
05 2900 610 000 0 500	EXPENDITURES/WRSTLNG FNDRSR	0.00	1,187.94	8,328.59	0.00	(8,328.59)
05 2900 610 000 0 600	CROSS COUNTRY FUNDRAISER	0.00	0.00	875.22	0.00	(875.22)
05 2900 610 000 0 602	TRACK FUNDRAISER	0.00	2,620.98	2,732.73	0.00	(2,732.73)
610	SUPPLIES	0.00	25,708.83	178,511.57	0.00	(178,511.57)
2900	MAINTENANCE OF BLDGS	0.00	25,708.83	178,511.57	0.00	(178,511.57)
8000	TRANSFERS					
05 8000 911 000 0 000	TRANSFERS TO GENERAL FUND	916,198.00	0.00	0.00	0.00	916,198.00
911	TRANSFERS TO GENERAL FUND	916,198.00	0.00	0.00	0.00	916,198.00
8000	TRANSFERS	916,198.00	0.00	0.00	0.00	916,198.00
05	ACTIVITIES FUND	916,198.00	25,708.83	178,511.57	22.99	737,686.43

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
06	LUNCH FUND					
3100	FOOD SERVICES					
06 3100 110 000 0 000	SALARIES/NON-INSTRUCTIONAL	300,000.00	0.00	0.00	0.00	300,000.00
110	SALARIES/NON-INSTRUCTIONAL	300,000.00	0.00	0.00	0.00	300,000.00
06 3100 200 000 0 000	EMPLOYEE COMPENSATIONS	50,000.00	0.00	0.00	0.00	50,000.00
200	EMPLOYEE COMPENSATIONS	50,000.00	0.00	0.00	0.00	50,000.00
06 3100 610 000 0 000	SUPPLIES AND MATERIALS	20,000.00	67.12	1,087.75	5.44	18,912.25
610	SUPPLIES	20,000.00	67.12	1,087.75	5.44	18,912.25
06 3100 630 000 0 000	FOOD	450,000.00	26,085.34	179,778.63	39.95	270,221.37
630	FOOD	450,000.00	26,085.34	179,778.63	39.95	270,221.37
06 3100 890 000 0 000	OTHER MISC SERVICES	0.00	22,822.28	162,400.79	0.00	(162,400.79)
890	OTHER MISC SERVICES	0.00	22,822.28	162,400.79	0.00	(162,400.79)
3100	FOOD SERVICES	820,000.00	48,974.74	343,267.17	41.86	476,732.83
06	LUNCH FUND	820,000.00	48,974.74	343,267.17	41.86	476,732.83

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
08	SPECIAL BUILDING FUND					
2620	MAINTENANCE OF PLANT					
08 2620 340 000 0 000	CONTRACTED OR SECURED SERVICES	0.00	0.00	2,712.74	0.00	(2,712.74)
340	OTHER PROFESSIONAL SERVICES	0.00	0.00	2,712.74	0.00	(2,712.74)
2620	MAINTENANCE OF PLANT	0.00	0.00	2,712.74	0.00	(2,712.74)
2660	SECURITY					
08 2660 720 000 0 000	BUILDINGS AND IMPROVEMENTS	1,010,791.00	0.00	0.00	0.00	1,010,791.00
720	BUILDINGS AND IMPROVEMENTS	1,010,791.00	0.00	0.00	0.00	1,010,791.00
2660	SECURITY	1,010,791.00	0.00	0.00	0.00	1,010,791.00
08	SPECIAL BUILDING FUND	1,010,791.00	0.00	2,712.74	0.27	1,008,078.26

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
09	QUALIFIED CAPITAL FUND					
2515	BUILDING & SITES					
09 2515 720 000 0 000	BUILDINGS AND IMPROVEMENTS	55,030.00	0.00	0.00	0.00	55,030.00
720	BUILDINGS AND IMPROVEMENTS	55,030.00	0.00	0.00	0.00	55,030.00
09 2515 831 000 0 000	DEBT RELATED EXPENDITURES	456,875.00	0.00	0.00	0.00	456,875.00
831	REDEMPTION OF PRINCIPAL	456,875.00	0.00	0.00	0.00	456,875.00
2515	BUILDING & SITES	511,905.00	0.00	0.00	0.00	511,905.00
5000	DEBT SERVICES					
09 5000 831 000 0 000	REDEMPTION OF PRINCIPAL	0.00	0.00	3,624.90	0.00	(3,624.90)
831	REDEMPTION OF PRINCIPAL	0.00	0.00	3,624.90	0.00	(3,624.90)
09 5000 890 000 0 000	MISC. EXPENDITURE	0.00	0.00	200.00	0.00	(200.00)
890	OTHER MISC SERVICES	0.00	0.00	200.00	0.00	(200.00)
5000	DEBT SERVICES	0.00	0.00	3,824.90	0.00	(3,824.90)
09	QUALIFIED CAPITAL FUND	511,905.00	0.00	3,824.90	0.75	508,080.10

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
10	COOPERATIVE FUND D10					
1100	REGULAR INSTRUCTIONAL PROGRAMS					
10 1100 610 000 0 000	SUPPLIES	0.00	0.00	0.02	0.00	(0.02)
610	SUPPLIES	0.00	0.00	0.02	0.00	(0.02)
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.02	0.00	(0.02)
8000	TRANSFERS					
10 8000 911 000 0 000	TRANSFERS TO GENERAL FUND	0.00	0.00	0.00	0.00	0.00
911	TRANSFERS TO GENERAL FUND	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	COOPERATIVE FUND D10	0.00	0.00	0.02	0.00	(0.02)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
13	INVESTMENT FUND					
8000	TRANSFERS					
13 8000 754 000 0 000	TRANSFERS TO GENERAL	0.00	365,300.00	1,755,000.00	0.00	(1,755,000.00)
13 8000 754 000 9 000	TRANSFERS TO DEPRECIATION	0.00	0.00	453,880.00	0.00	(453,880.00)
754	OTHER TRANSFERS	0.00	365,300.00	2,208,880.00	0.00	(2,208,880.00)
8000	TRANSFERS	0.00	365,300.00	2,208,880.00	0.00	(2,208,880.00)
13	INVESTMENT FUND	0.00	365,300.00	2,208,880.00	0.00	(2,208,880.00)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
15	SFB SCHOLARSHIPS					
2900	MAINTENANCE OF BLDGS					
15 2900 890 000 0 903	OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
15 2900 890 000 0 904	OTHER MISC SERVICES	0.00	0.00	75.00	0.00	(75.00)
15 2900 890 000 0 905	OTHER MISC SERVICES	0.00	0.00	137.50	0.00	(137.50)
15 2900 890 000 0 906	OTHER MISC SERVICES	0.00	0.00	50.00	0.00	(50.00)
15 2900 890 000 0 907	OTHER MISC OBJECTS	0.00	0.00	750.00	0.00	(750.00)
15 2900 890 000 0 909	OTHER MISC SERVICES	0.00	0.00	375.00	0.00	(375.00)
15 2900 890 000 0 910	OTHER MISC SERVICES	0.00	0.00	75.00	0.00	(75.00)
15 2900 890 000 0 911	OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
15 2900 890 000 0 912	OTHER MISC SERVICES	0.00	0.00	75.00	0.00	(75.00)
15 2900 890 000 0 913	OTHER MISC SERVICES	0.00	0.00	50.00	0.00	(50.00)
15 2900 890 000 0 914	OTHER MISC SERVICES	0.00	0.00	50.00	0.00	(50.00)
15 2900 890 000 0 920	OTHER MISC SERVICES	0.00	0.00	13,750.00	0.00	(13,750.00)
15 2900 890 000 0 925	OTHER MISC SERVICES	0.00	0.00	2,400.05	0.00	(2,400.05)
890	OTHER MISC SERVICES	0.00	0.00	17,987.55	0.00	(17,987.55)
2900	MAINTENANCE OF BLDGS	0.00	0.00	17,987.55	0.00	(17,987.55)
15	SFB SCHOLARSHIPS	0.00	0.00	17,987.55	0.00	(17,987.55)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
20	SELMA JONES BARKER					
2900	MAINTENANCE OF BLDGS					
20 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	75.00	0.00	(75.00)
890	OTHER MISC SERVICES	0.00	0.00	75.00	0.00	(75.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	75.00	0.00	(75.00)
20	SELMA JONES BARKER	0.00	0.00	75.00	0.00	(75.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
22	ALBERT J BORNEMANN					
2900	MAINTENANCE OF BLDGS					
22 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
890	OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	100.00	0.00	(100.00)
22	ALBERT J BORNEMANN	0.00	0.00	100.00	0.00	(100.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
23	SARAH LUCILLE BREWER					
2900	MAINTENANCE OF BLDGS					
23 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
890	OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	100.00	0.00	(100.00)
23	SARAH LUCILLE BREWER	0.00	0.00	100.00	0.00	(100.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number		Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
24		GRISWOLD					
2900		MAINTENANCE OF BLDGS					
24 2900 890 000 0 000		OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
890		OTHER MISC SERVICES	0.00	0.00	100.00	0.00	(100.00)
2900		MAINTENANCE OF BLDGS	0.00	0.00	100.00	0.00	(100.00)
24		GRISWOLD	0.00	0.00	100.00	0.00	(100.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
25	G/R RURAL					
2900	MAINTENANCE OF BLDGS					
25 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	150.00	0.00	(150.00)
890	OTHER MISC SERVICES	0.00	0.00	150.00	0.00	(150.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	150.00	0.00	(150.00)
25	G/R RURAL	0.00	0.00	150.00	0.00	(150.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
26	HOLLSTEIN					
2900	MAINTENANCE OF BLDGS					
26 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	150.00	0.00	(150.00)
890	OTHER MISC SERVICES	0.00	0.00	150.00	0.00	(150.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	150.00	0.00	(150.00)
26	HOLLSTEIN	0.00	0.00	150.00	0.00	(150.00)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
27	HOLZBERGER					
2900	MAINTENANCE OF BLDGS					
27 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	300.00	0.00	(300.00)
890	OTHER MISC SERVICES	0.00	0.00	300.00	0.00	(300.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	300.00	0.00	(300.00)
27	HOLZBERGER	0.00	0.00	300.00	0.00	(300.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
28	W.E. SULLENS					
2900	MAINTENANCE OF BLDGS					
28 2900 890 000 0 000	OTHER MISC SERVICES	0.00	0.00	125.00	0.00	(125.00)
890	OTHER MISC SERVICES	0.00	0.00	125.00	0.00	(125.00)
2900	MAINTENANCE OF BLDGS	0.00	0.00	125.00	0.00	(125.00)
28	W.E. SULLENS	0.00	0.00	125.00	0.00	(125.00)

BUDGET VS.ACTUAL (Exp.by Function)

Budget VS Actual EOM March 2026

User ID: 262

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
33	TURNER FOUNDATION					
2900	MAINTENANCE OF BLDGS					
33 2900 610 000 0 000	SUPPLIES	0.00	3,725.00	3,725.00	0.00	(3,725.00)
610	SUPPLIES	0.00	3,725.00	3,725.00	0.00	(3,725.00)
2900	MAINTENANCE OF BLDGS	0.00	3,725.00	3,725.00	0.00	(3,725.00)
33	TURNER FOUNDATION	0.00	3,725.00	3,725.00	0.00	(3,725.00)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
70	PETTY CASH FUND					
2320	EXECUTIVE ADMINISTRATION					
70 2320 580 000 0 000	TRAVEL	0.00	0.00	735.15	0.00	(735.15)
580	TRAVEL	0.00	0.00	735.15	0.00	(735.15)
70 2320 810 000 0 000	DUES AND FEES	0.00	0.00	300.00	0.00	(300.00)
810	DUES AND FEES	0.00	0.00	300.00	0.00	(300.00)
2320	EXECUTIVE ADMINISTRATION	0.00	0.00	1,035.15	0.00	(1,035.15)
2610	OPERATION OF PLANT					
70 2610 610 000 0 000	SUPPLIES	0.00	0.00	30.00	0.00	(30.00)
610	SUPPLIES	0.00	0.00	30.00	0.00	(30.00)
2610	OPERATION OF PLANT	0.00	0.00	30.00	0.00	(30.00)
2710	REGULAR PUPIL TRANSPORTATION					
70 2710 890 000 0 000	OTHER MISC OBJECTS	0.00	0.00	191.45	0.00	(191.45)
890	OTHER MISC SERVICES	0.00	0.00	191.45	0.00	(191.45)
2710	REGULAR PUPIL TRANSPORTATION	0.00	0.00	191.45	0.00	(191.45)
2730	VEHICLE MAINTENANCE					
70 2730 626 000 0 000	GAS AND OIL	0.00	0.00	150.01	0.00	(150.01)
626	GAS AND OIL	0.00	0.00	150.01	0.00	(150.01)
2730	VEHICLE MAINTENANCE	0.00	0.00	150.01	0.00	(150.01)
70	PETTY CASH FUND	0.00	0.00	1,406.61	0.00	(1,406.61)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM
Grand Total:		22,364,203.00	1,291,728.44	9,581,767.36	44.40	12,782,435.64

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 01 DISTRICT 10

<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 1100	TAX REVENUE	8,091,150.00	207,016.75	4,643,989.73	57.40	3,447,160.27
01 1120	PUBLIC POWER DIST SALES TAX	70,000.00	0.00	0.00	0.00	70,000.00
01 1125	MOTOR VEHICLE TAX	300,000.00	0.00	0.00	0.00	300,000.00
01 1510	INTEREST ON INVESTMENT	4,500.00	1,219.45	7,942.22	176.49	(3,442.22)
01 1910	RENTAL OF SCHOOL FACILITIES	0.00	600.00	4,200.00	0.00	(4,200.00)
01 1911	LOCAL LICENSE FEES	0.00	0.00	3,840.00	0.00	(3,840.00)
01 1990	OTHER LOCAL RECEIPTS	0.00	6,084.46	19,289.20	0.00	(19,289.20)
	Subtotal: 1000	8,465,650.00	214,920.66	4,679,261.15	55.27	3,786,388.85
01 2110	COUNTY FINES AND LICENSE FEES	45,000.00	0.00	0.00	0.00	45,000.00
	Subtotal: COUNTY AND ESU RECEIPTS	45,000.00	0.00	0.00	0.00	45,000.00
01 3110	STATE AID	795,495.00	79,550.00	557,251.79	70.05	238,243.21
01 3120	SPECIAL ED SCHOOL AGE	700,000.00	117,666.00	463,672.00	66.24	236,328.00
01 3180	PRO-RATE MOTOR VEHICLE	16,000.00	0.00	0.00	0.00	16,000.00
01 3400	STATE APPORTIONMENT	88,000.00	0.00	109,061.00	123.93	(21,061.00)
01 3510	HI-ABILITY LEARNER	7,000.00	0.00	0.00	0.00	7,000.00
01 3535	HI-ABILITY LEARNER	0.00	0.00	5,820.00	0.00	(5,820.00)
01 3551	EDUCATION QUEST	0.00	0.00	8,187.60	0.00	(8,187.60)
	Subtotal: STATE RECEIPTS	1,606,495.00	197,216.00	1,143,992.39	71.21	462,502.61
01 4211	CHILD/ADULT CARE FOOD PROGRAM	0.00	351.27	706.31	0.00	(706.31)
01 4307	TITLE VI	32,000.00	0.00	17,683.00	55.26	14,317.00
01 4418	PEAK GRANT	0.00	0.00	1,170.00	0.00	(1,170.00)
01 4505	TITLE I, CURRENT FY	95,000.00	0.00	6,126.00	6.45	88,874.00
01 4511	TITLE V RLIS	0.00	0.00	4,053.00	0.00	(4,053.00)
01 4518	IDEA-BASE	220,000.00	0.00	175,222.00	79.65	44,778.00
01 4521	IDEA/NON-PUBLIC	0.00	0.00	26,865.00	0.00	(26,865.00)
01 4525	FED VOC ED (CARL PERKINS)	5,000.00	0.00	0.00	0.00	5,000.00
01 4531	21ST CENTURY GRANT	0.00	0.00	40,525.00	0.00	(40,525.00)
01 4708	SPED MEDICAID	0.00	401.79	2,812.53	0.00	(2,812.53)
01 4709	MEDICAID ADMINISTRATIVE ACTIVITIES	0.00	356.77	2,522.17	0.00	(2,522.17)
	Subtotal: FEDERAL RECEIPTS	352,000.00	1,109.83	277,685.01	78.89	74,314.99
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	22,822.28	162,345.54	0.00	(162,345.54)
	Subtotal: NON-REVENUE RECEIPTS	0.00	22,822.28	162,345.54	0.00	(162,345.54)
	Fund Total:	10,469,145.00	436,068.77	6,263,284.09	59.83	4,205,860.91

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 02 DEPRECIATION FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INTEREST ON INVESTMENT	0.00	196.05	1,685.36	0.00	(1,685.36)
	Subtotal: 1000	0.00	196.05	1,685.36	0.00	(1,685.36)
02 5200	TRANSFERS FROM OTHER FUNDS	1,500,000.00	0.00	0.00	0.00	1,500,000.00
02 5301	INSURANCE ADJUSTMENTS	0.00	0.00	95,694.18	0.00	(95,694.18)
	Subtotal: NON-REVENUE RECEIPTS	1,500,000.00	0.00	95,694.18	6.38	1,404,305.82
	Fund Total:	1,500,000.00	196.05	97,379.54	6.49	1,402,620.46

