

Board of Education Regular Meeting  
Monday, March 21, 2022 7:00 PM  
District Office  
508 Jefferson Ave.  
Morrill, NE 69358

- I. CALL TO ORDER FOR REGULAR MEETING  
Art Frerichs called the meeting to order at 7:00 pm.
  - I.1. Pledge to the Flag
  - I.2. Roll Call
  - I.3. Notification of Open Meetings Law Posting
  - I.4. Recognition of Recording  
Casey Debus stated she was recording the meeting.
  
- II. CONSIDER CONSENT AGENDA
  - II.1. Approval of Agenda for March 21, 2022
  - II.2. Approval of Minutes of February 21 & March 2, 2022
  - II.3. Claims Payable
  - II.4. Business Manager's and Financial Reports
    - II.4.a. Working Monthly Budget
    - II.4.b. Monthly Budget of Receipts
    - II.4.c. Activity Accounts
    - II.4.d. County Treasurer's Report
  
- III. REPORTS
  - III.1. Curriculum/Amer.Civics: Lisa Kaufman, Shaun Hess, Bill Watson
  - III.2. Facilities/Transportation: Art Steiner, Shaun Hess, Bill Watson
  - III.3. Finance/Negotiations: Dave Sherrod, Shaun Hess, Art Frerichs

- III.4. Safety Committee: Art Frerichs, Art Steiner
- III.5. Morrill School's Foundation: Bill Watson, Lisa Kaufman, Art Frerichs
- III.6. Student Council Report
- III.7. Virtual CIO Report: **next report April**
- III.8. Early Childhood Director's Report
- III.9. Activity Director's Report
- III.10. Secondary Principal's Report
- III.11. Elementary Principal's Report
- III.12. Superintendent's Report
- IV. RECOGNITION OF VISITORS
- V. OLD BUSINESS
  - V.1. ~~Consider / possibly approve Elementary Gymnasium Score Boards solution~~ (April)
  - V.2. ~~Consider Drug & Nicotine testing plan~~ (tabled until June)
  - V.3. Discuss and consider bids for Vape Sensors for the High School
- VI. NEW BUSINESS
  - VI.1. ~~Report on COGNIA Accreditation review determinations and findings~~ (April)
  - VI.2. Consider / possibly approve 2022-2023 K-12 Calendar & 2022-2023 EC Calendar
  - VI.3. Review policy sections 0100 District Organization & 1000 Community Relations  
Discussion was held on the policies with several corrections noted. Section 0200 will be reviewed at the April meeting.
  - VI.4. Report on NPERS Audit and discuss and decide on Employee Portion of missed payments  
Jenny Pragnell reported on the NPERS 2019-2020 retirement audit findings and

noted the error totals for both the employee portions and the employer portions.

- VI.5. Consider / possibly approve the resignation of elementary teacher Rudi Palomo
- VI.6. Consider / possibly approve the following employees for hire:
  - VI.6.a. Ashley Schlagel - Early Childhood Teacher
  - VI.6.b. Mariah Jessen - Secondary English Language Arts Teacher
  - VI.6.c. ~~Nick Gompert~~ - Secondary Ag Education Teacher (Career Education Permit)  
Jessica Stec reported that she received an application for the position and conducted a Zoom interview.
- VI.7. Consider / possibly approve advertising for and creating the following positions:
  - VI.7.a. Secondary Math Intervention Specialist Position & possible reassignment
  - VI.7.b. Part-time Secondary Welding & Fabrication Teacher (Career Education Permit)  
Jessica Stec updated the board on the status of the current welding program. A separate welding instructor would enable the Ag instructor to concentrate on the Ag classes. Other factors that would determine whether it was a part-time or a full-time position would need to be discussed in executive session.
- VI.8. Consider / possibly approve Superintendent Sherwood's end of year vacation / PTO plan
- VI.9. Consider / possibly approve contract with Accelerated Receivable Solutions
- VI.10. Consider / possibly approve before/after school stipends for early childhood certificated staff
- VI.11. Consider / possibly approve Administrative Wage & Extra Duty proposal for 2022-2023
- VI.12. Initial Discussion on Ritz Family Trust of Henry Acreage for Ag & Recreational use  
Joe Sherwood gave an overview of the potential uses of the property. The Ritz family will either place the property in a perpetual trust for Morrill Public

Schools or will donate it to the Morrill School Foundation for the school. The school would then be the manager of the property. Discussion was held on potential upkeep costs and potential use agreements for outside group use of the property. The general consensus of the board was that they are interested in obtaining the property and authorized Joe Sherwood to continue discussions with the Ritz family in moving forward with the possible donation of the property.

VII. EXECUTIVE SESSION

Adjourned to executive session at 8:35 pm to prevent needless injury to the reputation of a person(s).

VIII. After coming out of executive session, it was the consensus of the board to advertise for a Secondary Math teacher, a Family & Consumer Science teacher, and a Welding/Fabrication & Mechanics teacher.

IX. Next Regular Meeting Date - April 18, 2022

X. ADJOURNMENT

Meeting was adjourned at 9:32 pm.

**Checking Account ID: 1**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
42027	03/16/2022				ESU13	EDUCATIONAL SERVICE UNIT #13	25,896.10
42028	03/17/2022				ASCENTRAL	AS CENTRAL SERVICES -- ST OFNEBRASKA	259.49
42029	03/17/2022				BLACKHILLS	Black Hills Energy	3,847.00
42030	03/17/2022				CENTELEM	CENTURYLINK (ELEM)	223.04
42031	03/17/2022				CENTHIGH	CENTURYLINK (JR&SR HIGH)	656.30
42032	03/17/2022				CONNPOIN	CONNECTING POINT	520.00
42033	03/17/2022				EREMOTEHEL	ERH Technology Solutions	3,731.07
42034	03/17/2022				GREAMER	GREATAMERICA FINANCIAL SVCS.	800.00
42035	03/17/2022				IDEALLINE	IDEAL LINEN SUPPLY	383.36
42036	03/17/2022				MOBIUSES	MOBIUS COMMUNICATIONS COMPANY	91.35
42037	03/17/2022				MORRHARD	MORRILL HARDWARE & BUILDING SUPPLIES	351.93
42038	03/17/2022				MORRSUPP	MORRILL SUPPLY	280.33
42039	03/17/2022				VISA	PLATTE VALLEY BANK VISA	578.88
42040	03/17/2022				ROCKYMOUNT	Rocky Mountain Air Solutions	76.10
42041	03/17/2022				VILLMORR	VILLAGE OF MORRILL	13,375.31
42042	03/17/2022				WESTCO	WESTCO COOPERATIVE COMPANY	3,149.26
42043	03/17/2022				WEX	WEX BANK	2,364.06
42044	03/17/2022				AMAZON	Amazon Capital Services	2,734.57
42045	03/17/2022				BLUFSANI	Bluffs Facility Solutions	2,570.34
42046	03/17/2022				BREAKOUTIN	Breakout, INC	99.00
42047	03/17/2022				BROWNCOMPA	Brown Company	279.99
42048	03/17/2022				BYTECOMP	BYTESPEED LLC	50,580.00
42049	03/17/2022				CAROBIOI	CAROLINA BIOLOGICAL SUPPLY COMPANY	37.83
42050	03/17/2022				CROSSROADS	Crossroads Music	198.09
42051	03/17/2022				DERRBRAD	Bradley Derr	59.50
42052	03/17/2022				ESU10	EDUCATIONAL SERVICE UNIT #10	60.00
42053	03/17/2022				FIRSTNATIO	First National Capital Markets	15,000.00
42054	03/17/2022				FLAGANDBAN	The FlagandBanner.com	668.19
42055	03/17/2022				FLOYSALE	FLOYD'S TRUCK CENTER	82.65
42056	03/17/2022				HAMPTONINN	Hampton Inn	864.00
42057	03/17/2022				HAYSPRINGS	Hay Springs Public School	49.00
42058	03/17/2022				HEALTHYCHO	Healthy Choices Counseling	360.00
42059	03/17/2022				HESS	Shaun Hess	89.59
42060	03/17/2022				HORSCREE	HORSE CREEK TIRE INC.	2,551.33
42061	03/17/2022				IXL	IXL LEARNING	144.00
42062	03/17/2022				JWPEPPSO	JW PEPPER & SON, INC	80.69
42063	03/17/2022				MC	MASTER CARD	6,316.40
42064	03/17/2022				MATHESONTR	Matheson Tri-Gas	188.33
42065	03/17/2022				MENARDS	Menards	359.46
42066	03/17/2022				MORRACTI	MPS -- ACTIVITIES FUND	610.49
42067	03/17/2022				MPSCAFETER	MPS---Cafeteria	447.20
42068	03/17/2022				NASB	NEBRASKA ASSOCIATION OF SCHOOL BOARDS	4,573.00
42069	03/17/2022				NEBRCOUN	NEBRASKA COUNCIL OF SCHOOL ADMINISTRATOR	620.00
42070	03/17/2022				NRCSA	NEBRASKA RURAL COMMUNITY SCHOOLS ASSOC.	630.00
42071	03/17/2022				NESAFEFIRE	NEBRASKA SAFETY AND FIRE EQUIPMENT, INC.	1,360.00
42072	03/17/2022				NESAFETY	NEBRASKA SAFETY CENTER	600.00
42073	03/17/2022				ONESOURCE	ONE SOURCE - THE BACKGROUND CHECK COMPAN	18.00
42074	03/17/2022				PROTCENT	PROTEX CENTRAL	109.00
42075	03/17/2022				QUESTIONSU	Questions Unlimited	375.00
42076	03/17/2022				SSPLUB	S & S PLUMBING LLC	226.25
42077	03/17/2022				SCHOOLFIXC	School Fix Catalog	224.21
42078	03/17/2022				SCHOOLSPEC	School Specialty, LLC	934.98
42079	03/17/2022				SIMMONS	SIMMONS OLSEN LAW FIRM PC	360.00
42080	03/17/2022				SIMPLYCLEA	Simply Clean	5,385.86

**Checking Account ID: 1**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
42081	03/17/2022				STARHEARLD	Star Hearld	142.23
42082	03/17/2022				STEC	Jessica Stec	60.88
42083	03/17/2022				VOICENEWS	Voice News	10.10
42084	03/17/2022				WPCI	WPCI - INCORP.	483.10
42085	03/18/2022				LAKELEAR	LAKESHORE LEARNING MATERIALS	17,619.64
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 174,746.48
Checking Account Total:		1			Void Total:	0.00	Total without Voids: 174,746.48

**Checking Account ID: 2**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1147	03/16/2022				STRAUCHELE	Strauch Electric, LLC	1,150.00
1148	03/16/2022				WHITINGSIG	Whiting Signs, LLC	34,700.00
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 35,850.00
Checking Account Total:		2			Void Total:	0.00	Total without Voids: 35,850.00

**Checking Account ID: 5**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
7895	03/01/2022				NATIFFAORG	NATIONAL FFA ORGANIZATION	1,340.40
7896	03/07/2022				AMAZON	Amazon Capital Services	289.78
7897	03/07/2022				CASHWA	CASH-WA DISTRIBUTING	296.55
7898	03/07/2022				JOSTENSIL	JOSTENS	46.16
7899	03/07/2022				KIMBALLPUB	Kimball Public Schools	20.00
7900	03/07/2022				MIKEHOOD	Mike Hood	260.00
7901	03/07/2022				PEPSBOTT	PEPSI-COLA	572.10
7902	03/07/2022				VISA	PLATTE VALLEY BANK VISA	473.99
7903	03/07/2022				SCOTSCRE	SCOTTSBLUFF SCREEN PRINTING & EMBROIDERY	337.00
7904	03/08/2022				MC	MASTER CARD	2,262.63
7905	03/08/2022				NATIFFAORG	NATIONAL FFA ORGANIZATION	350.00
7906	03/10/2022				JODY	McKenzie Jody	800.00
7907	03/17/2022				PEOFO	PEO FO	45.00
7908	03/17/2022				PVB1	Marvel Cole	75.00
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 7,168.61
Checking Account Total:		5			Void Total:	0.00	Total without Voids: 7,168.61

**Checking Account ID: 6**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
12498	03/09/2022				AMAZON	Amazon Capital Services	12,282.55
12499	03/09/2022				CASHWA	CASH-WA DISTRIBUTING	10,084.52
12500	03/09/2022				MC	MASTER CARD	196.62
12502	03/16/2022				CENTCAFE	CENTURYLINK (CAF)	64.18
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 22,627.87
Checking Account Total:		6			Void Total:	0.00	Total without Voids: 22,627.87

**Checking Account ID: 8**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1120	03/09/2022				PLATBANK	PLATTE VALLEY BANK	5,356.72
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 5,356.72
Checking Account Total:		8			Void Total:	0.00	Total without Voids: 5,356.72

Grand Total: Void Total: 0.00 Total without Voids: 245,749.68

**Monthly Finance Report to the Board**  
**March 2022**

as of 3/18/2022

<b>Reconciled Balances as of February 28, 2022</b>			
		<b>2020-21</b>	<b>2021-22</b>
General	\$	241,668.11	\$ 380,059.39
Cafeteria	\$	5,268.62	\$ 46,797.18
Depreciation	\$	276,279.79	\$ 111,671.37
Activity	\$	72,887.86	\$ 88,686.23
QCPUF	\$	190,160.13	\$ 130,172.50
Spec Building	\$	107,554.21	\$ 293,534.32
Empl Benefit	\$	14,342.55	\$ 13,067.27
<b>FUNDS TOTAL</b>	<b>\$</b>	<b>908,161.27</b>	<b>\$ 1,063,988.26</b>

<b>March GF Expenditures</b>			
		<b>2020-21</b>	<b>2021-22</b>
GF Bills Payable	\$	75,381.94	\$ 174,746.48
GF Payroll	\$	455,132.61	\$ 511,325.91
	\$	<b>530,514.55</b>	<b>\$ 686,072.39</b>
<b>March Revenue</b>			
Beginning Cash	\$		380,059.39
State Aid (expected Mar 30)	\$		183,793.00
February SPED State Payment	\$		14,646.00
March SPED State Payment	\$		22,968.00
Sioux County	\$		12,540.37
Scottsbluff County	\$		153,324.31
IDEA Claim	\$		38,059.00
ARP Childcare Stabilization Grant	\$		(67,780.36)
Early Childhood Revenue	\$		13,716.52
<b>Total Month Available</b>	<b>\$</b>		<b>736,680.23</b>

<b>Three Year Comparison</b>				
<b>GF Revenue</b>				
	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	
September	\$ 1,194,605.16	\$ 1,209,297.80	\$ 1,265,268.99	
October	\$ 369,165.37	\$ 500,826.00	\$ 370,461.37	
November	\$ 242,129.60	\$ 249,382.60	\$ 268,078.67	
December	\$ 235,045.35	\$ 352,088.82	\$ 687,412.21	
January	\$ 615,206.37	\$ 632,687.15	\$ 768,985.93	
February	\$ 585,057.53	\$ 629,911.29	\$ 607,567.24	
March	\$ 432,793.44	\$ 355,228.26		
April	\$ 481,455.09	\$ 537,162.58		
May	\$ 1,462,654.73	\$ 1,306,322.03		
June	\$ 407,993.42	\$ 663,640.80		
July	\$ 155,709.36	\$ 57,368.33		
August	\$ 78,397.20	\$ 80,234.32		
<b>Running Total</b>	<b>\$ 3,241,209.38</b>	<b>\$ 3,574,193.66</b>	<b>\$ 3,967,774.41</b>	
<b>Total Revenue</b>	<b>\$ 6,260,212.62</b>	<b>\$ 6,574,149.98</b>	<b>\$ 3,967,774.41</b>	

<b>March Cafeteria Expenditures</b>			
		<b>2020-21</b>	<b>2021-22</b>
CF Bills Payable	\$	9,266.79	\$ 22,627.87
CF Payroll	\$	11,790.99	\$ 8,672.19
	\$	<b>21,057.78</b>	<b>\$ 31,300.06</b>
<b>March Revenue</b>			
Beginning Cash	\$		46,797.18
February SSO Claim	\$		23,946.72
February CACFP Claim	\$		530.90
Appleseed Grant/No Kid Hungry (Ag Kitchen)	\$		(717.45)
	<b>\$</b>		<b>70,557.35</b>

<b>Three Year Comparison</b>				
<b>GF Expenditures</b>				
	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	
September	\$ 669,050.35	\$ 730,095.45	\$ 830,711.13	
October	\$ 551,904.96	\$ 574,712.87	\$ 595,775.63	
November	\$ 522,609.86	\$ 540,101.36	\$ 553,972.17	
December	\$ 503,391.79	\$ 522,530.22	\$ 550,229.90	
January	\$ 495,847.13	\$ 509,049.06	\$ 559,238.63	
February	\$ 504,797.44	\$ 516,363.91	\$ 546,829.73	
March	\$ 491,113.91	\$ 530,514.55	\$ 633,489.74	
April	\$ 502,735.07	\$ 520,357.43		
May	\$ 474,654.64	\$ 538,437.67		
June	\$ 468,018.61	\$ 511,141.22		
July	\$ 510,552.99	\$ 547,398.13		
August	\$ 777,646.19	\$ 518,675.63		
<b>Running Total</b>	<b>\$ 3,738,715.44</b>	<b>\$ 3,923,367.42</b>	<b>\$ 4,270,246.93</b>	
<b>Total Expenditures</b>	<b>\$ 6,472,322.94</b>	<b>\$ 6,559,377.50</b>	<b>\$ 4,270,246.93</b>	
Annual Budget	\$ 7,013,255.98	\$ 7,304,118.21	\$ 9,074,969.96	
<b>% of Budget Spent</b>	<b>53%</b>	<b>54%</b>	<b>47%</b>	

<b>2018-19 Early Childhood Totals</b>			
<b>Total Revenue</b>	<b>\$542,140.90</b>	<b>Total Expenditures</b>	<b>\$ 296,117.66</b>
<b>2019-20 Early Childhood Totals</b>			
<b>Total Revenue</b>	<b>\$661,335.13</b>	<b>Total Expenditures</b>	<b>\$ 426,767.16</b>
<b>2020-21 Early Childhood Totals</b>			
<b>Total Revenue</b>	<b>\$734,830.22</b>	<b>Total Expenditures</b>	<b>\$ 722,118.22</b>
<b>Early Childhood Revenue Running Total</b>			
Headstart payments	\$		36,300.00
Preschool Parent Payments	\$		38,188.90
<b>Total Preschool</b>	<b>\$</b>		<b>74,488.90</b>
DayCare DHHS Subsidy	\$		13,447.56
DayCare Parent Payments	\$		19,483.02
<b>Total Pride Cub Care</b>	<b>\$</b>		<b>32,930.58</b>
<b>Total Local Early Childhood Revenue</b>	<b>\$</b>		<b>107,419.48</b>
<b>21-22 portion of TEEOSA FUNDING</b>	<b>\$</b>		<b>673,000.00</b>
<b>Running Total Revenue for 21-22</b>	<b>\$</b>		<b>780,419.48</b>
<b>Running Total Expenditures to date 21-22</b>	<b>\$</b>		<b>463,940.31</b>



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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>	<b>270245373713266</b>
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#### 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>	Q1/2022
<b>Payment Amount</b>	\$78,571.29
<b>Settlement Date</b>	02/22/2022
<b>Subcategories:</b>	
<b>1 Social Security</b>	\$44,742.16
<b>2 Medicare</b>	\$10,463.90
<b>3 Tax Withholding</b>	\$23,365.23
<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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## Confirmation

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Confirmation Number **NB1DOR004001171**

### Payment Details

**Description** Nebraska Revenue  
01100 - Income Tax Withholding  
<http://www.revenue.ne.gov>

**Payment Amount** \$11,794.49

**Payment Date** 02/23/2022

**Status** SCHEDULED

**Tax Period End Date** 02282022  
(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** jenny.pragnell@mpslions.org

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 1
01	GENERAL FUND						
<b>1100</b>	<b>REGULAR INSTRUCTIONAL PROGRAMS</b>						
01 1100 111 1 003	Instructional Salaries Elem	380,000.00	194,570.02	453,000.00	197,654.67	56.37	
01 1100 111 2 001	Instructional Salaries Sec	560,000.00	412,381.55	741,000.00	477,847.70	35.51	
01 1100 111 4 000	Regular Flat Salaries	84,000.00	49,000.00	73,500.00	42,875.00	41.67	
01 1100 123 1 003	Elementary Substitute Teachers	20,000.00	15,779.10	25,000.00	30,140.69	(20.56)	
01 1100 123 2 001	Highschool Substitute Teachers	15,000.00	13,082.50	18,000.00	22,222.00	(23.46)	
01 1100 150 1 003	Instructional Aide -Sub Para Elementary	3,000.00	5,131.50	7,500.00	1,745.88	76.72	
01 1100 150 2 001	Instructional Aide - Sub Para Highschool	500.00	0.00	0.00	0.00	0.00	
01 1100 151 1 003	STIPENDS -- ELEM XTRA DAYS	2,500.00	17,591.28	2,500.00	2,282.80	8.69	
01 1100 151 2 001	STIPENDS - SEC XTRA DAYS	1,500.00	360.00	2,500.00	2,225.20	10.99	
01 1100 210 1 003	Benefit Package - Elementary Blue Cross Blue Shield	90,000.00	51,543.54	90,000.00	51,007.37	43.33	
01 1100 210 2 001	Benefit Package - Secondary Blue Cross Blue Shield	130,000.00	73,840.28	130,000.00	68,356.60	47.42	
01 1100 220 0 000	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	
01 1100 220 1 003	Social Security - Elementary	34,000.00	20,580.20	44,000.00	19,615.54	55.42	
01 1100 220 2 001	Social Security Secondary	62,000.00	35,716.69	75,000.00	40,006.24	46.66	
01 1100 220 4 000	SOCIAL SECURITY-FLAT	6,500.00	3,732.04	6,500.00	3,263.62	49.79	
01 1100 230 1 003	Retirement - Elementary	51,000.00	24,450.65	56,000.00	21,684.02	61.28	
01 1100 230 2 001	Retirement - Secondary	100,000.00	45,134.60	98,000.00	47,069.16	51.97	
01 1100 230 4 000	RETIREMENT-FLAT	8,500.00	4,840.08	8,300.00	4,235.07	48.98	
01 1100 237 0 000	RETIREMENT ADJUSTMENTS	0.00	0.00	0.00	0.00	0.00	
01 1100 270 0 000	Workman's Comp-District	81,450.00	80,480.00	80,000.00	66,173.00	17.28	
01 1100 290 1 003	OTHER BENEFITS FRINGE BENEFIT	0.00	6,125.00	0.00	0.00	0.00	
01 1100 290 2 001	OTHER BENEFITS FRINGE BENEFIT	0.00	0.00	0.00	0.00	0.00	
01 1100 320 1 003	Prof Dev- Elementary	4,000.00	0.00	2,000.00	210.88	89.46	
01 1100 320 2 001	Professional Dev - Secondary	4,000.00	1,238.00	2,000.00	500.00	75.00	
01 1100 340 1 003	Repairs/Maint Computers Elem	500.00	0.00	500.00	0.00	100.00	
01 1100 340 2 001	Repairs/Maint Computers- Second	500.00	151.92	500.00	368.02	26.40	
01 1100 350 0 000	ADVERTISING /PRINTING/STAFF RECRUITMENT	0.00	0.00	0.00	0.00	0.00	
01 1100 350 1 003	ADVERTISING / PRINTING/STAFF RECRUITMENT	0.00	0.00	0.00	0.00	0.00	
01 1100 350 2 001	ADVERTISING/PRINTING/STAFF RECRUITMENT	0.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 2
01 1100 350 3 005	ADVERTISING /PRINTING/STAFF RECRUITMENT	0.00	0.00	0.00	0.00	0.00	
01 1100 382 0 000	DISTANCE ED & TELECOMMUNICATIONS	35,500.00	24,889.28	55,000.00	28,130.99	48.85	
01 1100 443 0 000	Copier-Lease District	35,000.00	11,053.58	30,000.00	13,651.07	54.50	
01 1100 580 0 000	STF DEV/TRAVEL	0.00	1,039.40	5,000.00	0.00	100.00	
01 1100 610 0 000	SUPPLIES DISTRICT	10,000.00	4.47	2,500.00	29.80	98.81	
01 1100 610 1 003	SUPPLIES-- ELEM	20,000.00	15,824.82	20,000.00	19,687.99	1.56	
01 1100 610 2 001	SUPPLIES--SECOND	25,000.00	7,794.94	20,000.00	17,702.42	11.49	
01 1100 640 1 003	ELEM CURRICULUM /PERIODICALS	60,000.00	1,854.14	15,000.00	23,016.59	(53.44)	
01 1100 640 2 001	Second Curriculum/PERIODICALS	60,000.00	4,442.39	15,000.00	3,537.69	76.42	
01 1100 733 0 000	Equipment District	10,000.00	3,052.04	10,000.00	3,314.27	66.86	
01 1100 734 0 000	COMPUTER HARDWARE DISTRICT	50,000.00	21,437.80	10,000.00	6,197.70	38.02	
01 1100 734 1 003	COMPUTER HARDWARE ELEM	0.00	0.00	0.00	1,118.01	0.00	
01 1100 734 2 001	COMPUTER HARDWARE SEC	0.00	437.99	0.00	322.51	0.00	
01 1100 735 0 000	COMPUTER SOFTWARE	25,000.00	8,882.16	20,000.00	8,151.00	59.25	
01 1100 735 1 003	ELEM-COMPUTER SOFTWARE	15,000.00	13,440.84	15,000.00	7,537.17	49.75	
01 1100 735 2 001	SECOND-COMPUTER SOFTWARE	10,000.00	7,887.55	10,000.00	2,535.59	74.64	
01 1100 810 0 000	DUES AND FEES	5,000.00	0.00	2,500.00	100.00	96.00	
<b>1100</b>	<b>REGULAR INSTRUCTIONAL PROGRAMS</b>	<b>Total</b>	<b>1,999,450.00</b>	<b>1,177,770.35</b>	<b>2,145,800.00</b>	<b>1,234,516.26</b>	<b>42.47</b>
<b>1125</b>	<b>FLEX SPENDING</b>						
01 1125 111 0 000	FLEX REGULAR SALARIES	12,000.00	0.00	15,000.00	0.00	100.00	
01 1125 150 0 000	FLEX OTHER STAFF SALARIES	10,000.00	0.00	6,000.00	0.00	100.00	
01 1125 220 0 000	FLEX SOCIAL SECURITY	0.00	0.00	2,000.00	0.00	100.00	
01 1125 230 0 000	RETIREMENT	0.00	0.00	2,000.00	0.00	100.00	
01 1125 610 0 000	FLEX SUPPLIES	2,349.30	0.00	0.00	0.00	0.00	
<b>1125</b>	<b>FLEX SPENDING</b>	<b>Total</b>	<b>24,349.30</b>	<b>0.00</b>	<b>25,000.00</b>	<b>0.00</b>	<b>100.00</b>
<b>1150</b>	<b>LIMITED ENGLISH PROF PROGRAMS</b>						
01 1150 111 1 003	LEP INSTRUCTIONAL SALARIES ELEM	72,800.00	42,466.69	0.00	0.00	0.00	
01 1150 210 1 003	LEP BENEFIT PACKAGE - ELEM	4,300.00	1,864.40	1,000.00	0.00	100.00	
01 1150 220 1 003	LEP FICA/MEDICARE - ELEM	6,400.00	3,039.46	0.00	0.00	0.00	
01 1150 230 1 003	LEP RETIREMENT - ELEM	8,900.00	4,923.40	0.00	0.00	0.00	
01 1150 230 3 005	LEP RETIREMENT - PRE K	0.00	0.00	0.00	0.00	0.00	
<b>1150</b>	<b>LIMITED ENGLISH PROF PROGRAMS</b>	<b>Total</b>	<b>92,400.00</b>	<b>52,293.95</b>	<b>1,000.00</b>	<b>0.00</b>	<b>100.00</b>
<b>1160</b>	<b>PROVERTY PROGRAMS</b>						

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 3
01 1160 111 1 003	POVERTY INSTR. SALARIES - ELEM	382,000.00	241,223.08	411,720.00	217,349.53	47.21	
01 1160 111 4 000	REGULAR SALARIES-FLAT	0.00	0.00	0.00	0.00	0.00	
01 1160 210 1 003	POVERTY BENEFIT PKG - ELEM	63,000.00	44,988.85	81,000.00	44,339.36	45.26	
01 1160 220 1 003	POVERTY FICA/MEDICARE - ELEM	30,000.00	18,924.65	37,000.00	16,815.85	54.55	
01 1160 220 4 000	SOCIAL SECURITY-FLAT	0.00	0.00	0.00	0.00	0.00	
01 1160 230 1 003	POVERTY RETIREMENT - ELEM	38,000.00	26,816.99	48,000.00	21,469.29	55.27	
01 1160 230 4 000	RETIREMENT-FLAT	0.00	0.00	0.00	0.00	0.00	
<b>1160</b>	<b>PROVERTY PROGRAMS</b>	<b>Total</b>	<b>513,000.00</b>	<b>331,953.57</b>	<b>577,720.00</b>	<b>299,974.03</b>	<b>48.08</b>
<b>1190</b>	<b>EARLY CHILDHOOD ED PROGRAMS</b>						
01 1190 111 3 005	INSTRUCTIONAL PRE-K	220,000.00	150,358.66	248,448.75	154,172.43	37.95	
01 1190 112 3 005	Preschool Instructional Aides	154,720.00	115,484.77	290,000.00	131,410.59	54.69	
01 1190 123 3 005	PreK Substitute Teachers	0.00	0.00	0.00	295.00	0.00	
01 1190 141 3 005	Provisional Teacher	50,000.00	44,454.44	0.00	36,902.56	0.00	
01 1190 150 3 005	Preschool Building Coordinator	45,000.00	23,854.88	42,000.00	22,342.29	46.80	
01 1190 210 3 005	BENEFITS -- PRE-K	60,000.00	39,771.75	57,000.00	45,173.32	20.75	
01 1190 220 3 005	FICA/MED -- PRE-K	37,000.00	26,634.20	47,000.00	27,708.22	41.05	
01 1190 230 3 005	RETIREMENT -- PRE-K	48,000.00	28,654.67	61,000.00	31,519.62	48.33	
01 1190 320 3 005	PROF DEV	5,000.00	3,145.19	3,500.00	2,895.77	17.26	
01 1190 580 3 005	STF DEV/TRAVEL -- PRE-K	1,000.00	64.00	1,000.00	0.00	100.00	
01 1190 610 3 005	SUPPLIES -- PRE-K	12,000.00	6,149.10	12,000.00	6,130.50	48.91	
01 1190 640 3 005	CURRICULUM-PREK	2,500.00	2,316.87	2,500.00	3,435.00	(37.40)	
01 1190 733 3 005	EQUIPMENT-PRE K	3,500.00	3,350.75	5,000.00	834.46	83.31	
01 1190 734 3 005	Pre-K Computer Hardware	1,000.00	2,013.00	0.00	0.00	0.00	
01 1190 735 3 005	PRE K-COMPUTER SOFTWARE	1,500.00	405.00	1,500.00	1,120.55	25.30	
01 1190 810 3 005	DUES AND FEES-PRE K	500.00	0.00	500.00	0.00	100.00	
<b>1190</b>	<b>EARLY CHILDHOOD ED PROGRAMS</b>	<b>Total</b>	<b>641,720.00</b>	<b>446,657.28</b>	<b>771,448.75</b>	<b>463,940.31</b>	<b>39.86</b>
<b>1200</b>	<b>SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS</b>						
01 1200 111 1 003	Sped Sal Elem	50,000.00	32,419.32	86,400.00	20,974.25	75.72	
01 1200 111 2 001	Sped Sal Sec	0.00	583.31	0.00	28,643.55	0.00	
01 1200 111 3 005	Sped Sal Preschool	53,000.00	0.00	42,000.00	32,197.23	23.34	
01 1200 112 1 003	Sped Elem Aides	48,000.00	68,259.63	103,000.00	82,655.35	19.75	
01 1200 112 2 001	Sped Sec Aides	68,000.00	43,859.20	68,000.00	41,473.96	39.01	
01 1200 150 3 005	Sped Preschool Aides	15,000.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 4
01 1200 210 1 003	Sped Bene Elem	11,000.00	13,176.94	24,000.00	21,067.67	12.22	
01 1200 210 2 001	Sped Bene Sec	11,000.00	3,023.10	18,000.00	8,677.46	51.79	
01 1200 210 3 005	Sped Bene Prek	11,000.00	0.00	10,500.00	0.00	100.00	
01 1200 220 1 003	Soc Sec	8,800.00	7,535.43	17,000.00	7,728.40	54.54	
01 1200 220 2 001	SOCIAL SECURITY	5,200.00	3,373.73	11,009.00	5,369.28	51.23	
01 1200 220 3 005	SOCIAL SECURITY	4,300.00	0.00	4,000.00	2,331.50	41.71	
01 1200 230 1 003	Sped Retire Elem	14,000.00	10,780.51	20,600.00	8,674.46	57.89	
01 1200 230 2 001	Sped Retire Sec	11,000.00	5,567.76	8,000.00	6,004.09	24.95	
01 1200 230 3 005	RETIREMENT	4,300.00	0.00	5,200.00	2,575.37	50.47	
01 1200 270 1 003	Sped Workmns Elem	4,685.00	4,685.00	9,400.00	7,617.00	18.97	
01 1200 270 2 001	Sped Workmns Sec	4,685.00	9,370.00	4,600.00	3,805.00	17.28	
01 1200 270 3 005	WORKER'S COMPENSATION	4,685.00	0.00	4,000.00	0.00	100.00	
01 1200 320 1 003	Other Prof & Tech Services	500.00	0.00	1,000.00	0.00	100.00	
01 1200 328 1 003	PROPERTY INSURANCE	0.00	0.00	0.00	0.00	0.00	
01 1200 338 1 003	REPAIRS AND MAINTENANCE	2,000.00	0.00	1,000.00	0.00	100.00	
01 1200 340 1 003	OTHER CONTRACTED OR SECURED SERVICES	2,500.00	0.00	2,500.00	4,441.40	(77.66)	
01 1200 382 0 000	DISTANCE EDUCATION AND TELECOMMUNICATION	7,000.00	6,888.27	7,000.00	0.00	100.00	
01 1200 441 0 000	RENTALS OR LEASES	0.00	0.00	0.00	0.00	0.00	
01 1200 520 0 000	Liability Insurance	14,052.00	0.00	0.00	0.00	0.00	
01 1200 561 2 001	HS Sped TUIT PD OTHER DIST	5,000.00	0.00	5,000.00	0.00	100.00	
01 1200 561 3 005	TUIT PD OTHER DIST	2,500.00	0.00	5,000.00	0.00	100.00	
01 1200 580 1 003	SPED--STF DEV--ELEM	2,000.00	84.00	2,000.00	233.10	88.35	
01 1200 580 2 001	SPED--STF DEV--SEC	2,000.00	386.00	1,000.00	0.00	100.00	
01 1200 580 3 005	TRAVEL EXPENSE AND MILEAGE	0.00	0.00	0.00	0.00	0.00	
01 1200 591 0 000	Contr Serv Sped	15,000.00	17,322.91	20,000.00	10,190.09	49.05	
01 1200 591 1 003	SPED ELEM CONTRACT SERVICES	55,000.00	39,274.46	75,000.00	58,513.54	21.98	
01 1200 591 2 001	2nd SPED CONTRACT SERVICES	47,000.00	7,905.60	20,000.00	31,814.57	(59.07)	
01 1200 610 1 003	Elem Sped Suppl	7,000.00	3,235.85	7,000.00	3,347.63	52.18	
01 1200 610 2 001	Sec Sped Suppl	8,200.00	5,344.26	9,000.00	5,634.60	37.39	
01 1200 610 3 005	Pre K SUPPLIES	2,550.00	59.98	2,500.00	758.49	69.66	
01 1200 640 1 003	ELEM SPED CURRICULUM	500.00	0.00	500.00	0.00	100.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 5
01 1200 640 2 001	Sec Sped Curriculum	500.00	330.00	500.00	0.00	100.00	
01 1200 734 0 000	SPED COMPUTER HARDWARE	500.00	0.00	500.00	0.00	100.00	
01 1200 735 1 003	SPED-COMPUTER SOFTWARE-ELEM	0.00	0.00	0.00	0.00	0.00	
01 1200 810 0 000	Sped Fees	500.00	0.00	500.00	0.00	100.00	
01 1200 890 0 000	OTHER MISC EXPENSES	0.00	0.00	0.00	0.00	0.00	
<b>1200</b>	<b>SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS</b>	<b>Total</b>	<b>502,957.00</b>	<b>283,465.26</b>	<b>595,709.00</b>	<b>394,727.99</b>	<b>33.74</b>
<b>1291</b>	<b>EARLY CHILDHOOD SPECIAL EDUCATION INSTRU</b>						
01 1291 591 3 005	Sped Age 3-5 Contract Services	50,000.00	27,095.56	60,000.00	15,977.35	73.37	
<b>1291</b>	<b>EARLY CHILDHOOD SPECIAL EDUCATION INSTRU</b>	<b>Total</b>	<b>50,000.00</b>	<b>27,095.56</b>	<b>60,000.00</b>	<b>15,977.35</b>	<b>73.37</b>
<b>1292</b>	<b>BIRTH-2 SPECIAL ED INSTRUCTIONAL PROGRAM</b>						
01 1292 591 3 005	0-2 Sped Contracted Services	9,000.00	12,775.00	21,000.00	10,323.24	50.84	
<b>1292</b>	<b>BIRTH-2 SPECIAL ED INSTRUCTIONAL PROGRAM</b>	<b>Total</b>	<b>9,000.00</b>	<b>12,775.00</b>	<b>21,000.00</b>	<b>10,323.24</b>	<b>50.84</b>
<b>2120</b>	<b>GUIDANCE SERVICES</b>						
01 2120 116 1 003	Guidance/LMHP Counselor Salary	64,000.00	38,962.56	44,000.00	26,916.76	38.83	
01 2120 116 2 001	Guidance Counselor Secondary	62,000.00	36,035.44	0.00	26,597.77	0.00	
01 2120 210 0 000	GUIDANCE BENEFITS	21,000.00	6,125.00	0.00	0.00	0.00	
01 2120 210 1 003	Benefits	0.00	0.00	10,500.00	0.00	100.00	
01 2120 210 2 001	Benefits	0.00	9,817.16	5,600.00	5,651.04	(0.91)	
01 2120 220 0 000	GUIDANCE FICA/MEDICARE	1,000.00	468.58	0.00	0.00	0.00	
01 2120 220 1 003	Social Security	5,000.00	2,767.73	4,000.00	2,059.11	48.52	
01 2120 220 2 001	Social Security	5,000.00	3,185.65	5,600.00	2,200.67	60.70	
01 2120 230 0 000	GUIDANCE RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 2120 230 1 003	Retirement	6,400.00	3,848.67	5,200.00	2,658.80	48.87	
01 2120 230 2 001	Retirement	6,100.00	4,430.55	7,200.00	2,627.27	63.51	
01 2120 320 0 000	PROF DEV	0.00	0.00	0.00	0.00	0.00	
01 2120 580 0 000	Guid-Prof Dev	0.00	0.00	0.00	1,635.00	0.00	
01 2120 580 1 003	GUIDANCE PROF-DEVELOPMENT	500.00	119.00	500.00	100.00	80.00	
01 2120 580 2 001	GUIDANCE PROF Development	500.00	0.00	500.00	1,800.00	(260.00)	
01 2120 610 0 000	GUIDEANCE-OTHER SUPPLIES AND MATERIALS	12,000.00	2,973.22	10,000.00	3,084.43	69.16	
01 2120 735 0 000	GUIDANCE-COMPUTER SOFTWARE	2,500.00	690.00	2,000.00	2,359.00	(17.95)	
01 2120 810 0 000	DUES AND FEES	750.00	0.00	750.00	0.00	100.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 6
01 2120 890 000	Guid-Other misc expenses	500.00	1,005.00	2,000.00	0.00	100.00	
<b>2120</b>	<b>GUIDANCE SERVICES</b>	<b>Total</b>	<b>187,250.00</b>	<b>110,428.56</b>	<b>97,850.00</b>	<b>77,689.85</b>	<b>20.60</b>
<b>2130</b>	<b>HEALTH SERVICES</b>						
01 2130 116 000	Salary Nurse	60,000.00	35,000.00	64,000.00	36,750.00	42.58	
01 2130 150 1003	Nurse Salary Aide	0.00	0.00	0.00	125.00	0.00	
01 2130 210 000	Nurse-Benefits	14,400.00	8,992.32	0.00	10,558.87	0.00	
01 2130 220 000	Social Security	4,600.00	2,171.89	4,100.00	2,328.51	43.21	
01 2130 220 1003	GROUP INSURANCE	0.00	0.00	0.00	9.41	0.00	
01 2130 220 2001	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	
01 2130 230 000	Retirement Nurse	0.00	4,278.93	7,000.00	3,630.06	48.14	
01 2130 230 1003	SOCIAL SECURITY	0.00	0.00	0.00	12.35	0.00	
01 2130 230 2001	RETIREMENT	5,900.00	0.00	0.00	0.00	0.00	
01 2130 580 000	Prof Dev Nurse	500.00	202.00	500.00	191.70	61.66	
01 2130 610 000	Supplies Nurse	3,500.00	520.63	1,500.00	1,527.68	(1.85)	
01 2130 810 000	DUES AND FEES	300.00	0.00	300.00	0.00	100.00	
01 2130 890 000	Other Nurse	1,000.00	0.00	0.00	(10.37)	0.00	
<b>2130</b>	<b>HEALTH SERVICES</b>	<b>Total</b>	<b>90,200.00</b>	<b>51,165.77</b>	<b>77,400.00</b>	<b>55,123.21</b>	<b>28.78</b>
<b>2190</b>	<b>OTHER PUPIL SUPPORT SERVICES</b>						
01 2190 112 000	ACTIVITY BUS DRIVER	11,000.00	9,627.88	17,000.00	8,090.55	52.41	
01 2190 150 000	Non Instructional staff salaries/A/D	32,000.00	61,757.79	120,000.00	78,987.65	34.18	
01 2190 151 000	REGULAR SALARIES-ACTIVITY	160,000.00	52,175.67	152,000.00	54,614.63	64.07	
01 2190 210 000	Insurance	7,200.00	5,082.25	11,000.00	4,847.91	55.93	
01 2190 220 000	Social Security/Med-- ACTIVITY BUS	15,000.00	10,830.99	19,000.00	11,155.33	41.29	
01 2190 230 000	RETIREMENT -- ACTIVITY BUS	25,000.00	13,722.30	25,000.00	12,030.90	51.88	
01 2190 320 000	EXTRA DUTY -- NON-STAFF	25,000.00	23,355.26	26,000.00	8,450.00	67.50	
01 2190 340 000	ATHLETIC TRAINER SERVICES-ACTIV	2,000.00	435.00	2,000.00	0.00	100.00	
01 2190 490 000	Activity Supplies Purchases Athletics	25,000.00	9,438.26	25,000.00	17,077.68	31.69	
01 2190 580 000	Activities -- Travel Expenses	15,000.00	1,016.27	8,000.00	4,633.03	42.09	
01 2190 626 000	Activities -- Gas & Oil	9,000.00	504.00	9,000.00	0.00	100.00	
01 2190 739 000	Track/FTball Field Equipment	215,000.00	1,012.99	200,000.00	9,248.18	95.38	
01 2190 890 000	DUES/FEES -- ACTIVITIES	5,000.00	2,385.35	7,500.00	3,565.25	52.46	
<b>2190</b>	<b>OTHER PUPIL SUPPORT SERVICES</b>	<b>Total</b>	<b>546,200.00</b>	<b>191,344.01</b>	<b>621,500.00</b>	<b>212,701.11</b>	<b>65.78</b>
<b>2211</b>	<b>SCHOOL IMPROVEMENT</b>						

