



NORTHERN VALLEY SCHOOLS USD 212

DISTRICT OFFICE
512 WEST BRYANT PO BOX 217
ALMENA KS 67622



ALMENA

PHONE (785) 669-2445

LONG ISLAND

A Monthly Meeting of the Board of Trustees of Northern Valley Schools was held Monday, February 10, 2025, beginning at 6:30 PM in the Almena High School , 512 W Bryant Street, Almena, KS 67622.

Shanna Hammond:	Absent
Brandi Keith:	Present
Christopher Rogers:	Present
Laquita Smith:	Present
Hilary Van Patten:	Present
Rich Wenzl:	Present
Steven Whitney:	Present

Also in attendance: Mr. Ken Tharman (Superintendent/HS Principal), Mr. Marvin Gebhard (GS/MS Principal), Mrs. Emily Lowry (MS/HS Math), Mr. Mitch Pugh (MS/HS History), Mr. Ross Cole (9-12 PE/Technology), Ms. Shelby Preston (Kindergarten), Amber Brown (Board Clerk), and Mr. Brian Thompson from Mapes and Miller.

I. Call to Order

II. Adoption of Agenda

I recommend the board approve the agenda as presented. This motion, made by Rich Wenzl and seconded by Laquita Smith, Carried.

Shanna Hammond:	Absent
Brandi Keith:	Yea
Christopher Rogers:	Yea
Laquita Smith:	Yea
Hilary Van Patten:	Yea
Rich Wenzl:	Yea
Steven Whitney:	Yea

Yea: 6, Nay: 0, Absent: 1

III. Approval of Minutes

I recommend the board approve the minutes as presented. This motion, made by Christopher Rogers and seconded by Steven Whitney, Carried.

Shanna Hammond:	Absent
Brandi Keith:	Yea
Christopher Rogers:	Yea
Laquita Smith:	Yea
Hilary Van Patten:	Yea
Rich Wenzl:	Yea
Steven Whitney:	Yea

Yea: 6, Nay: 0, Absent: 1



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IV. Approval of Bills

11

I recommend the board approve the bills as presented. This motion, made by Laquita Smith and seconded by Brandi Keith, Carried.

Shanna Hammond:	Absent
Brandi Keith:	Yea
Christopher Rogers:	Yea
Laquita Smith:	Yea
Hilary Van Patten:	Yea
Rich Wenzl:	Yea
Steven Whitney:	Yea

Yea: 6, Nay: 0, Absent: 1

V. Hearing of Visitors

A. Brian Thompson (Mapes and Miller)

44

Mr. Thompson went over the report stating that this year was much easier than some of the past ones, now that we are getting the Aptafund system figured out. He asked if the board had any questions about it; there were none. I recommend the board accept the audit as presented. This motion, made by Steven Whitney and seconded by Rich Wenzl, Carried.

Shanna Hammond:	Absent
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Brandi Keith:	Yea
Christopher Rogers:	Yea
Laquita Smith:	Yea
Hilary Van Patten:	Yea
Rich Wenzl:	Yea
Steven Whitney:	Yea

Yea: 6, Nay: 0, Absent: 1

B. Emily Lowry

Mrs. Lowry shared that her classes were doing mini-KITE (state assessment) tests preparing for the regular tests in April. She said the stage curtain project is moving along fine. The back curtains are all up and the front ones have been ordered. March 12th she is going with the 8th grade to Beloit and will be helping take freshmen job shadowing in Norton on Feb. 19th. National Honor Society invitations have been sent out and she is waiting on those applications.

C. Mitch Pugh

Mr. Pugh shared that Junior High Scholars Bowl has started up and the team has done well on its first competition. League basketball is this week in Rexford and League Scholars Bowl at Rexford on the 19th. He is looking forward to the Ameritowne activity in the next couple of months.

D. Ross Cole



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Mr. Cole shared a little about his two weightlifting classes and how that also benefits sports strengthening. In the freshmen PE class; he is focusing on helping them build lifetime fitness habits.

E. Shelby Preston

Ms. Preston shared the K - 5 would be going to Logan to watch the Wichita Children's Theater tomorrow. Valentines Day is Thursday and the kids are looking forward to the activities and treats; classes are going great.

VI. Old Business

A. Board Walk - Through

75

The board discussed the upcoming walk-through on February 20th. Four will start in Almena and two will start in Long Island. The board sent out a letter to staff requesting best times to meet for that day. They will plan to be at the schools around 7:40 AM so they can eat breakfast.

B. Recognition / Dedication

The school board decided to name the Long Island Gym after retired teacher/coach Mr. Jim Cole. This dedication/recognition will take place before the 4th / 5th grade basketball games (2:00 PM) in Long Island on February 20th. All are invited to celebrate with us.

C. Grade School Lift Update

76

The Grade School Lift project is scheduled to have the openings cut in the second and third-floor hallways over spring break. The lift is scheduled to be installed at the beginning of the summer break. Mr. Gebhard has been working on grant opportunities and has raised \$31,200 so far. A huge thank you to him and those foundations that have donated to this project (Hansen Foundation, Prairieland Electric, and Norton County Community Foundation).

D. Transportation

Mr. Gebhard gave a report on vehicles: Bus #1 has had some work done on the fuel filter, grill guard has been added, and storage racks are being discussed. Suburban #6 had a grill guard installed as well. There is now a strobe light on Suburban #14 to be used on routes. Everything else is working well.