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 05 ACTIVITIES FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1790	OTHER ACTIVITY REC	250,000.00	0.00	0.00	0.00	250,000.00
05 1790 0001	OTHER LOCAL REC/ANNUAL	0.00	567.50	4,292.50	0.00	(4,292.50)
05 1790 0003	OTHER LOCAL REC/ATHLETICS	0.00	937.74	33,265.51	0.00	(33,265.51)
05 1790 0004	OTHER LOCAL REC/CONCESSIONS	0.00	3,220.00	22,945.20	0.00	(22,945.20)
05 1790 0005	OTHER LOCAL REC/CLASS OF 26	0.00	0.00	90.00	0.00	(90.00)
05 1790 0006	OTHER LOCAL REC/CLASS OF 29	0.00	40.00	1,042.72	0.00	(1,042.72)
05 1790 0007	OTHER LOCAL REC/CLASS OF 28	0.00	90.00	1,393.60	0.00	(1,393.60)
05 1790 0008	OTHER LOCAL REC/CLASS OF 27	0.00	45.00	13,655.57	0.00	(13,655.57)
05 1790 0011	OTHER LOCAL REC/COURTESY FUND	0.00	0.00	490.00	0.00	(490.00)
05 1790 0012	OTHER LOCAL REC/SPEECH	0.00	0.00	939.10	0.00	(939.10)
05 1790 0014	OTHER LOCAL REC/FFA	0.00	444.00	24,961.63	0.00	(24,961.63)
05 1790 0015	OTHER LOCAL REC/ CLUB CONCESSIONS	0.00	1,395.00	2,735.03	0.00	(2,735.03)
05 1790 0016	OTHER LOCAL REC/ENTREPRENEURS	0.00	93.00	93.00	0.00	(93.00)
05 1790 0017	OTHER LOCAL REC/CHEERLEADING	0.00	192.00	339.00	0.00	(339.00)
05 1790 0018	OTHER LOCAL REC/"GR" CLUB	0.00	24.00	463.00	0.00	(463.00)
05 1790 0024	OTHER LOCAL REC/GORDON LIBRARY	0.00	0.00	1,057.90	0.00	(1,057.90)
05 1790 0025	OTHER LOCAL REC/RUSHVILLE LIBRARY	0.00	0.00	1,371.34	0.00	(1,371.34)
05 1790 0027	OTHER LOCAL REC/RES PRESCHOOL PLAYGND FND	0.00	0.00	13,716.00	0.00	(13,716.00)
05 1790 0028	OTHER LOCAL REC/PRO START - KRUGER	0.00	0.00	2,520.73	0.00	(2,520.73)
05 1790 0034	OTHER LOCAL REC/STUDENT COUNCI	0.00	0.00	1,163.89	0.00	(1,163.89)
05 1790 0038	OTHER LOCAL REC/VO-AG CLEARING	0.00	0.00	10,053.88	0.00	(10,053.88)
05 1790 0041	OTHER LOCAL REC/RMS ST.COUNCIL	0.00	207.00	1,127.10	0.00	(1,127.10)
05 1790 0044	OTHER LOCAL REC/GES ST.COUNCIL	0.00	830.68	2,559.17	0.00	(2,559.17)
05 1790 0045	OTHER LOCAL REC/GES PARENT ACCT	0.00	273.55	2,409.25	0.00	(2,409.25)
05 1790 0047	OTHER LOCAL REC/GES INCENTIVES	0.00	0.00	25,542.00	0.00	(25,542.00)
05 1790 0049	OTHER LOCAL REC/WEIGHT LIFTING	0.00	0.00	1,944.29	0.00	(1,944.29)
05 1790 0051	OTHER LOCAL REC/RES PARENT FUND	0.00	6,403.00	9,866.00	0.00	(9,866.00)
05 1790 0052	OTHER LOCAL REC/GES 4TH GRADE ACCT	0.00	0.00	701.64	0.00	(701.64)
05 1790 0053	OTHER LOCAL REC/MS HOPE SQUAD	0.00	0.00	1,016.20	0.00	(1,016.20)
05 1790 0054	OTHER LOCAL REC/ONE ACT	0.00	0.00	3,185.40	0.00	(3,185.40)
05 1790 0055	OTHER LOCAL REC/BAND FND RAISR	0.00	917.60	10,366.60	0.00	(10,366.60)
05 1790 0057	OTHER LOCAL REC/QUIZ BOWL	0.00	0.00	431.30	0.00	(431.30)
05 1790 0061	OTHER LOCAL REC/RES STUDENT INCENTIVES	0.00	0.00	571.10	0.00	(571.10)
05 1790 0066	OTHER LOCAL REC GRHS SPED COFFEE SHOP	0.00	0.00	211.00	0.00	(211.00)
05 1790 0071	OTHER LOCAL REC/IN KIND LUNCH	0.00	0.00	250.00	0.00	(250.00)
05 1790 0072	OTHER ACTIVITY REC/BOWLING	0.00	0.00	1,888.00	0.00	(1,888.00)
05 1790 0100	OTHER LOCAL REC/FB FNDRSR	0.00	0.00	1,412.00	0.00	(1,412.00)
05 1790 0108	PIPER BOOK FUND	0.00	0.00	348.04	0.00	(348.04)
05 1790 0200	OTHER LOCAL REC/VB FNDRSR	0.00	0.00	8,570.20	0.00	(8,570.20)
05 1790 0300	OTHER LOCAL REC/BBB FNDRSR	0.00	0.00	2,890.23	0.00	(2,890.23)
05 1790 0400	OTHER LOCAL REC/GBB FNDRSR	0.00	0.00	3,155.03	0.00	(3,155.03)
05 1790 0500	OTHER LOCAL REC/WRSTLNG FNDRSR	0.00	5,975.75	8,990.75	0.00	(8,990.75)
05 1790 0501	HS GWR	0.00	0.00	650.00	0.00	(650.00)
05 1790 0600	OTHER LOCAL REC/CC FUNDRAISER	0.00	0.00	1,947.50	0.00	(1,947.50)
05 1790 0602	OTHER LOCAL REC/TRACK FNDRSR	0.00	2,267.00	4,923.90	0.00	(4,923.90)
Subtotal: 1000		250,000.00	23,922.82	231,546.30	92.62	18,453.70
Fund Total:		250,000.00	23,922.82	231,546.30	92.62	18,453.70

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 06 LUNCH 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>
06 1611	SALE OF STUDENT LUNCHES	30,000.00	37,245.86	253,670.88	845.57	(223,670.88)
06 1613	SALE OF MILK	0.00	46.50	211.87	0.00	(211.87)
06 1620	SALE OF ADULT LUNCHES	0.00	7,631.35	22,307.96	0.00	(22,307.96)
06 1990	OTHER LOCAL RECEIPTS	0.00	286.05	2,704.47	0.00	(2,704.47)
	Subtotal: 1000	30,000.00	45,209.76	278,895.18	929.65	(248,895.18)
06 3150	STATE REIMBURSEMENT	5,000.00	0.00	0.00	0.00	5,000.00
	Subtotal: STATE RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
06 4210	FRESH FRUIT & VEG. PROGRAM	714,718.00	3,945.63	25,377.50	3.55	689,340.50
	Subtotal: FEDERAL RECEIPTS	714,718.00	3,945.63	25,377.50	3.55	689,340.50
06 5200	TRANSFERS FROM OTHER FUNDS	50,000.00	0.00	80,000.00	160.00	(30,000.00)
	Subtotal: NON-REVENUE RECEIPTS	50,000.00	0.00	80,000.00	160.00	(30,000.00)
	Fund Total:	799,718.00	49,155.39	384,272.68	48.05	415,445.32

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 08 SPECIAL BUILDING FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL PROPERTY TAXES	241,000.00	5,215.73	133,409.78	55.36	107,590.22
08 1510	INTEREST ON INVESTMENT	0.00	165.53	1,101.58	0.00	(1,101.58)
Subtotal: 1000		241,000.00	5,381.26	134,511.36	55.81	106,488.64
Fund Total:		241,000.00	5,381.26	134,511.36	55.81	106,488.64

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 09 QUALIFIED CAPITAL 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>
09 1100	LOCAL PROPERTY TAXES	235,030.00	4,499.44	113,010.08	48.08	122,019.92
	Subtotal: 1000	235,030.00	4,499.44	113,010.08	48.08	122,019.92
	Fund Total:	235,030.00	4,499.44	113,010.08	48.08	122,019.92

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 13 INVESTMENT 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>
13 5200	TRANSFERS FROM OTHER FUNDS	0.00	9,800.00	1,679,600.00	0.00	(1,679,600.00)
	Subtotal: NON-REVENUE RECEIPTS	0.00	9,800.00	1,679,600.00	0.00	(1,679,600.00)
	Fund Total:	0.00	9,800.00	1,679,600.00	0.00	(1,679,600.00)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 15 SFB SCHOLARSHIPS

<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>
15 1510 0903	INTEREST ON LOCAL REV RECEIPTS	0.00	29.07	88.17	0.00	(88.17)
15 1510 0904	INTEREST ON LOCAL REV RECEIPTS	0.00	7.03	21.33	0.00	(21.33)
15 1510 0905	INTEREST ON LOCAL REV RECEIPTS	0.00	4.75	14.42	0.00	(14.42)
15 1510 0906	INTEREST ON LOCAL REV RECEIPTS	0.00	7.10	21.52	0.00	(21.52)
15 1510 0907	INTEREST ON LOCAL REV RECEIPTS	0.00	327.72	994.08	0.00	(994.08)
15 1510 0908	INTEREST ON LOCAL REV RECEIPTS	0.00	3.23	9.80	0.00	(9.80)
15 1510 0909	INTEREST ON LOCAL REV RECEIPTS	0.00	151.77	460.37	0.00	(460.37)
15 1510 0910	INTEREST ON LOCAL REV RECEIPTS	0.00	18.11	54.93	0.00	(54.93)
15 1510 0911	INTEREST ON LOCAL REV RECEIPTS	0.00	57.94	175.74	0.00	(175.74)
15 1510 0912	INTEREST ON LOCAL REV RECEIPTS	0.00	5.77	17.49	0.00	(17.49)
15 1510 0913	INTEREST ON LOCAL REV RECEIPTS	0.00	3.47	10.55	0.00	(10.55)
15 1510 0914	INTEREST ON LOCAL REV RECEIPTS	0.00	17.18	52.13	0.00	(52.13)
15 1920 0925	CONTRIBUTIONS & DONATIONS	0.00	0.00	5,000.00	0.00	(5,000.00)
Subtotal: 1000		0.00	633.14	6,920.53	0.00	(6,920.53)
Fund Total:		0.00	633.14	6,920.53	0.00	(6,920.53)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 20 SELMA JONES BARKER

<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>
20 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	100.01	0.00	(100.01)
	Subtotal: 1000	0.00	0.00	100.01	0.00	(100.01)
20 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:	0.00	0.00	100.01	0.00	(100.01)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 21 FRED & VALLIE BERNDT

<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>
21 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	203.68	0.00	(203.68)
	Subtotal: 1000	0.00	0.00	203.68	0.00	(203.68)
	Fund Total:	0.00	0.00	203.68	0.00	(203.68)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 22 ALBERT J BORNEMANN

<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>
22 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	202.47	0.00	(202.47)
	Subtotal: 1000	0.00	0.00	202.47	0.00	(202.47)
22 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:	0.00	0.00	202.47	0.00	(202.47)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 23 SARAH LUCILLE BREWER

<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>
23 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	48.94	148.46	0.00	(148.46)
	Subtotal: 1000	0.00	48.94	148.46	0.00	(148.46)
23 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:	0.00	48.94	148.46	0.00	(148.46)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 24 GRISWOLD

<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>
24 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	150.48	0.00	(150.48)
	Subtotal: 1000	0.00	0.00	150.48	0.00	(150.48)
24 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:	0.00	0.00	150.48	0.00	(150.48)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 25

G/R RURAL

<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>
25 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	407.36	0.00	(407.36)
	Subtotal: 1000	0.00	0.00	407.36	0.00	(407.36)
25 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:	0.00	0.00	407.36	0.00	(407.36)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 26 HOLLSTEIN

<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>
26 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	142.65	468.55	0.00	(468.55)
	Subtotal: 1000	0.00	142.65	468.55	0.00	(468.55)
26 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:	0.00	142.65	468.55	0.00	(468.55)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 27 HOLZBERGER

<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>
27 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	506.70	0.00	(506.70)
	Subtotal: 1000	0.00	0.00	506.70	0.00	(506.70)
27 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:	0.00	0.00	506.70	0.00	(506.70)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 28 W.E. SULLENS

<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>
28 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	0.00	509.20	0.00	(509.20)
	Subtotal: 1000	0.00	0.00	509.20	0.00	(509.20)
28 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:	0.00	0.00	509.20	0.00	(509.20)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 30 WATERMAN

<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>
30 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	7.88	49.10	0.00	(49.10)
	Subtotal: 1000	0.00	7.88	49.10	0.00	(49.10)
	Fund Total:	0.00	7.88	49.10	0.00	(49.10)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 31 JOHNSON 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>
31 1510	INTEREST ON LOCAL REV RECEIPTS	0.00	235.35	712.08	0.00	(712.08)
	Subtotal: 1000	0.00	235.35	712.08	0.00	(712.08)
	Fund Total:	0.00	235.35	712.08	0.00	(712.08)

Revenue Summary Report
Processing Month: 03/2026
Revenue Summary Report EOM March 2026

Fund: 70 PETTY CASH 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>
70 5200	TRANSFERS FROM OTHER FUNDS	0.00	527.65	899.11	0.00	(899.11)
	Subtotal: NON-REVENUE RECEIPTS	0.00	527.65	899.11	0.00	(899.11)
	Fund Total:	0.00	527.65	899.11	0.00	(899.11)

Revenue Summary Report

Processing Month: 03/2026

Revenue Summary Report EOM March 2026

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	13,494,893.00	530,619.34	8,914,881.78	66.06	4,580,011.22

MONTHLY FINANCIAL SUMMARY
April 2026

MONTH ENDING MARCH 2026

ACCOUNT	BEGINNING BALANCE	MONTHLY RECEIPTS	MONTHLY EXPENSES	ENDING BALANCE
DISTRICT NO.10 GENERAL FUND	\$276,570.74	\$800,149.32	\$847,855.71	\$228,864.35
DISTRICT NO. 10 SPECIAL FUNDS	\$355,790.21	\$9,715.17	\$9,800.00	\$355,705.38
PETTY CASH FUND	\$10,964.85	\$527.65	\$0.00	\$11,492.50
PAYROLL ACCOUNT	\$1,000.00	\$0.00	\$0.00	\$1,000.00
SCHOOL LUNCH FUND	\$52,030.44	\$49,155.39	\$48,974.74	\$52,211.09
ACTIVITY FUND	\$228,487.86	\$23,922.82	\$25,708.83	\$226,701.85
GRPS INVESTMENT FUND	\$7,991,226.43	\$11,381.03	\$365,300.00	\$7,637,307.46

.GORDON-RUSHVILLE PUBLIC SCHOOLS - DISTRICT NO. 10
FINANCIAL SUMMARY
Month of April 2026

GENERAL FUND

Reconciled Bank Balance, March 31, 2026		228,864.35
On Deposit, County Treasurer	CC 12,695.98	+ 330,992.42
Total Available Cash	SC 318,296.44	559,856.77
Less: General Fund Bills		- 856,630.73
Plus or Minus Cash Balance		- 296,773.96
Transfer FROM Investment Fund		+ 297,800.00
Anticipated Checkbook Balance, End of Month		1,026.04

BUILDING FUND

Reconciled Bank Balance, March 31, 2026		1,216.74
On Deposit, County Treasurer	CC 309.92	+ 8,994.43
Total Available Cash	SC 8,684.51	+ 10,211.17
Less Bills		- 26,982.00
Plus or Minus Cash Balance		- 16,770.83
Transfer FROM Investment Fund		+ 17,800.00
Anticipated Checkbook Balance, End of Month		1,029.17

DISTRICT 10 DEPRECIATION FUND

Reconciled Bank Balance March 31, 2026		+ 1,062.76
Less Bills		- 0.00
Plus or Minus Cash Balance		+ 0.00
Transfer TO Investment Fund		- 0.00
Anticipated Checkbook Balance, End of Month		1,062.76

GRPS INVESTMENT FUND (money market)

Reconciled Bank Balance, March 31, 2026		7,637,307.46
Fund Balances in Investment Fund:		
Balance + Transfers + Interest =		
Dist. 10 Gen. Fund 6,162,948.74 - 365,300.00 + 1,219.45	=	5,798,868.19
Dist. 10 Building 836,212.29 + 5,200.00 + 165.53	=	841,577.82
Dist. 10 Deprec. 992.065.40 + 4,600.00 + 196.05	=	996,861.45
Total of Fund Balances D10 Deprec Bldg		7,637,307.46
Trnsfr TO & FROM Inv.Fund fm D-10	-	297,800.00
Trnsfr TO & FROM Inv.Fund fm Bldg	-	17,800.00
Trnsfr TO/FROM Inv Fund to Deprec.	+ 0.00	0.00
Anticipated Fund Balance, End of Month	+	0.00
DIST. 10 CERTIFICATES OF DEPOSIT		0.00
Total Investment Fund Balance, End of Month	+	7,321,707.46

DISTRICT 10 LUNCH FUND

Reconciled Bank Balance, March 31, 2026	52,211.09
Anticipated Receipts	+ 0.00
Total Available Cash	+ 52,211.09
Less Bills	- 49,626.31
Transfer from District 10 General	+ 0.00
Anticipated Checkbook Balance, End of Month	2,584.78

DISTRICT 10 QUALIFIED CAPITAL FUND

Reconciled Bank Balance March 31, 2026		353,425.88
On Deposit, County Treasurer	CC 293.77	+ 8,544.25
Total Available Cash	SC 8,250.48	361,970.13
Less Bills		- 0.00
Anticipated Checkbook Balance, End of Month		361,970.13

SCHOLARSHIPS 03/31/2026

Dollars for Scholars (223,282.23 CD)	15,498.35
Selma Jones Barker Scholarship (10,000 CD)	345.95
Berndt Scholarship (10,000 CD)	978.14
Albert J. Bornemann Scholarship (10,000 CD)	855.73
Brewer Scholarship Fund (10,000) Savings Account	315.02
Griswold Scholarship Fund (15,000 CD)	380.76
GR Rural Scholarship Fund (20,000 CD)	1,884.01
Hollstein Foundation (16,000) Savings Account	4,274.81
Holzberger Memorial (25,000 CD)	1,681.63
Sullens Memorial Scholarship (25,000 CD)	2,702.24
Rusty Thorp Memorial	1.53
Waterman	469.23

District 10 Expenditures Comparison Report

	2021 - 22	2022-23	2023-24	2024-25	2025-26
September	\$921,724.17	\$795,539.68	\$860,651.02	\$ 839,528.43	\$ 1,154,241.96
LUNCH FUND					*(80,000.00 to lunch) ***PD ALL Alicap
October	\$836,219.03	\$821,763.06	\$876,813.04	\$ 901,371.95	\$ 849,135.26
November	\$818,784.81	\$810,239.29	\$831,404.43	\$ 945,248.78	\$ 860,852.30
Lunch Fund				*(80,000 to lunch)	
December	\$792,707.10	\$775,829.63	\$879,268.86	\$ 876,914.88	\$ 846,143.20
January	\$797,784.01	\$780,998.91	\$824,518.62	\$ 908,790.59	\$ 897,538.15
February	\$778,977.94	\$760,484.02	\$772,787.07	\$ 870,136.71	\$ 880,749.81
March	\$797,725.74	\$798,151.45	\$873,630.69	\$ 820,584.42	\$ 847,855.71
April	\$798,306.39	\$929,996.28	\$801,596.01	\$ 918,117.84	\$ 856,630.73
GF to Activity				(20,000.00 to Annual)	
May	\$794,559.89	\$761,017.10	\$791,905.12	\$ 848,790.92	
June	\$1,046,947.80	\$863,961.72	\$891,182.36	\$ 910,362.91	
July	\$781,464.19	\$783,162.83	\$771,750.40	\$ 833,183.97	
Investment	*(600,000.00 trnsfr to derec)		*(600,000.00 to deprec)	(11,607.27 cooperative to GF)	
August	\$723,222.31	\$813,908.82	\$704,022.95	\$ 756,546.27	

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
Checking	12	Fund: 08	SPECIAL BUILDING FUND
TRIANG	TRIANGLE ELECTRIC, INC.	2026-223	26,982.00
08 2620 340 013 0 000	GES PANEL CHANGE OUT		
Vendor Total:			26,982.00
Fund Total:			26,982.00
Checking Account Total:			26,982.00

**REGULAR MONTHLY MEETING
GORDON-RUSHVILLE SCHOOLS BOARD OF EDUCATION
DISTRICT NO. 81-0010
Monday, March 16, 2026**

I. Declare work session open

II. Call to Order/Nebraska Open Meetings Law

III. Recite Pledge of Allegiance

IV. Excuse Absent Members

V. Publication of Meeting

It was moved by Bobbi Archibald seconded by Ward Wacker to declare this meeting properly publicized and open to the public as per policy 2008 method of publication Sheridan County Journal Star. Motion Carried.