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 7
01 2211 580 000	SCH IMP: TRAVEL EXPENSES	5,000.00	0.00	5,000.00	1,125.93	77.48	
01 2211 890 000	SCH IMP: ACCREDITATION EXP	10,000.00	750.00	5,000.00	3,728.86	25.42	
<b>2211 SCHOOL IMPROVEMENT</b>	<b>Total</b>	<b>15,000.00</b>	<b>750.00</b>	<b>10,000.00</b>	<b>4,854.79</b>	<b>51.45</b>	
<b>2212 INST STAFF TRNG AND CURR DEV</b>							
01 2212 210 000	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0.00	
01 2212 220 000	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	
01 2212 230 000	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 2212 320 000	PROFESSIONAL SERVICES	10,000.00	0.00	10,000.00	0.00	100.00	
01 2212 580 000	TRAVEL EXPENSE AND MILEAGE	20,000.00	0.00	10,000.00	391.08	96.09	
<b>2212 INST STAFF TRNG AND CURR DEV</b>	<b>Total</b>	<b>30,000.00</b>	<b>0.00</b>	<b>20,000.00</b>	<b>391.08</b>	<b>98.04</b>	
<b>2220 2220</b>							
01 2220 111 000	Salary Librarian	41,300.00	24,091.69	49,600.00	0.00	100.00	
01 2220 112 000	Substitute or Temporary Salaries	0.00	0.00	0.00	0.00	0.00	
01 2220 112 1003	Elem Library Paraprofessional	20,000.00	13,593.46	21,000.00	13,599.02	35.24	
01 2220 210 000	Benefit Library	10,500.00	6,125.00	10,500.00	0.00	100.00	
01 2220 220 000	Fica Librarian	3,200.00	2,311.60	4,600.00	0.00	100.00	
01 2220 220 1003	Elem Library Paraprofessional	1,600.00	1,039.91	2,000.00	1,040.33	47.98	
01 2220 230 000	Retire Library	4,050.00	2,379.73	6,000.00	0.00	100.00	
01 2220 230 1003	RETIREMENT	1,950.00	143.43	350.00	477.85	(36.53)	
01 2220 580 000	Library-Travel expense and mileage	200.00	0.00	200.00	0.00	100.00	
01 2220 610 1003	Elem Library Supplies	1,000.00	240.86	1,000.00	469.20	53.08	
01 2220 610 2001	Sec Library Supplies	1,000.00	940.95	2,000.00	352.18	82.39	
01 2220 640 1003	Library Books Elem	2,500.00	2,227.75	2,500.00	1,106.60	55.74	
01 2220 640 2001	Library Books Sec	1,000.00	1,307.30	1,500.00	1,615.83	(7.72)	
01 2220 735 000	Library-Computer Software	350.00	257.50	350.00	260.00	25.71	
01 2220 810 000	Dues and Fees	200.00	0.00	200.00	0.00	100.00	
<b>2220 2220</b>	<b>Total</b>	<b>88,850.00</b>	<b>54,659.18</b>	<b>101,800.00</b>	<b>18,921.01</b>	<b>81.41</b>	
<b>2230 Technical Services</b>							
01 2230 112 1003	Computer Para - Elem	0.00	0.00	0.00	16,462.28	0.00	
01 2230 114 000	Technology Assistant	24,000.00	15,297.40	25,000.00	15,381.30	38.47	
01 2230 210 000	Benefit Tech	0.00	0.00	0.00	0.00	0.00	
01 2230 210 1003	Computer Aide - Health Insurance/Benefits	0.00	0.00	0.00	4,759.58	0.00	
01 2230 220 000	Fica Tech	1,900.00	1,170.24	1,900.00	1,176.66	38.07	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 8
01 2230 220 1 003	Computer Aide - Social Security/Medicare	0.00	0.00	0.00	1,162.62	0.00	
01 2230 230 0 000	Retire Tech	2,330.00	1,511.04	2,500.00	1,519.34	39.23	
01 2230 230 1 003	Computer Aid - RETIREMENT	0.00	0.00	0.00	1,612.05	0.00	
01 2230 320 0 000	PROF DEV-TECH	250.00	0.00	250.00	0.00	100.00	
01 2230 340 1 003	Repairs Elem Tech	500.00	0.00	500.00	0.00	100.00	
01 2230 340 2 001	Repairs Sec Tech	500.00	0.00	500.00	0.00	100.00	
01 2230 432 0 000	Technology Contracted Services	75,000.00	45,215.00	70,000.00	34,511.07	50.70	
01 2230 580 0 000	Mileage Tech	200.00	0.00	200.00	0.00	100.00	
01 2230 610 0 000	Supplies Tech	750.00	4,423.67	5,000.00	3,486.88	30.26	
01 2230 734 0 000	Tech Hardware	15,000.00	11,155.91	15,000.00	216.05	98.56	
01 2230 735 0 000	COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	
01 2230 810 0 000	Tech Dues/fees	200.00	0.00	200.00	0.00	100.00	
01 2230 890 0 000	Other Tech	0.00	0.00	0.00	0.00	0.00	
<b>2230 Technical Services</b>	<b>Total</b>	<b>120,630.00</b>	<b>78,773.26</b>	<b>121,050.00</b>	<b>80,287.83</b>	<b>33.67</b>	
<b>2310 BOARD OF EDUCATION</b>							
01 2310 310 0 000	Prof Dev	10,000.00	2,450.00	8,000.00	18,466.00	(130.83)	
01 2310 350 0 000	Advertising And Printing	10,000.00	6,139.00	10,000.00	450.00	95.50	
01 2310 440 0 000	Periodicals Board	300.00	0.00	300.00	0.00	100.00	
01 2310 520 0 000	District Liability Insurance	77,826.00	77,117.00	80,000.00	81,393.00	(1.74)	
01 2310 521 0 000	Board Fidelity Bond Premiums	250.00	0.00	250.00	0.00	100.00	
01 2310 580 0 000	Mileage And Expense	4,000.00	0.00	3,000.00	2,028.44	32.39	
01 2310 610 0 000	Supplies Board	500.00	38.91	500.00	10.25	97.95	
01 2310 699 0 000	BOARD CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
01 2310 810 0 000	Dues And Fees	10,000.00	8,890.00	10,000.00	14,236.50	(42.37)	
01 2310 890 0 000	Other Board	4,000.00	49.00	1,000.00	0.00	100.00	
<b>2310 BOARD OF EDUCATION</b>	<b>Total</b>	<b>116,876.00</b>	<b>94,683.91</b>	<b>113,050.00</b>	<b>116,584.19</b>	<b>(3.13)</b>	
<b>2320 EXECUTIVE ADMINISTRATION</b>							
01 2320 105 0 000	SALARY-SUPERINTENDENT	131,000.00	75,833.31	135,000.00	78,166.69	42.10	
01 2320 150 0 000	Clerical Salary Supt	31,200.00	21,308.98	41,000.00	34,918.82	14.83	
01 2320 210 0 000	Benefits Supt	23,100.00	10,017.82	23,100.00	15,970.32	30.86	
01 2320 220 0 000	Fica Supt	12,400.00	7,291.48	15,000.00	8,439.55	43.74	
01 2320 230 0 000	Retire Supt	18,000.00	14,388.00	26,000.00	10,586.62	59.28	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 9
01 2320 290 0 000	OTHER BENEFITS	0.00	0.00	0.00	0.00	0.00	
01 2320 320 0 000	SUPER-PROF DEV	3,500.00	149.50	3,500.00	75.00	97.86	
01 2320 432 0 000	Comp Hardware Supt	1,000.00	0.00	0.00	0.00	0.00	
01 2320 580 0 000	TRAVEL - SUPT.	2,000.00	0.00	2,000.00	1,680.51	15.97	
01 2320 610 0 000	Office Supplies	250.00	0.00	250.00	0.00	100.00	
01 2320 699 0 000	SUPERINTENDENT CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
01 2320 733 0 000	Equip Supt	500.00	0.00	500.00	0.00	100.00	
01 2320 735 0 000	Comp Software Supt	0.00	0.00	0.00	0.00	0.00	
01 2320 810 0 000	Dues And Fees	2,000.00	530.00	2,000.00	235.75	88.21	
01 2320 890 0 000	Other Supt	500.00	25.00	500.00	0.00	100.00	
<b>2320 EXECUTIVE ADMINISTRATION</b>	<b>Total</b>	<b>225,450.00</b>	<b>129,544.09</b>	<b>248,850.00</b>	<b>150,073.26</b>	<b>39.69</b>	
<b>2330 District Legal Services</b>							
01 2330 317 0 000	LEGAL SERVICES	10,000.00	2,426.00	10,000.00	9,064.50	9.36	
<b>2330 District Legal Services</b>	<b>Total</b>	<b>10,000.00</b>	<b>2,426.00</b>	<b>10,000.00</b>	<b>9,064.50</b>	<b>9.36</b>	
<b>2410 PRIN</b>							
01 2410 111 1 003	Salary Elem Prin	107,000.00	62,611.69	90,000.00	57,187.50	36.46	
01 2410 111 2 001	Salary Sec Prin	91,000.00	51,392.81	90,000.00	52,500.00	41.67	
01 2410 150 1 003	Clerical Elem Prin	36,000.00	22,230.90	40,000.00	22,915.67	42.71	
01 2410 150 2 001	Clerical Sec Prin	29,500.00	19,644.30	37,000.00	26,192.69	29.21	
01 2410 210 1 003	Benefit Elem Prin	0.00	0.00	0.00	0.00	0.00	
01 2410 210 2 001	Benefit Sec Prin	7,400.00	8,807.15	0.00	237.05	0.00	
01 2410 220 1 003	Fica Elem Prin	11,000.00	6,443.73	16,000.00	6,127.90	61.70	
01 2410 220 2 001	Fica Sec Prin	9,300.00	4,792.73	11,000.00	5,767.79	47.57	
01 2410 230 1 003	Retire Elem Prin	14,000.00	8,270.64	12,392.00	3,630.29	70.70	
01 2410 230 2 001	Retire Sec Prin	13,000.00	12,044.15	11,975.00	7,759.71	35.20	
01 2410 320 1 003	ELEM PRINCIPAL-PROF DEV	1,000.00	716.17	2,000.00	0.00	100.00	
01 2410 320 2 001	SEC PRINCIPAL-PROF DEV	1,000.00	0.00	2,000.00	210.00	89.50	
01 2410 580 1 003	Mileage Elem Prin	500.00	0.00	1,000.00	0.00	100.00	
01 2410 580 2 001	Mileage Sec Prin	500.00	0.00	1,000.00	0.00	100.00	
01 2410 580 3 005	TRAVEL EXPENSE AND MILEAGE-Director Earl	0.00	0.00	0.00	0.00	0.00	
01 2410 610 1 003	Supplies Elem Prin	500.00	0.00	1,000.00	12.00	98.80	
01 2410 610 2 001	Supplies Sec Prin	500.00	250.26	1,000.00	129.90	87.01	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 10
01 2410 610 3 005	SUPPLIES-PRE K Director	0.00	0.00	0.00	0.00	0.00	
01 2410 733 1 003	Equip Elem Prin	0.00	0.00	0.00	0.00	0.00	
01 2410 733 2 001	Equip Sec Prin	0.00	0.00	0.00	0.00	0.00	
01 2410 734 1 003	Comp Hardware Elem Princ	800.00	0.00	0.00	0.00	0.00	
01 2410 734 2 001	Comp Hardware Sec Princ	800.00	0.00	0.00	0.00	0.00	
01 2410 810 1 003	Dues Elem Prin	750.00	335.00	750.00	360.00	52.00	
01 2410 810 2 001	Dues Sec Prin	500.00	335.00	750.00	360.00	52.00	
01 2410 810 3 005	DUES AND FEES-Director Early Childhood	0.00	0.00	0.00	0.00	0.00	
<b>2410 PRIN</b>	<b>Total</b>	<b>325,050.00</b>	<b>197,874.53</b>	<b>317,867.00</b>	<b>183,390.50</b>	<b>42.31</b>	
<b>2510</b>	<b>GENERAL ADMIN-BUSINESS SERVICE</b>						
01 2510 116 0 000	Business Manager--Salary	77,000.00	43,844.00	85,000.00	48,524.98	42.91	
01 2510 210 0 000	Business Manager--Benefits Package	0.00	25.45	0.00	0.00	0.00	
01 2510 220 0 000	Business Manager--FICA/Medicare	6,000.00	3,142.58	6,460.00	3,687.81	42.91	
01 2510 230 0 000	Business Manager--Retirement	7,500.00	4,174.00	8,400.00	4,793.20	42.94	
01 2510 260 0 000	UNEMPLOYMENT COMP OR INS	0.00	2,057.93	0.00	0.00	0.00	
01 2510 315 0 000	Audit	14,000.00	13,793.00	18,000.00	16,922.48	5.99	
01 2510 320 0 000	Professional & Technical Svcs	7,500.00	416.88	5,000.00	1,985.62	60.29	
01 2510 340 0 000	Contracted Services	500.00	31.00	500.00	221.00	55.80	
01 2510 350 0 000	Adver/print General	5,000.00	1,894.12	5,000.00	3,603.70	27.93	
01 2510 382 0 000	E-rate	15,500.00	1,011.84	15,500.00	755.26	95.13	
01 2510 531 0 000	Postage General	2,200.00	1,091.62	2,200.00	1,652.27	24.90	
01 2510 580 0 000	Travel/Mileage Expenses-General	2,500.00	0.00	2,500.00	192.00	92.32	
01 2510 610 0 000	Supplies General	2,000.00	6,131.72	7,000.00	2,098.32	70.02	
01 2510 699 0 000	BUSINESS SVCS CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
01 2510 733 0 000	Equip General	750.00	0.00	750.00	879.99	(17.33)	
01 2510 735 0 000	BUSINESS SOFTWARE	6,500.00	7,700.00	8,000.00	13,586.32	(69.83)	
01 2510 810 0 000	DUES AND FEES	1,500.00	711.05	1,000.00	1,172.55	(17.26)	
01 2510 890 0 000	Other General	1,000.00	0.00	500.00	0.00	100.00	
<b>2510 GENERAL ADMIN-BUSINESS SERVICE</b>	<b>Total</b>	<b>149,450.00</b>	<b>86,025.19</b>	<b>165,810.00</b>	<b>100,075.50</b>	<b>39.64</b>	
<b>2610</b>	<b>Custodian</b>						
01 2610 150 1 003	CUSTODIAL SALARY--ELEM	62,500.00	26,259.83	62,500.00	18,908.90	69.75	
01 2610 150 2 001	CUSTODIAL SALARIES -- SEC	50,000.00	26,089.58	50,000.00	31,438.04	37.12	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 11
01 2610 150 3 005	CUSTODIAL-PRE K	16,000.00	4,904.33	10,000.00	2,615.54	73.84	
01 2610 210 1 003	Benefits Elem	8,000.00	3,073.11	7,000.00	3,733.68	46.66	
01 2610 210 2 001	Benefits Sec	7,000.00	3,023.10	7,000.00	6,222.80	11.10	
01 2610 210 3 005	BENEFITS-PRE K CUSTODIAL	0.00	0.00	0.00	0.00	0.00	
01 2610 220 1 003	Fica Elem Custodian	4,800.00	1,883.49	4,500.00	1,329.25	70.46	
01 2610 220 2 001	Fica Sec Custodian	3,825.00	1,962.71	3,900.00	2,369.79	39.24	
01 2610 220 3 005	SOCIAL SECURITY-PRE K CUSTODIAL	1,300.00	282.60	500.00	200.11	59.98	
01 2610 230 1 003	Retire Elem Cust	6,100.00	4,255.77	6,000.00	1,730.69	71.16	
01 2610 230 2 001	Retire Sec Cust	4,900.00	2,997.38	5,000.00	3,085.62	38.29	
01 2610 230 3 005	RETIREMENT-PRE K CUSTODIAL	15,200.00	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 431 0 000	Repairs and Maintenance	7,500.00	915.75	5,000.00	0.00	100.00	
01 2610 610 0 000	Custodial-Supplies	2,500.00	2,612.30	5,000.00	191.31	96.17	
01 2610 610 1 003	Supplies Elem Cust	15,000.00	5,279.97	15,000.00	4,712.42	68.58	
01 2610 610 2 001	Supplies Sec Cust	15,000.00	4,415.19	15,000.00	5,274.03	64.84	
01 2610 610 3 005	CUSTODIAL SUPPLIES - PRE K	6,000.00	1,356.41	6,000.00	2,501.46	58.31	
01 2610 621 1 003	Heat - Elem	162,000.00	57,505.45	150,000.00	57,480.23	61.68	
01 2610 621 2 001	Heat - Highschool	65,000.00	32,782.81	70,000.00	35,414.79	49.41	
01 2610 621 3 005	HEAT-PRE K	10,200.00	4,949.07	12,000.00	4,403.54	63.30	
01 2610 733 0 000	Equipment Cust	5,000.00	2,209.81	5,000.00	0.00	100.00	
<b>2610 Custodian</b>	<b>Total</b>	<b>468,325.00</b>	<b>186,758.66</b>	<b>439,900.00</b>	<b>181,612.20</b>	<b>58.72</b>	
<b>2620 Maintenance</b>							
01 2620 150 0 000	District Maintenance Salaries	65,000.00	45,093.50	90,000.00	72,878.95	19.02	
01 2620 210 0 000	HEALTH INSURANCE	10,000.00	5,970.74	14,000.00	9,334.20	33.33	
01 2620 210 1 003	HEALTH INSURANCE-MAINTENANCE	0.00	0.00	0.00	0.00	0.00	
01 2620 220 0 000	SOCIAL SECURITY	5,000.00	3,418.11	7,000.00	5,548.72	20.73	
01 2620 230 0 000	RETIREMENT	6,400.00	6,678.53	12,000.00	7,198.84	40.01	
01 2620 340 0 000	Maint-Repairs	10,000.00	206.00	10,000.00	(8.51)	100.09	
01 2620 340 1 003	Contr Serv Elem Maint	5,000.00	787.93	5,000.00	1,262.25	74.76	
01 2620 340 2 001	Contr Serv Sec Maint	5,000.00	977.63	5,000.00	530.65	89.39	
01 2620 340 3 005	CONTR SERV (FIRE MONITOR)	4,000.00	120.00	1,000.00	0.00	100.00	
01 2620 610 0 000	Dist-Repair/Maintenance Grounds	10,000.00	4,903.72	10,000.00	2,019.88	79.80	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 12
000							
01 2620 610 1 003	Elem-Maintenance/Repair Supplies	6,000.00	3,294.88	10,000.00	1,740.95	82.59	
01 2620 610 2 001	Sec Repair/Maintenance Supplies	6,000.00	3,686.40	15,000.00	6,432.98	57.11	
01 2620 610 3 005	PRE K MAINTENANCE SUPPLIES	2,500.00	1,263.21	2,500.00	642.48	74.30	
01 2620 699 0 000	CUSTODIAL/MAINT CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
01 2620 720 0 000	Bldg Improv District	25,000.00	0.00	25,000.00	0.00	100.00	
01 2620 733 0 000	Maint-Equip-Concession Stand	20,000.00	0.00	20,000.00	33.17	99.83	
01 2620 733 1 003	Equip Maint	5,000.00	1,546.59	5,000.00	0.00	100.00	
01 2620 733 2 001	Equip Maint	5,000.00	764.57	5,000.00	1,350.73	72.99	
01 2620 733 3 005	FURNITURE AND EQUIPMENT-PRE K	2,500.00	996.70	2,500.00	0.00	100.00	
01 2620 890 0 000	Maint-Other	0.00	0.00	0.00	0.00	0.00	
<b>2620 Maintenance</b>	<b>Total</b>	<b>192,400.00</b>	<b>79,708.51</b>	<b>239,000.00</b>	<b>108,965.29</b>	<b>54.41</b>	
<b>2660 Security</b>							
01 2660 490 0 000	Safety and Security/School Resource	40,000.00	5,032.77	15,000.00	2,056.19	64.47	
<b>2660 Security</b>	<b>Total</b>	<b>40,000.00</b>	<b>5,032.77</b>	<b>15,000.00</b>	<b>2,056.19</b>	<b>64.47</b>	
<b>2710 REGULAR PUPIL TRANSPORTATION</b>							
01 2710 112 0 000	Trans-Sub Bus Salary	22,000.00	4,055.90	6,000.00	2,587.31	56.88	
01 2710 150 0 000	Salary Bus	90,000.00	75,558.65	110,000.00	65,328.62	40.61	
01 2710 210 0 000	Benefits	0.00	1,246.97	0.00	3,385.14	0.00	
01 2710 220 0 000	Fica Bus	8,500.00	6,046.38	9,000.00	5,146.83	42.81	
01 2710 230 0 000	Retire Bus	11,000.00	6,431.41	9,000.00	3,503.13	61.08	
01 2710 610 0 000	Supplies	7,000.00	273.99	7,000.00	0.00	100.00	
01 2710 626 0 000	Gas And Oil	35,000.00	20,898.33	40,000.00	28,807.21	27.98	
01 2710 699 0 000	TRANSPORTATION CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
01 2710 732 0 000	Vehicle Acquisition	99,000.00	11.00	75,000.00	280.00	99.63	
01 2710 739 0 000	Other Equipment Tires/Parts	37,000.00	6,884.84	35,000.00	8,899.39	74.57	
01 2710 890 0 000	Other	3,500.00	6,134.49	10,000.00	3,896.04	61.04	
<b>2710 REGULAR PUPIL TRANSPORTATION</b>	<b>Total</b>	<b>313,000.00</b>	<b>127,541.96</b>	<b>301,000.00</b>	<b>121,833.67</b>	<b>59.52</b>	
<b>2712 SCHOOL AGE SPEC ED TRANSPORT</b>							
01 2712 150 2 001	SPED TRANSPORTATION/BUS DRIVER	12,131.09	0.00	10,000.00	0.00	100.00	
01 2712 220 2 001	FICA/Medicare SPED Transportation	350.00	0.00	500.00	0.00	100.00	
01 2712 230 2 001	Retirement -- SPED Transportation	470.00	0.00	500.00	0.00	100.00	
01 2712 338 0 000	SPED RPRS & MAINT -- PRIUS	1,000.00	0.00	1,000.00	0.00	100.00	
01 2712 520 0	SPED Vehicle Liability Insurance	0.00	0.00	0.00	0.00	0.00	



Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 14
<b>5000</b>	<b>DEBT SERVICES</b>						
01 5000 700 0 000	Repay Haz Mat(owe 36,000)	0.00	0.00	0.00	0.00	0.00	
01 5000 700 9 000	Repay Bond Fund	0.00	0.00	0.00	0.00	0.00	
01 5000 701 0 000	Repay Building Fund	0.00	0.00	0.00	0.00	0.00	
01 5000 702 0 000	REPAY DEPRECIATION FUND	0.00	0.00	0.00	0.00	0.00	
01 5000 720 0 000 000	BUILDING, ACQUISITION, AND IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	
01 5000 832 0 000	Interest On Short Term Debt	0.00	0.00	0.00	0.00	0.00	
<b>5000</b>	<b>DEBT SERVICES</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>6200</b>	<b>TITLE I, PART A NCLB IMPROV THE ACADEM</b>						
01 6200 111 0 000	TITLE I SALARIES INSTRUCTIONAL	120,000.00	66,668.38	8,000.00	42,770.00	(434.63)	
01 6200 112 0 000	TITLE I SUBSTITUTES OR TEMP SALARIES	0.00	0.00	0.00	0.00	0.00	
01 6200 150 0 000	TITLE I SALARIES/AIDES	65,000.00	43,200.80	0.00	41,128.09	0.00	
01 6200 210 0 000	TITLE I BENEFITS	0.00	8,693.78	0.00	2,559.24	0.00	
01 6200 220 0 000	TITLE I FICA/MEDICARE	14,000.00	6,968.29	8,000.00	5,391.66	32.60	
01 6200 230 0 000	TITLE I RETIREMENT BENEFITS	17,500.00	13,999.23	9,200.00	8,287.28	9.92	
01 6200 580 0 000	STAFF DEV/TRAINING	1,000.00	1,500.00	1,500.00	0.00	100.00	
01 6200 610 0 000	TITLE I SUPPLIES	1,000.00	0.00	1,000.00	0.00	100.00	
01 6200 734 0 000	Title I Computer Hardware	0.00	0.00	0.00	0.00	0.00	
01 6200 735 0 000	TITLE I COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	
01 6200 890 0 000	OTHER TITLE I	2,000.00	0.00	1,000.00	0.00	100.00	
<b>6200</b>	<b>TITLE I, PART A NCLB IMPROV THE ACADEM</b>	<b>Total</b>	<b>220,500.00</b>	<b>141,030.48</b>	<b>28,700.00</b>	<b>100,136.27</b>	<b>(248.91)</b>
<b>6210</b>	<b>TITLE I ACCOUNTABILITY</b>						
01 6210 100 0 000	Title1 Accountability SALARIES	10,000.00	0.00	10,000.00	0.00	100.00	
01 6210 112 0 000	TITLE I FY12 -- SUB SALARIES	0.00	0.00	0.00	0.00	0.00	
01 6210 220 0 000	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00	
01 6210 230 0 000	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
<b>6210</b>	<b>TITLE I ACCOUNTABILITY</b>	<b>Total</b>	<b>10,000.00</b>	<b>0.00</b>	<b>10,000.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6310</b>	<b>TITLE II, PART A NCLB TCHR QUAL GRANTS</b>						
01 6310 111 0 000	SALARY -- TITLE II PART A	0.00	0.00	0.00	0.00	0.00	
01 6310 210 0 000	BENEFITS -- TITLE IIA	0.00	0.00	0.00	0.00	0.00	
01 6310 220 0 000	SUB FICA/MED-- TITLE II FY13	0.00	0.00	0.00	0.00	0.00	
01 6310 230 0 000	TITLE II SUB RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6310 320 0 000	PROF SVCS -- TITLE IIA	0.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 15
01 6310 580 000	STF DEV/TRAVEL -- TITLE IIA	20,000.00	0.00	0.00	14,990.13	0.00	
01 6310 610 000	SUPPLIES -- TITLE IIA	0.00	0.00	0.00	0.00	0.00	
01 6310 890 000	Title II Indirect Costs	0.00	0.00	0.00	0.00	0.00	
<b>6310</b>	<b>TITLE II, PART A NCLB TCHR QUAL GRANTS</b>	<b>Total</b>	<b>20,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>14,990.13</b>	<b>0.00</b>
<b>6404</b>	<b>IDEA PART B(611) BASE ALLOC BIRTH TO 4</b>						
01 6404 580 000	TRAVEL EXPENSE AND MILEAGE	0.00	0.00	0.00	0.00	0.00	
01 6404 591 000	IDEA B BASE -- PROFESSIONAL SERVICE	0.00	0.00	0.00	0.00	0.00	
01 6404 610 000	SUPPLIES	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>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>6406</b>	<b>IDEA PRESCHOOL(619) BASE ALLOC</b>						
01 6406 111 3005	IDEA B PREK SPED SALARY	0.00	0.00	0.00	0.00	0.00	
01 6406 220 3005	IDEA B PREKSPED FICA/MEDICARE	0.00	0.00	0.00	0.00	0.00	
01 6406 230 3005	IDEA B PREK SPED RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6406 580 3005	IDEA PREK--STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	
01 6406 591 3005	IDEA B PREK--PROFESSIONAL SVCS	3,478.00	0.00	4,000.00	0.00	100.00	
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>3,478.00</b>	<b>0.00</b>	<b>4,000.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6408</b>	<b>IDEA ENROLLMENT/POVERTY</b>						
01 6408 111 000	IDEA-EP--CERTIFIED SALARY	50,000.00	39,710.44	71,000.00	45,669.40	35.68	
01 6408 150 000	IDEA-EP--CLASSIFIED SALARIES	0.00	0.00	0.00	0.00	0.00	
01 6408 210 000	IDEA-EP--OTHER BENEFITS	9,000.00	6,125.00	0.00	12,893.45	0.00	
01 6408 220 000	IDEA-EP--FICA/MEDICARE	4,000.00	3,490.48	6,200.00	3,869.63	37.59	
01 6408 230 000	IDEA-EP--RETIREMENT	4,800.00	3,922.52	8,000.00	4,511.16	43.61	
01 6408 270 2001	IDEA B--WORKERS COMP	0.00	0.00	0.00	0.00	0.00	
01 6408 480 000	IDEA-EP--COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	
01 6408 580 000	IDEA-EP--PROF DEV/TRAVEL	0.00	0.00	0.00	0.00	0.00	
01 6408 591 000	IDEA-EP--PROFESSIONAL SVCS	22,548.00	0.00	0.00	0.00	0.00	
01 6408 610 000	IDEA-ER--SUPPLIES	0.00	0.00	0.00	0.00	0.00	
01 6408 734 000	IDEA--EP COMPUTER SOFTWARE	0.00	0.00	0.00	0.00	0.00	
01 6408 890 000	IDEA ER-INDIRECT COSTS	0.00	0.00	0.00	0.00	0.00	
<b>6408</b>	<b>IDEA ENROLLMENT/POVERTY</b>	<b>Total</b>	<b>90,348.00</b>	<b>53,248.44</b>	<b>85,200.00</b>	<b>66,943.64</b>	<b>21.43</b>
<b>6412</b>	<b>IDEA PART B PROPORTIONATE SHARE</b>						

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 16
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>6421</b>	<b>IDEA PART-B (611) ARP - EP</b>						
01 6421 591 0 000	IDEA B-EP (ARP) Services Purchased from ESU or district	0.00	0.00	0.00	11,197.80	0.00	
<b>6421</b>	<b>IDEA PART-B (611) ARP - EP</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>11,197.80</b>	<b>0.00</b>	
<b>6690</b>	<b>Other Fed Non-Categorical Expenditures</b>						
01 6690 610 3 005	ARP Childcare Stabilization - OTHER SUPPLIES AND MATERIALS	0.00	0.00	0.00	20,871.11	0.00	
01 6690 731 3 005	ARP Childcare Stabilization - Equipment	0.00	0.00	0.00	5,385.86	0.00	
<b>6690</b>	<b>Other Fed Non-Categorical Expenditures</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>26,256.97</b>	<b>0.00</b>	
<b>6700</b>	<b>FED VOC &amp; APP TECH ED (CARL PERKINS)</b>						
01 6700 610 0 000	FED VOC & APP (CARL PERKINGS) SUPPLIES	4,000.00	0.00	4,990.00	0.00	100.00	
<b>6700</b>	<b>FED VOC &amp; APP TECH ED (CARL PERKINS)</b>	<b>Total</b>	<b>4,000.00</b>	<b>0.00</b>	<b>4,990.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6969</b>	<b>TITLE IV GRANTS</b>						
01 6969 111 2 001	TITLE IV SALARIES	3,000.00	0.00	4,500.00	0.00	100.00	
01 6969 220 2 001	Social Security/Medicare	160.00	0.00	400.00	0.00	100.00	
01 6969 230 2 001	RETIREMENT	290.00	0.00	400.00	0.00	100.00	
01 6969 320 0 000	PROFESSIONAL SERVICES	3,000.00	0.00	7,000.00	0.00	100.00	
01 6969 565 0 000	Title IV - Tuition to Post-Sec Schools	0.00	0.00	0.00	2,580.00	0.00	
01 6969 580 0 000	TRAVEL EXPENSE AND MILEAGE	50,000.00	0.00	45,000.00	0.00	100.00	
01 6969 610 0 000	TITLE IV SUPPLIES AND MATERIALS	500.00	0.00	500.00	2,904.76	(480.95)	
01 6969 810 0 000	Title IV - DUES AND FEES	0.00	0.00	0.00	240.00	0.00	
<b>6969</b>	<b>TITLE IV GRANTS</b>	<b>Total</b>	<b>56,950.00</b>	<b>0.00</b>	<b>57,800.00</b>	<b>5,724.76</b>	<b>90.10</b>
<b>6990</b>	<b>OTHER FED CATEGORICAL RECEIPTS</b>						
01 6990 610 0 000	Other Fed grant Supplies	0.00	0.00	0.00	0.00	0.00	
<b>6990</b>	<b>OTHER FED CATEGORICAL RECEIPTS</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>6992</b>	<b>REAP</b>						
01 6992 735 0 000	REAP-Computer Software	30,242.00	0.00	35,000.00	0.00	100.00	
<b>6992</b>	<b>REAP</b>	<b>Total</b>	<b>30,242.00</b>	<b>0.00</b>	<b>35,000.00</b>	<b>0.00</b>	<b>100.00</b>
<b>6996</b>	<b>ESSERS I</b>						
01 6996 111 1 003	ESSERS Teachers/Professional Staff	0.00	0.00	41,590.00	0.00	100.00	
01 6996 112 1 003	ESSERS Instructional Aides & Assistants	0.00	0.00	0.00	0.00	0.00	
01 6996 116 1 003	Professional Non-certificated Staff	0.00	0.00	0.00	0.00	0.00	
01 6996 131 1 003	Salaries for Overtime Instructional Aide	0.00	0.00	0.00	0.00	0.00	
01 6996 216 1 003	ESSERS Insurance Prof. Non- certificated	0.00	0.00	0.00	0.00	0.00	
01 6996 220 1 003	Social Security/Medicare	0.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 17
01 6996 221 1 003	Social Security Teachers	0.00	0.00	0.00	0.00	0.00	
01 6996 222 1 003	ESSERS SOCIAL SECURITY AIDES	0.00	0.00	0.00	0.00	0.00	
01 6996 226 1 003	ESSERS SS Professional Non-Certificated	0.00	0.00	0.00	0.00	0.00	
01 6996 230 1 003	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6996 231 1 003	Retirement Contributions Teachers	0.00	0.00	0.00	0.00	0.00	
01 6996 232 1 003	Retirement Contributions Aides & Assist.	0.00	0.00	0.00	0.00	0.00	
01 6996 236 1 003	ESSERS Retirement Prof. Non-certified	0.00	0.00	0.00	0.00	0.00	
01 6996 610 1 003	ESSERS - OTHER SUPPLIES AND MATERIALS	0.00	0.00	0.00	900.00	0.00	
01 6996 610 2 001	ESSERS - OTHER SUPPLIES AND MATERIALS	0.00	0.00	0.00	900.00	0.00	
<b>6996</b>	<b>ESSERS I</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>41,590.00</b>	<b>1,800.00</b>	<b>95.67</b>
<b>6997</b>	<b>ESSERS II</b>						
01 6997 734 0 000	ESSERS II - COMPUTER HARDWARE	0.00	0.00	0.00	44,982.00	0.00	
<b>6997</b>	<b>ESSERS II</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>44,982.00</b>	<b>0.00</b>
<b>6998</b>	<b>ESSERS III</b>						
01 6998 111 1 003	Salaries Teachers/Professional Staff	0.00	0.00	60,000.00	0.00	100.00	
01 6998 111 2 001	Salaries Teachers/Professional Staff	0.00	0.00	0.00	0.00	0.00	
01 6998 111 3 005	ESSERS III Teacher Salaries-Preschool	0.00	0.00	0.00	0.00	0.00	
01 6998 112 3 005	ESSERS III Instructional Aides & Assistants-Preschool	0.00	0.00	0.00	0.00	0.00	
01 6998 116 1 003	ESSERS III Professional Non-certificated Staff	0.00	0.00	0.00	33,665.65	0.00	
01 6998 116 2 001	ESSERS III Professional Non-certificated Staff	0.00	0.00	0.00	12,961.75	0.00	
01 6998 210 1 003	Health Insurance/Benefits	0.00	0.00	0.00	2,187.50	0.00	
01 6998 210 2 001	Health Insurance/Benefits	0.00	0.00	0.00	3,037.64	0.00	
01 6998 210 3 005	Health Insurance/Benefits	0.00	0.00	0.00	0.00	0.00	
01 6998 220 1 003	Social Security/Medicare	0.00	0.00	4,600.00	2,742.78	40.37	
01 6998 220 2 001	Social Security/Medicare	0.00	0.00	0.00	1,091.79	0.00	
01 6998 220 3 005	Social Security/Medicare	0.00	0.00	0.00	0.00	0.00	
01 6998 230 1 003	RETIREMENT	0.00	0.00	6,000.00	3,325.44	44.58	
01 6998 230 2 001	RETIREMENT	0.00	0.00	0.00	1,280.35	0.00	
01 6998 230 3 005	RETIREMENT	0.00	0.00	0.00	0.00	0.00	
01 6998 290 1 003	OTHER BENEFITS	0.00	0.00	0.00	0.00	0.00	
01 6998 290 2 001	OTHER BENEFITS	0.00	0.00	0.00	0.00	0.00	
01 6998 290 3 005	OTHER BENEFITS FRINGE BENEFITS	0.00	0.00	0.00	0.00	0.00	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page: 18
01 6998 610 0 001	OTHER SUPPLIES AND MATERIALS	0.00	0.00	0.00	88.00	0.00	
01 6998 610 0 003	Supplies and Materials- Elementary	0.00	0.00	0.00	0.00	0.00	
01 6998 610 0 005	Supplies and Materials-Preschool	0.00	0.00	0.00	0.00	0.00	
01 6998 640 0 001	ESSERS III Curriculum	0.00	0.00	120,000.00	48,957.58	59.20	
01 6998 643 0 003	Web/Cloud based software	0.00	0.00	0.00	16,579.71	0.00	
01 6998 643 0 005	Web/Cloud based software	0.00	0.00	0.00	0.00	0.00	
<b>6998 ESSERS III</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>190,600.00</b>	<b>125,918.19</b>	<b>33.94</b>	
<b>8000 TRANSFERS (OUTGOING)</b>							
01 8000 753 2 001	Depreciation Fund Transfer	0.00	0.00	0.00	0.00	0.00	
01 8000 756 2 001	Fee Fund Transfer	0.00	0.00	0.00	0.00	0.00	
01 8000 790 0 000	TRANSFERS CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
01 8000 890 0 000	Depreciation Fund Payables	0.00	40,000.00	0.00	0.00	0.00	
01 8000 912 0 000	Hot Lunch Trans	0.00	0.00	0.00	0.00	0.00	
01 8000 912 1 003	Building Fund Tranfser	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 912 3 005	Coop Fund Transfer	0.00	0.00	0.00	0.00	0.00	
01 8000 912 4 000	Reimb. Fund Xfer	0.00	0.00	0.00	0.00	0.00	
01 8000 913 2 001	Activities Transfer	10,000.00	0.00	15,000.00	0.00	100.00	
<b>8000 TRANSFERS (OUTGOING)</b>	<b>Total</b>	<b>10,000.00</b>	<b>40,000.00</b>	<b>15,000.00</b>	<b>0.00</b>	<b>100.00</b>	
<b>9000 NON-PROGRAM EXPENDITURES</b>							
01 9000 318 0 000	Non Program-stipends	0.00	0.00	0.00	0.00	0.00	
01 9000 890 0 000	Unencumbered Balance	83,091.82	0.00	1,474,265.21	0.00	100.00	
<b>9000 NON-PROGRAM EXPENDITURES</b>	<b>Total</b>	<b>83,091.82</b>	<b>0.00</b>	<b>1,474,265.21</b>	<b>0.00</b>	<b>100.00</b>	
<b>9999 CONTINGENCY</b>							
01 9999 999 9 000	CONTINGENCY	0.00	0.00	0.00	0.00	0.00	
<b>9999 CONTINGENCY</b>	<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
01	GENERAL FUND	7,304,118.21	3,963,881.49	9,074,969.96	4,250,256.78	53.13	