VII. Personnel

A. Staffing

I recommend the board go into executive session to discuss nonelected personnel matters to protect the privacy interests of the individuals to be discussed; retaining Mr. Gebhard and Mr. Tharman and returning to open session in this room at 7:12 PM. This motion, made by Christopher Rogers and seconded by Brandi Keith, Carried.

Shanna

Hammond: Absent

Brandi
Keith: Yea

Christopher
Rogers: Yea

Laquita
Smith: Yea

Hilary Van
Patten: Yea

Rich
Wenzl: Yea

Steven
Whitney: Yea

Yea: 6, Nay: 0, Absent: 1

At 7:12 PM the meeting returned to open session; no action taken.

B. Supplemental



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I recommend the board approve Ross Cole for JH Head Boys' Track coach and Boys' Summer Weightlifting sponsor. This motion, made by Steven Whitney and seconded by Christopher Rogers, Carried.

Shanna
Hammond: Absent

Brandi
Keith: Yea

Christopher
Rogers: Yea

Laquita
Smith: Yea

Hilary Van
Patten: Yea

Rich
Wenzl: Yea

Steven
Whitney: Yea

Yea: 6, Nay: 0, Absent: 1

C. Leave Request

79

I recommend the board approve the leave request for Jessie Thalheim as presented. This motion, made by Laquita Smith and seconded by Brandi Keith, Carried.

Shanna
Hammond: Absent

Brandi
Keith: Yea

Christopher
Rogers: Yea

Laquita
Smith: Yea

Hilary Van
Patten: Yea

Rich
Wenzl: Yea

Steven
Whitney: Yea

Yea: 6, Nay: 0, Absent: 1

D. Rule 10 Coaches

80

Mr. Tharman supplied the board with three examples of coach/sponsor evaluation forms. The board wishes to continue this conversation and would like to have input from Jessie Thalheim (High School AD) as well. Mr. Tharman will supply her with the evaluations he currently has and will add this back on next month's agenda.

E. Superintendent Evaluation



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Mr. Tharman supplied the board with the form they use for his annual evaluation. The board members will fill these out and share with Mr. Tharman at the March meeting.

VIII. New Business

A. KESA Update 99

Mr. Tharman talked about the meeting the DLT (District Leadership Team) had with Dr. Amber Miller last week. This was in preparation for the Action Plan meeting on March 3rd in Phillipsburg. The KESA (Kansas Education Systems Accreditation) is now a yearly process.

B. Negotiations 166

Mr. Tharman shared the negotiations training scheduled for Wednesday was canceled and the board members (Hilary Van Patten and Laquita Smith) will be able to complete the training remotely. The letter to the teacher's organization with identified negotiated items is due no later than March 31st.

IX. Administrative Reports

A. Superintendent / 9-12 Principal Report

Mr. Tharman went over the following items: Possibility of upcoming snow storm / HS BB in G. Plains / Oakley Powerlifting (squats, deadlift, and bench) / National FFA Week (Farmers Day/ Red, White, & Blue Day/ Drive your tractor to school day/ Hat day) / AI in Education- 17th / Freshmen Job Shadowing- 19th / Board Walk-through / Recognition- dedication/ Saturday 22nd - Last home game, senior recognition night / 24th - Substate quarterfinals / 28th - teacher in-service / KESA mtg in Phillipsburg - March 3rd / PT conferences 3rd & 4th / Powerlifting in Wakeeney - March 8th / Board meeting 10th. KICS meeting in Wichita - 3 - 5% increase expected.

B. K-8 Principal Report

Mr. Gebhard shared the following: The Spelling Bee champion was Tayah Seeders (7th grade) also representing NV in the County Spelling Bee on the 17th (Jaden Johns, Inez Schemper, Colton Ledbetter & Joplyn McCue) / JH BB League tournament this week / 4th Grade attended Eagle Day in Kirwin / Germ Detectives from Twin Creek Extension District / 3rd grade had a Farm Safety presentation / Preschool Readiness committee had a meeting tonight also - they will meet again next month (conversations about length of day for preschool students). He also shared an example of a JH track record board that he has been investigating.

X. Reports of Board Members

Mrs. Van Patten shared that there were complaints from parents/community members who attended the Spelling Bee in Long Island. The sound system did not seem to be working and/or the movements of students seemed to make it difficult to hear the participants and moderator. She asked if anyone had the opportunity to view the livestream portion; no one present had.

XI. Adjournment

With no further business, I move the meeting adjourn. This motion, made by Laquita Smith and seconded by Christopher Rogers, Carried.

Shanna	Absent
Hammond:	
Brandi Keith:	Yea
Christopher	Yea
Rogers:	
Laquita Smith:	Yea
Hilary Van	Yea
Patten:	
Rich Wenzl:	Yea
Steven Whitney:	Yea

Yea: 6, Nay: 0, Absent: 1



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A Monthly Meeting of the Board of Trustees of Northern Valley Schools was held Monday, January 20, 2025, beginning at 6:30 PM in the Almena High School , 512 W Bryant Street, Almena, KS 67622.

Shanna Hammond: Present
 Brandi Keith: Present
 Christopher Rogers: Present
 Laquita Smith: Present
 Hilary Van Patten: Present
 Rich Wenzl: Present
 Steven Whitney: Present

Also in attendance: Ken Tharman (HS Principal/Superintendent), Marvin Gebhard (GS/MS Principal), Jessie Thalheim (MS/HS Science Teacher/HS AD), and Amber Brown (Board Clerk).