Ryan Alcorn: Yes

Bobbi Archibald: Yes

Carrie Child: Yes

Nick Sasse: Yes

Seth Tausan: Yes

Ward Wacker: Yes

Yes: 6, No: 0

VI. Acceptance of the agenda

It was moved by Nick Sasse seconded by Ryan Alcorn to that the agenda for this meeting, all items of which were placed on it at least 24 hours prior to the meeting time, as provided by statute, be accepted as presented. Motion Carried.

Ryan Alcorn: Yes

Bobbi Archibald: Yes

Carrie Child: Yes

Nick Sasse: Yes

Seth Tausan: Yes

Ward Wacker: Yes

Yes: 6, No: 0

VII. Board Work Session regarding district facilities - JEO facility presentation, district data (financial, facility, enrollment, and assessment), and a tour of the Gordon-Rushville Middle School and Rushville Elementary

VIII. Public Forum- Kim Campbell, Jason Funk, Ron Fisher, Kris House

IX. Dates to Remember

IX.A. Date of Next Regular Board Meeting - April 13 at 5:30 PM with the Americanism Committee before the meeting at 5:00 PM.

X. Adjournment

It was moved by Ward Wacker seconded by Seth Tausan to adjourn the District No. 10 meeting at 8:22pm. Motion Carried.

Ryan Alcorn: Yes

Bobbi Archibald: Yes

Carrie Child: Yes

Nick Sasse: Yes

Seth Tausan: Yes

Ward Wacker: Yes

Yes: 6, No: 0

**REGULAR MONTHLY MEETING
GORDON-RUSHVILLE SCHOOLS BOARD OF EDUCATION
DISTRICT NO. 81-0010
Monday, March 9, 2026**

I. Open the Meeting

II. Call to Order/Nebraska Open Meetings Law

III. Recite Pledge of Allegiance

IV. Excuse Absent Members

V. Publication of Meeting

It was moved by Ryan Alcorn seconded by Seth Tausan to declare this meeting properly publicized and open to the public as per policy 2008 method of publication Sheridan County Journal Star -. Motion Carried.

Ryan Alcorn: Yes

Bobbi Archibald: Yes

Carrie Child: Yes

Nick Sasse: Yes

Seth Tausan: Yes

Ward Wacker: Yes

Yes: 6, No: 0

VI. Acceptance of the agenda

It was moved by Ward Wacker seconded by Nick Sasse to that the agenda for this meeting, all items of which were placed on it at least 24 hours prior to the meeting time, as provided by statute, be accepted as presented. Motion Carried.

Ryan Alcorn: Yes

Bobbi Archibald: Yes

Carrie Child: Yes

Nick Sasse: Yes

Seth Tausan: Yes

Ward Wacker: Yes

Yes: 6, No: 0

VII. Public Forum: Jason Gantz, Jason Funk

VIII. Celebration of Excellence

IX. Reports

IX.A. Building Principals, Activity Director and SPED Director

IX.B. Superintendent

IX.C. Board Committees

IX.D. Other School Personnel

X. Consent Agenda

X.A. Minutes of the Regular Meeting of Dist. 81-0010 of February 9, 2026, Finances: General Fund Bills \$847,855.71, Building Fund Bills \$0, Depreciation Fund Bills \$0, Qualified Capital Fund Bills \$0, Lunch Fund Bills \$48,974.74, Transfers from Investment Fund to General Fund \$365,300.00, from Building Fund to Investment Fund \$5,200.00, from Depreciation Fund to Investment Fund \$4,600.00, accept resignation with appreciation of Joel Burbach, approve contract for Tamara Bila

It was moved by Ward Wacker seconded by Bobbi Archibald to approve minutes of the Regular Meeting of Dist. 81-0010 of February 9, 2026, Finances: General Fund Bills \$847,855.71, Building Fund Bills \$0, Depreciation Fund Bills \$0, Qualified Capital Fund Bills \$0, Lunch Fund Bills \$48,974.74, Transfers from Investment Fund to General Fund \$365,300.00, from Building Fund to Investment Fund \$5,200.00, from Depreciation Fund to Investment Fund \$4,600.00, accept resignation with appreciation of Joel Burbach, approve contract for Tamara Bila. Motion Carried.

Ryan Alcorn: Yes

Bobbi Archibald: Yes

Carrie Child: Yes

Nick Sasse: Yes

Seth Tausan: Yes

Ward Wacker: Yes

Yes: 6, No: 0

XI. Discussion Items

XI.A. Review of policies: 3046 - Animals at School, 3045 - Use of Sniffer Dogs, 3044 - Incidental or De Minimus Use of Public Resources, 3040 - School Safety and Security, 3039 - Threat Assessment and Response, 3037 - Petty Cash Policy, 3035 - Chain of Command, 3032 - Fees for School District Records, 3031 - Students Electing to Attend School in Adjoining State, 3030 - Automatic External Defibrillator (AED) Program.

XI.B. Review of District Strategic Plan

XI.C. Facility Improvement and Planning

XI.D. 2025-2026 External Review Initial Exit Presentation - Cognia for 9-12 and Rule 10 External Review for K-8 buildings.

XI.E. Adjusting the football field and goalposts for 8 man football next year.

XII. Action Items

XII.A. Discuss, Consider, and Take All Necessary Action with Regard to: approve the 2026-2027 District Calendar

It was moved by Nick Sasse seconded by Ward Wacker to approve the 2026-2027 District Calendar as presented with the change of November 13th to a school day and November 6th to be no school day. Motion Carried.

Ryan Alcorn: Yes
Bobbi Archibald: Yes
Carrie Child: Yes
Nick Sasse: Yes
Seth Tausan: Yes
Ward Wacker: Yes

Yes: 6, No: 0

XII.B. Discuss, Consider, and Take All Necessary Action with Regard to: declare the following items as surplus and to be sold: partial pallet of edge pavers/bricks in varying conditions, 19 plastic parking blocks, and 20 manual microscopes.

It was moved by Seth Tausan seconded by Bobbi Archibald to declare the following items as surplus and to be sold: partial pallet of edge pavers/bricks in varying conditions, 19 plastic parking blocks, and 20 manual microscopes. Motion Carried.

Ryan Alcorn: Yes
Bobbi Archibald: Yes
Carrie Child: Yes
Nick Sasse: Yes
Seth Tausan: Yes
Ward Wacker: Yes

Yes: 6, No: 0

XII.C. Discuss, Consider, and Take All Necessary Action with Regard to:

XIII. Executive Session

XIV. Dates to Remember

XIV.A. Facility Work Session in Rushville - March 16, 2026 at 5:30 PM at the middle school gymnasium

XIV.B. Date of Next Regular Board Meeting - April 13, 2026 at 5:30 PM with the American Civics Committee meeting held prior to the regular meeting at 5:00 PM.

XV. Adjournment

It was moved by Seth Tausan seconded by Bobbi Archibald to adjourn the District No. 10 meeting at 7:41pm. Motion Carried.

Ryan Alcorn: Yes
Bobbi Archibald: Yes
Carrie Child: Yes
Nick Sasse: Yes
Seth Tausan: Yes
Ward Wacker: Yes

Yes: 6, No: 0

<u>Vendor ID</u>	<u>Vendor Name</u>		<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>		<u>Description</u>		
Checking	8	Fund: 06 LUNCH FUND		
AMAZON	AMAZON CAPITAL SERVICES		1WFF-1GVY- PNVG-FS	76.42
06 3100 610 000 0 000	SUPPLIES			
Vendor Total:				76.42
CASHWA	CASH-WA DISTRIBUTING CO.		MARCH 2026 - FS	4,535.55
06 3100 630 000 0 000	FOOD			
CASHWA	CASH-WA DISTRIBUTING CO.		MARCH 2026- FS	6,425.89
06 3100 630 000 0 000	FOOD			
Vendor Total:				10,961.44
DISTR3	DISTRICT NO 10 GENERAL FUND		APRIL 2026 LUNCH	24,394.09
06 3100 890 000 0 000	APRIL 2026 LUNCH PAYROLL			
Vendor Total:				24,394.09
TRUEVA	GORDON HARDWARE		499635	8.49
06 3100 610 000 0 000	FS SUPPLIES			
Vendor Total:				8.49
GROCER	GROCERY MART		MARCH 2026- FS	610.55
06 3100 630 000 0 000	FOOD			
Vendor Total:				610.55
HARRIS	HARRIS SALES		MARCH 2026	914.10
06 3100 630 000 0 000	FOOD			
Vendor Total:				914.10
HILAND	HILAND DAIRY		MARCH 2026	3,861.35
06 3100 630 000 0 000	FOOD			
06 3100 630 000 0 000	FOOD			
06 3100 630 000 0 000	FOOD			
Vendor Total:				3,861.35
PEPSIC	PEPSI-COLA OF WESTERN NE		5100182793- 184743	642.55
06 3100 630 000 0 000	FOOD			
06 3100 630 000 0 000	FOOD			
06 3100 630 000 0 000	FOOD			
06 3100 630 000 0 000	FOOD			
Vendor Total:				642.55
PIZZAH	PIZZA HUT		MARCH 2026	979.00
06 3100 630 000 0 000	FOOD 3/5			
06 3100 630 000 0 000	FOOD 3/19			
06 3100 630 000 0 000	FOOD 3/26			
Vendor Total:				979.00
SIMPCLE	SIMPLY CLEAN		6674	176.36

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
06 3100 610 000 0 000	SUPPLIES		
SIMPCLE	SIMPLY CLEAN	6675	242.21
06 3100 610 000 0 000	SUPPLIES		
Vendor Total:			418.57
USF00D	US FOOD SERVICE	MARCH 2026 -	2,887.40
06 3100 630 000 0 000	FOOD	FS	
USF00D	US FOOD SERVICE	MARCH 2026-	3,875.35
06 3100 630 000 0 000	FOOD	FS	
Vendor Total:			6,762.75
Fund Total:			49,629.31
Checking Account Total:			49,629.31

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
Checking	1 Fund: 01 DISTRICT 10		
MYSTERY	ALL MYSTERY APPS	330903	5,398.00
01 1100 734 000 0 000	MYSTERY SCIENCE MEMBERSHIP		
01 1100 734 000 0 000	MYSTERY WRITING MEMBERSHIP		
01 1100 734 000 0 000	MEMBERSHIP PERIOD: 7/1/26-		
Vendor Total:			5,398.00
AMAZON	AMAZON CAPITAL SERVICES	1WFF-1GVY-PNVG	1,565.51
01 1100 610 013 0 000	SPRING ORDER- TEACHER		
01 1100 610 015 0 000	TEACHER SUPPLIES- STEPHENS		
01 1100 610 014 0 000	SWINGS FOR PREK		
01 1100 650 000 0 000	IT SUPPLIES, PAYROLL LAPTOP		
01 2320 890 000 0 000	SHIPPING		
Vendor Total:			1,565.51
AMEREMI	AMERICAN HORSE, JACKSON 'EMIL'	MS BB 2025-2026	1,640.00
01 1100 320 015 0 000	ASSISTANT MS BOYS BB COACH		
Vendor Total:			1,640.00
BENZELP	BENZEL PEST CONTROL	203610	453.75
01 2620 340 001 0 000	PEST CONTROL		
Vendor Total:			453.75
BIOCOR	BIO CORPORATION	15288	1,983.46
01 1100 610 001 0 000	DISSECTION KITS- HAAG		
Vendor Total:			1,983.46
BLACKHI	BLACK HILLS ENERGY	MARCH 2026	8,401.77
01 2610 621 000 0 000	NATURAL GAS		
Vendor Total:			8,401.77
BOMGAAR	BOMGAARS	MARCH 2026	56.96
01 2610 610 013 0 000	SUPPLIES		
01 2610 610 015 0 000	SUPPLIES		
01 2610 531 000 0 000	POSTAGE		
Vendor Total:			56.96
HEARTSMA	CARDIO PARTNERS INC.	600285726	1,854.00
01 2130 610 000 0 000	AED PADS		
Vendor Total:			1,854.00
CARDMEM	CARDMEMBER SERVICE	MARCH 2026	2,718.42
01 2310 890 000 0 000	ACCREDIATION MEALS		
01 2130 330 000 0 000	CNSNA SCHOOL HEALTH CONF-		
01 2320 890 000 0 000	LIFELOC TRADE IN		
01 1200 610 000 0 000	PIZZA HUT- SPED IN ALLIANCE		
01 2320 610 000 0 000	INVOICE HOME- MONTHLY FEE		
01 2410 610 001 0 000	ETSY - GRADUATION TROPHIES		
01 1100 810 001 0 000	CET ANNUAL PROGRAM FEE -		

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
01 1100 810 001 0 000	CET FRGN TRANS FEE- LAYOSA		
Vendor Total:			2,718.42
CENBUS	CENTURY BUSINESS PRODUCTS, INC.	845336	4,094.60
01 1100 610 000 0 000	COPIES		
01 1100 443 000 0 000	LEASES		
Vendor Total:			4,094.60
CHACOM	CHADRON COMMUNITY HOSPITAL	MARCH 2026	1,226.27
01 2171 340 000 0 000	PT SERVICES SCHOOL AGE		
01 2172 340 000 0 000	PT SERVICES 3-5		
01 2173 340 000 0 000	PT SERVICES BIRTH-2		
01 2173 334 000 0 000	MILEAGE		
Vendor Total:			1,226.27
CITY0F	CITY OF GORDON	MARCH 2026	1,318.00
01 2610 410 000 0 000	WATER AND SEWER		
Vendor Total:			1,318.00
CITY02	CITY OF RUSHVILLE	MARCH 2026	503.92
01 2610 410 000 0 000	WATER AND SEWER		
Vendor Total:			503.92
CULLIG	CULLIGAN WATER CONDITIONING	MARCH 2026	20.95
01 2610 610 015 0 000	BOTTLED WATER AND DISPENSER		
CULLIG	CULLIGAN WATER CONDITIONING	MARCH 2026- GES	71.70
01 2610 610 013 0 000	SALT		
Vendor Total:			92.65
DASCENTR	DAS STATE ACCTG- CENTRAL FINANCE OCIO	1516588	317.87
01 2610 382 000 0 000	TELEPHONE		
Vendor Total:			317.87
EAKES	EAKES OFFICE SOLUTIONS	9298355-0	1,439.07
01 2610 610 015 0 000	SUPPLIES		
EAKES	EAKES OFFICE SOLUTIONS	9298562-0	43.99
01 1100 610 013 0 000	TEACHER SUPPLIES- AUGUST		
EAKES	EAKES OFFICE SOLUTIONS	9308948-0	254.95
01 1100 610 015 0 000	PERSONALIZED ENVELOPES		
Vendor Total:			1,738.01
ESU10	EDUCATIONAL SERVICE UNIT 10	MARCH 2026	348.00
01 2141 591 000 0 000	PSYCH SERVICES SPED SCHOOL		
Vendor Total:			348.00
ESU13S	ESU 13 SOAR	MARCH 2026	5,380.93
01 2224 382 000 0 000	DISTANCE LEARNING		
01 2224 382 000 0 000	INTERNET E-RATE CONSORTIUM		

