

Board of Education Regular Meeting  
Monday, April 15, 2019 6:30 PM  
District Office  
508 Jefferson Ave.  
Morrill, NE 69358

## I. CALL TO ORDER FOR REGULAR MEETING

1. Pledge to the Flag
2. Roll Call
3. Notification of Open Meetings Law Posting
4. Recognition of Recording
5. Business Manager Financial Report

## II. CONSENT AGENDA

1. Approval of Agenda
2. Approval of minutes
3. Approval to Pay Claims and file financial reports
  - a. Working Monthly Budget
  - b. Monthly Budget of Receipts

c. Activity Accounts

d. County Treasurers' Reports

### III. RECOGNITION OF VISITORS

### IV. REPORTS

1. Curriculum/Americanism: Kaufman, Steiner, Burford
2. Facilities/Transportation: Sherrod (Chairman), Watson, Steiner
3. Finance/Negotiations: Hessler, Sherrod, Burford
4. Safety Committee: Steiner, Kaufman
5. Morrill School's Foundation: Watson, Kaufman
6. Student Council-
7. Activity Report
8. Secondary Principal's Report
9. Elementary Principal's Report
10. Early Childhood & Superintendent's Report

### V. NEW BUSINESS

1. Consider approval of current staff resignations and/or advertisements for 2019-20 staff positions

2. Consider approval of contracts and work agreements for 2019-20 staff positons
3. Consider approval of first reading of new Policy Manual updated by NASB Policy Service
4. Consider/possibly approve Curriculum Committee recommendations for PK-Elementary Reading Curriculum and 7-12 ELA Curriculum
5. Consider/possibly approve ESU Contract for SPED services.
6. First discussion on Village attorney proposed agreement for School Resource Officer

#### VI. OLD BUSINESS

1. Consider proposed calendar for 2019-2020
2. Authorize transfer of funds to General or a draw on the line of credit
3. Discussion/possible approval of the 2019-2020 Negotiated Agreement

#### VII. Next Regular Meeting Date

1. Board/Administration Retreat Strategic Planning April 22 7 pm  
Regular Meeting May 13, 2019 at 7:30 pm

#### VIII. ADJOURNMENT

Monthly Finance Report to the Board  
March 2019

Reconciled Balances as of March 31, 2019		
	2017-18	2018-19
General	\$ 104,193.24	\$ 71,549.45
Cafeteria	\$ (800.46)	\$ 4,796.48
Depreciation	\$ 4,265.30	\$ 55,784.41
Activity	\$ 55,171.76	\$ 59,606.84
QCPUF	\$ 6,997.65	\$ 93,884.82
Spec Building	\$ 52,893.19	\$ 89,422.00
Empl Benefit	\$ 11,346.22	\$ 8,253.96
<b>FUNDS TOTAL</b>	<b>\$ 234,066.90</b>	<b>\$ 383,297.96</b>

Year to Year Comparison		
GF Revenue	2017-18	2018-19
September	\$ 1,103,306.16	\$ 1,233,972.86
October	\$ 292,446.38	\$ 327,324.90
November	\$ 145,199.99	\$ 231,912.72
December	\$ 254,596.65	\$ 235,002.02
January	\$ 544,065.80	\$ 545,523.45
February	\$ 421,519.70	\$ 467,198.49
March	\$ 334,352.38	\$ 385,922.83
April	\$ 323,391.11	
May		
June		
July		
August		
<b>Running Total</b>	<b>\$ 3,418,878.17</b>	<b>\$ 3,426,857.27</b>

Year to Year Comparison		
GF Expenditures	2017-18	2018-19
September	\$ 592,705.90	\$ 569,242.35
October	\$ 510,532.90	\$ 503,878.30
November	\$ 482,454.47	\$ 486,224.06
December	\$ 449,070.55	\$ 468,530.03
January	\$ 440,742.58	\$ 518,419.64
February	\$ 458,749.47	\$ 448,139.22
March	\$ 420,455.59	\$ 451,373.49
April	\$ 412,995.40	\$ 449,944.42
May		
June		
July		
August		
<b>Running Total</b>	<b>\$ 3,767,706.86</b>	<b>\$ 3,895,751.51</b>
Annual Budget	17-18 \$ 5,506,043.00	18-19 \$ 5,868,345.00
<b>% of Budget Spent</b>	<b>68%</b>	<b>66%</b>

March GF Expenditures		
	2017-18	2018-19
GF Bills Payable	\$ 54,215.31	\$ 85,901.87
GF Payroll	\$ 358,780.09	\$ 364,042.55
	<b>\$ 412,995.40</b>	<b>\$ 449,944.42</b>
April Revenue		
Beginning Cash		\$ 71,549.45
State Aid		\$ 133,888.00
SPED		\$ 16,203.00
Sioux County		\$ 57,624.92
Scottsbluff County		\$ 190,762.50
Title I		\$ 33,033.00
Early Childhood Revenue		\$ 8,085.00
<b>Total Month Available</b>		<b>\$ 511,145.87</b>

March Cafeteria Expenditures		
	2017-18	2018-19
CF Bills Payable	\$ -	\$ 4,512.75
CF Payroll	\$ 14,531.27	\$ 7,711.03
	<b>\$ 14,531.27</b>	<b>\$ 12,223.78</b>
February Revenue		
Beginning Cash		\$ 4,796.48
Parent Payments		\$ 751.90
State Claim		\$ 10,829.62
CACFP		\$ 445.30
* not receiv Fresh Fruit & Vegetable		\$ 1,874.84
<b>Total Month Available</b>		<b>\$ 18,698.14</b>

Early Childhood Revenue Running Total	
	2018-19
Head Start	\$ 30,375.00
Preschool DHHS Subsidy	\$ 6,675.39
Preschool Parent Payments	\$ 28,330.50
<b>Total Preschool</b>	<b>\$ 65,380.89</b>
DayCare DHHS Subsidy	\$ 13,356.71
DayCare Parent Payments	\$ 17,493.00
<b>Total Pride Cub Care</b>	<b>\$ 30,849.71</b>
<b>Total Early Childhood Revenue</b>	<b>\$ 96,230.60</b>
<b>18-19 TEEOSA FUNDING</b>	<b>\$ 390,000.00</b>
<b>Total Early Childhood Budget</b>	<b>329,300.00</b>
Running Total EC Revenue for 17-18	\$ 52,690.88

**Detail Check Register**

**Checking Account: 1**

**General Fund Checks**

Check Number	Check Type	Check Date	Vendor	AdvancED	Check Total
39780	Check	04/10/2019	ADVANCED	AdvancED	450.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
090-10062	04/09/2019		Nebraska Workshops	01 2211 890 0 000	450.00
39781	Check	04/10/2019	AMAZON	Amazon Capital Services	4,352.11
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20190409	04/09/2019		Projector Lamp	01 1100 340 2 001	72.54
20190409	04/09/2019		Battery, Ram, Pwr Crd for HS Rodes	01 1100 340 2 001	98.42
20190409	04/09/2019		Ipad chargers Pencils	01 1100 410 1 003	30.97
20190409	04/09/2019		Toner for Becky Peacock	01 1100 410 2 001	46.59
20190409	04/09/2019		Saxophone duet Book	01 1100 410 2 001	8.84
20190409	04/09/2019		Gloves for PreK	01 1190 410 3 005	32.49
20190409	04/09/2019		Ipad case and Protectors	01 1190 410 3 005	47.72
20190409	04/09/2019		Cork Board for Lobby	01 1190 410 3 005	52.81
20190409	04/09/2019		Calculators for ACT	01 2120 410 0 000	3,300.00
20190409	04/09/2019		PreK Nurse Supplies	01 2130 410 0 000	22.59
20190409	04/09/2019		Bar Code Scanner	01 2220 410 1 003	26.99
20190409	04/09/2019		Holly Walter Books	01 2220 640 1 003	294.77
20190409	04/09/2019		VGA cord for HS	01 2224 410 0 000	10.31
20190409	04/09/2019		Custodial Elem Gloves	01 2410 410 1 003	125.00
20190409	04/09/2019		PreK custodial Gloves	01 2610 410 3 005	126.30
20190409	04/09/2019		MultiMeter for Brad	01 2620 410 1 003	13.99
20190409	04/09/2019		replacement head for floor cleaner	01 2620 733 1 003	41.78
39782	Check	04/10/2019	ASCENTRAL	AS CENTRAL SERVICES -- ST OFNEBRASKA	229.49
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1143303-0004	03/01/2019		Distance Learning February 2019	01 1100 382 0 000	229.49
39783	Check	04/10/2019	BLACKHILLS	Black Hills Energy	5,247.87
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
5-0020	03/20/2019		Sped heat	01 1210 321 1 003	140.34
5-0020	03/20/2019		Heat elementary	01 2610 321 1 003	2,666.64
5-0020	03/20/2019		Heat HS	01 2610 321 2 001	742.04
5-0020	03/20/2019		East side	01 2610 321 2 001	734.60
5-0020	03/20/2019		HS Athletic facility	01 2610 321 2 001	473.27
6-0020	03/22/2019		Early childhood building	01 2610 321 3 005	490.98
39784	Check	04/10/2019	BLUFSANI	BLUFFS SANITARY SUPPLY	821.22
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
377475	04/04/2019		HS Sanitary Supplies	01 2610 410 2 001	100.95
377476	04/05/2019		Elementary Custodial Supplies	01 2610 410 1 003	335.96
377477	04/05/2019		Prek Custodial Supplies	01 2610 410 3 005	384.31

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Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
39785	Check	04/10/2019	BROKENBOWP	Broken Bow Schools	150.00
20190405		04/05/2019		Microphone System Cochlear Implant	150.00
39786	Check	04/10/2019	BYTESCOMPU	Bytes Computer & Network Solutions,Inc.	6,205.99
28725		03/28/2019		USB to USB 6FT Cable-Lackey	5.99
CW24622		04/09/2019		Bytes Monthly Invoice for Services	6,200.00
39787	Check	04/10/2019	CENTELEM	CENTURYLINK (ELEM)	795.21
314230519-0068		03/11/2019		Tele. Elem	193.07
314230519-0068		03/11/2019		Tele. HS	602.14
39788	Check	04/10/2019	COPICONN	COPIER CONNECTION INC	1,052.51
174650		04/05/2019		Copier Usage Lease	1,052.51
39789	Check	04/10/2019	DLFOOD	DL FOODS	7.18
20190404		04/04/2019		Supplies for Love and Logic Training	7.18
39790	Check	04/10/2019	DOLLGENE	DOLLAR GENERAL REGIONS 410526	11.85
1000822651-0002		03/08/2019		Bleach	2.95
20190322		03/22/2019		PreK Fun Snack	8.90
39791	Check	04/10/2019	ESU13	EDUCATIONAL SERVICE UNIT #13	26,429.93
20190409		04/09/2019		Mid Winter Conference	520.00
20190409		04/09/2019		Mid Winter Conference	520.00
20190409		04/09/2019		Distance Learning/Consortium	3,580.56
20190409		04/09/2019		District Sped	2,193.70
20190409		04/09/2019		VALTS	3,618.16
20190409		04/09/2019		Sped Inservice Elem	40.95
20190409		04/09/2019		SOAR IEP Writing Juliana Carlson	20.00
20190409		04/09/2019		Sped Inservice Sec	40.95
20190409		04/09/2019		SOAR IEP Writing Julie Black	20.00
20190409		04/09/2019		Birth-2 Contracted Services	1,682.64
20190409		04/09/2019		PREK 3-5 Contracted Services	3,970.63
20190409		04/09/2019		Elementary Contracted Services	5,665.58
20190409		04/09/2019		Secondary Contracted Services	816.76
20190409		04/09/2019		Lifelink	3,740.00

**Detail Check Register**

**Checking Account: 1**

**General Fund Checks**

Check Number:	Check Type:	Check Date:	Vendor:	GOVCONNECTION	Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
39792	Check	04/10/2019	GOVCONNECT	GOVCONNECTION	6,277.20
56629182	03/18/2019	18-155	30 Renewal Only-3Y-Hivemanager Classic	01 1100 735 0 000	6,277.20
39793	Check	04/10/2019	GREAMER	GREATAMERICA FINANCIAL SVCS.	1,175.00
24300543-0002	03/22/2019		Lease copier district	01 1100 441 0 000	1,175.00
39794	Check	04/10/2019	HAMPTINN	HAMPTON INN - NORTH PLATTE	94.00
1853413	04/05/2019		Hotel Rm for T Bauer Gold Training	01 1190 319 3 005	94.00
39795	Check	04/10/2019	HOLIDKEAR	HOLIDAY INN - KEARNEY	524.75
70658,70687,70697	04/08/2019		Rooms for NRCSA Conference	01 2310 310 0 000	524.75
39796	Check	04/10/2019	HORSCREE	HORSE CREEK TIRE INC.	245.81
67366	03/22/2019		Low tire	01 2710 337 0 000	11.00
67371	03/22/2019		ATV/Lawn mower Tire Dismount & mount	01 2710 337 0 000	36.47
67489	03/22/2019		White Van Tire	01 2710 337 0 000	17.04
67724	04/04/2019		2001 Chevy crankshaft sensor	01 2710 338 0 000	170.30
67859	04/04/2019		repair on 16"driver's front tire	01 2710 338 0 000	11.00
39797	Check	04/10/2019	IDEALLINE	IDEAL LINEN SUPPLY	1,017.81
0910480 -0-0001	03/05/2019		Sec Custodial supplies	01 2610 410 2 001	526.80
910481-918-0001	04/03/2019		Elementary custodial supplies	01 2610 410 1 003	491.01
39798	Check	04/10/2019	JERRSHEETM	JERRY'S SHEET METAL & HEATING	573.93
S-101095	04/05/2019		Elementary Boiler Part	01 2620 733 1 003	573.93
39799	Check	04/10/2019	JWPEPPSO	JW PEPPER & SON, INC	174.48
03606870	04/09/2019		Music for Kenny B	01 1100 410 2 001	68.49
03608047	04/09/2019		Music for Kenny B	01 1100 410 2 001	5.00
03609210	04/09/2019		Music for Kenny B	01 1100 640 2 001	100.99
39800	Check	04/10/2019	KAUFMANLIS	Lisa Kaufman	16.99
20190402	04/02/2019		Meal for Lisa during the Spring Conv	01 2310 890 0 000	16.99
39801	Check	04/10/2019	KNEBFM	KNEB FM	850.00

**Detail Check Register**

**Checking Account:** 1  
MCC-11902237780

**General Fund Checks**

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
	03/25/2019		World Cafe Advertisement	01 2310 350 0 000	850.00
Check Number: 39802	Check Type: Check	Check Date: 04/10/2019	Vendor: KSBSCHOO LL	KSB School Law	Check Total: 598.50
6079	04/03/2019		Legal Advise on Special Education	01 2310 317 0 000	598.50
Check Number: 39803	Check Type: Check	Check Date: 04/10/2019	Vendor: MC	MASTER CARD	Check Total: 3,430.01
20190409	04/09/2019		Supplies for Thumbs Up Thursday	01 1100 410 1 003	122.21
20190409	04/09/2019		Aussie Pouch For Elementary	01 1100 410 1 003	308.69
20190409	04/09/2019		Sit N Spot for Musci	01 1100 410 1 003	29.99
20190409	04/09/2019		Supplies PreK	01 1100 410 2 001	144.88
20190409	04/09/2019		Pizza for Students Meeting Goals for MAP	01 1100 410 2 001	112.50
20190409	04/09/2019		Drinks and cookies for Pizza party	01 1100 410 2 001	17.66
20190409	04/09/2019		SUpllies Secondary	01 1100 410 2 001	114.00
20190409	04/09/2019		Teachers Pay Teachers	01 1100 640 1 003	47.93
20190409	04/09/2019		Meals for Professional Development	01 1190 319 3 005	90.48
20190409	04/09/2019		Meal for Tory B. for Gold Training in NP	01 1190 319 3 005	10.70
20190409	04/09/2019		Meals PreK Staff	01 1190 580 3 005	64.63
20190409	04/09/2019		TadPoles monthly Subscriptions	01 1190 734 3 005	45.00
20190409	04/09/2019		Sped Software Licensing	01 1210 734 0 000	167.41
20190409	04/09/2019		ACT Testing (18 @ 50.50)	01 2120 410 0 000	909.00
20190409	04/09/2019		Late ACT Testing (3@80.50)	01 2120 410 0 000	241.50
20190409	04/09/2019		NASN Membership	01 2130 890 0 000	125.00
20190409	04/09/2019		Dry Cleaning for Choir Robes	01 2190 410 0 000	322.60
20190409	04/09/2019		Rain Ponchos for Early Bird Track Meet	01 2190 410 0 000	6.00
20190409	04/09/2019		10X10 Canopy	01 2190 410 0 000	197.00
20190409	04/09/2019		Winter Coaches Meeting 2/24	01 2190 580 0 000	56.64
20190409	04/09/2019		Meals for all state band	01 2190 580 0 000	147.08
20190409	04/09/2019		Meals for Joe, Kerri, and Tom	01 2320 580 0 000	42.00
20190409	04/09/2019		Staff Sub sand during Parent teachers co	01 2410 410 2 001	82.18
20190409	04/09/2019		Postage HS	01 2510 531 0 000	3.50
20190409	04/09/2019		Postage	01 2510 531 0 000	8.75
20190409	04/09/2019		postage	01 2510 531 0 000	4.49
20190409	04/09/2019		Postage	01 2510 531 0 000	8.19
Check Number: 39804	Check Type: Check	Check Date: 04/10/2019	Vendor: MOBIUSES	MOBIUS COMMUNICATIONS COMPANY	Check Total: 52.56
308-0007	04/01/2019		Phone Service	01 2510 629 0 000	52.56
Check Number: 39805	Check Type: Check	Check Date: 04/10/2019	Vendor: MORRHARD	MORRILL HARDWARE & BUILDING SUPPLIES	Check Total: 160.72

**Detail Check Register**

**Checking Account: 1**

**General Fund Checks**

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20190405	04/05/2019	18-149	Black Plunger	01 2620 410 1 003	6.98
20190405	04/05/2019	18-149	Batteries	01 2620 410 1 003	19.96
20190405	04/05/2019	18-149	Hook Eye, Eye bolt, gorilla Tape, Cable	01 2620 410 2 001	33.39
20190405	04/05/2019	18-149	twist spray flat	01 2620 410 2 001	16.47
20190405	04/05/2019	18-149	Hillman Fastener, Lag Screw, Ceiling Hoo	01 2620 410 2 001	5.44
20190405	04/05/2019	18-149	Torx Screw, Lin Galv Floor Flange, T20 S	01 2710 410 0 000	22.41
20190405	04/05/2019	18-149	Glacier Mist Bottle	01 2710 410 0 000	7.96
20190405	04/05/2019	18-149	Hillman Fastener, #2 2" Phillips Bit	01 2710 410 0 000	6.68
20190405	04/05/2019	18-149	3-1/2" Torx Screw, 25X2 torx St, Twist	01 2710 410 0 000	23.27
20190405	04/05/2019	18-149	17 In Natural CA	01 2710 410 0 000	1.99
20190405	04/05/2019	18-149	3in Plastic Putt, 2in Plastic Putt, Gal	01 2710 410 0 000	16.17

Check Number: 39806      Check Type: Check      Check Date: 04/10/2019      Vendor: MORRSUPP      MORRILL SUPPLY      Check Total: 390.09

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20190405	04/05/2019	18-150	Interstate Lawn/Garage	01 2620 410 2 001	43.93
20190405	04/05/2019	18-150	2" Ball Valve	01 2620 410 2 001	54.75
20190405	04/05/2019	18-150	SAE Grd 5 B, Nut, Washer	01 2710 410 0 000	2.19
20190405	04/05/2019	18-150	2X4 Screwdriver	01 2710 410 0 000	3.31
20190405	04/05/2019	18-150	Black Silicone Sealant, Vac Conn	01 2710 410 0 000	5.16
20190405	04/05/2019	18-150	Oil Filter and Oil	01 2710 410 0 000	61.52
20190405	04/05/2019	18-150	Battery	01 2710 410 0 000	217.70
20190405	04/05/2019	18-150	50 Conn link	01 2710 410 0 000	1.53

Check Number: 39807      Check Type: Check      Check Date: 04/10/2019      Vendor: NASBALICAP      NASB ALICAP      Check Total: 1,367.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20190328	03/28/2019		NASB Alicap Contribution Notice 17/18 Yr	01 1100 270 0 000	1,367.00

Check Number: 39808      Check Type: Check      Check Date: 04/10/2019      Vendor: NASSPNHS      NASSP/NHS      Check Total: 385.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
9001173564	03/22/2019		JR & HS NHSA Dues	01 2190 890 0 000	385.00

Check Number: 39809      Check Type: Check      Check Date: 04/10/2019      Vendor: NDEECTC      NDE-ECTC      Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
59052-63033	03/28/2019		Training for Emergency Preparedness	01 1190 319 3 005	100.00

Check Number: 39810      Check Type: Check      Check Date: 04/10/2019      Vendor: NASB      NEBRASKA ASSOCIATION OF SCHOOL BOARDS      Check Total: 215.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
INV-03161-T7R3K5	03/28/2019		S.Rodriguez NAEP Convention	01 2510 580 0 000	90.00
INV-03164-S0V6Y8	03/28/2019		E. Lutz-19 NAEP State Convention-	01 2510 580 0 000	125.00

Check Number: 39811      Check Type: Check      Check Date: 04/10/2019      Vendor: NCA      Nebraska Coaches Association      Check Total: 45.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20190404	04/04/2019		18-19 NE Coaches Association Membership	01 2190 890 0 000	45.00

**Detail Check Register**

**Checking Account: 1**

**General Fund Checks**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
39812	Check	04/10/2019	NEBRDEPOFE	Nebraska Department of Education	20.00
59270		04/05/2019		Gold Adv Training for Tory Bauer.	20.00
39813	Check	04/10/2019	NRCSA	NEBRASKA RURAL COMMUNITY SCHOOLS ASSOC.	25.00
2019 Spring Cnf		04/08/2019		Prof Dev B.O.E Developemnt	25.00
39814	Check	04/10/2019	NEBRSAFE	NEBRASKA SAFETY CENTER PUPIL TRANSPORTAT	200.00
57-6577BUS		03/28/2019		Level 1 Pupil Transportation Course	200.00
39815	Check	04/10/2019	ONESOURCE	ONE SOURCE - THE BACKGROUND CHECK COMPAN	216.00
2046-20181231		03/28/2019		Back Ground Chcks 7/26/18 to 12/27/18	141.00
2046-20190131		03/28/2019		Back ground checks 1/21 -1/30	26.00
2046-20190228		03/28/2019		Back ground checks 1/19 -2/19	49.00
39816	Check	04/10/2019	PANHANDLEP	Panhandle Partnership	200.00
18153		04/03/2019		ELG Training ELG for 8 Employees	200.00
39817	Check	04/10/2019	QUICK	QUICK CARE MEDICAL SERVICES	125.00
4013417		03/25/2019		Silivia Banta Health Risk Assessment	125.00
39818	Check	04/10/2019	RAMADINN	Ramada Inn- Grand Island	179.90
15251-15259		04/08/2019		Rooms for NAEP	179.90
39819	Check	04/10/2019	ROCKYMOUNT	Rocky Mountain Air Solutions	47.80
30028356		04/03/2019		Welding Supplies For HS	47.80
39820	Check	04/10/2019	ROLLINGGRE	Rolling Green Golf Course	720.00
5919-11		03/29/2019		2019 Use of Morrill Golf crse & GlfBalls	720.00
39821	Check	04/10/2019	SIMMONS	SIMMONS OLSEN LAW FIRM PC	262.50
777273		03/22/2019		Telephone and Review of Emails	262.50
39822	Check	04/10/2019	SPARQDATA	SPARQDATA SOLUTIONS	3,800.00

**Detail Check Register**

**Checking Account: 1**

**General Fund Checks**

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
1385	04/03/2019		North Star Negotiations Software & Sparq	01 2310 810 0 000	3,800.00	
Check Number: 39823	Check Type: Check	Check Date: 04/10/2019	Vendor: UNIVERSALA	Universal Athletic Service, Inc.	Check Total:	181.72
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
130-0012531-01	04/04/2019		UA Mens Locker 1/4 Zip	01 2190 410 0 000	181.72	
Check Number: 39824	Check Type: Check	Check Date: 04/10/2019	Vendor: VILLMORR	VILLAGE OF MORRILL	Check Total:	12,189.12
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
3-0020	03/28/2019		Water/Sewer/GB	01 2610 323 3 005	186.80	
3-0020	03/28/2019		Utility charges for Early Childhood	01 2610 622 3 005	223.22	
350-2-875-0020	03/28/2019		Sped water elem	01 1210 323 1 003	59.81	
350-2-875-0020	03/28/2019		Secondary Sped Water/Sewer	01 1210 323 2 001	27.73	
350-2-875-0020	03/28/2019		Sped electric elem	01 1210 622 1 003	265.65	
350-2-875-0020	03/28/2019		Secondary Sped Electric	01 1210 622 2 001	235.75	
350-2-875-0020	03/28/2019		Water/sewer/trash	01 2610 323 1 003	1,136.39	
350-2-875-0020	03/28/2019		Secondary water/sewer/trash	01 2610 323 2 001	526.87	
350-2-875-0020	03/28/2019		Elementary electric	01 2610 622 1 003	5,047.50	
350-2-875-0020	03/28/2019		Secondary electric	01 2610 622 2 001	4,479.40	
Check Number: 39825	Check Type: Check	Check Date: 04/10/2019	Vendor: VOICENEWS	Voice News	Check Total:	170.43
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
202572	03/28/2019		Min for 3/4 Special Meeting	01 2510 350 0 000	35.35	
202573	03/28/2019		Publication for 3/11 Meeting	01 2510 350 0 000	135.08	
Check Number: 39826	Check Type: Check	Check Date: 04/10/2019	Vendor: WESTCO	WESTCO COOPERATIVE COMPANY	Check Total:	2,294.31
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20190409	04/09/2019		Activities Diesel Gas and Oil	01 2190 626 0 000	293.23	
20190409	04/09/2019		Regular Gas & Oil	01 2710 626 0 000	2,001.08	
Check Number: 39827	Check Type: Check	Check Date: 04/10/2019	Vendor: WNCC	WESTERN NEBRASKA COMMUNITY COLLEGE	Check Total:	130.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
5470	04/05/2019		Book Term Spring 2018	01 1100 410 2 001	130.00	
Check Number: 39828	Check Type: Check	Check Date: 04/10/2019	Vendor: WEX	WEX BANK	Check Total:	1,274.68
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20190409	04/09/2019		Regular Gas & Oil	01 2710 626 0 000	1,227.94	
20190409	04/09/2019		Sped Gas & Oil	01 2712 626 0 000	46.74	
Check Number: 39829	Check Type: Check	Check Date: 04/10/2019	Vendor: WOODWINDBR	Woodwind BrassWind	Check Total:	20.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
ARINV47884788	03/25/2019	18-151	Humes & Berg 151 Tenor Trombone Straight	01 1100 410 2 001	20.00	
Check Number: 39830	Check Type: Check	Check Date: 04/10/2019	Vendor: WPCI	WPCI - INCORP.	Check Total:	398.20

**Detail Check Register**

**Checking Account:** 1

**General Fund Checks**

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
0047408-IN	03/25/2019		ProScreen 10P	01 2120 410 0 000	3.10
0047485-IN	04/04/2019		Proscreen 10P HS	01 2120 410 0 000	395.10

\*Denotes Expensed Invoice Item

Checking Account ID: 1

Total without Voids: 85,901.87

Department of Revenue

**e-pay****NEBRASKA**  
Good Life. Great Service.

Your last visit was Wed 02/20/2019 12:03 PM CST

## Confirmation

Please keep a record of your Confirmation Number, or [print this page](#) for your records.Confirmation Number **NB1DOR003444352**

### Payment Details

**Description** Nebraska Revenue  
01100 - Income Tax Withholding  
<http://www.revenue.ne.gov>**Payment Amount** \$9,471.13**Payment Date** 03/21/2019**Status** SCHEDULED**Tax Period End Date** 03312019  
(MMDDYYYY)**Nebraska ID** 732230**Tax Type** 01100 - Withholding

### Payment Method

**Account Nickname** Revenue**Bank Routing Number** 104102309**Bank Name** PLATTE VALLEY BANK**Bank Account Number** \*4746**Bank Account Type** Checking**Bank Account Category** Business**Confirmation Email** stacy.rodriquez@mpslions.org



Electronic Federal Tax Payment System

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TAXPAYER NAME: COUNTY OF SCOTTSBLUFF

TIN: xxxxx5307

## Deposit Confirmation

Your payment has been accepted.

### Payment Successful

An EFT Acknowledgement Number has been provided for this payment. Please keep this number for your records.

### REMINDER: REMEMBER TO FILE ALL RETURNS WHEN DUE!

<b>EFT ACKNOWLEDGEMENT NUMBER:</b>	270948165654762
------------------------------------	-----------------

#### PLEASE NOTE

Any amounts represented in the subcategories of Social Security, Medicare, and Income Tax Withholding are for informational purposes only.

#### Payment Information

#### Entered Data

<b>Taxpayer EIN</b>	xxxxx5307
<b>Tax Form</b>	941 Employers Federal Tax
<b>Tax Type</b>	Federal Tax Deposit
<b>Tax Period</b>	Q1/2019
<b>Payment Amount</b>	\$65,965.49
<b>Settlement Date</b>	03/22/2019
<b>Subcategories:</b>	
<b>1 Social Security</b>	\$36,708.70
<b>2 Medicare</b>	\$8,585.24
<b>3 Tax Withholding</b>	\$20,671.55
<b>Account Number</b>	xxxxx4746
<b>Account Type</b>	CHECKING
<b>Routing Number</b>	104102309
<b>Bank Name</b>	PLATTE VALLEY BANK

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*“Morrill Public School District is committed to empowering students to become confident, knowledgeable, productive and responsible citizens of a diverse, ever-changing world.”*

**2019 Board of Education:** Jim Hessler (President), David Sherrod (Vice President), Bill Watson(Treasurer), Art Steiner (Secretary), Dick Burford (Member), Lisa Kaufman(Member), Andrew Avila (StuCo President)

**BOARD OF EDUCATION – REGULAR MEETING**

**District Office - 508 Jefferson Ave**

**April 15, 2019 @ 6:30 p.m.**

**PLEASE NOTICE DATE CHANGE**

**I. CALL TO ORDER FOR REGULAR MEETING**

- 1. Pledge to the Flag
- 2. Roll Call
- 3. Notification of Open Meetings Law Posting
- 4. Recognition of Recording
- 5. Business Manager’s Financial Report

**II. CONSIDER CONSENT AGENDA**

- 1. Approval of Agenda for April 15, 2019
- 2. Approval of minutes of March 11, 2019
- 3. Claims Payable
- 4. Financial Reports
  - a) Working Monthly Budget
  - b) Monthly Budget of Receipts
  - c) Activity Accounts
  - d) County Treasurer’s Report

**III. REPORTS**

- 1. Curriculum/Americanism: Kaufman, Steiner, Burford
- 2. Facilities/Transportation: Sherrod, Watson, Steiner
- 3. Finance/Negotiations: Hessler, Sherrod, Burford
- 4. Safety Committee: Steiner, Kaufman
- 5. Morrill School’s Foundation: Watson, Kaufman
- 6. Student Council Report
- 7. Activity Report
- 8. Secondary Principal’s Report
- 9. Elementary Principal’s Report
- 10. Early Childhood & Superintendent’s Report

**IV. RECOGNITION OF VISITORS** This section of the agenda is set aside as a public comment period. Individuals attending the meeting shall be invited to make comments during the “Recognition of Visitors” item allowed on the agenda. Time for each speaker should not exceed 5 minutes. If your concern pertains to a staff member, please follow the chain of command: staff should have already been consulted and, if that was not satisfactory, administration should have been consulted. We cannot entertain a conversation about a staff member in public session.

**V. NEW BUSINESS**

- 1. Consider approval of current staff resignations and/or advertisements for 2019-20 staff positions
- 2. Consider approval of contracts and work agreements for 2019-20 staff positons
- 3. Consider approval of first reading of new Policy Manual updated by NASB Policy Service
- 4. Consider/possibly approve Curriculum Committee recommendations for PK-Elementary Reading Curriculum and 7-12 ELA Curriculum
- 5. Consider/possibly approve ESU Contract for SPED services.
- 6. First discussion on Village attorney proposed agreement for School Resource Officer

**VI. OLD BUSINESS**

- 1. Consider proposed calendar for 2019-2020
- 2. Authorize transfer of funds to General or a draw on the line of credit
- 3. Discussion/possible approval of the 2019-2020 Negotiated Agreement

**VII. NEXT MEETING**

Board/Administration Retreat Strategic Planning April 22 7 pm  
 Regular Meeting May 13, 2019 at 7:30 pm

**VIII. ADJOURNMENT**

Except for an emergency, this agenda shall not be altered later than twenty-four hours before scheduled commencement of the meeting. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed. The agenda is kept continuously current and can be viewed in the district office.

Executive Session {84-1410}: These are the reasons for an executive session: strategy sessions for collective bargaining, real estate purchases, pending litigation, deployment of security personnel or devices, investigative proceedings regarding allegations of criminal misconduct and evaluation of the job performance of a personnel when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public body. The motion must state the specific reason listed above and include the phrase “and will be limited to the discussion of \_\_\_\_\_.”

## **Board of Education Regular Meeting**

March 11, 2019 6:30 PM

District Office

508 Jefferson Ave.

Morrill, NE 69358

*Morrill Public School District is committed to empowering students to become confident, knowledgeable, productive and responsible citizens of a diverse, ever-changing world"*

Mr. Dick Burford: Absent  
Mr. Jim Hessler: Present  
Lisa Kaufman: Present  
Dave Sherrod: Present  
Art Steiner: Present  
Billy Watson: Present

### **I. CALL TO ORDER FOR REGULAR MEETING**

Jim Hessler called the meeting to order at 6:36pm

I.1. Pledge to the Flag

I.2. Roll Call

Motion to excuse Dick Burford. Passed with a motion by Dave Sherrod and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

I.3. Notification of Open Meetings Law Posting

I.4. Recognition of Recording

No one stated they were recording the meeting.

I.5. Business Manager's Financial Report

Stacy Rodriguez gave her financial report to the board.

### **II. CONSENT AGENDA**

Motion for Approval of Consent Agenda. Passed with a motion by Billy Watson and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

II.1. 1. Approval of Agenda for March 11, 2019

Board meeting time will change in May back to 7:30pm

II.2. 2. Approval of Minutes for February 11 & March 4, 2019.