I. Call to Order

II. Adoption of Agenda

I recommend the board approve the agenda as presented. This motion, made by Steven Whitney and seconded by Laquita Smith, Carried.

Shanna Hammond: Yea
 Brandi Keith: Yea
 Christopher Rogers: Yea
 Laquita Smith: Yea
 Hilary Van Patten: Yea
 Rich Wenzl: Yea
 Steven Whitney: Yea

Yea: 7, Nay: 0

III. Approval of Minutes

I recommend the board approve the minutes as presented. This motion, made by Shanna Hammond and seconded by Rich Wenzl, Carried.

Shanna Hammond: Yea
 Brandi Keith: Yea
 Christopher Rogers: Yea
 Laquita Smith: Yea
 Hilary Van Patten: Yea
 Rich Wenzl: Yea
 Steven Whitney: Yea

Yea: 7, Nay: 0

IV. Approval of Bills



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I recommend the board approve the bills as presented. This motion, made by Steven Whitney and seconded by Shanna Hammond, Carried.

Shanna Hammond:	Yea
Brandi Keith:	Yea
Christopher Rogers:	Yea
Laquita Smith:	Yea
Hilary Van Patten:	Yea
Rich Wenzl:	Yea
Steven Whitney:	Yea

Yea: 7, Nay: 0

V. Hearing of Visitors

A. Jessie Thalheim

Mrs. Thalheim was welcomed. She shared that one of her classes at the HS were growing algae with different environmental factors. They were also growing a large tank of algae like what is used for biodiesel. Before Christmas break, one of her middle school classes had the annual egg drop and there was a success ... one egg did not break.

VI. Old Business

A. Food Service Audit

Mr. Tharman shared the School Nutrition Program (SNP) three-year review findings and commendations with the board. All findings have been addressed and/or had a plan of action written up, and our review has been closed.

B. WKLL Academic Contest Results

The WKLL annual academic contest was held and the results have been shared. Those students scoring in the top ten will be recognized at the awards banquet. Great job competing in the classroom as well as on the courts and fields.

VII. Personnel

A. Staffing

I recommend the board go into executive session to discuss nonelected personnel matters to protect the privacy interests of the individuals to be discussed; retaining Mr. Tharman and returning to open session in this room at 7:10 PM. This motion, made by Christopher Rogers and seconded by Laquita Smith, Carried.

Shanna Hammond:	Yea
Brandi Keith:	Yea
Christopher Rogers:	Yea
Laquita Smith:	Yea
Hilary Van Patten:	Yea
Rich	Yea



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Wenzl:

Steven
Whitney: Yea

Yea: 7, Nay: 0

At 7:10 PM the meeting returned to open session; no action taken.

B. Driver's Ed Supplemental

I recommend the board approve the hire of Jim Cole for the Driver's Ed Supplemental position. This motion, made by Steven Whitney and seconded by Brandi Keith, Carried.

Shanna
Hammond: Yea

Brandi
Keith: Yea

Christopher
Rogers: Yea

Laquita
Smith: Yea

Hilary Van
Patten: Yea

Rich
Wenzl: Yea

Steven
Whitney: Yea

Yea: 7, Nay: 0

C. Board Appreciation

Mr. Tharman thanked the board members for their many hours of dedication to our school. Amber presented each of them with a certificate of appreciation.

D. Rule 10 Coaches

Mr. Tharman shared that the topic of Rule 10 coaches has been brought up at different times in the past several years and thought it was a good time to revisit it. Some discussions have been around whether a certified teacher as a coach or a Rule 10 coach is better qualified. Does student contact throughout the day influence coaching or affect accountability? This sparked some lively conversation. In the end, there was a consensus that the board would prefer to make contract renewal decisions based on evaluations and performance of duties, rather than if they were certified staff or Rule 10. It was also agreed that all coaches and sponsors should be evaluated yearly. Mr. Gebhard had a copy of an old coach's manual that will be used as a skeleton to build how this process will look. Mrs. Thalheim shared some of her past coaching experiences as well. Mr. Tharman is going to contact other districts to see what they use for evaluating coaches. This will be an on-going discussion at the February board meeting.

VIII. New Business

A. Spring Semester Work Release Requests

I recommend the board approve the application for Izzabella Koch for spring work release. This motion, made by Steven Whitney and seconded by Rich Wenzl, Carried.

Shanna
Hammond: Yea

Brandi
Keith: Yea

Christopher Yea



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Rogers:

Laquita Smith: Yea

Hilary Van Patten: Yea

Rich Wenzl: Yea

Steven Whitney: Yea

Yea: 7, Nay: 0

B. Board Walk Through

After discussion on possible dates, it was decided to have the board walk-through on February 20th. Shanna will make final arrangements at the February 10th board meeting.

C. KASB Policy Updates

I recommend the updates to Policies GAAC, GARIA, JGEC, and the addition of Policy JGECAA adopted by the board on June 17, 2024, be rescinded and the previous versions of Policies GAAC, GARIA and JGEC be readopted and approved. This motion, made by Shanna Hammond and seconded by Laquita Smith, Carried.