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
01 2224 382 000 0 000	NE EDUCATIONAL VIRTUAL		
01 2190 591 000 0 000	MEDICAID IN PUBLIC SCHOOLS		
01 2181 591 000 0 000	SECONDARY LOW VISION		
01 1200 330 000 0 000	SPECIAL EDUCATION INSERVICE		
01 1200 591 000 0 000	SPED SUPERVISION SECONDARY		
01 1200 591 000 0 000	SPED SUPERVISION OF ESU		
01 2141 591 000 0 000	PSYCH SERVICES: SPED SCHOOL		
Vendor Total:			5,380.93
FNB	FIRST NATIONAL BANK OF GORDON	APRIL 2026	20.00
01 2310 890 000 0 000	SDB ANNUAL RENT		
Vendor Total:			20.00
FISCTWI	FISCHER, TWILA	APRIL 2026	417.60
01 6408 580 000 0 000	IDEA MILAGE TO PARENTS		
Vendor Total:			417.60
GIBSDON	GIBSON, DONALD	MARCH 2026	190.00
01 2710 352 000 0 000	BUS DRIVER		
Vendor Total:			190.00
GOPHER	GOPHER	IN503963	185.06
01 1100 610 014 0 000	Set of 50 First Place		
01 1100 610 014 0 000	Set of 50 Second Place		
01 1100 610 014 0 000	Set of 50 Third Place		
01 1100 610 014 0 000	Set of 50 Fourth Place		
01 1100 610 014 0 000	SHIPPING		
Vendor Total:			185.06
TRUEVA	GORDON HARDWARE	MARCH 2026	266.36
01 2610 610 013 0 000	SUPPLIES		
01 2610 610 001 0 000	SUPPLIES		
Vendor Total:			266.36
GORDMEMHOS	GORDON MEMORIAL HOSPITAL DISTRICT	M0000047	450.00
01 2710 890 000 0 000	DOT LABS AND PHYSICAL- D.		
01 2710 890 000 0 000	DOT LABS AND PHYSICAL- S.		
01 2710 890 000 0 000	DOT LABS AND PHYSICAL- R.		
Vendor Total:			450.00
GREATP	GREAT PLAINS COMMUNICATIONS INC.	MARCH 2026	757.09
01 2610 382 000 0 000	TELEPHONE		
Vendor Total:			757.09
GROCER	GROCERY MART	MARCH 2026	149.45
01 1100 610 013 0 000	TEACHER SUPPLIES- R.		
GROCER	GROCERY MART	MARCH 2026- FCS	297.18
01 1100 610 001 0 000	TEACHER SUPPLIES- KRUGER		
Vendor Total:			446.63

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
HEARTL	HEARTLAND SEATING	16295	852.00
01 2620 890 000 0 000	BLEACHER PARTS- P-RAIL		
Vendor Total:			852.00
HILLYA	HILLYARD / SIOUX FALLS	90090999	614.10
01 2610 610 015 0 000	SUPPLIES		
Vendor Total:			614.10
HINNSG	HINNS GORDON AUTO PARTS	FEB/MARCH 2026	160.28
01 2730 340 000 0 000	PARTS 2/26		
01 2730 340 000 0 000	PARTS 3/13		
01 2730 340 000 0 000	PARTS 3/26		
01 2730 340 000 0 000	PARTS 2/18		
Vendor Total:			160.28
HINNS2	HINNS HARDWARE & FURNITURE	2000-2336	75.41
01 2610 610 015 0 000	SUPPLIES		
01 2610 610 015 0 000	SUPPLIES		
01 2610 610 015 0 000	SUPPLIES		
01 2610 610 015 0 000	SUPPLIES		
Vendor Total:			75.41
HOMEST	HOMESTEAD BUILDING SUPPLY INC	MARCH 2026	264.44
01 2610 610 000 0 000	SUPPLIES		
01 1100 610 001 0 000	TEACHER SUPPLIES- BROWDER		
Vendor Total:			264.44
IDEALL	IDEAL LINEN SUPPLY	MARCH 2026	1,254.20
01 2610 610 013 0 000	SUPPLIES		
01 2610 610 001 0 000	SUPPLIES		
Vendor Total:			1,254.20
INFINI	INFINITE CAMPUS, INC.	CI-00005961	7,409.27
01 1100 734 000 0 000	IC LICENSES AND SUPPORT		
Vendor Total:			7,409.27
JEFCOG	JEFCO GLASS	1518	390.00
01 2730 340 000 0 000	WINDSHIELD CHIP REPAIR		
Vendor Total:			390.00
JOHNCONT	JOHNSON CONTROLS FIRE PROTECTION LP	25265258	500.00
01 2620 890 000 0 000	FIRE ALARM MONITORING		
Vendor Total:			500.00
JONESS	JONES SCHOOL SUPPLY	4009252	74.56
01 2410 610 001 0 000	GRADUATION MEDALS		
Vendor Total:			74.56

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
KREIFAY	KREITMAN, FAYE	MARCH 2026	180.00
01 2710 352 000 0 000	BUS DRIVER		
Vendor Total:			180.00
KRUMSTE	KRUML, STEVE	MARCH 2026	210.00
01 2710 352 000 0 000	BUS DRIVER		
Vendor Total:			210.00
KSBSCH	KSB SCHOOL LAW	21092	1,677.00
01 2330 317 000 0 000	LEGAL SERVICES		
Vendor Total:			1,677.00
LAWSHAY	LAWS, HAYLEY	MARCH 2026	144.00
01 2710 352 000 0 000	DRIVE PAY		
Vendor Total:			144.00
LEGAC00P	LEGACY COOPERATIVE	131933	193.50
01 2610 610 000 0 000	BAREGROUND ULTRA		
Vendor Total:			193.50
BRIGGS1	LISA BRIGGS, OT, LLC	GR030126	5,300.45
01 2161 580 000 0 000	MILEAGE		
01 2163 340 000 0 000	OT SERVICES BIRTH-2		
01 2162 340 000 0 000	OT SERVICES 3-5		
01 2161 340 000 0 000	OT SERVICES SCHOOL AGE		
Vendor Total:			5,300.45
LUNCHP	LUNCH PROGRAM	MARCH 2026	121.20
01 1100 610 013 0 000	KG MILK		
01 2610 610 015 0 000	YEAST FOR DRAINS		
Vendor Total:			121.20
MIDAME	MID-AMERICAN RESEARCH CHEMICAL	0873191-IN	2,826.47
01 2610 610 001 0 000	SUPPLIES		
MIDAME	MID-AMERICAN RESEARCH CHEMICAL	0874708-IN	612.00
01 2610 610 001 0 000	SUPPLIES		
Vendor Total:			3,438.47
MORRCOCOMH	MORRILL COUNTY COMMUNITY HOSPITAL	GRDNELMSCH	209.00
01 2151 340 000 0 000	SPED AUDIOLOGY SERVICES-		
Vendor Total:			209.00
NEPUBL	NE PUBLIC POWER DISTRICT	MARCH 2026	5,555.45
01 2610 621 000 0 000	ELECTRICITY		
Vendor Total:			5,555.45
NORTHW	NORTHWEST PIPE FITTINGS, INC	1638115	200.00
01 2620 890 001 0 000	URINAL		
Vendor Total:			200.00

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
PAYROL	PAYROLL ACCOUNT	APRIL 2026	754,653.43
01 411	APRIL PAYROLL 2026		
01 2310 810 000 0 000	ACH FEE		
01 2310 810 000 0 000	AFLAC D. WOODS		
Vendor Total:			754,653.43
PEPPER	PEPPER OF MINNEAPOLIS, J W	368376718	2.50
01 1100 610 015 0 000	If I Were a Fish, Unison/2		
Vendor Total:			2.50
PETTY2	PETTY CASH FUND	02/25/2026 - 2	507.50
01 2310 890 000 0 000	ACCREDITATION MILEAGE		
Vendor Total:			507.50
PITGLOBAL	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	3322141390	179.46
01 2610 443 000 0 000	POSTAGE MACHINE MS		
PITGLOBAL	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	3322250086	174.00
01 2610 443 000 0 000	POSTAGE MACHINE HS		
Vendor Total:			353.46
ROCHES	ROCHESTER 100 INC.	INV114488	252.00
01 1100 610 013 0 000	Nicky's Communicator		
01 1100 610 013 0 000	Nicky's Communicator		
01 1100 610 013 0 000	Nicky's Commiicator		
Vendor Total:			252.00
SCJOUR	SC JOURNAL STAR	MARCH 2026	185.28
01 2320 540 000 0 000	ADVERTISING AND PRINTING		
Vendor Total:			185.28
SCH007	SCHOOL SPECIALTY LLC	208136876447	295.62
01 1100 610 013 0 000	ANNUAL BUY- TEACHER		
Vendor Total:			295.62
SIMOWAD	SIMONSON, JACQUELINE	MARCH 2026	144.00
01 2710 352 000 0 000	DRIVE PAY		
Vendor Total:			144.00
STADIUM	STADIUM SPORTS	APRIL 2026	14,629.00
01 1100 890 001 0 000	HIGH SCHOOL GOAL POSTS,		
Vendor Total:			14,629.00
STAPLE	STAPLES	6059281857	324.57
01 1100 610 013 0 000	ANNUAL BUY TEACHER SUPPERS		
Vendor Total:			324.57
TEAMLA	TEAM LABORATORY CHEMICAL CORP	INV0050626	3,904.00
01 2610 610 000 0 000	TERMINATOR II WEED KILLER		

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	
<u>Account</u>	<u>Number</u>	<u>Description</u>		
			Vendor Total:	3,904.00
TIMEMAN	TIME MANAGEMENT SYSTEMS	361242	290.00	
01 2320 350 000 0 000	MONTHLY AGREEMENT			
			Vendor Total:	290.00
WESTCO	WESTCO	MARCH 2026	602.46	
01 2730 626 000 0 000	BUS FUEL			
			Vendor Total:	602.46
WENEBE	WESTERN NEBRASKA BEHAVIORAL HEALTH	MARCH 2026	4,575.00	
01 2120 320 000 0 000	PUPIL SERVICES			
			Vendor Total:	4,575.00
WPCI	WPCI	0073412-IN + CM	2,622.14	
01 2710 890 000 0 000	PX6 OBT GK KIT, INCL			
WPCI	WPCI	0073423-IN	945.00	
01 2130 330 000 0 000	URINE COLLECTOR/BAT			
WPCI	WPCI	0073526-IN	976.08	
01 2710 890 000 0 000	PB 6 PANEL INSTANT KIT			
WPCI	WPCI	S 173274	38.00	
01 2710 890 000 0 000	DOT DRUG SCREEN			
WPCI	WPCI	S 173670	38.00	
01 2710 890 000 0 000	DOT DRUG SCREEN			
			Vendor Total:	4,619.22
ZANERB	ZANER-BLOSER	INVZB03288	54.50	
01 1100 610 013 0 000	HANDWRITING MY STORY			
			Vendor Total:	54.50
ZEPTIVE	ZEPTIVE, INC.	INV15896	236.00	
01 1100 733 000 0 000	1- YEAR SOFTWARE LICENSE			
ZEPTIVE	ZEPTIVE, INC.	INV16139	354.00	
01 1100 733 000 0 000	1- YEAR SOFTWARE LICENSE			
			Vendor Total:	590.00
			Fund Total:	856,630.73
			Checking Account Total:	856,630.73

3018

Denying Access to School Premises or Activities

The school district shall provide access to the district's buildings, grounds and activities to students, parents or guardians of students, and other persons who have legitimate reasons for being on school grounds. The superintendent of schools or his or her designee (referred to herein as the "administrator") may limit or deny access to school buildings, grounds, and activities to any person who:

1. Disrupts the educational environment;
2. Repeatedly fails or refuses to comply with the visitor protocol adopted by each building;
3. Is unreasonably boisterous;
4. Engages in violence, force, coercion, threats, intimidation, or similar conduct;
5. Causes or attempts to cause damage to school property or to the property of any student or school employee;
6. Causes or attempts to cause personal injury to any student, school employee or other person on school grounds or at a school activity on or off school grounds;
7. Uses vulgar, profane, or demeaning language; or
8. Uses fighting words;
9. Poses a danger to the safety and well-being of students.

Upon determining that a person has engaged in, or is engaging in conduct that constitutes grounds for exclusion under this policy, the administrator shall take such action as he or she determines appropriate, including directing the person to cease engaging in the conduct or to leave the school premises or activity immediately. The administrator may request assistance from law enforcement authorities to remove an offending person from the school grounds.

The administrator shall have the authority to fix the time when, and the conditions under which, the offending person may return to school premises. A person who enters school premises in violation of these conditions shall be deemed to be trespassing. The administrator may summon law enforcement authorities to remove the person and request that criminal proceedings be initiated.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 05/13/2024

3019
Sale or Disposal of School Property

In selling school property, whether real or personal, the board of education shall be mindful of its financial obligation to the taxpayers of the school district. The board may sell school property in the manner it deems most appropriate for the particular property (e.g., by taking bids, by auction, or by selling the property for a specified price). The board shall take action at a regular meeting to approve the sale or disposal of property by the statutorily required two-thirds vote of the members before selling or disposing of it.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 05/08/2023

3020

Copyright Compliance

Restrictions on Use and Permission. Copyrighted works such as print, audio, video, software, applications, and other documents or media ("works") may be reproduced or used for educational purposes only when the use of the reproduction is a fair use in compliance with state and federal copyright law or when the written permission or license for such use has been obtained from the copyright holder. A staff member who wishes to use any non-original work must obtain the prior written permission of the building principal. Unless the district has obtained a license for use of a work for its intended educational purpose, no principal shall grant permission for a requested use of a copyrighted work unless the principal has reasonable grounds to believe that it is a fair use under applicable copyright law. Only works requested to be used in the course and scope of employment with the district will be permitted.

Distribution of Copyright Compliance Materials. The district will make information available to staff and students which describes and promotes compliance with copyright laws.

Course Materials Subject to Copyright Protection. The purpose of this provision is to provide notice to all staff, students, and parents that course materials may be subject to copyright protection. No class materials may be used or copied for use outside of the class session or sessions in which the materials are used for educational purposes unless authorized or required by law. No student or staff member may take audio or video recording of any class in which copyrighted materials are used unless authorized or required by law or an applicable educational plan provided under state and federal disability laws. Any such recordings will be kept only long as required to fulfill the purpose of the recording, such as for evaluative purposes, or the applicable retention period required by law.

Copies for Individuals with Disabilities. This policy does not restrict district staff members from reproducing or distributing copies of copyrighted works in a specialized format for use by individuals with disabilities to gain access to the work.

Removal of Unauthorized Copyrighted Works. Upon obtaining knowledge or awareness of an unauthorized use of copyrighted works, the district will take reasonable steps to remove, deny access to, and stop use of any unauthorized copyrighted work stored in the district's

paper or digital files or programs. This includes but is not limited to administrators accessing staff files and equipment for the purpose of physically removing curricular materials or directing staff members to cease using the materials immediately when there has been no license granted or fair use determination made. The superintendent or superintendent's designee may limit or deny access to district materials and programs to students or staff members who engage in violations of this policy or copyright law. The district may require the student or staff member to obtain training on copyright protections and limitations in order to regain access to any such materials or programs.

Violations by Students and Staff. Any staff member who violates this policy will face disciplinary action up to and including the cancellation, nonrenewal, or termination of the employee's employment. Any student who violates this policy may face disciplinary action up to and including expulsion. Individuals who subject the school district to financial penalty for copyright violations may be required to reimburse the district for its costs for such violation.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 03/18/2024, 05/13/2024

3021
Operation of School Business Office

The central office of the school district shall generally be open for business from 8:00 a.m. to 4:00 p.m. every weekday except for New Year's Eve Day, New Year's Day, Good Friday, Easter Monday, Memorial Day x 2, the Fourth of July x 2, Labor Day, Thanksgiving, the Friday after Thanksgiving and Christmas Eve Day, Christmas Day. The office shall generally be open, even on days when school is cancelled due to inclement weather. The Superintendent shall be responsible for ensuring that the central office is appropriately staffed when the district is open for business and shall be responsible for supervising all staff employed in the central office.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 05/13/2024

3022

Volunteers

Volunteers provide valuable assistance to school district staff and enrich the education program. Community members are encouraged to volunteer their services to the district under the conditions set forth below.

1. Volunteers must provide the district with directory information including their name, address, and telephone number.
2. Upon request by the district, volunteers must promptly execute a Volunteer Services Agreement.
3. The district may, but is not required to, conduct a criminal background check on any volunteer. A potential volunteer who refuses to undergo a background check will not be permitted to volunteer for the district.
4. Volunteers shall not perform the duties of a teacher as that term is defined in Nebraska statutes or regulations.
5. Volunteers do not have any property right in or to a volunteer assignment. The school district may deny or terminate a volunteer assignment for any reason that is not unconstitutional or unlawful. The superintendent's decision shall be final.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 08/14/2023

3024

Booster Clubs and Parent-Teacher Organizations

Parent-teacher organizations and booster clubs (collectively, "Supporting Entities") promote goodwill throughout the community and strengthen educational programs via parental and community involvement in the district. However, the district's involvement with Supporting Entities may result in negative legal and political consequences.

Supporting Entities are separate entities from the district and board. Therefore, district employees may only participate in a Supporting Entity's activities as a member, officer, or director of the Supporting Entity. District employees may not participate in Supporting Entities in their capacity as a district employee. Further, in-school announcements for Supporting Entity sponsored functions must provide a clear indication that the function is sponsored by the Supporting Entity.

Notwithstanding anything herein to the contrary, an administrator employed by the district may attend the meetings of the Supporting Entity. An administrator who attends Supporting Entity meetings must strongly ***recommend*** that the Supporting Entity adopt the following policies:

- (a) The Supporting Entity should legally establish itself as a Nebraska Nonprofit Organization.
- (b) The Supporting Entity should require that
 - i. all checks written out of the Supporting Entity's checking account contain two signatures;
 - ii. sales slips, receipts, or invoices for every expenditure be provided to the Supporting Entity's treasurer and kept in the Supporting Entity's records; and
 - iii. bank statements be reviewed and approved by the Supporting Entity treasurer and reconciled by a Supporting Entity officer that does not have check-signing authority.

Supporting Entities may only use the district's facilities for meetings or public activities, and may only use the district's names, logos, or mascots, upon prior written approval of a district administrator.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 08/12/2024

3025

Returned and Outstanding Checks

Returned Checks. Any individual or entity that writes a check to the school district which is returned due to insufficient funds must reimburse the school district in cash for the amount of the check plus an up to \$30.00 returned check charge. Individuals or entities whose checks are repeatedly returned due to insufficient funds may be prohibited from paying amounts due to the school district via check.