II.3. Approval to Pay Claims and file financial reports

II.3.a. Working Monthly Budget

II.3.b. Monthly Budget of Receipts

II.3.c. Activity Accounts

II.3.d. County Treasurers' Reports

### **III. PUBLIC HEARINGS**

Recess at 6:56 to open the Public Hearings.

No changes from what has been approved.

Only three policies required annually by state statute.

III.1. 1. Budget Amendments for 2018-2019 school year (Amendment recommended by Auditor)

Motion to open the Public Hearing at 6:57pm for the Budget Amendments for 2018-2019 school year (Amendment recommended by Auditor). Passed with a motion by Lisa Kaufman and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

Motion to close the hearing at 6:58 pm Passed with a motion by Lisa Kaufman and a second by Billy Watson.

Yea: 5, Nay: 0, Absent: 1

Motion to open the Public Hearing at 6:58 pm for the following policies Student Fee, Parental Involvement in Educational Practices, and Internet Safety Policy. Passed with a motion by Art Steiner and a second by Dave Sherrod.

Yea: 5, Nay: 0, Absent: 1

III.2. 2. Student Fee Policy

III.3. 3. Parental Involvement in Educational Practices Policy

#### III.4. 4. Internet Safety Policy

Motion to close the Public Hearing at 7:01 pm Passed with a motion by Dave Sherrod and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

#### REPORTS

IV.1. Curriculum/Americanism: Kaufman, Steiner, Burford

IV.2. Facilities/Transportation: Sherrod, Watson, Steiner

IV.3. Finance/Negotiations: Hessler, Sherrod, Burford

IV.4. Safety Committee: Steiner, Kaufman

IV.5. Morrill School's Foundation: Stauffer, Steiner

IV.6. Student Council/FFA report-

Andrew Avila gave the report. FFA will be having their Annual Slave/Silent Auction on Tuesday, March 19, 2019. It helps raise funds for FFA to attend State. This year we qualified 37 student members with 6 state degrees and competing in 13 events. Growth is happening in the FFA program. Jim would like to let Krystal Caudill know on behalf of the board she is doing an amazing job and congratulate her on her hard work. Student Council will be hosting the Step up dance towards the end of the year. It has not happened for a while. Hoping to have a good turnout!

IV.7. Activity Report

Josh Guerue gave his activity report to the board. Discussed the 2019-20 Athletic Schedule.

IV.8. Secondary Principal's Report

May need to consider buying calculators for students to prepare for the ACT test. School Board agreed to buy calculators to support students taking the ACT.

IV.9. Elementary Principal's Report

Keri Homan gave her report to the board.

IV.10. Early Childhood & Superintendent's Report

Joe Sherwood gave his report to the board.

#### IV. OLD BUSINESS

IV.1.1. Report from World Café Meeting on March 4, 2019

Joe suggested a Board Retreat to discuss the World Cafe questions and responses. It would be a 90 minute discussion. The board is looking to schedule the Board Retreat in April.

IV.2.2. Consider/possible approval of bids for Aerohive License renewal for access points throughout the buildings

Motion to accept the bid from GovConnection for Aerohive licensing for the amount of \$6,277.20. Passed with a motion by Dave Sherrod and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

IV.3.3. Discussion/possible approval of the 2019-2020 Negotiated Agreement

Moved the item to end of the meeting.

IV.4.4. Authorize transfer of funds to General or a draw on the line of credit  
Motion to transfer up to \$50,000 or the amount that is needed to cover the expenditures.  
Passed with a motion by Billy Watson and a second by Lisa Kaufman.  
Yea: 5, Nay: 0, Absent: 1

## V. NEW BUSINESS

V.1. 1. Consider/possibly action to amend Policy 1002 District Annual Report at recommendation of NASB  
Motion to approve the changes in policy 1002 as discussed and approving on first reading waiving on second reading. Passed with a motion by Art Steiner and a second by Billy Watson.  
Yea: 5, Nay: 0, Absent: 1

V.2. 2. Consider/possible action to approve 502.02 Option Enrollment Policy and 2019-20 Annual Capacity Resolution  
Motion to approve the policy option 502.02 and Appendix one as presented. Passed with a motion by Dave Sherrod and a second by Art Steiner.  
Yea: 5, Nay: 0, Absent: 1

V.3. 3. Consider/possible action to amend the 18-19 Budget Summary (Necessary Cash Reserve / Unencumbered Funds)  
Motion to amend the 18-19 Budget Summary (Necessary Cash Reserve / Unencumbered Funds) as presented. Passed with a motion by Billy Watson and a second by Lisa Kaufman.  
Yea: 5, Nay: 0, Absent: 1

V.4. 4. Classified Handbook clarification on 12 month employee leave  
Motion to delete the old 415.01 staff leave and absence policy and leaving the new modified version 415.01. Passed with a motion by Lisa Kaufman and a second by Art Steiner.  
Yea: 5, Nay: 0, Absent: 1

V.5. 5. Consider approval of staff resignations and/or advertisements for 2019-20 staff positions Recommend approval of resignation of Ashley Ruegg and thank her for the two years of service and we wish her luck! Passed with a motion by Billy Watson and a second by Dave Sherrod.  
Yea: 5, Nay: 0, Absent: 1

Joe Sherwood recommended advertising for a Spanish Teacher. No other resignations have been communicated yet. Jim said we will need to advertise for an elementary mental health counselor. Process of formatting the counselor guide for the next mental health counselor.

V.6. 6. Consider proposed calendar for 2019-2020

Motion to table for review until next month. Passed with a motion by Billy Watson and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

First draft of calendar.

V.7. 7. Consider/possible approval of contract renewal or comparison bid for 5 copy machines for the three buildings

Motion to approve the contract renewal or comparison bid for 5 copy machines for the three buildings from Copier Connection. Passed with a motion by Billy Watson and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

VI. Next Regular Meeting April 8, 2019 at 6:30 pm

Motion to enter into executive session for the protection of teacher negotiations and salaries with Joe, Keri, Tom, and Stacy present at 9:54 pm. Passed with a motion by Lisa Kaufman and a second by Billy Watson.

Yea: 5, Nay: 0, Absent: 1

Motion to come out of executive session at 11:50 pm. No action taken. Passed with a motion by Dave Sherrod and a second by Art Steiner.

Yea: 5, Nay: 0, Absent: 1

## VII. ADJOURNMENT

Meeting adjourned at 11:50 pm

Amazon Capital Services 1,530.68 AS CENTRAL SERVICES -- ST OF NEBRASKA 229.49  
Black Hills Energy 4,503.06 BLUFFS SANITARY SUPPLY 1,742.53 Bytes Computer &  
Network Solutions, Inc. 6,212.99 CENTURYLINK (ELEM) 0.00 Comfort Suites 1,823.84  
COPIER CONNECTION INC 1,115.88 Crossroads Music 3,603.22 DOLLAR GENERAL  
REGIONS 410526 2.95 EDUCATIONAL SERVICE UNIT #13 17,922.91 FLOYD'S TRUCK  
CENTER 1,634.48 General Binding Corporation 471.63 GREATAMERICA FINANCIAL  
SVCS. 1,175.00 HAMPTON INN - NORTH PLATTE 312.00 Harco Athletic Reconditioning  
Inc. 2,002.50 IDEAL LINEN SUPPLY 1,017.81 INLAND TRUCK PARTS & SERVICE 545.09  
JW PEPPER & SON, INC 402.57 Logoz LLC 300.00 MASTER CARD 4,059.69 MOBIUS  
COMMUNICATIONS COMPANY 83.11 MORRILL HARDWARE & BUILDING SUPPLIES  
184.22 MORRILL ROTARY CLUB 271.00 MORRILL SUPPLY 259.84 MPS -- ACTIVITIES  
FUND 5,681.00 NEBRASKA ASSOCIATION OF SCHOOL BOARDS 3,663.00 Nebraska  
Department of Health & Human Services 132.00 NEBRASKA RURAL COMMUNITY  
SCHOOLS ASSOC. 600.00 Panhandle Athletic Conference 650.00 PLATTE VALLEY BANK  
VISA 7.80 Precision Air 565.49 PROTEX CENTRAL 327.00 QUICK CARE MEDICAL  
SERVICES 125.00 Quill Corporation 215.80 REGIONAL WEST MEDICAL CENTER 18.00  
Rocky Mountain Air Solutions 103.70 ROSE BROS INC 366.27 Shoutpoint, Inc. 690.00  
SIMMONS OLSEN LAW FIRM PC 1,260.00 SPECTRUM 150.00 Universal Athletic Service,  
Inc. 237.49 University of Oregon 187.00 VILLAGE OF MORRILL 14,261.09 Voice News  
487.33 WESTCO COOPERATIVE COMPANY 2,281.22 WEX BANK 1,164.60 WPCI -  
INCORP. 392.00 Fund Number 01 84,972.28

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 1
01	GENERAL FUND						
<b>1100</b>	<b>REGULAR INSTRUCTIONAL PROGRAMS</b>						
01 1100 110 1 003	Instructional Salaries Elem	396,232.40	283,347.88	350,000.00	227,820.60	34.91	
01 1100 110 2 001	Instructional Salaries Sec	663,094.71	400,012.88	635,000.00	348,698.75	45.09	
01 1100 110 4 000	REGULAR SALARIES-FLAT	0.00	62,100.00	87,000.00	50,400.00	42.07	
01 1100 120 1 003	Substitutes-elementary	15,000.00	22,952.16	25,000.00	13,194.89	47.22	
01 1100 120 2 001	Substitutes - Secondary	15,000.00	12,012.50	20,000.00	23,370.94	(16.85)	
01 1100 140 1 003	Instructional Aide -Sub Para Elementary	40,572.00	2,795.10	5,000.00	2,408.30	51.83	
01 1100 140 2 001	Instructional Aide - Sub Para Highschool	0.00	0.00	0.00	5.59	0.00	
01 1100 159 1 003	STIPENDS -- ELEM XTRA DAYS	500.00	0.00	0.00	3,960.00	0.00	
01 1100 159 2 001	STIPENDS - SEC XTRA DAYS	300.00	0.00	0.00	440.00	0.00	
01 1100 210 1 003	Social Security - Elementary	38,059.09	25,026.49	26,000.00	20,402.24	21.53	
01 1100 210 2 001	Social Security Secondary	61,406.15	36,275.65	48,500.00	32,555.39	32.88	
01 1100 210 4 000	SOCIAL SECURITY-FLAT	0.00	4,743.79	0.00	3,837.94	0.00	
01 1100 220 1 003	Retirement - Elementary	43,146.67	27,786.17	25,000.00	23,036.03	7.86	
01 1100 220 2 001	Retirement - Secondary	65,499.17	39,158.75	65,500.00	34,570.50	47.22	
01 1100 220 4 000	RETIREMENT-FLAT	0.00	6,134.08	0.00	4,978.40	0.00	
01 1100 230 1 003	Benefit Package - Elementary	108,088.20	63,677.27	110,000.00	47,554.42	56.77	
01 1100 230 2 001	Benefit Package - Secondary	155,020.00	94,018.77	155,000.00	94,168.55	39.25	
01 1100 270 0 000	Workman's Comp-District	43,000.00	38,451.00	40,000.00	27,867.00	30.33	
01 1100 290 1 003	OTHER BENEFITS	0.00	1,600.00	0.00	0.00	0.00	
01 1100 290 2 001	OTHER BENEFITS	0.00	440.00	0.00	0.00	0.00	
01 1100 319 1 003	Prof Dev- Elementary	1,000.00	1,584.63	3,000.00	720.00	76.00	
01 1100 319 2 001	Professional Dev - Secondary	2,500.00	2,914.18	3,000.00	520.00	82.67	
01 1100 340 1 003	Repairs/Maint Computers Elem	2,500.00	40.00	2,000.00	485.99	75.70	
01 1100 340 2 001	Repairs/Maint Computers- Second	2,500.00	40.00	2,000.00	607.51	69.62	
01 1100 382 0 000	DISTANCE ED & TELECOMMUNICATIONS	25,000.00	15,441.03	30,000.00	11,107.32	57.01	
01 1100 410 0 000	SUPPLIES DISTRICT	5,000.00	986.45	3,000.00	17,428.22	(484.27)	
01 1100 410 1 003	SUPPLIES-- ELEM	7,500.00	7,612.94	20,000.00	14,141.65	24.74	
01 1100 410 2 001	SUPPLIES--SECOND	7,500.00	10,784.49	13,000.00	12,582.55	2.40	
01 1100 441 0	Copier Lease-District	25,000.00	17,409.06	28,000.00	16,991.84	39.31	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 2
000							
01 1100 580 0 000	STF DEV/TRAVEL	800.00	693.20	1,000.00	460.96	53.90	
01 1100 640 1 003	ELEM CURRICULUM /PERIODICALS	9,200.00	1,505.39	60,500.00	57,283.37	5.32	
01 1100 640 2 001	Second Curriculum/PERIODICALS	10,300.00	1,596.18	15,500.00	5,015.59	67.64	
01 1100 733 0 000	Equipment District	5,000.00	2,504.83	5,000.00	6,288.92	(25.78)	
01 1100 734 0 000	COMPUTER HARDWARE DISTRICT	60,000.00	18,221.57	44,000.00	49,109.42	(11.61)	
01 1100 734 2 001	COMPUTER HARDWARE SEC	0.00	0.00	0.00	2.30	0.00	
01 1100 735 0 000	COMPUTER SOFTWARE	15,000.00	18,147.29	20,000.00	20,654.18	(3.27)	
01 1100 735 1 003	ELEM-COMPUTER SOFTWARE	15,000.00	6,825.57	12,000.00	5,585.80	48.87	
01 1100 735 2 001	SECOND-COMPUTER SOFTWARE	10,000.00	42.60	5,000.00	1,070.83	78.58	
01 1100 810 0 000	DUES AND FEES	800.00	350.00	1,000.00	1,229.00	(22.90)	
<b>1100</b>	<b>REGULAR INSTRUCTIONAL PROGRAMS</b>	<b>Total</b>	<b>1,849,518.39</b>	<b>1,227,231.90</b>	<b>1,860,000.00</b>	<b>1,180,554.99</b>	<b>36.34</b>
<b>1125</b>	<b>FLEX SPENDING</b>						
01 1125 110 0 000	FLEX REGULAR SALARIES	12,000.00	0.00	12,000.00	0.00	100.00	
01 1125 140 0 000	FLEX OTHER STAFF SALARIES	0.00	0.00	4,500.00	0.00	100.00	
01 1125 210 0 000	FLEX SOCIAL SECURITY	1,000.00	0.00	1,500.00	0.00	100.00	
01 1125 220 0 000	RETIREMENT	1,200.00	0.00	2,000.00	0.00	100.00	
01 1125 410 0 000	FLEX SUPPLIES	100.00	0.00	2,500.00	0.00	100.00	
<b>1125</b>	<b>FLEX SPENDING</b>	<b>Total</b>	<b>14,300.00</b>	<b>0.00</b>	<b>22,500.00</b>	<b>0.00</b>	<b>100.00</b>
<b>1150</b>	<b>LIMITED ENGLISH PROF PROGRAMS</b>						
01 1150 110 1 003	LEP INSTRUCTIONAL SALARIES ELEM	78,192.00	44,928.00	56,500.00	39,312.00	30.42	
01 1150 210 1 003	LEP FICA/MEDICARE - ELEM	5,981.69	3,235.53	6,000.00	2,831.08	52.82	
01 1150 220 1 003	LEP RETIREMENT - ELEM	7,723.65	4,437.92	7,000.00	3,883.18	44.53	
01 1150 230 1 003	LEP BENEFIT PACKAGE - ELEM	3,989.64	2,538.16	3,200.00	2,220.89	30.60	
<b>1150</b>	<b>LIMITED ENGLISH PROF PROGRAMS</b>	<b>Total</b>	<b>95,886.98</b>	<b>55,139.61</b>	<b>72,700.00</b>	<b>48,247.15</b>	<b>33.64</b>
<b>1160</b>	<b>PROVERTY PROGRAMS</b>						
01 1160 110 1 003	POVERTY INSTR. SALARIES - ELEM	288,306.00	146,826.00	290,000.00	217,539.00	24.99	
01 1160 110 4 000	REGULAR SALARIES-FLAT	0.00	900.00	79,100.00	0.00	100.00	
01 1160 210 1 003	POVERTY FICA/MEDICARE - ELEM	22,055.41	12,874.14	29,000.00	19,276.82	33.53	
01 1160 210 4 000	SOCIAL SECURITY-FLAT	0.00	68.85	0.00	0.00	0.00	
01 1160 220 1 003	POVERTY RETIREMENT - ELEM	28,478.29	14,503.20	22,000.00	21,488.01	2.33	
01 1160 220 4 000	RETIREMENT-FLAT	0.00	88.90	0.00	0.00	0.00	
01 1160 230 1 003	POVERTY BENEFIT PKG - ELEM	72,458.56	37,747.92	11,500.00	61,523.82	(434.99)	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 3
<b>1160</b>	<b>PROVERTY PROGRAMS</b>	<b>Total</b>	<b>411,298.26</b>	<b>213,009.01</b>	<b>431,600.00</b>	<b>319,827.65</b>	<b>25.90</b>
<b>1190</b>	<b>EARLY CHILDHOOD ED PROGRAMS</b>						
01 1190 110 3 005	INSTRUCTIONAL PRE-K	79,380.00	38,712.60	34,000.00	10,305.50	69.69	
01 1190 120 3 005	INSTR -- SUBSTITUTE PRE-K	5,000.00	4,987.11	7,000.00	2,706.84	61.33	
01 1190 140 3 005	PRE-K--INSTRUCTIONAL AIDES	126,579.60	107,994.54	105,000.00	64,179.52	38.88	
01 1190 141 3 005	Provisional Teacher	81,120.00	49,152.50	95,000.00	55,946.55	41.11	
01 1190 210 3 005	FICA/MED -- PRE-K	23,690.49	16,246.62	18,000.00	10,379.97	42.33	
01 1190 220 3 005	RETIREMENT -- PRE-K	28,357.15	18,597.32	20,000.00	11,559.36	42.20	
01 1190 230 3 005	BENEFITS -- PRE-K	34,568.92	18,407.87	20,000.00	6,686.89	66.57	
01 1190 319 3 005	PROF DEV	1,000.00	800.91	1,500.00	743.24	50.45	
01 1190 410 3 005	SUPPLIES -- PRE-K	5,000.00	6,772.06	10,000.00	2,536.76	73.01	
01 1190 580 3 005	STF DEV/TRAVEL -- PRE-K	2,000.00	170.66	500.00	224.42	55.12	
01 1190 630 3 005	SNACKS--PRE K	10,000.00	101.18	500.00	44.99	91.00	
01 1190 640 3 005	CURRICULUM-PREK	5,400.00	0.00	3,800.00	2,108.75	44.51	
01 1190 733 3 005	EQUIPMENT-PRE K	2,000.00	1,277.50	2,500.00	3,027.75	(21.11)	
01 1190 734 3 005	Pre-K Computer Software	2,000.00	0.00	5,000.00	103.50	97.93	
01 1190 735 3 005	PRE K-COMPUTER SOFTWARE	400.00	0.00	6,000.00	0.00	100.00	
01 1190 810 3 005	DUES AND FEES-PRE K	1,000.00	60.00	500.00	50.00	90.00	
<b>1190</b>	<b>EARLY CHILDHOOD ED PROGRAMS</b>	<b>Total</b>	<b>407,496.16</b>	<b>263,280.87</b>	<b>329,300.00</b>	<b>170,604.04</b>	<b>48.14</b>
<b>1210</b>	<b>SPED</b>						
01 1210 110 1 003	Sped Sal Elem	36,774.00	24,516.00	38,500.00	22,302.00	42.07	
01 1210 110 2 001	Sped Sal Sec	54,270.00	0.00	0.00	0.00	0.00	
01 1210 110 3 005	REGULAR SALARIES	0.00	7,676.41	0.00	13,596.38	0.00	
01 1210 120 1 003	Sped Subs Elem	1,000.00	95.00	1,000.00	95.00	90.50	
01 1210 120 2 001	Sped Subs Sec	800.00	1,377.50	1,500.00	0.00	100.00	
01 1210 140 1 003	Sped Aides Elem	72,121.35	52,857.78	75,000.00	48,724.68	35.03	
01 1210 140 2 001	Sped Aides Sec	63,598.50	43,406.51	65,000.00	41,003.37	36.92	
01 1210 140 3 005	OTHER SPED STAFF SALARIES	0.00	40,058.21	50,000.00	37,391.12	25.22	
01 1210 210 1 003	Soc Sec	9,194.94	6,303.87	9,000.00	5,749.94	36.11	
01 1210 210 2 001	SOCIAL SECURITY	9,881.39	3,994.78	5,000.00	3,267.96	34.64	
01 1210 210 3 005	SOCIAL SECURITY	0.00	3,514.02	5,000.00	3,845.65	23.09	
01 1210 220 1 003	Sped Retire Elem	10,756.46	7,576.77	10,000.00	7,018.60	29.81	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 4
01 1210 220 2 001	Sped Retire Sec	11,642.81	4,287.81	7,000.00	3,996.67	42.90	
01 1210 220 3 005	RETIREMENT	0.00	4,187.14	6,500.00	4,710.88	27.52	
01 1210 230 1 003	Sped Bene Elem	15,289.64	10,265.23	13,500.00	8,807.74	34.76	
01 1210 230 2 001	Sped Bene Sec	11,300.00	7,533.36	11,300.00	5,839.60	48.32	
01 1210 270 1 003	Sped Workmns Elem	4,050.00	4,150.00	4,500.00	4,100.00	8.89	
01 1210 270 2 001	Sped Workmns Sec	4,050.00	4,150.00	4,500.00	3,800.00	15.56	
01 1210 313 0 000	Contr Serv Sped	121,000.00	48,395.18	60,000.00	27,104.93	54.83	
01 1210 313 1 003	SPED ELEM CONTRACT SERVICES	0.00	8,030.82	44,000.00	31,529.77	28.34	
01 1210 313 2 001	2nd SPED CONTRACT SERVICES	0.00	7,185.63	40,000.00	30,419.57	23.95	
01 1210 319 1 003	Other Prof & Tech Services	250.00	0.00	500.00	240.00	52.00	
01 1210 321 1 003	HEAT	400.00	609.85	800.00	638.24	20.22	
01 1210 321 2 003	HEAT	0.00	0.00	650.00	0.00	100.00	
01 1210 321 3 005	HEAT	0.00	0.00	150.00	0.00	100.00	
01 1210 323 1 003	WATER AND SEWER	700.00	478.43	800.00	614.78	23.15	
01 1210 323 2 001	WATER AND SEWER	0.00	0.00	350.00	168.42	51.88	
01 1210 323 3 005	WATER AND SEWER	0.00	0.00	100.00	0.00	100.00	
01 1210 338 1 003	REPAIRS AND MAINTENANCE	2,000.00	0.00	2,000.00	0.00	100.00	
01 1210 340 1 003	OTHER CONTRACTED OR SECURED SERVICES	100.00	0.00	0.00	2,163.05	0.00	
01 1210 382 0 000	DISTANCE EDUCATION AND TELECOMMUNICATION	4,800.00	1,174.65	4,800.00	1,790.28	62.70	
01 1210 410 1 003	Elem Sped Suppl	500.00	407.89	600.00	239.23	60.13	
01 1210 410 2 001	Sec Sped Suppl	500.00	354.78	500.00	263.03	47.39	
01 1210 410 3 005	Pre K SUPPLIES	500.00	294.58	500.00	0.00	100.00	
01 1210 520 0 000	Liability Insurance	10,000.00	0.00	0.00	0.00	0.00	
01 1210 561 3 005	TUIT PD OTHER DIST	0.00	240.00	5,000.00	0.00	100.00	
01 1210 580 1 003	SPED--STF DEV--ELEM	500.00	740.95	750.00	906.65	(20.89)	
01 1210 580 2 001	SPED--STF DEV--SEC	400.00	286.65	750.00	224.75	70.03	
01 1210 622 1 003	ELECTRICITY	2,300.00	2,045.46	3,250.00	2,267.38	30.23	
01 1210 622 2 001	ELECTRICITY	0.00	0.00	2,000.00	1,389.54	30.52	
01 1210 622 3 005	ELECTRICITY	0.00	0.00	150.00	0.00	100.00	
01 1210 640 1 003	ELEM SPED CURRICULUM	400.00	629.90	800.00	0.00	100.00	
01 1210 640 2 001	Sec Sped Curriculum	400.00	521.96	700.00	208.78	70.17	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 5
01 1210 734 0 000	SPED COMPUTER HARDWARE	500.00	0.00	500.00	167.41	66.52	
01 1210 810 0 000	Sped Fees	1,200.00	0.00	1,200.00	0.00	100.00	
<b>1210 SPED</b>	<b>Total</b>	<b>451,179.09</b>	<b>297,347.12</b>	<b>478,150.00</b>	<b>314,585.40</b>	<b>34.21</b>	
<b>1291</b>	<b>EARLY CHILDHOOD SPECIAL EDUCATION INSTRU</b>						
01 1291 313 3 005	SPED Age 3-5 CONTRACT SERVICES	0.00	6,934.11	16,000.00	12,669.18	20.82	
<b>1291 EARLY CHILDHOOD SPECIAL EDUCATION INSTRU</b>	<b>Total</b>	<b>0.00</b>	<b>6,934.11</b>	<b>16,000.00</b>	<b>12,669.18</b>	<b>20.82</b>	
<b>1292</b>	<b>BIRTH-2 SPECIAL ED INSTRUCTIONAL PROGRAM</b>						
01 1292 313 3 005	BIRTH-2 SPED CONTRACT SERVICES	0.00	6,965.55	9,500.00	6,358.26	33.07	
<b>1292 BIRTH-2 SPECIAL ED INSTRUCTIONAL PROGRAM</b>	<b>Total</b>	<b>0.00</b>	<b>6,965.55</b>	<b>9,500.00</b>	<b>6,358.26</b>	<b>33.07</b>	
<b>2120</b>	<b>GUIDANCE SERVICES</b>						
01 2120 110 0 000	GUIDANCE SALARIES	44,431.09	29,620.72	45,000.00	27,085.94	39.81	
01 2120 140 0 000	OTHER STAFF SALARIES	0.00	6,580.16	9,000.00	8,603.85	4.40	
01 2120 210 0 000	GUIDANCE FICA/MEDICARE	4,263.43	3,177.67	4,300.00	2,373.71	44.80	
01 2120 220 0 000	GUIDANCE RETIREMENT	4,388.81	3,389.59	5,500.00	3,226.78	41.33	
01 2120 230 0 000	GUIDANCE BENEFITS	15,289.64	9,691.44	15,200.00	2,768.27	81.79	
01 2120 319 0 000	PROF DEV	500.00	0.00	500.00	0.00	100.00	
01 2120 410 0 000	SUPPLIES/TESTING	10,000.00	4,880.50	7,500.00	7,117.45	5.10	
01 2120 580 0 000	Guid-Prof Dev	250.00	0.00	500.00	0.00	100.00	
01 2120 610 0 000	GUIDEANCE-OTHER SUPPLIES AND MATERIALS	1,500.00	0.00	1,000.00	445.09	55.49	
01 2120 735 0 000	GUIDANCE-COMPUTER SOFTWARE	0.00	0.00	0.00	629.99	0.00	
01 2120 810 0 000	DUES AND FEES	350.00	0.00	500.00	0.00	100.00	
01 2120 890 0 000	Guid-Other misc expenses	0.00	0.00	500.00	0.00	100.00	
<b>2120 GUIDANCE SERVICES</b>	<b>Total</b>	<b>80,972.97</b>	<b>57,340.08</b>	<b>89,500.00</b>	<b>52,251.08</b>	<b>41.62</b>	
<b>2130</b>	<b>HEALTH SERVICES</b>						
01 2130 110 0 000	Salary Nurse	45,000.00	0.00	0.00	0.00	0.00	
01 2130 110 2 001	Salary	0.00	3,541.67	0.00	0.00	0.00	
01 2130 140 0 000	Salary Nurse	0.00	26,250.00	45,000.00	26,250.00	41.67	
01 2130 210 0 000	Social Security	4,306.95	2,512.37	4,400.00	2,506.07	43.04	
01 2130 210 2 001	SOCIAL SECURITY	0.00	270.93	0.00	0.00	0.00	
01 2130 220 0 000	Retirement Nurse	4,445.01	2,592.94	4,500.00	2,592.94	42.38	
01 2130 220 2 001	RETIREMENT	0.00	349.84	0.00	0.00	0.00	
01 2130 230 0 000	Nurse-Benefits	22,071.80	6,756.77	15,200.00	6,591.69	56.63	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 6
01 2130 410 000	Supplies Nurse	1,000.00	997.50	2,000.00	564.93	67.86	
01 2130 580 000	Prof Dev Nurse	800.00	160.00	350.00	18.00	94.86	
01 2130 810 000	DUES AND FEES	300.00	0.00	300.00	0.00	100.00	
01 2130 890 000	Other Nurse	0.00	0.00	0.00	656.13	0.00	
<b>2130 HEALTH SERVICES</b>	<b>Total</b>	<b>77,923.76</b>	<b>43,432.02</b>	<b>71,750.00</b>	<b>39,179.76</b>	<b>45.29</b>	
<b>2190 OTHER PUPIL SUPPORT SERVICES</b>							
01 2190 110 000	REGULAR SALARIES-ACTIVITY	65,235.50	90,932.61	118,000.00	84,373.31	28.50	
01 2190 120 000	ACTIVITY BUS DRIVER	50,000.00	602.90	0.00	2,640.07	0.00	
01 2190 140 000	OTHER STAFF SALARIES	23,287.00	25,604.79	40,500.00	17,247.07	57.41	
01 2190 210 000	Social Security/Med-- ACTIVITY BUS	10,914.22	9,139.73	13,000.00	8,439.18	35.08	
01 2190 220 000	RETIREMENT -- ACTIVITY BUS	13,257.59	9,906.51	13,500.00	9,723.54	27.97	
01 2190 230 000	Insurance	0.00	3,679.84	0.00	3,190.82	0.00	
01 2190 319 000	EXTRA DUTY -- NON-STAFF	8,453.50	5,742.00	13,000.00	10,692.00	17.75	
01 2190 340 000	ATHLETIC TRAINER SERVICES-ACTIV	1,500.00	1,500.00	2,000.00	333.33	83.33	
01 2190 410 000	Activities Supplies	18,000.00	13,130.25	18,000.00	13,172.92	26.82	
01 2190 410 400	Activities Spirit wear	7,000.00	2,332.14	3,000.00	0.00	100.00	
01 2190 490 000	STATE FEES -- ACTIVITIES	4,000.00	0.00	3,000.00	119.98	96.00	
01 2190 500 000	TRACK/FB FIELD--SITE IMPROVEMENTS	1,500.00	0.00	10,000.00	11,322.50	(13.23)	
01 2190 580 000	Activities -- Travel Expenses	3,500.00	3,578.01	7,500.00	2,831.41	62.25	
01 2190 610 000	Activities --Weight Room Supplies	2,000.00	25.98	2,000.00	0.00	100.00	
01 2190 626 000	Activities -- Gas & Oil	7,500.00	5,326.04	8,000.00	4,753.02	40.59	
01 2190 890 000	DUES/FEES -- ACTIVITIES	3,000.00	1,102.00	3,000.00	2,755.32	8.16	
<b>2190 OTHER PUPIL SUPPORT SERVICES</b>	<b>Total</b>	<b>219,147.81</b>	<b>172,602.80</b>	<b>254,500.00</b>	<b>171,594.47</b>	<b>32.58</b>	
<b>2211 SCHOOL IMPROVEMENT</b>							
01 2211 580 000	SCH IMP: TRAVEL EXPENSES	2,500.00	48.23	10,000.00	0.00	100.00	
01 2211 890 000	SCH IMP: ACCREDITATION EXP	2,500.00	540.00	5,000.00	450.00	91.00	
<b>2211 SCHOOL IMPROVEMENT</b>	<b>Total</b>	<b>5,000.00</b>	<b>588.23</b>	<b>15,000.00</b>	<b>450.00</b>	<b>97.00</b>	
<b>2212 INST STAFF TRNG AND CURR DEV</b>							
01 2212 210 000	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	
01 2212 220 000	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 2212 230 000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	
01 2212 319 000	SCHO IMP: PROF DEV	40,000.00	0.00	25,000.00	0.00	100.00	
<b>2212 INST STAFF TRNG AND CURR DEV</b>	<b>Total</b>	<b>40,000.00</b>	<b>0.00</b>	<b>25,000.00</b>	<b>0.00</b>	<b>100.00</b>	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 7
<b>2220</b>	<b>2220</b>						
01 2220 110 0 000	Salary Librarian	38,232.00	25,488.00	38,500.00	22,302.00	42.07	
01 2220 120 0 000	Substitute or Temporary Salaries	500.00	332.50	500.00	0.00	100.00	
01 2220 210 0 000	Fica Librarian	3,789.20	1,504.70	3,900.00	1,962.02	49.69	
01 2220 220 0 000	Retire Library	3,776.48	2,517.67	3,900.00	2,202.96	43.51	
01 2220 230 0 000	Benefit Library	15,289.64	10,006.05	15,500.00	8,734.75	43.65	
01 2220 410 1 003	Elem Library Supplies	200.00	1,888.39	1,200.00	2,392.35	(99.36)	
01 2220 410 2 001	Sec Library Supplies	200.00	1,144.63	800.00	508.23	36.47	
01 2220 580 0 000	Library-Travel expense and mileage	350.00	0.00	200.00	0.00	100.00	
01 2220 640 1 003	Library Books Elem	1,700.00	0.00	1,200.00	2,114.28	(76.19)	
01 2220 640 2 001	Library Books Sec	1,200.00	0.00	1,300.00	0.00	100.00	
01 2220 735 0 000	Library-Computer Software	500.00	84.00	250.00	84.00	66.40	
01 2220 810 0 000	Dues and Fees	350.00	174.00	350.00	0.00	100.00	
<b>2220</b>	<b>2220</b>	<b>Total</b>	<b>66,087.32</b>	<b>43,139.94</b>	<b>67,600.00</b>	<b>40,300.59</b>	<b>40.38</b>
<b>2224</b>	<b>EDUCATIONAL TELEVISION SERVICES</b>						
01 2224 110 0 000	Salary Tech	72,000.00	47,354.64	0.00	0.00	0.00	
01 2224 140 0 000	OTHER TECH STAFF SALARIES	53,872.00	24,515.16	29,000.00	10,711.00	63.07	
01 2224 210 0 000	Fica Tech	10,493.66	6,065.14	2,300.00	819.38	64.37	
01 2224 220 0 000	Retire Tech	10,995.18	6,429.03	2,900.00	1,058.02	63.52	
01 2224 230 0 000	Benefit Tech	11,300.00	7,533.36	0.00	0.00	0.00	
01 2224 313 0 000	Contracted Services	0.00	16,200.00	65,000.00	47,351.90	27.15	
01 2224 319 0 000	PROF DEV-TECH	400.00	0.00	400.00	75.60	81.10	
01 2224 340 1 003	Repairs Elem Tech	1,000.00	0.00	1,000.00	12.99	98.70	
01 2224 340 2 001	Repairs Sec Tech	1,000.00	0.00	1,000.00	0.00	100.00	
01 2224 410 0 000	Supplies Tech	2,000.00	409.81	2,000.00	237.29	88.14	
01 2224 580 0 000	Mileage Tech	100.00	0.00	200.00	101.81	49.10	
01 2224 734 0 000	Tech Hardware	1,000.00	0.00	5,000.00	0.00	100.00	
01 2224 810 0 000	Tech Dues/fees	200.00	50.32	400.00	0.00	100.00	
01 2224 890 0 000	Other Tech	0.00	0.00	0.00	0.00	0.00	
<b>2224</b>	<b>EDUCATIONAL TELEVISION SERVICES</b>	<b>Total</b>	<b>164,360.84</b>	<b>108,557.46</b>	<b>109,200.00</b>	<b>60,367.99</b>	<b>44.72</b>
<b>2310</b>	<b>BOARD OF EDUCATION</b>						
01 2310 310 0 000	Prof Dev	5,000.00	0.00	3,000.00	2,621.75	12.61	
01 2310 317 0 000	Legal Services	6,000.00	1,947.50	4,000.00	4,046.00	(1.15)	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 8
000							
01 2310 340 000	Audit	62,000.00	77,984.00	80,000.00	72,425.64	9.47	
01 2310 350 000	Advertising And Printing	15,000.00	1,717.72	10,000.00	3,951.40	60.49	
01 2310 410 000	Supplies Board	1,000.00	0.00	500.00	0.00	100.00	
01 2310 440 000	Periodicals Board	300.00	0.00	300.00	0.00	100.00	
01 2310 521 000	Board Fidelity Bond Premiums	250.00	0.00	250.00	0.00	100.00	
01 2310 580 000	Mileage And Expense	2,500.00	0.00	2,000.00	796.80	60.16	
01 2310 810 000	Dues And Fees	10,000.00	8,135.00	9,000.00	8,893.00	1.19	
01 2310 890 000	Other Board	1,000.00	0.00	5,000.00	381.50	92.37	
<b>2310 BOARD OF EDUCATION</b>	<b>Total</b>	<b>103,050.00</b>	<b>89,784.22</b>	<b>114,050.00</b>	<b>93,116.09</b>	<b>18.36</b>	
<b>2320 EXECUTIVE ADMINISTRATION</b>							
01 2320 105 000	SALARY-SUPERINTENDENT	120,000.00	80,000.00	120,000.00	70,000.00	41.67	
01 2320 140 000	Clerical Salary Supt	35,784.00	24,873.69	28,000.00	17,104.05	38.91	
01 2320 210 000	Fica Supt	11,917.48	7,911.60	12,000.00	6,646.30	44.61	
01 2320 220 000	Retire Supt	15,388.03	10,352.73	15,500.00	8,638.54	44.27	
01 2320 230 000	Benefits Supt	21,471.12	15,181.79	22,000.00	12,946.43	41.15	
01 2320 290 000	OTHER BENEFITS	600.00	400.00	600.00	350.00	41.67	
01 2320 319 000	SUPER-PROF DEV	2,000.00	109.43	2,000.00	175.00	91.25	
01 2320 410 000	Office Supplies	300.00	0.00	300.00	0.00	100.00	
01 2320 460 000	Comp Hardware Supt	1,000.00	0.00	1,500.00	1,169.98	22.00	
01 2320 580 000	TRAVEL - SUPT.	2,000.00	0.00	2,000.00	275.45	86.23	
01 2320 699 000	SUPERINTENDENT CONTINGENCY	0.00	0.00	0.00	48.03	0.00	
01 2320 733 000	Equip Supt	500.00	0.00	500.00	0.00	100.00	
01 2320 810 000	Dues And Fees	2,500.00	646.30	1,500.00	1,658.50	(10.57)	
01 2320 890 000	Other Supt	500.00	114.81	800.00	377.37	52.83	
<b>2320 EXECUTIVE ADMINISTRATION</b>	<b>Total</b>	<b>213,960.63</b>	<b>139,590.35</b>	<b>206,700.00</b>	<b>119,389.65</b>	<b>42.24</b>	
<b>2410 PRIN</b>							
01 2410 110 1003	Salary Elem Prin	103,000.00	68,666.64	103,000.00	60,083.31	41.67	
01 2410 110 2001	Salary Sec Prin	75,912.00	50,608.00	82,000.00	47,833.31	41.67	
01 2410 140 1003	Clerical Elem Prin	30,744.00	22,520.55	33,000.00	20,674.91	37.35	
01 2410 140 2001	Clerical Sec Prin	33,768.00	28,301.99	36,000.00	24,784.22	31.15	
01 2410 210 1003	Fica Elem Prin	10,231.42	6,964.98	10,500.00	6,168.53	41.25	
01 2410 210 2	Fica Sec Prin	8,390.52	5,695.75	8,500.00	5,068.47	40.37	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 9
001							
01 2410 220 1 003	Retire Elem Prin	13,210.96	8,919.15	13,500.00	7,931.93	41.24	
01 2410 220 2 001	Retire Sec Prin	10,833.97	7,794.57	11,000.00	7,172.99	34.79	
01 2410 230 1 003	Benefit Elem Prin	0.00	0.00	0.00	0.00	0.00	
01 2410 230 2 001	Benefit Sec Prin	15,204.12	16,771.76	12,000.00	12,575.29	(4.79)	
01 2410 319 1 003	ELEM PRINCIPAL-PROF DEV	2,000.00	393.43	1,500.00	24.00	98.40	
01 2410 319 2 001	SEC PRINCIPAL-PROF DEV	2,000.00	109.42	1,500.00	0.00	100.00	
01 2410 410 1 003	Supplies Elem Prin	500.00	0.00	500.00	142.95	71.41	
01 2410 410 2 001	Supplies Sec Prin	500.00	556.19	500.00	192.84	61.43	
01 2410 410 3 005	SUPPLIES-PRE K Director	500.00	0.00	200.00	0.00	100.00	
01 2410 580 1 003	Mileage Elem Prin	400.00	22.44	100.00	585.41	(485.41)	
01 2410 580 2 001	Mileage Sec Prin	400.00	0.00	100.00	221.70	(121.70)	
01 2410 733 1 003	Equip Elem Prin	0.00	0.00	0.00	0.00	0.00	
01 2410 734 1 003	Comp Hardware Elem Princ	0.00	0.00	800.00	683.23	14.60	
01 2410 734 2 001	Comp Hardware Sec Princ	0.00	0.00	800.00	629.99	21.25	
01 2410 810 1 003	Dues Elem Prin	1,500.00	646.30	1,000.00	378.50	62.15	
01 2410 810 2 001	Dues Sec Prin	750.00	360.00	500.00	0.00	100.00	
01 2410 810 3 005	DUES AND FEES-Director Early Childhood	500.00	0.00	250.00	0.00	100.00	
<b>2410 PRIN</b>	<b>Total</b>	<b>310,344.99</b>	<b>218,331.17</b>	<b>317,250.00</b>	<b>195,151.58</b>	<b>38.49</b>	
<b>2510</b>	<b>GENERAL ADMIN-BUSINESS SERVICE</b>						
01 2510 140 0 000	Business Manager--Salary	47,527.20	35,387.80	52,000.00	38,593.74	25.78	
01 2510 210 0 000	Business Manager--FICA/Medicare	3,635.83	2,611.18	4,800.00	2,817.80	41.30	
01 2510 220 0 000	Business Manager--Retirement	4,694.64	3,088.94	5,000.00	3,665.03	26.70	
01 2510 230 0 000	Business Manager--Benefits Package	6,782.16	2,825.90	0.00	0.00	0.00	
01 2510 260 0 000	UNEMPLOYMENT COMP OR INS	0.00	691.13	10,000.00	0.00	100.00	
01 2510 319 0 000	Professional & Technical Svcs	5,000.00	123.95	1,000.00	6,167.70	(516.77)	
01 2510 340 0 000	Contracted Services	500.00	0.00	500.00	138.50	72.30	
01 2510 350 0 000	Adver/print General	1,500.00	882.65	2,500.00	2,285.77	8.57	
01 2510 410 0 000	Supplies General	750.00	375.01	750.00	1,390.12	(87.22)	
01 2510 441 0 000	Rent/lease General	250.00	0.00	250.00	0.00	100.00	
01 2510 531 0 000	Postage General	3,500.00	1,142.25	3,000.00	353.32	88.22	
01 2510 580 0 000	Prof Dev-General	1,000.00	335.42	1,500.00	647.68	56.82	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 10
01 2510 629 0 000	Telephone General	12,000.00	6,977.47	10,000.00	8,599.16	14.01	
01 2510 733 0 000	Equip General	500.00	0.00	500.00	27.98	94.40	
01 2510 735 0 000	BUSINESS SOFTWARE	500.00	1,450.68	6,000.00	100.00	98.33	
01 2510 810 0 000	DUES AND FEES	500.00	484.00	600.00	121.98	79.67	
01 2510 890 0 000	Other General	500.00	330.22	500.00	216.00	56.80	
<b>2510</b>	<b>GENERAL ADMIN-BUSINESS SERVICE</b>	<b>Total</b>	<b>89,139.83</b>	<b>56,706.60</b>	<b>98,900.00</b>	<b>65,124.78</b>	<b>34.14</b>
<b>2610</b>	<b>Custodian</b>						
01 2610 140 1 003	CUSTODIAL SALARY--ELEM	31,424.49	28,115.87	38,000.00	31,054.62	18.28	
01 2610 140 2 001	CUSTODIAL SALARIES -- SEC	30,270.33	27,822.16	35,000.00	14,294.68	59.16	
01 2610 140 3 005	CUSTODIAL-PRE K	10,920.00	615.20	5,000.00	452.75	90.95	
01 2610 210 1 003	Fica Elem Custodian	2,403.97	2,135.45	3,200.00	2,344.87	26.72	
01 2610 210 2 001	Fica Sec Custodian	2,315.68	2,031.76	2,700.00	1,085.22	59.81	
01 2610 210 3 005	SOCIAL SECURITY-PRE K CUSTODIAL	835.38	47.06	400.00	0.00	100.00	
01 2610 220 1 003	Retire Elem Cust	3,104.05	2,572.75	4,000.00	2,894.06	27.65	
01 2610 220 2 001	Retire Sec Cust	2,990.04	2,394.38	3,600.00	1,412.00	60.78	
01 2610 220 3 005	RETIREMENT-PRE K CUSTODIAL	1,078.90	0.00	500.00	0.00	100.00	
01 2610 230 1 003	Benefits Elem	2,260.72	3,956.26	6,000.00	8,105.01	(35.08)	
01 2610 230 2 001	Benefits Sec	9,042.88	1,765.76	2,500.00	4,109.48	(64.38)	
01 2610 230 3 005	BENEFITS-PRE K CUSTODIAL	0.00	0.00	0.00	0.00	0.00	
01 2610 320 0 000	PROPERTY SERVICES-Equip Rental	500.00	0.00	500.00	0.00	100.00	
01 2610 321 1 003	Heat - Elem	16,000.00	12,797.33	17,000.00	12,115.86	28.73	
01 2610 321 2 001	Heat - Highschool	13,000.00	9,829.64	13,500.00	9,403.78	30.34	
01 2610 321 3 005	HEAT-PRE K	5,000.00	1,908.34	3,000.00	2,194.51	26.85	
01 2610 323 1 003	Water/sewer Elem	16,000.00	11,029.81	19,000.00	11,681.05	38.52	
01 2610 323 2 001	Water/sewer Sec	7,000.00	4,959.38	8,000.00	4,819.01	39.76	
01 2610 323 3 005	WATER AND SEWER-PRE K	5,000.00	786.20	2,500.00	1,361.00	45.56	
01 2610 410 0 000	Custodial-Supplies	0.00	194.95	0.00	737.92	0.00	
01 2610 410 1 003	Supplies Elem Cust	10,000.00	9,684.52	15,000.00	7,508.04	46.37	
01 2610 410 2 001	Supplies Sec Cust	10,000.00	10,390.64	15,000.00	9,191.17	32.89	
01 2610 410 3 005	CUSTODIAL SUPPLIES - PRE K	8,000.00	3,784.40	6,000.00	3,656.96	19.32	
01 2610 622 1 003	Elec Elem	65,000.00	45,750.15	68,000.00	43,080.70	36.65	
01 2610 622 2	Elec Sec	40,000.00	28,421.40	42,000.00	31,486.46	25.03	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 11
001							
01 2610 622 3 005	ELECTRICITY-PRE K	15,000.00	2,102.31	4,500.00	1,993.99	55.69	
01 2610 629 1 003	Drinking Water - Elem	0.00	0.00	0.00	0.00	0.00	
01 2610 629 2 001	Drinking Water - Highschool	0.00	0.00	0.00	0.00	0.00	
01 2610 733 0 000	Equipment Cust	4,000.00	0.00	5,000.00	0.00	100.00	
<b>2610 Custodian</b>	<b>Total</b>	<b>311,146.44</b>	<b>213,095.72</b>	<b>319,900.00</b>	<b>204,983.14</b>	<b>34.92</b>	
<b>2620 Maintenance</b>							
01 2620 140 0 000	OTHER STAFF SALARIES	64,203.26	45,001.94	65,000.00	37,725.39	41.96	
01 2620 140 1 003	MAINTENANCE SALARY	0.00	0.00	0.00	164.25	0.00	
01 2620 210 0 000	SOCIAL SECURITY	4,911.55	3,414.16	5,000.00	2,849.02	43.02	
01 2620 210 1 003	SOCIAL SECURITY-MAINTENANCE	0.00	0.00	0.00	12.56	0.00	
01 2620 220 0 000	RETIREMENT	6,341.87	4,310.80	6,500.00	3,692.52	43.19	
01 2620 220 1 003	RETIREMENT-MAINTENANCE	0.00	0.00	0.00	16.22	0.00	
01 2620 230 0 000	HEALTH INSURANCE	6,782.16	6,784.18	9,000.00	5,620.64	37.55	
01 2620 328 0 000	Property Insurance	0.00	0.00	5,000.00	0.00	100.00	
01 2620 338 1 003	Elem Repairs Maint	3,000.00	880.98	3,000.00	0.00	100.00	
01 2620 338 2 001	HS Maint. Repairs	3,000.00	1,113.12	3,000.00	0.00	100.00	
01 2620 338 3 005	MAINT/REPAIR-PRE K	1,500.00	59.99	1,500.00	15.45	98.97	
01 2620 340 0 000	Maint-Repairs	35,000.00	339.54	10,000.00	1,241.11	87.59	
01 2620 340 1 003	Contr Serv Elem Maint	5,000.00	1,435.50	5,000.00	2,546.24	49.08	
01 2620 340 2 001	Contr Serv Sec Maint	5,000.00	2,936.26	5,000.00	2,744.00	45.12	
01 2620 340 3 005	CONTR SERV (FIRE MONITOR)	1,500.00	245.00	1,500.00	0.00	100.00	
01 2620 410 0 000	Dist-Repair/Maintenance Grounds	7,500.00	6,218.89	10,000.00	4,755.22	47.13	
01 2620 410 1 003	Elem-Maintenance/Repair Supplies	2,500.00	1,224.77	4,000.00	2,755.28	31.12	
01 2620 410 2 001	Sec Repair/Maintenance Supplies	2,500.00	793.27	3,000.00	3,090.85	(3.03)	
01 2620 410 3 005	PRE K MAINTENANCE SUPPLIES	2,500.00	353.24	1,000.00	460.75	53.93	
01 2620 720 0 000	Bldg Improv District	5,000.00	0.00	10,000.00	0.00	100.00	
01 2620 733 0 000	Maint-Equip-Concession Stand	5,000.00	0.00	5,000.00	575.43	88.49	
01 2620 733 1 003	Equip Maint	3,500.00	4,389.95	6,000.00	1,029.56	82.84	
01 2620 733 2 001	Equip Maint	3,500.00	243.73	2,500.00	0.00	100.00	
01 2620 733 3 005	FURNITURE AND EQUIPMENT-PRE K	1,500.00	0.00	2,500.00	609.00	73.84	
<b>2620 Maintenance</b>	<b>Total</b>	<b>169,738.84</b>	<b>79,745.32</b>	<b>163,500.00</b>	<b>69,903.49</b>	<b>56.89</b>	
<b>2660 Security</b>							