Account Number	Account Description	2020-2021	2020-2021	2021-2022	2021-2022	% Remaining	Page:
Grand Total:		7,304,118.21	3,963,881.49	9,074,969.96	4,250,256.78	53.13	19

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	Local District Taxes	0.00	299,097.92	2,079,084.07	0.00	(2,079,084.07)
01 1115	Carline Tax	35,000.00	0.00	10,502.14	30.01	24,497.86
01 1125	Motor Vehicle	160,000.00	21,060.52	97,464.62	60.92	62,535.38
01 1312	Other Tuition	0.00	0.00	0.00	0.00	0.00
01 1315	DISTANCE LEARNING FROM OTHER EDUC E	0.00	0.00	0.00	0.00	0.00
01 1321	Tuit Rec From Other Dist	0.00	0.00	0.00	0.00	0.00
01 1370	PRE-K TUITION & FEES	100,000.00	13,538.43	70,899.55	70.90	29,100.45
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	7,500.00	640.83	7,303.94	97.39	196.06
01 1800	Community Service Activities	30,000.00	5,786.05	22,803.11	76.01	7,196.89
01 1910	Rental of School Equip&Facilities	0.00	0.00	0.00	0.00	0.00
01 1911	Local License Fees	0.00	0.00	0.00	0.00	0.00
01 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	0.00	0.00	0.00
01 1925	Categorical Grants/non Governmental	963,545.00	0.00	0.00	0.00	963,545.00
01 1990	Other Revenue from Local sources	100.00	0.00	0.00	0.00	100.00
	Subtotal: LOCAL RECIEPTS	1,296,145.00	340,123.75	2,288,057.43	176.53	(991,912.43)
01 2110	County Fines & License	25,000.00	2,018.38	11,416.99	45.67	13,583.01
01 2130	Other County Sources	0.00	0.00	232.20	0.00	(232.20)
01 2210	Esu Receipts	0.00	0.00	0.00	0.00	0.00
	Subtotal: COUNTY AND ESU RECEIPTS	25,000.00	2,018.38	11,649.19	46.60	13,350.81
01 3110	State Aid	1,837,927.00	183,793.00	1,102,758.00	60.00	735,169.00
01 3120	State Sped (5-21 Years)	170,000.00	14,646.00	58,470.00	34.39	111,530.00
01 3125	Sped Trans School Age	500.00	0.00	0.00	0.00	500.00
01 3130	Homestead Exemption	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00
01 3134	Personal Property Tax Credit Railroad	0.00	0.00	0.00	0.00	0.00
01 3150	State School Lunch Reimb	0.00	0.00	0.00	0.00	0.00
01 3166	Flex Funding School Age	0.00	0.00	0.00	0.00	0.00
01 3180	Pro Rata Motor Vehicle	10,000.00	0.00	2,988.18	29.88	7,011.82
01 3400	State Apportionment	50,000.00	42,763.11	42,763.11	85.53	7,236.89
01 3500	State Categorical Program	0.00	0.00	0.00	0.00	0.00
01 3512	DISTANCE ED INCENTIVE PMTS	6,000.00	0.00	4,221.40	70.36	1,778.60
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 In lieu of Tax	60,000.00	0.00	0.00	0.00	60,000.00
	Subtotal: STATE RECEIPTS	2,134,427.00	241,202.11	1,211,200.69	56.75	923,226.31
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	0.00	0.00	0.00	0.00
01 4310	REAP Grant	35,000.00	0.00	0.00	0.00	35,000.00
01 4400	Title Vi-b(birth-5)	0.00	0.00	0.00	0.00	0.00
01 4505	Fed Chapt I Title 1	150,000.00	0.00	103,622.00	69.08	46,378.00
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	1,000.00	0.00	(1,000.00)
01 4515	IDEA BASE PRESCHOOL	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA B PREK -- REVENUES	0.00	0.00	0.00	0.00	0.00
01 4518	IDEA Part B Base & Enrollment Poverty	80,000.00	0.00	50,000.00	62.50	30,000.00
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	42,700.00	0.00	(42,700.00)
01 4525	Carl Perkins Grant	4,900.00	0.00	0.00	0.00	4,900.00
01 4708	Medicaid in Public Schools	6,000.00	0.00	2,708.69	45.14	3,291.31

**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 4709	Medicaid Admin	0.00	0.00	0.00	0.00	0.00
01 4969	Title IV, Part A	0.00	0.00	0.00	0.00	0.00
01 4996	ESSERS	0.00	0.00	0.00	0.00	0.00
01 4998	ESSERS III	379,030.00	24,116.00	146,255.00	38.59	232,775.00
	Subtotal: FEDERAL RECEIPTS	654,930.00	24,116.00	346,285.69	52.87	308,644.31
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	5,000.00	107.00	581.41	11.63	4,418.59
	Subtotal: NON-REVENUE RECEIPTS	5,000.00	107.00	581.41	11.63	4,418.59
01 9000	Non-program Receipts	0.00	0.00	0.00	0.00	0.00
01 9004	Transfer from QCPUF	0.00	0.00	110,000.00	0.00	(110,000.00)
01 9100	UNUSED BUDGET AUTHORITY	0.00	0.00	0.00	0.00	0.00
	Subtotal: NON-PROGRAM RECEIPTS	0.00	0.00	110,000.00	0.00	(110,000.00)
	Fund Total:	4,115,502.00	607,567.24	3,967,774.41	96.41	147,727.59

**Revenue Summary Report**

Processing Month: 02/2022

User ID: JPRAGNELL

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	4,115,502.00	607,567.24	3,967,774.41	96.41	147,727.59

**Activity Fund Balance Report - Account - Exclude Encumbrances**

03/2022 - 03/2022

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

**Fund: 05 Activity Fund**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704</b>	<b>FUND BALANCE</b>	<b>*Previous Balance</b>				<b>55,372.79</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>55,372.79</b>
<b>05 704 0000</b>	<b>IN/OUT</b>	<b>*Previous Balance</b>				<b>(36,153.11)</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(36,153.11)</b>
<b>05 704 0100</b>	<b>MHS VOLLEYBALL</b>	<b>*Previous Balance</b>				<b>2,163.14</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,163.14</b>
<b>05 704 0101</b>	<b>MHS FOOTBALL</b>	<b>*Previous Balance</b>				<b>3,326.15</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,326.15</b>
<b>05 704 0102</b>	<b>MHS BOYS BASKETBALL</b>	<b>*Previous Balance</b>				<b>4,802.22</b>
05 704 0102	MHS BOYS BASKETBALL		0.00	0.00	0.00	
05 2900 610 0 000 102	MHS BOYS BASKETBALL		443.63	0.00	0.00	
<b>05 704 0102</b>	<b>MHS BOYS BASKETBALL</b>	<b>*Current Activity</b>				<b>(443.63)</b>
		<b>*Ending Balance:</b>	<b>443.63</b>	<b>0.00</b>	<b>0.00</b>	<b>4,358.59</b>
<b>05 704 0103</b>	<b>MHS GIRLS BASKETBALL</b>	<b>*Previous Balance</b>				<b>2,783.21</b>
05 704 0103	MHS GIRLS BASKETBALL		0.00	0.00	0.00	
05 2900 610 0 000 103	MHS GIRLS BASKETBALL		239.12	0.00	0.00	
<b>05 704 0103</b>	<b>MHS GIRLS BASKETBALL</b>	<b>*Current Activity</b>				<b>(239.12)</b>
		<b>*Ending Balance:</b>	<b>239.12</b>	<b>0.00</b>	<b>0.00</b>	<b>2,544.09</b>
<b>05 704 0104</b>	<b>LIONS OF THE QUARTER -- MHS</b>	<b>*Previous Balance</b>				<b>(7.05)</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(7.05)</b>
<b>05 704 0105</b>	<b>MORRILL ONE ACTS</b>	<b>*Previous Balance</b>				<b>372.39</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>372.39</b>
<b>05 704 0106</b>	<b>MHS CROSS COUNTRY</b>	<b>*Previous Balance</b>				<b>1,779.25</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,779.25</b>
<b>05 704 0107</b>	<b>MHS GOLF</b>	<b>*Previous Balance</b>				<b>385.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>385.00</b>
<b>05 704 0109</b>	<b>SPEECH</b>	<b>*Previous Balance</b>				<b>385.57</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>385.57</b>
<b>05 704 0110</b>	<b>MHS WRESTLING</b>	<b>*Previous Balance</b>				<b>(269.07)</b>
05 704 0110	MHS WRESTLING		0.00	0.00	0.00	
05 1710 0110	MHS WRESTLING		0.00	449.00	0.00	
05 2900 610 0 000 110	MHS WRESTLING		215.55	0.00	0.00	
<b>05 704 0110</b>	<b>MHS WRESTLING</b>	<b>*Current Activity</b>				<b>233.45</b>
		<b>*Ending Balance:</b>	<b>215.55</b>	<b>449.00</b>	<b>0.00</b>	<b>(35.62)</b>

**Activity Fund Balance Report - Account - Exclude Encumbrances**

03/2022 - 03/2022

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

**Fund: 05 Activity Fund**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 0111</b>	<b>CHEERLEADING/SPIRIT SQUAD</b>	<b>*Previous Balance</b>				<b>1,514.29</b>
05 704 0111	CHEERLEADING/SPIRIT SQUAD		0.00	0.00	0.00	
05 2900 610 0 000 111	CHEERLEADING/SPIRIT SQUAD		654.99	0.00	0.00	
<b>05 704 0111</b>	<b>CHEERLEADING/SPIRIT SQUAD</b>	<b>*Current Activity</b>				<b>(654.99)</b>
		<b>*Ending Balance:</b>	<b>654.99</b>	<b>0.00</b>	<b>0.00</b>	<b>859.30</b>
<b>05 704 0112</b>	<b>Jr. High Cheerleading</b>	<b>*Previous Balance</b>				<b>23.20</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>23.20</b>
<b>05 704 0116</b>	<b>MHS TRACK</b>	<b>*Previous Balance</b>				<b>885.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>885.00</b>
<b>05 704 0120</b>	<b>HIGH SCHOOL OFFICIALS/GATE FEES</b>	<b>*Previous Balance</b>				<b>(15,408.43)</b>
05 704 0120	HIGH SCHOOL OFFICIALS/GATE FEES		0.00	0.00	0.00	
05 1710 0120	HIGH SCHOOL OFFICIALS/GATE FEES		0.00	28.48	0.00	
05 2900 610 0 000 120	HIGH SCHOOL OFFICIALS/GATE FEES		597.17	0.00	0.00	
<b>05 704 0120</b>	<b>HIGH SCHOOL OFFICIALS/GATE FEES</b>	<b>*Current Activity</b>				<b>(568.69)</b>
		<b>*Ending Balance:</b>	<b>597.17</b>	<b>28.48</b>	<b>0.00</b>	<b>(15,977.12)</b>
<b>05 704 0121</b>	<b>SPED Activity Fund</b>	<b>*Previous Balance</b>				<b>1,024.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,024.00</b>
<b>05 704 0130</b>	<b>WESTERN TRAILS CONF (WTC) SCHOLARSHIPS</b>	<b>*Previous Balance</b>				<b>0.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>05 704 0221</b>	<b>GRAD CLASS 2019</b>	<b>*Previous Balance</b>				<b>0.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>05 704 0222</b>	<b>GRAD CLASS 2022</b>	<b>*Previous Balance</b>				<b>290.16</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>290.16</b>
<b>05 704 0223</b>	<b>GRAD CLASS 2020</b>	<b>*Previous Balance</b>				<b>538.32</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>538.32</b>
<b>05 704 0224</b>	<b>Alaric</b>	<b>*Previous Balance</b>				<b>1,696.90</b>
05 704 0224	Alaric		0.00	0.00	0.00	
05 2900 610 0 000 224	Alaric		23.08	0.00	0.00	
<b>05 704 0224</b>	<b>Alaric</b>	<b>*Current Activity</b>				<b>(23.08)</b>
		<b>*Ending Balance:</b>	<b>23.08</b>	<b>0.00</b>	<b>0.00</b>	<b>1,673.82</b>
<b>05 704 0225</b>	<b>Meraki</b>	<b>*Previous Balance</b>				<b>2,242.62</b>
05 704 0225	Meraki		0.00	0.00	0.00	
05 2900 610 0 000 225	MERICKI		633.82	0.00	0.00	
<b>05 704 0225</b>	<b>Meraki</b>	<b>*Current Activity</b>				<b>(633.82)</b>

**Activity Fund Balance Report - Account - Exclude Encumbrances**

03/2022 - 03/2022

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

**Fund: 05 Activity Fund**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
		<b>*Ending Balance:</b>	<b>633.82</b>	<b>0.00</b>	<b>0.00</b>	<b>1,608.80</b>
<b>05 704 0226</b>	<b>Klaus</b>	<b>*Previous Balance</b>				<b>3,212.10</b>
05 704 0226	Klaus		0.00	0.00	0.00	
05 2900 610 0 000 226	Klaus		76.98	0.00	0.00	
<b>05 704 0226</b>	<b>Klaus</b>	<b>*Current Activity</b>				<b>(76.98)</b>
		<b>*Ending Balance:</b>	<b>76.98</b>	<b>0.00</b>	<b>0.00</b>	<b>3,135.12</b>
<b>05 704 0227</b>	<b>Sabio</b>	<b>*Previous Balance</b>				<b>5,854.15</b>
05 704 0227	Sabio		0.00	0.00	0.00	
05 2900 610 0 000 227	Sabio		1,102.96	0.00	0.00	
<b>05 704 0227</b>	<b>Sabio</b>	<b>*Current Activity</b>				<b>(1,102.96)</b>
		<b>*Ending Balance:</b>	<b>1,102.96</b>	<b>0.00</b>	<b>0.00</b>	<b>4,751.19</b>
<b>05 704 0416</b>	<b>JR HIGH OFFICIALS/GATE FEES</b>	<b>*Previous Balance</b>				<b>1,520.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,520.00</b>
<b>05 704 0417</b>	<b>JR HIGH VOLLEYBALL</b>	<b>*Previous Balance</b>				<b>(319.88)</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(319.88)</b>
<b>05 704 0418</b>	<b>JR HIGH GIRLS BASKETBALL</b>	<b>*Previous Balance</b>				<b>624.00</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>624.00</b>
<b>05 704 0504</b>	<b>Lion Cub Basketball</b>	<b>*Previous Balance</b>				<b>1,345.35</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,345.35</b>
<b>05 704 0505</b>	<b>Industrial Arts Fund</b>	<b>*Previous Balance</b>				<b>(860.00)</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(860.00)</b>
<b>05 704 0506</b>	<b>LIBRARY/BOOK FAIRS</b>	<b>*Previous Balance</b>				<b>1,132.13</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,132.13</b>
<b>05 704 0508</b>	<b>MUSIC MAKERS</b>	<b>*Previous Balance</b>				<b>2,467.11</b>
05 704 0508	MUSIC MAKERS		0.00	0.00	0.00	
05 2900 610 0 000 508	MHS MUSIC		120.00	0.00	0.00	
<b>05 704 0508</b>	<b>MUSIC MAKERS</b>	<b>*Current Activity</b>				<b>(120.00)</b>
		<b>*Ending Balance:</b>	<b>120.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,347.11</b>
<b>05 704 0510</b>	<b>NATIONAL HONOR SOCIETY</b>	<b>*Previous Balance</b>				<b>907.64</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>907.64</b>
<b>05 704 0511</b>	<b>SPANISH CLUB</b>	<b>*Previous Balance</b>				<b>3,984.26</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,984.26</b>
<b>05 704 0512</b>	<b>Elementary Leadership Team</b>	<b>*Previous Balance</b>				<b>6,885.69</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>6,885.69</b>

**Activity Fund Balance Report - Account - Exclude Encumbrances**

03/2022 - 03/2022

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

**Fund: 05 Activity Fund**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 0513</b>	<b>STUDENT COUNCIL--MHS</b>	<b>*Previous Balance</b>				<b>5,707.85</b>
05 704 0513	STUDENT COUNCIL--MHS		0.00	0.00	0.00	
05 2900 610 0 000 513	STUDENT COUNCIL--MHS		200.85	0.00	0.00	
<b>05 704 0513</b>	<b>STUDENT COUNCIL--MHS</b>	<b>*Current Activity</b>				<b>(200.85)</b>
		<b>*Ending Balance:</b>	<b>200.85</b>	<b>0.00</b>	<b>0.00</b>	<b>5,507.00</b>
<b>05 704 0520</b>	<b>FUTURE BUSINESS LEADERS OF AMERICA- -FBLA</b>	<b>*Previous Balance</b>				<b>2,287.81</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,287.81</b>
<b>05 704 0521</b>	<b>FBLA - SCHOLARSHIP FUND</b>	<b>*Previous Balance</b>				<b>814.30</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>814.30</b>
<b>05 704 0523</b>	<b>Gamer's Club</b>	<b>*Previous Balance</b>				<b>172.84</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>172.84</b>
<b>05 704 0525</b>	<b>FFA (FUTURE FARMERS OF AMERICA)</b>	<b>*Previous Balance</b>				<b>7,672.22</b>
05 704 0525	FFA (FUTURE FARMERS OF AMERICA)		0.00	0.00	0.00	
05 2900 610 0 000 525	FFA (FUTURE FARMERS OF AMERICA)		1,777.28	0.00	0.00	
<b>05 704 0525</b>	<b>FFA (FUTURE FARMERS OF AMERICA)</b>	<b>*Current Activity</b>				<b>(1,777.28)</b>
		<b>*Ending Balance:</b>	<b>1,777.28</b>	<b>0.00</b>	<b>0.00</b>	<b>5,894.94</b>
<b>05 704 0526</b>	<b>ELEMENTARY CLOSET DONATIONS</b>	<b>*Previous Balance</b>				<b>1,391.96</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,391.96</b>
<b>05 704 0527</b>	<b>PLATTE VALLEY BANK DONATIONS</b>	<b>*Previous Balance</b>				<b>9,462.60</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,462.60</b>
<b>05 704 0528</b>	<b>Early Childhood Fundraiser/ Donations</b>	<b>*Previous Balance</b>				<b>212.15</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>212.15</b>
<b>05 704 0611</b>	<b>QUIZBOWL</b>	<b>*Previous Balance</b>				<b>(40.00)</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(40.00)</b>
<b>05 704 0614</b>	<b>YEARBOOK -- ALL YEARS</b>	<b>*Previous Balance</b>				<b>4,416.13</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,416.13</b>
<b>05 704 0903</b>	<b>CONCESSION STAND</b>	<b>*Previous Balance</b>				<b>1,408.49</b>
05 704 0903	CONCESSION STAND		0.00	0.00	0.00	
05 2900 610 0 000 903	CONCESSION STAND		1,083.18	0.00	0.00	
<b>05 704 0903</b>	<b>CONCESSION STAND</b>	<b>*Current Activity</b>				<b>(1,083.18)</b>
		<b>*Ending Balance:</b>	<b>1,083.18</b>	<b>0.00</b>	<b>0.00</b>	<b>325.31</b>
<b>05 704 0904</b>	<b>KEY DEPOSITS -- WEIGHT ROOM</b>	<b>*Previous Balance</b>				<b>460.78</b>
		<b>*Ending Balance:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>460.78</b>

**Activity Fund Balance Report - Account - Exclude Encumbrances**

03/2022 - 03/2022

Regular; Beginning Month 03/2022; Processing Month 03/2022; Accounts to Include Accounts with Activity; Fund Number 05

**Fund: 05 Activity Fund**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1050	Cooking Club	*Previous Balance				220.00
		*Ending Balance:	0.00	0.00	0.00	220.00
		Fund Total: 05	7,168.61	477.48	0.00	81,995.10

**Scotts Bluff**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6111 MORRILL SD 11 GENERAL**  
**February 28, 2022**

Account	February	Year-To-Date
185-00 DISBURSEMENTS	-211,593.59	-1,816,536.47
304-20 MOTOR VEHICLE TAX 2020	0.00	52,472.77
304-21 MOTOR VEHICLE TAX 2021	9,445.37	49,228.86
305-16 LEVIED TAX 2016	0.00	5.30
305-17 LEVIED TAX 2017	0.00	6.66
305-18 LEVIED TAX 2018	33.01	220.86
305-19 LEVIED TAX 2019	32.75	631.71
305-20 LEVIED TAX 2020	10,913.09	1,142,138.39
305-21 LEVIED TAX 2021	119,988.14	554,368.73
306-16 RE & PP INTEREST 2016	0.00	3.73
306-17 RE & PP INTEREST 2017	0.00	3.29
306-18 RE & PP INTEREST 2018	12.25	67.81
306-19 RE & PP INTEREST 2019	7.55	108.83
306-20 RE & PP INTEREST 2020	961.15	7,534.20
344-01 HOMESTEAD EXEMPTION ALLOCATION	12,013.70	23,479.07
344-05 PROPERTY TAX CREDIT	0.00	87,117.20
346-01 PRO-RATE MOTOR VEHICLE TAX	0.00	4,037.42
346-02 CARLINE TAX	0.00	8,013.32
361-01 HOMESTEAD EXEMPT COMMISSION	-120.14	-234.79
363-01 RE & PP TAX COMMISSION	-1,319.48	-17,050.91
470-05 COUNTY COURT FINES	1,356.92	12,998.73
Month Total	-58,269.28	108,614.71
Previous Fund Balance	211,593.59	44,709.60
<b>Current Fund Balance</b>	<b>153,324.31</b>	<b>153,324.31</b>

**Scotts Bluff**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6311 MORRILL SD 11 SINKING**  
**February 28, 2022**

Account	February	Year-To-Date
185-00 DISBURSEMENTS	-11,950.75	-103,157.15
305-16 LEVIED TAX 2016	0.00	0.32
305-17 LEVIED TAX 2017	0.00	0.40
305-18 LEVIED TAX 2018	2.00	13.38
305-19 LEVIED TAX 2019	1.98	38.27
305-20 LEVIED TAX 2020	661.41	69,220.50
305-21 LEVIED TAX 2021	7,272.01	33,598.10
306-16 RE & PP INTEREST 2016	0.00	0.23
306-17 RE & PP INTEREST 2017	0.00	0.20
306-18 RE & PP INTEREST 2018	0.74	4.10
306-19 RE & PP INTEREST 2019	0.46	6.60
306-20 RE & PP INTEREST 2020	58.24	456.59
344-01 HOMESTEAD EXEMPTION ALLOCATION	728.09	1,422.96
344-05 PROPERTY TAX CREDIT	0.00	5,279.86
346-01 PRO-RATE MOTOR VEHICLE TAX	0.00	244.69
346-02 CARLINE TAX	0.00	485.66
361-01 HOMESTEAD EXEMPT COMMISSION	-7.28	-14.23
363-01 RE & PP TAX COMMISSION	-79.97	-1,033.39
Month Total	-3,313.07	6,567.09
Previous Fund Balance	11,950.75	2,070.59
<b>Current Fund Balance</b>	<b>8,637.68</b>	<b>8,637.68</b>

**Scotts Bluff**  
**MONTHLY COLLECTION REPORT**  
**Fund # 6811 MORRILL SD 11 HAZ/HANDI**  
**February 28, 2022**

Account	February	Year-To-Date
185-00 DISBURSEMENTS	-10,357.30	-89,402.92
305-16 LEVIED TAX 2016	0.00	0.28
305-17 LEVIED TAX 2017	0.00	0.35
305-18 LEVIED TAX 2018	1.73	11.59
305-19 LEVIED TAX 2019	1.72	33.19
305-20 LEVIED TAX 2020	573.21	59,991.11
305-21 LEVIED TAX 2021	6,302.41	29,118.37
306-16 RE & PP INTEREST 2016	0.00	0.20
306-17 RE & PP INTEREST 2017	0.00	0.17
306-18 RE & PP INTEREST 2018	0.64	3.55
306-19 RE & PP INTEREST 2019	0.40	5.72
306-20 RE & PP INTEREST 2020	50.47	395.72
344-01 HOMESTEAD EXEMPTION ALLOCATION	631.02	1,233.24
344-05 PROPERTY TAX CREDIT	0.00	4,575.85
346-01 PRO-RATE MOTOR VEHICLE TAX	0.00	212.07
346-02 CARLINE TAX	0.00	420.90
361-01 HOMESTEAD EXEMPT COMMISSION	-6.31	-12.33
363-01 RE & PP TAX COMMISSION	-69.31	-895.60
Month Total	-2,871.32	5,691.46
Previous Fund Balance	10,357.30	1,794.52
<b>Current Fund Balance</b>	<b>7,485.98</b>	<b>7,485.98</b>

Sioux  
MONTHLY COLLECTION REPORT  
Fund # 6111 SCH DIST 11S MORRILL  
February 28, 2022

*General*

Account		February	Year-To-Date
185-00	DISBURSEMENTS SD 11S GENERAL	-110,836.41	-501,794.12
304-20	MOTOR VEHICLE TAX	0.00	5,879.86
304-21	MOTOR VEHICLE TAX	701.48	13,327.27
305-20	REAL ESTATE & PERSONAL TAX	0.00	227,412.63
305-21	REAL AND PERSONAL PROPERTY TAX	11,347.87	234,014.58
306-20	INTEREST	0.00	636.16
344-01	HOMESTEAD	567.41	835.72
344-05	PROPERTY TAX CREDIT	0.00	28,412.73
346-01	PRO RATE	0.00	514.32
346-02	CARLINE TAX	0.00	2,488.82
361-01	HOMESTEAD EXEMP COMMISSION	-5.67	-8.35
363-01	TAX COMMISSION	-113.48	-4,620.63
470-05	COUNTY COURT FINES AND LICENSE	42.76	1,277.37
	Month Total	-98,296.04	8,376.36
	Previous Fund Balance	110,836.41	4,164.01
	<b>Current Fund Balance</b>	<b>12,540.37</b>	<b>12,540.37</b>

Sioux  
MONTHLY COLLECTION REPORT  
Fund # 6311 SCH DIST 11S SINK  
February 28, 2022

Bldg

Account		February	Year-To-Date
185-00	DISBURSEMENTS SD 11S SINK	-6,209.95	-29,046.90
305-20	REAL ESTATE & PERSONAL TAX	0.00	13,782.58
305-21	REAL AND PERSONAL PROPERTY TAX	687.75	14,182.71
306-20	INTEREST	0.00	38.56
344-01	HOMESTEAD	34.39	50.65
344-05	PROPERTY TAX CREDIT	0.00	1,721.98
346-01	PRO RATE	0.00	31.17
346-02	CARLINE TAX	0.00	150.84
361-01	HOMESTEAD EXEMP COMMISSION	-0.34	-0.50
363-01	TAX COMMISSION	-6.88	-280.04
	Month Total	-5,495.03	631.05
	Previous Fund Balance	6,209.95	83.87
	<b>Current Fund Balance</b>	<b>714.92</b>	<b>714.92</b>

03/01/2022  
10:00 AM

Sioux  
MONTHLY COLLECTION REPORT  
Fund # 6411 MORRILL 11S - hdcp  
February 28, 2022

QCPUF

Account		February	Year-To-Date
185-00	Disbursements 11S HDCP	-5,381.95	-25,173.98
305-20	REAL ESTATE & PERSONAL TAX	0.00	11,944.90
305-21	REAL AND PERSONAL PROPERTY TAX	596.05	12,291.68
306-20	INTEREST	0.00	33.42
344-01	HOMESTEAD	29.80	43.89
344-05	PROPERTY TAX CREDIT	0.00	1,492.38
346-01	PRO RATE	0.00	27.01
346-02	CARLINE TAX	0.00	130.73
361-01	HOMESTEAD EXEMO COMMISSION	-0.30	-0.44
363-01	TAX COMMISSION	-5.96	-242.69
	Month Total	-4,762.36	546.90
	Previous Fund Balance	5,381.95	72.69
	<b>Current Fund Balance</b>	<b>619.59</b>	<b>619.59</b>

## March Early Childhood Board Report

March 21, 2022

- Meetings
  - EDN Birth-3
  - PRT #13
  - District Level MTSS
  - Administration
  - IFSP-IEP
  - Parent/Teacher Collaboration
  - PLC's for teachers & para educators
  - ESU needs meeting for 2022-2023 school year
  - Staff ELG's
- Early Childhood received notification that we are Cognia Accredited. I have attached the report for your review. The report came back extremely positive, and provides us with suggestions for continuing improvement. I am so proud of the EC team, and the hard work and dedication they have shown these past 3 years. This accreditation would not have been possible without all of them and their passion for Early Childhood education and child development.
- Working with law office in Lincoln for H 1-B process so our hopeful future teacher can receive a green card- they will be drawing from the Lottery at the end of March. She is registered and we should know the status of her application soon. I have attached the paperwork showing her registration. At this time we will only owe a \$10 registration fee
- Evaluations for spring semester are completed for all staff in the EC building
- Two Preschool teachers resigned- both positions have been filled and we should be at full staff for the 2022-2023 school year
  - The new teachers have either worked here over the summer or they are friends with those who have worked here in the past, and they applied because of the experiences they had here or the recommendation of a previous employee.
- **Tuition Collection Process**-supporting materials attached
  - At the finance committee meeting the finance committee approved the attached paperwork

- The process discussed and approved at the Feb 1, 2022 meeting is as follows
  - ARS Accelerated Receivable Service will be the collection agency used
  - When a child (family) leaves the district and they have back tuition they immediately are sent to the collection agency
  - When children move from PK to Kindergarten if they have an outstanding tuition they are sent to collections
  - Any family that is no longer in the district from 2017- to current- \*excluding the March 2020-March 2021 that the ARP grant is paying for- will receive a collection letter
  - Create a letter to send to families with a balance under \$100 (letter is attached)
  - Anything over \$100 goes to collections
  - This policy will be added to the handbook
  - Everyone that has a balance will receive a letter requesting payment or to create a payment plan
  - If families miss a payment then they will receive a letter requesting payment or to create a payment plan, if they do not respond in 14 days they will be sent to collections
  - Moving forward families that have children in the district will be sent to collections regardless of child's enrollment status once the balance reaches \$3,500
- ARP grant items coming in.... furniture for classrooms and cafeteria, Victory backpack sprayers, dishwasher is in. Brad and Ryan have been to the building so we can make a plan for installing a water softener and getting the dishwasher set up.
  - I am working with Joe to find a contractor who can come in and work on the building modifications to support the ARP grant funds.
- We received notice 3-9-22 the state approved our ARP grant-spending plan. The remainder of the grant funds 42,700 was deposited March 14, 2022.
- Calendar (Proposed) staff and parent option. I would like to add a parent option, as the calendar that is shared with staff is complicated and always creates many questions from our families. Both calendars will be attached to our Parent Handbooks.

- Interviews for the Elementary Principal took place previously, March 25 the committee will be meeting with another candidate.
- PK enrollment open for next year, we are trying to do the entire process through the Brightwheel app. Brooklyn created fillable PDF forms and we are working on trying to move into a paperless option whenever possible.
- Summer Enrollment – we are enrolling PK age students first and then we will try to accommodate older children. I am working on creating staff schedules making sure we have enough staff to meet student needs. The summer program will not be free this summer, Brooklyn and I are working on creating the summer program paperwork and setting a tuition fee before we send out this paperwork. We plan to begin enrolling for the summer program in April.
- PK-K teachers are currently collaborating on a transition plan for our Preschoolers going to Kindergarten. This was noted by our Cognia review as an area for improvement.
- We had 100% attendance for our Parent/Teacher conferences. We normally have between 98-100% attendance.
- Classrooms are hosting their parent engagements for the semester.
- The Early Childhood building has been great at covering and supporting the building as we have continued to have staff shortages due to illness.
- Payment plan for covering before and after school care. This was not added in the Negotiated Agreement, as it was mentioned there is already a vehicle for this. I provided a proposed form, modeled from the coverage form that the other buildings use when covering classrooms.
- Enrollment
  - EDN-6      Toddler- 12 with a waiting list
  - Part B- 11    PK-57
  - Infant-7

# Morrill Public Schools

## Sunny Edwards, Early Childhood Director

508 Jefferson Avenue  
Morrill, NE 69358

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

Office (308)247-3412  
Fax (308)247-2196  
[sunny.edwards@mpslions.org](mailto:sunny.edwards@mpslions.org)

January 14, 2020

Dear Prospective Parents,

We are very excited that you are considering enrolling your child into our Tri-Community Preschool or Pride Cub Care. We take great pride in our program and the exceptional staff working in our facility.

Rates are as follows:	If paid before the 15 <sup>th</sup>	If paid after the 15 <sup>th</sup>
4 year old Preschool Full day	\$310 per month	\$350
3 year old Preschool Full day	\$350 per month	\$390
4 Year old Preschool Half Day	\$190 per month	\$230
3 year old Preschool Half Day	\$210 per month	\$250
Toddler day care- Full day	\$22 per day	additional \$40/month
Infant day care- Full day	\$23 per day	additional \$40/month

A full day rate for Preschool would be for the hours of 7:45 a.m. until 3:45 p.m., or from bus drop off until bus pick up.

If a Preschooler arrives prior to 7:45 a.m., the child's bill will reflect a charge for one half hour. If a Preschooler stays beyond 3:45 p.m., the child's bill will reflect an hourly charge billed in half hour increments.

Preschool hourly rates beyond the full or half day parameters or for drop-ins are billed as follows:

4 year old Preschool	\$2.00 per hour
3 year old Preschool	\$2.00 per hour

Drop-In Day Care rates: Toddler/Infant \$3.00 per hour

A full day rate is charged for 7 or more hours per day when a student is a regular 5 day per week student. In order to hold your child's spot you will need to commit to paying for every day that we have day care (even if your child is sick). Drop in rate services are available when the program has available space.

In the event that a parent repeatedly arrives to pick up their child(ren) after 6:00 p.m., an additional \$1.00 per minute will be charged. Unusual, emergency situations may be excused, but regular late pickup will be charged. The Pride Cub Care accepts DHHS Subsidy for our qualifying families. We look forward to educating and caring for your little cubs when they join the PRIDE.

Sincerely,

*Sunny Edwards*  
Sunny Edwards, Director



# Morrill Public Schools

## Sunny Edwards, Early Childhood Principal

508 Jefferson Avenue  
Morrill, NE 69358  
mpslions.org

Office (308) 247-3412  
Fax (308) 247-2196  
sunny.edwards@mpslions.org

February 14, 2022

Dear Parent or Guardian,

This letter is to inform you of some changes regarding tuition with Pride Cub Care and Tri-Community Preschool. Recently the Morrill Board of Education approved a new process to collect past due tuition. Included with this letter is the amount of past due tuition that is owed for your child(ren). You will have 14 days after the date this letter, to submit payment for your child's past due tuition, or establish a customized payment plan.

We value the opportunity to educate your child(ren) and we know that finances can be tight for everyone.

**If we have not received a payment, or created a personal plan at that time your balance will be turned over to Accelerated Receivables Solutions.**

If you should have any questions, you may reach out at the above information.

Thank you for your time.

Sincerely,

Sunny Edwards

Morrill Early Childhood Principal



# H-1B Registration

Submitted on March 10, 2022

Your registration is submitted. You will receive a notice when the registration selection is complete.

Form	Status	Action
H-1B Registration	Submitted	 <a href="#">View PDF</a>
G-28	Submitted	 <a href="#">View PDF</a> <a href="#">Withdraw G-28</a>

 [View CSV of beneficiary table](#)

Beneficiary	Status 	Action
FONTANOT, Martina 10/19/1998	Submitted 2023-2776-98b8-3d28	<a href="#">Delete</a>

# **Board Report**

## **March 21, 2022**

### **Activities**

#### **Videoboard**

The Scoreboard is operational. We are waiting to receive the software from finish lynx. Finish lynx is the platform that will allow us to run Results TV track software which will post the results from the races to the scoreboard. We will have everything in time for our first track meet the Morrill Early Bird on March 26, 2022.

The video board has an incredible picture and the capabilities of the board are endless. Whiting signs has done a great job and we are very grateful for the generous deal they worked with us and all their work getting the video board installed and running. They are still working on finding us the best software to use when we are using it as a scoreboard. We would also like to give a special thanks to Platte Valley Bank, Holliday Family of Companies, Rustic, Firehouse, Runza, H and H services and Liggett Transport our sponsors that have made it possible for our students to have such an amazing video board.

#### **Spring Seasons**

Our spring sports are in full swing. Track has 25 students participating. Golf has 4 students participating. We have a large number of Junior High students out for track this year with over 40 students participating. First track meet for year for High School will be the Morrill Early Bird on March 26<sup>th</sup>. Junior High track will be a dual at Mitchell on March 29<sup>th</sup>. Golf will be the Mitchell Invite on April 12<sup>th</sup>.

#### **Western Trails Conference Honor Band**

Congratulations to the following students for making it to Western Trails Conference honor band.

**Flute:** Katelyn Ott, Jessica Wilkinson

**Clarinet:** Justine Wilkinson

**Bass Clarinet:** Cecelia Barron

## **Panhandle Athletic Conference Quiz Bowl**

We host the 2022 Panhandle Athletic Conference Quiz Bowl on Friday March 18<sup>th</sup>. Traci Patterson is our Quiz Bowl sponsor and has been for a very long time. She does a great job of organizing the event and making sure that everything is set up and ready for the questions. Traci takes great pride in making sure that when it is our turn to host a conference quiz bowl it is always a great event for students.

***Arts connection will be held on April 12<sup>th</sup> at 7:00pm.***

# **Morrill Public Schools**

## **Secondary Principal's Board Report**

### **March 2022**

- All but one evaluation completed.
- District MTSS team continuing twice/month meetings
- February 22nd/24th Parent teacher conferences - well attended even with bitter cold. Thank you to the Booster Club for providing the meals for staff both evenings.
- Dawn Galey is working well with Mitchell preparing for the State FFA convention.
- March 3rd - Tom Milstead and I attended the ELA Standards rollout in Sidney. Great information and training to begin implementation of new ELA standards fall 2022.
- March 8, 2022 - Eldon and I participated in an NSCAS Growth zoom with Amy T. from ESU to be prepared and ready for spring assessments.
- As DAC, I have been working with Amy and Michelle from the ESU to be informed of all needed in this role, as well as working with Craig Manley.
- March 14 - ACT practice for juniors
- March 17 - Psychology class field trip
- Staff assessment training March 17 with Amy T. after school grades 3-8 at elementary school.
- I attended the Nebraska Rural Community Schools Association conference Mar. 17-18 in Kearney. Great sessions and opportunities to network and collaborate.
- Juniors ACT on March 22, 2022 at WNCC - myself and staff cooking and serving breakfast at 7 am, bus to leave 7:40 am
- Klaus house planning celebration trip
- I will be participating in a professional development training through the ESU.

"Who Are You Who Are So Wise in the Science of Teaching?"

Rex R. Schultze, JD

Description:

"Who are you who are so wise in the science of teaching?" is a book written by Rex Schultze, J.D. to help school principals provide meaningful teacher evaluations and assistance to improve instruction and thereby student learning. Rex has agreed to teach a course based on the book in the spring of 2022. Rex is a former teacher, and for 40 years as a lawyer has represented schools across Nebraska in personnel matters involving teacher evaluation.

The course will be presented in one on-line session and a two day in person session at ESU #13 facilities on June 1st and 2nd, 2022 from 9:00 a.m. to 3:00 p.m. The sessions will follow the parts of the book as follows:

April 26, 2022, 9-11:30 am via Zoom – Part 1 - The

Preparation/Foundation/Teaching: The necessary “preparation” of you, the principal, to be effective at guiding and coaching their staff. The laying of the “foundation” for your teachers to know the standard of performance expected by the school district as whole, and the specific building where they serve, guide and teach their students. The “teaching” of your instructional staff what constitutes good lesson planning and instruction as defined by the educational model adopted by the school and “art” of teaching under that model.

June 1-2, 2022, 9 am to 3 pm @ ESU 13 – Part 2-3 - The Skills, Work and the End Game: The “skills” for the writing of effective teacher formative and summative evaluations to assist in the improvement of instruction. A workshop to apply your writing “skills” through the use of analysis, synthesis and evaluation of a selected teacher’s performance, followed by the process of qualifying you, the principal, as an “expert witness” under the Nebraska Rules of Evidence if you are called upon to participate in “the end game” of moving an underperforming teacher along.