Outstanding Checks. The superintendent will review outstanding checks issued from the school district's accounts. Outstanding checks are those which have not been deposited by the payee within 180 days of issuance. The board authorizes the superintendent or his or her designee to resolve all matters related to outstanding checks, including stopping payment and reissuing checks.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 08/14/2023

3027

Resolution of Conflicts Between Parents Over School Issues

It is in students' best educational interests to have parents work cooperatively with each other and with school personnel regarding their children's education. In certain circumstances, parents disagree with each other regarding their children's education or other issues involved with the school district. Though such disagreements typically occur with separated or divorced parents, this regulation is not limited to those circumstances.

1) Obtaining Records and Conferring with Teachers.

All parents can obtain their children's records and meet with their children's teachers regardless of custody or visitation rights unless a court enters an order otherwise or their parental rights have been terminated. The district will not schedule separate parent-teacher conferences absent extraordinary circumstances.

2) Accessing a Child at School/Picking Up a Child.

School personnel will neither interpret nor enforce court orders governing the relations between separated or divorced parents unless the court order terminates the parental rights of a parent, limits a parent to supervised visitation with minor children or otherwise specifically limits the parent's access to the child at school. In all other circumstances, parents may contact their child while at school or pick a child up from school at any time. School staff are not responsible for enforcing visitation schedules contained in any court order to which the school district is not a party.

Adopted on:12/13/2021

Revised on: _____

Reviewed on: 09/11/2023

3028

Sex Offenders

The safety of the students attending school is very important to the board of education. School employees, parents, and students should be aware of dangers posed by sex offenders living within the school district, and should be vigilant in providing protection against these dangers.

The Nebraska Legislature has enacted the Nebraska Sex Offender Registration Act. The Act requires sex offenders to register with the local county sheriff where they reside. The school district may notify staff members, parents, and students of any registered sex offenders residing in the school district. Such notice shall contain information about the availability of further information on the State Patrol's web page, and shall inform the recipient of the prohibition against using the information for any retaliatory purpose against the sex offender, the offender's family, or the offender's employer. Only information deemed non-confidential pursuant to NEB. REV. STAT. §§ 29-4006 and 29-4009 will be disclosed in the aforementioned notification.

The board does not generally permit registered sex offenders on school grounds, at any school sponsored activity, or on any property under the control of the school district. The superintendent or his/her designee is hereby empowered to notify sex offenders of this policy and to grant limited permission to attend certain activities on a case-by-case basis.

Students who are registered sex offenders shall not be precluded from receiving a free education from the school district on that basis. The school district will consider a student's status as a registered sex offender in determining the student's educational placement and program.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 03/18/2024

3029
Distribution of Flyers Advertising Non-School Organization
Activities

As students can derive social and educational benefits from activities sponsored by non-school organizations, groups or individuals, the district will distribute flyers advertising activities of non-school organizations that meet the requirements set forth below:

1. The flyer may not contain statements that are obscene, lewd, vulgar, profane; violate federal, state or local laws or regulations; violate board policy; advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health or welfare of students, such as tobacco, alcohol or illegal drugs; incite violence; advocate use of force or urge violation of federal, state or municipal law, district policy or regulations; interfere with or advocate interference with the rights of any individual or the orderly operation of the schools and their programs.
2. The non-school organization must contact the district office to (a) inform the district that it wishes to have flyers distributed to students and (b) obtain a date from the office on which the flyers will be delivered.
3. The non-school organization must provide a sufficient number of copies of the flyer and must deliver them to the district at least three days before the date the flyers are to be distributed.
4. The flyer may not advertise any activity which will take place during instructional time or during school-sponsored activities.
5. The flyer must include a statement explaining that the organization is not affiliated with or endorsed by the district.

Adopted on: 12/13/2021

Revised on: _____

Reviewed on: 11/11/2024

January 21, 2026 GRPS Public Facilities Meeting Survey

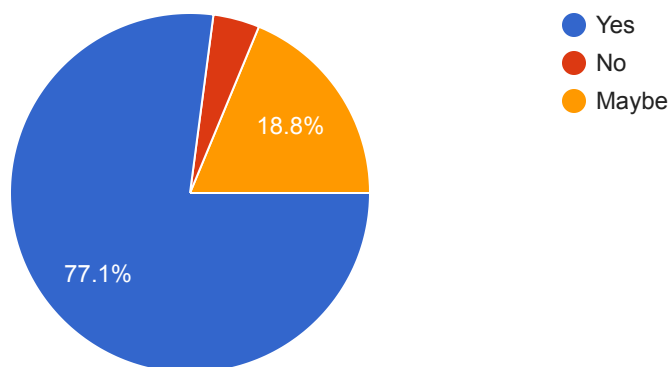
48 responses

[Publish analytics](#)

Are you in favor of a potential bond issue to address at least some of the facility concerns mentioned during the past two GRPS community facility meetings?

 [Copy](#)

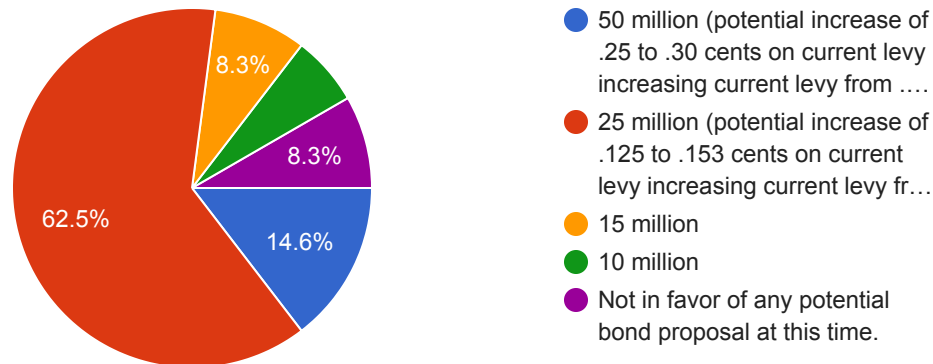
48 responses



There are numerous facility needs at GRPS currently. Based on the information provided, in your opinion, what would be an appropriate amount of money the district could ask for in a bond to complete needed facility updates?



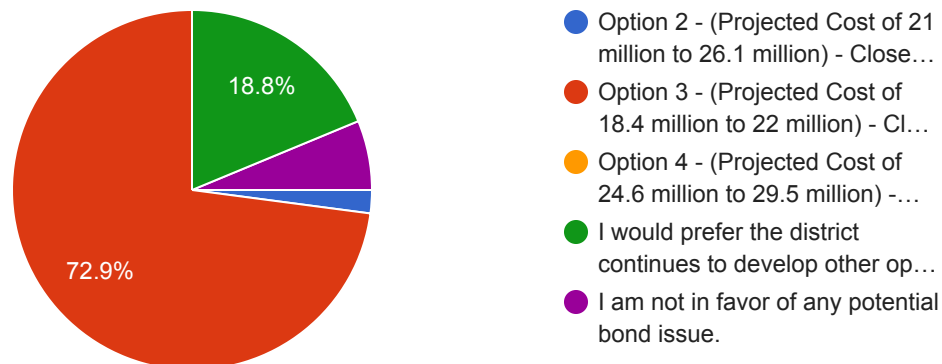
48 responses



If you are in favor of a potential bond issue, what option would you be most in favor of? (Remember Option 1 - New School - has been eliminated from consideration based on feedback from the October community meeting regarding expenses)



48 responses



March 16, 2026 GRPS Public Facilities Meeting Survey

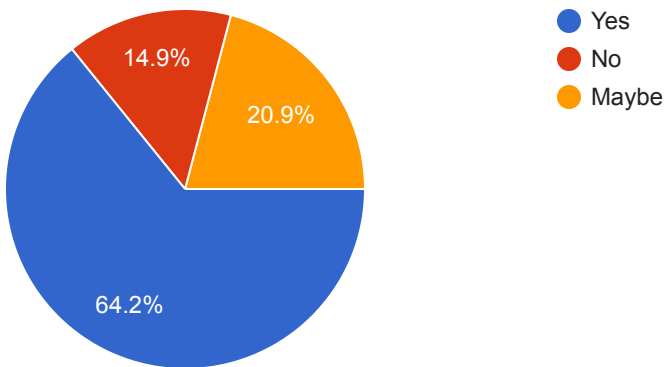
67 responses

[Publish analytics](#)

Are you in favor of a potential bond issue to address at least some of the facility concerns mentioned during the past two GRPS community facility meetings?

 [Copy](#)

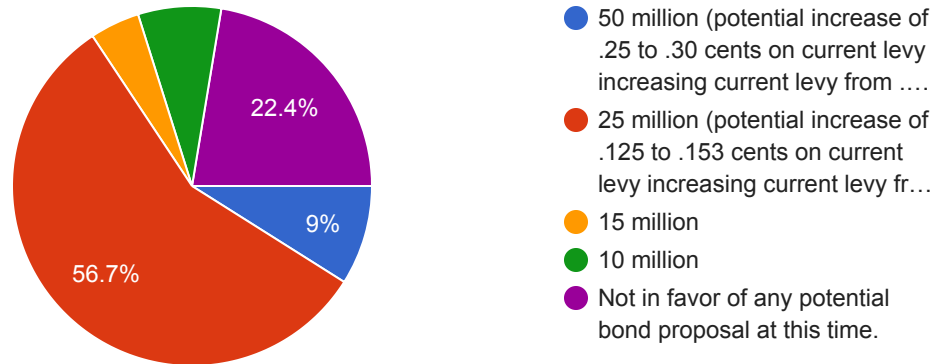
67 responses



There are numerous facility needs at GRPS currently. Based on the information provided, in your opinion, what would be an appropriate amount of money the district could ask for in a bond to complete needed facility updates?



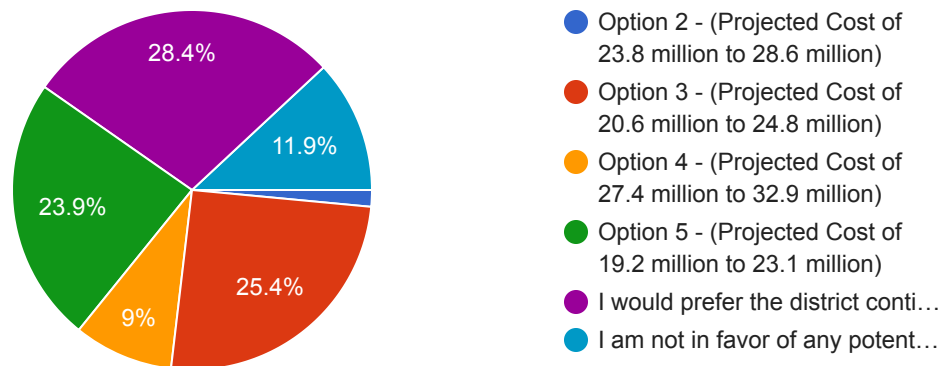
67 responses



If you are in favor of a potential bond issue, what option would you be most in favor of? (Remember Option 1 - New School - has been eliminated from consideration based on feedback from previous community meetings regarding expenses)



67 responses



Spring 2026 GRPS Public Facilities Option Survey

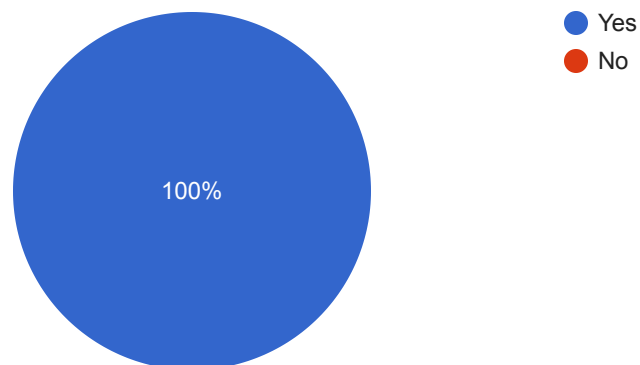
66 responses

[Publish analytics](#)

Have you reviewed the information on the Gordon-Rushville Website (linked above) regarding the community facility meetings and the options currently presented?

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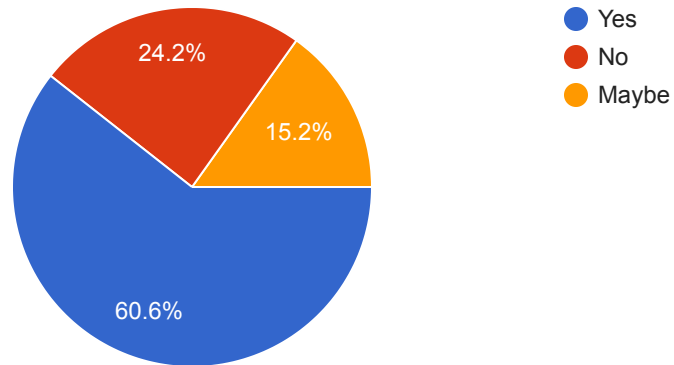
66 responses



Are you in favor of a potential bond issue to address at least some of the facility concerns mentioned during the past two GRPS community facility meetings?

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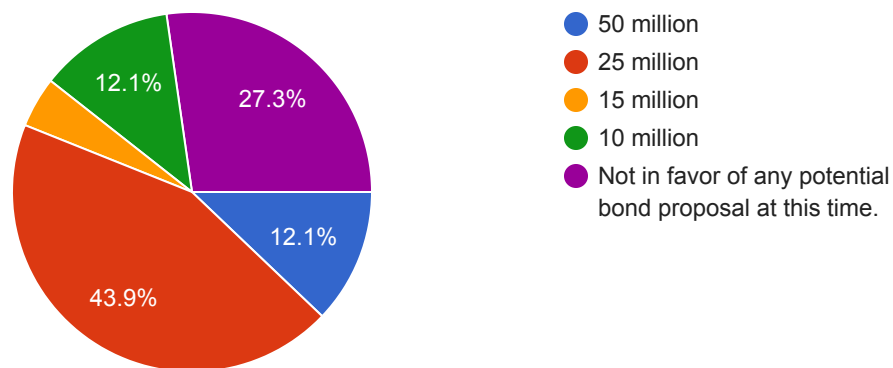
66 responses



There are numerous facility needs at GRPS currently. Based on the information provided, in your opinion, what would be an appropriate amount of money the district could ask for in a bond to complete needed facility updates?

 Copy

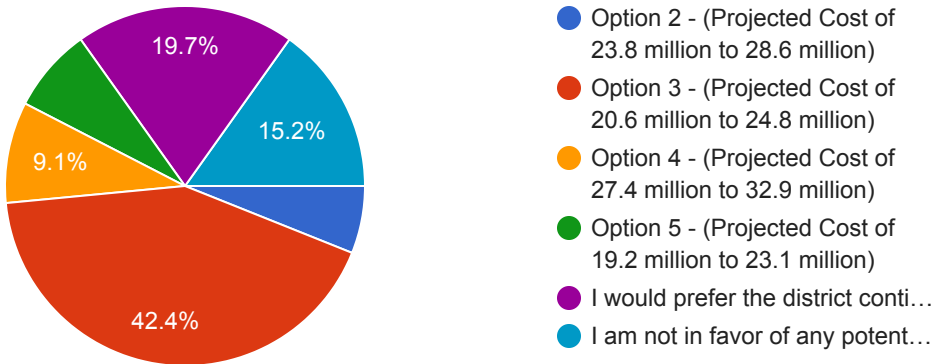
66 responses



If you are in favor of a potential bond issue, what option would you be most in favor of? (Remember Option 1 - New School - has been eliminated from consideration based on feedback from previous community meetings regarding expenses)



66 responses



Spring 2026 GRPS Staff Facilities Meeting Survey

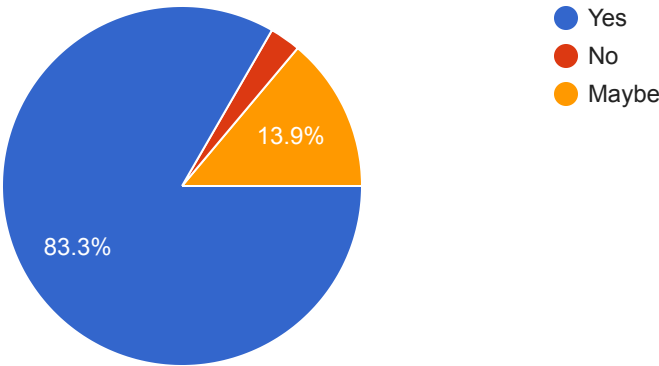
36 responses

[Publish analytics](#)

Are you in favor of a potential bond issue to address at least some of the facility concerns mentioned during the past two GRPS community facility meetings?

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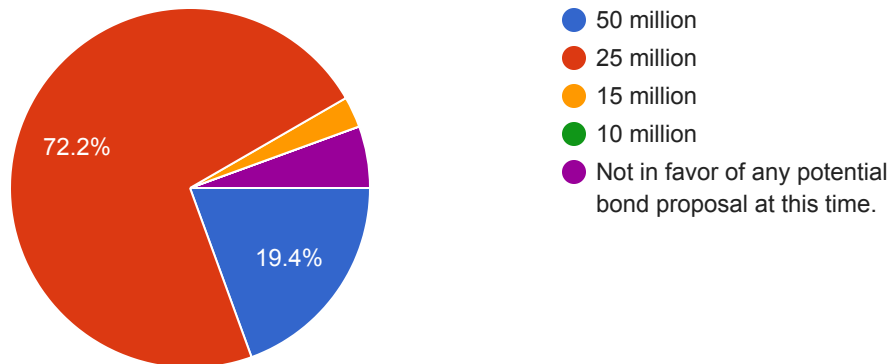
36 responses



There are numerous facility needs at GRPS currently. Based on the information provided, in your opinion, what would be an appropriate amount of money the district could ask for in a bond to complete needed facility updates?