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 12
01 2660 490 000	Safety and Security-other	5,000.00	3,646.72	10,000.00	4,889.30	51.11	
<b>2660 Security</b>	<b>Total</b>	<b>5,000.00</b>	<b>3,646.72</b>	<b>10,000.00</b>	<b>4,889.30</b>	<b>51.11</b>	
<b>2710</b>	<b>REGULAR PUPIL TRANSPORTATION</b>						
01 2710 120 000	Trans-Sub Bus Salary	0.00	4,390.18	5,000.00	7,082.59	(41.65)	
01 2710 140 000	Salary Bus	102,764.70	78,679.99	110,000.00	65,930.04	40.06	
01 2710 140 3005	PRE-K BUS DRIVER SALARY	0.00	0.00	0.00	0.00	0.00	
01 2710 210 000	Fica Bus	7,861.50	6,311.02	9,000.00	5,541.12	38.43	
01 2710 210 3005	PRE-K BUS DRIVER FICA/MED	0.00	0.00	0.00	0.00	0.00	
01 2710 220 000	Retire Bus	10,150.89	6,769.82	11,000.00	5,967.99	45.75	
01 2710 230 000	Benefits	6,782.16	2,110.10	3,000.00	3,527.05	(17.57)	
01 2710 319 000	PROFESSIONAL DEV	3,500.00	1,155.19	2,500.00	1,249.00	50.04	
01 2710 337 000	Tires And Parts	10,000.00	10,238.41	16,000.00	958.99	94.01	
01 2710 338 000	Repairs And Maintenance	20,000.00	2,629.29	20,000.00	12,142.41	39.29	
01 2710 410 000	Supplies	5,000.00	2,940.18	7,000.00	2,139.87	69.43	
01 2710 520 000	Vehicle Liability Insurance	9,000.00	0.00	0.00	0.00	0.00	
01 2710 540 000	Vehicle Acquisition	50,000.00	24.00	25,000.00	0.00	100.00	
01 2710 626 000	Gas And Oil	30,000.00	20,511.93	33,000.00	24,089.41	27.00	
01 2710 890 000	Other	0.00	(1,422.60)	2,500.00	25.00	99.00	
<b>2710 REGULAR PUPIL TRANSPORTATION</b>	<b>Total</b>	<b>255,059.25</b>	<b>134,337.51</b>	<b>244,000.00</b>	<b>128,653.47</b>	<b>47.27</b>	
<b>2712</b>	<b>SCHOOL AGE SPEC ED TRANSPORT</b>						
01 2712 140 2001	SPED TRANSPORTATION/BUS DRIVER	2,500.00	1,595.65	5,000.00	0.00	100.00	
01 2712 210 2001	FICA/Medicare SPED Transportation	150.00	122.07	200.00	0.00	100.00	
01 2712 220 2001	Retirement -- SPED Transportation	200.00	157.61	500.00	0.00	100.00	
01 2712 337 000	SPED TIRES & PARTS -- MINI BUS	500.00	0.00	1,000.00	0.00	100.00	
01 2712 338 000	SPED RPRS & MAINT -- PRIUS	1,000.00	0.00	1,000.00	0.00	100.00	
01 2712 410 000	SPED TRNS SUPPLIES -- PRIUS	250.00	0.00	500.00	0.00	100.00	
01 2712 520 000	SPED Vehicle Liability Insurance	1,000.00	0.00	1,000.00	0.00	100.00	
01 2712 626 000	SPED GAS & OIL -- PRIUS	500.00	297.34	500.00	394.78	21.04	
01 2712 890 000	SPED TRANS -- OTHER	0.00	0.00	0.00	0.00	0.00	
<b>2712 SCHOOL AGE SPEC ED TRANSPORT</b>	<b>Total</b>	<b>6,100.00</b>	<b>2,172.67</b>	<b>9,700.00</b>	<b>394.78</b>	<b>95.93</b>	
<b>2900</b>	<b>Early Retirement</b>						
01 2900 210 000	SOCIAL SECURITY	2,652.00	2,843.25	2,900.00	2,805.00	3.28	
01 2900 239 000	EARLY RETIRMENT	34,666.67	37,166.67	37,000.00	36,666.67	0.90	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 13
<b>2900</b>	<b>Early Retirement</b>	<b>Total</b>	<b>37,318.67</b>	<b>40,009.92</b>	<b>39,900.00</b>	<b>39,471.67</b>	<b>1.07</b>
<b>3135</b>	<b>High Ability Learner</b>						
01 3135 110 000	REGULAR SALARIES	0.00	803.23	2,500.00	0.00	100.00	
01 3135 210 000	SOCIAL SECURITY	0.00	61.44	168.00	0.00	100.00	
01 3135 220 000	RETIREMENT	0.00	79.35	250.00	0.00	100.00	
01 3135 230 000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	
01 3135 319 000	OTHER PROF/TECH SERVICES	0.00	0.00	0.00	0.00	0.00	
01 3135 410 000	SUPPLIES	4,800.00	0.00	0.00	0.00	0.00	
01 3135 640 000	CURRICULUM	0.00	0.00	0.00	0.00	0.00	
<b>3135</b>	<b>High Ability Learner</b>	<b>Total</b>	<b>4,800.00</b>	<b>944.02</b>	<b>2,918.00</b>	<b>0.00</b>	<b>100.00</b>
<b>3300</b>	<b>COMMUNITY SERVICES</b>						
01 3300 410 1003	SUPPLIES	0.00	0.00	1,000.00	236.32	76.37	
01 3300 410 2001	SUPPLIES	0.00	825.76	0.00	236.32	0.00	
01 3300 410 3005	SUPPLIES	0.00	0.00	0.00	236.32	0.00	
<b>3300</b>	<b>COMMUNITY SERVICES</b>	<b>Total</b>	<b>0.00</b>	<b>825.76</b>	<b>1,000.00</b>	<b>708.96</b>	<b>29.10</b>
<b>5000</b>	<b>DEBT SERVICES</b>						
01 5000 832 000	Interest On Short Term Debt	0.00	387.25	0.00	321.22	0.00	
<b>5000</b>	<b>DEBT SERVICES</b>	<b>Total</b>	<b>0.00</b>	<b>387.25</b>	<b>0.00</b>	<b>321.22</b>	<b>0.00</b>
<b>6200</b>	<b>TITLE I, PART A NCLB IMPROV THE ACADEM</b>						
01 6200 110 000	TITLE I SALARIES INSTRUCTIONAL	62,445.60	50,025.60	67,500.00	24,116.40	64.27	
01 6200 120 000	TITLE I SUBSTITUTES OR TEMP SALARIES	0.00	0.00	0.00	0.00	0.00	
01 6200 140 000	TITLE I SALARIES/AIDES	17,220.00	37,728.13	48,000.00	39,299.64	18.13	
01 6200 210 000	TITLE I FICA/MEDICARE	6,094.42	6,174.96	8,800.00	4,629.59	47.39	
01 6200 220 000	TITLE I RETIREMENT BENEFITS	7,869.21	8,668.14	11,500.00	6,264.11	45.53	
01 6200 230 000	TITLE I BENEFITS	2,260.00	1,271.45	2,300.00	4,097.74	(78.16)	
01 6200 410 000	TITLE I SUPPLIES	0.00	0.00	0.00	0.00	0.00	
01 6200 580 000	STAFF DEV/TRAINING	0.00	0.00	0.00	0.00	0.00	
01 6200 734 000	Title I Computer Hardware	0.00	0.00	0.00	0.00	0.00	
01 6200 735 000	TITLE I COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	
01 6200 890 000	OTHER TITLE I	0.00	0.00	0.00	0.00	0.00	
<b>6200</b>	<b>TITLE I, PART A NCLB IMPROV THE ACADEM</b>	<b>Total</b>	<b>95,889.23</b>	<b>103,868.28</b>	<b>138,100.00</b>	<b>78,407.48</b>	<b>43.22</b>
<b>6210</b>	<b>TITLE I ACCOUNTABILITY</b>						
01 6210 100 000	Title1 Accountability SALARIES	0.00	0.00	8,000.00	0.00	100.00	
01 6210 120 000	TITLE I FY12 -- SUB SALARIES	0.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 14
01 6210 210 000	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	
01 6210 220 000	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
<b>6210</b>	<b>TITLE I ACCOUNTABILITY</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>8,000.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6310</b>	<b>TITLE II, PART A NCLB TCHR QUAL GRANTS</b>						
01 6310 110 000	SALARY -- TITLE II PART A	0.00	0.00	0.00	0.00	0.00	
01 6310 210 000	SUB FICA/MED-- TITLE II FY13	0.00	0.00	0.00	0.00	0.00	
01 6310 220 000	TITLE II SUB RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6310 230 000	BENEFITS -- TITLE IIA	0.00	0.00	0.00	0.00	0.00	
01 6310 319 000	PROF SVCS -- TITLE IIA	0.00	0.00	5,000.00	0.00	100.00	
01 6310 580 000	STF DEV/TRAVEL -- TITLE IIA	12,620.00	31,440.19	13,000.00	0.00	100.00	
01 6310 890 000	Title II Indirect Costs	0.00	0.00	800.00	0.00	100.00	
<b>6310</b>	<b>TITLE II, PART A NCLB TCHR QUAL GRANTS</b>	<b>Total</b>	<b>12,620.00</b>	<b>31,440.19</b>	<b>18,800.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6404</b>	<b>IDEA PART B(611) BASE ALLOC BIRTH TO 4</b>						
01 6404 313 000	IDEA B BASE -- PROFESSIONAL SERVICE	0.00	47,649.83	0.00	5,870.97	0.00	
01 6404 410 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00	
01 6404 580 000	TRAVEL EXPENSE AND MILEAGE	0.00	0.00	0.00	0.00	0.00	
01 6404 890 000	IDEA BIRTH-4 INDIRECT COST	0.00	0.00	0.00	0.00	0.00	
<b>6404</b>	<b>IDEA PART B(611) BASE ALLOC BIRTH TO 4</b>	<b>Total</b>	<b>0.00</b>	<b>47,649.83</b>	<b>0.00</b>	<b>5,870.97</b>	<b>0.00</b>
<b>6406</b>	<b>IDEA PRESCHOOL(619) BASE ALLOC</b>						
01 6406 110 3005	IDEA B PREK SPED SALARY	0.00	0.00	0.00	0.00	0.00	
01 6406 210 3005	IDEA B PREKSPED FICA/MEDICARE	0.00	0.00	0.00	0.00	0.00	
01 6406 220 3005	IDEA B PREK SPED RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6406 313 3005	IDEA B PREK--PROFESSIONAL SVCS	0.00	6,940.79	7,300.00	16,478.14	(125.73)	
01 6406 580 3005	IDEA PREK--STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	
01 6406 890 000	IDEA PREK INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00	
<b>6406</b>	<b>IDEA PRESCHOOL(619) BASE ALLOC</b>	<b>Total</b>	<b>0.00</b>	<b>6,940.79</b>	<b>7,300.00</b>	<b>16,478.14</b>	<b>(125.73)</b>
<b>6410</b>	<b>IDEA ENROLLMENT/POVERTY</b>						
01 6410 110 000	IDEA-EP--CERTIFIED SALARY	0.00	36,180.00	50,000.00	33,358.50	33.28	
01 6410 140 000	IDEA-EP--CLASSIFIED SALARIES	0.00	26.16	3,000.00	0.00	100.00	
01 6410 210 000	IDEA-EP--FICA/MEDICARE	0.00	2,758.89	3,900.00	2,902.55	25.58	
01 6410 220 000	IDEA-EP--RETIREMENT	0.00	3,576.35	5,300.00	3,295.11	37.83	
01 6410 230 000	IDEA-EP--OTHER BENEFITS	0.00	0.00	0.00	4,708.35	0.00	
01 6410 270 2001	IDEA B--WORKERS COMP	0.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page: 15
01 6410 313 0 000	IDEA-EP--PROFESSIONAL SVCS	0.00	24,494.20	28,000.00	33,910.14	(21.11)	
01 6410 410 0 000	IDEA-ER--SUPPLIES	0.00	0.00	0.00	0.00	0.00	
01 6410 480 0 000	IDEA-EP--COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	
01 6410 580 0 000	IDEA-EP--PROF DEV/TRAVEL	0.00	0.00	0.00	0.00	0.00	
01 6410 734 0 000	IDEA--EP COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	
01 6410 890 0 000	IDEA ER-INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00	
<b>6410</b>	<b>IDEA ENROLLMENT/POVERTY</b>	<b>Total</b>	<b>0.00</b>	<b>67,035.60</b>	<b>90,200.00</b>	<b>78,174.65</b>	<b>13.33</b>
<b>6412</b>	<b>IDEA PART B PROPORTIONATE SHARE</b>						
01 6412 313 0 000	CONTRACT SERVICES	0.00	0.00	0.00	0.00	0.00	
<b>6412</b>	<b>IDEA PART B PROPORTIONATE SHARE</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>6450</b>	<b>Medicaid in Public Schools</b>						
01 6450 313 0 000	MEDICAID	0.00	39.10	0.00	0.00	0.00	
01 6450 313 1 003	PUPIL SERVICES	0.00	0.00	0.00	0.00	0.00	
<b>6450</b>	<b>Medicaid in Public Schools</b>	<b>Total</b>	<b>0.00</b>	<b>39.10</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>6700</b>	<b>FED VOC &amp; APP TECH ED (CARL PERKINS)</b>						
01 6700 410 0 000	FED VOC & APP (CARL PERKINGS) SUPPLIES	0.00	0.00	0.00	0.00	0.00	
<b>6700</b>	<b>FED VOC &amp; APP TECH ED (CARL PERKINS)</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>6990</b>	<b>OTHER FED CATEGORICAL RECEIPTS</b>						
01 6990 410 0 000	Other Fed grant Supplies	0.00	3,004.59	3,200.00	0.00	100.00	
<b>6990</b>	<b>OTHER FED CATEGORICAL RECEIPTS</b>	<b>Total</b>	<b>0.00</b>	<b>3,004.59</b>	<b>3,200.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6992</b>	<b>REAP</b>						
01 6992 735 0 000	REAP-Computer Software	0.00	0.00	10,000.00	14,350.00	(43.50)	
<b>6992</b>	<b>REAP</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>10,000.00</b>	<b>14,350.00</b>	<b>(43.50)</b>
<b>8000</b>	<b>TRANSFERS (OUTGOING)</b>						
01 8000 753 2 001	Depreciation Fund Transfer	0.00	0.00	202,627.00	0.00	100.00	
01 8000 912 0 000	Hot Lunch Trans	0.00	12,892.33	0.00	0.00	0.00	
01 8000 912 1 003	Building Fund Tranfer	0.00	0.00	0.00	0.00	0.00	
01 8000 912 2 001	Hazardous Material Fund Transfer	0.00	0.00	0.00	0.00	0.00	
01 8000 913 2 001	Activities Transfer	0.00	0.00	10,000.00	(1,083.89)	110.84	
<b>8000</b>	<b>TRANSFERS (OUTGOING)</b>	<b>Total</b>	<b>0.00</b>	<b>12,892.33</b>	<b>212,627.00</b>	<b>(1,083.89)</b>	<b>100.51</b>
<b>9000</b>	<b>NON-PROGRAM EXPENDITURES</b>						
01 9000 890 0 000	Non Program Expenditures	8,703.54	0.00	0.00	0.00	0.00	
<b>9000</b>	<b>NON-PROGRAM EXPENDITURES</b>	<b>Total</b>	<b>8,703.54</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
01	GENERAL FUND	5,506,043.00	3,748,016.64	5,868,345.00	3,531,296.04	39.70	

Account Number	Account Description	2017-2018	2017-2018	2018-2019	2018-2019	% Remaining	Page:
Grand Total:		5,506,043.00	3,748,016.64	5,868,345.00	3,531,296.04	39.70	16