- PLCs meeting to continue preparation with instruction meeting standards.
- April 4-8 Assessment week - NSCAS Growth Grades 7-8, Grades 9-10 MAPS

Board of Education Elementary Report  
Submitted by Eldon Hubbard  
March 21, 2022

Morrill Elementary School  
Morrill, Nebraska

Parent-Teacher conferences were well attended with 87% of parents attending the conferences in person. A special thanks goes out the MES PTO for the bountiful meals provided for the staff during those long days.

The ELA review has stalled. Previously, we visited Gering Northfield Elementary to review the Amplify curriculum. We planned to visit Kimball elementary School to view the ReadyGen curriculum. We have delayed that visit due to the difficulty that exists in finding proper coverage for classes to ensure school is uninterrupted.

Erica Croft was selected to participate in the Instructional Material Co-Creation Cohort, a project sponsored by the Nebraska Department of Education and The Smithsonian Institute. The project goal is to develop curricular material for classroom use that will be piloted in Mrs. Croft's classroom next year. As part of the project, Mrs Croft will travel to Washington DC and develop the curriculum on site at the Smithsonian Institute. The project is completely funded and is provided at no cost to MPS. The project occurs during summer therefore does not require teachers to miss school time.

Morrill Elementary School was fortunate to enjoy a school assembly provided by the Midwest Theater. The students watched as the ventriloquist had lively exchange with a couple of mannequins as well as a talking dog and two MES students.

Two MES students continue to be served at the Panhandle Beginnings School. Their monthly updates indicate that they are making good progress.

Amy Trauernicht from ESU #13 has provided guidance for MES staff to update everyone on the upcoming NSCAS assessments that will be administered to the 3rd through 6th grade students.

Enrollment - 3/18/21

K	25	4	17
1	23	5	21
2	22	6	27
3	25	Total	160

We have tentatively set several calendar item for upcoming spring and summer events:

Kindergarten Round Up scheduling is delayed due to staff illness  
May 11, 2022      Track and Field Day  
May 13, 2022      Step Up Day  
May 17, 2022      Sixth Grade Graduation (Kindergarten pending)  
May 31, 2022      Summer School First Day  
Jun 23, 2022      Summer School Last Day

## IN THE NEWS:

March 13 Morrill Mitchell FFA Students Heading to State and SIX earning State Degrees.

Teams Competing at State:   Livestock Management  
  Farm Business Management  
  Nursery Landscape Design  
  Junior Livestock Judging Team

March 12 Barry Schaeffer and Art Frerichs were interviewed about Barry being named as the new Superintendent. They both talked about their perspectives for the future at Morrill Schools.

March 6 Board Members Art Steiner and David Sherrod were accompanied by General Contractor Russ Reisig at the Oregon Trails Community Foundation Annual Agricultural Recognition and Awards Banquet. At this event we were presented a Photo Check for \$10,000.

March 16 Rick Sides and two Shop Students Adrik Ayala and Colby Miller were recognized for their service to retired MES teacher Elmer Wohl.

March 1 Morrill's Ad Education Complex was featured in CoBanks annual publication that highlights their charitable contributions throughout the 2021 calendar year. It was a joint article with WESTCO as they made a \$10,000 contribution to the complex and CoBanks matched it with \$10,000.

## SPONSORSHIP UPDATE:

On Friday March 11, I met with Amy Doll the marketing director at Platte Valley Companies. As we were visiting about the donor wall and the signage out front of the property, Amy asked me, "Why are you calling the property a FIELD?" I gave a quick answer, but then came back to the office and thought more deeply about the question. My thoughts are recorded on the sheet entitled ***Why call this property or complex PVC FIELD?***

## GRANT APPLICATION:

There are EIGHT Schools in the ESU 13 region of the panhandle that are participating in a grant process. ESU is taking the lead on it. It is focused on providing funding to enhance STEM activities in Rural America. The three page information is included, along with my letter of support they requested.

## BATTELLE for KIDS:

I received the first four pages of this packet in the mail, I explored the information on the QR code and then explored the website and participated in a 100 minute webinar. Barry is willing to participate in a webinar but was not able to schedule it this week. In the event that he is

interested in this professional development / coaching opportunity, we may schedule a webinar for the board or a board committee.

STATE AID:

We received our 2022-2023 State Aid Certification. Our State Aid for next year will be \$2,043,143, which is \$205,216 higher than last year's amount. The new School Adjustment that will come in as revenue next year is \$332,185.

In May, after we receive our Tax Revenue from the counties, we should transfer \$59,850 from General Fund to Special Building Fund. This was the 2021-2022 New School Adjustment amount and part of the capital campaign for the building project.

Next year's amount will come in over the months that we get state aid.

# Superintendent Sherwood's Vacation Log

	21-22	reason	20-21	reason	19-20	reason	18-19	reason	17-18	reason	16-17	reason	15-16	reason
August	none		none		none		30,31	Baby Houston	none		none		4	vacation
September	none		9	Seth to College	none		1,2,3	Dad's 80 birthday	none		none		none	
October	none		none		none		none		none		none		none	
November	none		23,24	Family in Houston	none		none		none		none		none	
December	22,23	CO vaca	1, 7-11,14	Colonosc / Dad died	none		none		none		none		none	
January	none		none		16,17	Ohio college vis	2,3	vacation	none		none		none	
February	none		none		none		none		13	vacation	none		none	
March	22-24	PTO 21st	none		none		none		29(.5)	vacation	none		none	
April	12	Ret Sem	3-5,12,13	Baby in Albuquerque	none		none		12,13	vacation	none		none	
May			none		none		29-31	vacation	none		none		none	
June			none		30	Painted house	24	vacation b4 Conf	4	vacation	19-23		none	
July	none		none		none		none		none		18		1,5-8,11-14	vacation
Total	5		15		3		11		4.5		6		10	

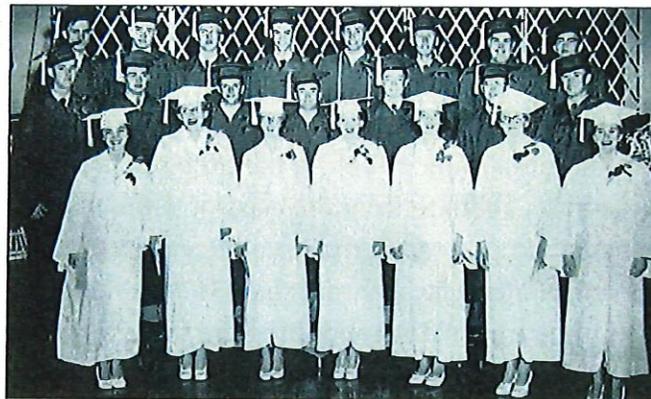
## Morrill High Shop Students Aid a Retired Morrill Elementary Teacher



On Tuesday, March 8<sup>th</sup>, Elmer Wohl, of Morrill, NE called Morrill Public Schools explaining that he had an accident in Elkhorn, NE several weeks earlier and broke his leg. At 87 years old, after surgery they kept him in Elkhorn for several weeks at a nursing home until he was strong enough to return home. Nancy, his wife is bringing him home Saturday, March 12<sup>th</sup> and he asked if our shop class could build a ramp inside his garage, as there are a couple of steps up into the house. He will have a wheel chair for a while. Rick Sides, our shop teacher and couple of his students, Colby Miller and Adrik Ayala worked quickly to get this project done on Thursday March 10<sup>th</sup>.



Elmer Wohl



Provo High School, Igloo, SD

THE CLASS OF 1954

Elmer Wohl graduated from Provo High School in Igloo, South Dakota in 1954. Then graduated from Northeast Community College in Sterling, Colorado in 1959. He wrote a letter to the Scottsbluff County Superintendent of Schools, expressing his interest in a teaching job at one of the Scottsbluff County Schools. Hale Geister, who was the Superintendent of Morrill Public Schools called and asked Elmer Wohl to drive to Morrill, NE for an interview. Elmer walked up to the 2<sup>nd</sup> floor Superintendent's office for the interview; and exited the office with a 6<sup>th</sup> grade teaching contract in hand, for the 1959-1960 school year. That year, Elmer's contract was for \$3,600. Morrill School in 1959 is pictured below.



Elmer moved to Morrill in 1959 for his only teaching job, in a 1958 light green Chevy Impala.



Along with teaching, he attended Chadron State College and completed 36 credits of graduate courses by 1963, quite an accomplishment before the time of online classes. In 1972, Elmer married Nancy Kerns, a Morrill Graduate from the class of 1965. She was the daughter of Ray and Jane Kerns who owned and operated Kerns Floral; Ray was also an independent electrician. This coming April, Elmer and Nancy will celebrate their 50<sup>th</sup> Wedding Anniversary. They had four children; they have four grandchildren and three great grandchildren.

Morrill Elementary was the only school Elmer taught in, spending 36 years teaching in 6<sup>th</sup> grade until retiring in 1996. Elmer has lived in Morrill since 1959. Over the course of his Morrill teaching career, Elmer taught nearly 1500 6<sup>th</sup> graders.

When asked what advice he would give to first year teachers in light of how different education is today, compared to his first year in 1959 or his last year in 1996, he responded, "Learn as much as you can in modern day behavior management strategies." What good advice from Elmer! Student behavior management is currently one of the most challenging facets of the teaching vocation.

Thank you Elmer for your 36 years of service to the youth of Morrill Schools. Congratulations on your upcoming 50<sup>th</sup> Anniversary. And we will be thinking and praying for a quick and full recovery from your surgery.



Elmer and Nancy Wohl wish to thank Pastor Humphrey, their fellow Trinity Lutheran Church members, the Morrill Mall volunteer ladies, MPS schools superintendent Joe Sherwood and neighbor Alan Ford for their help and support during their time of need.

They wish to give a very special thanks to Rick Sides and the shop students Adrik Ayala and Colby Miller for their construction and installation of the ramp inside their garage up to their back door.



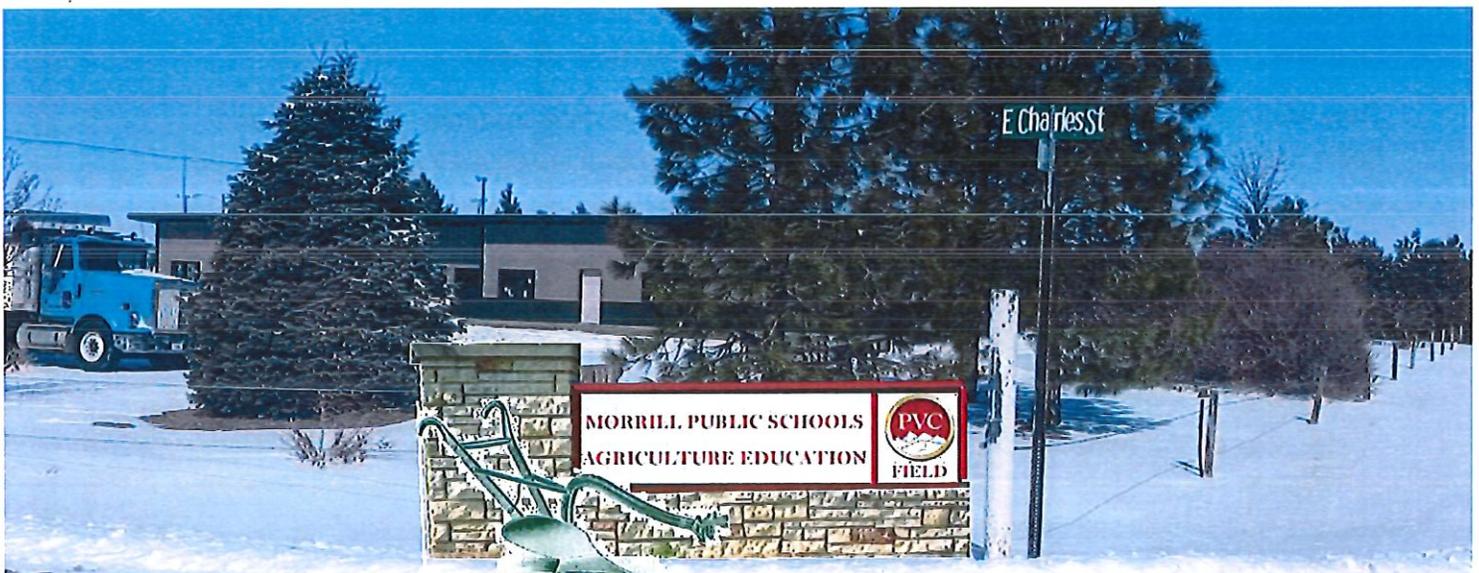
## Why call this property or complex FIELD?

To pay homage to Brown's Legion Field. For at least four decades this property was home to Morrill's youth baseball, softball and t-ball programs. Many youth played on these Fields, while parents, friends and the community gathered to cheer them on. As youth participation weakened, the Village of Morrill began to feel the Field could be better used for Agriculture Education since that use could be year-round and this program is growing in participation.

Now being transformed into an Agriculture Education complex, the Fields will be used for pasture, gardens, horticulture and landscaping. In each of these uses, the Fields are a place to cultivate, plant, nurture, watch and manage both plants and animals as they grow and mature to harvest, show at the fair and/or take to market, or just enjoy for years to come.

But even more than watching plants and animals grow through their life cycles, we will be able to teach and mentor students of all ages. Watching them develop understanding of many things related to ag-production and agri-business. We hope to use these Fields to grow and develop the regional ag-based workforce and thereby strengthen and further develop partnerships with local and regional individuals, business people, farmers and ranchers in the effort to educate our students with the best resources available to them.

Since 2010, Platte Valley Companies communicated their desire to contribute significantly to this Agriculture Education Facility development in Morrill. With patience, PVC waited until the school was ready to launch and then when asked, Platte Valley Bank of Morrill stepped up to support, as our Title Sponsor with a \$100,000 contribution.





## SHARING SUCCESS: MORRILL AGRICULTURE EDUCATION COMPLEX

**"WESTCO AND COBANK'S INVESTMENT INSPIRED OTHER AG COMPANIES IN THE REGION TO STEP UP AND DO MORE."**

Located in the western panhandle of Nebraska, the Morrill Public School serves approximately 450 pre-elementary, elementary and high school students. Agriculture is the primary industry and vocation in Morrill and, unsurprisingly, the school offers a strong ag education program.

Since 2010, Morrill has been exploring ways to expand its ag education and to offer more hands-on learning to participants. In 2020, the effort gained new life when the city of Morrill donated 10 acres from a disused baseball complex.

"Agriculture is incredibly important to our community and for more than 10 years we've been exploring ways to bring our ag education programs out of the classroom and offer hands-on learning opportunities to our students," said Joe Sherwood, superintendent of Morrill Public Schools.

"With the donation of the brownfield baseball complex, we finally had the space we needed, but we still needed to raise significant funding for construction."

Plans were developed for a \$700,000, 4,800-square-foot facility that would support plant and animal sciences and ag business education. The school system received funding from the State Department of Education and federal stimulus programs. It also reached out to the local business community for help.

"We received tremendous support from our local bank, John Deere, our Farm Credit association, the Rotary Club and others," continued Sherwood. "We'd gotten to approximately \$600,000, but then our fundraising stalled out. We launched another round of requests to local businesses and that's when I reached out to WESTCO."



Western Cooperative Company (WESTCO) is a producers' cooperative based out of Alliance, Nebraska, and has an agronomy location in Morrill. WESTCO's CEO, David Briggs, grew up just 15 miles from Morrill and has always felt a strong connection to the community.

"WESTCO works hard to do our best by our members and our communities and one of the ways we do that is by supporting FFA," said Briggs. "Morrill is a really important location for us and they have a great ag education and FFA program. Many of the young people who attend school in Morrill will choose to work in agriculture and, even if they don't, it's important to educate them about where their food comes from."

WESTCO, a CoBank customer for more than 10 years, donated \$10,000 to the Morrill Ag Education Complex and then reached out to CoBank in the hopes of doubling its own contribution through a Sharing Success matching grant.

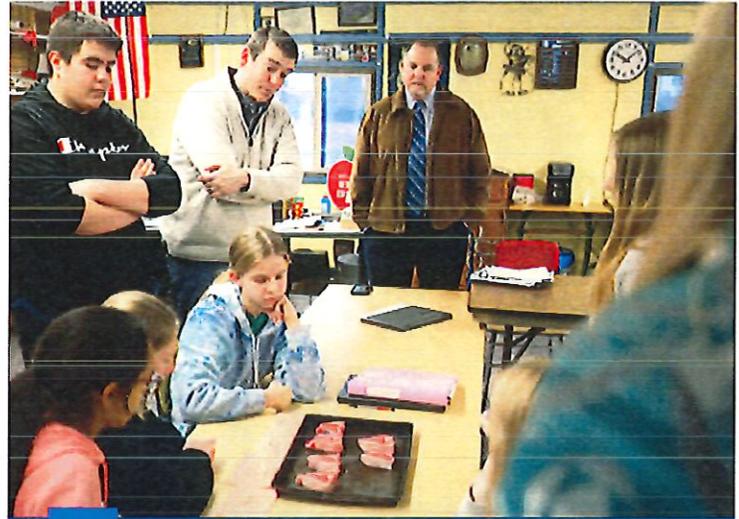
"We've had a strong relationship with CoBank for years and have taken advantage of the Sharing Success program before," continued Briggs. "We try to take advantage of every opportunity to bring money into our communities and we're thankful that CoBank recognizes this and is willing to help. We like the idea of the matching program, too. It makes us think about what projects we really want to support and allows us to provide meaningful dollars."

CoBank matched WESTCO's donation dollar for dollar, bringing the total combined gift to \$20,000.

"The donation from WESTCO and CoBank was huge for us," said Superintendent Sherwood. "It was \$20,000—a significant amount—but it was more than that. WESTCO and CoBank's investment inspired other ag companies in the region to donate their own funds, or to increase donations they had already planned. They really spurred others to step up and do more."

Completion of the Morrill Ag Education Complex is expected in April 2022 and the school plans to offer year-round programming beginning later in the year.

"We're so excited to take our ag education out of the classroom and the textbook and offer real hands-on learning to our students," said Sherwood. "Thanks to so many partners and donors like WESTCO and CoBank, we'll be able to do a much better job of preparing our students for real life experiences."



*Joe Sherwood, superintendent of Morrill Public Schools, joins teacher Shane Buchholz and the students of Morrill's "Intro to Agriculture" class.*



*The Morrill Ag Education Complex will take students out of the classroom and offer hands-on learning in subjects such as animal husbandry.*

# STEMMING THROUGH RURAL AMERICA

## *Opportunity: NSF Racial Equity in STEM Education*

The National Science Foundation has issued a call for proposals that support development of a diverse and well-prepared STEM workforce. Key program goals are to: (1) promote racial equity in STEM; (2) remove systemic barriers that impact STEM education and STEM workplaces; (3) institutionalize effective, inclusive environments for STEM learning and STEM research; and (4) expand knowledge, perspectives, and experiences in STEM. Proposals should work to generate knowledge through research and practice, and represent broad partnerships with communities most impacted by inequities. Proposals are due to NSF by March 22, 2022.

## *The Research Base*

STEM is transforming careers in every industry including those in rural communities such as agriculture, healthcare, construction, and more. And yet, studies predict a shortfall of more than one million STEM workers by 2024. Studies also show that students in rural communities and small towns had limited access to advanced coursework and STEM programs and were, therefore, significantly less likely to enroll in postsecondary STEM degree programs than suburban peers. Rural students need the opportunities to learn, aspire, and prepare for STEM college pathways and careers.

There are 9.3 million students in rural districts, with 25% of those children of color. According to 2020 Census data, diversity is growing across rural communities. Encouraging and preparing rural students for STEM careers they would otherwise never had considered represents an enormous wealth of untapped potential talent to fill the high demand for STEM-proficient workers *and* to begin to eliminate racial inequities in STEM careers.

Critical to the response to these problems and barriers is the introduction of **career-connected learning**, which has been shown to increase awareness of careers, increase engagement in learning, increase graduation rates, and achieve greater college and career readiness.

## *Project Design Overview*

To reach those students who are most often disenfranchised from local and regional economies—due to systemic barriers or misaligned STEM learning that does not reflect workforce demand—NS4ed, in



partnership with AESA and ESAs across the country, will create a rural system of career readiness and outreach to employers.

Project research and development will increase equity in CTE opportunities; provide a career-infused platform for math instruction so critical to any and all STEM careers; build student profiles with every step of preparation for employers to see at any time; and create innovative teacher and administrator support and learning. With the proposed project, STEMMING RURAL AMERICA, underrepresentation of racial minorities in our workforces will be behind us.

#### **Step 1:**

The project's independent research and development team will gather baseline data from each participating ESA and school district to establish for NSF the efficacy of this approach to racial inequities in rural communities. Throughout the project, the research and development team will engage in continuous review to determine what works and build qualitative and quantitative outcomes for review and dissemination.

#### **Step 2:**

The proposed project begins with NS4ed's Pathway2Careers™ math curricula, which simultaneously bridges the gap between math instruction and the importance of math in every workplace across America. Pathway2Careers' lessons expose students to a wide breadth of careers. Paired with the Labor Market Dashboard, which includes state-level labor market data for every state, students can build a continuum of learning and readiness from school to the workplace.

#### **Step 3:**

Pathway2Careers includes an imbedded career exploration curriculum that begins in middle school and becomes more sophisticated across a continuum of exploration through to 12<sup>th</sup> grade, where exploration can include onsite and virtual work opportunities. Because every career requires varying levels of math proficiency, by definition, every career in today's workplace is a STEM career; every career explored is relevant to increasing racial equality in STEM learning and careers.

#### **Step 4: STEMMING Rural America and Building Racial Equity:**



As students explore STEM careers and learn math, they build their personal STEM Career System Profile Page through the Pathway2Careers platform. This individual profile page will become part of a new STEM career system, similar to LinkedIn. These personal profile pages are “fluid;” i.e., they build as students add more accomplishments, courses, and skills.

The Pathway2Careers platform will be expanded to include a “workbench portal” for students to work with other students to build strong profile pages. Students will share ideas, tips, and other resources to help build the profiles. This software will link rural students intra- and inter-regionally.

Because this proposed program crosses multiple states, includes multiple ESAs as partners, and reaches multiple rural communities, the project has access to local, regional, and national corporations and businesses. Profiles will be available to employers to review as they create work-based learning opportunities and apprenticeships, and look to fill open jobs—both onsite and remotely (particularly in coding and IT).

#### **Step 5: Reaching Employers**

By creating the STEM career system, racial minorities who are severely underrepresented in high-level STEM careers will be highlighted for employers who share the commitment to ensuring their workplaces reflect the face (diversity) of the communities where they operate.

#### **Step 6: Professional Development and Coaching**

Teachers and administrators will have access to scheduled and stored webinars and coaching programs to increase their awareness and use of local labor market information, career-infused instructional tools, and partnerships with community and employers.

### ***What ESAs Receive Across the Five-Year Grant Period***

Working through AESA, which represents 553 educational service agencies nationwide, serving 80% of public-school students, NS4ed will customize CTE opportunities to include issues of equity for rural America. NS4ed will provide a solid platform for planning, execution, and evaluation of the impact of the grant, while providing ESAs and the school districts they represent another set of tools in its host of resources to support even more students and schools in rural communities. ESAs and their member districts will receive the following:

- **A STEM/IT Career Counselor dedicated to ESA service region.**



- **Custom Labor Market Analyses for Each community in each ESA service region, updated annually.**
  - Labor market reports from Pathway2Careers will create current and future labor market demand profile so educators, community leaders, and businesses can address and align unmet needs in education and the workforce. From these reports, decision-making will lead to positive outcomes for students.
- **Custom Pathway2Careers Navigator for Service Region.**
  - Designed for educators, the Pathway2Careers Policy Dashboard provides clear insight into regional high-value career opportunities. By using local labor market data to understand career destinations for students, educators can align education practices and prioritize learning opportunities to prepare all students for high-value career opportunities.
- **Pathway2Careers Curriculum, unlimited use within region**
  - The curriculum—available for Pre-Algebra, Algebra I, Geometry, and Algebra II—includes more than 100 lessons per curricula, 650 careers throughout each course, in-depth exploration of math concepts in the context of spotlighted careers and math requirements for each career, Quantile® assessments, flexibility as a core or blended supplemental model, and alignment with common core and state-specific standards.
- **Pathway2Careers Career Exploration System, unlimited use within region**
  - Individualized career development plans with gateways to college and careers for grades 6 to 12.
  - Introduction to high-demand careers in local and regional economies.
- **Student STEM Profile Pages**
  - Students create and continually update their individual profile pages that show their accomplishments, courses completed, and career interests.
- **Indirect Cost rate for ESA per Year (5% to 8%)**
- **Professional Development within the region (\$25,000 per year)**
- **Approximate Value per year \$250,000**

# Morrill Public Schools

## Joe Sherwood, Superintendent

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March 9, 2022

National Science Foundation  
Education and Human Resources Directorate  
To whom it may concern,

Please accept this letter of recommendation and support for NS4ed's application for funding under the NSF Racial Equity in STEM Education program. Through its work in career and technical education, career exploration initiatives, and the merger of education and regional economies, NS4ed has taken an increasingly major leadership role nationwide in forwarding STEM pathways for underrepresented minorities.

The proposed program focuses on increasing rural students and communities. This population represents an enormous wealth of untapped potential talent to fill the high demand for STEM-proficient workers and begin to eliminate racial inequities in STEM careers. As such, NS4ed is partnering with the Association of Education Service Agencies, Education Service Agencies (ESAs) in states across the country representing several thousand students, and RAND Corporation to research, develop, and demonstrate a model that further strengthens bonds between employers and schools so that local workplaces can reflect the diversity of their communities.

As a Nebraska Superintendent for 28 years, 17 of those were in rural districts. I am happy to express support for NS4ed's "Stemming Rural America." The Morrill School district in 2007 had 44% of its students qualifying for free and reduced lunch. There has been a steady increase in that percentage—we hover now between 68 & 70%. The disparity of technical and vocational education learning opportunities for students, between large urban districts and small rural districts (especially high poverty), is stark. Since 2015, the Morrill School Board has aligned significant resources to invest in the wireless infrastructure, 1:1 for students K–12th grades, 3D and virtual computing, STEM education, and hands-on career and technical education in Agriculture, Wood Shop and Welding, Art, Business, Family & Consumer Sciences, and Broadcasting, however, if we look just 20 miles down the road, the opportunities in STEM and these other areas at both Scottsbluff and Gering schools are way more developed than ours, representing a significant disparity.

Currently, there are close to ten million students in rural schools across the country; more than one-quarter of these students are minorities, and the majority is economically disadvantaged. By "Stemming Rural America" NS4ed's proposed project aims to erase many of the systemic barriers of racism in rural areas of the country. By working with ESAs, the individuals and communities most impacted by inequities will lead an authentic partnership.

Please contact me if you have any questions or require additional information.

Respectfully,





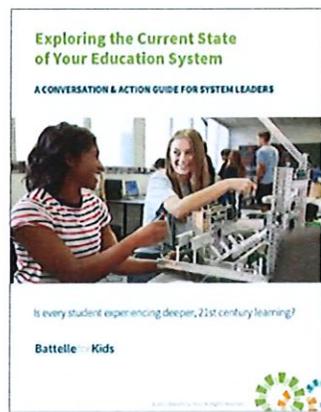
# Battelle for Kids

Greetings from Battelle for Kids!

As a national not-for-profit with over 20 years of experience serving school system leaders, we know this is the most challenging time to lead educational systems. As a former superintendent, I am writing to thank you for your service and perseverance; your leadership is essential to the future of our country.

In the last couple of years, you've understandably had to focus your time and attention on fundamental needs: the health, safety, and overall well-being of everyone in your system. As I interact with school system leaders, I am now sensing a strong desire to recenter the educational system's focus on the core work: **preparing our students to thrive as lifelong learners and contributors in the 21<sup>st</sup> century.**

To assist you in assessing your system's current state—and shaping a renewed education system—we developed a series of discussion questions for education leaders. This Conversation and Action Guide can illuminate a path forward for your system.



[bfk.me/ActionGuide](https://bfk.me/ActionGuide)

As you begin to prepare for the coming school year and consider your system's needs, we stand ready to support you. I've enclosed an overview of our Theory of Action for educational transformation, along with a description of the various services we've successfully provided for districts as they advance a new vision and a more expansive definition of success for education systems.

Thank you for your dedication and leadership. At Battelle for Kids, we are excited to help you advance your district's vision for the future. Please reach out if you'd like to learn more about how we can support you.

Sincerely,

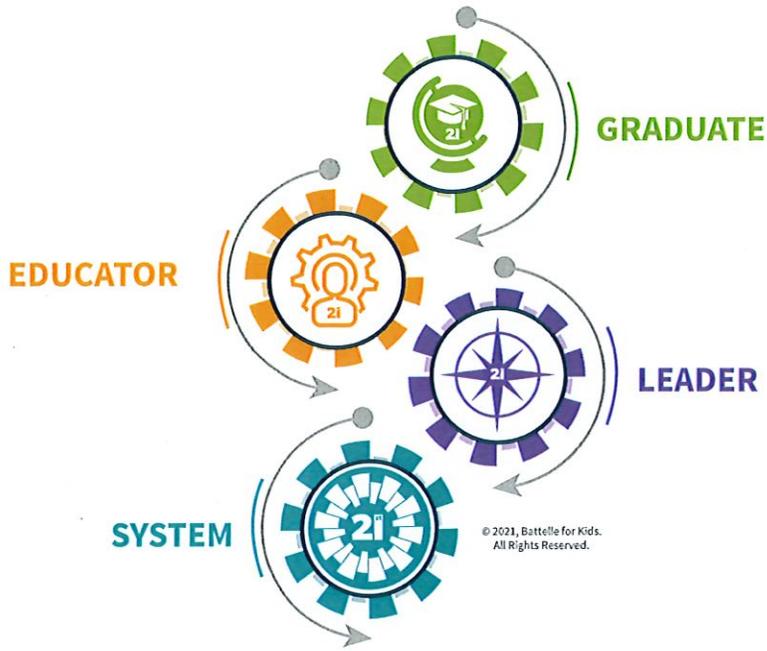
Karen  
614-404-1251 (cell)

**Karen K. Garza, Ph.D.**  
**President & CEO | Battelle for Kids**





Realizing the power & promise of 21st century,  
deeper learning for every student.



When the whole education system is aligned to the 21st century vision—the Portrait of a Graduate—**equitable, deeper learning outcomes for every student** can be realized.

Building on the locally developed Portrait of a Graduate, this systems approach—Portrait of a Graduate, Portrait of an Educator, Portrait of a Leader, and Portrait of a System—provides the cohesive alignment, necessary to bring the vision to life. This interconnected systems framework illustrates the dependency of each component part of the system for enduring transformation.

## Transforming Education Systems Our Theory of Action

VISION	STRATEGY	PRACTICE
Portrait of a Graduate	Strategic Planning Portrait of a System Roadmap 21 Human Capital 21 Portrait of a Leader Portrait of an Educator	Leader 21 • Principal Deeper Learning 21 Assessment 21 The Student Experience 21™ Rounds 21
EdLeader 21   SOAR   Urban District Cohort		

# Here's how we help:

**Battelle**  
for**Kids**

## VISION



### Portrait of a Graduate

Our facilitation of the Portrait of a Graduate design process includes the engagement of a local design team, comprised of diverse perspectives from the broader community to inspire ownership, ambassadorship, and action. Through an exploration of the changing landscape and the use of an online Portrait-My Sketch tool, design team members explore essential 21st century competencies to identify the community's shared aspiration for today's learners. This vision becomes the system's North Star for transformation.

## STRATEGY



### Strategic Planning

Our strategic planning process begins with establishing the Portrait of a Graduate—the community's shared aspiration for its graduates—and results in identifying the bold moves that bring this vision to life for all students. Our systems approach drives equitable 21st century learning outcomes, elevates both student and educator voice, and drives enduring transformation for students, educators, and the school system.

### Portrait of a System

Every school system is unique and complex with interdependent parts. Intentionally aligning each part of the system establishes conditions of readiness to bring the vision to life for every student. Our Portrait of a System facilitation process includes a 21st century education system assessment tool to help education leaders reflect, align, and establish foundational readiness for the system's transformation. This facilitated process is included in our strategic planning process and is also available as a stand-alone option for current state analysis.

### Roadmap21

This professional learning experience for system leadership teams provides a deep exploration of the moves necessary to advance the vision of 21st century learning. Participating teams identify potential on-ramps, detours, and roadblocks along their journey in leading system transformation. Teams develop an action plan—their road map—to bring their system's Portrait of a Graduate to life. This experience is for districts embarking on their journey, needing a jumpstart, or onboarding new leaders.

### HumanCapital21

Anchored in a comprehensive human capital assessment tool, this suite of offerings is tailored to the unique needs identified for the system. These supports include resources and consulting services for school system leaders as they re-imagine, implement, and scale human capital management systems to advance 21st century education. HumanCapital21 includes opportunities to explore innovative practices for aligning, finding, growing, and keeping talent who can make 21st century learning a reality for every student.

## STRATEGY



### Portrait of a Leader

Our facilitated process engages system leaders in the exploration of the skills and mindsets essential for leading 21st century educational transformation. Throughout this process, leaders reflect upon their own readiness to advance 21st century education while also identifying ways to build organizational capacity to advance equitable and enduring deeper learning outcomes for every student.

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### Portrait of an Educator

Locally developed, the Portrait of an Educator identifies the competencies necessary for today's 21st century education workforce. This exploration reveals the supports the system needs to provide for educators as they shift practice and implement learning experiences aligned to the Portrait of a Graduate. This facilitated process is embedded in our HumanCapital21 suite and is also available as a stand-alone offering to equip and empower the district's workforce.

## PRACTICE



### Leader21•Principal

This capacity-building experience for school leaders and those responsible for supporting principals, develops and builds a shared understanding of the knowledge and skills necessary to lead the implementation of 21st deeper learning in their schools. This professional learning experience is organized around the essential question: What should principals know, understand, and be able to do to implement the system's vision for 21st century learning, a Portrait of a Graduate?

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### Deeper Learning21

In this professional learning experience, educators actively engage in reimagining learning and teaching in the 21st century. Through practice, reflection, collaboration, and iteration, participants explore the design and facilitation of deeper learning experiences, aligned to the district's Portrait of a Graduate. Throughout the experience, educators implement and iterate learning design strategies through real-time practices with their students.

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### Assessment21

This professional learning experience is for teams of teachers, principals, and other system leaders responsible for supporting teachers as they refine assessment practices to align to the vision of 21st century learning, the system's Portrait of a Graduate. Participants experience a flipped classroom approach through a blend of flexible, self-paced online courses and interactive sessions.

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### The Student Experience21™

This online suite of tools includes a 24-item student perception survey to help educators elevate and respond to student voice around the themes of hope, engagement, belonging, and 21st century learning. This suite of tools includes real-time reporting, a research-based action response guide, and an interactive data analysis dashboard to reveal trends, strengths, and growth opportunities across the system.

## PRACTICE



### Rounds21

Rounds21 provides school systems with structured processes and protocols to observe student learning. This repeatable improvement cycle is customized to correspond with specific competencies defined in the district's Portrait of a Graduate. Rounds21 and supporting resources enable school systems to capture varied forms of evidence for benchmarking and validating progress toward advancing the system's vision for 21st century learning.

### Customized Consulting Services

To help a school system bring its Portrait of a Graduate to life, we offer customized professional learning services to implement 21st century learning frameworks, to design learning experiences, and to develop assessment strategies.

## ACCELERATION



### EdLeader21 Network

EdLeader21 is Battelle for Kids' national network of innovative school systems committed to the transformation of education, anchored in a renewed vision for student success in the 21st century—Portrait of a Graduate.

Members have a shared vision: that each child experiences an education that purposefully integrates rigorous academic content with the skills and mindsets that empower students as lifelong learners and contributors in our ever-changing world.

### SOAR Network

SOAR is our state and regional network model for innovative school districts who are leading the transformation and redesign of 21st century educational systems. Superintendents connect and learn from one another throughout the year to accelerate transformation. They collaborate with a design team to build capacity for system transformation. Participating districts experience full membership benefits of the EdLeader21 Network.

### UrbanDistrictCohort

The Urban District Cohort is for large districts serving predominantly Black and brown students, and students living in lower-income communities, to equitably advance deeper learning. Participants engage in design opportunities in the areas of vision, leadership, human capital, assessment, and equitable access to deeper learning. Participating districts also experience full membership benefits of the EdLeader21 Network.

**Battelle for Kids, a national, not-for-profit organization, can help your school system provide equitable, deeper learning outcomes for every student. Contact us today to get started.**

 **Email Jeff at [jeff@bfk.org](mailto:jeff@bfk.org)**

**Battelle**  
for**Kids**

**bfk.org**

# Our Core Values

We are  
**INCLUSIVE**



We are  
**CARING**



**REALIZING**  
the power and promise of  
*21st century learning*

*for*

**EVERY  
STUDENT**

We are  
**COURAGEOUS**



We are  
**COLLABORATIVE**



We are  
**LEARNERS**



## **We are Inclusive**

We promote equity, value individual uniqueness, and celebrate diverse voices.



## **We are Caring**

We lead with empathy, invest in meaningful relationships, and respect one another.



## **We are Courageous**

We value innovation, creativity, and bold action to transform education.



## **We are Collaborative**

We trust one another, invite varied perspectives, and leverage our collective strengths to advance our mission.



## **We are Learners**

We make the greatest impact by cultivating curiosity and a culture of continuous improvement.



## A NOTE FROM **OUR PRESIDENT & CEO**



A handwritten signature in black ink that reads "Karen K. Garza". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

**KAREN K. GARZA, PH.D.**

*President & CEO | Battelle for Kids*

I am very pleased to share with you our 2021 Annual Report. It is a special year for our organization because it's our 20th anniversary. We are very proud of our impact and innovation over the years, and we are grateful to have had wonderful opportunities to collaborate with innovative school systems and passionate, dedicated education leaders across the country.

After a very challenging 2020-2021 school year, we had hoped that school systems across the country would have a positive, hopeful start to the 2021 school year. However, it seems that school system leaders are navigating even more challenges this year from the continued adaptations needed to respond to the pandemic and communities at odds with each other about a myriad of issues. We commend school leaders across the country for advancing a new vision for education—no small feat during this chaotic time.

This year's report highlights stories of school district partners who are bringing their Portrait of a Graduate to life. We are proud to celebrate these stories of innovation and impact. Every school system is unique, and their journey in this work is unique. But education leaders are united in their dedication and commitment to serving all children equally well for life and contribution. We are humbled and honored by the opportunity to work in partnership with each of them!

BFK is continuing to adapt to the evolving needs of school systems. I am grateful and proud of our entire team for advancing our mission while the landscape is continuing to change dramatically. I marvel at their innovative, high-quality thinking and approaches, and their unwavering dedication to serving our district partners and the students in their care. I also appreciate the continued support and leadership from our Board of Directors. They are all highly successful business leaders who care deeply about our mission.

The pandemic and the other societal issues causing extreme angst in communities are concerning, and I am hopeful that we can find our way forward as a nation. These challenges demonstrate that our young people need to be equipped with the 21st century skills, competencies, and mindsets to navigate and thrive in this complex world. BFK is committed to contributing positively, in partnership with school systems across the country, to realize a new vision for education—one that creates a hopeful future for all young people and for our country.

In this moment in time, we have a leadership opportunity: to lead with an inspiring and aspirational vision for the future!

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# ANNUAL REPORT



# 2021



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WHO WE  
ARE

## REALIZING

the power and promise of

*21st century learning*

for

# EVERY STUDENT

Battelle for Kids (BFK) is a national, not-for-profit organization with the mission of realizing the power and promise of 21st century learning for every student. We put our core values and dedication to diversity, equity, and inclusion at the center of everything we do and every decision we make as we collaborate with school systems, communities, and partners to achieve our mission.



WE ARE PROUD TO  
CELEBRATE OUR  
**20TH ANNIVERSARY.**

Supported by an initial grant from Battelle Memorial Institute, BFK was established in 2001 by the Ohio Business Roundtable to advance student academic achievement and growth in Ohio. In 2005, BFK became an independent, national not-for-profit organization focused on developing innovative services and solutions to empower and support teachers, leaders, and school systems to reach every learner.