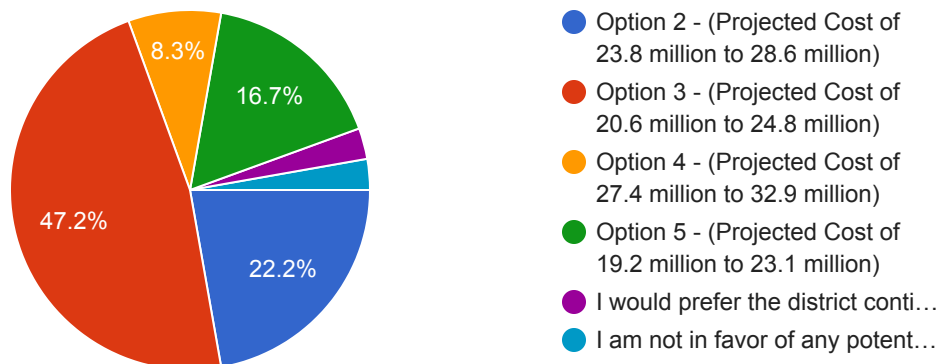
36 responses



If you are in favor of a potential bond issue, what option would you be most in favor of? (Remember Option 1 - New School - has been eliminated from consideration based on feedback from previous community meetings regarding expenses)



36 responses





Accreditation Engagement Review

July 01, 2025 - June 30, 2026

Gordon-Rushville High School

Institution #16010

810 N Oak, P.O. Box 530
Gordon, Nebraska 69343
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.6
The institution has analyzed and synthesized information.	★★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.9

Network Comparison for Stakeholder Feedback Analysis



Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.4
The institution has demonstrated how they have used results to drive improvements to instruction and learner performance.	★★★★★ Network Average: 2.9

Network Comparison for Student Performance Analysis



Learning Environments Analysis

CRITERION	YOUR SCORE				
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5				
The institution has analyzed and synthesized information.	 Network Average: 2.9				
The institution has interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3				
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9				
Network Comparison for Learning Environments Analysis <table> <tr> <td>Your Institution</td><td>3.3</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	3.3	Cognia Network Avg.	3.1
Your Institution	3.3				
Cognia Network Avg.	3.1				

Culture of Learning

CRITERION	YOUR SCORE				
The narrative provides evidence for standards related to Culture of Learning.	 Network Average: 3.6				
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	 Network Average: 3.2				
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3				
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9				
Network Comparison for Culture of Learning <table> <tr> <td>Your Institution</td><td>4.0</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.2</td></tr> </table>		Your Institution	4.0	Cognia Network Avg.	3.2
Your Institution	4.0				
Cognia Network Avg.	3.2				

Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Leadership for Learning.	 Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	

Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

Network Comparison for Leadership for Learning

Your Institution 4.0

Cognia Network Avg. 3.2

Engagement of Learning

CRITERION

YOUR SCORE

The narrative provides evidence for standards related to Engagement of Learning.



Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.



Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

Network Comparison for Engagement of Learning

Your Institution 4.0

Cognia Network Avg. 3.2

Growth in Learning

CRITERION

YOUR SCORE

The narrative provides evidence for standards related to Growth in Learning.



Network Average: 3.5

The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.



Network Average: 3.1

The institution has identified areas of noteworthy achievement and areas in need of improvement.



Network Average: 3.2

The institution has interpreted findings, prioritized themes, and developed theories of action.



Network Average: 2.8

Network Comparison for Growth in Learning



Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

YOUR RATING



Network Average: 3.3



LEVEL	DESCRIPTION
-------	-------------

4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.

YOUR RATING
★★★★
Network Average: 3.4

LEVEL	DESCRIPTION
-------	-------------

4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING
★★★★★
Network Average: 2.9



LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING

 Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING

 Network Average: 3.0



LEVEL	DESCRIPTION
-------	-------------

- | | |
|---|---|
| 4 | 4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 3 | 3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 2 | 2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |
| 1 | 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners. |

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING

 Network Average: 2.8

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 4 | 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 3 | 3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers. |
| 2 | 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers. |
| 1 | 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers. |

Network Comparison for Culture of Learning Standards



Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING

 Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and



decision making that improve learning and engage stakeholders.

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING



Network Average: 3.2

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 4 | 4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement. |
| 3 | 3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement. |
| 2 | 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement. |
| 1 | 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement. |

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities. |
| 3 | 3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities. |
| 2 | 2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities. |

- 1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

- 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
- 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
- 2 - Leaders hire qualified professional staff members who contribute to the institution's purpose and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
- 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's purpose and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING



Network Average: 3.1

LEVEL DESCRIPTION

- 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
- 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The

institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.

2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, and effectiveness for each and every learner.
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3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, and effectiveness for each and every learner.
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2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, and effectiveness for each and every learner.
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1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, and effectiveness for each and every learner.
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Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING



Network Average: 3.0

LEVEL	DESCRIPTION
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4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist
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learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure each and every learner's needs are met.

Network Comparison for Leadership for Learning Standards



Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Respect for different cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for different cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for different cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for different cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Standard 17

Learners have the support and opportunities to realize their learning potential.

YOUR RATING



Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive toward maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive toward individual achievement and self-efficacy.
2	2 - Professional staff members consider varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive toward individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive toward individual achievement and self-efficacy.

Standard 18



Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING

 Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

YOUR RATING

 Network Average: 2.6

LEVEL	DESCRIPTION
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4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20



Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING
★★★★☆
Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning. |
| 3 | 3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning. |
| 2 | 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning. |
| 1 | 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning. |

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING
★★★★☆
Network Average: 2.8

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential. |
| 3 | 3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential. |
| 2 | 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential. |
| 1 | 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential. |

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING
★★★★☆
Network Average: 2.7



LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING

 Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards

Your Institution

2.6

Cognia Network Avg.

2.8

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners demonstrate growth in meeting expectations of learning as defined by the institution
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING



Network Average: 2.9

LEVEL DESCRIPTION

4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

Standard 25



Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING
 ★★☆☆
 Network Average: 2.5

LEVEL DESCRIPTION

4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING
 ★★☆☆
 Network Average: 2.7

LEVEL DESCRIPTION

4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



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- | | |
|---|--|
| 1 | 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices. |
|---|--|
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Standard 27

Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|---|
| 4 | 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 3 | 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success. |
| 2 | 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success. |
| 1 | 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices. |
-

Standard 28

Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING
★ ★ ★ ★
Network Average: 2.9

LEVEL	DESCRIPTION
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- | | |
|---|--|
| 4 | 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
| 3 | 3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals. |
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2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING

 Network Average: 2.6

LEVEL DESCRIPTION

4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING

 Network Average: 2.8

LEVEL DESCRIPTION

4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
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3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Standard 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.
3	3 - The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.
2	2 - The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low-performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.
1	1 - The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Stakeholders support a respectful culture focused on students' well-being. Stakeholders describe Gordon-Rushville High School (GRHS) as welcoming and diverse, and their perceptions of belonging and safety align with classroom observations that show fair, respectful interactions and a bias-free climate. Counselors from a long-standing regional behavioral health partnership provide on-site and remote services that help students regulate and reengage with learning. These conditions communicate that well-being is a shared value and an everyday practice aligned to the district's shared mission and vision of a safe environment that enables every student in the diverse community to meet or exceed rigorous academic standards. Positive steps have occurred since the school's last accreditation visit to strengthen stakeholder participation with leaders inviting open channels for voice and participation. A parent advisory committee is open to community-wide stakeholders for biannual meetings with published minutes, and major decisions like school calendar and a facility study invite broad survey input from families, patrons, and staff. One teacher summarized the climate simply: "Our leaders are transparent and they care." These routines reinforce trust and a common purpose. Collegiality and support are strengths with staff

valuing autonomy, resources and time to interact, learn, and plan with peers they describe as hardworking, caring, and committed. As evidence of collegiality and professional support, staff point to steady problem solving in Students Making a Right Turn (SMART) staff meetings, curriculum work across grades 6–12, and an updated mentoring program that clarifies goals and embeds school priorities through an onboarding schedule and monthly meetings. Formalizing professional learning systems with dedicated and structured meeting time could strengthen collaboration norms, decision rules, and shared leadership opportunities so teams can monitor fidelity and sustain consistent practices over time. The school community size naturally lends itself to staff and students knowing one another well and the school's schedule provides opportunities to connect students with adults and support. Advisory meetings at the end of first period on Mondays are for grade checks, communication with parents, and weekly planning. Teachers offer help before and after school, and staff meetings take place weekly to surface student concerns and coordinate action. Stakeholders believe advisory can do more when its scope is clear with routines that intentionally build relationships, revisit expectations, and link students with academic and non-academic interventions in consistent ways across the year. The accreditation team suggests leaders leverage the advisory time already in the schedule to formalize interactions that build interpersonal skills, extend culturally responsive routines, and connect students to academic and non-academic supports.

Leadership for Learning

Leaders collaborate with stakeholders to meet students' needs. Leaders and professional staff facilitate continuous improvement planning based on annual district and building data reviews that set the agenda for goals in reading, writing, and mathematics. Professional development has been planned and implemented around improvement goals to specifically address reading comprehension focused on main idea, writing proficiency focused on ideas and conventions, and mathematical computation improvement focused on geometry and measurement. However, responses during the review indicated that the work of continuous improvement is primarily conducted by a small number of individuals, and many teachers described the process in general terms



rather than as a documented system that builds broad understanding and capacity for continuous improvement. Increasing staff participation could help ensure coherence, reduce reliance on individual leaders, and embed improvement practices across the school. The accreditation team also observed that the high school improvement plan documents included in the portfolio date back to the early 2000s and may benefit from being updated to ensure that improvement planning remains accurate, relevant, and systematically aligned with present needs. The governing authority collaborates with school and district leaders to support the priorities of GRHS through consistent policy oversight and open communication. Board members participate in Nebraska Association of School Boards training, review strategic plan progress during regular meetings, and seek stakeholder voice in major decisions such as calendar changes and facilities planning. Stakeholders described the board as transparent and fair, noting that leaders across the district listen to varied perspectives, communicate decisions clearly, and ensure resources meet students' needs. These practices help maintain stability and ensure the school's mission and improvement priorities remain responsive to community needs. Stakeholders demonstrate a willingness to take on responsibilities as a result of a culture that invites ideas. Students participate in student council; staff take on multiple instruction and extra duty responsibilities; and stakeholders, in general, expressed appreciation for administrators' open-door policy and approachability. At the same time, responsibilities often concentrate among a small group. Expanding distributed leadership could help build capacity, strengthen succession, and deepen shared ownership of the school's improvement work. Human capital policies and systems support learners and the school's mission. Leaders recruit certified and support staff proactively to ensure teachers meet the certification requirements for their teaching assignments. Staff also noted that leaders support their efforts to attain additional graduate coursework needed to add dual credit opportunities to students. Nebraska Effective Practices observation tools based on the Danielson Framework are used to provide actionable feedback, and a mentoring program helps connect new staff with colleagues, the community, and district expectations. Operational routines support stability in everyday and unusual circumstances. Standard Response Protocols (SRP) and crisis response plans are written with regular drill documentation, and leaders monitor attendance

procedures while communicating through the district's app, website, and call system. These practices help staff and families know what to do and what to expect. Curriculum planning and resource adoption have been strengthened since the last accreditation cycle. Teacher teams, with guidance from the Educational Service Unit, have documented scope and sequence expectations for each content area, including alignment to state standards, priority learning objectives, key vocabulary, and suggested resources and assessments. Leaders and staff also described being intentional in vetting instructional materials to ensure they reflect global perspectives and cultural respect, reinforcing the school's commitment to representing diverse cultures and abilities in the learning environment. To ensure transparency, these curriculum documents are posted on the school district's website, and teacher teams lead resource reviews that allow for community input before recommendations move forward for board action. Teachers also meet across grades 6–12 to monitor and adjust curriculum maps and to address transitions so expectations remain coherent from middle school to high school. To sustain and embed this progress, the accreditation team suggests leaders document protocols, review and revision timelines, decision rules, and evaluation rubrics for curriculum and resource adoption and implementation.

Engagement of Learning

Students grow confidence through opportunities and support. While stakeholders expressed a desire for facilities that more fully reflect the rich opportunities and supports available to learners, they also agreed that students experience an environment that encourages them to stretch, grow in their understanding of the global community, and succeed in areas of personal interest. GRHS offers culturally relevant learning and exploration activities alongside challenging courses, blended learning, dual credit classes, and a wide range of extracurricular and co-curricular activities. Beyond core course offerings, learners can explore interests in world language, fine arts opportunities, and career and technical education pathway experiences such as Medical Explorers, National FFA Organization (FFA), culinary labs, and broadcasting. Support systems include special education and 504 accommodations, peer tutoring, mental health counseling, and access to a chill room that uses calming sensory tools, soft lighting, and flexible seating to help students manage stress and prevent emotional escalation before it affects learning. Families and graduates describe confidence that



grows from high expectations paired with steady encouragement. They noted that teachers know students well and make time to help before and after school, whether the student is in their class or not. Students exercise agency through course selection and some goal setting with Measures of Academic Progress (MAP) assessments but monitoring and reflection are not yet routine for all learners in all courses. The school's self-assessment analysis referenced the use of Individual Learning Plans (ILPs), yet stakeholders seemed unfamiliar with them during interviews, suggesting that the plans are not widely understood or used as an active tool for guiding learning. Clearer structures for establishing, revisiting, and communicating and monitoring action toward academic goals could strengthen responsibility, reflection, and ownership of learning. Collectively, the school provides ample extra and co-curricular opportunities that strengthen students' skills in creativity, curiosity, risk taking, collaboration, and design thinking; however, classroom experiences that foster these skills vary by course and teacher and could be strengthened to ensure active participation in student-centered strategies. While learners experience a pattern of gradual release of responsibility as part of bell-to-bell instruction, observations suggest these routines often result in activities typical of most students and appear more passive than active, with fewer opportunities to connect learning to real-world applications. Staff monitor and adjust instruction in real time or with formative tools like exit tickets to ensure students understand objectives, but students have fewer opportunities to lead learning, connect ideas to real contexts, and work with peers to produce original solutions, especially as lessons progress. Some classrooms, particularly in mathematics, demonstrate active problem solving and collaboration, illustrating what is possible when students are asked to think deeply and work together. A student's remark captured the aspiration well: "Math pushes me in a good way; I want more classes to feel like that." At the same time, while access to technology and digital tools is equitable, classroom practices do not yet consistently leverage these resources to deepen learning or spark curiosity through collaborative, interactive approaches that move students beyond classroom compliance to meaningful engagement. To ensure engagement moves from participation to meaningful, future ready learning, the accreditation team suggests GRHS expand student-centered, inquiry-rich learning experiences that promote collaboration, problem solving, curiosity, and learner

ownership.

Growth in Learning

Learners' academic and non-academic needs drive decisions. Leaders and staff draw from multiple measures when they plan and adjust instruction. Evidence includes MAP and ACT results, classroom assessments, attendance patterns, surveys, observation notes, and artifacts from programs and services. Staff engage in annual data reviews to identify trends in learner performance, consider subgroup needs, and discuss possible adjustments to continuous improvement action plans. Leaders share these findings with stakeholders through board meetings, community communications, and staff discussions, reinforcing transparency and shared understanding of student performance. Leaders provide time and opportunities for professional staff to reflect and dialogue about instructional practice. In addition to biannual curriculum review meetings with middle school colleagues, high school staff collaborate with content peers in informal professional learning community (PLC) styled meetings to review assessment trends, discuss instructional practices, and adjust learning experiences based on student needs. Staff also indicated that leaders support opportunities for them to observe one another's classes, noting that few take advantage of the offer. More formal routines for action research and peer accountability with structured opportunities to identify a problem of practice, collect and analyze evidence, implement strategies, and reflect with colleagues on the outcomes could enhance professional dialogue and help teams share successful practices more consistently across the school. Leaders review curriculum and organizational conditions as part of ongoing improvement efforts and regularly seek stakeholder input on major initiatives. While data guide decisions, and many promising practices are in place, processes and timelines for evaluating programs are not consistently documented. Without formal cycles for review and follow-up, it becomes more difficult to study trends, replicate effective practices, and sustain improvements through leadership or staffing transitions. These conditions suggest the need for more explicit documentation of ongoing evaluation routines. Intervention strategies are collaboratively planned to address students' developmental, physical, emotional, and intellectual needs. Weekly SMART meetings allow staff to bring forward concerns that compliment early warning indicators shared by leaders such as attendance, grades, and behavioral shifts. A new analytics



platform can centralize this information to guide timely responses across teams. With assistance from external partnerships and grant awards, GRHS has implemented several cognitive-behavioral and trauma-informed services to meet learners' social-emotional and behavioral needs, but academic intervention options remain limited. Documented decision rules and a tiered menu of academic and non-academic intervention options could help teams implement Tier 2 and Tier 3 support consistently and avoid restarting processes each year when new staff join or when students transition between grades. Students plan for their educational futures and careers through course pathways, dual credit opportunities that graduates say put them "far ahead" of college peers, and post-secondary activities including career fairs, job shadows, and a senior apply-to-college event. While these activities expose students to meaningful activities, they lack coherence when they occur in isolation. Advisory provides a brief weekly structure that could evolve into a more intentional routine for planning, monitoring, and reflecting on academic, career, personal, and social goals. This could help students make meaningful connections between their learning and their aspirations, with appropriate and routine guidance from staff. Professional learning aligns with student needs and school improvement goals. Staff have received training in trauma-informed practice, data use, writing across the curriculum, and instructional frameworks. They noted the benefit of continued learning and the willingness of leaders to support content-specific training experiences. A timeline of planned annual mentoring activities is documented, yet a clear process that guides how professional development is selected, delivered, implemented, and evaluated is still needed. Such clarity could help ensure that professional learning adjusts in response to student outcomes and supports consistency across classrooms. A balanced assessment system supports day-to-day planning and long-term performance monitoring. Classroom checks for understanding help teachers adjust instruction in the moment, and MAP and ACT results provide broader patterns that guide curriculum revision and intervention planning. Although cohort performance varies from year to year, schoolwide results remain above the state average, and the performance gap between students qualifying for free and reduced lunch and their peers has closed, with achievement improving for both groups since 2022–23. This progress reflects the impact of ongoing efforts to address the school's high poverty, trauma, and mobility concerns. Stakeholders also noted that

graduates feel prepared for the expectations of college-level work, which they attribute to consistent Tier 1 instruction and targeted supports throughout students' high school experience. Taken collectively, these strengths and gaps point to an opportunity to document and align the processes that support continuous improvement more clearly. The accreditation team suggests leaders inventory existing systems of practice—such as the multi-tiered SMART system of support, PLCs, curriculum and resource adoption, and professional learning processes—and then develop formal documentation of each with timelines, protocols, problem-solving models, decision rules, and implementation rubrics to support consistent evaluation and long-term sustainability.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

1	Stakeholders sustain a mission-centered culture that prioritizes respect, fairness, and learner well-being, reinforcing the school’s guiding principles in daily practices. Leaders and staff intentionally implement culturally responsive and trauma-informed practices that support learners’ academic and non-academic needs, promoting equitable, bias-free learning conditions that contribute to improved success for all students.
	Standard 1 Standard 2

Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

1	Embed learner-centered instructional practices that promote lifelong skills to strengthen active engagement across classrooms.
	Standard 18 Standard 21
RATIONALE	If instruction is more consistently designed around learners' individual needs and interests to promote their creativity, curiosity, collaboration, and productive risk-taking, then classroom experiences can strengthen active engagement that supports learners in reaching their potential.
2	Formalize and document key instructional programs and organizational processes to ensure consistent implementation and systematic evaluation.
	Standard 26
RATIONALE	Establishing clear timelines, protocols, decision rules, and evaluation criteria may enable leaders to determine program effectiveness and make informed decisions about sustaining, adjusting, or replacing practices.
3	Establish and implement structures to strengthen students' agency over skills important to their futures.
	Standard 19 Standard 28
RATIONALE	If students participate in structured routines that foster their responsibility for identifying and monitoring meaningful goals, then they may strengthen their agency and skills necessary for their academic, career,

personal, and social success.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

294

Cognia's IEQ Network Average: **297**

STATUS AND SCORE

Accredited with Distinction
Above 360

DESCRIPTION

An Index of Education Quality® above 360 indicates that the institution substantially exceeds Cognia's expectations for accreditation in almost all areas and exemplifies educational excellence. While the accreditation team still may identify Areas for Improvement, the review findings indicate several Noteworthy Practices.