Shanna Hammond: Yea

Brandi Keith: Yea

Christopher Rogers: Yea

Laquita Smith: Yea

Hilary Van Patten: Yea

Rich Wenzl: Yea

Steven Whitney: Yea

Yea: 7, Nay: 0

I recommend the board approve the August and December KASB policy updates as presented. This motion, made by Shanna Hammond and seconded by Laquita Smith, Carried.

Shanna Hammond: Yea

Brandi Keith: Yea

Christopher Rogers: Yea

Laquita Smith: Yea

Hilary Van Patten: Yea



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Rich Wenzl: Yea

Steven Whitney: Yea

Yea: 7, Nay: 0

D. Uniform Rotation

Mrs. Thalhem shared an updated rotation schedule with the board. Over the past four years, there has been an increase in yearly costs of approximately \$1,000 from the past schedule. Mrs. Thalheim will visit with the JH volleyball and football coaches to determine which is the greater need this year. HS basketball warm-ups and the JH sport are able to be updated this year.

E. Transportation Crisis Plan

Mr. Gebhard shared that at a summer workshop, there was discussion on vehicles having a crisis plan on board. At the last bus drivers' meeting, they had a good conversation on this topic and came up with a one-page crisis plan that could be accessed easily if needed. Mr. Gebhard shared that document with the board.

IX. Administrative Reports

A. Superintendent / 9-12 Principal Report

Mr. Tharman shared that the Elementary and Secondary Education Act (ESEA) Consolidated File review has been completed and the Civil Rights Data Collection (CRDC) is almost complete. The FFA had a fun and successful trip to the National Western Livestock Show in Denver this past weekend. Jan. 22 - League Scholars Bowl in Ransom/ Jan. 28 - HS BB vs. Stockton (here)/ Jan. 30 - District Leadership Team mtg./ HS FACS chili cook-off/ Varsity Scholars Bowl in Norton/ Jan. 31 - HS BB in Ransom/ Feb. 1 - Forensic meet in Golden Plains/ Snowball Dance. Mr. Tharman also shared the Prepping for Negotiations training dates in February.

B. K-8 Principal Report

Mr. Gebhard shared there are three more JH basketball games and the tournament left in the season. Jan. 21st grades 5 - 8 will have Mental Health First Aid presentations. LTR's training is continuing and they had another meeting today. The Kindergarten Readiness Committee is reconvening to discuss possible opportunities. Hansen Foundation has granted \$21,000 towards the elevator/ lift project. Thank You to the Phillips County Community Foundation for donating \$300 for student health needs.

X. Reports of Board Members

XI. Adjournment

I move the meeting adjourn. This motion, made by Shanna Hammond and seconded by Laquita Smith, Carried.

Shanna Hammond: Yea

Brandi Keith: Yea

Christopher Rogers: Yea

Laquita Smith: Yea

Hilary Van Patten: Yea

Rich Wenzl: Yea

Steven Whitney: Yea

Yea: 7, Nay: 0

USD 212

Cash Summary Report

Accounting Cycle: FY 24-25; Beginning Period: Period 00 (05/01/2024 - 06/30/2024) ; Ending Period: Period 08 (02/01/2025 - 02/28/2025) ; Show Prior Year Expense/Encumbrance: Transactions after the Last Period: None; Exclude Closing Entries: No; Include Unposted Transactions: No; Created On: 2/6/2025 9:49:29 AM

Fund	Description	Beginning Balance	Revenue	Expenditure	Other	Ending Balance
06	GENERAL FUND	\$0.06	\$1,328,392.95	(\$862,053.50)	\$939.98	\$467,279.49
07	FEDERAL FUNDS	\$3,699.93	\$111,063.00	(\$65,354.20)	\$0.00	\$49,408.73
08	SUPPLEMENTAL GENERAL FUND	\$30,680.51	\$472,956.79	(\$219,377.69)	\$230.09	\$284,489.70
11	FOUR YEAR OLD AT RISK FUND	\$33,836.54	\$0.00	(\$19,884.86)	\$0.00	\$13,951.68
13	K-12 AT RISK FUND	\$42,865.91	\$0.00	(\$61,492.35)	\$0.00	(\$18,626.44)
14	BILINGUAL EDUCATION	\$325.00	\$0.00	\$0.00	\$0.00	\$325.00
16	CAPITAL OUTLAY	\$424,191.19	\$151,983.96	(\$378,185.16)	(\$5,663.93)	\$192,326.06
18	DRIVER TRAINING	\$2,362.58	\$1,740.00	\$0.00	\$0.00	\$4,102.58
24	FOOD SERVICE	\$16,344.95	\$62,716.96	(\$106,205.95)	\$0.00	(\$27,144.04)
26	PROFESSIONAL DEVELOPMENT FUND	\$10,151.97	\$0.00	(\$8,015.56)	\$0.00	\$2,136.41
30	SPECIAL EDUCATION	\$33,378.96	\$130,718.88	(\$154,263.04)	\$0.00	\$9,834.80
34	VOCATIONAL EDUCATION	\$13,678.71	\$210.00	(\$8,402.63)	\$0.00	\$5,486.08
35	GIFTS/GRANTS	\$49,865.83	\$34,100.00	(\$28,641.88)	\$0.00	\$55,323.95
51	KPERS RETIREMENT CONTRIBUTIONS	\$0.00	\$0.00	\$5.60	\$0.00	\$5.60
53	CONTINGENCY FUND	\$225,000.00	\$0.00	\$0.00	\$0.00	\$225,000.00
55	TEXTBOOK RENTAL	\$39,406.18	\$4,651.12	\$0.00	\$0.00	\$44,057.30
81	LIBRARY GRANT	\$911.02	\$0.00	\$0.00	\$0.00	\$911.02
85	KS COORDINATED SCHOOL HEALTH	\$1,958.14	\$0.00	\$0.00	\$0.00	\$1,958.14
Sub Total		\$928,657.48	\$2,298,533.66	(\$1,911,871.22)	(\$4,493.86)	\$1,310,826.06