**2001**

**Battelle** *for* Kids

**Today**

**Battelle**  
for Kids

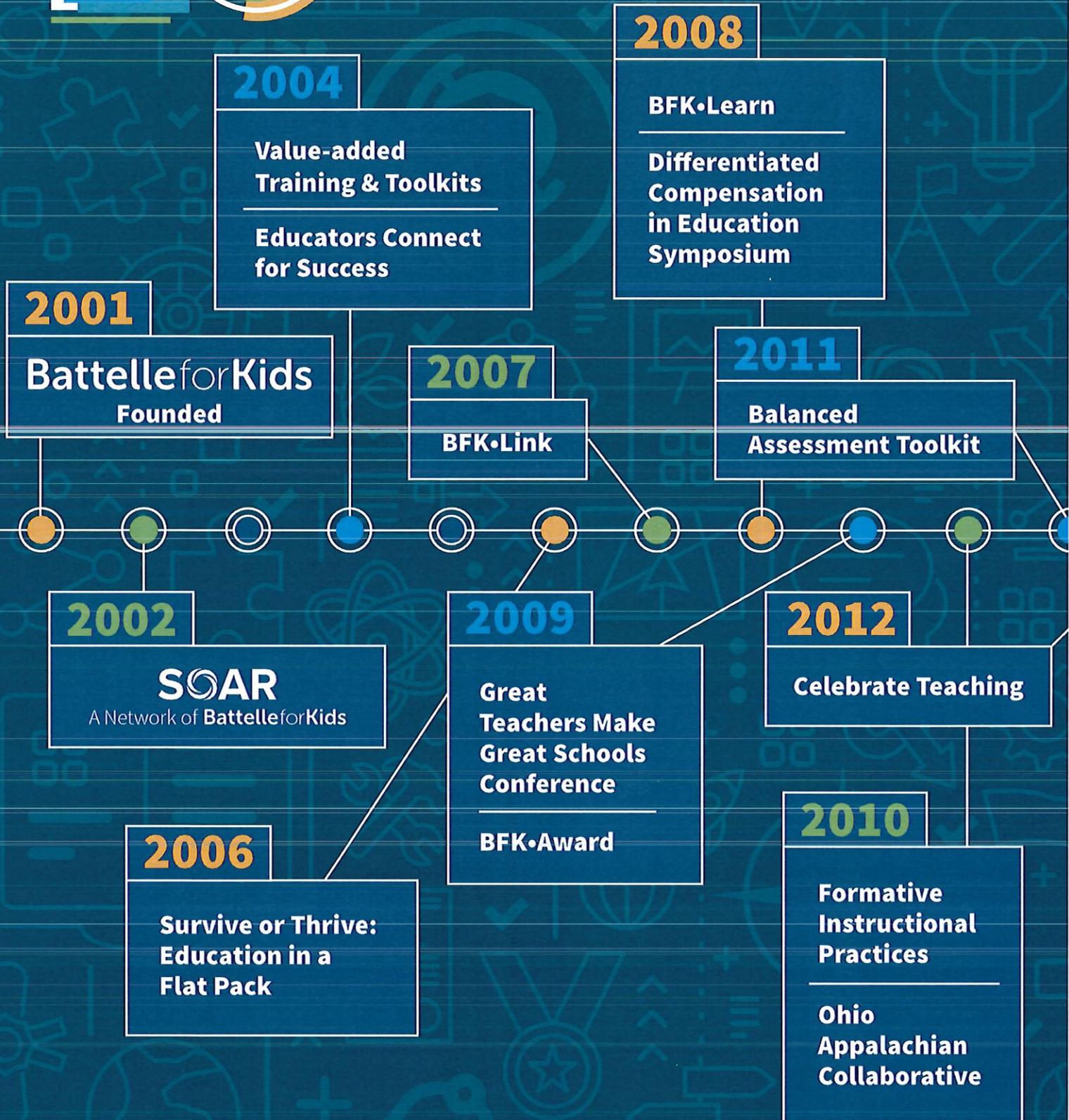
## THE WORLD CONTINUES TO CHANGE RAPIDLY

For 20 years, Battelle for Kids has adapted to the ever-changing needs of those we support. The shifting landscape and the unique needs of today's 21st century learners demand a broader definition of student success—well beyond academic content mastery.

Today, our work centers on helping education leaders engage their communities to re-envision and transform their school systems. We take a systems approach to promote enduring transformation and equitable, deeper learning outcomes for *every* student.

We are honored to serve education systems, state departments of education, and other partners through our extensive history of developing innovative, responsive services, solutions, and products.

# 20 YEARS OF INNOVATION



2017

**EdLeader21**  
A Network of BattelleforKids

2014

**Assessment  
Literacy**

**BFK•Grow**

**Data Coaching  
Framework**

2015

**Rounds21**

**StrategicPlanning**

**Designing Sound  
Assessment**

2018

**PortraitofaGraduate**

**21 Partnership for  
21st Century Learning**  
A Network of BattelleforKids

EdLeader21  
**ANNUAL EVENT**

2016

**Human Capital Ed Leaders  
& Standards Certification**

2020

**Assessment21**

2013

**TheStudentExperience21™**

**HumanCapital21**

National Forum to  
**Advance Rural Education**

2021

**Roadmap21**

**DeeperLearning21**

**Leader21•Principal**

**PortraitofaLeader**

2019

**PortraitofanEducator**

**PortraitofaSystem**

**Battelle  
forKids**

# OUR BOARD OF DIRECTORS

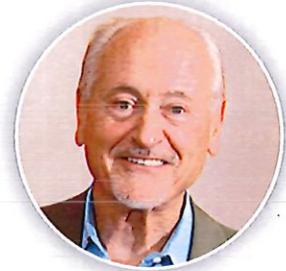
We are honored by the unwavering support and leadership of our Board of Directors. They are the brightest minds in education, government, and business, and we are sincerely grateful that they care deeply about transforming education.



**RUSS AUSTIN**  
*Battelle Memorial Institute,  
Board Chairman*



**TIFFANY CARREKER**  
*White Castle  
Management Co.*



**THE HON. RICHARD CELESTE**  
*Former Ohio Governor,  
RFCNextAct, LLC*



**MELISSA DIXON**  
*Battelle Memorial  
Institute*



**ALTON FRAILEY**  
*Former TX Superintendent,  
Alton L. Frailey & Associates, LLC*



**LARRY HILSHEIMER**  
*Greif, Inc.*



**DR. AIMEE KENNEDY**  
*Battelle Memorial  
Institute*



**DR. DARLINE ROBLES**  
*Former CA Superintendent,  
University of Southern California*



**PATRICK TIBERI**  
*Former Congressman,  
Ohio Business Roundtable*

## OUR TEAM

Our team is committed to collaborating with school systems and communities to realize the power and promise of 21st century learning for every student. We are passionate people, experts in our respective fields of education, technology, finance, project management, partnerships, and marketing and communications.

## OUR CORE VALUES

We are  
**INCLUSIVE**



We are  
**CARING**



### **REALIZING**

the power and promise of

*21st century learning*

*for*

# **EVERY STUDENT**

We are  
**COURAGEOUS**



We are  
**COLLABORATIVE**



We are  
**LEARNERS**

# **Battelle for Kids believes**

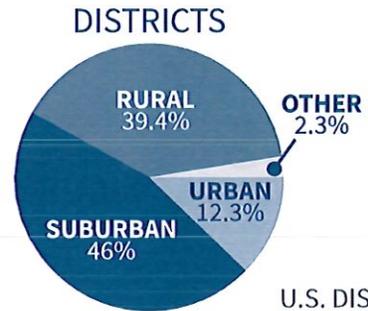
Education is the critical foundation for cultivating, promoting, and accelerating equity and inclusivity for society. We have a responsibility to advance deeper, 21st century learning for every student, everywhere, resulting in high quality, equitable experiences and outcomes. Therefore, Battelle for Kids intentionally prioritizes diversity, equity, and inclusion in all aspects of our work with school systems and partners.

# WHO WE SERVE

Reaching nearly 3 million students in 267 school systems in the past year, we are steadfast in our commitment to expand our reach and grow our impact for every student.

**290**  
CLIENTS SERVED

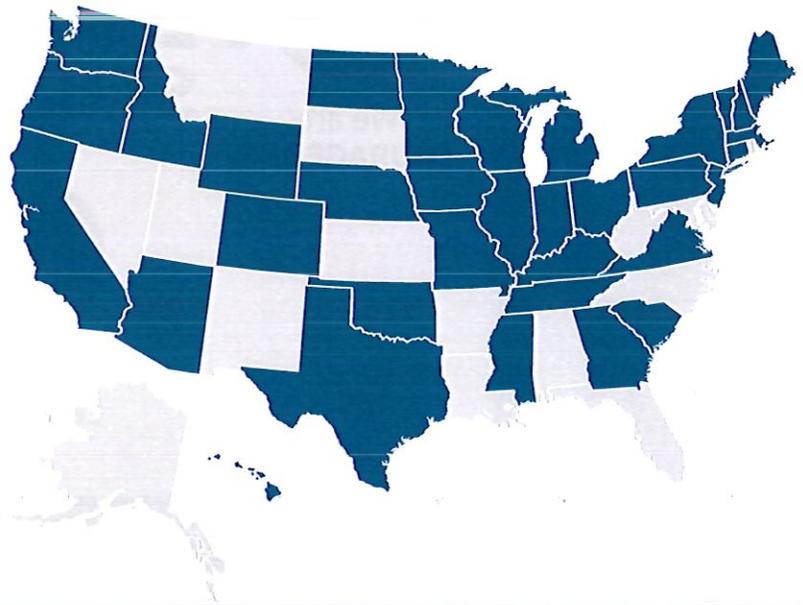
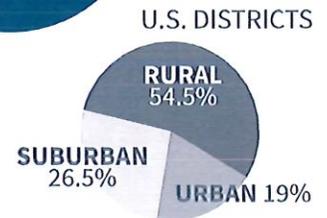
**2.84M**  
STUDENTS



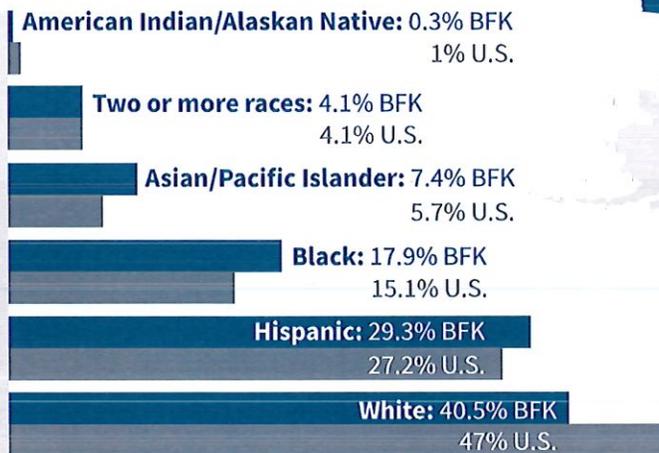
**267**  
SCHOOL SYSTEMS

ECONOMICALLY DISADVANTAGED STUDENTS

**23**  
OTHER  
Partners/State  
Agencies/Grant  
Funded Clients



## STUDENT ETHNICITY



## CLIENT NET PROMOTER

**100**

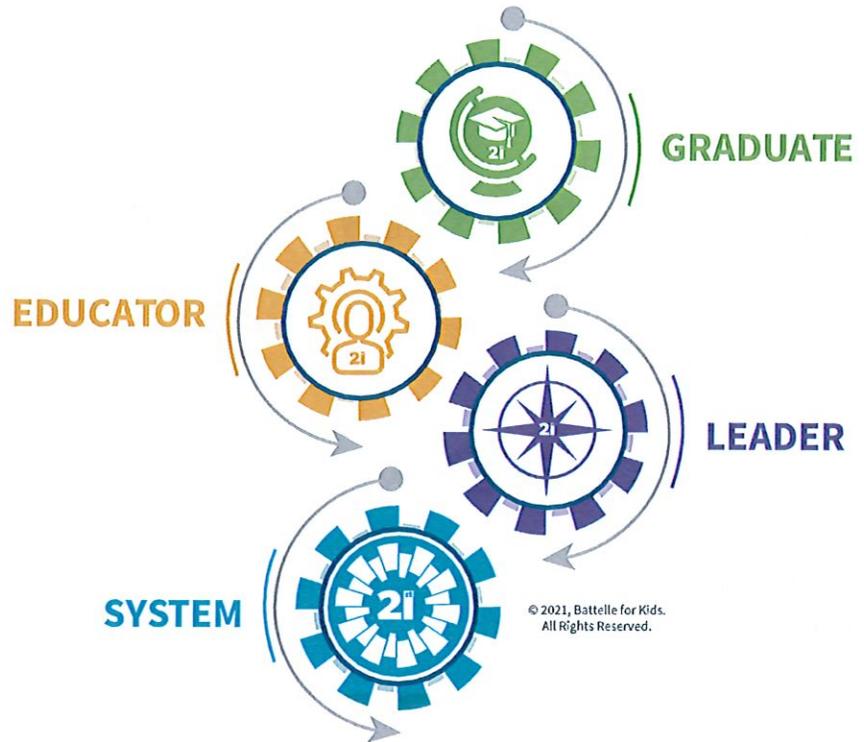
**36% RESPONSE RATE OF 25 PROJECTS** (in progress)

# HOW WE HELP

Battelle for Kids helps education leaders engage their community to re-envision and transform their school systems.

When the whole education system is aligned to the 21st century vision—the Portrait of a Graduate—equitable, deeper learning outcomes for every student can be realized.

Building on the locally developed Portrait of a Graduate, this systems approach—Portrait of a Graduate, Portrait of an Educator, Portrait of a Leader, and Portrait of a System—provides the cohesive alignment, necessary to bring the vision to life. This interconnected systems framework illustrates the dependency of each component part of the system for enduring transformation.



# TRANSFORMING EDUCATION SYSTEMS

## Our Theory of Action



*This challenging, courageous, and exciting work to transform education systems is happening across the country. On the following pages, we share stories of school systems—all in unique phases of their transformation journey—during the 2020-21 school year.*

### VISION

Locally developed and globally positioned, Portrait of a Graduate is the first step in system transformation.

### STRATEGY

Align all aspects of the system—including the strategic plan—with the vision of 21st century learning.

### PRACTICE

Bring the vision to life with relevant professional learning and resources.

### ACCELERATION

Connect, learn, and accelerate with other forward-thinking leaders to transform education for every student.

# Exploring the Current State of Your Education System

**A CONVERSATION & ACTION GUIDE FOR SYSTEM LEADERS**



Is every student experiencing deeper, 21st century learning?

**Battelle**forKids



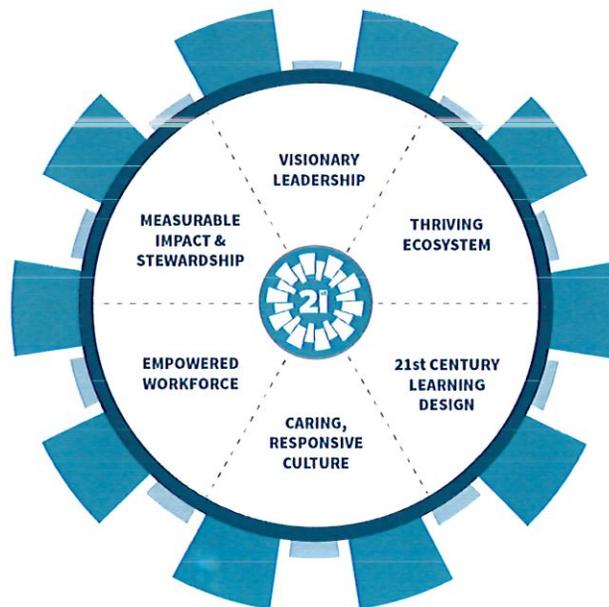
## A better tomorrow for every student, everywhere!

The rapidly changing landscape continues to impact all relationships, institutions, and systems fundamental to our society, not the least of which are our education systems.

A systems approach is necessary to ensure every component part of the system is aligned to ensure equitable student outcomes and enduring transformation.

To assist school systems in shaping a renewed 21st century system, we've developed discussion questions for education leaders to guide action planning. This Conversation and Action Guide—organized by our Portrait of a 21st Century Education System—can help shape your plan.

As you engage around these questions, we invite you to be **curious, inclusive,** and **courageous.** We hope these conversations leave you inspired and optimistic for what can be accomplished together, resulting in a better tomorrow for every student, everywhere!



**Portrait of a System**  
by Battelle for Kids

We encourage school systems to use this Discussion & Action Guide within their school and community, provided that:

- Resources are not used for commercial use (e.g., by paid consultants or third-parties).
- Battelle for Kids' content and intellectual property remain unchanged.
- Battelle for Kids' copyright remains on any reproductions of the Guide.

As a not-for-profit, BFK invests in resources to advance our mission of supporting schools in realizing the power and promise of 21st century learning for every student. As such, our content is protected by copyright. Thank you for respecting our intellectual property. For organizations, or consultants (including any organization or consultant supporting district work), permission is required prior to use. Please contact Battelle for Kids at [support@bfk.org](mailto:support@bfk.org).



## Visionary Leadership

Establishes a unifying and enduring vision for the community’s shared aspirations for all students—a vision that is locally developed, but globally positioned.

1. How can we meaningfully engage the larger educational ecosystem—educators, students, elected officials, community members, families—to proactively shape a renewed education system, responsive to the complex, changing world and the unique needs of today’s 21st century learner?
2. How do we capture and continue the learning and ingenuity that have surfaced during this time of a global pandemic and social unrest?
3. How do we ensure that our system’s vision becomes a reality for every student, without exception?
4. Times of crisis require a concentrated focus on the vision to ensure the system does not revert to a familiar, but antiquated, model of education. How are we ensuring that leaders at every level remain focused on the vision as they deal with the pressures of the day to day?
5. Does our existing strategic plan include the right moves that result in the development of a coherent system, where all aspects of the organization are aligned to actualize our vision?

Every individual deserves to live in a society that is caring and just, where dignity, respect, and love prevail for all. The district’s vision must be anchored with unrelenting leadership and assurances for equitable practices and outcomes by cultivating collective ownership of the stated 21st century vision for learning for every student.



“Our circumstances (COVID19) made it necessary for us to shift into crisis management mode. Now, we must lift ourselves up and focus forward, once again, on visionary leadership. This shift is critical to advancing our collective commitment to fostering 21st Century designers, learners, and innovators.”  
—Superintendent (OH)





## Thriving Ecosystem

Purposefully fosters a high functioning, interdependent system, inclusive of the broader community and aligned to the district vision that leverages assets and supports to ensure equity in deeper 21st century learning experiences for all.

1. As a result of this time of significant unrest and change, what shifts are we seeing in community perspectives about the purpose, nature, and value of education?
2. How do we strengthen home, school, and community relations and communications as we adapt new learning experiences for a variety of contexts, structures, and environments?
3. In response to student needs, have we developed an internal and communitywide asset inventory to mobilize every resource available across the broader community?
4. As the context has shifted, do we have an articulated plan to differentiate resources and supports, resulting in equitable practices, resources, and outcomes for every school and every learner?
5. Are we contributing to a network, alongside other innovative school system leaders, to accelerate our learning about innovative practices and strategies activated across the country in response to these unprecedented times?



“Some schools are struggling with the urge to take the current model and shove it into the new environment. We need to keep our focus on what we wish we could do, instead of mourning the loss of what we were doing. This is a great opportunity to move the work forward.”

—Superintendent (WA)





## 21st Century Learning Design

Purposefully integrates rigorous academic content with experiences that intentionally cultivate skills, mindsets, and literacies essential for all students to be lifelong learners and contributors in the 21st century.

1. In 2020, educators had to pivot abruptly to become innovative, remote learning designers. What shifts in student and teacher roles and relationships are we observing—that are also resulting in deeper learning outcomes—and what insights should serve to influence learning design and supports into the future?
2. Now more than ever, time between students and educators may be limited; thus, traditional approaches to “content coverage” will likely exacerbate achievement gaps in learning. Do district curriculum documents provide clarity and focus to educators by appropriately narrowing learning priorities to relevant, deeper, 21st century academic content and skills?
3. Are both in-person and remote learning experiences designed to empower students to demonstrate deeper learning by applying their learning in new and novel situations? – And by building learner agency and inclusivity through voice and choice?
4. As a result of the dramatic shift in learning opportunities and modalities, have we identified the unique learning needs of each student, and developed response strategies across the system, with emphasis on students whose learning must be accelerated?
5. As technology has become a primary tool for accessing learning, how are we intentionally utilizing technology to design, deliver, and enhance deeper learning experiences, rather than simply automating traditional models of learning?

Education is the critical foundation for cultivating, promoting, and accelerating equity and inclusivity in society. Leaders have the responsibility to advance deeper, 21st century learning, equipping each student to thrive in this ever changing, complex world.



“Our skill set for being able to work in a digital environment has grown dramatically. What would have taken years has happened in a few weeks. We are helping our graduates to see how important 21st century skills and mindsets are.”  
—Superintendent (VT)





## Caring, Responsive Culture

Nurtures a responsive and inclusive culture that values diverse perspectives and cultivates engagement of all within an emotionally and physically safe learning environment.

1. What are our commitments and plans to address inequities, so that all students experience deeper learning that empowers them to thrive and lead in this complex, ever-changing world?
2. How are we surfacing and eradicating discriminatory beliefs, biases, practices, and policies that cause inequities to exist and persist?
3. How do we foster student, educator, and community well-being, belonging, empathy, and resilience in a time of significant, sustained uncertainty?
4. What new and innovative strategies are we using to elicit and elevate diverse voices and perspectives to both inform our response and to shape the future direction of the school system and the community?
5. As we have accelerated new approaches to learning, how do we best communicate and inspire educators and students to be courageous learners as we promote innovation and develop trusting relationships throughout all levels of the system and broader community?



This pandemic has given rise to, and even exacerbated, persistent inequities in our school systems and society at large. Further, heightened unrest due to social injustice across the country demands an urgent response to these inequities.



“This is a perfect platform to talk about why this work is so important. We all have an opportunity to be very vulnerable right now. We are seeing that parents have a lot more admiration for the teachers at the end of this. That could be the silver lining on the dark cloud.”

—Superintendent (TX)



## Empowered Workforce

In service of students, elevates all staff with human capital systems that attract, grow, and retain diverse, innovative, and highly engaged talent.

1. How are we intentionally fostering a culturally responsive, caring school system and workplace where each person is valued and respected?
2. What do our employees need to be safe, healthy, and successful, and how do we create these supportive conditions both in the workplace and in remote environments?
3. How do we best equip our educators through ongoing, high-quality professional learning as they purposefully design and implement 21st century learning, both in-person and through remote experiences?
4. In this new and evolving context, how are we engaging in innovative human capital practices that attract and retain a diverse workforce, elevate the voice of every employee, and build collective efficacy?
5. As leaders, have we engaged our educators to collectively identify and define the competencies—often referred to as a Portrait of an Educator—and commensurate supports needed by educators to actualize our 21st century vision for every student?



“Resistance to change was averted by the imminent need of our children to persist through this unparalleled time. In retrospect, our children taught us to be brave and to take risks. Our Portrait of a Graduate took on new meaning as we built remote classrooms while modeling empathy, problem solving, and critical thinking. We had no choice but to become 21st century learners!”

—Superintendent (OH)





## Impact and Stewardship

Leverages evidence to elevate confidence in and attest to impact of the system in preparing graduates as lifelong learners and contributors in the 21st century.

1. As we navigate turbulent economic times, are we engaging in a comprehensive, structured process to evaluate and revisit priorities to address pressing demands, while maintaining our focus on the vision of 21st century learning for every student?
2. How are we prioritizing the allocation of fiscal resources and supports to respond aggressively to gaps in deeper learning experiences and outcomes?
3. How do we use this disruption in learning, assessment and accountability systems to redefine our definition of success for students and schools, as well as shape new, more relevant systems of state and local accountability?
4. How will we capture and share evidence of our impact and overall success that is both adaptive to today's new challenges and aligned to our district's 21st century vision?
5. What evidence will we collect and share that attests to equitable, deeper learning outcomes for every student?



“This whole thing has been wrapped very nicely into our Portrait of a Graduate. It has freed up time for us to focus on the things that our parents care about which is our Portrait competencies.”

—Superintendent (IN)



NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE & ORGANIZATION SERVICES  
2022/23 STATE AID CERTIFICATION

**MORRILL PUBLIC SCHOOLS ( 79-0011-000 )**

*FORMULA STUDENTS CALCULATION*

(	Fall Membership	x	ADM/FM Ratio	)	+	Contracted Out	=	Formula Students
(	335	x	0.9994718480	)	+	0	=	334.82
KDG Adjustment		(	0 students	x .5 )	times ADM Factor		=	0.00
Early Childhood (005)		(	31 students	x 1,032.0 hours / 1,032 hours	x .6 )		=	18.60
<i>Total Formula Students</i>								<b>353.42</b>

*FORMULA NEEDS CALCULATION*

Basic Funding	5,336,446.00
Poverty Allowance	325,725.00
Limited English Proficiency Allowance	850.00
Focus School & Program Allowance	0.00
Summer School Allowance	0.00
Special Receipts Allowance	167,543.00
Transportation Allowance	170,681.00
Elementary Site Allowance	0.00
Distance Education & Telecommunications Allowance	51,572.00
Averaging Adjustment	0.00
<b>New School Adjustment</b>	<b>332,185.00</b>
Student Growth Adjustment	203,841.00
Community Achievement Plan Adjustment	0.00
Limited English Proficiency Allowance Correction	(23,212.00)
Student Growth Adjustment Correction	0.00
Poverty Allowance Correction	0.00
Non Qualified LEP Adjustment	(850.00)
<b>Total Calculated Formula Needs</b>	<b>6,564,781.00</b>
Formula Needs Stabilization	0.00
<b>Total Formula Needs</b>	<b>6,564,781.00</b>

*FORMULA RESOURCES CALCULATION*

Yield From Local Effort Rate	405,870,400 / 100 x 1.0000000000	4,058,704.00
Net Option Funding		0.00
Allocated Income Tax Funds		32,683.00
Other Actual Receipts		464,256.00
Community Achievement Plan Aid		0.00
<b>Total Formula Resources</b>		<b>4,555,643.00</b>

*STATE AID CALCULATION*

Equalization Aid	2,009,138.00
Net Option Funding	0.00
Allocated Income Tax Funds	32,683.00
Community Achievement Plan Aid	0.00
<b>Total State Aid Calculated</b>	<b>2,041,821.00</b>
Prior Year (2022/23) State Aid Correction	1,322.00
<b>Total State Aid</b>	<b>2,043,143.00</b>
Carryover Adjustment from years prior to 2022/23	0.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

NEBRASKA DEPARTMENT OF EDUCATION  
SCHOOL FINANCE & ORGANIZATION SERVICES  
2022/23 STATE AID CERTIFICATION  
MORRILL PUBLIC SCHOOLS ( 79-0011-000 )

STATE AID CALCULATION

Equalization Aid	2,009,138.00
Net Option Funding	0.00
Allocated Income Tax Funds	32,683.00
Community Achievement Plan Aid	0.00
Total State Aid Calculated	2,041,821.00
Prior Year (2022/23) State Aid Correction	1,322.00
<b>Total State Aid</b>	<b>2,043,143.00</b>
Carryover Adjustment from years prior to 2022/23	0.00

## Morrill-Mitchell FFA students heading to state

Mar 13, 2022

Morrill-Mitchell FFA Chapter will have six students receiving state degrees at the Nebraska State FFA Convention will be held April 6-8 at Pinnacle Bank Arena in Lincoln.

Those students are: Isabella Soto, Isaiah Waite, Tyler Keener, Autumn Pittman, Bernadette Pieper, and Jessica Wilkinson.

Students and teams qualifying for the state contest from Morrill-Mitchell:

Livestock Management (2nd at Districts, 1st overall in Poultry Management): Justine Wilkinson, Jessica Wilkinson, Josie Waite, Autumn Edwards, Greisyn Chaney.

Farm Business Management (3rd at Districts): Kyndall Sprague, Bernadette Pieper, Justin Haskins, Tyler Keener (2nd), Isaiah Waite.

Nursery/Landscape Design (4th at Districts): Kaitlyn Keener, Ashton Keener, Alissa Hodsdon, Isabella Soto, Bernadette Pieper (8th), Jacque Bowles.



Morrill-Mitchell FFA champion Junior Livestock Judging team: (from left) Sophia Pitts, Josie Waite, Sara Ciesielski, Kaden Hessler.

Courtesy Photo

Junior Livestock Judging (District Champions): Sophia Pitts (5th), Sara Ciesielski (10th), Kaden Hessler (25th), Josie Waite (23rd).

## People are also reading...

- 1 **SkyWest to end air service in Scottsbluff, 28 other airports**
- 2 **Schaeffer named Morrill superintendent**
- 3 **Watch now: Nebraska winter storm update**
- 4 **Serving the community for 10 years**

Senior Livestock Judging (4th at Districts): Isaiah Waite, Jessica Wilkinson (22nd), Justine Wilkinson (5th), Wyatt Carlson, William Thomas.

Year-around  
daylight saving tim...



SARA MOSCRIP

I can hardly wait for  
this bill to pass . It...

Top Comment



1057th Militai  
Police Compa



Brody Sp

My cousin is in  
unit his name i

Top Comment

AdChoices

Sponsored

## Schaeffer named Morrill superintendent

Olivia Wieseler

Mar 12, 2022

**T**he Morrill Board of Education approved a contract with Barry Schaeffer to be the new Morrill Public Schools superintendent for the next two years at its Jan. 17 meeting, following Schaeffer's Jan. 13 interview with the board.

The contract states his employment for Morrill Public Schools will begin on July 1, 2022, and expire on June 30, 2024, and his salary will be \$130,000 a year.



Barry Schaeffer

COURTESY/Arthur County Schools

Since being hired in January, Schaeffer has been doing what he can to get to know the district and the community while still finishing out his duties at Arthur County Schools, where he has been superintendent since 2013.

“I’m working in one district at this time and transitioning to Morrill,” he said. “I’m not as able to put the time in (right now) ... although there has been good communication between myself and staff and the board and so forth at Morrill.”

Schaeffer said once he is able to get his foothold more solidly in the Morrill community, he hopes to help Morrill Public Schools create a vision that aligns with its mission and leadership.

## **People are also reading...**

- 1 LETTER TO THE EDITOR: Not in Favor of an Aquatic Center**
- 2 Banner County officials charged in tryst at county courthouse**
- 3 Bridgeport girls to play for first state title**
- 4 ‘For a great cause’**

“I think the biggest thing is developing a vision for the district, and aligning the mission to the vision, and our leadership, also, to that vision,” he said. “...I see (a) school system that will develop foundational skills for all students, so that when they leave Morrill — walk out the door of Morrill — they’ll have the foundational skills to be successful in whatever avenue they choose to go.”

Finding that vision was part of the reason the school district hosted the community meeting that recently took place. Board President Art Frerichs said the meeting was to help get the school district and the community on the same page for themselves and for Schaeffer.

“It’s something to help him with getting to know the community,” Frerichs said. “The main thing is the school’s wanting to continue to get the community as involved as we can with the school and their thoughts and ideas on the school, making sure that it’s just a community effort with the school.”

Frerichs said he hoped the meeting would give stakeholders in the school and community the opportunity to share what the district is doing well and what it can be doing better.

“(We want to) get out of what the community themselves might see as a vision for the school and things they’d like to see,” he said. “Is there something that we can do that we’re not doing that we’re unaware of? And, just whatever we can do to help the community be involved and also make Morrill a better place for the students and anything we can give to them in the future.”

While Schaeffer couldn’t make it to the meeting due to other obligations, he said he’ll be filled in by school board members and staff. He also said that despite not being at the meeting, he wants the community to know he’s fully invested, and they can come to him with questions or concerns once he gets into the office, which will officially be on July 1.

“In the future, when I’m there and we have those types of meetings, I will be there and I will be available,” he said. “And, I would just like to let the community members know that, hey, when I get there, (if) you want to stop by the office and say hello, and maybe offer some encouragement or maybe drop by a concern or something that they may have that maybe doesn’t come up at this meeting, please do so. I’d be glad to listen and take the information into account and see what we can do with it.”

Ultimately, his goal is to make Morrill a great place for families and students to live.

“I want to bring in a sense of unity and family in the district,” Schaeffer said.

“Everybody that is working there, has the students’ best interests in mind. Our leadership team has not only students’, but the staff members’ interests in mind, and making sure that we can all work together to do our jobs to the best of our abilities

and help our kids perform at the best of their abilities. Every kid is not going to be a straight A student, but every kid can be a successful student, and they can help to determine their own success ... I want them to understand we care about them and that we want what is best for them.”

**By Olivia Wieseler**

**Reporter**

Olivia Wieseler is a reporter with the Star-Herald. She can be reached at 308-632-9051 or by emailing [olivia.wieseler@starherald.com](mailto:olivia.wieseler@starherald.com).



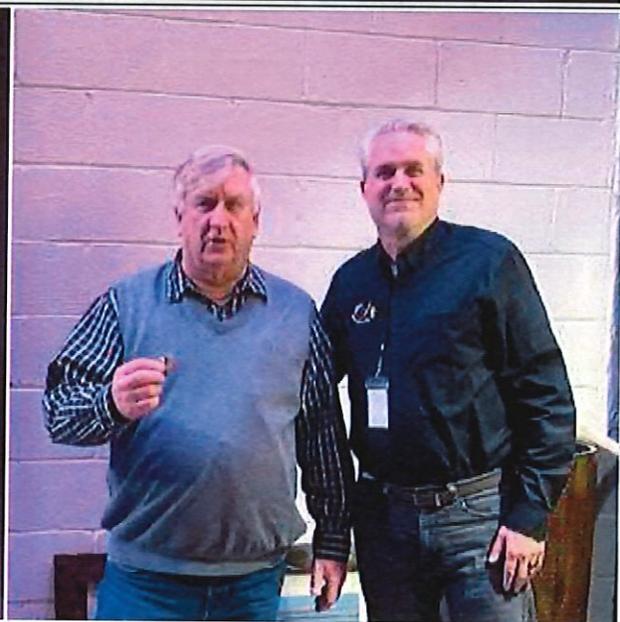


### Morrill High School

Published by Joseph H Sherwood · March 6 at 4:01 PM · 🌐



Board members Art Steiner, David Sherrod, and General Contractor Russ Reisig were holding the check at Oregon Trails Community Foundation's Annual Agriculture Recognition & Awards Banquet. Thanks so much OTCF and all our other supporters for helping us surpass our goal of \$700,000. Current total is \$1,014,535.



### Morrill High School

Send message

2,044  
People reached

522  
Engagements

[Boost post](#)

25

7 Shares





115 Railway Plaza • P.O. Box 1344  
Scottsbluff, NE 69363-1344  
Phone/Fax: (308) 635-3393  
[www.otcf.org](http://www.otcf.org)

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Mitchell Community  
Foundation  
Friends of Alzheimer's  
Scotts Bluff County  
Fairgrounds  
Old West Balloon Fest  
And more...

Special Projects

Old West Balloon Fest  
Midwest Theater  
23 Club Baseball  
Japanese Hall  
Rachel's Challenge  
Reunited in Heaven  
And more...

March 8, 2022

Joe Sherwood, Superintendent  
Morrill Public Schools  
508 Jefferson Ave  
Morrill, NE 69358

Dear Joe,

At the recommendation of the OTCF Grants Committee and following the recent OTCF board meeting, I am pleased to inform you the board has **approved a grant in the full amount requested of \$10,000 toward the Morrill Public Schools Ag Complex.**

Our requirements for this grant are:

- 1) OTCF must be mentioned and our logo used in **all** publicity involving the project. OTCF also requires our name and/or logo also be placed somewhere visible on the site.
- 2) You must provide OTCF with a copy of the invoice(s) once equipment/materials have been purchased and/or ordered, equal to the grant amount.
- 3) You are required to prepare a press release and e-mail it to me at [cathy.mcdaniel@otcf.org](mailto:cathy.mcdaniel@otcf.org). Once reviewed, I will release it to the news media for publication.
- 4) If, for any reason, the project should extend beyond a year from today's date, you will be required to give OTCF a complete update on the progress.

Once the above requirements have been met, the grant check will be mailed to you.

The OTCF Board is pleased to provide assistance for this important community project. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Cathy McDaniel  
Executive Director



# PRESS RELEASE

## For Immediate Release

### March 16, 2022

Oregon Trail Community Foundation joins the wonderful list of supporters of Morrill Schools' 4800 SF Ag Education Complex.

OTCF has supported three projects at Morrill Schools. The first, in 2017, supported playground equipment at Morrill's new Early Childhood facility, housing Tri Community Preschool and the PRIDE Cub Care. Then in 2020, they supported the shade structures that were installed to provide relief from the sun for seven months of the year, on those same playgrounds.

This most recent support was in the amount of \$10,000, for the nearly completed Ag Education Complex for Morrill High School, that will also benefit the joint Morrill—Mitchell FFA Chapter.

At the PVC Field (named this because of our title sponsor—Platte Valley Companies), students will watch, nurture and participate in the life cycles of animals and plants. Students of all ages will grow and develop experientially in many areas of ag-production and agri-business. We will strive to grow and develop the regional agricultural workforce through effective partnerships with local and regional individuals, businesses, farmers and ranchers in an effort to educate these students with all the best available resources.

The Morrill Board of Education, the Morrill Staff, Students and Administration and the communities of Morrill, Henry and Lyman—making up the Morrill School District, and the joint Morrill-Mitchell FFA Chapter want to express our sincere appreciation for this generous contribution to our program and for all the good work that the Oregon Trail Community Foundation does in the region and the world.

Pictured with the check is Art Steiner, chair of BOE Facilities committee & 6-year board member, Russ Reisig, General Contractor on the project, and David Sherrod, 8-year board member.



#### Project Timeline:

- March 2021 Acquired 10 acre property
- July 2021 Architect Plans completed
- September 2021 Bid awarded
- October 2021 Construction began
- November 2021 Well & Flatwork done
- January 2022 Steel building arrived
- April 2022 Construction completion
- June 2022 Summer classes begin



# Invoice

Russell's Excavation & Construction  
 PO Box 139  
 Morrill, Ne. 69358  
 308-247-3171

DATE	INVOICE #
2/3/2022	4200

<b>Bill To</b>
Morrill Public Schools PO Box 486 Morrill, Ne. 69358 Attention: Joe Sherwood

P.O. NO.	TERMS	PROJECT

DESCRIPTION	QTY	RATE	AMOUNT
New Ag Building		92,093.07	92,093.07
B&C Steel		30,766.91	30,766.91
Strauch Electric		40,000.00	40,000.00
1/2 of labor for erecting building.		5.50%	0.00
Sales Tax			
<i>Special Building Fund</i> <i>2-7-2022</i>			
<input checked="" type="checkbox"/> ENTERED			<i>JP</i>

It's been a pleasure working with you!	<b>Payments/Credits</b>	\$0.00
	<b>Balance Due</b>	\$162,859.98
E-mail		
reisig57@yahoo.com		

## Historical View of Certified Staff Turnover Morrill Public Schools

2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
37	Teacher Who left		35	Teacher Who left		38	Teacher Who left		39	Teacher Who Left		37	Teachers Leaving		39	Teachers Leaving		41	Teachers Leaving		41	Teachers Leaving	
1	Beyer, Sara	Terilip	1	Cox, Rebecca	Stay Home	1	Badillo, Maria Bele	Spain	1	Murphy, Roxie	Vacate Contract	1	Ruegg, Ashley	Military Move	1	Jantzi, Adam	Holdrege	1	Geary, Tiffany	Vacate Contract	1	Fortney, Laura	Relocating
2	Bloodgood, Timothy	Alaska	2	Edwards, Billy	Torrington	2	Calahan, Kathryn	Terilip	2	Schuler, Julie	Terilip	2	Ross, Amanda	Stay Home	2	Hall, Craig	Holdrege	2	Wilke, Krystal	Kimball	2	Southard, Kelsey	Gering
3	Jacobsen, Sherry	LOA	3	Huckfeldt, Sandra	Terilip	3	Fody, Katelyn	Torrington	3	Wiggins, Caleb	farming	3	Stoddard, Chandra	Stay Home	3	Fees, Roxanna	Holdrege	3	Folck, Colby	Mitchell	3	Enns, Carlie	Kansas
4	Manley, Craig	Terilip	4	Krul, Jenna	Gering	4	Harris, Georgiann	Terilip	4	DePenna, Erica	Arizona	4	DeVries, Jaylin	Move Home CO	4	Ryan, Josie	Torrington	4	Weimer, Jody	Terilip	4	Buchholz, Shane	Vacate Contract
5	Mecklem, Barbara	Retire	5	Magnusen, Alex	EdD	5	Jacobsen, Kayla	Colorado	5	Burnison, Ryan	Arizona	5	Rhodes, Kamie	Took ESU Job	5	Rice, Kyle	Took ESU Job	5	Mihevc, Jessica	Vermont	5	Buchanon, Emily	Goshen
6	Miller, Terry	Retire	6	Steele, Sarah	Terilip	6	Mitchell, Kirk	Retire	6	Dupre, Claire	Colorado				6	Baires, Kenny	RIF	6	Varga, Celena	Alliance			
7	West, Kaiya	Alliance	7	Wilson, JoAnn	Gering	7	Pedulla, Kelcy	Home	7	Holt, Autumn	PE Job				7	Britsch, Walker	Start Business	7	Beam, Jaylen	Scottsbluff			
			8	Dawn Terrell	ESU	8	Terrel, Kathy	Terilip							8	Muir, Kae	South Dakota	8	Palomo, Rudi	Gering			
						9	Waite, Anne	Chalk Butte							9	Muir, Scott	South Dakota						
						10	Wiegel, Robert	Torrington							10	Winkler, Alexa	South Dakota						
															11	Ferguson, Skylar	Gering						
															12	Walter, Holly	Goshen						
															13	Martin, Jessica	Goshen						
19%	Percentage Left		23%	Percentage Left		26%	Percentage Left		18%	Percentage Left		14%	Percentage left		13%	Percentage left		32%	Percentage left		20%	Percentage left	
4	Administration who left		4	Administration who left		4	Administration who left		4	Administration who left		3	Administration who left		4	Administration who left		4	Administration who left		4	Administration who left	
1	Gibrael, Angela	Kearney							1	Cary Laucomer	DiscPosition							1	Homan, Keri	Crawford	1	Wilson, Joe	Vacate Contract
2	Schaeffer, Nick	Retired																2	Peacock, Tom	ESU Job	2	Sherwood, Joe	Non-Renewed
3	Swearingen, Kent	Prison																					
75%	Percentage Left		0%	Percentage Left		0%	Percentage Left		25%	Percentage Left		0%	Percentage left		0%	Percentage left		50%	Percentage left		50%	Percentage left	

Percentage of Certified Turnover History			
	19	2014-2015	75
	23	2015-2016	0
	26	2016-2017	0
	18	2017-2018	25
	14	2018-2019	0
	13	2019-2020	0
	32	2020-2021	50
Known So Far	20	2021-2022	50
Average Teacher Turnover	21%	Average Admin Turnover	25%

As you can see in the enclosed information, at Platte Valley Bank's suggestion (after meeting with Amy Doll – Director of Marketing for PVC and with Matt Harris – local bank President) I met with Geoff Watkins of Paul Reed Construction on Friday, March 18, 2022.