Accredited with Merit
320 to 360

An Index of Education Quality of 320 to 360 indicates the institution exceeds Cognia's expectations for accreditation and includes one or more Areas for Improvement and one or more Noteworthy Practices.

Accredited
280 to 319

An Index of Education Quality in the range of 280 to 319 suggests the institution has a limited number of Areas for Improvement and may include one or more Noteworthy Practices.

Accredited Needing Improvement
240 to 279

An Index of Education Quality in the range of 240 to 279 indicates the institution has several Areas for Improvement that must be addressed to meet expectations.

Accredited Under Review*
Below 240

An Index of Education Quality score below 240 indicates that the institution has many Areas for Improvement and should focus its improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present Cognia with evidence of improvement within one year via a Monitoring Review. Additional Progress Reports will be required if satisfactory improvement is not achieved.

**Accredited Under Review status also can be conferred if an institution is in noncompliance with policies and Assurances impacting the effective operations of the institution or system.*



Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.

Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

EVALUATOR NAME	BRIEF BIOGRAPHY
Tiffanie Welte Lead Evaluator	Dr. Tiffanie Welte is currently serving as a Midwest regional accreditation evaluator for Cognia after 30 years of teaching and leading in various public-school capacities in Nebraska and Missouri. Her experiences as a secondary English Language Arts teacher, assistant principal, building principal, curriculum director, and superintendent have been for districts ranging in size from 300–15,000 students. Additionally, she has accepted invitations from the Nebraska Department of Education to engage as a member of the Career Technical Education Advisory, Assessment and Accountability Advisory, Accreditation Advisory, and Commissioner’s Superintendents Advisory. As a member of the Nebraska Council of School Administrators, she has also served in regional and statewide roles that continue to allow her to mentor emerging leaders and engage in state and national advocacy efforts.
Mary Koopman	



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NEBRASKA CONTINUOUS IMPROVEMENT EXTERNAL REPORT



Prepared For:	Gordon-Rushville Public Schools K-8
Head Administrator:	Mr. Nathan Livingston, Superintendent
Dates of Visit:	March 2-3, 2026



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Introduction and Purpose of the Visit

92 NAC 10 “Regulations and Procedures for the Accreditation of Nebraska Schools”

Section 009 of Rule 10 describes Continuous Improvement as, “A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.”

The purpose of the external visit is to review the documentation and efforts for continuous improvement by the school system and to affirm compliance with Section 009 of Rule 10. External visits serve to also provide meaningful feedback that can be used to continue improvement goals. In Nebraska, a network of professional peers volunteer to serve on external teams. Prior to the visit team members verse themselves on best practices and data literacy for continuous improvement.

The Continuous Improvement Leadership Team and Administration at Gordon-Rushville worked well with the external team lead in advance of the visit. During those communications, those involved confirmed a visit schedule and various details for the visit, including the organization and assembly of external team members. The external team members communicated

frequently via Zoom and email to discuss and reinforce the process and procedure for conducting the review. Further, the external team was provided access to a wealth of information and data in order to prepare for the visit. Gordon-Rushville's lead team provided a set of Google Folders that were thorough and well-organized. It was quite evident that Gordon-Rushville dedicated significant effort and teamwork to preparing the information and data to provide evidence related to efforts since the last review in 2021. The Google folder provided can be accessed here:

https://drive.google.com/drive/folders/1tpdpJ3_0quinen5HHlj5z5hm6t4wl8Fx?usp=drive_link

Gordon-Rushville's lead team welcomed the external team to the school on March 2nd, the first day of the review. The team was well prepared, in addition to staff who engaged with the team members to get them settled, organized, and ready for the scheduled activities of the review.

The opening presentation by the CIP team was excellent and allowed the external team to ask clarifying questions prepared ahead of the visit. The CIP team and administration did a fantastic job describing the school improvement efforts since the last external visit was conducted in 2021.

The CIP team presented multiple sources of data and relevant information related to student performance and school improvement efforts. Overall, the opening presentation was excellent and very thorough, giving the external team members a deep look into Gordon-Rushville's information and efforts to improve learning for their students. The external team would like to commend the CIP lead team on their obvious efforts to produce an opening presentation that was considered excellent and very beneficial by all team members.

A copy of the CIP team's opening presentation can be found here:

<https://docs.google.com/presentation/d/1htGazbUDpEYeOGArrwlhLC-CosFauXU/edit?usp=sharing&oid=109038968627063957534&rtpof=true&sd=true>

Overall, the schedule was very well-organized and packed with activities, presentations, and the ability to engage with a wide range of stakeholders. In

addition, the team was afforded the opportunity to visit many classrooms and see classroom instruction in action. The external team appreciated this part of the visit, and it proved quite helpful in decision-making pertaining to commendations and recommendations for the school.

External Visitation Team

The responsibilities of the external team include:

- 1) Review school system evidence of continuous improvement.
- 2) Observe educational services provided by the school system.
- 3) Assess the progress and effectiveness of the action plan.
- 4) Provide feedback for continued improvement.

Peer review is a common strategy for supporting school and teacher improvement. Research suggests the potential value in peer review as a part of larger school improvement initiatives. Of particular note, some suggest that peer reviews may reduce “top-down” accountability mindsets and generate greater practitioner-driven innovations. Several states utilize peer review as part of their larger school quality, accountability, or accreditation processes, though peer review is rarely linked to a broader CI process. *(Data Literacy Workbook, Hanover Research, February 2022)*

Serving as an external visit volunteer is an important responsibility. The Nebraska Department of Education (NDE) appreciates the leadership skills and peer collegiality of educators throughout the state that volunteer for this role.

External Team Roster

	Name	Position	Phone	Email
Team Lead	Dale Hafer - Ainsworth	Superintendent	308-880-0227	dhafer@ainsworthschools.org

Member	Dr. Travis Miller - Hemingford	Superintendent	308-487-3328	tmiller@gubn.org
Member	Loree Cain - ESU 16	Teaching and Learning Coordinator	308-284-7512	lcain@esusixteen.org
Member	Whitney Hurt - Sidney	Director of Student Services	308.254.5855	whitney.hurt@raidermail.org
Member	Mark Otten - Rock County	Superintendent	402-684-3411	motten@rockcountyschools.org

Schedule

The On-Site Visit was scheduled for March 2nd and 3rd, beginning at 10:00 am on March 2nd and concluding with the exit presentation on March 3rd at 3:45 pm. Prior to the visit, the CIP lead team at Gordon-Rushville collaborated with the external team lead to develop the schedule. While G-R's team was encouraged to develop a schedule that worked best for their district, they were excellent in accommodating the external team members' schedules and needs. The external team participated in an orientation meeting prior to the visit to discuss responsibilities and to plan for the review of the action plan and school profile. The team mostly communicated through ongoing emails as well in order to make final preparations for the external visit.

Gordon-Rushville Public Schools

External Visit Itinerary (March 2-3, 2026)

March 2, 2026

10:00 am - 10:30 am External Team Arrives to Gordon Elementary in Gordon;

Light Breakfast

10:30 am - 11:15 am Opening Presentation by Gordon-Rushville CIP Team

11:15 am - 11:45 am Interview CIP Team/K-8 Admin
12:00 pm - 12:30 pm Lunch
12:30 pm - 1:15 pm Teacher and student Interviews at Gordon Elementary
1:15 pm - 2:15 pm Classroom Observations at Gordon Elementary
2:15 pm – 2:45 pm Parent Interviews Gordon Elementary
2:45 pm - 3:10 pm Travel time to Rushville for RES and GRMS
3:20 pm - 4:00 pm Teacher Interviews at RES and GRMS
4:00 pm - 4:45 pm Parent Interviews at RES and GRMS
4:45 pm - 5:30 pm Board member interviews at GRMS
5:30 pm – 5:50 pm Travel back to GES
6:00 pm - 6:30 pm Evening meal and work time at GES
6:30 pm - 7:00 pm External Team Debrief and Logistics

March 3, 2026

8:00 am - 8:30 am External Team Arrives at Gordon-Rushville Middle School in Rushville
Light Breakfast
8:30 am - 9:00 am Meet with CIP Team if needed / Classroom Observations RES and GRMS
9:00 am - 9:30 am Student Interviews at RES and GRMS
9:30 am - 10:30 am Classroom Observations at RES and GRMS
10:30 am - 12:00 pm External Teamwork Time (add. interviews, observations, etc. as needed) and travel back to Gordon Elementary
12:00 pm - 1:00 pm Lunch
1:00 pm - 2:30 pm External Team Work Time
2:30 pm - 3:00 pm Meet with Administration (if needed)

3:00 pm - 3:45 pm External Team Work Time

3:45 pm - 4:30 pm Exit Presentation at Gordon Elementary

Review of Continuous Improvement

NAC 92 Chapter 10

009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability.

009.01A1 Review and update of the mission and vision statements.

Gordon-Rushville has worked to maintain mission and vision statements that are relevant and current. G-R has done well in incorporating the ongoing and periodic review of school district mission and vision statements as part of their school improvement process. The mission and vision statements are provided below:

G-R Mission Statement: The mission of Gordon-Rushville Public School is to be committed to developing well-rounded leaders and lifelong learners. We share a vision of creating a system that enables every student in our diverse community to meet or exceed rigorous standards for academic performance.

G-R Vision Statement: At Gordon-Rushville Schools, we strive to provide a safe environment where every student can be a lifelong, productive, and successful learner.

The school district's CIP lead team, with input from key stakeholders, continues to review and keep current their mission and vision. This is part of their foundation of school improvement, which is represented in their CIP document developed by district leadership in collaboration with ESU and other educational partners.

009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

Previous External Review and Strategic Direction

During the 2021 virtual external review, the high school was commended for fostering positive relationships, maintaining strong board and leadership alignment, and effectively using data to inform instruction. Recommendations included strengthening two-way communication with the public and expanding teacher mentoring programs.

In response, GRPS developed a comprehensive 2024–2029 Strategic Plan centered on three objectives:

1. **Student-Centered Learning** – Enhancing academic and mental health supports for the whole child.
2. **Personnel Effectiveness** – Providing staff with resources, professional development, and mentoring to support student success.
3. **District Resources** – Sustaining safe, efficient facilities and effective staffing to maximize student outcomes.

Rushville Elementary School serves a community experiencing economic challenges and population decline. The school has an average poverty rate of 74% and maintains a strong focus on academic growth and student support.

RES has shown steady improvement in its AQuESTT classification, earning ratings ranging from "Good" to "Excellent" between 2020 and 2025. A key instructional shift occurred in 2022–2023, transitioning from whole-group instruction to small-group, station-rotation models across all subjects. This change increased individualized instruction and targeted support.

The school's Multi-Tiered System of Supports (MTSS) process is highly structured, with monthly leadership and grade-level meetings focused on progress monitoring data and intervention planning. Identified students receive targeted

support through WINS (What I Need) after-school interventions, Title I services, and counselor-led social-emotional groups.

RES also promotes a strong culture through its “Mustang Characteristics,” recognizing students weekly and hosting events such as honor roll celebrations, leadership opportunities for fifth graders, and positive behavior incentives. These initiatives reinforce academic effort, respect, resilience, and kindness.

Gordon Elementary School has demonstrated significant academic and cultural growth. The school has earned progressively higher AQuESTT ratings, reaching “Excellent” in 2024–2025. Attendance consistently exceeds the state average at over 95% per quarter, and recent MAP results show strong performance in reading (82%), math (76%), and language usage (77%).

GES has prioritized literacy through daily 90-minute core instruction blocks, structured DEAR (Drop Everything and Read) time, family literacy initiatives, book clubs, and curriculum adoption (HMH Into Reading and UFLI). Staff are engaged in ongoing professional development through Nebraska’s Comprehensive Literacy State Development program and other state-supported initiatives.

The school’s MTSS framework includes daily 30-minute WINS intervention blocks, monthly grade-level data meetings, centralized documentation systems, and clear qualification criteria based on assessment data. All staff members participate in small-group or individualized interventions.

GES also emphasizes social-emotional learning through Tier 1 curricula (Second Step, MindUp, Zones of Regulation), counseling support, and the Colt Connection initiative, ensuring every student builds relationships with multiple adults. Positive culture initiatives—such as Student Council events, reading competitions, PBIS activities, and community engagement events—support a connected and inclusive school climate.

Gordon-Rushville Middle School serves grades 6–8 and has focused heavily on stability, instructional rigor, and culture improvement following leadership

transitions. Since January 2024, systems and procedures have been strengthened with a teacher-led approach.

Professional development centers on increasing rigor through high-quality instructional materials (HMH Into Literature, HMH Science Dimensions), revised grading practices (65% summative/35% formative), and implementation of Robert Marzano's *Art and Science of Teaching* framework. A structured walkthrough data tool aligned with Marzano and Danielson frameworks ensures alignment to standards and monitors instructional quality.

GRMS has refined its MTSS system by incorporating multiple data sources, including MAP, attendance, behavior audits, Infinite Campus analytics, and assignment reports. Students identified for support receive targeted interventions during first period, counseling services, and after-school academic assistance. A flex intervention/extension period is planned for 2026–2027.

To address chronic absenteeism, GRMS has implemented early identification systems, tiered attendance supports, parent communication plans, and trusted adult connections. Climate initiatives emphasize increasing positive reinforcement, consistent discipline practices, staff collaboration, and community engagement events.

Across all buildings, GRPS is strengthening MTSS implementation, aligning instructional practices to rigorous standards, and improving communication and stakeholder engagement. A targeted improvement goal focuses on increasing reading proficiency among students with disabilities in grades 2–5 through explicit instruction.

Overall, Gordon-Rushville Public Schools demonstrates a clear commitment to data-informed decision-making, academic rigor, student well-being, and continuous improvement. Through strategic planning, strengthened instructional systems, and a focus on culture and connection, the district is building a cohesive framework to support student success at every level.

009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement

Gordon-Rushville identified the following as school improvement goals for the district. East of these overarching goals is refined and fine-tuned at the building level to create opportunities for success. It was clearly evident during the course of the review that teachers and staff were very aware of their initiatives and goals related to reading, math, and writing.

- All students will demonstrate an increase in reading performance across the curriculum.
- All students will demonstrate an increase in mathematics computation across the curriculum.
- All students will demonstrate an increase in writing performance across the curriculum.

The CIP team discussed the process for selecting the goals for continuous improvement. Each building was afforded the opportunity to review student data and consider stakeholder input related to goal selection. In addition, the leadership provided opportunities for the staff to come together as a K-12 unit in order to finalize and organize the goal efforts. Finally, continued collaboration with the ESU and outside partners provides for the ability to ensure goals are relevant, measurable, and aimed at making an impact for student learning and the success of Gordon-Rushville's students.

009.01A4 Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.

The following are the overall commendations and recommendations as determined/offered by the external team. In addition, the action plans for Gordon-Rushville can be found here and have also been sent individually to NDE.

https://docs.google.com/document/d/1mXODSiXIJ0w-g5mXy_OpGQi9FjuknFCqIHmjujSurC0/edit?tab=t.0#heading=h.ng2exj8tlwn

Overall Commendations for G-R's Continuous Improvement Process

- **A system-wide student-centered ethos permeated conversations with students, staff, administration, board, and parents/community members.**
- **School personnel have worked intentionally and strategically to improve student learning throughout the school district.**
- **Efforts in each building (and across the district) have resulted in improved student academic performance.**

Gordon-Rushville School District has made great progress towards the school improvement goals of increasing reading performance, mathematics computation, and writing performance across the curriculum. This was evident in our review of Gordon-Rushville's documents, interviews with stakeholders, and walk-throughs in the three buildings.

While reviewing the documents that were shared with the external team, we were able to see clear goals and action plans to achieve those goals. Each school building had a clear action plan that was being followed, and this was made clear as we were on site interviewing stakeholders and spending time in classrooms and hallways.

Within those action plans were intentional practices centered around student achievement. The district determined which assessments to use to identify the students below proficiency levels, and the methods for utilizing those assessments were also outlined to ensure fidelity in the way the assessments are administered.

The action plans also detail time carved out for interventions. These interventions are being driven by the data the district is able to collect through a variety of assessments. This data is being housed in student score dashboards for each school building, which are accessible to individual teachers.