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	Local District Taxes	0.00	95,992.95	1,813,745.41	0.00	(1,813,745.41)
01 1115	Carline Tax	0.00	0.00	10,928.63	0.00	(10,928.63)
01 1125	Motor Vehicle	0.00	12,438.67	102,772.88	0.00	(102,772.88)
01 1272	PRIDE CUB CARE	0.00	4,401.41	30,717.71	0.00	(30,717.71)
01 1312	Other Tuition	0.00	0.00	238.00	0.00	(238.00)
01 1315	DISTANCE LEARNING FROM OTHER EDUC E	0.00	0.00	2,700.00	0.00	(2,700.00)
01 1321	Tuit Rec From Other Dist	0.00	0.00	0.00	0.00	0.00
01 1370	PRE-K TUITION & FEES	0.00	6,947.76	45,205.89	0.00	(45,205.89)
01 1421	Trans-rec Frpm Other Dis	0.00	0.00	0.00	0.00	0.00
01 1423	SPED Transportation from other Districts	0.00	0.00	0.00	0.00	0.00
01 1510	Interest On Local Revenue	0.00	2,920.34	17,172.29	0.00	(17,172.29)
01 1800	Community Service Activities	0.00	141.00	141.00	0.00	(141.00)
01 1910	Rental of School Equip&Facilities	0.00	0.00	0.00	0.00	0.00
01 1911	Local License Fees	0.00	1,598.13	12,119.63	0.00	(12,119.63)
01 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	0.00	0.00	0.00
01 1925	Categorical Grants/non Governmental	0.00	0.00	0.00	0.00	0.00
01 1990	Spiritwear	0.00	0.00	0.00	0.00	0.00
	Subtotal: LOCAL RECIEPTS	0.00	124,440.26	2,035,741.44	0.00	(2,035,741.44)
01 2110	County Fines & License	0.00	16.24	2,374.05	0.00	(2,374.05)
01 2130	Other County Sources	0.00	0.00	0.00	0.00	0.00
01 2210	Esu Receipts	0.00	0.00	0.00	0.00	0.00
	Subtotal: COUNTY AND ESU RECEIPTS	0.00	16.24	2,374.05	0.00	(2,374.05)
01 3110	State Aid	0.00	133,885.00	937,195.00	0.00	(937,195.00)
01 3120	State Sped (5-21 Years)	0.00	15,985.00	64,244.00	0.00	(64,244.00)
01 3125	Sped Trans School Age	0.00	1,335.00	1,335.00	0.00	(1,335.00)
01 3130	Homestead Exemption	0.00	11,627.19	11,627.19	0.00	(11,627.19)
01 3131	Relief to Prop Tax Payers	0.00	0.00	0.00	0.00	0.00
01 3132	Personal Property Tax Credit Railroad	0.00	2,963.49	93,739.71	0.00	(93,739.71)
01 3150	State School Lunch Reimb	0.00	0.00	0.00	0.00	0.00
01 3180	Pro Rata Motor Vehicle	0.00	0.00	3,914.08	0.00	(3,914.08)
01 3300	In-lieu-of Sch Land Tax	0.00	0.00	0.00	0.00	0.00
01 3400	State Apportionment	0.00	0.00	49,739.21	0.00	(49,739.21)
01 3500	State Categorical Program	0.00	0.00	0.00	0.00	0.00
01 3512	DISTANCE ED INCENTIVE PMTS	0.00	0.00	6,469.29	0.00	(6,469.29)
01 3535	High Ability Learner Grant	0.00	0.00	0.00	0.00	0.00
01 3540	State Early Childhood	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: STATE RECEIPTS	0.00	165,795.68	1,168,263.48	0.00	(1,168,263.48)
01 4000	Carl Perkins Grant	0.00	0.00	0.00	0.00	0.00
01 4100	Unrestricted Grants-in-Aid Federal Gov	0.00	0.00	0.00	0.00	0.00
01 4105	UNIVERSAL SVC FUND (E-RATE)	0.00	0.00	0.00	0.00	0.00
01 4201	TITLE I REVENUE	0.00	0.00	0.00	0.00	0.00
01 4309	HEADSTART	0.00	4,875.00	20,175.00	0.00	(20,175.00)
01 4310	REAP Grant	0.00	0.00	15,615.00	0.00	(15,615.00)
01 4400	Title Vi-b(birth-5)	0.00	0.00	0.00	0.00	0.00
01 4505	Fed Chapt I Title 1	0.00	28,383.00	28,383.00	0.00	(28,383.00)
01 4507	Title I ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II Part A	0.00	0.00	0.00	0.00	0.00
01 4512	IDEA Part B Base	0.00	55,572.00	143,428.00	0.00	(143,428.00)
01 4515	IDEA BASE PRESCHOOL	0.00	3,837.00	3,837.00	0.00	(3,837.00)
01 4516	IDEA B PREK -- REVENUES	0.00	0.00	0.00	0.00	0.00
01 4519	IDEA B Enrolled Poverty	0.00	0.00	0.00	0.00	0.00
01 4524	Other Federal Non-Categorical Recei	0.00	0.00	0.00	0.00	0.00
01 4525	Voc Education	0.00	0.00	0.00	0.00	0.00

**Fund: 01 GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 4708	Medicaid in Public Schools	0.00	973.29	5,798.69	0.00	(5,798.69)
01 4709	Medicaid Admin	0.00	2,030.36	2,030.36	0.00	(2,030.36)
	Subtotal: FEDERAL RECEIPTS	0.00	95,670.65	219,267.05	0.00	(219,267.05)
01 5102	QUALIFIED ZONE ACADEMY BONDS	0.00	0.00	0.00	0.00	0.00
01 5150	Master Note	0.00	0.00	0.00	0.00	0.00
01 5200	Fund Transfer	0.00	0.00	0.00	0.00	0.00
01 5300	Sale of Property	0.00	0.00	0.00	0.00	0.00
01 5301	Insurance Adjust	0.00	0.00	0.00	0.00	0.00
01 5310	Damage Restitution	0.00	0.00	0.00	0.00	0.00
01 5400	Long Term Loans	0.00	0.00	0.00	0.00	0.00
01 5690	Other Non Revenue Recpts	0.00	0.00	1,211.25	0.00	(1,211.25)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	1,211.25	0.00	(1,211.25)
01 9000	Non-program Receipts	0.00	0.00	0.00	0.00	0.00
01 9100	UNUSED BUDGET AUTHORITY	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	385,922.83	3,426,857.27	0.00	(3,426,857.27)

**Revenue Summary Report**

Processing Month: 03/2019

User ID: SRODRIGUEZ

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	385,922.83	3,426,857.27	0.00	(3,426,857.27)

Fund: 05 Activity Fund

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	27,545.12	0.00	14.78	0.00	27,559.90
05 704 0000	IN/OUT	(27,058.09)	0.00	0.00	0.00	(27,058.09)
05 704 0100	MHS VOLLEYBALL	2,196.17	0.00	0.00	0.00	2,196.17
05 704 0101	MHS FOOTBALL	2,225.41	0.00	0.00	0.00	2,225.41
05 704 0102	MHS BOYS BASKETBALL	3,575.33	158.16	100.00	0.00	3,517.17
05 704 0103	MHS GIRLS BASKETBALL	(191.76)	0.00	200.00	0.00	8.24
05 704 0104	LIONS OF THE QUARTER -- MHS	60.00	0.00	0.00	0.00	60.00
05 704 0105	MORRILL ONE ACTS	264.41	0.00	0.00	0.00	264.41
05 704 0106	MHS CROSS COUNTRY	1,904.56	0.00	0.00	0.00	1,904.56
05 704 0107	MHS GOLF	33.22	0.00	526.54	0.00	559.76
05 704 0109	SPEECH	385.57	0.00	0.00	0.00	385.57
05 704 0110	MHS WRESTLING	796.95	80.00	0.00	0.00	716.95
05 704 0111	CHEERLEADING/SPIRIT SQUAD	440.62	26.25	0.00	0.00	414.37
05 704 0116	MHS TRACK	984.63	0.00	993.75	0.00	1,978.38
05 704 0120	HIGH SCHOOL OFFICIALS/GATE FEES	(11,861.01)	2,606.77	7,222.17	0.00	(7,245.61)
05 704 0121	SPED Activity Fund	69.70	0.00	0.00	0.00	69.70
05 704 0130	WESTERN TRAILS CONF (WTC) SCHOLARSHIPS	(500.00)	0.00	0.00	0.00	(500.00)
05 704 0217	GRAD CLASS 2017	0.00	0.00	0.00	0.00	0.00
05 704 0220	GRAD CLASS 2018	0.00	0.00	0.00	0.00	0.00
05 704 0221	GRAD CLASS 2019	2,557.56	3,068.55	0.00	0.00	(510.99)
05 704 0222	GRAD CLASS 2022	290.16	0.00	0.00	0.00	290.16
05 704 0223	GRAD CLASS 2020	748.32	0.00	0.00	0.00	748.32
05 704 0224	Alaric	4,105.30	0.00	0.00	0.00	4,105.30
05 704 0225	Meraki	3,297.43	40.00	0.00	0.00	3,257.43
05 704 0226	Klaus	3,620.57	0.00	0.00	0.00	3,620.57
05 704 0227	Sabio	3,167.48	0.00	0.00	0.00	3,167.48
05 704 0301	ELEMENTARY GENERAL ACTIVITIES/POP \$	0.00	0.00	0.00	0.00	0.00
05 704 0403	Jr High Student Council	0.00	0.00	0.00	0.00	0.00
05 704 0416	JR HIGH OFFICIALS/GATE FEES	(400.00)	150.58	0.00	0.00	(550.58)
05 704 0417	JR HIGH VOLLEYBALL	(11.00)	0.00	0.00	0.00	(11.00)
05 704 0418	JR HIGH GIRLS BASKETBALL	28.00	0.00	0.00	0.00	28.00
05 704 0425	LIONS CAFE -- 8TH GRADE	0.00	0.00	0.00	0.00	0.00
05 704 0503	LION CUB FOOTBALL	0.00	0.00	0.00	0.00	0.00
05 704 0504	Lion Cub Basketball	3,435.83	241.00	0.00	0.00	3,194.83
05 704 0505	Industrial Arts Fund	(440.00)	0.00	0.00	0.00	(440.00)
05 704 0506	LIBRARY/BOOK FAIRS	1,480.89	0.00	0.00	0.00	1,480.89
05 704 0508	MUSIC MAKERS	2,371.76	1,993.25	1,074.25	0.00	1,452.76
05 704 0510	NATIONAL HONOR SOCIETY	1,544.88	52.63	0.00	0.00	1,492.25

**Fund: 05      Activity Fund**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0511	SPANISH CLUB	3,984.26	0.00	0.00	0.00	3,984.26
05 704 0512	Elementary Leadership Team	6,456.74	3,186.32	0.00	0.00	3,270.42
05 704 0513	STUDENT COUNCIL--MHS	4,007.62	873.72	330.15	0.00	3,464.05
05 704 0518	LIONTRACKS --SCHOOL PAPER	0.00	0.00	0.00	0.00	0.00
05 704 0519	ALL-SCHOOL PLAY	0.00	0.00	0.00	0.00	0.00
05 704 0520	FUTURE BUSINESS LEADERS OF AMERICA--FBLA	2,340.25	560.00	0.00	0.00	1,780.25
05 704 0521	FBLA - SCHOLARSHIP FUND	612.30	0.00	0.00	0.00	612.30
05 704 0523	Gamer's Club	172.84	0.00	0.00	0.00	172.84
05 704 0525	FFA (FUTURE FARMERS OF AMERICA)	14,242.46	5,702.00	13,964.45	0.00	22,504.91
05 704 0611	QUIZBOWL	2.61	0.00	0.00	0.00	2.61
05 704 0614	YEARBOOK -- ALL YEARS	4,190.41	0.00	0.00	0.00	4,190.41
05 704 0903	CONCESSION STAND	1,598.76	755.21	410.00	0.00	1,253.55
05 704 0904	KEY DEPOSITS -- WEIGHT ROOM	460.78	0.00	0.00	0.00	460.78
05 704 0906	To Adjust Cash To Actual	0.00	0.00	0.00	0.00	0.00
05 704 0907	GEORGE CALVERT MEMORIAL SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
05 704 1050	Cooking Club	220.00	0.00	0.00	0.00	220.00
Fund Total: 05		<u>64,957.04</u>	<u>19,494.44</u>	<u>24,836.09</u>	<u>0.00</u>	<u>70,298.69</u>



**SIOUX COUNTY TREASURER**

MORRILL PUBLIC SCHOOL DIST #11  
Memo: Month End Disbursement

Check Date: 03/08/2019

Check Number: 00000537

6111	SCH DIST 11S	15,287.10
6311	SCH DIST 11S SINK	865.42
6411	MORRILL 11S - hdcp	162.11
6811	SCH DIST 11S HDCP	587.93

**Total: 16,902.56**

**Sioux**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6111 SCH DIST 11S**  
**February 28, 2019**

Account	February	Year-To-Date
185-00 DISBURSEMENTS SD 11S GENERAL	-60,426.32	-395,353.56
304-17 MV TAXES	0.00	6,329.04
304-18 Motor Vehicle Tax	1,011.73	8,626.15
305-17 REAL ESTATE PERSONAL PROPERTY TAX	0.00	229,803.78
305-18 Real Estate & Personal Property Tax	10,859.51	128,053.41
306-17 INTEREST	0.00	586.39
320-33 1% DMV COMMISSION	-10.12	-149.55
324-03 LIQUOR LICENSE FEES	0.00	60.48
344-01 HOMESTEAD	446.58	915.73
344-05 PROPERTY TAX CREDIT	0.00	23,685.38
344-10 PER PROP TAX CREDIT LOCALLY ASSESS	0.00	2,296.06
344-11 PERS PROP TAX CREDIT PUBLIC SERV CO	122.86	122.86
344-12 PERS PROP TAX CREDIT RAILROADS	2,963.49	2,963.49
346-01 PRO RATE	0.00	500.31
346-02 CARLINE TAX	0.00	2,731.52
361-01 HOMESTEAD EXEMP COMMISSION	-4.47	-9.16
361-02 COMMISSIONS	0.00	-236.85
361-11 PERS PROP TAX CREDIT COMMISSION	0.00	-22.96
363-01 TAX COMMISSION	-108.60	-3,584.45
363-07 MV Tax Commissions	-10.12	-149.55
470-05 COUNTY COURT FINES AND LICENSE	16.24	1,081.43
Month Total	-45,139.22	8,249.95
Previous Fund Balance	60,426.32	7,037.15
<b>Current Fund Balance</b>	<b>15,287.10</b>	<b>15,287.10</b>

**Sioux**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6311 SCH DIST 11S SINK**  
**February 28, 2019**

Account		February	Year-To-Date
185-00	DISBURSEMENTS SD 11S SINK	-3,201.43	-22,951.58
305-17	REAL ESTATE PERSONAL PROPERTY TAX	0.00	13,927.50
305-18	Real Estate & Personal Property Tax	658.15	7,760.81
306-17	INTEREST	0.00	35.53
324-03	LIQUOR LICENSE FEES	0.00	3.67
344-01	HOMESTEAD	27.07	55.50
344-05	PROPERTY TAX CREDIT	0.00	1,435.48
344-10	PER PROP TAX CREDIT LOCALLY ASSESS	0.00	139.16
344-11	PERS PROP TAX CREDIT PUBLIC SERV CO	7.45	7.45
344-12	PERS PROP TAX CREDIT RAILROADS	179.60	179.60
346-01	PRO RATE	0.00	30.32
346-02	CARLINE TAX	0.00	165.55
361-01	HOMESTEAD EXEMP COMMISSION	-0.27	-0.55
361-02	COMMISSIONS	0.00	-14.35
361-11	PERS PROP TAX CREDIT COMMISSION	0.00	-1.39
363-01	TAX COMMISSION	-6.58	-217.24
	Month Total	-2,336.01	555.46
	Previous Fund Balance	3,201.43	309.96
	<b>Current Fund Balance</b>	<b>865.42</b>	<b>865.42</b>

**Sioux**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6411 MORRILL 11S - hdcp**  
**February 28, 2019**

<b>Account</b>		<b>February</b>	<b>Year-To-Date</b>
185-00	Disbursements 11S HDCP	0.00	-4,622.70
305-18	Real Estate & Personal Property Tax	0.00	4,622.70
344-11	PERS PROP TAX CREDIT PUBLIC SERV	6.45	6.45
344-12	PERS PROP TAX CREDIT RAILROADS	155.66	155.66
	Month Total	162.11	162.11
	Previous Fund Balance	0.00	0.00
	<b>Current Fund Balance</b>	<b>162.11</b>	<b>162.11</b>

**Sioux**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6811 SCH DIST 11S HDCP**  
**February 28, 2019**

Account		February	Year-To-Date
185-00	DISBURSEMENTS SD 11S HANDICAP	-2,774.56	-15,314.90
305-17	REAL ESTATE PERSONAL PROPERTY TAX	0.00	12,070.50
305-18	Real Estate & Personal Property Tax	570.40	2,103.34
306-17	INTEREST	0.00	30.81
324-03	LIQUOR LICENSE FEES	0.00	3.18
344-01	HOMESTEAD	23.46	48.10
344-05	PROPERTY TAX CREDIT	0.00	1,244.08
344-10	PER PROP TAX CREDIT LOCALLY ASSESS	0.00	120.60
346-01	PRO RATE	0.00	26.28
346-02	CARLINE TAX	0.00	143.47
361-01	HOMESTEAD EXEMP COMMISSION	-0.23	-0.48
361-02	COMMISSIONS	0.00	-12.44
361-11	PERS PROP TAX CREDIT COMMISSION	0.00	-1.21
363-01	TAX COMMISSION	-5.70	-142.03
	Month Total	-2,186.63	319.30
	Previous Fund Balance	2,774.56	268.63
	<b>Current Fund Balance</b>	<b>587.93</b>	<b>587.93</b>

**FINES AND LICENSE TO MORRILL SD #11**

**FOR THE MONTH OF FEB 2019 IS \$1,598.13**

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**Scotts Bluff**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6111 SCHOOL DIST 11 GENERAL**  
**February 28, 2019**

Account	February	Year-To-Date
185-00 DISBURSEMENTS	-189,879.24	-1,642,537.26
304-17 MOTOR VEHICLE TAX	0.00	75,786.46
304-18 MOTOR VEHICLE TAX	11,680.80	25,555.38
305-13 LEVIED TAX 2013	0.00	95.55
305-15 LEVIED TAX 2015	0.00	1,295.95
305-16 LEVIED TAX 2016	0.00	539.29
305-17 LEVIED TAX 2017	33,910.31	1,129,995.30
305-18 LEVIED TAX 2018	41,289.93	360,460.48
306-13 RE & PP INTEREST 2013	0.00	183.42
306-15 RE & PP INTEREST 2015	0.00	411.85
306-16 RE & PP INTEREST 2016	0.00	15.86
306-17 RE & PP INTEREST 2017	2,559.76	11,791.63
320-33 MOTOR SRM COMMISSION	-116.81	-1,013.43
344-01 HOMESTEAD EXEMPT LOSS	11,298.06	21,370.83
344-05 PROPERTY TAX CREDIT	0.00	67,464.85
344-10 LOCALLY ASSESSED TAX CREDIT	10,696.54	16,736.00
346-01 PRO-RATE MOTOR VEHICLE	0.00	3,413.77
346-02 CARLINE TAX	0.00	8,197.11
361-01 HOMESTEAD EXEMPT COMMISSION	-112.98	-213.71
361-02 PROPERTY TAX COMMISSION	0.00	-674.65
361-11 TAX RELIEF COMMISSION	0.00	-60.39
363-01 PROPERTY TAX COMMISSION	-777.60	-15,047.89
363-07 MV TAX COMMISSIONS	-116.81	-1,013.43
470-05 COUNTY COURT FINES	0.00	220.00
Month Total	-79,568.04	62,972.97
Previous Fund Balance	189,879.24	47,338.23
<b>Current Fund Balance</b>	<b>110,311.20</b>	<b>110,311.20</b>

**Scotts Bluff**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6311 SCHOOL DIST 11 SINKING**  
**February 28, 2019**

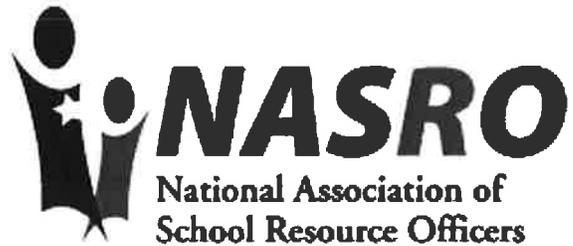
Account	February	Year-To-Date
185-00 DISBURSEMENTS	-10,683.75	-93,580.01
305-15 LEVIED TAX 2015	0.00	78.55
305-16 LEVIED TAX 2016	0.00	32.67
305-17 LEVIED TAX 2017	2,055.17	68,484.57
305-18 LEVIED TAX 2018	2,502.42	21,846.08
306-15 RE & PP INTEREST 2015	0.00	24.96
306-16 RE & PP INTEREST 2016	0.00	0.96
306-17 RE & PP INTEREST 2017	155.13	714.60
344-01 HOMESTEAD EXEMPT LOSS	684.73	1,295.21
344-05 PROPERTY TAX CREDIT	0.00	4,088.78
344-10 LOCALLY ASSESSED TAX CREDIT	648.28	1,014.30
346-01 PRO-RATE MOTOR VEHICLE	0.00	206.90
346-02 CARLINE TAX	0.00	496.79
361-01 HOMESTEAD EXEMPT COMMISSION	-6.85	-12.95
361-02 PROPERTY TAX COMMISSION	0.00	-40.89
361-11 TAX RELIEF COMMISSION	0.00	-3.66
363-01 PROPERTY TAX COMMISSION	-47.13	-911.83
Month Total	-4,692.00	3,735.03
Previous Fund Balance	10,683.75	2,256.72
<b>Current Fund Balance</b>	<b>5,991.75</b>	<b>5,991.75</b>

**Scotts Bluff**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6811 SCHOOL DIST 11 HAZ/HANDI**  
**February 28, 2019**

Account	February	Year-To-Date
185-00 DISBURSEMENTS	-9,259.26	-81,102.63
305-15 LEVIED TAX 2015	0.00	68.07
305-16 LEVIED TAX 2016	0.00	28.32
305-17 LEVIED TAX 2017	1,781.15	59,353.28
305-18 LEVIED TAX 2018	2,168.77	18,933.27
306-15 RE & PP INTEREST 2015	0.00	21.63
306-16 RE & PP INTEREST 2016	0.00	0.82
306-17 RE & PP INTEREST 2017	134.45	619.32
344-01 HOMESTEAD EXEMPT LOSS	593.44	1,122.51
344-05 PROPERTY TAX CREDIT	0.00	3,543.62
344-10 LOCALLY ASSESSED TAX CREDIT	561.84	879.07
346-01 PRO-RATE MOTOR VEHICLE	0.00	179.31
346-02 CARLINE TAX	0.00	430.55
361-01 HOMESTEAD EXEMPT COMMISSION	-5.93	-11.22
361-02 PROPERTY TAX COMMISSION	0.00	-35.44
361-11 TAX RELIEF COMMISSION	0.00	-3.17
363-01 PROPERTY TAX COMMISSION	-40.84	-790.25
Month Total	-4,066.38	3,237.06
Previous Fund Balance	9,259.26	1,955.82
<b>Current Fund Balance</b>	<b>5,192.88</b>	<b>5,192.88</b>



**NATIONAL ASSOCIATION OF  
School Psychologists**



*THE world's leader in school-based policing*

## **Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills**

**Guidance From the National Association of School Psychologists  
and the National Association of School Resource Officers**

**Original Released December 10, 2014  
(Updated April 2017)**

# Executive Summary

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training. We received input from Safe and Sound Schools: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and choosing to conduct armed assailant drills. It does not constitute an endorsement of a particular approach to training nor a specific training program.

## OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
  - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
  - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
  - Available research supports the effectiveness of lockdown drills implemented according to best practices, but research is still needed on the effectiveness of armed assailant drills.

## DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should consider the potential benefits and consequences of simulation techniques and keep such approaches appropriate to the participants’ developmental maturity.
  - If determined the use of props is necessary, inform participants of the use and purpose of props and simulation aids prior to the drill.
  - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

## DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
  - Prior to the drill, staff should be trained to recognize common trauma reactions.
  - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
  - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff choose to opt-out of intense drills, they should receive comparable, less intense instruction.

## STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost–benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

# Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

## INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training. We received input from Safe and Sound Schools, a nonprofit organization of parents, educators, and other members of the school community, and the ALICE Training Institute, a for-profit company that provides active shooter training.

Neither this document nor the author organizations, NASP, NASRO, and contributor Safe and Sound Schools, endorse a specific approach to armed assailant training or any particular training program. We do not intend for this document to be an endorsement of armed assailant training; rather we hope it will provide helpful guidance to those school districts that choose to engage in this type of training. Further, we believe that lockdown is an essential component, if not the foundation, of any such training and that the hierarchy of training and education offers effective options for how to provide training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to **help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks**. Importantly, training includes everything from orientations and table top drills to actual full scale drills and for many schools, full scale drills may not be necessary or desirable. Equally important, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

## PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly

force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools, but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront. How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

## **A. Background**

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. Following the 2012 Sandy Hook school shooting, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a classroom). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of school districts conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

## **B. Benefits and Concerns Associated With Armed Assailant Drills**

**Costs versus benefits.** School-associated homicides are extremely rare accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and can have significant psychological and educational impact if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

**Empowerment versus potential harm.** The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives, and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive

and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary classrooms are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

**Available research.** Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

**Potential lawsuits.** The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

## **PART II: DRILL APPROACHES AND PLANNING**

### **A. Traditional Lockdown Versus Options-Based Drills**

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any an options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade classroom doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than classrooms).

### **B. Hierarchy of Education and Training Activities**

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity; Safe and Sound Schools,

2014; Reeves, et al, 2011). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). **Appendix 1 summarizes this hierarchy of education and training activities (Safe and Sound Schools, 2014) and provides an example of how armed assailant preparation could occur at each level.**

### **C. Simulations and Simulation Techniques**

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

**Drills utilizing props and simulation aids.** Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

**Airsoft as a simulation aid.** Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill. **Appendix 2 provides the safety instructions that come with an airsoft gun.**

### **B. Considerations**

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making-criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b). **Appendix 3 provides additional information on students with disabilities.**

### C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

## PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

### A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults on site—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

### B. Developmental Levels of Safety Awareness

Developmental levels of safety awareness must be addressed (Safe and Sound Schools, 2014). If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. School districts, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community or classroom. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. **Appendix 4 offers developmental levels of awareness and understanding to assist schools in determining the capabilities and readiness of students and staff to participate in armed assailant drills** (Safe and Sound Schools, 2014). Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

Schools must carefully consider developmental appropriateness of safety vocabulary and verbiage. Terminology should be clear, direct, and developmentally appropriate. As an example, opting for vocabulary such as “go,” “get out,” and “evacuate” (depending upon developmental maturity) instead of “escape” or “run” may help support calm and orderly action and mitigate psychological impact of crisis.

### C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

**Before an armed assailant drill or simulation.** Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled

by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

**During an armed assailant drill or simulation.** Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

**After an armed assailant drill or simulation.** Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

#### **D. Parent Consent**

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus schools assume participation is granted unless parents assertively state otherwise.

#### **E. Balancing Staff Opt-Out With the Need for Universal Preparedness**

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities (Safe and Sound Schools, 2014).

### **PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS**

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
  - Identifies a lead person to coordinate school safety efforts, including drills;
  - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
  - Takes a lead in identifying the most appropriate preparedness activities for the school;
  - Provides ongoing professional development and training as needed; and
  - Ensures that the school's policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
  - Identify the types of crisis events most likely to occur,
  - Determine the current school culture and climate,
  - Map existing resources and capacities of school personnel or school safety teams, and

- Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
    - Considers financial costs in relation to the likelihood of a particular crisis;
    - Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
    - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
    - Considers the current knowledge and identified needs of the staff; and
    - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
  4. Tailor drills to the context of the school environment, taking into consideration:
    - The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
    - Age, cognitive, and developmental levels of awareness of students;
    - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
    - The capacity, comfort level, and trust among staff;
    - Administrative support;
    - Optimal timing, including time of year, day of the week, and time of the day;
    - Relationships with external partners, law enforcement, and other first responders; and
    - The layout of the school building and campus.
  5. Create a plan of progression that:
    - Considers whether any previous activities have been conducted in the school;
    - Starts with simple, low-cost, discussion-based exercises;
    - Considers all available types of drills;
    - Identifies specific objectives and goals for the drills; and
    - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
  6. Prepare for logistics of the drill to ensure that:
    - Previous traumatic experiences of those involved are considered;
    - School staff learn to recognize stressful reactions to drills;
    - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
    - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
    - Adequate follow up is available for students or staff with questions; and
    - Appropriate methods to evaluate outcomes are implemented.
  7. Develop a communications plan that:
    - Informs members of the school community of planned drills and what will be entailed;
    - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
    - Provides opt-out options for staff and students; and
    - Encourages feedback and evaluation by participants after the fact.
  8. Establish a long-term follow up plan to support sustainability that considers:
    - What additional training is required;
    - How the drill integrates with other school safety and crisis prevention efforts;
    - How current and previous training and knowledge can be maintained and built upon; and

- When follow-up should be conducted and how often.

## CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills. Regardless of the nature of the drills a school chooses, the school resource officer and school-employed mental health professionals must be integrally involved in the planning and evaluation process to ensure appropriate implementation. **Appendix 5 offers a list questions to guide decision making when considering armed assailant drills.** Lastly, it is imperative that schools have a clearly defined evaluation process that identifies areas of strength and areas in need of improvement as the school community continues to refine ongoing comprehensive crisis preparedness and response plans.

## LIST OF APPENDICES

- Appendix 1: Hierarchy of Training and Education Activities
- Appendix 2: Safety Instructions for Use of Airsoft Guns
- Appendix 3: Considerations for Students With Special Needs
- Appendix 4: Developmental Levels of Safety Awareness
- Appendix 5: Questions to Ask When Considering Armed Assailant Training

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 National Association of School Resource Officers, [www.nasro.org](http://www.nasro.org)

### **Contributing Organizations**

Safe and Sound Schools: A Sandy Hook Initiative, [www.safeandsoundschools.org](http://www.safeandsoundschools.org)  
 ALiCE Training Institute, [www.alicetraining.com](http://www.alicetraining.com)

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## APPENDIX 1. HIERARCHY OF EDUCATION AND TRAINING ACTIVITIES

Based upon an assessment of risk and preparedness priorities, crisis drills and exercises should be conducted in a progression of steps that begins with basic activities and, if needed, progresses to more advanced drills and exercises.

DISCUSSION-BASED EXERCISES		
	DESCRIPTION	ARMED ASSAILANT TRAINING EXAMPLE
Introductions	Brief reviews of the school's crisis response procedures appropriate for all developmental levels (students as well as staff). Activities involve simply introducing and familiarizing the school community to professionals who will help them during a crisis, what they might look like, what they do, and what kinds of tools they carry as helpers.	Introduce students and staff to a police officer who would discuss (a) how they would keep students and teachers safe in the event of an armed assailant situation and (b) how the school can best support their actions.
Orientations	More involved and concrete reviews of the school's crisis response procedures, which can be made appropriate for all developmental levels. All students and staff should have some familiarity with all parts of the school campus, even (as indicated) with areas that are typically off limits during normal school days (such as the staff lounge, behind the front office counter, and other connecting halls and doors that may be needed for evacuation or shelter during an emergency).	Teachers use orientations when they tour the classroom and building with students or hold scavenger hunts to familiarize students with school exits, the location of the telephone, first aid materials, light switches, Go Bags <sup>1</sup> , and bathroom passes (all of which provide resources that may be needed in an armed assailant situation). Building and campus field trips can be used to orient students and new staff members (including substitute teachers) to the layout of the school and campus.
Seminars/ Workshops	Instruct staff on safety protocols and crisis response procedures and provide safety information in an objective and calm manner to children. Instructional media can also be used. It is critical when developing any materials for students that a multidisciplinary team is involved in developing the visual materials, representations, or dramatizations of emergency scenarios, and that there is agreement upon the content and appropriateness of the material. Materials that may be appropriate for adult staff members will not be appropriate for younger students. Further, parents should be given the opportunity to preview these materials and allowed to opt their children out of such presentations.	Reading the students a storybook, telling a social story, and/or showing a video that incorporates crisis response messages. Appropriate for the armed assailant training would be messages linked to the so-called "stranger danger" concept.
Tabletops	Low-stress opportunities to talk through safety scenarios in small discussion groups. Tabletops may assign roles to each group member using a vignette,	Young children's tabletops can be formatted like a game, such as "What Are Sammy's Stay-Safe Choices?"

<sup>1</sup> Go Bags include essential materials a classroom would take with them (e.g., student mediations) if forced to evacuate the classroom.

*Best practice considerations for schools in active shooter and other armed assailant drills*, NASP, NASRO (2017).

	<p>requiring them to cooperatively discuss, solve problems, and report back to the larger group. Tabletops can be used by crisis team leaders and teachers and are easily modified for a variety of developmental levels that can span from elementary-age children through to adult staff members.</p>	<p>Young adults can engage in more intensive strategic discussions. A seated discussion format enables participants to brainstorm and solve problems in a small group, allowing mental preparation, improved awareness, active discussion, and evaluation of readiness for potential emergencies.</p>
<b>OPERATIONS-BASED EXERCISES</b>		
	<b>DESCRIPTION</b>	<b>ARMED ASSAILANT TRAINING EXAMPLE</b>
Drills	<p><b>Walk-Throughs</b> A way to act out the steps or actions that might occur during an emergency. School crisis teams and local emergency professionals can conduct a joint walk-through to understand each other's roles. This is not a timed or rushed activity. A walk-through can be thought of as a slow motion drill, one that allows for questions and discussion along the way. Schools commonly use walk-throughs to prepare students for fire drills.</p>	<p>Students walk through and/or rehearse the actions they might take if a person entered the building that was a risk to their safety. They are given permission to ask questions. Evacuating to an off-campus evacuation site can also be practiced during this walk-through.</p>
	<p><b>Preannounced Drills</b> This type of drill is an announced rehearsal of emergency responses and protocols, and it occurs in real time. All participants are notified that it is not a true emergency.</p>	<p>Armed assailant drills should be disclosed to all participants as there is too much risk for students and staff to believe an unannounced drill is real, causing unnecessary fear or strong physical reactions to defend oneself. These drills should always be preceded by an announcement such as: "This is an emergency drill. It is not an actual emergency. This is a drill. We are now pretending that there is a person with a weapon in the middle hallway, please lockdown and take the appropriate actions."</p>
	<p><b>Unannounced Drills</b> This type of drill is unannounced in order to rehearse real-time responses and protocols (e.g., fire drill or earthquake drills). It is not as complex as a functional exercise, as it does not involve emergency responders. At the end of the drill, all participants are notified it is not a true emergency.</p>	<p>Armed assailant drills should NEVER be unannounced. Unannounced drills can cause unnecessary fear and strong emotional and physical reactions (e.g., students texting their parents saying they are going to die). They could also unintentionally put the individual who is pretending to be the armed intruder in harm's way (e.g., if states allow concealed weapons, an armed school staff member could shoot the pretend armed intruder.)</p>

*Best practice considerations for schools in active shooter and other armed assailant drills, NASP, NASRO (2017).*

Advanced Simulations and Exercises	<p><b>Simulation Drills</b></p> <p>The most advanced type of training involves simulated emergency conditions and stimuli to condition participants to the emergency environment, as well as to rehearse emergency response. Advanced simulations are designed for highly trained emergency responders, and simulate the emergency conditions and stimuli they may encounter in a real emergency. While these drills can be part of overall preparedness they require careful planning and should be conducted in a manner that minimizes physical and psychological harm. These drills should always be preannounced.</p>	<p>Armed assailant exercises are typically considered to be <i>options-based</i> trainings, which give participants permission to make independent decisions when necessary. The local police department assigns an officer to role-play an armed assailant who has entered the building. The assailant may use air soft bullets, and actors may be told to scream to simulate real world emotions. Functional exercises typically only involve school personnel and police agencies.</p>
	<p><b>Full-Scale Simulation Exercises</b></p> <p>Involve not only school students and personnel, but also include multiple emergency responder agencies (e.g., police, fire, EMT, local departments of emergency planning) and district-level support. Often multiple emergency protocols are practiced within the exercise (e.g., armed intruder, hostage situation, and a bomb threat). These often take months to plan and are costly. If school staff and students are going to be involved, they need to volunteer and be carefully screened to ensure they are emotionally stable enough to participate.</p>	<p>The school district and first responder agencies plan the complexity of the scenario and advertise to students, staff, and the community the date of the exercise to avoid confusion with a real scenario. Volunteer actors play the role of the armed intruder, injured students and staff, and multiple first responder agencies practice their response protocols. Full-scale exercises typically involve school, police, fire, first responder, and community response agencies (including mental health).</p>

**Note.** Adapted from Hierarchy of Education and Training Activities, 2014. Safe and Sound Schools: A Sandy Hook Initiative.