I requested a quote for them to create the donor wall and to participate in the metal sign which would be part of the property signage on the corner of the property. Geoff assured me that they **COULD DO THIS WORK FOR US**.

I also asked him to consider if they would be willing to do this work for us without charge in exchange for a proportionately sized donor 'plaque' in the donor wall and below the wall an attribution saying:

***This donor wall was designed and donated by Paul Reed Construction***

On the second page, you can see the concept of a property sign out front, which as part of the agreement with Platte Valley Bank, they would have opportunity to approve the signage and the design of the donor wall as the Title Sponsor. After visiting with Amy Doll, I came back to the office and designed this concept for the front signage; Matt Harris loved the concept. I told him that I envisioned some stone work in front of the center entry of the building and on the front corners of the building as well. This would tie in the sign to the façade of the building.

The plow is the plow image on the FFA emblem; it is actually an 1837 John Deere plow. I am seeking to meet with Owen Palm to see if we could acquire such a plow. If we can, Geoff can get it powder coated to match the color of the trim on the building.

Paul Reed also has a portable sandblaster so that we could blast the caboose and then paint the green – the same green as the building trim color and then the yellow a canary yellow. Paul Reed can also do the vinyl decals after powder coating the caboose.

I envision the north side to be restored with original Chicago/Northwestern decals – but on north side  
**Morrill – Mitchell**



***Since 2012***

***PULLING TOGETHER***

***... FOR AG EDUCATION***

**80792**

**E. CHARLES ST.**



# Morrill Public Schools

## Joe Sherwood, Superintendent

508 Jefferson Avenue  
Morrill, NE 69358

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

Office (308)247-3414  
Fax (308)247-2196  
[joe.sherwood@mpslions.org](mailto:joe.sherwood@mpslions.org)

March 18, 2022

Jeff Watkins and Paul Reed Construction,

Thank you so much for your willingness to meet with me today in support of Agriculture Education at Morrill Public Schools and the joint Morrill - Mitchell FFA Chapter.

Understanding that Paul Reed Construction has high quality engraving equipment, we are planning a donor recognition wall in the entry of the new Ag Education complex on PVC FIELD. It would be wonderful if you could assist us in the engraving project of this wall.

I have also provided a Capital Campaign progress sheet. You will see that the left column identifies individuals, companies, granting institutions and funding sources already pledged or received. You will see that the individuals, companies and granting institutions support totaled \$317,500. Also, \$300,000 from Special Building Fund was actually reimbursed general fund expenditures from the 2020-2021 school year from the ESSERS III stimulus funds. Lastly \$392,035 came in from the New School Adjustment from NDE because we built a new building.

I would like to discover what it would cost for PRC to do the engraving for us for this donor wall. I would also like to request consideration by the management of PRC to donate the engraving to us in support of this project and as a result have your company logo displayed commensurately on the donor wall. Should PRC agree to donate the cost of the engraving you could display on the bottom of the donor display:

*This donor wall was designed by and donated by Paul Reed Construction*

Thank you so much for offering me a bid for this project and for possibly considering the donation of the project.

Sincerely,



Joe Sherwood





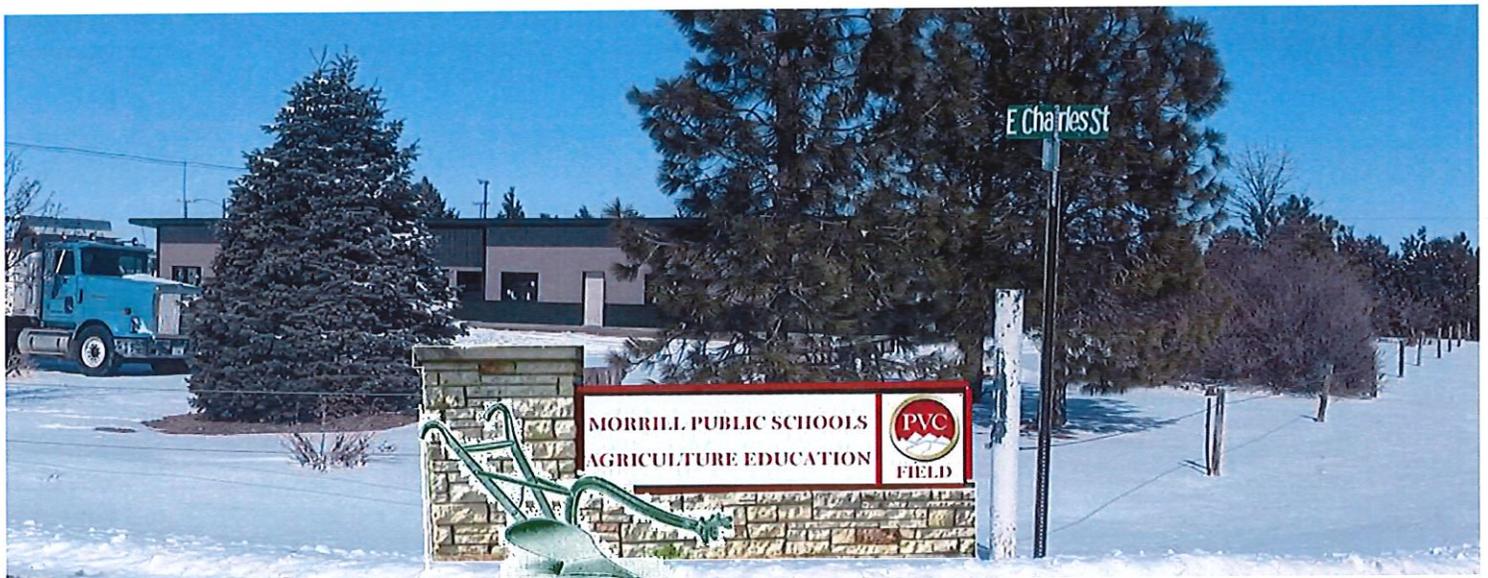
## Why call this property or complex FIELD?

To pay homage to Brown's Legion Field. For at least four decades this property was home to Morrill's youth baseball, softball and t-ball programs. Many youth played on these Fields, while parents, friends and the community gathered to cheer them on. As youth participation weakened, the Village of Morrill began to feel the Field could be better used for Agriculture Education since that use could be year-round and this program is growing in participation.

Now being transformed into an Agriculture Education complex, the Fields will be used for pasture, gardens, horticulture and landscaping. In each of these uses, the Fields are a place to cultivate, plant, nurture, watch and manage both plants and animals as they grow and mature to harvest, show at the fair and/or take to market, or just enjoy for years to come.

But even more than watching plants and animals grow through their life cycles, we will be able to teach and mentor students of all ages. Watching them develop understanding of many things related to ag-production and agri-business. We hope to use these Fields to grow and develop the regional ag-based workforce and thereby strengthen and further develop partnerships with local and regional individuals, business people, farmers and ranchers in the effort to educate our students with the best resources available to them.

Since 2010, Platte Valley Companies communicated their desire to contribute significantly to this Agriculture Education Facility development in Morrill. With patience, PVC waited until the school was ready to launch and then when asked, Platte Valley Bank of Morrill stepped up to support, as our Title Sponsor with a \$100,000 contribution.



# PVC FIELD

## Morrill Public Schools Agriculture Education



**Platte Valley Bank**  
A Platte Valley Company

Title Sponsor: \$100,000

Advocate Sponsors \$10,000



Partner Sponsors

\$5000

Burford Land & Cattle

Britt & Cindy Bowen



Supporters \$2500



Dave & Cori Sherrod

Shaun & Tana Hess

Friends \$500



Bill & Christi Watson

Quivey-Bay State

Foundation

\$60,000

**KELLEYBEAN**  
C O M P A N Y

Champion Sponsor: \$25,000



Champion Sponsor:

\$25,000

Ag Complex Capital Campaign Progress Report

RECEIVED OR PLEDGED

\$500 David & Cori Sherrod

\$500 Bill & Christi Watson

\$500 Shaun & Tana Hess

\$500 Pioneer Animal Clinic

\$2500 Jerry's Sheet Metal

\$5000 Burford Land & Cattle

\$5000 Britt and Cindy Bowen

\$5000 First State Bank of Torrington

\$5000 Torrington Livestock Auction

\$5000 Trinidad Benham Corp

\$5000 Pinnacle Bank Mitchell

\$10,000 ROTARY (Well Drilling)

\$10,000 Farm Credit Services

\$10,000 Owen Palm/21<sup>st</sup> Century Equipment

\$10,000 Oregon Trails Community Foundation

\$13,000 Applesed Grant (Kitchen Equip.)

\$20,000 WESTCO & Co Banks

\$25,000 Kelley Bean

\$25,000 B & C Steel

\$59,850 TEOSSA New School Adjustment

\$60,000 Quivey-Bay State Foundation

\$100,000 Platte Valley Companies

\$300,000 Special Building Fund

\$332,185 Next Year TEOSSA NSA

**Total Raised to date \$1,009,535**

B & C STEELE ENGRAVING FOR  
DONOR WALL PLAQUES

REQUESTED AND PENDING

\$5000 Dinklage Feed Yard

\$5000 Brown Company

\$5000 Animal Health International

\$5000 Channel / Bayer / Jim Hessler

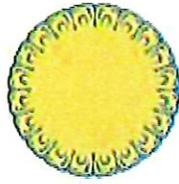
\$5000 Frank Implement / NAPA

\$5000 Animal Health Center Scottsbluff

\$10,000 Panhandle Coop

\$10,000 SIMPLOT

**Total requested/pending \$50,000**



Cross Section of an Ear of Corn  
**UNITY**



Agricultural Education and FFA  
**LEARNING & LEADERSHIP**



Eagle  
**FREEDOM**



Owl  
**KNOWLEDGE**



Rising Sun  
**PROGRESS**



Plow  
**LABOR & TILLAGE OF THE SOIL**

# THE FFA EMBLEM



NATIONAL  
FFA ORGANIZATION



# THANK YOU FOR BUILDING INDEPENDENCE





PROPOSAL FOR

# SOTER FLYSENSE VAPE DETECTION

**Prepared for:**

Craig Manley  
Morrill Public Schools

**Created by:**

Scott Bleth  
ByteSpeed Computers



**Q-47857-M7F9**

Expiration Date: Apr 2, 2022

**Prepared for:**

Morrill Public Schools  
 Craig Manley  
 411 East Hamilton Morrill, NE 69358

**Prepared by:**

Scott Bleth  
 Vice President - Sales

QUOTE PRODUCT	PRICE	QTY	SUBTOTAL
SENSOR, SOTER FLY SENSE VAPING&ELEVATED SOUND DETECTOR w/1-YR STD WTY	\$885.00	6	\$5,310.00
SETUP, SOTER TECH FLY SENSE ACCT SETUP BY BYTESPEED, 10 LOCATIONS PER SD <b>*One Time Set Up Fee*</b>	\$349.00	1	\$349.00
SUPPORT, SOTER TECH 4YR EXT WARR SOFTWARE SUPPORT,EDU ONLY, 2 DEV RPL PER 5YR <b>*FREE 4-Year Extended Warranty, Total of 5 Years*</b>	\$0.00	6	\$0.00
<b>Additional Upgrades</b>			
<input type="checkbox"/> Power Adapter ( Necessary if not connected via PoE)	\$30.00	1	\$30.00
<input type="checkbox"/> Flysense: Decoy Device	\$195.00	1	\$195.00

Subtotal                    **\$5,659.00**  
 Tax                                **\$0.00**  
**Total                            \$5,659.00**



Soter FlySense® identifies and then alerts you of vaping and smoking activities. With our easy-to-use app, you will be able to monitor vaping 24/7 in areas where cameras are prohibited.

Our multi-sensor devices are capable of detecting vaping, smoke, and noise disturbances that may suggest violence such as bullying.

**AGREED TO AND ACCEPTED:**

---

## FLYSENSE™ VAPE DETECTION & ANTI-BULLYING

Soter FlySense Vape Detection is a real-time vape and sound anomalies detector. It identifies and then alerts you of vaping, smoking, and bullying activities. With an easy-to-use app, you will be able to monitor vaping 24/7 in areas where cameras are prohibited, such as bathrooms, locker rooms, and other hot spots.

### DID YOU KNOW...?

In 2019, more than 20 deaths and over 1,200 lung injuries were caused by vaping-related illnesses according to the CDC. One Juul pod (used for vaping) is the equivalent to 20 cigarettes. On average, vapers use two Juul (or equivalent brand) pods or cartridges per day. Vaping is not a safer alternative to smoking; it is smoking.



#### REAL-TIME VAPE DETECTION

A zero delay, location specific alert notification is sent by SMS or email to designated school officials when our sensor detects vaping signatures or decibel level anomalies caused by bullying or fighting.



#### DETECTION PERFORMANCE

Our multi sensor device is capable of detecting vaping, smoke, and noise disturbances that may suggest violence such as bullying or fighting.



#### ALERT NOTIFICATIONS

A zero delay, location specific alert notification is sent by SMS or email to designated school officials when our sensor detects vaping signatures or decibel level anomalies caused by bullying or fighting.



#### MOBILE ACCESS

FlySense has a responsive web portal that allows for device set up, device adjustments/ monitoring, scheduling subscribers, and customizing alert notifications.

#### EASY INSTALL AND SETUP

Two mounting screws & one RJ45 connection.

#### CONNECTIVITY

Works off of a wired ethernet connection and supports Wi-Fi.

#### POE

Powered over ethernet and external power via AC/DC.

#### RUGGED

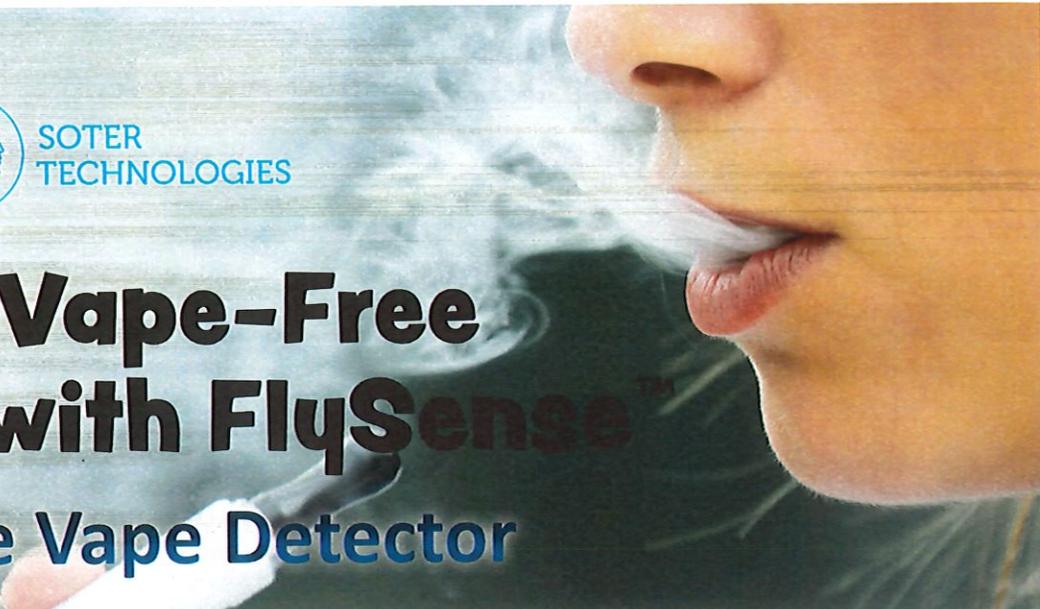
Optional tamper proof cage to protect device.



SOTER TECHNOLOGIES

# Create a Vape-Free Campus with FlySense™

## The Ultimate Vape Detector



### FlySense™

## THE VAPE-FREE SOLUTION

Detect. Educate. Deter.

With no cameras and no microphones, FlySense™ can be installed in private places like bathrooms and locker rooms.

**Detection Performance:** Our multi sensor device is capable of detecting vaping, smoke, and noise disturbances that may suggest violence such as bullying or fighting.

**Alert Notifications:** A zero delay, location specific alert notification is sent by SMS or email to designated school officials when our sensor detects vaping signatures or decibel level anomalies caused by bullying or fighting.

**Mobile Access:** FlySense™ has a responsive web portal and mobile app that allows for device set up, device adjustments/monitoring, scheduling subscribers, and customizing alert notifications.

### Features



#### Incident Detection

Smart sensor array detects vaping signatures and decibel level anomalies associated with bullying or fighting in real time, 24/7.



#### Alert Notifications

Zero-delay, location-specific alert notifications on vape and sound incidents sent by SMS or email to designated school officials.



#### Solution Management

Easy to use administrator web portal for schools teams to manage devices, customize subscriber schedules and view alerts.



#### Performance Optimization

30-day, categorized alert history allows devices to learn environments, reduce false positives, and optimize performance.



#### Insights & Analytics

Real-time sensor data and analytical reports help to determine which locations and time of day experience the most activity.



#### Power Options

Options to power devices via Power-over-Ethernet Plus (PoE+) or external input power with Wi-Fi capability.

Request a quote today: [bytespeed.com/soterflysense](http://bytespeed.com/soterflysense)

# SOTER FLYSENSE™ - FREQUENTLY ASKED QUESTIONS

## VAPING

### **How does vaping detection work?**

The FS286 has internal sensor technology to detect if vaping is occurring in a specific location. When detection occurs, a real-time silent message (email and/or text) is sent to one or more subscribers – i.e., a superintendent, principal, security or designated on-duty official.

### **What is the typical coverage area for vaping?**

In general, each FS286 will cover a 12' x 12' area.

### **What about ceiling height?**

Our qualification testing has focused on 8' ceilings. Generally, as the ceiling height increases, the effectiveness of the detector will decrease.

### **What are the factors that will impact vaping detection?**

Bathroom layout, room ventilation, airflow, and location of the device are key factors. Detection is going to be degraded when vaping is done close to open windows or active ventilation such as exhaust fans. An HVAC system could impact the ability to detect vape properly. Also, if they are aware of the detector, some individuals may use counter-measures to avoid system detection – such as exhaling vape inside a jacket or coat.

### **What percentage of vaping incidents can I expect to detect?**

This is difficult to quantify. If vaping occurs within the coverage area prescribed, the majority of incidents should be detected with the following qualifiers: active ventilation that redirects the air can degrade vaping detection; intentional counter-measures such as exhaling vape into a coat to prevent vape from reaching the sensor will likely compromise vaping detection performance.

## ELEVATED SOUND

### **How can you detect incidents such as bullying without cameras or microphones?**

Each FS286 continuously measures current sound levels and detects elevated sound, or noise anomalies, that suggest that something is amiss – such as bullying, fighting, or screaming – that should be investigated. When a decibel-level threshold (set by the system administrator) is crossed, a real-time alert is sent to designated school officials. Providing real-time situational awareness allows school officials to address potential harmful or dangerous behavior. Prevention starts with detection. The FS286 can detect and deter bullying when coupled with elevated sound.

### **What is the typical coverage area for bullying?**

Provided there are no walls or barriers in between the sound source and the sensor, sound waves generally propagate well. We recommend an area of 20' x 20' per FS286. However, the coverage area for vaping detection is smaller, and the number of FS286 units will generally be driven by the coverage requirement for vaping detection.

### **What about ceiling height?**

The overall acoustics of the location is important. Generally, ceiling height is more of a limiting factor for effective vaping detection rather than elevated sound that suggests bullying or fighting.

### **What percentage of incidents such as bullying can I expect to detect?**

It is extremely difficult to quantify this. It is possible that some elevated sound incidents may not be due to bullying or fighting. Conversely, it is possible that a bullying incident goes undetected because students are trying to avoid detection by not making much noise. What we can say is that the FS286 will consistently and accurately detect elevated sound incidents that suggest something is amiss that requires attention.

### **How do you handle locker rooms, for example, at the end of gym class or after a football game?**

Yes, school sporting events are played at various times on different days, so there is no way to predict typical noise levels. One approach is to raise the decibel-level threshold for FS286 detectors located in locker rooms – for time periods when higher noise levels are anticipated. Another option is to disable the sound sensor during such periods temporarily. It is up to the school staff to investigate and determine if the alert was caused by an incident of harmful or dangerous behavior.

## INSTALLATION

### **Do I need a professional/licensed installer to install it?**

The installer does not need to be licensed. However, it should be done by a professional who is familiar with installing and configuring IT equipment or data-enabled security equipment.

### **How is the FS286 powered if the school does not have a network switch that supports PoE+ (Power-over-Ethernet Plus)?**

If input power is not injected into the cable by the on-premise network switch, you need to use a PoE+ injector. Alternatively, you may power the device with external power via an AC-DC transformer.

### **Beside the FS286 itself, what parts/equipment are needed to install the FS286?**

In addition to the FS286 itself, common parts and tools – not provided with the unit – are required for mounting. The FS286 has two mounting holes for a bolt/screw to hold the device onto the ceiling. For sheetrock ceilings where there are no studs, a hollow wall anchor and screw can be used. For ceiling tiles, a toggle bolt with anchor can be used. The installer must ensure that the device is held strongly in place to avoid the device falling off. In addition, a hole must also be made on the ceiling for the Ethernet cable and/or barrel jack to plug directly into the device. The PoE+ cable – not provided with the unit – is inserted into the port on the face of the device that is mounted onto the ceiling. If AC power is used, the power transformer – also not provided with the unit – output is inserted into the barrel jack on the face of the device that is mounted into the ceiling. Please refer to the Device Installation Guide for further details.

### **How many units are required per typical bathroom?**

Our starter recommendation is two (2) FS286 devices per bathroom for vape detection. Our engineering team is available to perform an assessment to determine if more devices are required. This feedback will be based on the structure of the space, airflow, and room ventilation, as well as the results of live testing.

# SOTER FLYSENSE™ - FREQUENTLY ASKED QUESTIONS (CONTINUED...)

## COMMUNICATIONS

### Can I use Wi-Fi for data connectivity?

Yes, the FS286 device is Wi-Fi enabled. For instructions of using Wi-Fi, please refer to the Device Installation Guide.

### What interfaces are supported on the FS286?

The FS286 supports Ethernet data connectivity via a built-in, 8-pin RJ-45 connector. It also supports the IEEE 802.3af standard for Power-over-Ethernet Plus (PoE+) and external power via AC-DC transformer.

### What type of data cables should be used?

The same data cables typically used for network hub or switch connectivity. That is standard CAT5 (Category 5) or CAT6 unshielded twisted pair (UTP) cable.

### What communication ports or resources need to be available for the units to operate?

Network administrators should be aware that the units securely send data via the following ports:

- For Device Communications (alert notifications): Port 11086 (outbound) to IP address 54.196.17.213
- For Device Over-the-Air (OTA) Updates: Port 22 (outbound) to IP address 52.91.225.2

### How do I add or remove subscribers for alert notifications?

At any time, you can log into the cloud-based FlySense™ dashboard to monitor active deployed sensors and manage the list of authorized subscribers for alert notifications. Contact your integration partner or Soter Technologies if you need assistance with this.

### Can the FS286 be integrated with 3rd party security or management platforms?

Yes. There is a published API that allows for such 3rd party integration.

## BASIC OPERATION / GENERAL

### What exactly happens when a vaping or elevated sound alert is triggered?

When a sensor detects sound decibel level anomalies or chemicals from vaping, it sends an immediate, location-specific notification to the devices of designated school officials.

### Does the FS286 incorporate a camera or microphone?

No, it does not. This allows the FS286 to be effectively deployed in problematic areas such as bathrooms and locker rooms, where privacy precludes the use of cameras and microphones.

### Can you configure the software to disable alerts for specific times of day – for example, if someone does not want to receive any alerts between 9:00 pm and 7:00 am?

Yes. With the custom scheduling feature, administrators can select specific days and time blocks for subscribers to receive alerts. The system default for subscribers is currently Monday-Friday from 7:00am-4:00pm for all registered devices. You may add, update, and/or edit subscriber schedules within the subscribers' tab.

### Can you improve the FS286 detection performance if you think you are getting too many false positives?

Yes, by classifying each alert- via the portal or mobile app- as a confirmed detection, unconfirmed detection, or false positive, you can help your devices better learn their environment and improve overall detection performance. You can view both vape and sound detection performance over time with real-time success metrics via the portal.

### What if the school is only interested in vaping detection?

The sound sensor for each detector can easily be disabled via the portal.

### What about tampering or attempts by students to disable the unit?

The RJ45 connector for data and power is recessed; therefore, there is no cable or connector exposed. The housing is tamper resistance. The unit would have to be literally ripped down from the ceiling. If a unit does become disabled or goes offline, it will be reported via the cloud-based portal.

### What are the total costs associated with a FS286 solution?

The total costs are: FS286 acquisition which includes a one-year warranty; Setup fee; Installation; Annual recurring software subscription fee after year one; Extended warranty/service, which is optional but recommended.

### Why is there an annual software subscription fee after year one?

There is real and ongoing operational cost associated with providing and maintaining the cloud-based infrastructure that enables real-time alert notifications as well as 24/7 access to the FlySense™ portal. The robust, cloud-based portal provides a modern, easy-to-read dashboard and the ability to: configure and manage devices; confirm and classify incidents; view Alert History; run reports; customize subscriber scheduling for alert notifications; and contact Soter Support.

## Specifications

Physical Characteristics	
Dimensions	4.75" W x 6.56" L x 2.20" H
Weight	9.0 oz.
Housing Material	ABS Plastic

Connectivity	
Ethernet data connectivity via built-in RJ-45 connector and 802.3at interface	
802.11b/g/n Wi-Fi supporting 2.4 GHz frequency band	

Warranty	
1-year limited hardware warranty covers defects in workmanship and materials	
3-year and 5-year extended service options available at time of purchase	

Environment	
Operating Temp	55° to 95°F (12.8° to 35°C)
Sealing	IP50
Coverage Area	12' x 12' x 10' 12' x 12' x 9'

Sensors		
Vape	Temp.	Motion
Sound	Humidity	

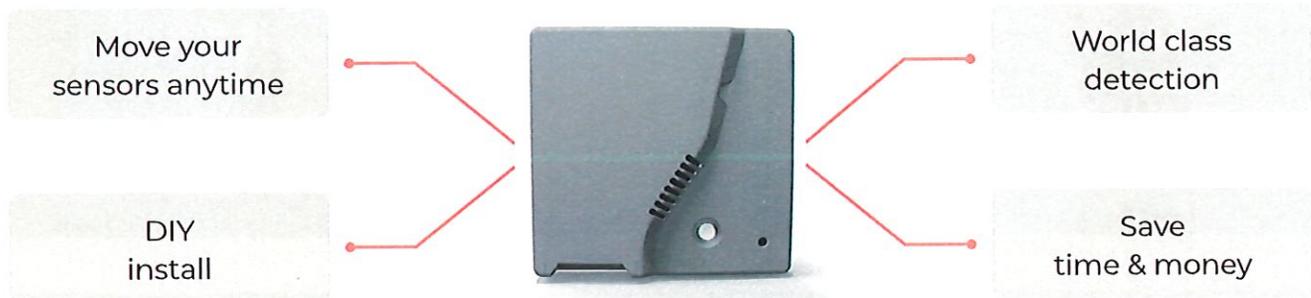
Event Indicators	
RGB LED Alert Indicator	

Input Power	
Built-in 802.3at compliant PoE+ (over Cat 5e or 6 cable)	
External power via 5V 2A AC-DC transformer with 5.5mm x 2.1mm DC connector	

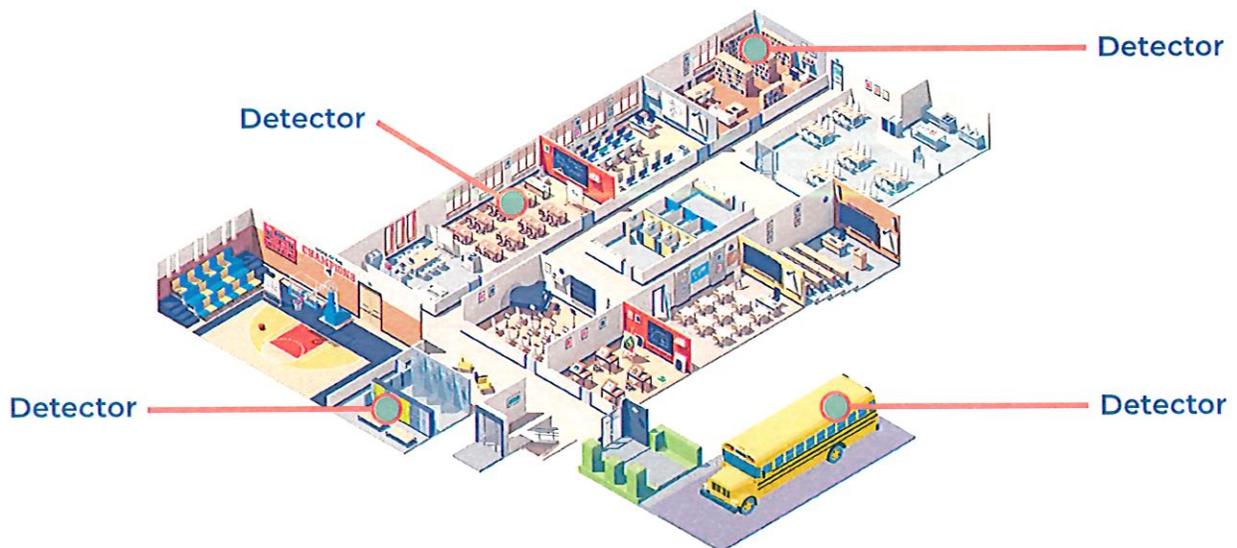




## THE INDUSTRY'S FIRST WIRELESS VAPE DETECTOR HELPING SCHOOLS REDUCE STUDENT VAPING



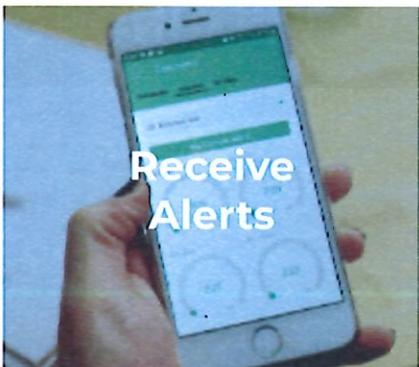
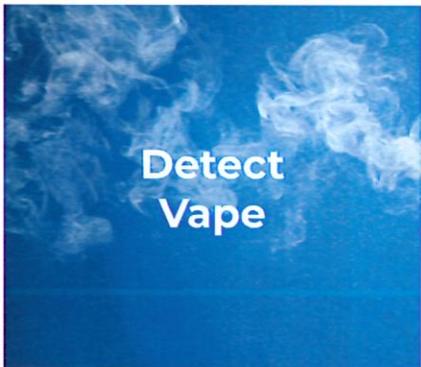
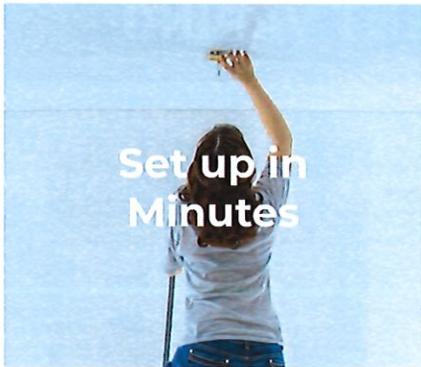
The Zeptive wireless “go anywhere” vape detector enables schools to easily and affordably monitor for student vaping in locations throughout the building.



Communicate your no-vaping policy with confidence.  
Reduce teen vaping. Reclaim your restrooms.  
(no cables required)



# YOUR SYSTEM ARRIVES READY TO WORK.



# SYSTEM OVERVIEW: 4 KEY COMPONENTS

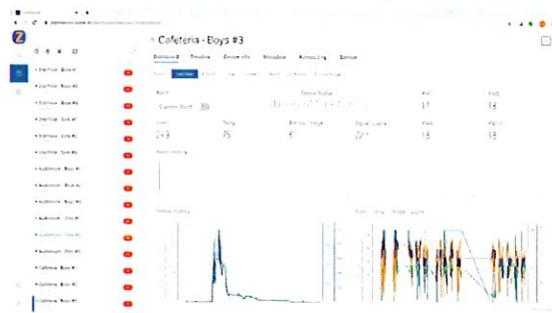
### 1. Hardware Vape Sensor



### 2. App Readings Screen



### 3. Web Console Dashboard Screen



### 4. Notification Options

- App
- Web Console
- Text
- Email
- Audible
- Multi-color LED

### POWER OPTIONS

- Rechargeable Battery
- PoE+ (power over ethernet)
- External power via AC-DC transformer

### ADVANCED DETECTION

All types of vape including:

- Nicotine
- Marijuana (THC)
- Flavored and non-flavored

### COMM OPTIONS

- WiFi
- Cellular
- Ethernet

### HARDENED

- Integrated tamper sensor
- Optional wire guard
- Tamper-proof screws

### MOBILE APP

- Remote access, view and control sensors
- iOS & Android

### INSTALLATION

- DIY in minutes (no cables required)
- Attach to wall or ceiling
- Mounting hardware provided

Helping the World Sense to Safety™



## DRAFT WIRELESS VAPE DETECTOR QUOTE

Item	Description	Unit Price	Qty.	Amount
Vape Detector - WiFi/Wired	Zeptive Wireless Vape Sensing Unit - WiFi/Wired version. Includes everything you need to operate the WiFi unit wirelessly or via wire. Sensor requires a consistent and strong WiFi signal. Unit ships with multiple power and communications options.	\$1,100	2	\$2,200
Annual Software & Licensing (1-2 units)	Annual Software & Licensing costs includes alerts by text, email, phone app, or website. (This is an annual expense/school district up to 2 units)	\$100	1	\$100
Wire Cage	Optional: Protective wire guards for the systems. Not required for system operation, but many schools install over the unit to help prevent tampering	\$50	2	\$100
Vape Detector Stealth Unit	Optional: Stealth Systems don't provide detection capability, but look just like a fully functioning system and help to deter students from vaping especially when interchanged randomly with "live" sensors	\$165	0	\$0

Subtotal: \$2,400.00  
 Shipping: TBD  
 Total: TBD

*Estimate Delivery Time: 30-90 days post award*

**Included with your Zeptive Wireless Vape Detector:**

- Zeptive Wireless Vape System (WiFi/Wired Option)
- 2 batteries with charger
- Zeptive App (Android and Apple) - enables users to manage sensor functions from their phone
- Zeptive Web Console - enables users to manage sensor administrative functions from a computer
- Power Options: Battery, PoE or Direct power
- Communication Options: WiFi, Ethernet, Cellular (Note: The cellular connection option requires additional connection charges)
- Notification Options: App, Email, Text, Web Console, Three Color LED, Audible
- 12 month warranty
- Phone support
- Mounting hardware

ZEPTIVE TERMS & CONDITIONS OF SALES  
<https://www.zeptive.com/terms-and-conditions>

Zeptive, Inc.  
 145 South Bedford Street  
 Suite 151, Burlington, MA 01803

(617) 468-1500  
[info@zeptive.com](mailto:info@zeptive.com)





**DRAFT WIRED VAPE DETECTOR QUOTE**

Item	Description	Unit Price	Qty.	Amount
Wired Vape Detector (Upgradeable to Wireless)	Includes everything you need to operate the wired unit via PoE or direct wire. Unit ships with multiple power and communications options. Please note: This pricing does not include installation. This unit can also be operated wirelessly if batteries are purchased.	\$1,000	2	\$2,000
Annual Software & Licensing (1-2 units)	Annual Software & Licensing costs includes alerts by text, email, phone app, or website. (This is an annual expense/school district up to 2 units)	\$100	1	\$100
Wire Cage	Optional: Protective wire guards for the systems. Not required for system operation, but many schools install over the unit to help prevent tampering	\$50	2	\$100
Vape Detector Stealth Unit	Optional: Stealth Systems don't provide detection capability, but look just like a fully functioning system and help to deter students from vaping especially when interchanged randomly with "live" sensors	\$165	0	\$0

Subtotal: \$2,200.00  
 Shipping: TBD  
 Total: TBD

*Estimate Delivery Time: 30-90 days post award*

**Included with your Zeptive Wired Vape Detector:**

- Zeptive Wired Vape Detection System (PoE & Direct Wire Option)
- Zeptive App (Android and Apple) - enables users to manage sensor functions from their phone
- Zeptive Web Console - enables users to manage sensor administrative functions from a computer
- Power Options: Battery, PoE or Direct power
- Communication Options: WiFi, Ethernet, Cellular  
 (Note: The cellular connection option requires additional connection charges)
- Notification options: App, Email, Text, Web Console, Multi-Color LED, Audible
- 12 month warranty
- Phone support
- Mounting hardware

ZEPTIVE TERMS & CONDITIONS OF SALES  
<https://www.zeptive.com/terms-and-conditions>

Zeptive, Inc.  
 145 South Bedford Street  
 Suite 151, Burlington, MA 01803

(617) 468-1500  
[info@zeptive.com](mailto:info@zeptive.com)



The logo for Diode Technologies features the word "Diode" in a large, blue, sans-serif font. The letter "o" is replaced by a blue globe icon showing continents. Below "Diode" is the word "TECHNOLOGIES" in a smaller, blue, all-caps, sans-serif font. The background of the page is light gray with a pattern of diagonal blue lines on the left side.

# Diode TECHNOLOGIES

**PROPOSED TO:**

**Morrill Public Schools**

**PREPARED BY:**

**Jeremiah Duerksen**

**DATE PROPOSED:**

**1/18/2022**

## Scope of Work

Thank you for considering Diode Technologies for the Halo Smart Sensors for the Morrill Public Schools. This proposal is for Diode to preprogram and send six sensors to the school for a self installation. The Halo sensor can be setup to monitor many different health and safety situations like air quality, carbon dioxide, humidity, temperature, THC, Vape, gunshot, aggression and light level to name a few. The Halo sensor can be ran two different ways, the first is to be individually setup to send messages based on any of the sensor thresholds exceeded. In this method each sensor is monitored individually and can be viewed by browsing to the sensors web address. This setup has no yearly cost.

A second way is to add each sensor to the Halo Cloud. The cloud solution allows all sensors to be viewed at one location for easy access, monitoring and settings configurations. The cloud solution requires a one time setup fee of \$495 and then depending on the length of term a per unit price.

1 Year: \$147 per device

3 Year: \$410 per device

5 Year: \$625 per device

\*\*Each Halo is designed to have a PoE cable and switch port to power and run the device. Surface mount boxes are also available for hard lid ceilings if recessed is not an option.



# Diode Technologies

\$7,515.00

**Total: \$7,515.00**

# Diode Technologies

## Grand Total

Shipping & Tariff: \$215.10

Sales Tax: \$0.00

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**Total: \$7,730.10**

## Terms and Conditions

**This proposal is valid for a period of up to 30 days from the date of the proposal.**

### **Payment Schedule:**

- 50% down payment is required to initiate the project.
- Completed work will be billed monthly.
- Remaining balance due after completion of the project.

\*Prewiring for system installation will be billed at 100% after completion. No ordering of equipment will be made until 100% payment of prewire is received.

**Final payments are due upon receipt of final invoice. Failure to pay in full will accrue 18% APR.**

**\*\*3% credit card processing fee applies for invoices paid over \$3,000.**

### **Project Process:**

1. Signed Proposal
2. 50% down payment
3. Ordering, Staging, and Programming of equipment
4. Scheduling of Project
5. Final Payment Billed at Completion of Project
6. Introduction and Handoff to Service Team for Future Assistance

### **Service Process:**

1. Contact Diode Technologies at 402-793-5124
2. All Service Requests are documented by Diode Customer Service Representatives
3. Support Specialists will contact customer to determine best course of action to resolve the issue.
  - a. Remote support will be provided as a first course of action.
  - b. An on-site technician will be scheduled and dispatched if needed.