No; Prior Year Ending Balance for Beginning Balance: Yes; Include

Encumbrances	Liabilities	Available
(\$944.71)	(\$939.98)	\$465,394.80
\$0.00	\$0.00	\$49,408.73
\$0.00	(\$230.09)	\$284,259.61
\$0.00	\$0.00	\$13,951.68
\$0.00	\$0.00	(\$18,626.44)
\$0.00	\$0.00	\$325.00
\$0.00	\$5,663.93	\$197,989.99
\$0.00	\$0.00	\$4,102.58
\$0.00	\$0.00	(\$27,144.04)
\$0.00	\$0.00	\$2,136.41
\$0.00	\$0.00	\$9,834.80
(\$2.13)	\$0.00	\$5,483.95
\$0.00	\$0.00	\$55,323.95
\$0.00	\$0.00	\$5.60
\$0.00	\$0.00	\$225,000.00
\$0.00	\$0.00	\$44,057.30
\$0.00	\$0.00	\$911.02
\$0.00	\$0.00	\$1,958.14
(\$946.84)	\$4,493.86	\$1,314,373.08

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Cash Summary Report

Accounting Cycle: FY 24-25; Beginning Period: Period 00 (05/01/2024 - 06/30/2024) ; Ending Period: Period 08 (02/01/2025 - 02/28/2025) ; Show Prior Year Expense/Encumbrance: No; Prior Year Ending Balance for Beginning Balance: Yes; Include Transactions after the Last Period: None; Exclude Closing Entries: No; Include Unposted Transactions: No; Created On: 2/6/2025 9:49:29 AM

Fund	Description	Liabilities (Beginning)	Liabilities (Ending)	Cash Journal Entries	Other Total
06	GENERAL FUND	(\$192.00)	\$939.98	\$0.00	\$747.98
07	FEDERAL FUNDS	\$0.00	\$0.00	\$0.00	\$0.00
08	SUPPLEMENTAL GENERAL FUND	\$0.00	\$230.09	\$0.00	\$230.09
11	FOUR YEAR OLD AT RISK FUND	\$0.00	\$0.00	\$0.00	\$0.00
13	K-12 AT RISK FUND	\$0.00	\$0.00	\$0.00	\$0.00
16	CAPITAL OUTLAY	\$0.00	(\$5,663.93)	\$0.00	(\$5,663.93)
18	DRIVER TRAINING	\$0.00	\$0.00	\$0.00	\$0.00
24	FOOD SERVICE	\$0.00	\$0.00	\$0.00	\$0.00
26	PROFESSIONAL DEVELOPMENT FUND	\$0.00	\$0.00	\$0.00	\$0.00
30	SPECIAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00
34	VOCATIONAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00
35	GIFTS/GRANTS	\$0.00	\$0.00	\$0.00	\$0.00
51	KPERS RETIREMENT CONTRIBUTIONS	\$0.00	\$0.00	\$0.00	\$0.00
55	TEXTBOOK RENTAL	\$0.00	\$0.00	\$0.00	\$0.00
Sub Total		(\$192.00)	(\$4,493.86)	\$0.00	(\$4,685.86)

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2025 to 02/28/2025.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
NVHS	Northern Valley High School							
A	ATHLETICS							
	1010		HIGH SCHOOL ATHLETICS	8,852.87	0.00	0.00	0.00	8,852.87
	A Totals:			8,852.87	0.00	0.00	0.00	8,852.87
B	CLUBS & ORGANIZATIONS							
	2010		STUDENT COUNCIL	11,059.55	0.00	0.00	0.00	11,059.55
	2020		KAY	3,596.56	0.00	0.00	0.00	3,596.56
	2050		HUSKY MUSIC CLUB	2,160.33	0.00	0.00	0.00	2,160.33
	2060		FFA	10,033.21	0.00	0.00	0.00	10,033.21
	2070		SCHOLARS BOWL	88.77	0.00	0.00	0.00	88.77
	2080		DANCE AND CHEER	-1,382.74	0.00	0.00	0.00	-1,382.74
	2090		FORENSICS	2,130.36	0.00	0.00	0.00	2,130.36
	3000		TECHNOLOGY CLUB	828.76	0.00	0.00	0.00	828.76
	3010		Food Science	66.10	0.00	0.00	0.00	66.10
	3020		VOLLEYBALL CLUB	1,288.33	0.00	0.00	0.00	1,288.33
	3030		FACS	1,334.60	0.00	0.00	0.00	1,334.60
	3050		Interactive Media	92.34	0.00	0.00	0.00	92.34
	B Totals:			31,296.17	0.00	0.00	0.00	31,296.17
C	GRADUATING CLASSES							
	3114		CLASS OF 2014	0.00	0.00	0.00	0.00	0.00
	3115		CLASS OF 2015	0.00	0.00	0.00	0.00	0.00
	3116		CLASS OF 2016	27.50	0.00	0.00	0.00	27.50
	3119		CLASS OF 2019	2,003.91	0.00	0.00	0.00	2,003.91
	3121		CLASS OF 2021	1,767.59	0.00	0.00	0.00	1,767.59
	3122		CLASS OF 2022	0.00	0.00	0.00	0.00	0.00
	3123		CLASS OF 2023	0.00	0.00	0.00	0.00	0.00
	3124		CLASS OF 2024	0.00	0.00	0.00	0.00	0.00
	3125		CLASS OF 2025-Seniors	537.44	0.00	0.00	0.00	537.44
	3126		CLASS OF 2026-Juniors	5,009.24	0.00	0.00	0.00	5,009.24
	3127		Class Of 2027- Sophmores	1,637.42	0.00	0.00	0.00	1,637.42
	C Totals:			10,983.10	0.00	0.00	0.00	10,983.10
D	DISTRICT MONIES							
	4020		HIGH SCHOOL PETTY CASH	1,125.00	0.00	0.00	0.00	1,125.00
	D Totals:			1,125.00	0.00	0.00	0.00	1,125.00
E	YEARBOOK							
	7000		YEARBOOK	12,479.94	0.00	0.00	0.00	12,479.94
	E Totals:			12,479.94	0.00	0.00	0.00	12,479.94