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## APPENDIX 2. SAFETY INSTRUCTIONS FOR THE USE OF AIRSOFT GUNS

It is common in more advanced drills to use props and simulation aids. The following guidelines are provided by the manufacturer for the use of airsoft guns in full-scale simulations.

WHEN	SAFETY PRECAUTION
<b>Prior to Drill</b>	<ul style="list-style-type: none"> <li>● Notify local law enforcement in advance of any drill that includes any simulated weapon.</li> <li>● Provide appropriate notification for school occupants who may be unaware of a drill that includes a simulated weapon. This should include audible announcements and posted written notices for those who may enter the building during a drill.</li> <li>● Ensure orange tipped barrels are present on all airsoft guns so they are not mistaken for real firearms.</li> <li>● Issue participants eye protection that meets ANSI Z87.1 safety requirements. A full face mask/goggle system, providing full seal eye protection with nose, mouth, and ear protection is best.</li> <li>● Make sure participants are wearing long pants and sleeves.</li> <li>● Clearly identify to all participants no-fire zones where airsoft guns will be completely safe, with no magazines in the weapons, their chambers cleared, and their safeties on.</li> </ul>
<b>During Drill</b>	<ul style="list-style-type: none"> <li>● Ensure participants wear eye protection and or mask/goggle system.</li> <li>● Aim airsoft below the intended target's waistline and at a distance of at least 6 feet.</li> <li>● Ensure proper supervision of all participants during drills, including terminating the drill immediately if there is any safety concern or potential for injurious physical contact.</li> </ul>
<b>After Drill</b>	<ul style="list-style-type: none"> <li>● Notify local law enforcement that all armed assailant drills have concluded.</li> <li>● Make all airsoft weapons safe and secure.</li> </ul>

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### **APPENDIX 3: CONSIDERATIONS FOR STUDENTS WITH DISABILITIES**

When planning for armed assailant drills, it is critical that the school crisis planning team consider the unique needs of students with disabilities. If available, the school crisis team should consider including a disability specialist as a member of the team, or as a consultant when planning for these types of drills. School psychologists who are members of crisis teams can provide both mental health and disabilities expertise. There are several Federal policies (e.g., Americans with Disabilities Act; Individuals with Disabilities in Emergency Preparedness, Executive Order 13347; Individuals with Disabilities Act) that require public entities, including schools, to consider the needs of individuals with disabilities in any type of crisis preparedness training. Considerations include:

- Physical disabilities that might impede mobility
- Physical disabilities that might impede access to instructions (e.g., hearing or sight impairment)
- Sensory disabilities that might heighten a distress reaction and/or impede response to instruction (e.g., autism)
- Cognitive disabilities that might impede understanding a situation and/or instructions

The resources below may be helpful; however, school teams are urged to consult district leaders to ensure compliance with local, state, and federal requirements.

National Council on Disability. (2005). *Saving lives: Including people with disabilities in emergency planning*.

ADA Best Practices Toolkit for State and Local Governments Emergency Management Checklist, <http://www.ada.gov/pcaatoolkit/chap7emergencymgmtadd1.htm>

Readiness for Emergency Management for Schools Technical Assistance Center. (n.d.) *Integrating the needs of students and staff with disabilities and other access and functional needs*. Retrieved from <http://rems.ed.gov/TrainingPackage.aspx>

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## APPENDIX 4. DEVELOPMENTAL CONSIDERATIONS ASSOCIATED WITH SCHOOL SAFETY PROCEDURES, ACTIVITIES, AND DRILLS

Schools must target crisis training activities to the developmental and awareness levels of students and also take into account the role and awareness levels of staff. Awareness levels are for general guidance purposes only. Individual awareness and capacity will vary depending on individual factors.

Awareness Levels	Developmental Levels	Developmentally Typical Knowledge/Understanding	Developmentally Typical Capabilities	Developmentally Appropriate Safety Explanations/Activities
Early Awareness	Preschool–Kindergarten Students	<p>What individuals at this developmental level typically know and understand about school associated dangers</p> <ul style="list-style-type: none"> <li>• Demonstrate basic understanding of “danger.”</li> <li>• Require adult guidance to determine what is, and is not, dangerous.</li> <li>• Have difficulty distinguishing probable dangers from all possible dangers, and between reality and fantasy.</li> <li>• Understand:               <ul style="list-style-type: none"> <li>• “Get-Out” or evacuate;</li> <li>• “Hide-Out” or stay out of sight with lights off;</li> <li>• “Keep-Out” (i.e., that adults will lock and barricade classroom doors to keep danger out and students safe).</li> </ul> </li> </ul>	<p>What individuals at this developmental level are typically able to do in response to school associated dangers</p> <ul style="list-style-type: none"> <li>• Dependent on adult management and direction during emergencies.</li> <li>• Able to follow basic safety directions (e.g., “Get-Out” or evacuate; and “Hide Out” or stay out of sight with lights off).</li> </ul>	<p>Appropriate school safety explanations, procedures, activities, and/or drills for this developmental level</p> <ul style="list-style-type: none"> <li>• Explain that adults at school work hard to keep school safe.</li> <li>• Offer concrete examples of common dangers that adults address (e.g., a stray dog on campus and not knowing if it is a good or sick dog).</li> <li>• Use the word <i>safety</i> when describing/conducting drills (e.g., use “Get-Out Safety Drill” to describe an evacuation).</li> <li>• Practice following atypical adult directions associated with elements of safety drills (e.g., during art, ask students to quickly line up at the door).</li> <li>• Conduct “Get Out” and “Hide Out” safety drills.</li> </ul>
Developing Awareness	Early Elementary Students	<p>What individuals at this developmental level typically know and understand about school associated dangers</p> <ul style="list-style-type: none"> <li>• Demonstrate evolving understanding of “danger.”</li> <li>• Require some adult guidance to determine what is, and is not, dangerous.</li> <li>• Have difficulty distinguishing probable dangers from all possible dangers, and may have difficulty distinguishing between reality and fantasy.</li> <li>• Understand: “Get-Out,” “Hide-Out,” and “Keep-Out.”</li> </ul>	<p>What individuals at this developmental level are typically able to do in response to school associated dangers</p> <ul style="list-style-type: none"> <li>• Need adult management and direction during emergencies.</li> <li>• Able to follow basic safety directions.</li> <li>• Can provide assistance with simple safety tasks in an emergency (e.g., following adult direction to turn off lights, close blinds).</li> </ul>	<p>Appropriate school safety explanations, procedures, activities, and/or drills for this developmental level</p> <ul style="list-style-type: none"> <li>• Explain that teachers and school staff members always work to keep school safe.</li> <li>• Offer concrete examples of common dangers that adults address.</li> <li>• Use the word <i>safety</i> when describing/conducting drills.</li> <li>• Practice following atypical adult directions associated with elements of safety drills.</li> <li>• Conduct “Get Out” (evacuations) and “Hide Out” (lockdown) safety drills.</li> </ul>

<p><i>Practiced Awareness</i></p>	<p><i>Upper Elementary Students</i></p>	<ul style="list-style-type: none"> <li>• Require limited adult guidance to determine what is, and is not, dangerous.</li> <li>• May have some difficulty distinguishing probable dangers from all possible dangers.</li> <li>• Capable of understanding why school safety drills are conducted.</li> <li>• Understand all safety directions and instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Need adult direction during emergencies.</li> <li>• Able to follow all safety directions and instructions.</li> <li>• Can assist with many safety tasks during an emergency (e.g., following adult direction to turn off lights, closing blinds and doors, moving furniture, barricading doors, calling 911).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that teachers and school staff members always work to keep school safe.</li> <li>• Offer examples of common dangers that adults address.</li> <li>• Teach the difference between possible dangers and common dangers.</li> <li>• Use the word <i>safety</i> when describing/conducting drills.</li> <li>• Conduct “Get Out” (evacuation) “Hide Out” (lockdown), and “Keep-out” (barricade) safety drills.</li> </ul>
<p><i>Proficient Awareness</i></p>	<p><i>Intermediate, Junior High, and Middle School Students</i></p>	<ul style="list-style-type: none"> <li>• Have all <i>Practiced Awareness</i> knowledge and understanding.</li> <li>• Able to distinguishing probable dangers from all possible dangers.</li> <li>• Capable of understanding why school safety drills are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Benefit from adult direction, but are able to perform practiced actions independently during emergencies.</li> <li>• Can assist with most safety tasks during an emergency.</li> <li>• May or may not demonstrate the ability to disrupt the actions of an intruder.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussions regarding the need for school safety procedures.</li> <li>• Allow students to generate examples of common dangers that school safety procedures are designed to address (verify understanding of the difference between probable and possible dangers).</li> <li>• Use the word <i>safety</i> when describing/conducting drills.</li> <li>• Conduct evacuation and lockdown safety drills.</li> <li>• If indicated, conduct options-based safety drills (e.g., drills wherein the option to lockdown, barricade, evacuate, or fight back/encounter are considered).</li> </ul>
<p><i>Independent Awareness</i></p>	<p><i>High School Students, Adult Students, and Volunteers</i></p>	<ul style="list-style-type: none"> <li>• Have all <i>Proficient Awareness</i> knowledge and understanding.</li> <li>• Have knowledge of a range of emergency safety actions and can match them to the appropriate situation (e.g., know the situations that require evacuation versus lockdown).</li> </ul>	<ul style="list-style-type: none"> <li>• Benefit from adult direction, but are able to perform practiced actions independently during emergencies.</li> <li>• Able to help identify probable dangers confronting a school.</li> <li>• Able to assist in the development of school safety protocols.</li> <li>• Able to appropriately adapt safety actions to a range of dangers.</li> <li>• Can assist with all safety tasks during an emergency.</li> <li>• May or may not demonstrate ability to disrupt the actions of an intruder.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussions regarding the need for school safety procedures.</li> <li>• Engage in discussions regarding the specific types of school safety procedures required at a given school.</li> <li>• Use the word <i>safety</i> when describing/conducting drills.</li> <li>• Conduct evacuation and lockdown safety drills.</li> <li>• If indicated, conduct options-based safety drills.</li> </ul>

<p><i>Advanced Awareness</i></p>	<p><i>Professionally Trained School Staff Members</i></p>	<ul style="list-style-type: none"> <li>• Have all <i>Independent Awareness</i> knowledge and understanding.</li> <li>• Have knowledge of the probable dangers confronting a given school.</li> <li>• Have detailed knowledge of all school emergency safety protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify probable dangers confronting a school.</li> <li>• Able to develop school safety protocols.</li> <li>• Able to direct student safety actions and leading others in an emergency.</li> <li>• Capable of independent decision-making during an emergency.</li> <li>• Have first aid training and skills.</li> <li>• May or may not demonstrate the ability to disrupt the actions of an intruder.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct threat assessments to identify the specific dangers specific schools confront.</li> <li>• Engage in conversations about the specific school safety protocols needed.</li> <li>• From threat assessment data, develop specific school safety protocols.</li> <li>• Engage in advanced training in the selected school safety protocols.</li> <li>• Engage in first aid training.</li> <li>• Practice managing and directing the selected school safety protocols (e.g., conduct evacuation, lockdown, and options-based safety drills).</li> </ul>
<p><i>Professional Awareness</i></p>	<p><i>First Responders and School Safety Professionals</i></p>	<ul style="list-style-type: none"> <li>• Have all <i>Advanced Awareness</i> knowledge and understanding.</li> <li>• Have knowledge of tactical responses and counterattack measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Capable of high-level decision-making during an emergency.</li> <li>• Trained and equipped to provide tactical response and counterattack measures to protect self and others in an emergency.</li> <li>• Trained and equipped to provide advanced emergency medical assistance to others.</li> <li>• Have the ability to disrupt the actions of an intruder.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a process to screen potential school based law enforcement officer's decision-making ability in high stress events.</li> <li>• Provide training in specific tactics for confronting and ending an active shooter event.</li> </ul> <p>First responders should be trained in tactical first-aid strategies.</p>

**Note.** Adapted from Development Levels of Safety Awareness, 2014. Safe and Sound Schools: A Sandy Hook Initiative

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[www.nasponline.org](http://www.nasponline.org)

Best practice considerations for schools in active shooter and other armed assailant drills, NASP, NASRO (2017).

## **APPENDIX 5: QUESTIONS TO ASK WHEN CONSIDERING ARMED ASSAILANT TRAINING**

### **Emergency Operations Plan Development/Revision**

1. How does this fit into a comprehensive school emergency operations plan (EOP)?
2. Have all relevant stakeholders been consulted and involved in reviewing possible programs/approaches?
  - a. Superintendent and district leadership staff
  - b. Law enforcement (district and community law enforcement agencies; school resource officers)
  - c. District safety and security officers
  - d. Mental health professionals (school psychologists, counselors, and social workers)
  - e. Health Services
  - f. Principals and teachers
  - g. Parents and students (as age appropriate)
  - h. School Board members
3. Is this supported by a needs assessment that determined the most likely crises to occur in the district?
4. Has a cost-benefit analysis of the potential training been done, considering financial costs in relation to the likelihood of a particular crisis?
5. What evidence is there that the procedures being considered have been evaluated for effectiveness?
6. What evidence is there that the procedures are aligned with the guidelines of the U.S. Department of Education (2013) and allied professional organizations (National Association of School Psychologists and National Association of School Resource Officers (2014)? Note: The US Dept of Ed. does not mandate school districts to conduct armed assailant/active shooter exercises.
7. Are the procedures in compliance with state laws and school board policies?

### **Designing and Selecting the Types of Threat-and Hazard-Specific Annexes and Drills**

1. Does the training teach multiple types of annexes to respond to an armed assailant scenario (i.e. lockdown, evacuation, etc.)?
2. Does the training consider all available types of drills to teach participants the appropriate annexes?
3. Does it follow a hierarchy from simple low-cost discussion-based activities to operations-based activities?
  - a. Orientations
  - b. Workshops
  - c. Tabletops
  - d. Drills
  - e. Advanced Simulation Drills and Exercises

*Best practice considerations for schools in active shooter and other armed assailant drills, NASP, NASRO (2017).*

4. Has the readiness and trauma histories of the staff members and students been assessed before determining what drills are most appropriate?
5. How will the types of drills be selected to use with students?
6. What accommodations will be made in the drills for students with physical, sensory or other disabilities?
7. Will simulations be used? Will students and staff practice “counter-type” strategies (i.e. throwing books, chairs, backpacks, etc.), if applicable? If so, how will they be designed to be developmentally appropriate?
8. If simulations will be used, has the district consulted with their legal team and insurance provider to identify possible risks and liabilities (i.e. there have been lawsuits filed by school staff for physical injuries and emotional trauma as a result of forced participation in armed assailant/active shooter exercises).
9. Has the district set monies aside to repair possible damages to building and district goods as a result of a simulation exercise?

### **Designing Student Instruction**

1. Is there a lesson plan for providing developmentally appropriate training for students?
2. Are instructional experts and school employed mental health professionals involved in designing and implementing developmentally appropriate curriculums for elementary, middle and high school students?
3. Does the plan identify potential training goals, objectives, measurable outcomes, and obstacles?
4. What accommodations will be made in the lessons for students with special needs?
5. How will teachers receive critical background information, including:
  - a. Considerations for students with physical, sensory or other disabilities
  - b. Developmental guidelines for instruction and drills, i.e. typical knowledge/understanding; typical response capabilities; age-appropriate explanations, procedures, activities and drills.
  - c. Recognizing common trauma reactions to help identify when a student, fellow staff member or him/herself needs to be removed from a drill.
  - d. Identifying someone that needs mental health support after the drill.

### **Physical and Mental Health Considerations**

1. Does the training balance the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills)?
2. What are the considerations to mitigate potential physical harm during drills?
3. What financial and medical support is available to address potential physical damage during the drills?
4. What are the mental health supports to mitigate potential psychological harm, such as identifying prior traumatic experiences in participants?
5. What emotional supports will be in place during and after drills for students and staff?

### **Opt Out Options**

1. How can students or staff members opt out of drills or simulations?
2. If staff or students opt out, how will they receive comparable, less intense instruction?
3. Can parents opt their student out of the drills?

*Best practice considerations for schools in active shooter and other armed assailant drills, NASP, NASRO (2017).*

## Communication

1. What is the parent and community education and communication plan prior to implementing the training?
2. Will parent consent be obtained prior to student participation in the training? Will it be active or passive?
3. What is the parent and community education and communication plan whenever drills are conducted?
4. How will parents and the community receive communication during an actual armed assailant crisis?

## Evaluation

1. What is the feedback and evaluation process from participants and parents?
2. How will the knowledge and training be maintained and built upon?
3. How will new staff members and students be trained?
4. What is the evaluation process for determining the efficacy of the training and assessing ongoing and/or changing preparedness training needs?

## References

- Brock, S. E., Nickerson, A. B., Reeves, M. A. L., Conolly, C. N., Jimerson, S. R., Pesce, R. C., & Lazzaro, B. R. (2016). *School crisis prevention and intervention: The PREPaRE model (2nd ed.)*. Bethesda, MD: National Association of School Psychologists.
- NASP and NASRO. (2014). *Best practice considerations for schools in active shooter and other armed assailant drills* [Brief]. Bethesda, MD: National Association of School Psychologists. Available online at [www.nasponline.org/armed-assailant-drills](http://www.nasponline.org/armed-assailant-drills)
- U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. (2013). *Guide for developing high quality school emergency operations plans (K-12)*. Washington, DC: Author. Retrieved from <http://www2.ed.gov/about/offices/list/oese/oshs/rem-s-k-12-guide.pdf>

# Activities Board Report

4/15/19

- NSAA voted down girls wrestling and bowling.
- Speech for 2019-2020 school year: Jessica Rice feels that this year's speech club was a success and that we are ready to offer speech as an NSAA activity next year.
- Officials feedback for the 2018-2019 school year.
- Weather has been a major problem for the spring track season. Tomorrow is George Calvert meet in Mitchell and will also be the WTC meet due to the cancellation of it on Saturday.
- Special thanks to all the people that braved the weather and helped us run the Morrill Early Bird Track meet.
- We host the Morrill Invite for Golf tomorrow.
- Openings for next year: Junior high girls' basketball, Junior high wrestling, Varsity wrestling, and concessions coordinator.
- Booster club has offered to pay for one of the record boards.

# Morrill Board of Education Report

April, 2019

## HS Principal Report

1. The NWEA Maps Testing went very well the last few weeks. I have attached a graph of results from the testing.
2. The junior class all (but 1) attending WNCC for the ACT test. The students had lunch and a tour on campus after the testing.
3. The Army National Guard came last week to go over the student results of the ASVAB. They discussed possible placements and the various opportunities based on their testing data.
4. 24 HS 10<sup>th</sup> graders took the April ACT at WNCC. We bused the students to the test site, and a handful of students left with the track team after the testing.
5. I have been working on schedule changes for next year from Mr. Sherwood's directive.
  1. The JH schedule will include about 90 minutes of math and language arts for both 7<sup>th</sup> and 8<sup>th</sup> grade every day. The rest of the school would be Block Schedule morning - 45 min periods afternoon.
  2. Instead of JH students receiving explore classes in all areas both years, they will now get a specific explore class in 7<sup>th</sup> grade and different explores 8<sup>th</sup> grade year.
  3. PE will be moved to 8<sup>th</sup> hour so students not in sports will have PE. This means all JH sports practices will take place in the elementary gym.

Option #1:		
Block 1	7:55 - 9:18	83 min
SCB	9:18 - 9:23	5 min
Block 2	9:21 - 10:46	83 min
Block 3	10:49 - 12:12	83 min
Lunch	12:12 - 12:45	31 min
Win	12:48 - 1:11	23 min
6th Hour	1:14 - 1:59	45 min
7th Hour	2:02 - 2:47	45 min
8th Hour	2:50 - 3:35	45 min

6. The "Arts Connection" night is rescheduled for May 2<sup>nd</sup>. (Art, Shop, Ag, FCS,Choir, Band)
7. I have been looking into various options to replace our Spanish need. I have come up with a couple of options based on NOT finding a teacher replacement.
  1. Odysseyware class for Spanish 1: \$250 per student/semester
  2. Rider Spanish Classroom for Spanish 1 or 2: \$4200/yr. up to 20 students, \$5400/yr. 21-30 students. Live Teacher through Zoom class.
  3. Elementary Spanish through WNCC for Spanish 2: Up to 20 students-First period only.
  4. Pricing Rider Spanish:

RIDER CLASSROOM SPANISH  
PRICING FOR MATERIALS AND TEACHER OF RECORD FOR 2019-2020

1. Materials--There is a one-time purchase the first year only for the materials.\*
2. Teacher of Record-- there is a low-cost 'live' Teacher of Record charge for each Spanish class for each quarter (approximately a nine-week period---four quarters in total).

PRICES FOR MATERIALS (ONE-TIME PURCHASE ONLY):

All sets of materials combine both Spanish I and II. You do not need to buy one set for Spanish I and another for Spanish II.

One Set of 10

Total cost for 10-student kit not including 5% shipping and handling  
\$2,899.

One Set of 15

Total cost for 15-student kit not including 5% shipping and handling  
\$3,699.

One Set of 20

Total cost for 20-student kit not including 5% shipping and handling  
\$4,399.

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TEACHER OF RECORD COSTS PER QUARTER (NINE WEEKS):

Additionally, each class, whether it is Spanish I or Spanish II will be charged as follows:\*\*

1-10 students	\$850 per quarter / nine weeks (\$3,400 per year)
11-20 students	\$1,050 per quarter / nine weeks (\$4,200 per year)
21-29 students	\$1,350 per quarter / nine weeks (\$5,400 per year)
30 + students*	\$1,600 per quarter / nine weeks (\$6,400 per year)

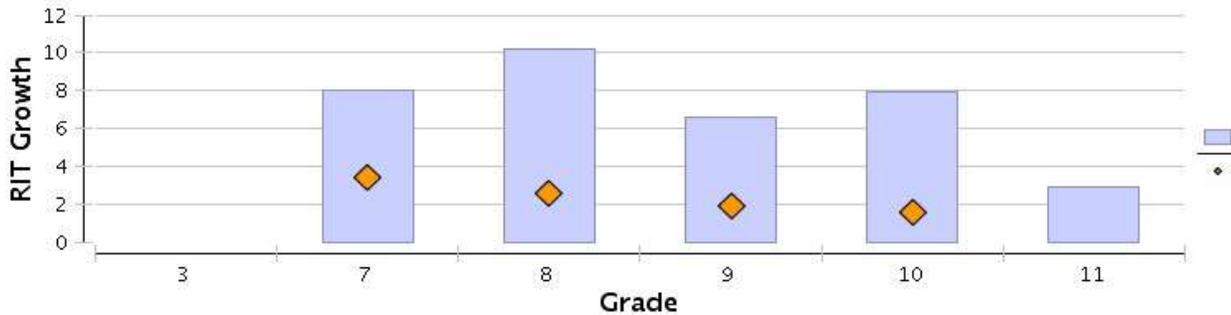
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In summary, the school would have two charges the first year:

1. The 'one-time only' charge is for the materials purchased in the summer\*---the first year only to be paid in the summer.
2. The 'Teacher of Record' charge for each class, each quarter---approximately nine weeks, (four times throughout the school year) based on the number of students enrolled in each class.

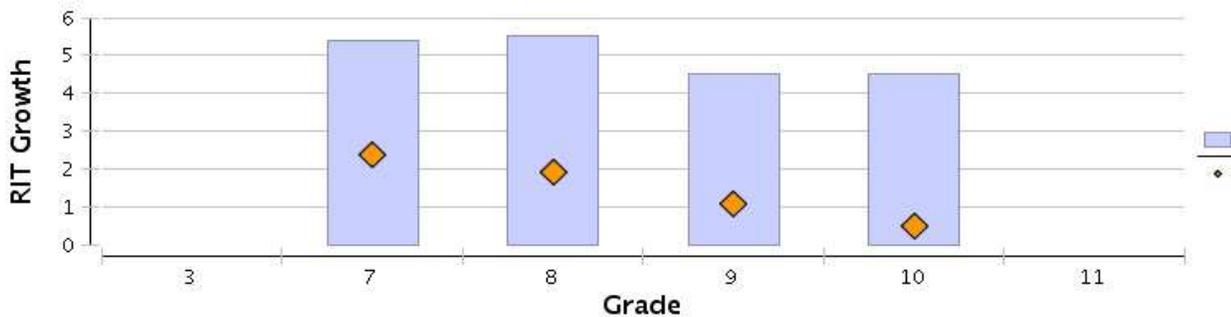
After the first year, only the payment for the quarterly Teacher of Record fee for each class will be required.

**MATH****2018-2019 NWEA TEST RESULTS**

Grade	FALL		WINTER		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth
7	219.7	35	227.7	58	8
8	219.4	22	229.7	52	10.2
9	227.7	39	234.3	59	6.6
10	235.1	69	243	87	7.9
11	238.6	70	241.5	75	2.9

**Mathematics****READING**

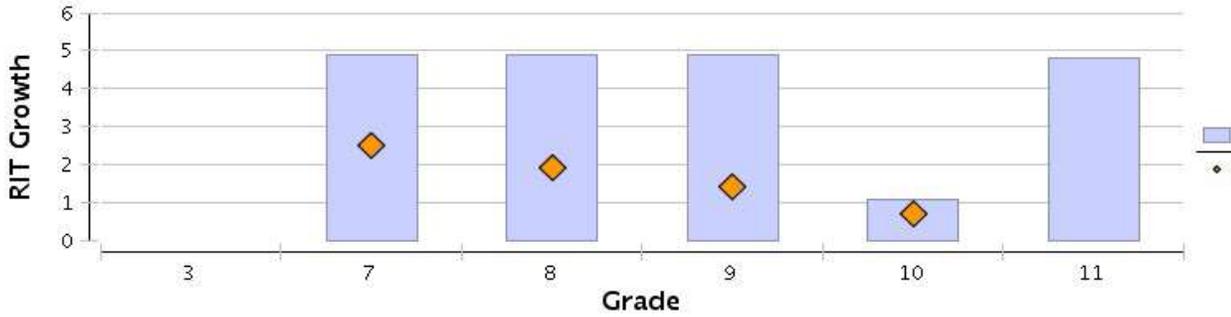
Grade	FALL		WINTER		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth
7	216.3	61	221.7	77	5.4
8	214.8	37	220.4	57	5.5
9	218.1	38	222.6	57	4.5
10	224.3	68	228.8	83	4.5

**Reading****ELA**

Grade	FALL		WINTER		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth
7	213.7	48	218.6	64	4.9
8	212.7	30	217.6	47	4.9
9	214.8	30	219.7	50	4.9
10	224.6	78	225.7	79	1.1

11      224.1      65 |      228.9      84      4.8

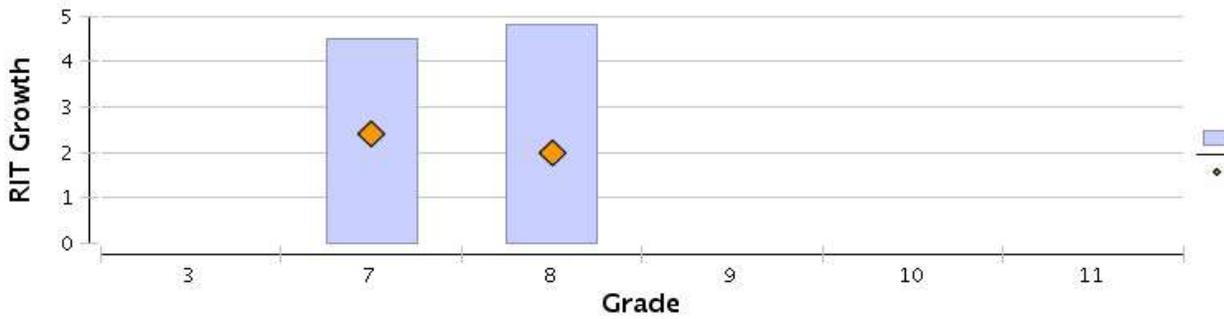
**Language Usage**



**SCIENCE**

Grade	FALL		WINTER		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth
7	213.6	89	218.1	94	4.5
8	212.9	67	217.7	82	4.8

**Science - General Science**



Observed Growth

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School Norms Projected Growth

NWEA MAPS PROJECTED PROFENCY 2018-19

ACT COLLEGE READINESS

MATH

ACT SCORE-22

ACT SCORE-24

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
7	38	27	71.1%	4	10.5%	7	18.4%
8	24	19	79.2%	2	8.3%	3	12.5%
9	27	21	77.8%	2	7.4%	4	14.8%
10	30	17	56.7%	6	20.0%	7	23.3%
<b>Total</b>	119	84	70.6%	14	11.8%	21	17.6%

NSCAS GENERAL

MATH

Grade	Student Count	Developing		OnTrack		CCRBenchmark	
		Count	Percent	Count	Percent	Count	Percent
7	38	23	60.5%	13	34.2%	2	5.3%
8	24	14	58.3%	10	41.7%	0	0.0%
<b>Total</b>	62	37	59.7%	23	37.1%	2	3.2%

ACT COLLEGE READINESS

READING

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
7	38	20	52.6%	1	2.6%	17	44.7%
8	24	15	62.5%	3	12.5%	6	25.0%
9	27	18	66.7%	2	7.4%	7	25.9%
10	30	15	50.0%	6	20.0%	9	30.0%
<b>Total</b>	119	68	57.1%	12	10.1%	39	32.8%

NSCAS GENERAL

READING

Grade	Student Count	Developing		OnTrack		CCRBenchmark	
		Count	Percent	Count	Percent	Count	Percent
7	38	20	52.6%	11	28.9%	7	18.4%
8	24	15	62.5%	6	25.0%	3	12.5%
<b>Total</b>	62	35	56.5%	17	27.4%	10	16.1%

April 2019 Board Report  
Keri Homan  
Elementary Principal

Elementary School~

- 🐾 We had a Think Kind assembly last week. The kids were challenged to do at least 5000 acts of kindness. We are hoping to do 15,000. That would be 6 acts a day for students and staff...We are making a paper chain. Each act of kindness adds a link. We are hoping to wrap around the entire school.
- 🐾 Staff did a Testing Pep Rally last Tuesday to get kids excited for the test and to remind them of good test taking habits and strategies. This year's theme was The Test is Right! Mr. Lofink was the host. 😊
- 🐾 NSCAS Testing has begun. We have already made up the tests that were scheduled during the snow days.
- 🐾 The Title I Plan has been sent to the state and will be reviewed by other schools. We should hear back by the end of the year. I do not anticipate any changes.
- 🐾 Jadie Beam has started coming to the elementary school to work with teachers and administrators. She will also continue this next year.
- 🐾 Jamie Martin, Erica Croft, and I attended a meeting about the new reading law that will go into effect next year. This information was helpful and we have already began working to be ready for the changes.
- 🐾 Joe, Tom and I attended AdvancED training last week to become accredited K-12.
- 🐾 We have been interviewing for elementary positions. We have found 2 candidates and are still looking for the third position.
- 🐾 Planning for summer school has started and letters will be going home soon.

## PAWS Room Update~

- 🐾 I am attaching a slide with comparison information between Qtr. 1, 2, and 3.
- 🐾 Currently 4<sup>th</sup> Qtr, we have 14 students on the Consequence Ladder
- 🐾 There are 36 documented offenses for 4<sup>th</sup> Qtr.