**The following conditions or circumstances may affect the final billing amount and/or project timeline.**

1. DT does not provide 110v electrical service to power our system design. A properly licensed electrical contractor may be needed, and the Customer is responsible for providing code and load compliant power outlets as detailed in this proposal.
2. Change orders to the original scope of work will typically incur additional material and potential labor costs and will be provided upon request.
3. Change orders may also require a delay in original estimated completion dates and additional return trip labor costs. Original project will be billed as completed, and additional change orders will be billed separately.
4. DT has estimated normal above ceiling wiring access routes for cabling to meet local codes. If unusual installation circumstances (excessive firewalls or depth of walls deeper than 8" masonry block above ceiling) that require additional labor hours, customer will be advised by DT PM during the installation process.
5. Normal material order, shipping, handling and staging of equipment is begun after the down payment is received and typically takes 4-5 weeks for scheduling and delivery; however, a manufacturer may occasionally have a delay sourcing parts which may result in a delay. The DT project manager will advise if this situation occurs.
6. Expedited installation requests require overtime scheduling of technicians which may increase the costs of the project and will be handled on a case-by-case basis depending on current installation commitments to our customers at the time.
7. If underground trenching is required, any unusual or unanticipated impediments can significantly impact our proposal estimate sub-contractors and ultimately the cost to the customer. The customer will be advised of additional cost factors before works proceeds.
8. Aerial cable runs may be sub-contracted out and priced separately from our proposal.
9. Weather conditions, lightning strikes or other acts of God may impact estimated completion date and DT will not be responsible for costs associated with these types of delays.
10. Every effort will be made to complete our installations as planned; however, unforeseen circumstances or delays out of our control will be communicated as quickly as possible.
11. Delays in site availability or agreed upon payment schedule may result in DT rescheduling delivery and adjusting completion

dates.

## Additional Terms

Diode Technologies makes no guarantee and assumes no liability for the use, operation and maintenance of any installed equipment and any associated equipment.

The customer agrees to fully and completely indemnify and hold harmless Diode Technologies, LLC, its successors and assigns, from and against any and every claim loss, damage, suit or liability arising out of the furnishing equipment including, without limitation, any claim, loss, damage, suit or liability involving damage to or destruction of property or personal injury to or death of livestock or persons which arises, or is claimed to arise, directly or indirectly, with or without negligence, out of the installation, use, maintenance, operation, failure of operation, or malfunction of equipment on the premises of the customer. Equipment is not actively monitored by Diode Technologies, LLC or any other 3rd party service.

Customer acknowledges by signature below that customer has read, understands and accepts the above conditions for services provided by Diode Technologies, LLC.

## Media Release

I, Morrill Public Schools, hereby grant permission to Diode Technologies hereinafter known as the "Media" to use my image or images taken of my project (photographs and/or video) for use in Media publications in places that include, but are not limited to, their website, social media accounts, or email.

I hereby waive any right to inspect or approve the finished photographs or electronic matter that may be used in conjunction with them now or in the future, whether that use is known to me or unknown, and I waive any right to royalties or other compensation arising from or related to the use of the image.

Upon signing this proposal, I agree to the paragraph below which is applicable to my present situation:

I have read this release before signing the proposal, and I fully understand the contents, meaning and impact of this release. I understand that I am free to address any specific questions regarding this release by submitting those questions in writing prior to signing, and I agree that my failure to do so will be interpreted as a free and knowledgeable acceptance of the terms of this release.

\_\_\_\_\_  
Morrill Public Schools

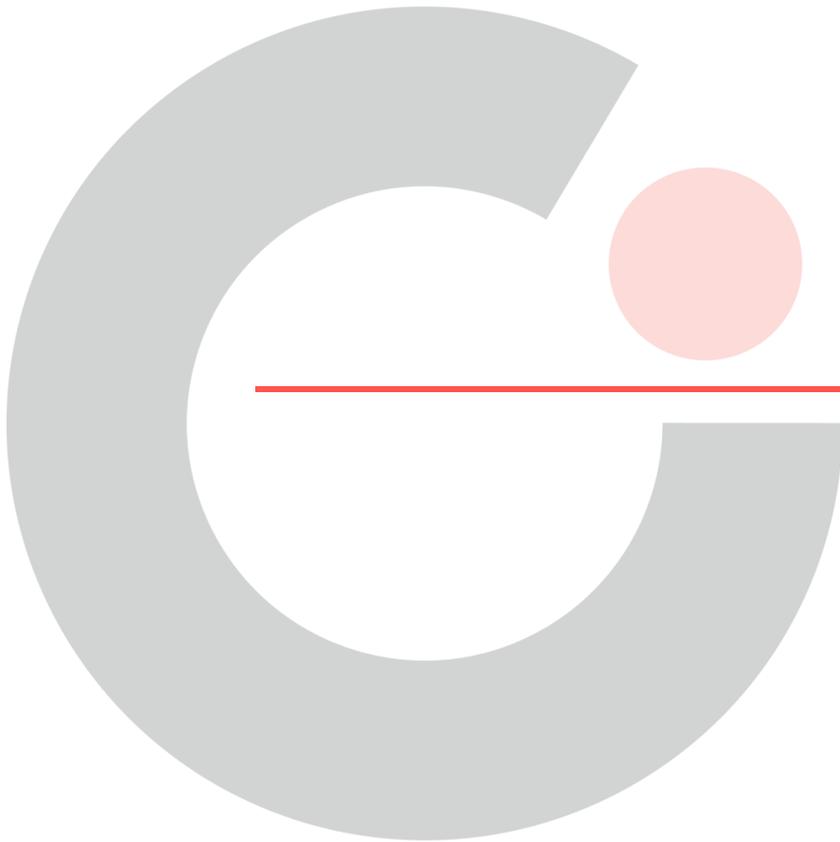
Date: \_\_\_\_\_



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Jeremiah Duerksen

Date: 1/18/2022





# Pride Cub Care

Morrill, Nebraska

**February 7 - 10, 2022**

**Early Learning Accreditation Engagement Review**

314229

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## Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole school—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an early learning program's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in young children's learning, growth and development, and the school's organizational effectiveness. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of school quality. Using the Standards, the review team provides valuable feedback to schools that helps to focus and guide each school's improvement journey. Valuable evidence and information from other stakeholders also are obtained through interviews, surveys, and additional activities.

The Cognia Engagement Review Team used the Cognia Standards for Quality Early Learning Schools, Indicators, and related Criteria to guide its evaluation, looking not only for adherence to standards but also for how the school functioned as a whole and embodied the practices and characteristics of quality. Using the evidence at their disposal, the Engagement Review Team arrived at a set of findings contained in this report.

### Definition of Standards, Indicators, and Criteria

The five *Cognia Standards for Quality* are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve organizational effectiveness and quality student performance results. The Indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the Indicators provide a comprehensive picture of each Standard. Each Indicator is supported by Criteria that outline how a school meets and operationalizes the Indicator. This information also leads to specific areas of strength and opportunity.

### Use of Diagnostic Tools

In preparation for the Engagement Review, the school conducted a self-assessment that applied the Standards and Criteria for accreditation. The school provided evidence to support its conclusions about organizational effectiveness in ensuring high-quality learning environments that support the learning, growth, and development of young children, as well as continuous improvement in organizational effectiveness. The Engagement Review Team's findings and critical observations are shared in this report through the description of overall themes that emerged and the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities. These tools informed each Criteria rating as Met or Not Met.

## Cognia Standards Diagnostic Results

The Engagement Review Teams uses the Cognia Standards Diagnostic to evaluate the institution's effectiveness based on Cognia's Quality Standards. The team's final ratings are available in the Standards Diagnostic for Early Learning Schools as an accompanying PDF file in Workspace.

### Commitment to Continuous Improvement

The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help schools map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every school must be empowered to map out and embrace their unique improvement journey. Cognia expects schools to use the results and the analysis of data from various interwoven components so that the implementation of improvement actions drives education quality and improved outcomes for children's learning, growth, and development. Cognia identifies three important components of a continuous improvement process and provides feedback on the components using a rubric to guide the improvement journey. Ratings for these components include data collection and data quality; data analysis and data application; and improvement capacity and improvement evidence. The table below is applied to determine the final Rating for each criterion.

Color	Rating
Red	Insufficient
Yellow	Initiating
Green	Improving
Blue	Impacting

While each improvement journey is unique, the journey is driven by key components rated in the Commitment to Continuous Improvement table as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Improving
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Initiating
The institution demonstrates the capacity to implement their continuous improvement journey.	Initiating

## Continuous Improvement Journey Narrative

Pride Cub Care's engagement of stakeholders in providing input for the Engagement Review began a year prior to the review. The Self-Assessment was completed by the school's director and a school improvement team during the spring of 2021. Because of the COVID pandemic, the review was postponed to 2022. The collection of data for the review was robust and provided much evidence for the team to judge the five Standards and their accompanying criteria. The school's team developed folders for each of the Standards, and then within each folder, indicator evidence was provided. Asterisks were placed on each indicator for the 62 representative evidences. The quality of evidence was high, most of the information was specifically pertinent to the indicator. Examples, among many, include program details, lesson plans, procedures, photos, assessment data, and PowerPoint presentations. The thoroughness of the evidence helped the team collect essential information and aided in efficient decision-making.

The school has limited data, collected from 2017-2018, when the school's infant to preschool design was fully on board and then delayed for the 2020-2021 school year due to the pandemic. Teaching Strategies Gold curriculum helps guide some decisions and provides a very specific lesson planning guide used by every teacher. It also has a data collection component that provides social-emotional input for each student, as well as some academic data. Other areas directed at continuous improvement are found in the ongoing outside observations of teachers and classroom environments, by the directors, through Head Start, and more specifically with the Second Step Up to Quality program that was added in 2021. A professional learning community (PLC) has been added but has not yet become fully engaged in the entire process, i.e., from data collection to goal setting and continuous review of results. The use of data to guide decisions for growth with students and teachers at Pride Cub Care is at an initiating stage; however, the school's staff is committed to learning more about how to use the data from its various programs for continuous improvement.

## Results from the Environmental Rating for Early Learning (erel™)

All children should have access to a high-quality early childhood environment in which they have multiple opportunities to be successful. The purpose of this tool is to identify and document observable evidence of essential environmental requirements that are conducive to the health, safety, and education of young children.

Observations of classrooms or other learning environments are conducted for a minimum of 30 minutes per observation. Every Engagement Review Team member is required to receive training on how to conduct observations using erel. Team members conduct multiple observations during the review process and provide ratings on 60 items based on a four-point scale (4 = very evident; 3 = evident; 2 = somewhat evident; and 1 = not observed). The following provides the aggregate average score across multiple observations for each of the four environmental domains included in erel™.

Total Number of erel™ Observations	6
Environment	School Score
Supportive Interactions - Children	3.60
Supportive Interactions - Adults	3.04
Intentional Learning - Children	3.53
Intentional Learning - Adults	3.07
Positive Guidance - Children	3.50
Positive Guidance - Adults	3.61
Safe and Healthy - Children	2.81
Safe and Healthy - Adults	3.03
<b>erel™ Total</b>	<b>3.23</b>

Number of Requirements for Safe Environments rated as YES for the school	10
--	----

### erel Observations Narrative

Observations using the erel were conducted in each classroom at Pride Cub Care and included four observations of preschool, one of toddler, and one of the infant room. Overall, the scores were consistent and positive. The highest rating for both children and adults in the Positive Guidance environment was consistent with the school's Second Step and Pyramid philosophy and tallied scores for 3.50 for children and 3.61 for adults. Children were observed learning to work with one another and shared knowledge during small group sessions. Teachers guided and, during small group, provided specific skills in phonics, understanding patterns, and number skills. The next two environments were similar in ratings, Supportive Interactions- children 3.60 and adults 3.04, and Intentional Learning- 3.53 for children and 3.04 for adults. Supportive Interactions found adults acting in caring and supportive manners consistent throughout the classrooms; however, the Lead Evaluator was unable to see the arrival and departure procedures because most children are bused. Children often participated in

mirror play, and some played directly with another student. Behaviors were handled in positive ways as teachers used words and actions to guide the children to appropriate choices. One area was lacking- music, movement, songs, and rhyming has been identified as an area the school would like to grow in, and plans for professional development in this area have been made. The lowest area, Safe and Healthy Environment, necessitated an improvement priority. Washing toys after use, making sure alcoves can be monitored by adults, bathrooms that allow some adult supervision, handwashing after bathroom use, and consideration of foot coverings in infant rooms round out the needs.

## Early Learning Assurances

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

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

## Findings

### Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in children's learning, growth, and development or the school's organizational effectiveness and are actions that exceed what is typically observed or expected in a school.

**Powerful Practice Statement #1:** Fidelity to the adopted programs and social development structures ensures every student an opportunity to grow, both socially and intellectually.

**Evidence:** Moving from a part-time to a full-time program, the director and teachers at Pride Cub Care adopted and committed to the use of programs designed to help the children in their school grow and mature socially and emotionally so they are ready to learn the academics they need to be successful in Kindergarten. The director shared the history of the school in documentation and interviews. The school moved from a part-time program to full-time in 2016-2017 and has adopted practices approved by the Nebraska Department of Education, including following the Nebraska Early Learning Guidelines, the use of Creative Curriculum, and Teaching Strategies Gold. In addition, in 2019, the staff added Second Steps to help young children learn self-monitoring skills. They adopted the Pyramid model of tiered interventions and, in 2021, added Step Up to Quality to grow the abilities of teachers. Learning without Tears and Letter Links were adopted for writing skills and letter recognition. During interviews, paraprofessionals and teachers spoke about how they use these programs daily. A document review found lesson plans with each of the adopted programs present in every teacher's plans. Observations confirmed the use of these programs. Ample evidence from both observations in the classroom, lunch, and outside play validated that teachers used the Pyramid strategies with children, developing social and emotional skills, provided academic lessons from the Creative Curriculum, and used some of the Second Step strategies to help children learn self-regulation skills. Parents said that the classrooms were consistent, i.e., vocabulary was

the same, teacher actions, and how the children moved through the day in their classrooms were familiar in each room. Some mentioned that this was particularly helpful when siblings had the same experiences. Parents also felt the impact of the consistency as children transitioned from infant to toddler to preschool. These systematic approaches, ingrained in the daily practices and used by every teacher, provide equity of learning and a basis for social and intellectual growth of each child at Pride Cub Care.

**Link to Criteria:** 3.01.001, 3.01.002, 3.01.005, 3.01.007, 3.01.008, 3.03.010, 3.03.034

**Powerful Practice Statement #2:** School culture is one of camaraderie and teamwork that results in a cohesive and unified staff that benefits the school, the children, and the parents.

**Evidence:** The camaraderie of the school was noted in several ways. Upon entering the building, the team could see various adults greeting students and helping them move to their classrooms. It was difficult to tell who the teachers, the paraeducator, the director, or even the office manager were. All took responsibility for the children as they entered, and the children reciprocated by greeting all the adults. Observations in the classrooms found all the adults working one-on-one with children or helping prepare the next lessons or activities. During interviews, both teachers and paraeducators were equally complimentary of the shared ownership they have of the classroom and the children. Staff members spoke about how they function as classroom teams and as whole building teams, helping one another when short-handed or when a child needed a break in a different environment. One staff member said, “We unite around the children, and become a family,” and “The children fill our cups, and we fill each other’s cups.” They discussed how they share ideas and work together to implement the school’s programs. Parents felt one strength of the school is the close-knit relationship between teachers. They noted that one teacher often helped another when absenteeism affected their child’s classrooms, which led to the fact children are known by many people in the building. The overall result of the strong teamwork and the camaraderie of all the staff is that classroom instruction continues at a high level each day despite staffing concerns related to illness or other issues. Close-knit teamwork and collegial practices are embedded at Pride Cub Care and serve to benefit the entire school, the staff, and most importantly, the children and their parents.

**Link to Criteria:** 2.02.001, 2.01.003, 2.01.004, 2.03.001, 2.03.002

**Powerful Practice Statement #3:** Stress on education and personal growth of staff has resulted in a high level of certified teachers and support staff in classrooms.

**Evidence:** At Pride Cub Care, the classrooms enjoy a level of professionalism unique for a small farming community. Two elements created a high level of professionalism at Pride Cub Care. First, the superintendent recognized the community’s interest and a need for the preschool and looked for ways to open a full-time program. In the district overview, the superintendent shared how he learned about Rule 11 in Nebraska that would allow a candidate to continue teaching or act as a paraeducator while working toward a certification or a degree. Staff members have taken advantage of the waiver, allowing them to remain employed at the preschool while working toward certification or degrees. The second element of professionalism is the contribution of the director. During interviews, the director was praised by teachers and other staff members for promoting their personal growth and helping set a tone of professional growth for the building. They stated that because the director felt that continued learning was important, they looked for opportunities to take classes and continue their own learning. The superintendent said, “In 28 years of school administration, never have I seen the trajectory of professional growth that this building has had. The number of people who take classes or go on to get degrees is [important to the school].” A document review substantiated many staff members with degrees. The four preschool classrooms each

have a teacher with a bachelor's degree and an early childhood certification. The paraprofessionals that work in the preschool rooms also have a strong educational background, one has her substitute certificate, and one will be applying for a teaching waiver at the end of summer 2022. The infant room is supervised by an Early Childhood /Special Education teacher who is certified in Early Childhood Education and has a Pk-12 special education bachelor's degree. That person supervises a lead teacher and a paraprofessional in the infant room. The school also has a licensed mental health professional (LMHP) who works with families dealing with trauma or mental health issues. The director has both a bachelor's and a master's degree in education and has an early childhood certificate. During interviews, teachers and paraeducators discussed the number of classes they take and the use of a professional learning community (PLC) to continue their learning about early childhood. Step up to Quality adds professional development and on-site coaching for all the staff. Ingrained in Pride Cub Care is an expectation of continued learning, supported by leadership and availability of solutions to work toward college degrees, class offerings, and professional learning communities to increase personal knowledge; this small school has achieved a high level of professional staffing that benefits the families and children who attend.

**Link to Criteria:** 2.01.007, 3.05.001, 3.08.002, 3.08.004, 3.08.008 - .011

## Improvement Priorities

Improvement priorities are developed to enhance the school's capacity to reach a higher level of performance and reflect the areas that the Engagement Review Team identified as having the greatest impact on improving children's learning, growth and development and the school's organizational effectiveness.

**Improvement Priority Statement #1:** Address safety concerns that exist in the preschool rooms.

**Evidence:** During observations, several violations of safety criteria were noted. One example is found in preschool classrooms of students aged 3-5, where restrooms in two of the classes are located in a small alcove on the side of the room. During observations in those classrooms, students could be seen going into the restroom without the knowledge of the adults in the room. The restrooms have full-size doors but lack a window or another method of ensuring a child's safety while in the room. Additionally, adults in the room were unaware of the children's use of the restroom. The alcove lacked any way to monitor the use of the area and had no one-way mirror or staff in the area. As students left the restroom, they did not wash their hands and proceeded to play at centers. In PreK and toddler rooms, students handled play food and pretended to eat the food, placing the item in their mouth. In some cases, the toys returned them. Toys were not washed or cleaned after each use, and it didn't appear in the observations that a process or procedure was in place. In free time centers in two of the classrooms, students used, and different students reused the toys, yet the toys were not cleaned in between uses. Infant classrooms did not have a procedure for the removal or covering of shoes when adults entered to assist with maintaining a clean floor. The infant room did have several children who crawled or were scooting across the floor. Addressing these safety concerns is important for the continued health and welfare of the children attending the school.

**Link to Criteria:** 4.05.003 - .004, 4.05.010, 4.05.031 - .032, .034

**Improvement Priority Statement #2:** Implement a process to analyze data and develop a system to train teachers and staff in using data to impact instruction, professional development choices, and using professional learning communities (PLCs).

**Evidence:** The use of data is at an early stage of development and does not yet provide direction for the professional learning community to institute changes in instruction, professional development, or student achievement. The team's document review found several assessments from various programs. Teaching Strategies Gold, classroom observations, and Head Start assessments were present. In interviews with teachers, some of the data collected were used in designing classroom themes, and some were used for individual student growth. Sharing or using the data of classroom assessments of individual student achievement was lacking, a point supported by parents. Parents felt that they had quite a bit of information on the social and emotional aspect of their child but felt less informed about the academic growth of the child. One parent said, "I'd like to know if my child is going to be ready for up there [Kindergarten]." Many parents nodded yes in agreement. Teachers can find that information, but a formal process for providing the information on an organized basis is lacking. Little evidence was found on the use of data from any of the school's assessments to change instruction or for use in PLCs. The team was unable to find disaggregated data about students and their learning trajectories. The use of trend data is lacking, in part because detailed information about children has only been collected for two years, and in part because training for how to use it is missing. Teachers and the director agreed that they have data but are uncertain about how to use it to impact instruction and the individual achievement of children or to validate the programs they use at the school. The use of data in PLC groups was minimal, as stated by staff during interviews. While the school is very active in providing professional development for its teachers, a document review and interviews found that most courses are compliance-based or are required by various agencies connected with the school. Teachers said they set goals for the PLC that were personal growth goals, but setting goals for classroom instruction or on individual student achievement was lacking. The director stated that training specific to the use of data was lacking and that this would be a good next step for the school to achieve. Implementing a process to analyze existing data, the success or lack of success with programs, and then using it to design effective professional development or for use in PLCs will only add the strengths of this school.

**Link to Criteria:** 3.07.002, 3.08.005 - .006, 5.01.006-.007

**Improvement Priority Statement #3:** Develop effective processes and data collection to enable targeted discussions with parents and elementary school teachers to ensure the success of preschool students in Kindergarten.

**Evidence:** During the Engagement Review, it was apparent that effective processes and data are lacking about transition discussions with elementary school teachers and parents to ensure the success of preschool students. These two criteria were identified as 'not met' in the school self-study. During interviews with the teachers, they said they had two meetings scheduled with the elementary school, but notes of the meetings held little information on student transitions. Teachers also said that they had little knowledge of the Kindergarten standards or what was expected for children to successfully exit Kindergarten. Backward mapping or other strategies to analyze the content of the Kindergarten academic standards have not occurred, so the preschool teachers have no way of knowing what academic standards they could be addressing as children get ready for Kindergarten. The director shared that the need for effective transition with identified "look-fors" and a formal process was lacking. Additionally, at the same time, the Engagement Review of the preschool was occurring; the Engagement Review of the Morrill system was taking place. The system's Engagement Review Team learned from interviews with

elementary teachers that they had meetings with the preschool teachers, but little resulted from the meetings. Preschool staff felt elementary teachers did not want to meet habits they needed to be successful in Kindergarten. A review of documents found sparse information about the meetings and noted a lack of a formal process for a transition discussion. No data were found about the success or lack of success of former preschool students at the elementary school. Parents stated that they would like to know more about the academic “look-fors” as their children enter kindergarten. They suggested a checklist of items. The Morrill community has a solid belief and support of all the schools in the community. Bridging the gap between the elementary and preschool programs and focusing on the social-emotional and academic needs of the transitioning children will ultimately impact overall student achievement.

**Link to Criteria:** 4.016.004-.005

## Insights from the Review

The Engagement Review Team identified key themes and findings from the review. This narrative identifies major observations that identify strengths or promising practices, as well as themes for improvement that may not be directly addressed in a finding.

The Engagement Review Team (team) identified several themes from the review that support the continuous improvement process for Pride Cub Care (PCC). These themes present strengths and opportunities to guide the improvement process.

**Pride Cub Care has a solid relationship with the community.** The school started in 2006 and operated until 2016 as a half-day preschool for three- and four-year-old children. In numerous interviews, the team heard how the people from the town and surrounding areas valued the program but also heard how they expressed the need for a more robust offering. The community came together to help donate money and to leverage county funding for a new building to house a larger preschool. Opening in 2019, it is now a full program offering infant care through preschool classrooms and is open from 7 AM to 6 PM. Continued support from the community provided for a shading structure for the playground. Enrollment in the preschool has aided the enrollment in other Morrill schools as preschool families stay to take advantage of attendance in the community’s schools when their children transition to Kindergarten. PCC is encouraged to maintain these solid relationships until they are deeply ingrained and embedded in the culture of the school.

**The school works directly with public school leaders to implement creative solutions for staffing vacancies in the small agricultural community.** With a full-time program in place at PCC, the need for trained staff to work in classrooms was critical. The superintendent helped the preschool use a little-known rule in Nebraska, Rule 11, to issue waivers for preschool staff to work while they studied to earn either an early childhood certification or a college degree. The staff was unanimous in their appreciation to grow and learn while they continued to work in PCC classrooms. As a result, the school enjoys a high number of professional educators at every level, remarkable for any preschool, but especially for one in a small town of fewer than a thousand citizens. School leaders are encouraged to maintain the process of providing educational alternatives for staffing.

**The school’s strong learning culture supports a solid commitment toward learning.** The PPC director’s belief in the importance of continued growth and learning led her to be creative in staffing and shifting people to address the needs of classrooms and programs while her staff

takes classes. Staff members stated that the director's support and positive attitude toward learning helped many continue to take courses beyond the required classes. The strong culture of learning impacted the classrooms as erel observations yielded consistently high scores for many of the criteria in the Supportive Interactions and Intentional Learning Environments. The staff is encouraged to continue to engrain and protect its commitment toward learning.

While PCC provides a strong learning environment for its children, additional insight gained by the Engagement Review Team could strengthen the overall program as identified by the Standards and criteria. Generally speaking, data do exist at the school in some areas of child performance, but a deeper use of data to guide instructional strategies, validate the success of its programs, and ensure smooth transitions to Kindergarten was viewed by the Engagement Review Team as an area to further develop. Given the willingness of the staff to engage in continuous learning and improvement, the next logical step is to look deeper into the use of assessment data to guide further improvements. Another area, technology for student use, was not present, in part because of the philosophy of the school, and also in part because a study of the academic uses for technology, especially for the 4–5-year children, has not been conducted. While the school provides a clean and engaging environment, some building design features (e.g., bathroom door location) could create safety issues. As documented by observations, health practices (i.e., handwashing and toy cleaning) need review.

**The school does not ensure consistent systematic transitioning for preschool children leaving Pride Cub Care to attend Morrill's Kindergarten program.** A formalized plan for children transitioning to the next level of learning is absent. While the community supports PCC and its public schools, it appeared from interviews with staff that communication between the preschool and the Kindergarten needs to be addressed. Focusing on the common goal of preparing emerging preschoolers for transition and success in the next level will benefit the entire district.

The Pride Cub Care school has forged an important role in the community of Morrill, Nebraska. During the Engagement Review, the team found dedicated, committed stakeholders at every level. They are focused on continued growth and improvement, benefiting all the students at Morrill public schools. The team hopes these insights will inform the system's efforts to improve.

## Accreditation Requirements

To ensure the early learning school meets requirements for accreditation, the Engagement Review Team must confirm the following for the early learning school:

- All nine Required Criteria were rated as Met.
- A minimum of 80 percent of the total Criteria were rated as Met (76 or fewer Criteria were rated as Not Met).
- A minimum of 80 percent of the Criteria specific to the age groups of Infants, Toddlers, and Kindergarten were rated as Met.

Were ALL Required Criteria Met					
YES	NO				
X		Criteria Met =	356/378	94.18%	
		Infant Criteria Met =	35/36	97.22%	N/A (school does not serve Infants)
		Toddler Criteria Met =	19/19	100%	N/A (school does not serve Toddlers)
		Kindergarten Criteria Met =			X N/A (school does not serve Kindergarten)

## Next Steps

The results of the Engagement Review provide the next step to guide the school's improvement journey to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve young children's learning, growth, and development, and the school's organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the school in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

- Upon receiving the Accreditation Engagement Review Report, the school is encouraged to implement the following steps:
  - Review and share the findings with stakeholders.
  - Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the school's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the Improvement Journey.

## Team Roster

The Engagement Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography (Lead Evaluator Only)
<b>Donna Mathern, Lead Evaluator</b>	Donna Mathern is a retired educator with over 40 years of experience teaching and in school administration. She is continuing to work in education with Cognia as a Lead Evaluator and just finished working for three years with Catapult Learning as a professional development facilitator. She has served as a board member on several community and regional organizations, including two terms with McREL. She is currently the president of the board of directors for St. Mark's Preschool.

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## Nebraska AQuESTT and Cognia Alignment

The Nebraska Department of Education and the State Board of Education have identified the use of the AQuESTT Framework as a guide for accreditation and accountability for Nebraska schools. This document demonstrates the alignment between the Comprehensive Needs Assessment (CNA) tool surrounding the domains and tenets of AQuESTT and the 2022-2023 Cognia research-based Performance Standards and Cognia digital platform of supportive tools.

Nebraska AQuESTT <small>(As outlined in the comprehensive needs assessment)</small>	Cognia Standards 2022-2023	Cognia Tools
<b>Domain: Success, Access, and Support</b>		
<b>Tenet: Educational Opportunities and Access</b>	All students have access to comprehensive instructional opportunities to be prepared for postsecondary education and careers.	
<b>Area of Focus:</b> <b>Technological infrastructure and digital learning</b> Dimensions: <ul style="list-style-type: none"> <li>• Instructional technology acquisition</li> <li>• Technology infrastructure</li> <li>• Digital learning opportunities</li> <li>• School technology plan and profile</li> <li>• Student technology learning</li> <li>• Teacher technology learning</li> </ul>	1-Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias. 2-Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs. 7- Leaders guide professional staff members in a continuous improvement process focused on learners' experiences and needs. (Use of perceptual data) 24-Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being. 11- Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments. 17- Learners have equitable opportunities to realize their learning potential. ( 18- Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking. 27- Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions. 23- Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity 14- Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.	<ul style="list-style-type: none"> <li>▪ Student and teacher inventories</li> <li>▪ Perceptual surveys</li> <li>▪ eleot® (Effective learning environment observation tool)</li> <li>▪ School/System Quality Factor Diagnostic (SQF)</li> <li>▪ I3 Rubric</li> </ul>

<ul style="list-style-type: none"> <li>• Provision of nutrition and health support</li> <li>• Equitable access to school resources</li> <li>• Special population groups in career and technical education (CTE)</li> <li>• Behavior management system</li> <li>• Tier 1 social emotional learning support</li> <li>• Social and emotional health of staff</li> <li>• Use of perceptual data</li> </ul>	<p>15- Learners’ needs drive the equitable allocation and management of human, material, digital, and fiscal resources.</p>	
<p><b>Area of Focus: Early Learning opportunities</b></p> <ul style="list-style-type: none"> <li>• Early learning guidelines</li> <li>• School readiness</li> </ul>	<p>Cognia Standards for Quality Early Learning Schools</p> <p>QRIS Step Up to 3</p>	<ul style="list-style-type: none"> <li>• Cognia Accreditation Handbook</li> <li>• Professional development webinars</li> </ul>
<p><b>Area of Focus: Comprehensive learning opportunities</b></p> <ul style="list-style-type: none"> <li>• Evidence-based interventions</li> <li>• Program evaluation</li> <li>• Data-informed decision-making</li> </ul>	<p>7- Leaders guide professional staff members in a continuous improvement process focused on learners' experiences and needs.</p> <p>8- The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.</p> <p>24-Leaders use data and input from a variety of sources to make decisions for learners’ and staff members' growth and well-being.</p>	<ul style="list-style-type: none"> <li>▪ Student and teacher inventories</li> <li>▪ Perceptual surveys</li> <li>▪ eleot®</li> <li>▪ Formative library</li> </ul>



<ul style="list-style-type: none"> <li>Expanded learning opportunities</li> </ul>	<p>26- Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.</p> <p>11- Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.</p> <p>17- Learners have equitable opportunities to realize their learning potential. (Expanded learning opportunities, evidence-based interventions)</p> <p>18- Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.</p> <p>27- Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions</p> <p>30- Learners' progress is measured through a balanced system that includes assessment both for learning and of learning. (Balanced assessment system)</p> <p>14- Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.</p> <p>15- Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.</p>	<ul style="list-style-type: none"> <li>Formative/ Interim assessments**</li> <li>I3 Rubric</li> <li>Teacher observation tool</li> </ul>
<p><b>Tenet: Transitions</b></p>	<p>Students have quality educational opportunities for success in transitioning between grade levels, programs, schools, districts, postsecondary education, and careers.</p>	
<ul style="list-style-type: none"> <li>Personal learning opportunities</li> <li>Student management of learning</li> <li>Postsecondary opportunities</li> </ul>	<p>17- Learners have equitable opportunities to realize their learning potential.</p> <p>20- Learners engage in experiences that promote and develop their self-confidence and love of learning.</p> <p>28- With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.</p>	<ul style="list-style-type: none"> <li>Cognia Learning Community (CLC)</li> <li>Student and teacher inventories</li> <li>Perceptual surveys</li> <li>elect®</li> <li>Teacher observation tool</li> <li>Formative library</li> <li>Formative/ Interim assessments**</li> </ul>



<p><b>Area of Focus: Grade to grade, level to level and place to place</b></p> <ul style="list-style-type: none"> <li>• Transition plan implementation: grade to grade, level to level</li> <li>• Transition plan implementation: in and out of services</li> <li>• Mobility plan implementation: place to place</li> <li>• Family collaboration for transitions</li> </ul>	<p>27- Learners’ diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions. 4- Learners benefit from a formal structure that fosters positive relationships with peers and adults.</p>	<ul style="list-style-type: none"> <li>▪ Student and teacher inventories</li> <li>▪ Perceptual surveys</li> </ul>
<p><b>Tenet: Positive Partnerships, Relationships and Student Success</b></p>	<p>Student, family, and community engagement enhances educational experiences and opportunities.</p>	
<p><b>Area of Focus: Student Attendance</b></p> <ul style="list-style-type: none"> <li>• Attendance monitoring</li> <li>• Attendance tiered intervention</li> </ul>	<p>24-Leaders use data and input from a variety of sources to make decisions for learners’ and staff members' growth and well-being.</p>	
<p><b>Area of Focus: Family and community engagement</b></p> <ul style="list-style-type: none"> <li>• Family engagement</li> <li>• Community engagement</li> <li>• Monitoring family and community</li> </ul>	<p>1- Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias. 3- Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners’ academic growth and well-being. 9- Leaders cultivate effective individual and collective leadership among stakeholders. 17- Learners have equitable opportunities to realize their learning potential.</p>	<ul style="list-style-type: none"> <li>▪ Perceptual surveys</li> </ul>

<p>engagement effectiveness</p> <ul style="list-style-type: none"> <li>Valuing community resources</li> </ul>	<p>4- Learners benefit from a formal structure that fosters positive relationships with peers and adults.</p>	
<b>Domain: Teaching, Learning and Serving</b>		
<p><b>Tenet: Educator Effectiveness</b></p>	<p>Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.</p>	
<p><b>Area of Focus: Teacher Effectiveness</b></p> <ul style="list-style-type: none"> <li>Planning and preparation</li> <li>The learning environment</li> <li>Instructional strategies</li> <li>Assessment practices</li> <li>Professionalism</li> </ul>	<p>2-Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.</p> <p>9- Leaders cultivate effective individual and collective leadership among stakeholders.</p> <p>24- Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.</p> <p>25- Leaders promote action research by professional staff members to improve their practice and advance learning.</p> <p>26- Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.</p> <p>18- Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.</p> <p>19- Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.</p> <p>20- Learners engage in experiences that promote and develop their self-confidence and love of learning.</p> <p>21- Instruction is characterized by high expectations and learner-centered practices.</p> <p>22- Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.</p> <p>27- Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.</p> <p>29- Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.</p>	<ul style="list-style-type: none"> <li>Cognia Learning Community (CLC)</li> <li>Student and teacher inventories</li> <li>Perceptual surveys</li> <li>eleot®</li> <li>Teacher observation tool</li> <li>Formative library</li> <li>Formative/ Interim Assessments**</li> <li>I3 Rubric</li> </ul>

	<p>13- Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.</p>	
<p><b>Area of Focus: Principal Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Vision for learning</li> <li>• Continuous improvement</li> <li>• Staff support and development</li> <li>• Operations and management</li> <li>• Culture for learning</li> <li>• Professional ethics and advocacy</li> </ul>	<p>7- Leaders guide professional staff members in a continuous improvement process focused on learners' experiences and needs.</p> <p>10- Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.</p> <p>25- Leaders promote action research by professional staff members to improve their practice and advance learning.</p> <p>26- Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.</p> <p>11- Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.</p> <p>18- Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.</p> <p>29- Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning. (Staff support and development, operations/management)</p> <p>5- Professional staff members embrace effective collegiality and collaboration in support of learners.</p> <p>6- Professional staff members receive the support they need to strengthen their professional practice.</p> <p>13- Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.</p>	<ul style="list-style-type: none"> <li>▪ Cognia Learning Community (CLC)</li> <li>▪ Teacher inventories</li> <li>▪ Perceptual surveys</li> <li>▪ eleot®</li> <li>▪ Teacher observation tool</li> <li>▪ SQF</li> <li>▪ I3 Rubric</li> <li>▪ Strategies</li> </ul>
<p><b>Tenet: Student Achievement and Growth</b></p>	<p>School staff use assessments and data to measure and improve student achievement and to inform instruction</p>	
<p><b>Area of focus: Balanced assessment systems</b></p> <ul style="list-style-type: none"> <li>• Balanced assessment system</li> <li>• Professional learning for assessment literacy</li> </ul>	<p>24- Leaders use data and input from a variety of sources to make decisions for learners’ and staff members' growth and well-being.</p> <p>6- Professional staff members receive the support they need to strengthen their professional practice.</p> <p>30- Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning.</p>	<ul style="list-style-type: none"> <li>▪ Balanced assessment graphic and learning</li> <li>▪ Cognia Learning Community (CLC)</li> </ul>

<ul style="list-style-type: none"> <li>Scheduling assessments and review of data</li> </ul>		<ul style="list-style-type: none"> <li>Formative/ Interim Assessments**</li> </ul>
<p><b>Area of focus: Assessment quality</b></p> <ul style="list-style-type: none"> <li>Quality of formative assessment process</li> <li>Quality of interim assessments</li> <li>Curricula and instruction alignment with assessments</li> </ul>	<p>24- Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.</p> <p>22- Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. (Quality of formative assessment process, Curricula, and instruction alignment with assessments)</p>	<ul style="list-style-type: none"> <li>Balanced assessment graphic and learning</li> <li>Cognia Learning Community (CLC)</li> <li>Formative library</li> <li>Formative/ Interim Assessments**</li> <li>Test review and construction services**</li> </ul>
<p><b>Area of Focus: Assessment data use</b></p> <ul style="list-style-type: none"> <li>Student assessment participation</li> <li>Sharing assessment results</li> </ul>	<p>24-Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being</p> <p>27- Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.</p>	<ul style="list-style-type: none"> <li>Formative library</li> <li>Formative/ Interim Assessments**</li> </ul>
<p><b>Tenet: Postsecondary, Career and Civic Readiness</b></p>	<p>Every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities</p>	
<p><b>Area of Focus: Curriculum and instructional materials aligned to content area standards</b></p>	<p>16- Learner's experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.</p> <p>17- Learners have equitable opportunities to realize their learning potential.</p>	<ul style="list-style-type: none"> <li>eleot®</li> <li>Teacher observation tool</li> </ul>

<ul style="list-style-type: none"> <li>• Instructional materials and curriculum</li> <li>• Content area standards alignment</li> <li>• English language proficiency standards alignment</li> <li>• Instructional materials selection process</li> <li>• Career readiness standards integration</li> <li>• Career and technical education (CTE) programs of study</li> </ul>	<p>28- With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.</p> <p>12- Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.</p> <p>14- Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.</p>	
<p><b>Area of Focus: Support for career self-awareness, exploration, planning and management</b></p> <ul style="list-style-type: none"> <li>• Career self-awareness</li> <li>• Career exploration</li> <li>• Career planning and management</li> <li>• Community and workforce partnerships</li> <li>• Career counseling support</li> </ul>	<p>3-Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.</p> <p>17- Learners have equitable opportunities to realize their learning potential.</p> <p>28- With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.</p>	<ul style="list-style-type: none"> <li>▪ eleot®</li> <li>▪ Teacher observation tool</li> </ul>

<p><b>Area of Focus: Workplace learning</b></p> <ul style="list-style-type: none"> <li>• Workplace learning experiences</li> <li>• Partner engagement in CTE</li> </ul>	<p>28- With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.</p> <p>4- Learners benefit from a formal structure that fosters positive relationships with peers and adults.</p> <p>14- Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.</p>	<ul style="list-style-type: none"> <li>▪ Perceptual surveys</li> </ul>
<p><b>Area of Focus: Civic readiness</b></p> <ul style="list-style-type: none"> <li>• Civic-ready students</li> <li>• Provision of character education</li> </ul>	<p>9-Leaders cultivate effective individual and collective leadership among stakeholders.</p> <p>18- Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking. (Character education)</p>	<ul style="list-style-type: none"> <li>▪ Perceptual surveys</li> <li>▪ eleot®</li> </ul>
<p><b>Domain: Leadership</b></p> <p>School systems are led by strong leaders who possess the knowledge, skills, and mindsets to achieve educational equity.</p>		
<p><b>Area of Focus: Instructional leadership</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership development and support</li> <li>• Professional learning for instructional leadership</li> <li>• Student support implementation</li> </ul>	<p>7- Leaders guide professional staff in a continuous improvement process focused on learners' experiences and needs.</p> <p>24- Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.</p> <p>25- Leaders promote action research by professional staff members to improve their practice and advance learning.</p> <p>26- Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.</p> <p>17- Learners have equitable opportunities to realize their learning potential.</p> <p>21- Instruction is characterized by high expectations and learner-centered practices.</p> <p>29- Understanding learners' needs, and interests drives the design, delivery, application, and evaluation of professional learning.</p> <p>5- Professional staff members embrace effective collegiality and collaboration in support of learners.</p> <p>6- Professional staff members receive the support they need to strengthen their professional practice.</p>	<ul style="list-style-type: none"> <li>▪ Cognia Learning Community (CLC)</li> <li>▪ Teacher inventories</li> <li>▪ Perceptual surveys</li> <li>▪ eleot®</li> <li>▪ Teacher observation tool</li> <li>▪ SQF</li> <li>▪ I3 Rubric</li> <li>▪ Strategies</li> </ul>



	<p>13- Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.</p>	
<p><b>Area of Focus: Community and relationship builder</b></p> <ul style="list-style-type: none"> <li>• Student and staff culture</li> <li>• Collaboration to build capacity and sustainability</li> <li>• Vision and mission of learning</li> </ul>	<p>1- Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.</p> <p>2- Learners’ well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.</p> <p>3- Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.</p> <p>8- The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement.</p> <p>9- Leaders cultivate effective individual and collective leadership among stakeholders.</p> <p>26- Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.</p> <p>4- Learners benefit from a formal structure that fosters positive relationships with peers and adults.</p> <p>5- Professional staff members embrace effective collegiality and collaboration in support of learners.</p> <p>13- Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.</p>	<ul style="list-style-type: none"> <li>▪ Perceptual surveys</li> <li>▪ I3 rubric</li> </ul>
<p><b>Area of Focus: Improvement and resource management leader</b></p> <ul style="list-style-type: none"> <li>• Distributive leadership</li> <li>• Systems leadership</li> <li>• Connecting School improvement to district strategic planning and policymaking</li> </ul>	<p>8- The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement.</p> <p>9- Leaders cultivate effective individual and collective leadership among stakeholders.</p> <p>10- Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.</p> <p>25- Leaders promote action research by professional staff members to improve their practice and advance learning.</p> <p>11- Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.</p> <p>13- Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.</p>	<ul style="list-style-type: none"> <li>▪ Strategies</li> <li>▪ Perceptual surveys</li> <li>▪ Cognia Learning Community (CLC)</li> <li>▪ SQF</li> </ul>



<ul style="list-style-type: none"><li>• Staff recruitment, retention, and development</li></ul>	15-Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.	
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All members of the Cognia Network have access to asynchronous and live training to build internal capacity and support their work in continuous improvement at no additional cost.