In visiting with the various stakeholder groups, it was also evident that Gordon-Rushville is being intentional in its practices in order to make progress on the CIP goals.

Students in the district could identify the areas of emphasis through the work they are doing in the classrooms. When asked what they believed the goals of school improvement were, they consistently replied with reading test scores or test scores in general. They identified silent reading time, intervention time, the emphasis on assessments, and the staff's push to do well as reasons they believe an increase in performance on assessments was a district goal.

The parent groups echoed the same thoughts as the students. They could identify improvement on assessments as a goal of the district based on what they are seeing and hearing from their children and the staff. The staff has been very intentional in communicating the importance of the assessments as well as the results for individual students.

The final area of improvement that was identified by every group was in the area of attendance. Students, staff, parents, and the school board identified this as an area of improvement that is directly related to improving achievement. Students who are consistently in attendance tend to show more improvement on the statewide assessments. Gordon-Rushville has made attendance a priority within their school improvement efforts, and they are seeing the results when paired with the other initiatives they have put in place.

Overall Recommendations for G-R's Continuous Improvement Process

Expand processes to engage as a K-12 district-wide team for continuous improvement

- a. Form a district leadership team for MTSS/CIP purposes
- b. Formalize and codify MTSS and other leadership/instructional processes K-12
- c. Consider intentional opportunities for collaboration by staff working in various locations/levels to promote continued elevation of instruction.
- d. Facilitate structured conversations and planning sessions with students and staff to enhance the effectiveness and consistency of transitions between buildings.
- e. Continue to strengthen district-wide cohesion across buildings

Continue to engage your school community in transparent and

meaningful dialogue about future improvement opportunities

- a. Continue to engage in facility conversations.
- b. Continue to ensure that instructional opportunities represent the needs and dreams of the community.

The external team recognizes the genuine opportunity for Gordon-Rushville to make a good situation even better and more productive for student learning and success. While this visit's focus is K-8, the external team highly encourages G-R to continue its efforts to improve systematically as a preK-12 system.

MTSS has found its way into a good foundation at G-R. The external team recommends that the district deliberately work to “formalize and codify” MTSS and other leadership and instructional practices throughout the district and all grade levels. Each building has a structure in place to incorporate MTSS and improve instruction for students. Working to deliberately align efforts preK-12 will help foster more success in addition to more seamless and productive transitions between grade levels and respective buildings. In particular, the external team recommends that the G-R CIP lead team plan to give teachers and staff at all grade levels the ability to come together and work on MTSS and CIP efforts together, rather than mostly at the building level. Formation of a district-wide MTSS/CIP team, with representatives from each building, will produce a more unified and systematic plan and approach to achieving school improvement goals and efforts under the umbrella of MTSS. In addition, this will ultimately provide a genuine opportunity for increased collaboration and unity among buildings and throughout the district.

The external team heard from every stakeholder group about the concern with district facilities, especially at the high school (9-12) level. The team recognizes the financial challenge and difficulty in maintaining school district facilities. The external team recommends that G-R's leadership continue ongoing communications with district stakeholders to collaboratively solve the current

problems and issues that are facility-related. There is no doubt that the stakeholders of G-R wish for continued opportunities and success for their students. Upgrades to existing facilities would make a significant impact on student learning and success in addition to many other aspects, improving overall student climate and culture for years to come.

Focus Group Interviews Themes

Based on the focus group interviews and the evidence provided by the Gordon Rushville team, three main themes surfaced. The external team had the pleasure of engaging with multiple stakeholders, including groups of staff, students, board members, community members, parents, and administrators. Formally, the team interviewed 57 stakeholders. Informally, the team engaged with several other staff stakeholders during more than 40 classroom visits during the course of the review.

1. Appreciation for Transparency and Open Communication

Stakeholders across all groups highlighted the district's commitment to keeping families informed and involved, and it was evident that this was accomplished through a multifaceted approach. The school staff, parents, and community members expressed that they felt "very well informed" through the use of ClassDojo, Facebook, newsletters, and a weekly newsletter from principals. Stakeholders shared that school staff and leadership are "very accessible" with quick response times. Parents specifically appreciated the opportunity to attend open houses to review new curriculum choices, such as the reading curriculum. It was also noted that childcare was provided during these open houses to ensure all parents could attend. They also mentioned receiving clear letters regarding MTSS interventions and progress monitoring. The elementary schools were highlighted for providing dual-language announcements for families. Staff highlighted the use of "Information Hubs" created by building principals to help with communication and facilitate staff in making data-based decisions for students.

2. Strong Culture of Relationships and Trust

From the parent perspective, parents noted that “teachers and staff genuinely do care” and are proactive in communicating if a student seems “off”. Students reported feeling “wanted” and happy to be at school. Teachers described the culture as a “tight-knit group” where they feel like they belong. Staff at Rushville Elementary emphasized a shared responsibility for all students, stating, “We share kids, not my kids or your kids”. The CIP Lead Team identified a “strong sense of trust” with school leadership and mentioned a feeling of “camaraderie” as a core strength they do not want to lose. The teaching staff credited the principals for being transparent and valuing their opinions, which fosters a sense of shared leadership.

3. Opportunities to address facilities and infrastructure

While culture and academics were praised, adult stakeholders expressed a high level of urgency regarding the physical state of the district's buildings. School board members and parents noted that the current facilities could be a hurdle for hiring; they shared that “good applicants tour our facilities and they walk out the door”. Adult stakeholders described the facilities as needing “long overdue” upgrades, with specific mentions of plumbing issues at the high school and a lack of a commons area at Rushville Elementary, requiring students to cross the street and use the middle school for lunch purposes. The Superintendent and board members identified the creation of a five-year facility plan and the passage of a bond issue as key goals moving forward. Parents echoed this, noting that the district is currently “putting Band-Aids on things” rather than implementing long-term solutions.

009.01A5 Evaluation of progress toward improvement goals.

Commendations:

Utilize evidence from the action plan, perceptual survey, Comprehensive Needs Assessment, interviews, achievement data, the NEP, and classroom visits.

- 1) Efforts to align and adopt K-12 curriculum (ELA & Math)**
 - a) ELA curriculum adoption

- b) Math adoption in progress
- c) External professional learning through TNTP to improve instruction.

2) Use of data collection, early warning, and intervention systems

- a) Infinite Campus Data Analytics, Data Dashboards
- b) mCLASS, goal setting, intervention time, UFLI

3) A range of efforts, including addressing chronic absenteeism, has resulted in many examples of improved academic performance.

The External Team commends Gordon-Rushville Public Schools for its continued efforts to strengthen instructional alignment through the development and implementation of a coherent K–12 curriculum in English Language Arts and Mathematics. The district has made meaningful progress with the adoption and implementation of a new ELA curriculum, providing teachers with consistent instructional materials and expectations across grade levels. In addition, the district is actively engaged in the process of adopting a K–12 mathematics curriculum, which reflects a commitment to strengthening instructional coherence and improving student learning outcomes. These efforts demonstrate a thoughtful approach to ensuring that students experience a consistent and rigorous academic program as they progress through the district.

The team also recognizes the district's investment in professional learning designed to improve instructional practices. Participation in external professional development through TNTP provides educators with opportunities to deepen their understanding of high-quality instructional strategies and strengthen classroom practice. These efforts support the district's broader goal of improving student achievement by focusing on effective teaching practices and ensuring that instructional staff are supported with relevant, research-informed professional learning opportunities.

Finally, the External Team commends the district for its intentional use of data systems and intervention structures to support student success. The use of tools such as Infinite Campus Data Analytics, building-level data dashboards, and assessment platforms like mCLASS demonstrates a growing culture of

data-informed decision-making. These systems, combined with goal setting, intervention time, and targeted literacy supports such as UFLI, allow staff to identify student needs early and respond with appropriate supports. Along with focused efforts to address issues such as chronic absenteeism, these strategies have contributed to several examples of improved academic performance across the district and reflect a commitment to continuous improvement in support of district CIP goals.

Recommendations:

Utilize evidence from the action plan, perceptual survey, Comprehensive Needs Assessment, interviews, achievement data, the NEP, and classroom visits.

- 1) Make certain district staff and stakeholders are on board to maintain efforts to improve reading, math, and writing K-12, resulting in preserving the current overall district goals.**
- 2) Continue efforts in ensuring equitable learning across K-8 grade levels as well as engage in regular and intentional opportunities to collaborate and drive effective instruction efforts K-12.**
- 3) Consider establishing a district-wide leadership team, under the umbrella of MTSS, to ensure district-level goals are addressed uniformly K-12.**

The external team commends the district on its efforts related to specific CIP goals of reading, math, and writing. It is evident that the efforts have been significant, and there has been a good foundation developed to continue to encourage growth and success in those goal areas. It is recommended that the CIP lead team pause, reflect, and plan accordingly to not lose sight of the current goals and initiatives. Further, look for ways to weave in ongoing efforts for reading, math, and writing into the district's strategic plan and newly updated action plans as a result of this external review.

Finally, the external team feels strongly that the development of a district-wide MTSS leadership team would be very beneficial and produce excellent dividends, improving student achievement and success. This aligns well with overall recommendations and is key to taking the processes that live at the

various grade levels and building and producing a systematic and unified approach to school improvement.

Summary

The external team wishes to commend Gordon-Rushville on its efforts toward school improvement since its last external review in 2021. Since that time, the leadership has done a great job in improvement efforts in addition to improving the climate and culture of the district.

The work on goals K-8 is commendable. It was evident to the external team that efforts related to reading, math, and writing were genuine and purposeful. Continuing the efforts related to the academic goals, while working to unify efforts as a system (preK-12) will help to ensure continued growth and success for G-R's students in these areas.

Finally, it was clearly evident to the external team that G-R has solid processes and procedures. However, these practices are often isolated on the building level with the elementary, middle, and high schools. Take the same building-level dedication and approach and deliberately apply that effort system-wide. Purposely creating a district-wide MTSS/CIP leadership team will help to ensure success and provide clarity, consistency, and overall unity for efforts related to reading, math, writing, and addressing other areas of student learning and focus.

The external team wishes to extend a heartfelt thank you to the Gordon-Rushville leadership team, staff, and stakeholders. They served as wonderful hosts and made the task of conducting the external review a genuine pleasure.

1. Finalize the report and download as a PDF.
2. Submit the PDF, including the Improvement/ Action Plan, via email to the school system and the NDE at: nde.accreditation@nebraska.gov



2026 Graduating Seniors

Turner William Anderson
Jenifer May Banister
Brandon D. Bell
Valeria Cristina Benitez-Socarras
Hunter James Brewer
Tristin Michael Costello
Lexi Rae Cotant
Kathryn Sue Cox
Haley Candace Dane
Cecilia Rose Deaver
Evan Phillip DeSersa
Makenna Lee Feddersen
Sonny Kayne Fisher
Amara Evangeline Funk
Taylor Gieselman
Kylie Elizabeth Goings
McKaley Ann Grover
Nicholas Rian Harris
Kirsten Michelle Heck
Jaxon James Kearns
Marlee Rae Keracik
Daniel David Martins
Avery Marie Merryman
Seth Jeromy Mills
Elijah James Ross
Keeten Craig Sauer
Lindsey Addison Simonson
Reese Lynn Simonson
Rowan Jane Simonson
Taileigh Paige Starr
Alexis Nevaeh Trujillo
Claire Noelle Wellnitz
Johnathan Frank Ziller



Gordon-Rushville School Dist
Quote Number Q-232326

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Troy Dehning
Teacher/Instructor
Gordon-Rushville School Dist
PO Box 530
Gordon, NE 69343-0530

Quote Creation Date: 3/27/2026
Quote Expiration Date: 9/30/2026

Gordon Rushville enVision Math 2027 'Updated Package'
Price Quote Summary

Solution	Base Amount	Free Amount	Total
enVision A G A	\$22,148.00	\$0.00	\$22,148.00
enVision A G A Professional Development	\$2,400.00	\$0.00	\$2,400.00
enVision Math	\$63,489.00	\$5,292.00	\$63,489.00
enVision+ Mathematics Professional Learning	\$3,200.00	\$1,600.00	\$3,200.00
enVisionmath 6-8	\$20,055.00	\$420.00	\$20,055.00
Solution Subtotal:	\$111,292.00	\$7,312.00	\$111,292.00

Shipping and Handling:	\$9,121.99
Total:	\$120,413.99



Price Quote Detail

enVision A|G|A Professional Development

enVision AGA Professional Development - Virtual enVision AGA ©2024 Professional Learning Offerings

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
0000126153	VIRTUAL ENVISION AGA @2024 PROGRAM ACTIVATION PPD	\$800.00	0	1	\$0.00	\$800.00
0000126144	VIRTUAL ENVISION AGA @2024 IMPLEMENTATION ESSENTIALS (3 HRS) PPD	\$1,600.00	0	1	\$0.00	\$1,600.00
	enVision AGA Professional Development - Virtual enVision AGA ©2024 Professional Learning Offerings - Subtotal:				\$0.00	\$2,400.00

enVision A|G|A

National - Algebra 1

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428529366	ENVISIONAGA 2024 ALGEBRA 1 TEACHER EDITION PACKAGE GRADES 8/9	\$677.00	0	2	\$0.00	\$1,354.00
9781418854409	ENVISION AGA 2024 ALGEBRA 1 STUDENT EDITION + DIGITAL COURSEWARE 5-YEAR LICENSE GRADE 8/9	\$162.00	0	40	\$0.00	\$6,480.00
	National - Algebra 1 - Subtotal:				\$0.00	\$7,834.00

National - Algebra 2

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428529380	ENVISIONAGA 2024 ALGEBRA 2 TEACHER EDITION PACKAGE GRADES 10/11	\$677.00	0	1	\$0.00	\$677.00
9781418854560	ENVISION AGA 2024 ALGEBRA 2 STUDENT EDITION + DIGITAL COURSEWARE 5-YEAR LICENSE GRADE 10/11	\$162.00	0	40	\$0.00	\$6,480.00
	National - Algebra 2 - Subtotal:				\$0.00	\$7,157.00

National - Geometry

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781428529373	ENVISIONAGA 2024 GEOMETRY TEACHER EDITION PACKAGE GRADES 9/10	\$677.00	0	1	\$0.00	\$677.00



ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9781418854485	ENVISION AGA 2024 GEOMETRY STUDENT EDITION + DIGITAL COURSEWARE 5-YEAR LICENSE GRADE 9/10	\$162.00	0	40	\$0.00	\$6,480.00
National - Geometry - Subtotal:					\$0.00	\$7,157.00

enVision Math

enVision+Mathematics (c) 2027 National - Grade K

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9798213553543	ENVISION+MATH 2027 NATIONAL TEACHER EDITION PACKAGE GRADE K	\$745.00	0	3	\$0.00	\$2,235.00
9798213468243	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE K	\$294.00	3	0	\$882.00	\$0.00
9798213597165	ENVISION+ MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE + ADDITONAL PRACTICE WORKBOOK 5-YEAR LICENSE GRADE K	\$201.00	0	40	\$0.00	\$8,040.00
enVision+Mathematics (c) 2027 National - Grade K - Subtotal:					\$882.00	\$10,275.00

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9798213468250	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 1	\$294.00	3	0	\$882.00	\$0.00
9798213597172	ENVISION+ MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE + ADDITONAL PRACTICE WORKBOOK 5-YEAR LICENSE GRADE 1	\$201.00	0	42	\$0.00	\$8,442.00
enVision+Mathematics (c) 2027 National - Grade 1 - Subtotal:					\$882.00	\$10,677.00

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9798213553567	ENVISION+MATH 2027 NATIONAL TEACHER EDITION PACKAGE GRADE 2	\$745.00	0	3	\$0.00	\$2,235.00
9798213468366	ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES K/3	\$206.00	0	4	\$0.00	\$824.00
9798213468267	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 2	\$294.00	3	0	\$882.00	\$0.00
9798213597189	ENVISION+ MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE + ADDITONAL PRACTICE WORKBOOK 5-YEAR LICENSE GRADE 2	\$201.00	0	40	\$0.00	\$8,040.00



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9798213468274	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 3	\$294.00	3	0	\$882.00	\$0.00
9798213597196	ENVISION+ MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE + ADDITONAL PRACTICE WORKBOOK 5-YEAR LICENSE GRADE 3	\$201.00	0	45	\$0.00	\$9,045.00
	enVision+Mathematics (c) 2027 National - Grade 3 - Subtotal:				\$882.00	\$11,280.00

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9798213553581	ENVISION+MATH 2027 NATIONAL TEACHER EDITION PACKAGE GRADE 4	\$745.00	0	3	\$0.00	\$2,235.00
9798213468281	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 4	\$294.00	3	0	\$882.00	\$0.00
9798213597202	ENVISION+ MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE + ADDITONAL PRACTICE WORKBOOK 5-YEAR LICENSE GRADE 4	\$201.00	0	40	\$0.00	\$8,040.00
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9798213553598	ENVISION+MATH 2027 NATIONAL TEACHER EDITION PACKAGE GRADE 5	\$745.00	0	3	\$0.00	\$2,235.00
9798213468373	ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES 4/6	\$206.00	0	2	\$0.00	\$412.00
9798213468298	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 5	\$294.00	3	0	\$882.00	\$0.00
9798213597219	ENVISION+ MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE + ADDITONAL PRACTICE WORKBOOK 5-YEAR LICENSE GRADE 5	\$201.00	0	36	\$0.00	\$7,236.00
	enVision+Mathematics (c) 2027 National - Grade 5 - Subtotal:				\$882.00	\$9,883.00

enVisionmath 6-8



enVision+Mathematics (c) 2027 National - Grade 6

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9798213552782	ENVISION+MATH 2027 NATIONAL TEACHER EDITION PACKAGE GRADE 6	\$745.00	0	1	\$0.00	\$745.00
9798213560077	ENVISION+MATH 2027 NATIONAL 5-YEAR STUDENT EDITION + 5-YEAR LICENSE GRADE 6	\$132.00	0	45	\$0.00	\$5,940.00
9798213468762	ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 6	\$140.00	1	0	\$140.00	\$0.00
enVision+Mathematics (c) 2027 National - Grade 6 - Subtotal:					\$140.00	\$6,685.00

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