## Student Counts~

**Kindergarten- 28**

**1<sup>st</sup> Grade- 20**

**2<sup>nd</sup> Grade- 21 (-1, moved to Hastings)**

**3<sup>rd</sup> Grade- 27 (-1, moved Colorado)**

**4<sup>th</sup> Grade- 28 (-2, moved to Torrington and Lincoln)**

**5<sup>th</sup> Grade- 34**

**6<sup>th</sup> Grade- 23**

**Total K-6~ 181**



# Behavior Data

1st, 2nd, & 3rd Quarter -- 2018-2019

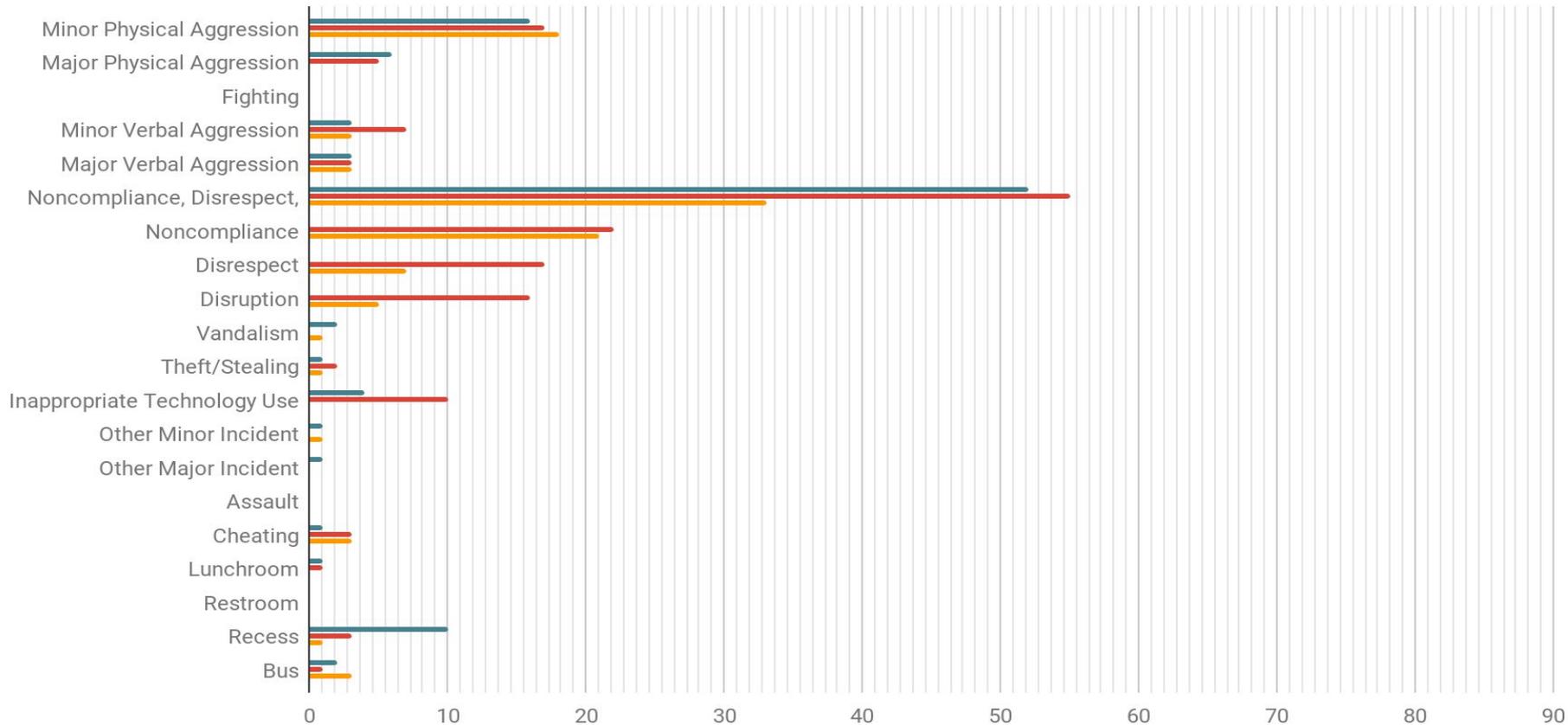


## Behavior Data Comparison: 1st, 2nd, 3rd Quarter 2018-2019

	Minor Physical Aggression	Major Physical Aggression	Fighting	Minor Verbal Aggression	Major Verbal Aggression	Noncompliance, Disrespect, and/or Disruption	Noncompliance	Disrespect	Disruption	Vandalism	Theft/Stealing	Inappropriate Technology Use	Other Minor Incident	Other Major Incident	Assault	Cheating	Lunchroom	Restroom	Recess	Bus
1st Quarter	16	6	0	3	3	52				2	1	4	1	1	0	1	1	0	10	2
2nd Quarter	17	5	0	7	3	55	22	17	16	0	2	10	0	0	0	3	1	0	3	1
3rd Quarter	18	0	0	3	3	33	21	7	5	1	1	0	1	0	0	3	0	0	1	3

# Behavior Data Comparison: 1st, 2nd, 3rd Quarter 2018-2019

1st Quarter 2nd Quarter 3rd Quarter



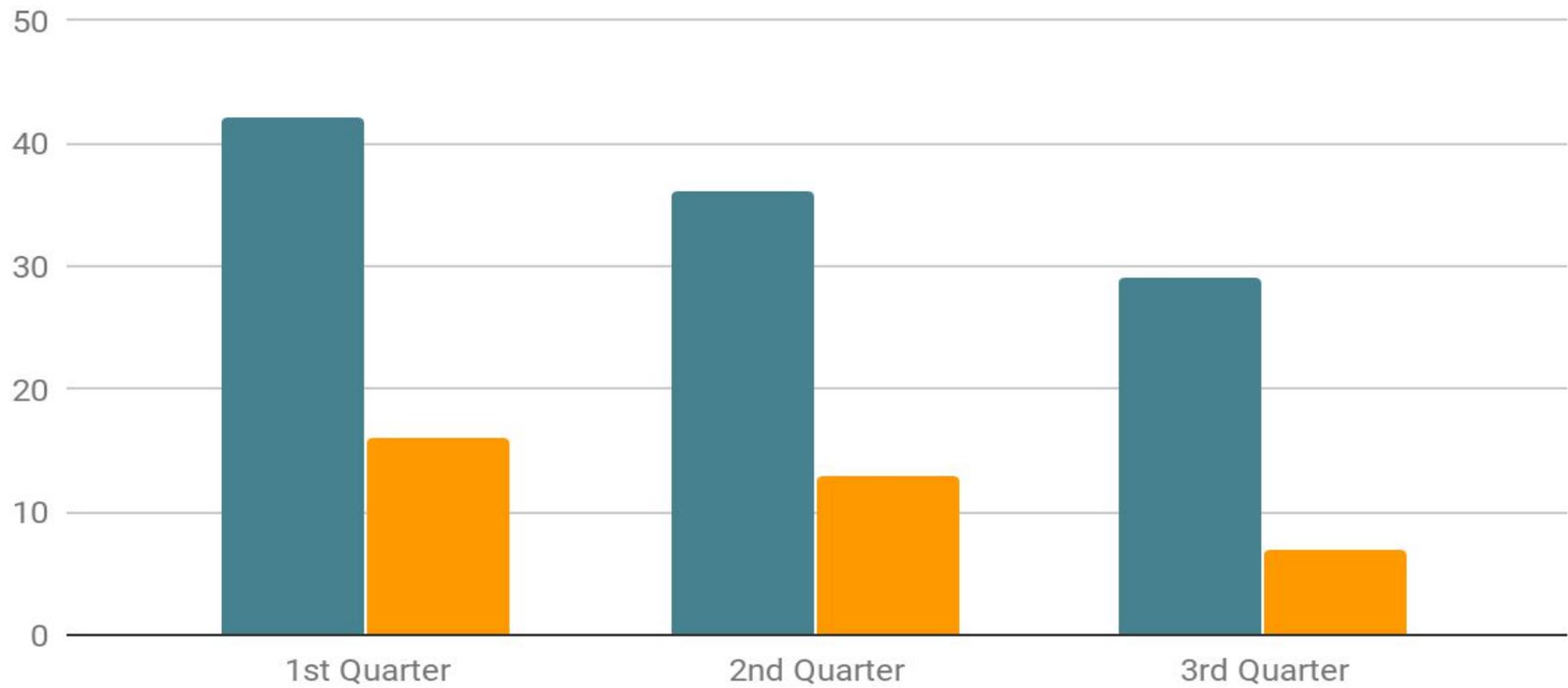


## # of students written up and # of students with 3+ write-ups

	1st Quarter	2nd Quarter	3rd Quarter
# of students written up	42	36	29
# of students with 3+ write-ups	16	13	7

# # of students written up and # of students with 3+ write-ups

■ # of students written up   ■ # of students with 3+ write-ups



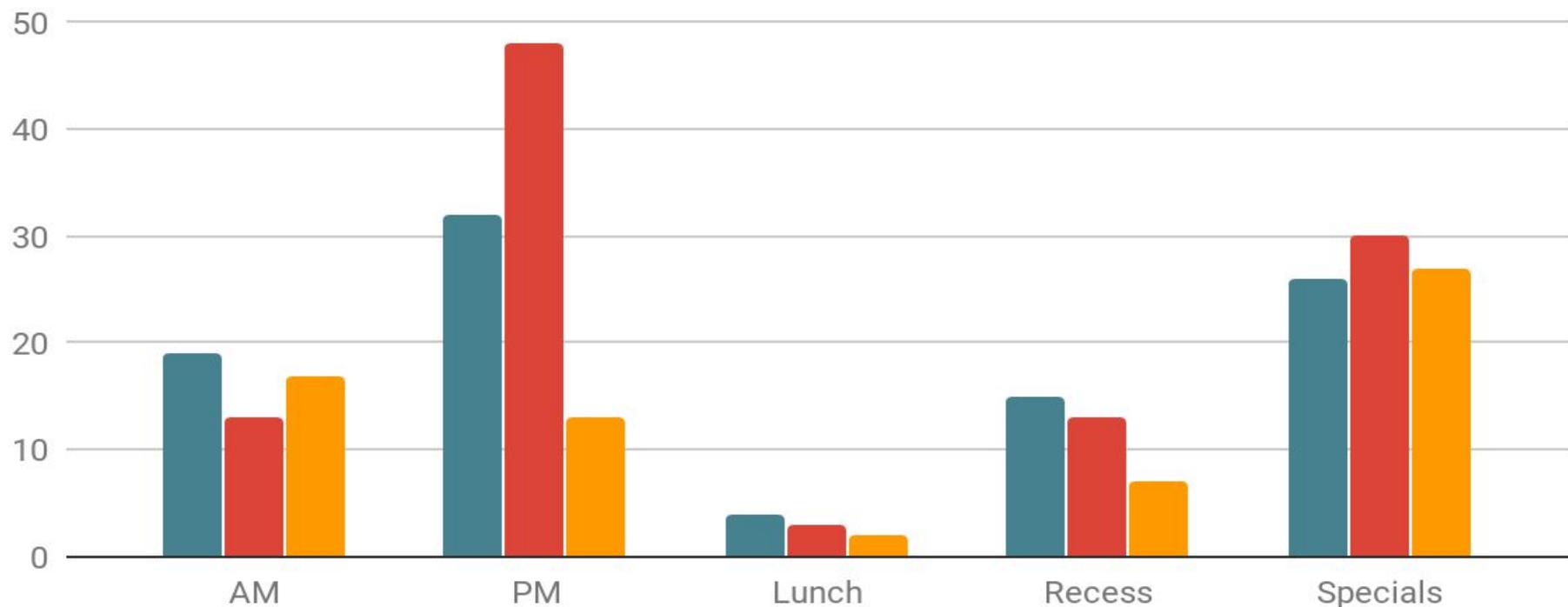


# Behaviors vs. Time

Behaviors vs. Time			
	1st Qt.	2nd Qt.	3rd Qt.
AM	19	13	17
PM	32	48	13
Lunch	4	3	2
Recess	15	13	7
Specials	26	30	27

# Behaviors vs. Time

1st Qt. 2nd Qt. 3rd Qt.



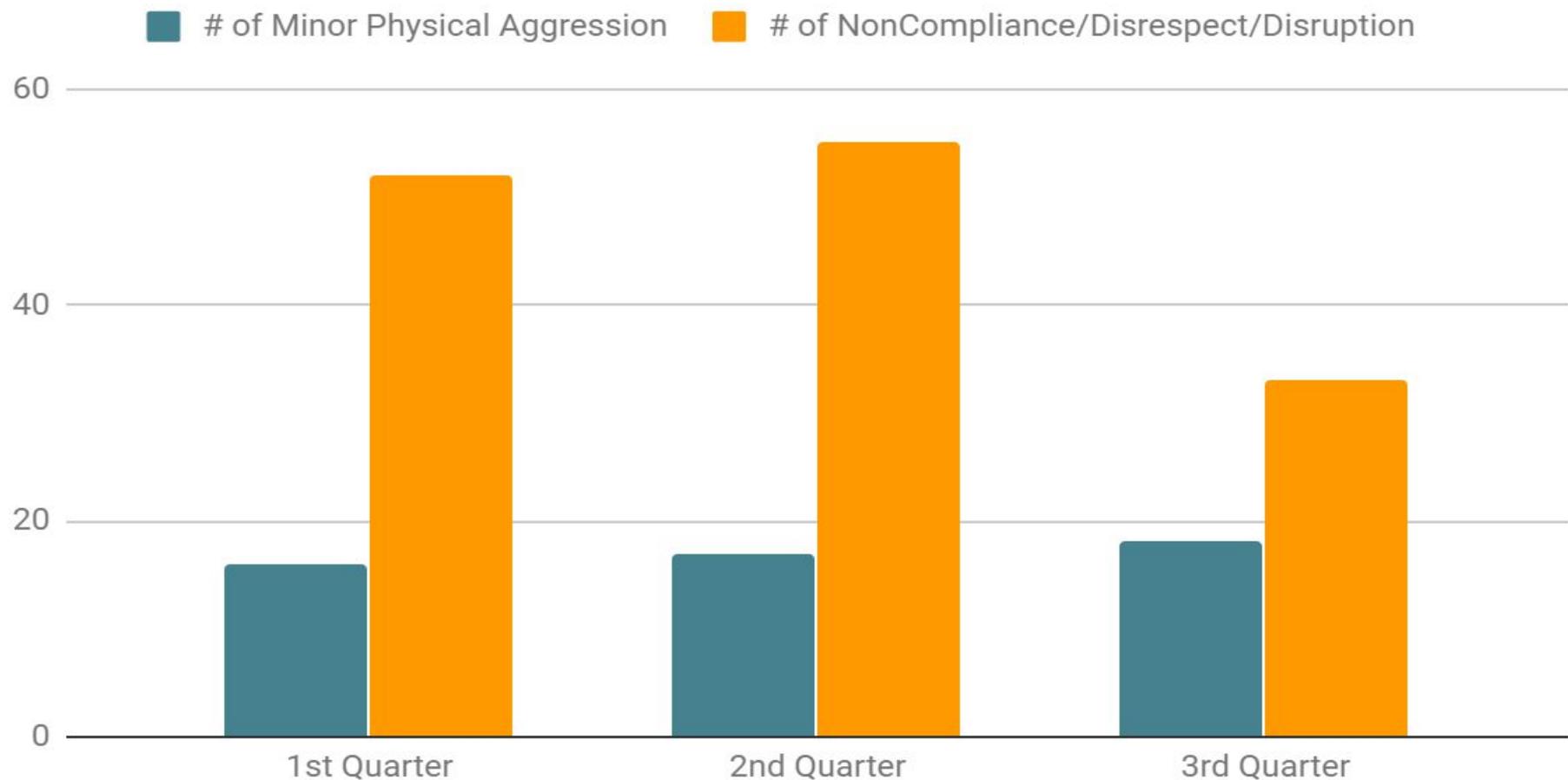
Behaviors vs. Time



## Minor Physical Aggression & NC/D/D

	1st Quarter	2nd Quarter	3rd Quarter
<b># of Minor Physical Aggression</b>	16	17	18
<b># of NonCompliance/Dis respect/Disruption</b>	52	55	33

# Minor Physical Aggression & NC/D/D





# Student Growth Summary Report

## Aggregate by School

Term: Winter 2018-2019  
 District: MORRILL PUBLIC SCHOOLS

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Winter 2019  
 Weeks of Instruction: Start - 4 (Fall 2018)  
 End - 20 (Winter 2019)

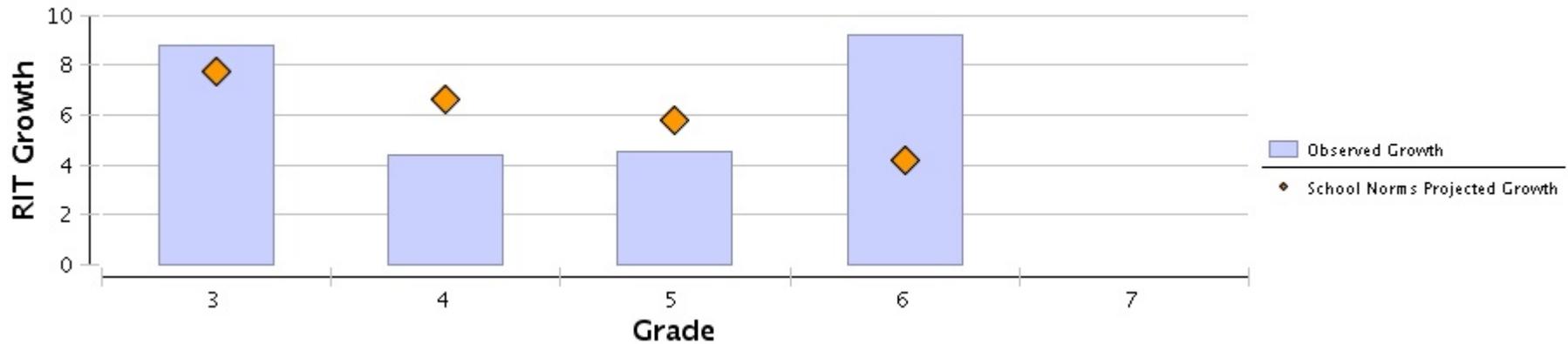
Grouping: None  
 Small Group Display: No

### MORRILL ELEMENTARY

#### Mathematics

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	25	187.5	9.1	31	196.3	9.6	38	8.8	1.2	7.7	0.84	80	25	17	68	62
4	29	198.9	9.5	31	203.3	10.3	20	4.4	1.1	6.6	-1.76	4	29	11	38	35
5	31	211.0	10.1	47	215.5	9.8	41	4.5	1.0	5.8	-0.85	20	31	16	52	52
6	23	211.4	17.5	19	220.6	14.4	42	9.2	1.6	4.2	3.87	99	23	20	87	70
7	1	*			*			*					*			

### Mathematics



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Winter 2018-2019  
 District: MORRILL PUBLIC SCHOOLS

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Winter 2019  
 Weeks of Instruction: Start - 4 (Fall 2018)  
 End - 20 (Winter 2019)

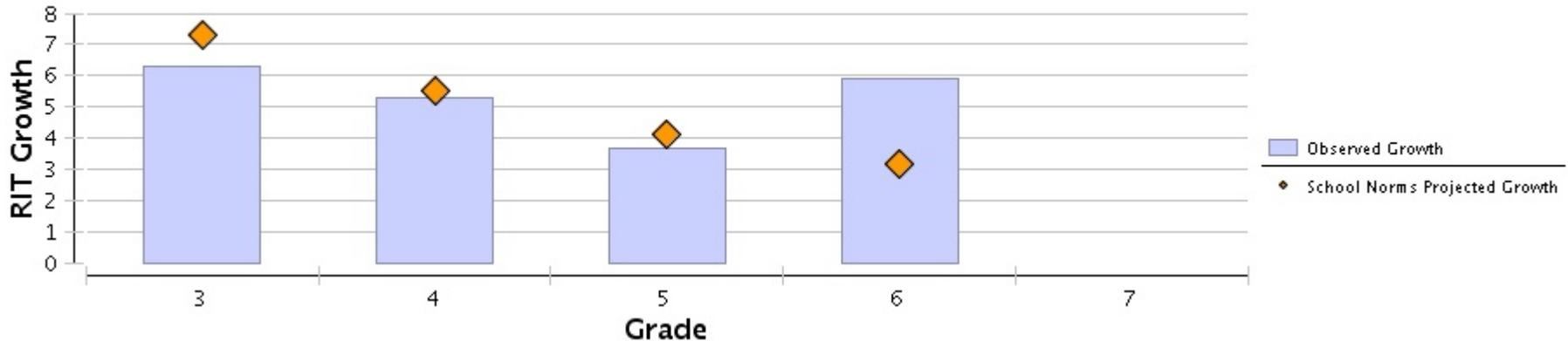
Grouping: None  
 Small Group Display: No

### MORRILL ELEMENTARY

#### Reading

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	25	187.5	14.0	45	193.8	11.2	39	6.3	1.4	7.3	-0.90	18	25	14	56	53
4	29	196.2	11.9	38	201.6	12.4	38	5.3	1.5	5.5	-0.08	47	29	12	41	35
5	31	207.3	11.1	60	211.0	10.4	57	3.7	1.6	4.1	-0.41	34	31	18	58	53
6	22	210.5	16.1	47	216.4	14.2	64	5.9	1.7	3.2	2.44	99	22	15	68	70
7	1	*			*			*					*			

#### Reading



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

## Aggregate by School

Term: Winter 2018-2019  
 District: MORRILL PUBLIC SCHOOLS

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Winter 2019  
 Weeks of Instruction: Start - 4 (Fall 2018)  
 End - 20 (Winter 2019)

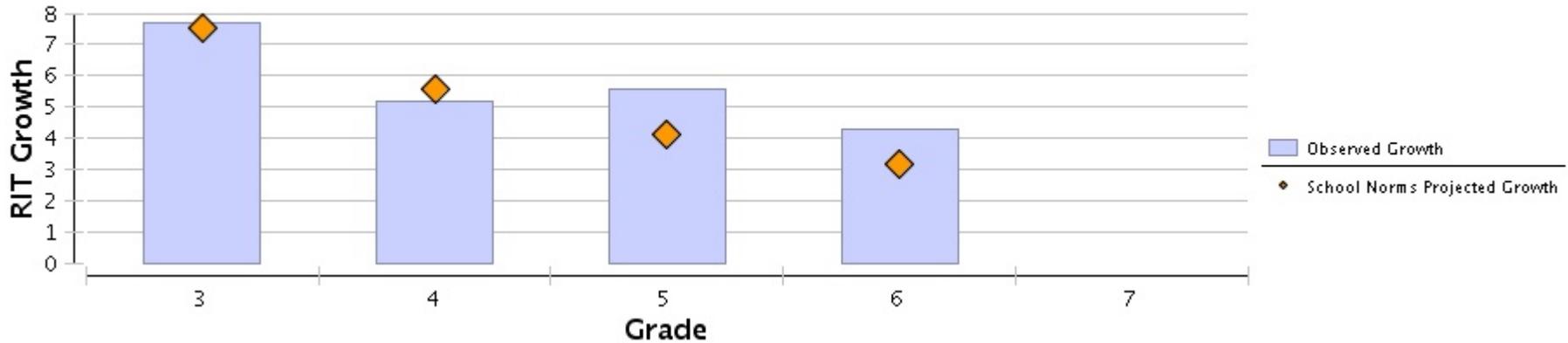
Grouping: None  
 Small Group Display: No

### MORRILL ELEMENTARY

#### Language Usage

Grade (Winter 2019)	Growth Count‡	Comparison Periods									Growth Evaluated Against					
		Fall 2018			Winter 2019			Growth			School Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	24	187.0	12.1	35	194.7	12.1	36	7.7	1.5	7.5	0.14	55	24	14	58	49
4	29	197.6	11.7	42	202.7	10.8	39	5.2	1.5	5.6	-0.52	30	29	17	59	58
5	31	205.1	11.1	46	210.7	8.8	57	5.6	1.2	4.1	1.56	94	31	19	61	63
6	23	209.5	13.1	42	213.8	12.5	49	4.3	1.2	3.2	1.03	85	23	14	61	60
7	1	*			*			*					*			

### Language Usage



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



# Student Growth Summary Report

## Aggregate by School

Term: Winter 2018-2019  
 District: MORRILL PUBLIC SCHOOLS

Norms Reference Data: 2015 Norms  
 Growth Comparison Period: Fall 2018 - Winter 2019  
 Weeks of Instruction: Start - 4 (Fall 2018)  
 End - 20 (Winter 2019)

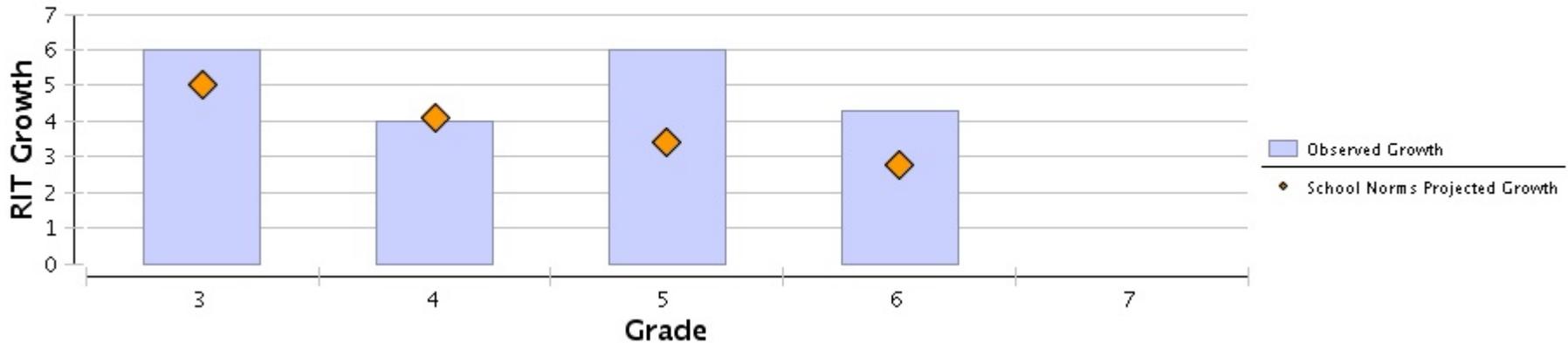
Grouping: None  
 Small Group Display: No

### MORRILL ELEMENTARY

Science - General  
 Science

Grade (Winter 2019)	Growth Count‡	Comparison Periods							Growth Evaluated Against							
		Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
3	25	189.8	8.8	67	195.8	7.6	73	6.0	1.6	5.0	0.86	81	25	17	68	62
4	28	198.0	9.1	75	202.0	8.2	74	4.0	1.2	4.1	-0.10	46	28	19	68	70
5	31	201.6	9.0	61	207.6	7.0	78	6.0	0.9	3.4	2.40	99	31	23	74	79
6	23	208.5	11.5	78	212.9	9.5	86	4.3	1.1	2.8	1.80	96	23	16	70	58
7	1	*			*			*					*			

### Science - General Science



#### Explanatory Notes

\* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

# KAMIE RHODES

130929 Lashley Drive Mitchell, NE 69357 · 308 672-5720  
kamierhodes@rocketmail.com

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April 10, 2019

Tom Peacock  
Principal  
Morrill Public Schools  
411 East Hamilton Street  
Morrill, NE 69358

DEAR MR. PEACOCK, MR. SHERWOOD, AND THE BOARD OF DIRECTORS

I am writing to notify you that I will be resigning from my position as Business Education Teacher with Morrill Public Schools at the end of the school year.

I greatly appreciate the opportunities that this school has provided me, as well as the professional guidance and support from Mr. Peacock that has allowed me to grow within this role. Although I will sincerely miss this position, my fellow co-workers, and especially my students, I have been offered an unexpected opportunity to continue serving kids as a communication assistant at ESU 13. My interest in communication disorders is what originally prompted my career change into education, this opportunity will allow me to combine my passion for kids as well as help me move forward in the Communication Disorder/SLP field.

If I can be of any assistance during this transition, I'd be happy to help.

Sincerely,



Kamie Rhodes

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Chandra Stoddard

10294 CR 8, Morrill, NE 69358 · 307-575-4599 · chandra.stoddard@msplions.org

March 18, 2019

Mr. Joseph Sherwood  
Superintendent Morrill Public Schools  
508 Jefferson Ave  
Morrill, NE 69358

Dear Joe,

I'm writing this letter to let you know that I will be resigning my position as a 1<sup>st</sup> Grade Teacher at Morrill Elementary at the completion of my contract. I am sorry to leave a school with great students and amazing co-workers, but I have decided to stay at home with my baby for the first few years of his life.

I have felt quite conflicted since coming back to work following my maternity leave time. I truly bonded with the baby and feel my place will best be served, at home, with him.

Since coming back to work several weeks ago, I have had a difficult time balancing my work and life roles. I also, am having a hard time knowing that by sending him to a babysitter that I am missing out on a large portion of his early years that I will never get back.

I have appreciated my two years with Morrill Elementary and will certainly consider working here again, depending on your needs when I come back into the workforce. I will long remember the kindness and generosity with which everyone treated me throughout the pregnancy and during my leaves.

I hope that you will remember me and my work with appreciation and a positive spirit. Please stay in touch when I am no longer working here.

Again, working here has been great, I will miss all of my coworkers. Becoming a stay-at-home mom was a difficult decision, but it's the best one at this time, for my family.

I wish you nothing but the best.

Sincerely,

A handwritten signature in cursive script that reads "Chandra Stoddard". The signature is written in black ink and is positioned above the printed name.

Chandra Stoddard

March 18, 2019

To Whom It May Concern,

I am writing to notify you that I am resigning from my position at Morrill Elementary School once my contract is complete.

I appreciate the opportunities I have been given during my time here in Morrill, as well as your professional guidance and support.

I wish you all the best of success in the future.

If I can assist with the transition at all, please do let me know.

Very sincerely,

A handwritten signature in blue ink that reads "Amanda Ross". The signature is written in a cursive style with a large initial 'A' and a stylized 'R'.

Amanda Ross

**Jaylinn DeVries**

---

4510 State HWY 156  
Torrington, WY 82240  
970-673-3670  
jaylinn221@gmail.com

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March 18, 2019  
Morrill Public Schools  
508 Jefferson Ave.  
Morrill, NE 69358

Dear Keri Homan & Joseph Sherwood,

I would like to thank you so much for the opportunity to work for Morrill Elementary School for the 2018-2019 school year. My time here at MES has been full of great experiences that will truly last a lifetime and I am so grateful to have worked with such amazing students and staff.

It is with a heavy and excited heart that I am writing this letter. I am writing this letter to inform you of my resignation as a Fifth-Grade Teacher for Morrill Elementary School. After long discussion my husband and I feel like it is in our best interest to move back to Colorado where I am originally from to be near my family. My last day working for MES will be May 23, 2019.

I would like to thank you so much for giving me the opportunity to work as a Fifth-Grade Teacher. I am so grateful for the time I have gotten to work for MES. The knowledge I have gained I will take with me into my next classroom. Thank you so much again for your time and the opportunity to work for your school.

Sincerely,

  
Jaylinn DeVries

## TEACHER'S CONTRACT

**THIS CONTRACT** is made by and between the **Board of Education of Scotts Bluff County School District 79-0011, a.k.a Morrill Public Schools ("District")** and **Kaeleigh Muir (Teacher)**.

**WITNESSETH:** That the Board of Education hereby agrees to employ the Teacher as follows:

- School Year begins on or about August 9, 2019 and ends on or about May 19, 2020, subject to Board modification;
- Days of service: 186 including at least 175 teaching days, subject to terms of the negotiated agreement; • Full time Equivalency (FTE) of 1.0;
- Teacher's salary schedule placement: BA+ 0 Step 5 (39,294.00), subject to final terms of the negotiated agreement for the applicable contract year between the Board and the bargaining unit representing the certificated employees of the District. The teacher's salary schedule placement and other terms of employment may be set forth on the Annual Supplemental Renewal form to be executed subsequent to this Teacher's Contract. Written verification of additional graduate hours must be given to the Superintendent on or before the 22<sup>nd</sup> day of May in the year this Contract is signed in order to be considered for salary movement;
- Other terms:

**FIRST:** Salary. The salary of the teacher shall be payable in **twelve (12) equal installments**. The first installment shall be payable on the **20<sup>th</sup> day of September**, and remaining installments shall be payable on the **20<sup>th</sup> day of each month thereafter**. Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may be mutually agreed upon by and between the Board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof. This contract shall conform to the regulations governing deductions with reference to Withholding Tax, Social Security, Medicare, and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract. Upon termination of this contract by the Board or the Teacher, the compensation shall be an amount which bears the same ratio to the early salary herein specified as the number of days of service to the date of such termination bears to the number of days of service in the applicable contract year. Any unearned fractional portion of an installment paid, but not earned prior to termination of the contract, shall be refunded by the Teacher.

**SECOND:** Duties. The Teacher hereby agrees to be governed by the policies of the Board of Education of the District. The duties to be performed by the Teacher shall be subject to assignment by the Superintendent or the Board. Days of service may be adjusted from year to year by the Board. The Teacher further agrees to devote full time during days of school to the Teacher's position and in all respects to diligently and faithfully perform the assigned duties to the best of the Teacher's professional ability. Regular dependable attendance is an essential function of the Teacher's position.

**THIRD:** Extra-Duty Assignments. In addition to the normal duties traditionally required of certificate employees, the Teacher may be assigned "extra duty" assignments by the District. Such assignment shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon; provided that the Teacher shall not unreasonably refuse to accept such assignments. Duty assignments which do not require a teaching or administrative certificate are on an at-will basis, shall be subject to removal without cause and shall not be subject to continuation or renewal as part of this Teacher's Contract.

**FOURTH:** Contract Termination. The contract may be cancelled or terminated subject to required procedures in the event the Teacher violates any of the provisions of this agreement, or performs any act or does anything which is materially harmful to the employer, or which substantially inhibits the Teacher's ability to discharge the duties as set forth herein, including, but not limited to (1) becoming legally disqualified to teach in the State of Nebraska; (2) participation in any fraud; (3) causing any intentional damage to property; (4) engaging in any unlawful act; (5) just cause, including: (a) incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required by law; or (h) other conduct which interferes substantially with the continued performance of duties. Non-renewal, suspension or other disciplinary action may be enforced in accordance with applicable law.

**FIFTH:** Legal Requirements. The Teacher affirms that: (1) the Teacher holds or will hold a valid and appropriate certificate to act as a certificated employee in the State of Nebraska to perform the assigned duties throughout the term of this Contract and any extension of this Contract; (2) the required certificate to perform the assigned duties shall be registered as required by law; it being understood and agreed that this contract is not valid until the required certificate is registered in accordance with law and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate; (3) the Teacher is not under contract with another Board of Education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract; and (4) there shall be no penalty for release or resignation by the Teacher from this Contract; provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. It is understood that this Contract is also subject to provisions of the School Teachers Retirement Act.

**SIXTH:** Renewal. Hereafter, this contract may be continued by a separate, annual written "Renewal Agreement" which shall incorporate all the provisions hereof by reference except as stated on such Renewal Agreement. Renewal Agreements must be executed by the Teacher and delivered to the Superintendent of Schools or the Secretary of the Board of Education of the District within fifteen calendar days of receipt thereof from the District. Said Renewal agreement shall not be required to be signed by the Teacher prior to March 15. Failure to return the Renewal Agreement or an intent card shall constitute grounds for termination.

The failure to return a signed copy of this contract to the Business Office or the Superintendent of the District on or before 4 p.m. on March 29, 2019 may constitute a rejection by the Teacher of the offer of employment.

Executed 3/22 2019.   
 Teacher Signature

Executed \_\_\_\_\_ 2019. \_\_\_\_\_  
 President of Board of Education

Attest: \_\_\_\_\_ 2019. \_\_\_\_\_  
 Secretary of Board of Education



# TEACHER'S CONTRACT

THIS CONTRACT is made by and between the Board of Education of Scotts Bluff County School District 79-0011, a.k.a Morrill Public Schools ("District") and Kelsey Southard (Teacher").

WITNESSETH: That the Board of Education hereby agrees to employ the Teacher as follows:

- School Year begins on or about August 9, 2019 and ends on or about May 19, 2020, subject to Board modification;
- Days of service: 186 including at least 175 teaching days, subject to terms of the negotiated agreement; • Full time Equivalency (FTE) of 1.0;
- Teacher's salary schedule placement: BA+ 1 Step 1 (32,400.00), subject to final terms of the negotiated agreement for the applicable contract year between the Board and the bargaining unit representing the certificated employees of the District. The teacher's salary schedule placement and other terms of employment may be set forth on the Annual Supplemental Renewal form to be executed subsequent to this Teacher's Contract. Written verification of additional graduate hours must be given to the Superintendent on or before the 22<sup>nd</sup> day of May in the year this Contract is signed in order to be considered for salary movement;
- Other terms:

**FIRST:** Salary. The salary of the teacher shall be payable in twelve (12) equal installments. The first installment shall be payable on the 20<sup>th</sup> day of September, and remaining installments shall be payable on the 20<sup>th</sup> day of each month thereafter. Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may be mutually agreed upon by and between the Board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof. This contract shall conform to the regulations governing deductions with reference to Withholding Tax, Social Security, Medicare, and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract. Upon termination of this contract by the Board or the Teacher, the compensation shall be an amount which bears the same ratio to the early salary herein specified as the number of days of service to the date of such termination bears to the number of days of service in the applicable contract year. Any unearned fractional portion of an installment paid, but not earned prior to termination of the contract, shall be refunded by the Teacher.