\*\* Denotes service or solution at additional cost

Admin Proposed after Teacher Input



**Morrill Public Schools**  
**K-12**

**2022-2023 Calendar**

2022							HOME OF THE LIONS	2023						
AUGUST							August 2022	JANUARY						
S	M	T	W	Th	F	S	7/30-8/7 County Fair	S	M	T	W	Th	F	S
	1	2	3	4	5	6	12 - New Staff Orientation / Teacher Work Day	1	2	3	4	5	6	7
7	8	9	10	11	12	13	15-16 - All Staff In-Service	8	9	10	11	12	13	14
14	15	16	17	18	19	20	17 - First Day of School	15	16	17	18	19	20	21
21	22	23	24	25	26	27	September 2022	22	23	24	25	26	27	28
28	29	30	31				5 - Labor Day NO SCHOOL K-12	29	30	31				
				14	11		29 - WTC Volleyball both gyms No K-12							
							30- No School / Teacher PD						21	20
SEPTEMBER							October 2022	FEBRUARY						
S	M	T	W	Th	F	S	20- End of 1st Quarter (44)	S	M	T	W	Th	F	S
				1	2	3	21- Teacher PD/Workday-Grades Due				1	2	3	4
4	5	6	7	8	9	10	2 pm dismiss 25 & 26 P/T Conferences 3-8 pm	5	6	7	8	9	10	11
11	12	13	14	15	16	17	28 - NO School K-12 / Teacher Comp Day	12	13	14	15	16	17	18
18	19	20	21	22	23	24	November 2022	19	20	21	22	23	24	25
25	26	27	28	29	30		18 - Jr Hi Wrestling Invite No Elementary	26	27	28				
				21	20		22 - WTC One Act No 7-12 / Teacher PD						18	17
OCTOBER							21-25 - Thanksgiving Break	MARCH						
S	M	T	W	Th	F	S	December 2022	S	M	T	W	Th	F	S
						1	21 - End of 2nd Quarter (39) regular dismissal				1	2	3	4
2	3	4	5	6	7	8	12/22-1/4 - Christmas Break	5	6	7	8	9	10	11
9	10	11	12	13	14	15	January 2023	12	13	14	15	16	17	18
16	17	18	19	20	21	22	3 - Teacher PD/Workday-Grades Due	19	20	21	22	23	24	25
23	24	25	26	27	28	29	4 - Return to School All Students	26	27	28	29	30	31	
30	31				20	19	February 2023						22	21
NOVEMBER							2 & 3 NO SCHOOL Winter Break	APRIL						
S	M	T	W	Th	F	S	20 No School K-12 / Presidents Day-ESU PD	S	M	T	W	Th	F	S
		1	2	3	4	5	March 2023							1
6	7	8	9	10	11	12	9 - End 3rd Quarter (44)	2	3	4	5	6	7	8
13	14	15	16	17	18	19	10 - Teacher PD / Workday-Grades Due	9	10	11	12	13	14	15
20	21	22	23	24	25	26	2 pm dismiss 14 & 16 P/T Conf. 3-8 pm	16	17	18	19	20	21	22
27	28	29	30				17 - No School / Teacher Comp Day	23	24	25	26	27	28	29
				18	18		April 2023	30					17	17
DECEMBER							6-10 - Easter/Spring Break NO SCHOOL K-12	MAY						
S	M	T	W	Th	F	S	21 - Calvert Memorial Track No Classes 7-12	S	M	T	W	Th	F	S
				1	2	3	28 - PAC 7-12 Track Meet / No Classes 7-12		1	2	3	4	5	6
4	5	6	7	8	9	10	May 2023	7	8	9	10	11	12	13
11	12	13	14	15	16	17	2 Home JH Track Meet No Classes 7-12	14	15	16	17	18	19	20
18	19	20	21	22	23	24	9 - Senior Last Day	21	22	23	24	25	26	27
25	26	27	28	29	30	31	10 - Graduation Practice/Seniors Lunch	28	29	30	31			
					15	15	13 - Graduation						18	17
					88	83	23 - Last day of School 2:00 Dismissal Students (48)						96	92
First/Last Days of School & End of Qtr							24 - Teacher PD - Work Day - Grades Due	<b>184 Staff Contract Days</b>						
No School/Vacation Day							EVERY FRIDAY 2 pm Student Dismissal	<b>175 K - 11th days 1159 hours</b>						
P/T Conferences Day							24 Fridays when students have early outs that teachers will have PD/Grade Level Meetings/Data Analysis/Staff Meetings, etc	<b>165 Senior days 1097 hours</b>						
Work day/No School								8 staff 2 pm dismissals compensating for annual duties outside schoolday						
Professional Development														
Special activities affecting classes							Calendar may be adjusted for activities	2/24/2021						



# TRI COMMUNITY PRESCHOOL & PRIDE CUB CARE 2022-2023 PARENT CALENDAR

2022					2023				
<b>AUGUST</b>					<b>August</b>				
M	T	W	Th	F	8/17- First Day of school				
1	2	3	4	5					
8	9	10	11	12					
15	16	17	18	19					
22	23	24	25	26					
29	30	31							
					<b>16</b>				

SEPTEMBER					September				
M	T	W	Th	F	9/5- No School: Labor Day				
			1	2	9/29- Infant/Toddler/PK Age CARE ONLY				
5	6	7	8	9	30- NO SCHOOL				
12	13	14	15	16					
19	20	21	22	23					
26	27	28	29	30					
					<b>20</b>				

OCTOBER					October				
M	T	W	Th	F	10/21- NO SCHOOL-				
					10/25 & 27 Parent/Teacher Conferences 3-8 p.m.				
3	4	5	6	7	10/28- NO SCHOOL				
10	11	12	13	14					
17	18	19	20	21					
24	25	26	27	28					
31					<b>20</b>				

NOVEMBER					November				
M	T	W	Th	F	11/21-23- Infant/Toddler/PK Age CARE ONLY				
	1	2	3	4	11/24-25 Closed				
7	8	9	10	11					
14	15	16	17	18					
21	22	23	24	25					
28	29	30			<b>17</b>				

DECEMBER					December				
M	T	W	Th	F	12/22-12/23- Infant/Toddler/PK Age CARE ONLY				
5	6	7	8	9	12/27-12/30 Infant/Toddler/PK Age CARE ONLY				
12	13	14	15	16					
19	20	21	22	23					
26	27	28	29	30					
				15	<b>88</b>				

JUNE					Summer Day Camp & Childcare				
M	T	W	Th	F	May 30 - July 28 excluding Holiday breaks				
			1	2					
5	6	7	8	9					
12	13	14	15	16					
19	20	21	22	23					
26	27	28	29	30					

January					JANUARY				
1/2-3 Closed					M	T	W	Th	F
1/4- Students Back					2	3	4	5	6
1/20 Infant/Toddler Care Only-NO PK					9	10	11	12	13
					16	17	18	19	20
					23	24	25	26	27
					30	31			
					<b>20</b>				

February					FEBRUARY				
2/2-3 Closed					M	T	W	Th	F
2/20-21 Closed							1	2	3
					6	7	8	9	10
					13	14	15	16	17
					20	21	22	23	24
					27	28			
					<b>18</b>				

March					MARCH				
3/10- closed					M	T	W	Th	F
							1	2	3
3/14 & 16 Parent/Teacher Conferences 3-8 p.m.					6	7	8	9	10
3/17- Closed					13	14	15	16	17
					20	21	22	23	24
					27	28	29	30	31
					<b>22</b>				

April					APRIL				
4/6- Infant/Toddler/PK Age CARE ONLY					M	T	W	Th	F
4/7&10- Closed					3	4	5	6	7
					10	11	12	13	14
					17	18	19	20	21
					24	25	26	27	28
									17

May					MAY				
5/23- Last Day					M	T	W	Th	F
					8	9	10	11	12
					15	16	17	18	19
					22	23	24	25	26
					29	30	31		
									18
									95

CALENDAR LEGEND					JULY				
First/Last Day					M	T	W	Th	F
Closed					3	4	5	6	7
Care Only					10	11	12	13	14
No School / PD					17	18	19	20	21
Parent/Teacher Conf.					24	25	26	27	28
Summer Program					31				

**Care Only Days-** Busses do **NOT** Run. NO Preschool class. \$2/hr per child for PK Age Care- Infant/Toddler remains the same.

On February 24, 2022, Morrill Public Schools received the official NPERS Audit Findings Report. It was 15 pages long and detailed their findings and what corrective actions we needed to take. This letter also informed us that we were required to review our members and to correct any of them that had comparable reporting issues.

A response to the report was due to NPERS by March 16. I submitted the response via email on March 3. The auditor notified me of several additional changes I needed to make to the response and I submitted that to him on March 11.

NPERS began by reviewing a random sampling of employees during the 2019-2020 year. They found 19 issues to be resolved. The main issues noted included:

1. Some members not enrolled in a timely manner. This was a result of three different problems:
  - a. Members were not enrolled until MPS' 60-day probationary period was complete, which is not NPERS policy. Enrollment must begin immediately upon employment.
  - b. Some members' enrollment did not begin until well after the 60-day probationary period.
  - c. Some members' enrollment never began at all.
  - d. Some members that were deemed part-time did become eligible but were not enrolled.
2. Internal controls needed to cross check work.
3. Several issues were noted with the determination of gross wages and calculating retirement contributions. Retirement deductions were taken from some ineligible compensation and retirement deductions were not taken from some eligible compensation.
4. Several employees did not have current employment contracts on file and several employees' wage confirmation sheets did not notate whether they were full-time or part-time and how many hours per week they were expected to work.
5. Extra duty compensation has not been reported in the correct period and extra duty hours have not been tracked.

The other issues NPERS found were related to the above noted items.

Corrective Actions:

To address timely enrollment of members:

1. All employees will be enrolled immediately upon hire.
2. We have started to utilize a monthly online eligibility calculator provided by NPERS for part-time employees to determine if/when they may become eligible to start contributions.

To address internal controls:

1. When a new employee is hired, Elva will enter the employee's wage and deduction information into our accounting software (SU).
2. Once complete, Jenny will review the file to cross check that everything has been entered.
3. Prior to payroll being completed each month, a retirement variance report will be generated by Elva. Jenny will review the report to ensure that all employees who are eligible are contributing.

To address correct determination of eligible and ineligible compensation:

1. All *wages* before any deductions are eligible compensation.
2. Any *benefits*, such as the fringe benefit stipend, are not eligible compensation. (The flat salary stipend *is* eligible compensation.)
3. Payment of unused PTO at the end of the year is *not* eligible compensation, but PTO used *is* eligible compensation.
4. Any expense reimbursements to employees are not eligible compensation.

To address contract and wage/salary confirmation sheets being current and correct:

1. Beginning immediately, all wage confirmation sheets for classified staff will have the expected number of hours per week noted on the sheet and whether it is part-time or full-time employment. Originals will be immediately placed in the employee's file. Copies will be kept in a separate file for the end of the year audit.
2. All contract employees will have their contract signed and placed in their file at the beginning of each year.

To address extra duty compensation reporting issues:

1. All extra duty employees have been asked to clock in and out when working their extra duty assignment, or notate their hours in some other way to turn in to the business office.
2. At the end of each year, we will adjust the compensation paid to the correct period of time as indicated by the hours.
3. There may be some pushback by employees not wanting to track their extra duty hours. We have indicated to them that doing so is a **requirement by Nebraska State Statute**.

NPERS has indicated to us that if we do not have extra duty employees start tracking hours correctly, we as the employer will be *required* to take further action. This action could include requiring hours to be submitted in order to receive pay, adjusting pay to be received only when working as opposed to spread out evenly over the year, or any other action that would correctly allocate hours and compensation.

4. *Correctly reporting these hours may have a benefit to the employee when they retire. Years of service that NPERS uses to calculate an employee's retirement benefit is not calculated by a calendar year. It is calculated by 1000 hours equaling 1 year of service. By tracking hours, an employee may end up with a partial year of service that they would not have had otherwise, thereby increasing their monthly retirement benefit.*

#### **Compensation Corrections Made:**

1. Adjustment forms were completed for the employees that had missed contributions
2. Adjustment forms were completed for the employees that had contributions taken from ineligible compensation.

These adjustment forms were submitted to NPERS and they calculated the interest (LIAR) that would have accumulated on the contributions had they been submitted in a timely manner.

The first section of the attached spreadsheet details the amount of contributions owed, in total and also separated by employee portion and employer portion. This totals \$16,745.89.

The second section of the attached spreadsheet details the amount of contributions owed due to the required post-audit internal review of accounts. This totals \$36,423.91.

The employer (Morrill Public Schools) is responsible for paying the entire share to NPERS and then it is up to the employer to decide how to work out the employee portion with each employee. The payment of \$53,169.81 will be paid along with March's regular retirement payment to NPERS and is included in the Payroll figure on the March finance report.

Other than the overpayments by several employees, most of the employee share amounts are fairly significant, going as high as \$7,697.

While it *is* up to the employee to be monitoring their paystub to ensure all deductions are included, the burden ultimately lies with the business office to complete payroll deductions accurately.

March 17, 2022

To Whom It May Concern:

Please accept this letter as my official resignation from my position as a 4th Grade Teacher at Morrill Elementary. My final day of employment will be May 20th, 2022. After much contemplation, I have made the incredibly difficult decision to accept a position at Lincoln Elementary in Gering.

I have thoroughly enjoyed my time as a lion at Morrill Elementary. I am honored to have had the opportunity to touch the lives of my students and have had the opportunity to learn from them as well. Morrill will always hold a special place in my heart.

I will work hard in my final days of employment to complete all of the duties assigned to me. I am happy to assist in any way to make the transition as seamless as I can. Please let me know if you need any additional information. Please do not hesitate to contact me with any questions by phone at (308)-225-1056 or by email at [rudisalazar@icloud.com](mailto:rudisalazar@icloud.com).

Sincerely,

Rudi Palomo

## 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 Ashley Schlager ("Teacher").

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

- School Year begins on or about August 10, 2022 and ends on or about May 18, 2023, subject to Board modification;
- Days of service: 184 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 1 (\$35,750.00), (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 20<sup>th</sup> day of June in the year this Contract is signed in order to be considered for salary movement;
- Other terms: *Extended Contract up to 55 days, for both the summer of 2022 and the summer of 2023. These will be student contact days accrued on days K-12 staff are not in contact with students during the 184 day calendar (e.g. Christmas and Thanksgiving breaks, etc.) and into the summer. These days will be payable on the 20<sup>th</sup> of each month for the preceding calendar month. Four (4) additional days of PTO will be available during the Extended Contract period.*

**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.

3-18-2022  
Executed 2022

Ashley Schlager  
Teacher Signature

\_\_\_\_\_  
Executed 2022

\_\_\_\_\_  
President of Board of Education

\_\_\_\_\_  
Attest: 2022

\_\_\_\_\_  
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 Mariah Jessen (Teacher").

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

- School Year begins on or about August 10, 2022 and ends on or about May 18, 2023, subject to Board modification;
- Days of service: 184 teaching days, subject to terms of the negotiated agreement; • Full time Equivalency (FTE) of 1.0;
- Teacher's salary schedule placement: MA+ 18, Step 4 (\$51,837.50), 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 (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.

Executed March 14, 2022. Mariah Jessen  
Teacher Signature

Executed \_\_\_\_\_ 2022. \_\_\_\_\_  
President of Board of Education

Attest: \_\_\_\_\_ 2022. \_\_\_\_\_  
Secretary of Board of Education

## Vacation/PTO Days for Joe Sherwood

I will be going to a retreat with the 21st Century Corporate leadership team in Colorado on March 22-24. I will be at the Morrill board meeting on the 21st, but then will not be at work on Tuesday-Thursday of that week.

Also I will be going to a day-long Retirement Seminar in April, by statute all employees over 50 years old are permitted to go to up to (2) retirement seminars and it is not to count against their PTO or leave accrued -- that is why the new log has Retirement Seminar in orange

As of this time, at the end of the school year I have 30 accumulated PTO/Vacation days (I also have 60 accumulated sick days that I lose without any compensation because I was not here for 15 years).

Concerning the 30 days - if that is still the number that I have after May 19th, which is the final teacher contract day of the year...

I would like to take off the month of June with my accrued days - there are 22 work days in that month. There are 7 additional work days in the month of May after the final teacher day. I will need to work some of those days to get the end of the year Consolidated Data Collection reports completed, so that Barry doesn't have to worry about those upon his arrival. I will work to complete those just as quickly as I can and then to prepare the June Agenda... I am happy to be on call for the business office, for Jessica, Sunny and Josh as needed... and of course for Barry and the board.

I am beginning to think about and provide to Jenny all of my financial files, agenda documents, personnel records, annual reports, etc., from the past 7 years.

When I arrived, the computer was empty, I had no access to computer files from the past to reference.

All of my files will be accessible to Barry from the sink drive that Jeromy has set up.

I don't know how many of the 7 May days will need to be worked to accomplish the final tasks that I have, but any days that I have left over in my PTO/Vacation bank will need to be paid at my daily rate. So I would think that the best financial scenario to the district is for me to take time off rather than the board having my final pay check to be  $30 * \text{my daily rate}$ .

I do not want anyone to feel that I worked to "gouge the district" on my way out.

**I am requesting that the board consider granting the following request:**

**I would like to begin my employment with 21st Century Equipment on or before May 27** - so as to "cost the district" as little extra as possible on my way out.

## AGREEMENT FOR SERVICES

This Agreement for Accounts Receivables Management Services ("Agreement") is made by and between Accelerated Receivables Solutions, Inc. ("A.R.S."), a Nebraska Corporation, and Morrill Public Schools ("Clients"), with its principal offices at 611 W 27<sup>th</sup> St, Scottsbluff, NE 69361 for the purpose of collection of certain delinquent individual accounts.

WHEREAS, A.R.S. is engaged in the business of professional debt collection: and WHEREAS, Client has a need for A.R.S.'s services, and wishes to engage A.R.S. on the terms set forth below:

NOW, THEREFORE, the parties agree as follows:

1. **A.R.S. Services** During the term of this Agreement, A.R.S. shall render the following services under the following conditions:
  - a. A.R.S. will provide professional debt collection services on all individual accounts assigned to A.R.S. by Client for collection. A.R.S. agrees to provide due diligence in collection efforts on accounts as defined and agreed upon by the management personnel of A.R.S. and the Client. A.R.S. shall not use abusive, deceptive, or unfair debt collection practices, and will provide all services to the best of our ability in accordance with **Federal and state laws governing debt collection activities.**
  - b. A.R.S. will protect all individual account information from unlawful use in accordance with A.R.S.'s policies and procedures and the Business Associate Agreement **executed between the parties.** All individual account records shall be maintained and available for Client inspection within three (3) business days following Client's request to inspect such records.
  - c. A.R.S. will maintain records for each individual account consisting of documentation defining each communication made in the collection process, all transactions which occur on the account, and any pertinent information involving the account. Client agrees to notify A.R.S. within three (3) working days of any communications or transactions on accounts the Client has listed with A.R.S. This includes, but is not limited to, notification of bankruptcy filings and probate filings, on accounts listed with A.R.S.
  - d. A.R.S. agrees to immediately **cease all collection efforts and notify Client in the event of a malpractice threat or claim** by a individual account debtor against Client. Client retains the right to discontinue collection efforts on, to settle, or to write off any account at any time in its sole discretion upon notification to A.R.S. A.R.S. shall be entitled to reimbursement for lost time, actual costs, and revenue loss resulting from Client's notice to discontinue collection efforts on any such case. Reimbursement shall be limited to the amount A.R.S. would have received if the entire amount of account had been collected. Client agrees not to send accounts to another collection agency while the account is in open status with A.R.S. (Open Status is meaning the account has not been closed back to the client.)
  - e. A.R.S. recognizes that individual and community relations are critical to Client's reputation and its business, and that the manner in which claims are collected may impact such relations. A.R.S. therefore agrees that its activities in collecting claims shall be conducted with the highest level of professionalism possible consistent with A.R.S. responsibilities under this Agreement; and further agrees that Client reserves the right to consult with A.R.S. or to provide A.R.S. special instructions from time to time with respect to collection tactics and individual relations, as Client reasonably deems necessary to protect its reputation.

- f. The parties have agreed the rate on accounts for prejudgment interest is to be (Interest Rate) percent, in accordance with Nebraska Law. The amount or prejudgment interest will remit to Accelerated Receivable Solutions. Any legal action on a case will be done by making a request for assignment and itemized statement to the Client. If client chooses on any account not to allow legal action on any account. Client will communicate with A.R.S. and decline the assignment request.
2. **Contract Fees** For services rendered under this Agreement, Client shall pay A.R.S., on a contingency basis at 30% of all collected gross receipts by standard collection activity and at 40% for all collected gross receipts by legal action. The foregoing fees apply to all payments received during the term of this Agreement, or after termination with respect to accounts which A.R.S. retains, on individual accounts assigned to A.R.S. whether payment is received by A.R.S. or by Client. Client agrees to notify A.R.S. of any payments received within three (3) business day from receipt of payment. The Client agrees that A.R.S. shall withhold its compensation from each statement/remittance. The statement shall contain such detail, as to attest to A.R.S. right to withhold amounts due on each statement. Amounts not paid to A.R.S. when due under this agreement shall bear interest, payable on demand and computed on the basis of a year of 365 days, from their due date to the date of actual payment at the rate of 16% per annum.
3. **Independent Contractor** It is the intention of the parties that A.R.S. is an independent contractor and not an employee, agent, joint venture or partner of Client. Nothing in this Agreement shall be construed as creating the relationship of employer and employee between Client and A.R.S. or between Client and any employee or agent of A.R.S.
4. **Access to Books and Records** A.R.S. agrees to make books and records available, and to require any subcontractor to make books and records available, upon request of the Secretary of Health and Human Services or the Comptroller General of the United States for up to four (4) years following the furnishing of services under this Agreement pursuant to § 1861 (v) (1) (I) of the Social Security Act.
5. **Notices** Any notice required by any provision of this Agreement shall be deemed to have been sufficiently given when delivered in person or by courier or delivery service, or when deposited in any form of United States mail, all postage or other charges prepaid, at the addresses set forth at the beginning of this Agreement.
6. **Proprietary Information** During the course of performing services, A.R.S. may have access to Client's billing systems, programs, and methods, and individual and business records (hereafter collectively referred to as "Client Confidential Materials"). Upon termination of this Agreement, A.R.S. shall promptly return all Client Confidential Materials to Client. A.R.S. shall not divulge any such Client Confidential Materials to any third party or utilize any such Client Confidential Materials except to carry out responsibilities under this Agreement. All such Client Confidential Materials shall be the sole property of Client.
7. **Insurance** A.R.S. will have and maintain, during the term of this Agreement, the insurance coverage(s) in the minimum amounts set forth below:
- Comprehensive General Liability, with bodily injury limits of \$1,000,000 each occurrence and \$1,000,000 annual aggregate, and property damage limits of \$200,000;
  - Workers' Compensation in amounts as required under the Workman's Compensation Act of the-law-of the State of Nebraska.

8. **Term and Scope of Agreement** This Agreement shall commence once the last party signs the agreement, and shall continue until terminated as follows:
- a. This Agreement shall run for two (2) years from the date the first listing of all delinquent accounts is received by A.R.S. from Paradise. Either party can serve notice of intention to terminate the agreement (90) days prior to the end of the Term. Such Termination to be effective at the emend of the Term. If no such notice is provided, by either party the agreement will automatically renew for another Term.  
  
Client agrees, during the term of this agreement that no account delivered to ARS will also be delivered to any other agency. If the client is going to provide less than 100% of the business to ARS, Client will notify ARS 60 days before reducing the business. On the same date less than 100% of the business will be received, ARS will be allowed to charge a rate of 30% on the accounts listed. The change is allowed since the original rate was quoted on receiving 100% of the business.
  - b. Upon termination and request by client, A.R.S. shall within thirty (30) business days provide Client with a report of all pending accounts to include name and balance on account. A.R.S. shall retain until completion all accounts in which payments are being received. All other records of A.R.S. will be maintained by them pursuant to Federal and State law requirements.
  - c. Further, either party may serve notice of non-compliance with the terms of this agreement. The party served with notice shall have thirty (30) days to cure non-compliance. If non-compliance is not cured within the prescribed thirty (30) days, the notifying party may immediately terminate this agreement.
9. **Exclusivity and Restrictive Covenants** The Client acknowledges that A.R.S. has devoted considerable time and expense to the training of its employees providing services within the scope of this Agreement. These employees represent a valuable business asset of A.R.S. The Client, will not, during the term of this engagement and for a period of (1) year immediately following the termination of this engagement, call upon any employee of A.R.S. for the purpose of employing, hiring, or otherwise interfering with the contractual relationship of such employee(s) with A.R.S., and will not employ or hire any such employee of A.R.S. without in any case, the prior written approval of A.R.S.. In the event of a breach of this provision, Client agrees to pay A.R.S., as liquidated damages and not as a penalty and amount equal to two and one-half times the annual compensation payable by the party to the employee involved.
10. **Confidentiality** A.R.S. acknowledges individual billing information is confidential. A.R.S. shall not disclose any such information to any third party except as required to perform services hereunder. All files, records and documents relating to the Client's business, to which A.R.S. have access, shall remain the exclusive property of the Client and shall not be removed from the Client's premises without the written consent of the Client. All work papers prepared by A.R.S., which do not contain any individual identification, shall remain the property of A.R.S.
11. **Indemnification:** To the extent permitted by applicable law, the parties agree to indemnify each other and hold each other harmless from and against any loss, damages, liability, claims or injury resulting from any gross negligence, illegal acts or omissions performed by a specific party in connection with this Agreement.
12. **Non-Disclosure Clause:** Client agrees during the term of this agreement for services and thereafter, to not communicate directly or indirectly to any third parties, the particulars and details in this agreement for services or any work product shared with Client and used to arrive at this agreement. If there is a termination of this agreement, by either party, the non-disclosure clause remains in effect. ARS still retains the right to bring any injunctive, equitable, or legal action to enforce a breach of this non-disclosure clause, against client.

**13. Miscellaneous**

- a. **No Assignment by Parties** This Agreement may not be assigned, supplemented, amended, modified or otherwise altered except by written instrument executed by both of the parties hereto, and no course of dealing or trade usage between the parties shall be effective to supplement, amend, modify or alter this Agreement.
- b. **Waiver and Severability** The failure to enforce or to require the performance at any time of any of the provisions of this Agreement shall not be construed to be a waiver of such provisions, and shall not affect either the validity of this Agreement or any part hereof or the right of any party thereafter to enforce each and every provision in accordance with the terms of this Agreement.
- c. **Governing Law** This Agreement is executed in and will be primarily performed in Nebraska and shall be construed in accordance with the laws of the state of Nebraska regardless of its conflict of law rules.
- d. **Entire Agreement** The foregoing constitutes the entire agreement of the parties as to the subject matter hereof and shall bind and inure to the benefit of Client and A.R.S. and their respective successors, heirs and legal representatives. In the event of any inconsistency between this Agreement and any other writing between the parties, including A.R.S.'s assignment form and other standard documents, this Agreement: shall control.

**This Agreement shall not be supplemented, amended, or modified except upon the express written agreement of all parties.**

CLIENTS: **Morrill Public Schools**

Sign: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Accelerated Receivables Solutions (A.R.S.), a Nebraska Corporation**

Sign: \_\_\_\_\_

Print: Tabor Laws \_\_\_\_\_

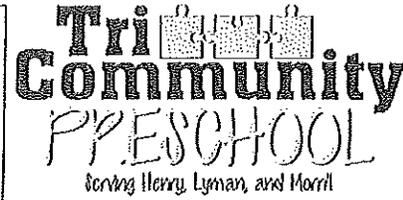
Title: Dir. of Operations \_\_\_\_\_

Date: \_\_\_\_\_



Morrill Public Schools

Child Care and  
Preschool Contract



This contract is made between the parent(s)/guardians:

\_\_\_\_\_ name of parent(s)

\_\_\_\_\_ address of parent(s)

and Morrill Tri Community Preschool and/or Pride Cub Care for the care of the following child(ren):

\_\_\_\_\_ Child's name and date of birth

\_\_\_\_\_ Child's name and date of birth

I have received a current rate sheet and by signing this form, I understand the amount I will be billed at the first of every month, and that my bill will begin to occur a late fee starting on the 21<sup>st</sup> of every month. By signing, I am showing that I assume fiscal responsibility for my child's care and/or education.

Families using the state subsidy program are responsible for paying all amounts not covered by state subsidy. If I am un-enrolled for state subsidy for any reason, I am responsible for paying for my child's care or education. By signing this form, I am agreeing that I understand and take responsibility for any charges that occur due lapse in subsidy.

**Termination Procedure:**

This contract may be terminated by the parent(s)/guardian(s) or the provider. A written one-week notice prior to the last date of care is required.

*The provider may immediately terminate this contract without any notice if payment is not made on time.*

Morrill Tri-Community Preschool and Pride Cub Care will create an individualized financial plan for your family if there is a need. The Early Childhood Principal and/or Building Coordinator can assist you in creating a personalized plan. If you do not pay your monthly bill you will be turned over to the collection agency the district works with, and your child will not be able to attend until the balance is paid.

If your child(ren's) attendance is not consistent your child will be unenrolled and the balance due will need to be paid in full before your child can receive care or return to school.

**Other:**

- If the provider chooses not to enforce any portion of the contract, it does not give up the provider's right to enforce any other portion of the contract.
- The contract can be revised at any time by the provider is necessary.

**Signatures:**

The signatures below indicate agreement with this contract and with the written policies of the provider (contained in the Rate Sheet document). The provider may change policies as needed with advanced written notice.

---

Parent's name

Parent's signature/date

---

Parent's name

Parent's signature/date

---

Provider's name

Provider's signature/date

*If the parent or legal guardian is under the age of 18, a co-signer must sign this agreement, act as guarantor to the contract, and agree to be bound by all financial terms.*



Form created January 2022

**Morrill Public Schools**

**Child Care/Preschool**

**Customized Payment  
Plan**



This contract is made between the parent(s)/guardians:

\_\_\_\_\_ name of parent(s)

\_\_\_\_\_ address of parent(s)

and Morrill Tri Community Preschool and/or Pride Cub Care for the care of the following child(ren):

\_\_\_\_\_ Child's name and date of birth

\_\_\_\_\_ Child's name and date of birth

As of \_\_\_\_\_ I will begin paying \_\_\_\_\_ monthly/weekly to Morrill Tri-Community Preschool and/or Pride Cub Care. This amount is due on or before the 20<sup>th</sup> of every one month. If am unable to pay my child will not be able to come to school until the monthly/weekly payment is made or the complete balance on my account is paid. I will continue to pay this amount until I am able to contribute more each month or Morrill Tri-Community Preschool and or Pride Cub Care request a formal meeting where we modify the amount.

The parent(s)/guardian(s) or school can request a meeting at any time to further negotiate the terms of payment for my child's care/education.

Termination Procedures: This contract can be terminated by the parent/guardian a one-week notice prior to the last date of care is required.

The provider may immediately terminate this contract without any notice if payment is not made on time.

**Other:**

- If the provider chooses not to enforce any portion of the contract, it does not give up the provider's right to enforce any other portion of the contract.
- The contract can be revised at any time by the provider is necessary.

Signatures:

The signatures below indicate agreement with this contract and with the written policies of the provider (contained in the Rate Sheet document). The provider may change policies as needed with advanced written notice.

---

Parent's name

Parent's signature/date

---

Parent's name

Parent's signature/date

---

Provider's name

Provider's signature/date

*If the parent or legal guardian is under the age of 18, a co-signer must sign this agreement, act as guarantor to the contract, and agree to be bound by all financial terms.*



Form created January 2022.

# Morrill Public Schools

## Sunny Edwards, Early Childhood Director

508 Jefferson Avenue  
Morrill, NE 69358

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

Office (308)247-3412  
Fax (308)247-2196  
[sunny.edwards@mpslions.org](mailto:sunny.edwards@mpslions.org)

January 14, 2020

Dear Prospective Parents,

We are very excited that you are considering enrolling your child into our Tri-Community Preschool or Pride Cub Care. We take great pride in our program and the exceptional staff working in our facility.

Rates are as follows:	If paid before the 15 <sup>th</sup>	If paid after the 15 <sup>th</sup>
4 year old Preschool Full day	\$310 per month	\$350
3 year old Preschool Full day	\$350 per month	\$390
4 Year old Preschool Half Day	\$190 per month	\$230
3 year old Preschool Half Day	\$210 per month	\$250
Toddler day care- Full day	\$22 per day	additional \$40/month
Infant day care- Full day	\$23 per day	additional \$40/month

A full day rate for Preschool would be for the hours of 7:45 a.m. until 3:45 p.m., or from bus drop off until bus pick up.

If a Preschooler arrives prior to 7:45 a.m., the child's bill will reflect a charge for one half hour. If a Preschooler stays beyond 3:45 p.m., the child's bill will reflect an hourly charge billed in half hour increments.

Preschool hourly rates beyond the full or half day parameters or for drop-ins are billed as follows:

4 year old Preschool	\$2.00 per hour
3 year old Preschool	\$2.00 per hour

Drop-In Day Care rates: Toddler/Infant \$3.00 per hour

A full day rate is charged for 7 or more hours per day when a student is a regular 5 day per week student. In order to hold your child's spot you will need to commit to paying for every day that we have day care (even if your child is sick). Drop in rate services are available when the program has available space.

In the event that a parent repeatedly arrives to pick up their child(ren) after 6:00 p.m., an additional \$1.00 per minute will be charged. Unusual, emergency situations may be excused, but regular late pickup will be charged. The Pride Cub Care accepts DHHS Subsidy for our qualifying families. We look forward to educating and caring for your little cubs when they join the PRIDE.

Sincerely,

*Sunny Edwards*  
Sunny Edwards, Director



# Morrill Public Schools

## Sunny Edwards, Early Childhood Principal

508 Jefferson Avenue  
Morrill, NE 69358  
mpslions.org

Office (308) 247-3412  
Fax (308) 247-2196  
sunny.edwards@mpslions.org

February 14, 2022

Dear Parent or Guardian,

This letter is to inform you of some changes regarding tuition with Pride Cub Care and Tri-Community Preschool. Recently the Morrill Board of Education approved a new process to collect past due tuition. Included with this letter is the amount of past due tuition that is owed for your child(ren). You will have 14 days after the date this letter, to submit payment for your child's past due tuition, or establish a customized payment plan.

We value the opportunity to educate your child(ren) and we know that finances can be tight for everyone.

**If we have not received a payment, or created a personal plan at that time your balance will be turned over to Accelerated Receivables Solutions.**

If you should have any questions, you may reach out at the above information.

Thank you for your time.

Sincerely,

Sunny Edwards

Morrill Early Childhood Principal



**Morrill Early Childhood**  
**Before/After School Form**

**Information regarding teacher assigned to cover:**

Name \_\_\_\_\_

Date \_\_\_\_\_

Date of coverage: \_\_\_\_\_

(Circle the box(es) to show shift covered)

Before School <b>\$20</b>	After School <b>\$40</b>	After School <b>\$60</b>
7:00-7:45	3:40-6:00	2:00-6:00

Teacher's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

**Morrill Early Childhood**  
**Before/After School Form**

**Information regarding teacher assigned to cover:**

Name \_\_\_\_\_

Date \_\_\_\_\_

Date of coverage: \_\_\_\_\_

(Circle the box(es) to show shift covered)

Before School <b>\$20</b>	After School <b>\$40</b>	After School <b>\$60</b>
7:00-7:45	3:40-6:00	2:00-6:00

Teacher's Signature: \_\_\_\_\_

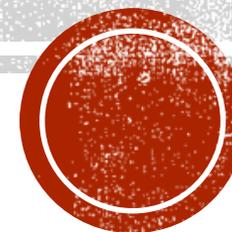
Principal's Signature: \_\_\_\_\_



**RITZ TRUST**

**MORRILL'S AG ED ANEX**

**Henry, Nebraska 69358**



**Henry**

**Ritz Trust**





- 6. A) Adjacent roads: Hwy 26 and County Road A
- 6. B) Existing buildings indicated above in green
- 6. C) Proposed parcel: indicated by blue line
- 6. D) Distance buildings to property line: Approximately 100 feet
- 6. E) Adjacent land use: agriculture





## Premier Properties

1942 East D Street  
Torrington, Wyoming  
888-532-4447  
[www.wyo-realestate.com](http://www.wyo-realestate.com)

Maps Provided By:



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[www.AgridataInc.com](http://www.AgridataInc.com)

34-24N-58W  
Sioux County  
Nebraska

map center: 42° 0' 32.56, -104° 2' 15.83

scale: 9402



12/30/2021

# RITZ TRUST USAGE PROPOSAL

- Farm 5 acres (possibly develop relationship with UNL Extension) to give students experience with disking, planting, spraying, harvesting, windrowing, bailing
- Native prairie grass perfect place for range judging and identification activities
- Wetland/marsh with ponds perfect for habitat studying and developing a fish habitat
- Preserve, maintain and repair Ritz Family placards, benches and foot bridges
- Expand Ritz Family Memorial Trails to include a low ropes and/or obstacle course for elementary field trips and secondary team building
- Install a zip line and or some high ropes challenges
- Explore the possibility of starting a HS Clay Target Team
  - With the assistance of hundreds of volunteer coaches and parents, student athletes in grades six through twelve represent their high school by competing in weekly trap shooting at their local shooting range. Scores are submitted online and compared against other high school trap teams within their conference. The NESHSCTL provides a safe, comfortable, and positive team environment that enhances a student athlete's character and personal growth through safe, educational, and socially acceptable involvement in shooting sports.
  - <http://neclaytarget.com/start-a-team/>



# SCHOOL CONSIDERATIONS

- **School Responsibilities:**
  - Maintains and insures the property
  - Utilizes it for educational purposes
    - Ag Education
    - Elementary Field Trips
    - Team Building
  - Anything grown on the property
    - Can be used in the education process
    - Funds or resources generated will be used to further and/or support Ag education in MHS
- There are five (5) acres of water rights
- Length of trust
  - The current thought is that the school would have perpetual use either by stipulated donation purposes or by establishing a trust
- Separation agreement
  - If the school makes any property improvements that are removable, the family would be agreeable to school removal at end of trust as long as the property is not damaged by so doing



# RITZ FAMILY CONSIDERATIONS

Family desire:

- Discontinue paying taxes and insurance
- Establish a communication / coordination system or point of contact to:
  - Facilitate Ritz Family Visitation Access
  - Grant usage by Ritz Family for Hunting / Target shooting
  - Grant public access by church groups, Scouting groups, etc.