**SECOND:** Duties. The Teacher hereby agrees to be governed by the policies of the Board of Education of the District. The duties to be performed by the Teacher shall be subject to assignment by the Superintendent or the Board. Days of service may be adjusted from year to year by the Board. The Teacher further agrees to devote full time during days of school to the Teacher's position and in all respects to diligently and faithfully perform the assigned duties to the best of the Teacher's professional ability. Regular dependable attendance is an essential function of the Teacher's position.

**THIRD:** Extra-Duty Assignments. In addition to the normal duties traditionally required of certificate employees, the Teacher may be assigned "extra duty" assignments by the District. Such assignment shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon; provided that the Teacher shall not unreasonably refuse to accept such assignments. Duty assignments which do not require a teaching or administrative certificate are on an at-will basis, shall be subject to removal without cause and shall not be subject to continuation or renewal as part of this Teacher's Contract.

**FOURTH:** Contract Termination. The contract may be cancelled or terminated subject to required procedures in the event the Teacher violates any of the provisions of this agreement, or performs any act or does anything which is materially harmful to the employer, or which substantially inhibits the Teacher's ability to discharge the duties as set forth herein, including, but not limited to (1) becoming legally disqualified to teach in the State of Nebraska; (2) participation in any fraud; (3) causing any intentional damage to property; (4) engaging in any unlawful act; (5) just cause, including: (a) incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required by law; or (h) other conduct which interferes substantially with the continued performance of duties. Non-renewal, suspension or other disciplinary action may be enforced in accordance with applicable law.

**FIFTH:** Legal Requirements. The Teacher affirms that: (1) the Teacher holds or will hold a valid and appropriate certificate to act as a certificated employee in the State of Nebraska to perform the assigned duties throughout the term of this Contract and any extension of this Contract; (2) the required certificate to perform the assigned duties shall be registered as required by law; it being understood and agreed that this contract is not valid until the required certificate is registered in accordance with law and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate; (3) the Teacher is not under contract with another Board of Education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract; and (4) there shall be no penalty for release or resignation by the Teacher from this Contract; provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. It is understood that this Contract is also subject to provisions of the School Teachers Retirement Act.

**SIXTH:** Renewal. Hereafter, this contract may be continued by a separate, annual written "Renewal Agreement" which shall incorporate all the provisions hereof by reference except as stated on such Renewal Agreement. Renewal Agreements must be executed by the Teacher and delivered to the Superintendent of Schools or the Secretary of the Board of Education of the District within fifteen calendar days of receipt thereof from the District. Said Renewal agreement shall not be required to be signed by the Teacher prior to March 15. Failure to return the Renewal Agreement or an intent card shall constitute grounds for termination.

The failure to return a signed copy of this contract to the Business Office or the Superintendent of the District on or before 4 p.m. on March 22, 2019 may constitute a rejection by the Teacher of the offer of employment.

Executed \_\_\_\_\_ 2019. Kelsey Southard  
Teacher Signature

Executed \_\_\_\_\_ 2019. \_\_\_\_\_  
President of Board of Education

Attest: \_\_\_\_\_ 2019. \_\_\_\_\_  
Secretary of Board of Education

*Morrill Public Schools*

**Certified Staff  
Salary Confirmation  
FY2019-2020 School Year**

Employee Name:                     **Kelsey Southard**                    

This document serves as a confirmation of the salary amount(s) that will be paid to you for the 2019-2020 school year as agreed to in the Negotiated Agreement, Teacher Agreement, Renewal Agreement, Addendums, and/or Extracurricular Employment Agreements:

Placement of the salary schedule for 2019-2020 school year is:		<u>                    <b>B + 0, step 1</b>                    </u>
<b>*Amount will be recalculated once the 2019-2020 Approved Certified Staff Negotiated Agreement is approved,</b>		
indicating a base salary of	\$ 33,300.00	
your salary structure index is:	<u>                    <b>1.0000</b>                    </u>	for a salary totaling: <u>                    <b>\$33,300.00</b>                    </u>
plus any Addendums		
plus \$11,500 flat salary times your	<u>                    <b>1.0</b>                    </u> FTE:	<u>                    <b>\$11,500.00</b>                    </u>
<b>TOTAL TEACHING SALARY</b>		<u>                    <b>\$ 44,800.00</b>                    </u>
 <b>Extra-Duty</b>		
<u>                    <b>Preschool Teacher Visitations</b>                    </u>	years at <u>                    <b>6.0%</b>                    </u>	of base <u>                    <b>\$1,998.00</b>                    </u> \$ <u>                    <b>1,998.00</b>                    </u>
_____	years at _____	of base _____
_____	years at _____	of base _____
_____	years at _____	of base _____
_____	years at _____	of base _____
<b>TOTAL GROSS PER REGULAR PAY PERIOD WILL BE:</b>		<u>                    <b>\$ 46,798.00</b>                    </u>
<b>MONTHLY AMOUNT WILL BE:</b>		<u>                    <b>\$ 3,899.83</b>                    </u>

I confirm/agree that the amounts shown above are accurate according to the Negotiated Agreement:	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"><i>Kelsey Southard</i></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>                    <b>3-21-19</b>                    </u></td> </tr> <tr> <td style="text-align: center; font-size: small;">Signature</td> <td style="text-align: center; font-size: small;">Date</td> </tr> </table>	<i>Kelsey Southard</i>	<u>                    <b>3-21-19</b>                    </u>	Signature	Date
<i>Kelsey Southard</i>	<u>                    <b>3-21-19</b>                    </u>				
Signature	Date				

## TEACHER'S CONTRACT

**THIS CONTRACT** is made by and between the **Board of Education of Scotts Bluff County School District 79-0011, a.k.a Morrill Public Schools ("District")** and **Holly Marker ("Teacher")**.

**WITNESSETH:** That the Board of Education hereby agrees to employ the Teacher as follows:

- School Year begins on or about August 9, 2019 and ends on or about May 19, 2020, subject to Board modification;
- Days of service: 186 including at least 175 teaching days, subject to terms of the negotiated agreement; • Full time Equivalency (FTE) of 1.0;
- Teacher's salary schedule placement: BA+ 1 Step 1 (33,300.00), subject to final terms of the negotiated agreement for the applicable contract year between the Board and the bargaining unit representing the certificated employees of the District. The teacher's salary schedule placement and other terms of employment may be set forth on the Annual Supplemental Renewal form to be executed subsequent to this Teacher's Contract. Written verification of additional graduate hours must be given to the Superintendent on or before the **22<sup>nd</sup> day of May** in the year this Contract is signed in order to be considered for salary movement;
- Other terms:

**FIRST:** Salary. The salary of the teacher shall be payable in **twelve (12) equal installments**. The first installment shall be payable on the **20<sup>th</sup> day of September**, and remaining installments shall be payable on the **20<sup>th</sup> day of each month thereafter**. Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may be mutually agreed upon by and between the Board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing, and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof. This contract shall conform to the regulations governing deductions with reference to Withholding Tax, Social Security, Medicare, and Teacher's Retirement. Other deductions may be withheld as agreed to by the parties to this contract. Upon termination of this contract by the Board or the Teacher, the compensation shall be an amount which bears the same ratio to the early salary herein specified as the number of days of service to the date of such termination bears to the number of days of service in the applicable contract year. Any unearned fractional portion of an installment paid, but not earned prior to termination of the contract, shall be refunded by the Teacher.

**SECOND:** Duties. The Teacher hereby agrees to be governed by the policies of the Board of Education of the District. The duties to be performed by the Teacher shall be subject to assignment by the Superintendent or the Board. Days of service may be adjusted from year to year by the Board. The Teacher further agrees to devote full time during days of school to the Teacher's position and in all respects to diligently and faithfully perform the assigned duties to the best of the Teacher's professional ability. Regular dependable attendance is an essential function of the Teacher's position.

**THIRD:** Extra-Duty Assignments. In addition to the normal duties traditionally required of certificate employees, the Teacher may be assigned "extra duty" assignments by the District. Such assignment shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon; provided that the Teacher shall not unreasonably refuse to accept such assignments. Duty assignments which do not require a teaching or administrative certificate are on an at-will basis, shall be subject to removal without cause and shall not be subject to continuation or renewal as part of this Teacher's Contract.

**FOURTH:** Contract Termination. The contract may be cancelled or terminated subject to required procedures in the event the Teacher violates any of the provisions of this agreement, or performs any act or does anything which is materially harmful to the employer, or which substantially inhibits the Teacher's ability to discharge the duties as set forth herein, including, but not limited to (1) becoming legally disqualified to teach in the State of Nebraska; (2) participation in any fraud; (3) causing any intentional damage to property; (4) engaging in any unlawful act; (5) just cause, including: (a) incompetency, which includes, but is not limited to, demonstrated deficiencies or shortcomings in knowledge of subject matter or teaching or administrative skills; (b) neglect of duty; (c) unprofessional conduct; (d) insubordination; (e) immorality; (f) physical or mental incapacity; (g) failure to give evidence of professional growth as required by law; or (h) other conduct which interferes substantially with the continued performance of duties. Non-renewal, suspension or other disciplinary action may be enforced in accordance with applicable law.

**FIFTH:** Legal Requirements. The Teacher affirms that: (1) the Teacher holds or will hold a valid and appropriate certificate to act as a certificated employee in the State of Nebraska to perform the assigned duties throughout the term of this Contract and any extension of this Contract; (2) the required certificate to perform the assigned duties shall be registered as required by law; it being understood and agreed that this contract is not valid until the required certificate is registered in accordance with law and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate; (3) the Teacher is not under contract with another Board of Education within the State of Nebraska covering any part of or all of the same time of performance as provided for in this Contract; and (4) there shall be no penalty for release or resignation by the Teacher from this Contract; provided no resignation shall become effective until expiration of the remaining term of the Contract unless the Board fixes an earlier effective date. It is understood that this Contract is also subject to provisions of the School Teachers Retirement Act.

**SIXTH:** Renewal. Hereafter, this contract may be continued by a separate, annual written "Renewal Agreement" which shall incorporate all the provisions hereof by reference except as stated on such Renewal Agreement. Renewal Agreements must be executed by the Teacher and delivered to the Superintendent of Schools or the Secretary of the Board of Education of the District within fifteen calendar days of receipt thereof from the District. Said Renewal agreement shall not be required to be signed by the Teacher prior to March 15. Failure to return the Renewal Agreement or an intent card shall constitute grounds for termination.

The failure to return a signed copy of this contract to the Business Office or the Superintendent of the District on or before 4 p.m. on April 8, 2019 may constitute a rejection by the Teacher of the offer of employment.

Executed April 7<sup>th</sup> 2019. Holly Ann Mark  
 \_\_\_\_\_  
 Teacher Signature

Executed \_\_\_\_\_ 2019. \_\_\_\_\_  
 \_\_\_\_\_  
 President of Board of Education

Attest: \_\_\_\_\_ 2019. \_\_\_\_\_  
 \_\_\_\_\_  
 Secretary of Board of Education

Morrill Public Schools

Certified Staff  
Salary Confirmation  
FY2019-2020 School Year

Employee Name: Holly Marker

This document serves as a confirmation of the salary amount(s) that will be paid to you for the 2019-2020 school year as agreed to in the Negotiated Agreement, Teacher Agreement, Renewal Agreement, Addendums, and/or Extracurricular Employment Agreements:

Placement of the salary schedule for 2019-2020 school year is:		<b>BA + 0, Step 1</b>
<b>*Amount will be recalculated once the 2019-2020 Approved Certified Staff Negotiated Agreement is approved,</b>		
indicating a base salary of	\$ 33,300.00	
your salary structure index is:	<u>1.0000</u>	for a salary totaling: <u>\$33,300.00</u>
plus any Addendums		
plus \$11,500 flat salary times your	<u>1.0</u> FTE:	<u>\$11,500.00</u>
<b>TOTAL TEACHING SALARY</b>		<b><u>\$ 44,800.00</u></b>
<b>Extra-Duty</b>		
_____	years at _____	of base _____
_____	years at _____	of base _____
_____	years at _____	of base _____
_____	years at _____	of base _____
_____	years at _____	of base _____
<b>TOTAL GROSS PER REGULAR PAY PERIOD WILL BE:</b>		<b><u>\$ 44,800.00</u></b>
<b>MONTHLY AMOUNT WILL BE:</b>		<b><u>\$ 3,733.33</u></b>

I confirm/agree that the amounts shown above are accurate according to the Negotiated Agreement:

Holly Marker 4/17/19  
Signature Date

<b>Sondag K-6 Intervention and 3rd Grade Whole Group</b>	
Sondag System 1 Intervention Set with Blackline Master	\$1,295
Sondag System 2 Intervention Set with Blackline Master	\$1,295
Sondag System Essentials E3, Classroom Set x2	\$898
Shipping and Handling 10%	\$348.80
<b>Really Great Reading K-2 Whole Group</b>	
Countdown Classroom Setup with Teacher Guides, 1 Year Online Access, 20 Student Workbook Sets, and 10 Countdown Manipulative Kits x2	\$1,798
Blast Foundations Classroom Setup with Teacher Lesson Plan Set, Vowel Poster Set; 10 Blast Kits; 20 Primary Student Workbook Sets; and 1 Year Online Access x2	\$2,238
HD Word Classroom Setup with Teacher Lesson Plan Set, 10 HD Word Kits, 20 Foundations Student Workbook Sets, and 1 Year Online Access x2	\$2,498
HD Word Plus Online Tool, Annual Subscription x2	\$118
HD Word Plus Teacher Guide Set x2	\$598
HD Word Plus Student Workbook Set x25	\$475
1 1/2 Day Phonics Suite Training (if we attend FREE Denver Training)	\$3,250
Estimated Travel Expenses	\$750
Shipping	\$800
<b>Grand Total</b>	<b>\$16,361.80</b>

*Lets Play Learn  
 Foundational Reading Skills Sondag  
 Free Reading Pre N v memory*

*995 x 3*



Spalding

Grade Levels	Core Program or Intervention	Professional Development	Other Information	Cost	Pros	Cons
K-6	Core Program	2 Weeks 4.5 hours/day with 2 hours of homework	Orton-Gillingham Approach People who are trained have great knowledge in the program BUT the information is lost when those individuals leave the district	10 Teachers for about \$17,500 that is with over contract pay Would include updated materials for those 10 teachers.	We have seen great success in the past so we know it works when everyone is using it and has been properly trained	District has to keep people trained (expensive)  Does not include phonemic awareness piece



Sunday

Grade Levels	Core Program or Intervention	Professional Development	Other Information	Cost	Pros	Cons
PK-5	Both Available	1 Day-	Orton Gillingham Approach	Will update when we have the quote.	<p>Non-Consumable/ one time cost</p> <p>Area schools have used the intervention piece and have seen great results</p>	Essentials is a new program so not sure how it will work whole group
		Some schools do not opt for the PD Day	We felt the Essentials piece was not rigorous enough for K-2 but would be for 3rd		<p>Easy to use without training/ prep-time is low for teachers</p> <p>Jadie Beam has used this and would be a resource for us</p>	Not sure it would be rigorous enough
		Could possibly do 1 day that could include all 3 programs...	It would be a GREAT intervention piece		<p>LPL looked really good for preschool</p>	
					<p>Could be an intervention piece or a quick phonics piece for 3rd grade and up</p>	



# Foundations

Grade Levels	Core Program or Intervention	Professional Development	Other Information	Cost	Pros	Cons
K-3	Tier 1 and early intervention for Tier 2		Orton Gillingham Approach	Very expensive	Research based been around for a long time	All consumable would have to invest each Year to get materials



# Really Great Reading

Grade Levels	Core Program or Intervention	Professional Development	Other Information	Cost	Pros	Cons
K-2 (core) 3-12 (intervention)	Both	Can go to Denver or they can come here. No cost in Denver \$2000 come here per day Denver May 7 and 8, if we sent people to this training it would cut the cost from 3 days to 1 and 1/2 days	Rigorous Orton-Gillingham	Teacher online piece \$95/year Student Workbooks Annually Estimated cost for K-2 with everything included around \$13,000	Good Reviews Lessons are laid out so that even without training someone could follow along	
			Promethean Board Compatible		Includes phonemic awareness Includes a diagnostic piece (works with DIBELS) that we found helpful in Math They are letting us do the diagnostic. multi sensory Orton Gillingham Based	



# 1. Rationale for looking at Programs-

## K-2

- We purchased Journeys 10 years ago for our Core program. The standards and tests have changed since it's implementation.
- We do not have set Intervention Programs in place for Tier 2 Readers
- We need a strong Phonics Program that **all staff are trained in and using with fidelity.**
- Spalding works well, but only 1 K-2 Teacher is trained in it and we are not all using it consistently, the way it was intended.
- K-3 Reading Law so we need to be proactive

## 3-6

- We purchased Journeys 10 years ago for our Core program. The standards and tests have changed since it's implementation.
- We do not have set Intervention Programs in place for Tier 2 Readers
- What we look at needs to cover text features, genres, comprehension and everything in the standards. TDA will be huge if it is put in the testing.

## Programs we should consider and get more information on:

Name	Grade Level	Rationale
Spalding	K-6	We know it has good results when used with fidelity and teachers are trained.
Sonday	Pre-5	Core/Intervention
Fundations	K-	Other schools were using it...Scottsbluff is moving to something new. Goshen County Schools used it and didn't like it, especially after 1st grade.

Really Great Reading	K-12	Could be used as core/intervention

**Rationale:** We currently have the phonics program *Spalding*. There is only one K-2 teacher trained in *Spalding*. We believe that it is imperative that we have a consistent program that we can use to teach foundational reading skills in the primary grades. Teachers must use these programs with fidelity. *Spalding* is very expensive to train new teachers and does not have an explicit program to follow; therefore, we would like to purchase a new phonics/phonemic awareness program for grades K-2. The program that we feel is most cost effective and rigorous is the *Really Great Reading* program. This program combines phonics and phonemic awareness practice--two important components of any reading program. There is also an assessment piece that will allow teachers to monitor how students are doing in more than just reading fluency.

Through the assessments, we would be able to identify struggling students who need more intervention than can be provided in the classroom. Therefore; we propose that we purchase an intervention piece to be used with this program. We would like to use *Sunday Systems 1 and 2* for interventions.

### **Kindergarten**

*Countdown* is a set of supplemental literacy lessons, structured in units, for students in kindergarten. The lessons provide playful, targeted instruction in phonemic awareness, rhyming, phonological awareness, and phonics. It is designed to be taught 15-20 minutes a day, 5 days a week. This program will help ensure that students establish a firm foundation in the sub skills that lead to strong decoding and fluent reading.

- quick-paced, provides sequential order of teaching
- in 16 weeks, students will know the first 26 sounds and be reading and writing words
- introduces some digraphs (kindergarten appropriate)
- multi-syllable words
- sight word curriculum
- multi-sensory



## **First Grade**

*Blast* is a series of units focused on the essential, foundational skills that students should master by the end of first grade. It includes explicit instruction and progress monitoring of letter sounds, phonemic and phonological awareness, sight word fluency, and phonics knowledge. These are the sub-skills that lead to strong decoding and fluent, accurate reading. *Blast* contains 25 units which are comprised of 5 lessons each. Each lesson keeps students actively engaged in the learning process with multisensory teaching. Each daily lesson is designed to be completed in 15-30 minute sessions.

- In one week 75-150 minutes of explicit foundational skill instruction
- Read multisyllabic words with ease
- Increases student confidence

## **Second Grade**

*HD Word* is a set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. It is a fast-paced Prevention/RTI Tier 1 supplemental instructional program for students in grade 2. It is meant to be taught as a supplement to the core. It includes 33 units with five, 15-20 minute lessons per unit, 5 days a week.

- Systemic, Explicit, Multisensory
- Creates great decoders
- Interactive through Promethean Board
- Lessons are easy to follow
- HD Plus will add spelling and vocabulary



## **Interventions (K-6)**

In accordance with the new K-3 Reading Law, we have to be able to provide interventions for students who are not performing at their grade level in reading. Sonday offers structured, systematic, multisensory reading intervention for beginning/intermediate readers. Each lesson uses proven Orton-Gillingham methods to provide effective intervention in small group settings. We propose purchasing both Sonday System 1 and *Sonday System 2*. These two programs will provide interventions for beginning readers through 6th grade.



### **1. What is the necessitating situation?**

Currently there is only one K-2 teacher trained in *Spalding Journeys* does not have a strong phonics or phonemic awareness program. With the new K-3 reading law, we believe a rigorous, consistent program that includes phonics/phonemic awareness and is taught K-2 will help the majority of students be on grade level in reading.

### **2. How does it connect to district goals and policies?**

Morrill has always prided itself in having a strong phonics program at the elementary school. This has allowed our students to be successful in reading. However, we have not had new teachers trained in *Spalding* for many years. This has shown in grades kindergarten through sixth grade because we have a larger number of students struggling to read fluently. We believe that having a consistent program K-2 will help with this rising issue.

### **3. What options have we considered?**

See attached spreadsheet

**4. What is the expected benefit related to the recommendation?**

We hope to see more students being successful in becoming fluent readers by third grade where they make the switch from learning to read to reading to learn. This will help grades third through sixth be more successful on NSCAS, MAPS, and other tests. It will also allow for those teachers to spend time digging deeper into other components of reading and all other subjects rather than spending time working on teaching them to read.

**5. Which personnel is impacted and/or involved?**

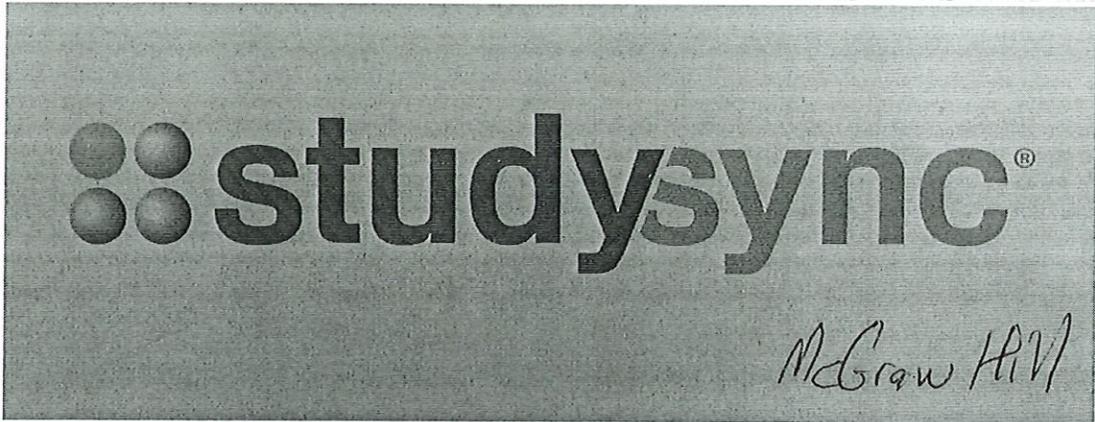
All K-3 teachers and paraprofessionals, Mrs. Weimer (ELL/Interventionist)

**6. Immediate and long-term cost of implementation?**

See attached spreadsheet

**7. How and when will progress be reported?**

We DIBELS test three times throughout the year. This will coincide with the IRP (Individual Reading Plan) that must be written for all students, K-3, who are not at grade level in reading. We believe with a rigorous, consistent phonics/phonemic awareness program we will see fewer students needing to have an IRP.



# English-Language Arts Proposal

Prepared for: Morrill High School  
Prepared by: Craig Hall & Josie Ryan, English  
March 27, 2019



## PROPOSAL

### **Necessitating Situation**

- Currently Morrill High School has no single curriculum for English Language Arts. This has negatively impacted the educational cohesion as students pass from grade to grade.
- Some classes have textbooks that were published in 1989. While education has become modernized and more technological, our students have learned with some resources their parents used before computers were an integral part in the learning process.
- With an added emphasis on NSCAS and ACT scores in recent history, our lack of curriculum does not provide students with reading or writing opportunities that simulate modern standardized testing. It does not also address updated ELA standards.

### **Connection to District Goals & Policies**

- Morrill High School has the district improvement goal to increase ELA scores throughout grades 7-12. With our current curriculum, students need exposure to current curriculum and educational strategies to be improve in all areas of ELA.
- Standards Alignment was an improvement noted by our External Visit team. Both proposed curriculum comes aligned with the current Common Core standards. Although Nebraska has their own set of standards, Common Core and Nebraska ELA standards are essentially the same.
- Morrill High School has also wanted to integrate technology into the classroom. Both proposed curriculum comes with a 6-year subscription to an online database that provides various opportunities for students to learn. (Online texts, audio readings, etc.)

### **Options Considered**

- 2 Options were considered: Pearson's "My Perspectives" & McGraw Hills "Study Sync"
  - My Perspectives Financial Option
    - 6 Year Hardcover Option for students - \$30,233.01
    - 6 Year Digital Option for students - \$21,255.15
  - Study Sync Financial Option
    - 6 Year Digital Only Option - \$35,079.52
-

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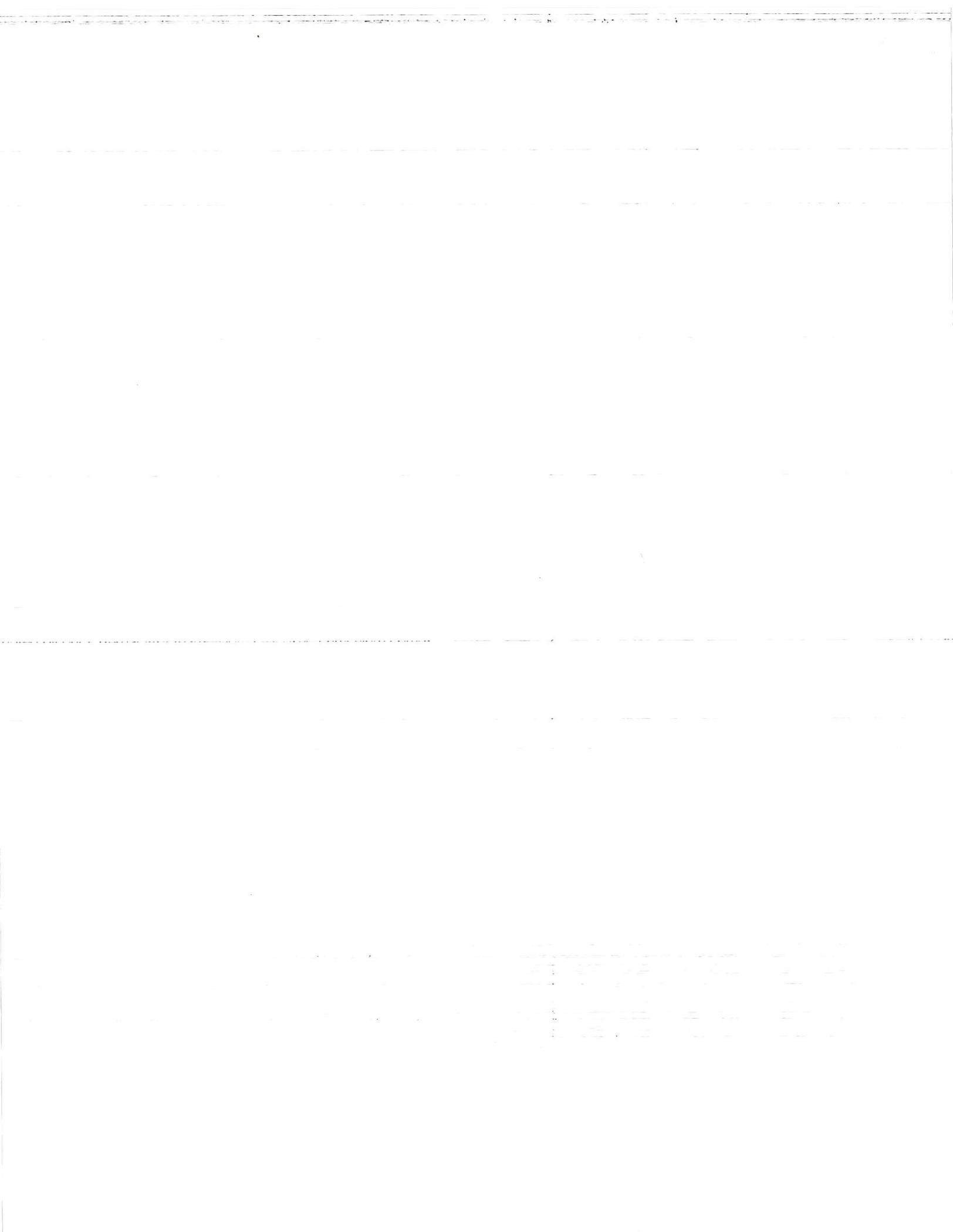
## MORRILL ENGLISH DEPARTMENT

### Expected Benefit

- Each of these programs offers Morrill High School with an updated English program that is more ready to prepare students for Nebraska ELA standards, standardized testing, and college and career readiness.
- Students will be more engaged with the organized implementation of technology into each program.
- Teachers will be provided with a more stable and reliable curriculum.
- Students are exposed to various types of text. (media, blogs, film, and graphic organizers)
- Increased opportunities to write in various formats related to text.
- 4-in-1 program (Grammar, Literature, Composition, Vocabulary)

### Personnel Impacted

- No significant changes would have to be made to English classes 7-12.



EDUCATIONAL SERVICE UNIT #13 - COST SCHEDULE 2019-2020

Agency Code 950013

School District: Morrill #11

ESU Program	Description of cost	Cost	NDE Service Code	Factor	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
Speech/Language	District's FTE	\$100,825.00	4001	0.6	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$60,495.00
Psychological Assessment	per hour	\$95.00	1002	257	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$24,415.00
Psychological Counseling	per hour	\$95.00	1002		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Therapeutic Behavior/Mental Health Consultant		\$3,000.00		1	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$3,000.00
Pupil Transportation - no lift	X miles RT X 175 days	\$1.00	6001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Pupil Transportation with lift	# of miles RT X school days	\$2.00	6001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Special Education Inservice	per teacher	\$21.00	7001	41	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$861.00
Supervision of ESU Programs	see note (2)	\$0.08	0001		\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$7,101.68
Meridian Program A	District's FTE	\$19,635.00	4081		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Meridian Program B	District's FTE	\$47,510.00	4081		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LifeLink-Nebraska Program (Navarro)	District's FTE	\$19,635.00	4062	1	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$19,635.00
Consultation/Coordination of District-owned Special Education Programs	see note (3)		0001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL ALL PROGRAMS</b>					<b>\$11,550.77</b>	<b>\$115,507.68</b>									

Note (1) Services for PT, OT, Vision Consultant, Psychological Services for general education students, Resource Teacher, SRS, Early Childhood Special Education Teacher and Meridian Speech/Language services will be billed additionally as they occur.

Note (2) Supervision of ESU Programs: Rule 51,011.02C1 - "Supervision of special education programs is allowable as a Level I expenditure for up to an amount not exceed 8% of the school district's or approved cooperative's allowable school age program costs, minus the cost of program supervision

Note (3): Consultation/Coordination of District-owned Special Education Programs (district request only): Rule 51,010.01D14: "Administrative support by staff members holding an Administrative or Supervisory Certificate and at least one special education endorsement or any Special Education Administrative or Supervisory Certificate."

Central Office  
4215 Avenue I  
Scottsbluff, NE 69361  
308-635-3696  
(F) 308-635-0680

Southern Satellite  
1114 Toledo Sidney,  
NE 69162  
308-254-4677  
(F) 308-254-5371

Northern Satellite  
Crites Hall, Rm 332-333  
CSC, 1000 Main Street  
Chadron, NE 69337  
308-432-6495  
(F) 308-432-7019

ESU 13 Tech Center  
Hams, WNCC 2620  
College Park  
Scottsbluff, NE 69361  
308-635-0206  
(F) 308-630-6500

Head Start  
4215 Avenue I  
Scottsbluff, NE 69361  
308-635-3696  
(F) 308-635-0680

Professional Development  
308-635-0661

Early Childhood  
308-635-3427

LifeLink – NE  
308-635-6507



## Educational Service Unit # 13

Dr. Jeff West, Administrator

### SPECIAL EDUCATION AGREEMENT 2019-2020

This Agreement is made **April 9, 2019**, between **MORRILL PUBLIC SCHOOLS**, in the County of **SCOTTS BLUFF**, State of Nebraska, hereinafter referred to as the **District**, and Educational Service Unit No. 13, hereinafter referred to as **ESU #13**.

The **District** and **ESU #13** agree that payment and services delivered under the terms of this Agreement will be made in accordance with **NDE Title 92, NAC, Chapter 51**.

It is agreed that the **District** will pay to **ESU #13** a sum for services for such resident student(s), provided the service has been approved by NDE and meets statutory requirements. The following conditions shall apply:

1. The **District** will be charged for services rendered to students who are evaluated and/or placed in programs operated by **ESU #13**.
2. The **District** will be charged for services at rates not to exceed NDE approved rates for **ESU #13**.
3. The **District** agrees to pay **ESU #13** within thirty (30) days of receipt of each bill. The **District** also agrees that **ESU #13** may assess an interest charge on amounts due in excess of thirty (30) days.
4. The **District** will be billed monthly for charges taken from the **COST SCHEDULE**. Charges will be divided into **ten (10)** equal installments with a final bill to be submitted not later than June. Charges will be computed as explained on the **COST SCHEDULE**.
5. All rates on the following **COST SCHEDULE** include these program costs: salaries, benefits, purchased services, staff mileage, supplies, materials, instructional equipment, and the following instructional responsibilities: IEP/IFSP/MDT/SAT meetings, screenings, testing, scoring, evaluations, planning, paperwork, consulting, and collaboration with teachers.
6. The number of students may vary in programs; however, this Agreement must remain in force in order to fulfill contractual obligations between **ESU #13** and certificated staff. If **significant changes** in services occur, we will amend the **District's** contract.
7. Programs must be self supporting and receipts cannot exceed the expenditures for any one program. If an overage occurs and it is not needed to support a deficit from prior years, a refund will be issued to the **District**.
8. In the event that **ESU #13** is unable to secure adequately qualified personnel or there are insufficient numbers of Districts requesting services as required by Rule 51, **ESU #13** is released from the provision of service.

Please return this Agreement to **ESU #13** no later than **APRIL 30, 2019**.

ESU #13 Signature:  Date 4-10, 2019

District Signature: \_\_\_\_\_ Date \_\_\_\_\_, 2019

*Achieving educational excellence for all learners through strong partnerships, service and leadership*

EDUCATIONAL SERVICE UNIT #13 - COST SCHEDULE 2019-2020  
Agency Code 950013

School District: Morrill #11

ESU Program	Description of cost	Cost	NDE Service Code	Factor	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
Speech/Language	District's FTE	\$100,825.00	4001	0.6	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$6,049.50	\$60,495.00
Psychological Assessment	per hour	\$95.00	1002	257	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$2,441.50	\$24,415.00
Psychological Counseling	per hour	\$95.00	1002		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Therapeutic Behavior/Mental Health Consultant		\$3,000.00		1	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$3,000.00
Pupil Transportation - no lift	X miles RT X 175 days	\$1.00	6001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Pupil Transportation with lift	# of miles RT X school days	\$2.00	6001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Special Education Inservice	per teacher	\$21.00	7001	41	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$86.10	\$861.00
Supervision of ESU Programs	see note (2)	\$0.08	0001		\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$710.17	\$7,101.68
Meridian Program A	District's FTE	\$19,635.00	4081		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Meridian Program B	District's FTE	\$47,510.00	4081		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
LifeLink-Nebraska Program (Navarro)	District's FTE	\$19,635.00	4062	1	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$1,963.50	\$19,635.00
Consultation/Coordination of District-owned Special Education Programs (2 days/month)	see note (3)		0001		\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$12,000.00
<b>TOTAL ALL PROGRAMS</b>					<b>\$12,750.77</b>	<b>\$127,507.68</b>									

Note (1) Services for PT, OT, Vision Consultant, Psychological Services for general education students, Resource Teacher, SRS, Early Childhood Special Education Teacher and Meridian Speech/Language services will be billed additionally as they occur.

Note (2) Supervision of ESU Programs: Rule 51,011.02C1 – "Supervision of special education programs is allowable as a Level I expenditure for up to an amount not exceed 8% of the school district's or approved cooperative's allowable school age program costs, minus the cost of program supervision

Note (3): Consultation/Coordination of District-owned Special Education Programs (district request only): Rule 51,010.01D14: "Administrative support by staff members holding an Administrative or Supervisory Certificate and at least one special education endorsement or any Special Education Administrative or Supervisory Certificate."

## **INTERLOCAL AGREEMENT FOR SCHOOL RESOURCE OFFICER**

This Interlocal Cooperative Agreement for School Resource Officer (AAgreement@) is made between Scotts Bluff County School District 79-0011 (also known as Morrill Public Schools), a Political Subdivision of Nebraska (the "School"), and the Village of Morrill, Nebraska, a Municipal Corporation, (the "Village").

**WHEREAS**, the Interlocal Cooperation Act, at Neb. Rev. Stat. ' 13-801 et. seq., provides that two or more public entities may enter into an agreement for joint or cooperative action, and this Agreement is made and entered into pursuant to the provisions of that act; and

**WHEREAS**, the School and Village desire to make the most efficient use of their taxing authority and other powers to enable them to cooperate with each other on the basis of mutual advantage to provide a school resource officer for the use of the Village, School and students of Scotts Bluff County, Nebraska.

**NOW, THEREFORE**, in consideration of the mutual covenants contained herein, it is agreed by the parties as follows:

1. NO SEPARATE LEGAL ENTITY. No separate legal or joint entity shall be created by this Agreement.
2. PURPOSE. The purpose of this Agreement is for the Village to assign a police officer to the School for use as a School Resource Officer ("SRO").
3. TERM. This Agreement shall be effective as of \_\_\_\_\_, 20\_\_ and end on or about \_\_\_\_\_, 20\_\_. This Agreement shall have a term of one year. Following the one year term, this Agreement shall automatically renew for additional one-year terms unless written notice is provided by either the School or the Village no later than six (6) months prior to the expiration of the then current term.
4. ADMINISTRATOR. The Police Chief for the Village shall be designated as the administrator responsible for administering the cooperative undertaking set forth in this Agreement.
5. MANNER OF ACQUIRING, HOLDING, AND DISPOSING OF REAL AND PERSONAL PROPERTY. Neither the School, nor the Village, shall have the authority to acquire, hold, or dispose of real property under this Agreement. Any personal property acquired pursuant to this Agreement shall be acquired and held by the Village's police department, unless otherwise agreed upon. The property may be disposed of by the Administrator with the agreement of both the School and the Village.
6. DUTIES AND OBLIGATIONS OF SCHOOL RESOURCE OFFICER. The duties of the Village and the School in regard to the SRO shall be as follows:
  - a. The SRO will work with school administrators to take enforcement action on acts of violence and weapons violations and will work with administrators, parents, and students to identify and correct situations which

pose a threat to the safety and security of the school campus, and will enforce all appropriate state statutes and Village ordinances. Notwithstanding the spirit and intent of cooperation, the SRO will, at all times, remain an employee of and under the direction and control of the Village and his or her immediate supervisor within the Village.

- b. The SRO will act as a resource to provide guidance on law enforcement's role in society, to demonstrate concern of police for youth, create goodwill and increase understanding of law enforcement within a school and strengthen student and police relationships.
- c. The Village shall provide one (1) qualified police officer to serve as the SRO at Morrill Public Schools, possessing the experience and skills determined necessary in the discretion of the Village. The exact school assignments shall be determined by mutual agreement between the Village and the School.
- d. The Village, by and through the SRO's immediate supervisor, shall supervise the work of the SRO, and the Village shall provide the transportation and police equipment necessary to accomplish all assignments.
- e. The School shall provide suitable and secure office space, access to a computer with internet connection, and clerical support for the SRO as desired by the School.
- f. To the extent possible, the SRO shall be made available to the School for the duration of the normal school instructional year, and upon agreement, for special events of the School.
- g. In the case of a police emergency, the Village may call the SRO away from his/her duties at the School for the duration of such emergency.
- h. To the extent reasonably possible, mandatory police department training and police department coverage for the SRO will be conducted at times that do not conflict with normal school schedules. When training or other coverage schedules conflict with school schedules, the SRO may be absent from his/her duties at the school for the duration of the time. Such absences shall not be deemed a breach of this Agreement on the part of the Village, nor shall such absences relieve the School of any of its obligations under this Agreement.

## 7. FINANCING AND BUDGETING.

- a. The Village agrees to hire, train, and employ the SRO as a regular full-time police officer of the Village, providing full-time benefits in accordance with the employment practices and policies of the Village.

- b. For duties as an SRO for the School, the School agrees to provide \$\_\_\_\_\_ annually to the Village, as compensation for the duties and services provided by the SRO. The amount paid by the School shall be allocated into twelve equal installment and shall be payable monthly on or before the \_\_\_ of each month.
- c. Absent an agreement between the parties or a specific request of the School, the Village shall provide the SRO all equipment and material necessary to perform his or her duties, in accordance with the employment practices and policies of the Village.

8. NATURE OF SCHOOL RESOURCE OFFICER EMPLOYMENT. The SRO shall be an employee at all times and for all purposes of the Village and the Village shall be directly responsible for all employee costs, except for the contribution of the School as set forth herein. The SRO shall, at all times, act under the direct supervision of the Morrill Police Department, provided that the SRO shall, when performing the duties under this Agreement, abide by all school policies when not in conflict with Village policies and directives and consult with and coordinate his/her activities and duties with the School=s administration. The SRO shall have no responsibility concerning enforcement of School Codes of Conduct or School Administrative decisions involving student misconduct.

9. AMENDMENT OF AGREEMENT. This Agreement may only be amended by the consent of the Village and School. The amendment must be in writing and signed by both parties.

10. GOVERNING LAW. This Agreement shall be construed in accordance with and governed by the laws of the State of Nebraska.

11. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall be and constitute one and the same instrument.

[SIGNATURE PAGE WILL FOLLOW]

**IN WITNESS WHEREOF**, we have subscribed our names this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

VILLAGE OF MORRILL, NEBRASKA,  
A Municipal Corporation,

SCOTTS BLUFF COUNTY SCHOOL  
DISTRICT NO. 79-0011,

By \_\_\_\_\_  
Chairperson

By \_\_\_\_\_  
Board President

Attest:

Attest:

\_\_\_\_\_  
Village Clerk

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Police Chief

\_\_\_\_\_  
Superintendent of Schools

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FOR SCHOOL RESOURCE OFFICER**

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**WHEREAS**, the School and Village desire to make the most efficient use of their taxing authority and other powers to enable them to cooperate with each other on the basis of mutual advantage to provide a school resource officer for the use of the Village, School and students of the School.

**NOW, THEREFORE**, in consideration of the mutual covenants contained herein, it is agreed by the parties as follows:

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4. ADMINISTRATORS. The Police Chief for the Village and the Superintendent of Schools for the School shall be designated as the administrators responsible for administering the cooperative undertaking set forth in this Agreement.

5. MANNER OF ACQUIRING, HOLDING, AND DISPOSING OF REAL AND PERSONAL PROPERTY. Nether the School nor the Village shall have the authority to acquire, hold, or dispose of real property under this Agreement. Any personal property acquired pursuant to this Agreement shall be acquired and held by the Village=s police department, unless otherwise agreed upon. The property may be disposed of by the Administrator with the agreement of both the School and the Village.

6. DUTIES AND OBLIGATIONS OF SCHOOL RESOURCE OFFICER. The duties of the Village and the School in regard to the SRO shall be as follows:

- a. The SRO will work with the Superintendent and the Superintendent’s designees to take enforcement action on acts of violence and weapons violations and will work with administrators, parents, and students to

identify and correct situations which pose a threat to the safety and security of the school campus, and will enforce all appropriate state statutes and Village ordinances. Notwithstanding the spirit and intent of cooperation, the SRO will, at all times, remain an employee of and under the direction and control of the Village and his or her immediate supervisor within the Village. While on the School property, the SRO shall comply with the School's regular rules, policies, and procedures as long as they do not conflict with the SRO's law enforcement activities. If any issues arise relating to the SRO's conduct while on School property or the SRO's performance under this Agreement, then the Superintendent shall address such issues with the Police Chief.

- b. The SRO will act as a resource to provide guidance on law enforcement's role in society, to demonstrate concern of police for youth, create goodwill and increase understanding of law enforcement within a school and strengthen student and police relationships.
- c. The Village shall provide one (1) qualified police officer to serve as the SRO at Morrill Public Schools, possessing the experience and skills determined necessary in the discretion of the Village. The exact school assignments shall be determined by mutual agreement between the Village and the School.
- d. The Village, by and through the SRO's immediate supervisor, shall supervise the work of the SRO, and the Village shall provide the transportation and police equipment necessary to accomplish all assignments.
- e. The School shall provide suitable and secure office space, access to a computer with internet connection, and clerical support for the SRO as desired by the School.
- f. To the extent possible, the SRO shall be made available to the School for the duration of the normal school instructional year, and upon agreement, for special events of the School.
- g. In the case of a police emergency, the Village may call the SRO away from his/her duties at the School for the duration of such emergency.
- h. To the extent reasonably possible, mandatory police department training and police department coverage for the SRO will be conducted at times that do not conflict with normal school schedules. When training or other coverage schedules conflict with school schedules, the SRO may be absent from his/her duties at the school for the duration of the time. Such absences shall not be deemed a breach of this Agreement on the part of the Village, nor shall such absences relieve the School of any of its obligations under this Agreement.

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[SIGNATURE PAGE WILL FOLLOW]

**IN WITNESS WHEREOF**, we have subscribed our names this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

VILLAGE OF MORRILL, NEBRASKA,  
A Municipal Corporation,

SCOTTS BLUFF COUNTY SCHOOL  
DISTRICT NO. 79-0011,

By \_\_\_\_\_  
Chairperson

By \_\_\_\_\_  
Board President

Attest:

Attest:

\_\_\_\_\_  
Village Clerk

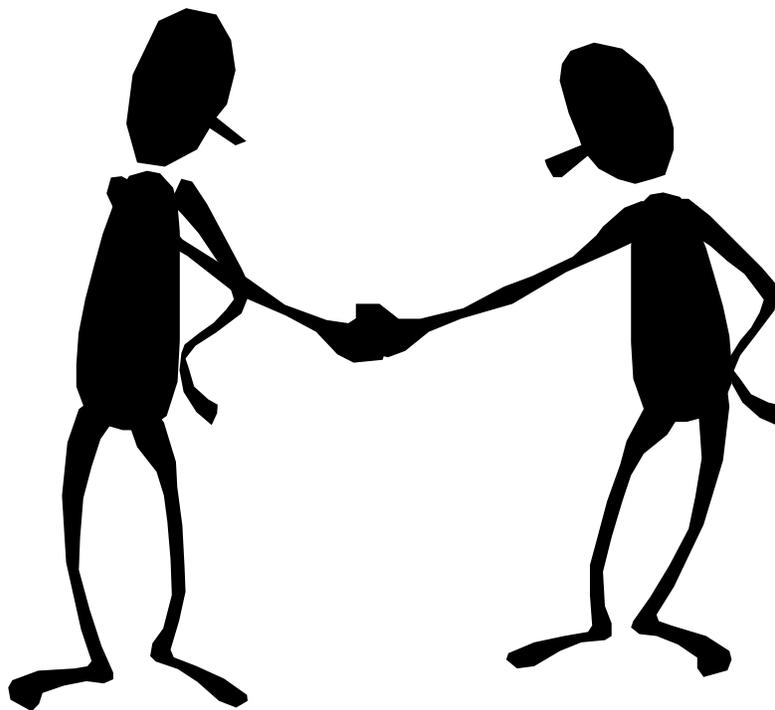
\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Police Chief

\_\_\_\_\_  
Superintendent of Schools

**2019-2020**  
Certified Staff  
Negotiated Agreement

Morrill Board of Education  
Morrill Education Association



Approved: April 15, 2019

**2019-2020 Certified Staff Negotiated Agreement**  
**between**  
**Morrill Board of Education**  
**and**  
**Morrill Education Association**

1. RECOGNITION

- 1.1. The Board recognizes the Association as the exclusive and sole collective bargaining representative for all teachers employed by the School District of Morrill, in the county of Scotts Bluff, in the state of Nebraska for 2019-2020 school year.
- 1.2. Teacher shall mean any certified employee who is regularly employed for the instruction of pupils by the district, but **excluding** the Superintendent of Schools, Secondary Principal, Elementary Principal, Athletic Director, Special Education Director and the School Nurse.

2. EMPLOYMENT

- 2.1 In employing new teachers, the Board may give credit for outside experience to a maximum of fifteen (15) years based on the following criteria. The Superintendent has the prerogative to evaluate the certified experience.
  - 2.1.1. Teaching experience in (NDE) accredited schools (full 15 years of credit).
  - 2.1.2. Teaching experience in non-accredited schools (up to 6 years of credit).
  - 2.1.3. Experience in fields outside of education or non-certificated (para-professional/teaching aides) experience (up to 3 years credit).
  - 2.1.4. Teaching experience in (NDE) accredited schools which is older than 15 years (up to 3 years credit).

3. Horizontal Movement on Salary Schedule

- 3.1. To qualify for movement beyond the initial step of Bachelor degree, the hours must be graduate hours or other professional improvement in the field of education.
  - 3.1.1. Hours for horizontal movement will be accepted under the following conditions:
    - 3.1.1.1. If the graduate hours are a part of an approved program leading to an advance degree in education from a recognized institution of higher education.
    - 3.1.1.2. If the School District asks the Staff Member to take a course.

- 3.1.1.3. If hours will lead to an additional endorsement which is needed by the Morrill Public Schools and was requested by the district.
- 3.1.1.4. If an employee wishes to take graduate hours that do not fall within the scope of this section, the staff member may apply to the Superintendent for approval to use the graduate hours for movement on the salary schedule.
- 3.1.1.5. If the Superintendent does not approve the graduate hours for movement on the salary schedule, the staff member may appeal to the Board of Education.
- 3.1.2. Approval must be granted in advance of any movement on the salary schedule.
- 3.2. To qualify for movement beyond the Bachelor's degree plus 36 hours, the hours must be graduate hours at or above the Master degree level or other professional improvement in the field of education.
- 3.3. Staff members wishing to move horizontally must notify the Superintendent of intent to move, on the form provided, by June 1<sup>st</sup> of the year prior to the movement.
- 4. FRINGE BENEFITS
  - 4.1. The Morrill Public Schools will pay the annual enrollment fees and all administrative fees associated with establishing a Section 125 cafeteria plan for the Morrill Public Schools employees.
  - 4.2. The Morrill School District will contribute ½ single premium amount toward (EHA) BC/BS premium for all certified teachers regardless of which tier the employee chooses [Employee; Ee & Child(ren); Ee & Spouse; Ee, Spouse & Child(ren)]
  - 4.3. All teachers in the District will be granted one (1) full day per quarter for planning purposes or to fulfill administrative directives.

5. LEAVE

5.1 At the beginning of each school year, each staff member covered by this agreement will be credited with (10) Paid Time Off days (PTO). Any unused PTO days will transfer to the employee's personal sick/bereavement leave bank (total personal sick leave bank shall be capped at and shall never exceed 60 days). Any days taken off for any reason during the current school year are considered PTO days until they are fully used. Administration can grant usage of sick days by an employee for sickness prior to the employee's depletion of PTO in the event the employee is saving its PTO for pre-arranged family event that had been previously communicated to Administration, such as a wedding, graduation, or birth of a child or grandchild.

5.1a At the conclusion of each contract year, any teacher whose personal sick leave bank is maxed at 60 days but has unused PTO days remaining, will be compensated at \$80 per day for those unused PTO days that cannot roll over into their sick leave bank.

5.2 Sick leave may be used for personal illness or injury, to care for an immediate family member with an illness or injury, or for bereavement. (Bereavement leave must be approved by building principal. The length of time allowed will be determined by the closeness of the relationship)

5.3 Employees will be entitled to use sick leave for all dental or medical appointments for themselves or immediate family provided the sick leave time requested is justified and approved. Routine appointments will be scheduled to minimize loss of work time.

5.4 If an employee leaves Morrill Public Schools, in good standing, after at least fifteen (15) years of continuous service, the Board of Education will "buy back" any unused days up to a maximum of forty-five (45) days at \$100 a day.

5.5 Procedure for taking leave for reasons other than for sick or bereavement purposes:

5.5.1 The Building Principal must receive the request for the leave at least five (5) school days before the requested day.

5.5.2 The Building Principal may deny the leave. If denied by the Building Principal, the staff member may appeal to the Superintendent.

EXAMPLE: Leave may be denied if there are multiple requests for leave during the same time period.

5.6 Professional Leave

5.6.1 Professional Leave, if approved by the Building Principal in consultation with the Superintendent, will not count against an employee's total leave days.

## 5.7 Maternity/Paternity Leave

5.7.1 Maternity/Paternity Leave will be granted for the purpose of allowing the teacher the opportunity to commence a new parent-child relationship after the birth of the teacher's child or adoption of a child by a teacher. Said leave shall be with full pay for a period not to exceed 20 school days in a 12 month period commencing at the birth or adoption of the child. If both parents are employed as teachers by the school district, then they should be limited to a combined total of 25 leave days in such 12 month period and they shall not be able to take the leave concurrently. Maternity/Paternity leave is not intended for and shall not be used in response to a teacher's physical illness or complication arising from pregnancy or delivery. However, nothing in this section shall prohibit a teacher from using other available leave balances if eligible under other terms of this Agreement.

## 6. CONTRACT

- 6.1. This contract shall be effective as of the first duty day and shall continue in effect until the day before the first duty day of the next school year. If a new and substitute contract has not been duly entered into prior to the day before the first duty day, the terms of this contract shall continue in full force and effect until such substitute contract is adopted. When a substitute agreement is adopted, back pay and retroactive payment will be part of the new agreement.

## 7. SALARY SCHEDULE

- 7.1. The salary of each teacher covered by this agreement shall be determined by the following salary structure:
  - 7.1.1. Each horizontal step will increase at the rate of 4.50% of the base salary
  - 7.1.2. Each vertical step will increase at the rate of 4.50% of the base salary.
  - 7.1.3. Step 1 – Bachelors degree with no graduate hours will be set at an index of 1.00
  - 7.1.4. The column Bachelors degree with no graduate hours will contain five (5) vertical steps.
  - 7.1.5. The column Bachelors degree with nine (9) approved graduate hours will contain seven (7) vertical steps.
  - 7.1.6. The column Bachelors degree with eighteen (18) approved graduate hours will contain nine (9) vertical steps.
  - 7.1.7. The column Bachelor degree with twenty-seven approved graduate hours will contain eleven (11) vertical steps.
  - 7.1.8. The column Bachelor degree with thirty-six approved graduate hours will contain eleven (11) vertical steps.
  - 7.1.9. The column Masters degree with no hours beyond the Masters degree will contain thirteen (13) steps.
  - 7.1.10. The column Master degree with nine (9) approved graduate hours beyond the Masters degree will contain fifteen (15) steps.

- 7.1.11. The column Master degree with eighteen (18) approved graduate hours beyond the Masters degree will contain sixteen (16) steps.
  - 7.1.12. The four staff members who the board had agreed to grandfather at MA 18 Step 18 during the 18-19 school year, will remain grandfathered at that step even though other staff members will not be able to exceed step 16 until otherwise negotiated.
- 7.2 The base at \$34,050 for the 2019-2020 school year.

**7.2.1 Flat Dollar Salary:** For each employee covered by this agreement who, immediately prior to the commencement of this agreement received a flat salary as part of the employee's compensation package (hereinafter a "Flat Salary Employee"), the District shall pay such Flat Salary Employee a yearly flat dollar salary amount at a yearly rate of \$10,500.00 multiplied by the employee's full time equivalence for the 2019-2020 school year as part of the salary package. The flat dollar salary amount for Flat Salary Employees employed for less than the entire 2019-2020 school year shall be calculated based on the actual days worked during the 2019-2020 school year divided by the number of contract days in the entire year. The flat dollar salary amount is compensation under NEB. REV. STAT. § 79-902(35), and is subject to the withholding of the employer and employee contributions to the Nebraska Public Employees Retirement System as required by law.

**7.2.2 Fringe Benefit Stipend:** For each employee covered by this agreement who is not a Flat Salary Employee (hereinafter a "Fringe Benefit Stipend Employee"), the District shall pay such Fringe Benefit Stipend Employee a yearly fringe benefit stipend of \$10,500.00 multiplied by the employee's full time equivalence for the 2019-2020 school year. The fringe benefit stipend for Fringe Benefit Stipend Employees employed for less than the entire 2019-2020 school year shall be calculated based on the actual days worked during the 2019-2020 school year divided by the number of contract days in the entire year. The fringe benefit stipend is NOT compensation under NEB. REV. STAT. § 79- 902(35), and is NOT subject to the withholding of the employer and employee contributions to the Nebraska Public Employees Retirement System.

- 7.2.3. Teachers shall be paid \$150.00 per day for advanced training, workshops, classes, etc., as recommended by the administration days beyond contract days excluding teaching assignments. For teaching assignments beyond contract days, the teacher shall be paid 186<sup>th</sup> of their annual base salary, excluding additional flat salary per day for these teaching days.

7.3. Initial Placement:

- 7.3.1. When hired, teachers may be credited with a maximum of fifteen years of experience and placed on the schedule accordingly.

7.4. Horizontal Movement:

7.4.1. Credit for additional hours shall be credited on September 1 and movement on the salary schedule shall take place accordingly.

7.4.2. A staff member will not be limited to one-step horizontal movement per year.

7.5. Vertical Movement:

7.5.1. On September 1<sup>st</sup> of each year, teachers who have at least one semester experience in the district will be limited to one step vertical movement per year up to step 15/ column MA + 18.

8. PART-TIME/JOB SHARING

8.1. Part-time and job-sharing employees will receive salary and fringe benefits as provided for elsewhere in the agreement. They will receive as salary the fractional part of their index number on the salary schedule as their teaching load is compared to a full-time teacher. They will receive as a fringe benefit the fractional part of the Section 125 cafeteria plan as their teaching load is compared to full-time teacher. Salary schedule advancement for experience shall be credited at the rate of one year of experience for each year of employment.

9. COVERING CLASSES

9.1. Any teacher that covers a class for another teacher during their planning period(s) will receive \$20.00 per hour prorated to the amount of time a teacher is required to cover a class for another teacher.

10. EXTRA DUTY SCHEDULE

10.1. The Extra Duty Schedule will be calculated as a percentage of the base salary of the previous year. The Extra Duty will be divided into the following Categories:

10.1.1. Category I

10.1.1.1. Head Football Coach

10.1.1.2. Head Volleyball Coach

10.1.1.3. Head Boys' Basketball Coach

10.1.1.4. Head Girls' Basketball Coach

10.1.1.5. Head Track

10.1.1.6. Head Wrestling

- 10.1.1.7. Head Cross Country
- 10.1.1.8. Head Speech
- 10.1.1.9. Concession Director
- 10.1.1.10. Junior Class Sponsor (Equal Shares if more than one sponsor)
- 10.1.1.11. Honor Band/Pep Bank
- 10.1.1.12. FFA Sponsor

10.1.2. Category II

- 10.1.2.1. Head Golf
- 10.1.2.2. One-Act Play Director
- 10.1.2.3. All-School Play Director
- 10.1.2.4. Vocal/Show Choir or before school elementary
- 10.1.2.5. Detention Supervisor

10.1.3. Category III

- 10.1.3.1. Assistant Football Coach
- 10.1.3.2. Assistant Volleyball Coach
- 10.1.3.3. Assistant Boys' Basketball Coach
- 10.1.3.4. Assistant Girls' Basketball Coach
- 10.1.3.5. Assistant Wrestling Coach
- 10.1.3.6. Assistant Track
- 10.1.3.7. Assistant Cross Country
- 10.1.3.8. Assistant Speech
- 10.1.3.9. Assistant Golf

10.1.4. Category IV

- 10.1.4.1. Assistant All School Play Director
- 10.1.4.2. Assistant One-Act Play Director
- 10.1.4.3. Cheerleader Sponsor
- 10.1.4.4. Preschool Teacher Visitations

10.1.5. Category V

- 10.1.5.1. Junior High Football Coach
- 10.1.5.2. Junior High Volleyball Coach
- 10.1.5.3. Junior High Boys' Basketball Coach
- 10.1.5.4. Junior High Girls' Basketball Coach
- 10.1.5.5. Junior High Track (Boy's and Girls')
- 10.1.5.6. Junior High Wrestling Coach
- 10.1.5.7. Yearbook
- 10.1.5.8. Buzzword

10.1.6. Category VI

- 10.1.6.1. Academic Decathlon/Quiz Bowl Sponsor
- 10.1.6.2. National Honor Society

- 10.1.6.3. FCCLA
- 10.1.6.4. Student Council
- 10.1.6.5. Spanish Club Sponsor
- 10.1.6.6. FBLA Sponsor
- 10.1.6.7. Letter Club Sponsor
- 10.1.6.8. SADD Sponsor
- 10.1.6.9. Cooking Club Sponsor
- 10.1.6.10. Gamers Club Sponsor
- 10.1.6.11. Senior Class Sponsor

10.2. Rate of pay for extra-duty

10.2.1. Category I

- 10.2.1.1. 12% of base the first year
- 10.2.1.2. 13% of base the second consecutive year in this position.
- 10.2.1.3. 14% of base the third consecutive year in this position.
- 10.2.1.4. 15% of base the fourth consecutive year in this position.
- 10.2.1.5. 16% of base the fifth consecutive year in this position.

10.2.2. Category II

- 10.2.2.1. 10% of base the first year
- 10.2.2.2. 11% of base the second consecutive year in this position.
- 10.2.2.3. 12% of base the third consecutive year in this position.
- 10.2.2.4. 13% of base the fourth consecutive year in this position.
- 10.2.2.5. 14% of base the fifth consecutive year in this position

10.2.3. Category III

- 10.2.3.1. 7.5% of base the first year
- 10.2.3.2. 8.0% of base the second consecutive year in this position.
- 10.2.3.3. 8.5% of base the third consecutive year in this position.
- 10.2.3.4. 9.0% of base the fourth consecutive year in this position.
- 10.2.3.5. 9.5% of base the fifth consecutive year in this position.

10.2.4. Category IV

- 10.2.4.1. 6.0% of base the first year
- 10.2.4.2. 6.5% of base the second consecutive year in this position.
- 10.2.4.3. 7.0% of base the third consecutive year in this position.
- 10.2.4.4. 7.5% of base the fourth consecutive year in this position.
- 10.2.4.5. 8.0% of base the fifth consecutive year in this position.

10.2.5. Category V

- 10.2.5.1. 4.5% of base the first year
- 10.2.5.2. 5.0% of base the second consecutive year in this position.
- 10.2.5.3. 5.5% of base the third consecutive year in this position.
- 10.2.5.4. 6.0% of base the fourth consecutive year in this position.
- 10.2.5.5. 6.5% of base the fifth consecutive year in this position.

10.2.6. Category VI

- 10.2.6.1. 2.5% of base the first year
- 10.2.6.2. 3.0% of base the second consecutive year in this position.
- 10.2.6.3. 3.5% of base the third consecutive year in this position.
- 10.2.6.4. 4.0% of base the fourth consecutive year in this position.
- 10.2.6.5. 4.5% of base the fifth consecutive year in this position.

Additional stipulations concerning extra-duty

10.2.7. Coaching Experience

10.2.7.1. The Board of Education may give coaching credit for coaching experience, both outside and inside Morrill Public Schools, to a maximum of five (5) years in that sport within the past five (5) years.

10.2.7.2. Experience must be in the same sport and at the same level.

10.2.8. Movement from one level to another level of coaching/sponsorship

10.2.8.1. If a head coach/head sponsor elects to move down to an assistant coach or to a Junior High coach in the same sport, the number of years will be transferred.

10.2.8.2. If an assistant coach moves up to head coach, or a Junior High Coach moves up to an assistant coach, he/she will begin at the first step in that category.

10.2.8.3. Coaches which have coached 10 consecutive years or more in the same sport at the same level in the District **may** be granted an additional 1% pay increase for that sport based on acceptable ratings on the District's performance evaluation.

10.4 The Board may at its discretion hire a person(s) as weight room supervisor(s) and pay an hourly rate or salary, if in its opinion such a position is necessary to keep the weight room open after or before school hours.

11. GRIEVANCE PROCEDURE

11.1 The word grievance is defined as "a misapplication or misinterpretation of terms and conditions of the collective bargaining agreement."

11.2. The purpose of the grievance procedures is to secure equitable solutions to problems, which may occur from time to time regarding the terms and conditions of the collective bargaining agreement.

11.3. The word "grievant" means an individual or a group of teachers or an association who files a grievance.

11.4. The grievance procedure will be as follows:

11.4.1. If a grievant feels he/she/they has a grievance, he/she/they shall first discuss the matter with the Principal at the appropriate attendance center in an effort to resolve the problem without going into a formal grievance procedure. The grievant shall discuss the problem with the Principal within ten (10) school days of the date of the occurrence of the grievance.

11.5. Formal Procedure

11.5.1. A grievant wishing to file a formal grievance shall file the grievance in writing with the principal no more than ten (10) days after the occurrence of the grievance. Upon filing the grievance in writing with the principal, the grievant may retain a copy. The Principal will inform the grievant of his/her decision in writing regarding the grievance within five (5) school days after the grievance is filed.

11.5.2. If the grievant is not satisfied with the disposition of the grievance in 11.5.1, or if no decision has been rendered within five (5) school days, the grievant shall then file the grievance with the Superintendent of Schools. Within five (5) school days after filing of the written grievance, the Superintendent will meet with the grievant and witnesses may be present if requested by either party. The Superintendent will inform the grievant of the decision in writing within five (5) school days of the meeting with the grievant.

11.5.3. If the grievant is not satisfied with the disposition of the grievance in 11.5.2, or if no decision has been rendered within ten (10) school days after the grievance meeting with the Superintendent, the grievant may file the grievance in writing with the President of the School Board. The President of the School Board must receive any such writing within five (5) school days after being informed of the Superintendent's decision in 11.5.2, or twenty (20) school days after the grievance meeting with the Superintendent. The School Board will hear the grievance within thirty school days of receipt of the grievance. The grievant will be notified of the meeting. The grievant will have the right to appear before the School Board and present any information or evidence that is relevant to the grievance. Within five (5) school days or as soon thereafter, as appropriate, following the meeting, the School Board will render a decision in writing. A copy of the decision will be provided to the Principal, the Superintendent and the grievant.

11.5.4. A failure to file a grievance within the time lines listed in which the grievance occurred shall prohibit the grievant from filing any such grievance. The parties may mutually waive other time frames provided herein.

12. SIGNATURE PAGE

12.1. This document constitutes the negotiated agreement between the Morrill Board of Education and the Morrill Education Association for the 2019-2020 school year.

*Approved this \_\_\_\_\_ day of \_\_\_\_\_, 2019.*

**For the Morrill Board of Education:**

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For the Morrill Education Association:**

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SALARY STUCTURE

Step	B +0	B +9	B +18	B +27	B +36	M +0	M +9	M +18
1	1.0000	1.0450	1.0900	1.1350	1.1800	1.2250	1.2700	1.3150
2	1.0450	1.0900	1.1350	1.1800	1.2250	1.2700	1.3150	1.3600
3	1.0900	1.1350	1.1800	1.2250	1.2700	1.3150	1.3600	1.4050
4	1.1350	1.1800	1.2250	1.2700	1.3150	1.3600	1.4050	1.4500
5	1.1800	1.2250	1.2700	1.3150	1.3600	1.4050	1.4500	1.4950
6		1.2700	1.3150	1.3600	1.4050	1.4500	1.4950	1.5400
7		1.3150	1.3600	1.4050	1.4500	1.4950	1.5400	1.5850
8			1.4050	1.4500	1.4950	1.5400	1.5850	1.6300
9			1.4500	1.4950	1.5400	1.5850	1.6300	1.6750
10				1.5400	1.5850	1.6300	1.6750	1.7200
11				1.5850	1.6300	1.6750	1.7200	1.7650
12						1.7200	1.7650	1.8100
13						1.7650	1.8100	1.8550
14							1.8550	1.9000
15							1.9000	1.9450
16								1.9900

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12. SIGNATURE PAGE

12.1. This document constitutes the TERELIP agreement between the Morrill Board of Education and the Morrill Education Association for the 2019-2020 school year.

*Approved this \_\_\_\_\_ day of \_\_\_\_\_, 2019.*

**For the Morrill Board of Education:**

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For the Morrill Education Association:**

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_