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 02/01/2025 to 02/28/2025.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
F	MISC							
	7030		GREENHOUSE	41.47	0.00	0.00	0.00	41.47
	7060		BOX TOPS FOR EDUCATION	929.75	0.00	0.00	0.00	929.75
	8011		Interest Paid To Account	873.28	0.00	0.00	0.00	873.28
			F Totals:	1,844.50	0.00	0.00	0.00	1,844.50
G	SALES TAX							
	8010		SALES TAX	-85.62	0.00	0.00	0.00	-85.62
			G Totals:	-85.62	0.00	0.00	0.00	-85.62
			NVHS Activity Totals:	66,495.96	0.00	0.00	0.00	66,495.96

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
NVHS Checking:			0.00	0.00		
NVHS Investment:						
NVHS Bank Balances:	66,495.96		0.00	0.00	0.00	66,495.96

	Report Activity Totals:	66,495.96	0.00	0.00	0.00	66,495.96
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USD 212

Check Listing Report

Accounting Cycle: FY 24-25; Begin Date: 01/21/2025; End Date: 02/10/2025; Bank: [All]; Sort By Element: FUND; Account Expression: [All]; Created On: 2/10/2025 4:35:36 PM

Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66259
Vendor	PO Number	Invoice #	Account Code
Access Elevator and Lifts Inc.	24-3950	Bills for 1/21/2025	16-4200-710-00-00
Access Elevator and Lifts Inc.	24-3950	Bills for 1/21/2025	35-2600-700-01-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66260
Vendor	PO Number	Invoice #	Account Code
City Of Long Island	24-3953	Bills for 1/21/2025	08-2600-411-03-00
City Of Long Island	24-3953	Bills for 1/21/2025	08-2600-412-03-00
City Of Long Island	24-3953	Bills for 1/21/2025	08-2600-421-03-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66261
Vendor	PO Number	Invoice #	Account Code
Dealers First Financial L.L.C.	24-3947	Bills for 1/21/2025	16-1000-700-03-00
Dealers First Financial L.L.C.	24-3955	2- Bills for 1/21/2025	16-1000-700-01-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66262
Vendor	PO Number	Invoice #	Account Code
Golden Plains High School	24-3956	Bills for 1/21/2025	06-1000-890-01-09
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66263
Vendor	PO Number	Invoice #	Account Code
H&J Repair	24-3949	Bills for 1/21/2025	06-1000-700-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66264
Vendor	PO Number	Invoice #	Account Code

Harlan County Journal	24-3945	Bills for 1/21/2025	06-2300-590-00-02
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66265
Vendor Hinklel Termite and Pest Control	PO Number 24-3941	Invoice # Bills for 1/21/2025	Account Code 08-2600-425-00-00
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66266
Vendor Hop-A-Long IT Services	PO Number 24-3943	Invoice # Bills for 1/21/2025	Account Code 08-1000-610-01-11
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66267
Vendor Ideal Linen & Uniform	PO Number 24-3948	Invoice # Bills for 1/21/2025	Account Code 08-2600-610-00-01
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66268
Vendor Jim Winchell	PO Number 24-3940	Invoice # Bills for 1/21/2025	Account Code 06-2720-626-00-19
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66269
Vendor Matheson Tri-Gas Inc.	PO Number 24-3944	Invoice # Bills for 1/21/2025	Account Code 34-1000-610-00-01
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66270
Vendor Northern Valley	PO Number 24-3942	Invoice # Bills for 1/21/2025	Account Code 08-3400-890-01-01
Sub Total			
Voucher Number Bills for 1/21/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66271
Vendor Norton Glass	PO Number 24-3939	Invoice # Bills for 1/21/2025	Account Code 16-2600-700-00-00
Sub Total			

Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66272
Vendor	PO Number	Invoice #	Account Code
NV Post Prom	24-3951	Bills for 1/21/2025	06-2300-890-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66273
Vendor	PO Number	Invoice #	Account Code
Quality Stage Curtains	24-3946	Bills for 1/21/2025	06-2600-700-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for 1/21/2025	First National Bank & Trust	003174	66274
Vendor	PO Number	Invoice #	Account Code
State Line Awards & Custom Design	24-3954	Bills for 1/21/2025	06-1000-890-03-09
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Hop-a-Long monthly 1/17/25	First National Bank & Trust	003174	66275
Vendor	PO Number	Invoice #	Account Code
Hop-A-Long IT Services	24-3952	Hop-a-Long monthly 1/17/25	08-2300-500-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
First National Lease purchase Pa	First National Bank & Trust	003174	66276
Vendor	PO Number	Invoice #	Account Code
First National Bank in Long Island	24-3957	First National Lease purchase Pa	16-4700-450-03-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Scholars Bowl Fees for 1/30/25	First National Bank & Trust	003174	66277
Vendor	PO Number	Invoice #	Account Code
Norton Community High School (NCHS)	24-3969	Scholars Bowl Fees for 1/30/25	06-1000-890-01-10
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Stage Curtains Paid 2/5/2025	First National Bank & Trust	003174	66299
Vendor	PO Number	Invoice #	Account Code
Quality Stage Curtains	24-3970	Stage Curtains Paid 2/5/2025	06-2600-700-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number

Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66300
Vendor	PO Number	Invoice #	Account Code
4B Farm, LLC	24-3974	Bills for Board Mt.2/10/2025	24-3100-630-01-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66301
Vendor	PO Number	Invoice #	Account Code
Advocate Of Phillips Co., The	24-3979	Bills for Board Mt.2/10/2025	06-2300-590-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66302
Vendor	PO Number	Invoice #	Account Code
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-01
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-03
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-05
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-06
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-07
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-11
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-12
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-15
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-19
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-20
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-626-00-22
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-730-00-20
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-890-00-01
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-890-00-11
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-890-00-20
Almena Lumber & Supply	24-3994	Bills for Board Mt.2/10/2025	06-2720-891-00-05
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66303
Vendor	PO Number	Invoice #	Account Code
Almena Market Inc.	24-3991	Bills for Board Mt.2/10/2025	06-1000-610-01-09
Almena Market Inc.	24-3991	Bills for Board Mt.2/10/2025	06-1000-610-01-10
Almena Market Inc.	24-3991	Bills for Board Mt.2/10/2025	06-1000-890-01-01
Almena Market Inc.	24-3991	Bills for Board Mt.2/10/2025	08-2600-610-00-01
Almena Market Inc.	24-3991	Bills for Board Mt.2/10/2025	24-3100-630-01-00
Almena Market Inc.	24-3991	Bills for Board Mt.2/10/2025	24-3100-630-03-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number

Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66304
Vendor	PO Number	Invoice #	Account Code
BLICK Art Materials	24-3965	Bills for Board Mt.2/10/2025	06-1000-610-01-08
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66305
Vendor	PO Number	Invoice #	Account Code
Cash-Wa Distributing Co Inc	24-3992	Bills for Board Mt.2/10/2025	06-1000-610-01-10
Cash-Wa Distributing Co Inc	24-3992	Bills for Board Mt.2/10/2025	06-2300-890-00-00
Cash-Wa Distributing Co Inc	24-3992	Bills for Board Mt.2/10/2025	24-3100-630-01-00
Cash-Wa Distributing Co Inc	24-3992	Bills for Board Mt.2/10/2025	24-3100-630-03-00
Cash-Wa Distributing Co Inc	24-3992	Bills for Board Mt.2/10/2025	24-3100-680-01-00
Cash-Wa Distributing Co Inc	24-3992	Bills for Board Mt.2/10/2025	24-3100-680-03-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66306
Vendor	PO Number	Invoice #	Account Code
City Of Almena	24-3975	Bills for Board Mt.2/10/2025	08-2600-411-01-00
City Of Almena	24-3975	Bills for Board Mt.2/10/2025	08-2600-411-02-00
City Of Almena	24-3975	Bills for Board Mt.2/10/2025	08-2600-412-01-00
City Of Almena	24-3975	Bills for Board Mt.2/10/2025	08-2600-412-02-00
City Of Almena	24-3975	Bills for Board Mt.2/10/2025	08-2600-421-01-00
City Of Almena	24-3975	Bills for Board Mt.2/10/2025	34-2600-411-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66307
Vendor	PO Number	Invoice #	Account Code
Don Mordecai	24-3964	Bills for Board Mt.2/10/2025	06-1000-610-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66308
Vendor	PO Number	Invoice #	Account Code
Envision	24-3987	Bills for Board Mt.2/10/2025	08-2600-610-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66309
Vendor	PO Number	Invoice #	Account Code
F & A Sales Inc	24-3990	Bills for Board Mt.2/10/2025	24-3100-630-03-00
F & A Sales Inc	24-3990	Bills for Board Mt.2/10/2025	24-3100-680-03-00

Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66310
Vendor Hobart	PO Number 24-3977	Invoice # Bills for Board Mt.2/10/2025	Account Code 08-2600-300-00-02
Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66311
Vendor Hop-A-Long IT Services	PO Number 24-3986	Invoice # 2- Bills for Board Mt.2/10/2025	Account Code 06-1000-610-01-11
Vendor Hop-A-Long IT Services	PO Number 24-3959	Invoice # Bills for Board Mt.2/10/2025	Account Code 08-1000-610-01-05
Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66312
Vendor HTMC	PO Number 24-3976	Invoice # Bills for Board Mt.2/10/2025	Account Code 06-2300-590-00-02
Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66313
Vendor Jamboree Foods	PO Number 24-3981	Invoice # Bills for Board Mt.2/10/2025	Account Code 06-1000-610-01-10
Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66314
Vendor Jill Gebhard	PO Number 24-3985	Invoice # Bills for Board Mt.2/10/2025	Account Code 06-1000-610-02-03
Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66315
Vendor Jostens (JOST)	PO Number 24-3961	Invoice # Bills for Board Mt.2/10/2025	Account Code 06-2300-890-00-04
Sub Total			
Voucher Number Bills for Board Mt.2/10/2025	Bank Name First National Bank & Trust	Account Number 003174	Check Number 66316
Vendor Junior Class	PO Number 24-3988	Invoice # Bills for Board Mt.2/10/2025	Account Code 08-3400-890-01-01
Sub Total			

Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66317
Vendor	PO Number	Invoice #	Account Code
Kowpoke Supply	24-3982	Bills for Board Mt.2/10/2025	08-2600-430-00-02
Kowpoke Supply	24-3982	Bills for Board Mt.2/10/2025	34-1000-610-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66318
Vendor	PO Number	Invoice #	Account Code
Long Island Feed and Grain, LLC	24-3968	Bills for Board Mt.2/10/2025	06-2720-626-00-14
Long Island Feed and Grain, LLC	24-3968	Bills for Board Mt.2/10/2025	06-2720-626-00-15
Long Island Feed and Grain, LLC	24-3968	Bills for Board Mt.2/10/2025	06-2720-626-00-20
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66319
Vendor	PO Number	Invoice #	Account Code
Marvin Gebhard	24-3989	Bills for Board Mt.2/10/2025	06-2400-810-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66320
Vendor	PO Number	Invoice #	Account Code
NCKSEC	24-3972	Bills for Board Mt.2/10/2025	30-1000-564-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66321
Vendor	PO Number	Invoice #	Account Code
Nex-Tech (Nex-Tech)	24-3984	Bills for Board Mt.2/10/2025	06-2300-532-00-00
Nex-Tech (Nex-Tech)	24-3984	Bills for Board Mt.2/10/2025	06-2300-532-00-01
Nex-Tech (Nex-Tech)	24-3984	Bills for Board Mt.2/10/2025	06-2400-532-00-00
Nex-Tech (Nex-Tech)	24-3984	Bills for Board Mt.2/10/2025	06-2400-532-00-01
Nex-Tech (Nex-Tech)	24-3984	Bills for Board Mt.2/10/2025	06-2400-532-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66322
Vendor	PO Number	Invoice #	Account Code
NEX-Tech Wireless	24-3966	Bills for Board Mt.2/10/2025	06-2720-890-00-17
Sub Total			

Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66323
Vendor	PO Number	Invoice #	Account Code
Norton Community High School (NCHS)	24-3993	Bills for Board Mt.2/10/2025	06-1000-890-01-09
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66324
Vendor	PO Number	Invoice #	Account Code
Norton Homestore	24-3962	Bills for Board Mt.2/10/2025	08-2600-430-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66325
Vendor	PO Number	Invoice #	Account Code
Oakley High school	24-3971	Bills for Board Mt.2/10/2025	06-1000-890-01-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66326
Vendor	PO Number	Invoice #	Account Code
Office of the State Fire Marshall	24-3963	Bills for Board Mt.2/10/2025	08-2600-300-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66327
Vendor	PO Number	Invoice #	Account Code
Phillipsburg Homestore	24-3960	Bills for Board Mt.2/10/2025	08-2600-430-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66328
Vendor	PO Number	Invoice #	Account Code
Pitney Bowes	24-3978	Bills for Board Mt.2/10/2025	06-2300-590-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66329
Vendor	PO Number	Invoice #	Account Code
Prairie Dog Golf Course	24-3958	Bills for Board Mt.2/10/2025	06-1000-890-01-09
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66330

Vendor	PO Number	Invoice #	Account Code
Twin Valley Automotive LLC	24-3980	Bills for Board Mt.2/10/2025	06-2720-730-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66331
Vendor	PO Number	Invoice #	Account Code
Unifirst Corporation	24-3983	Bills for Board Mt.2/10/2025	08-2600-610-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66332
Vendor	PO Number	Invoice #	Account Code
US Foods	24-3973	Bills for Board Mt.2/10/2025	24-3100-630-03-00
US Foods	24-3973	Bills for Board Mt.2/10/2025	24-3100-680-03-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills for Board Mt.2/10/2025	First National Bank & Trust	003174	66333
Vendor	PO Number	Invoice #	Account Code
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-1000-610-00-02
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-1000-610-02-09
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-1000-890-01-05
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-2300-590-00-01
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-2300-700-00-00
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-2300-890-00-00
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-2400-890-00-00
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	06-2720-626-00-05
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	08-2600-610-00-01
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	24-2600-490-00-00
VISA (VISA1)	24-3967	Bills for Board Mt.2/10/2025	24-3100-700-01-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66334
Vendor	PO Number	Invoice #	Account Code
ComplianceOne	24-4003	Bills paid 2/10/25 For Board Mt.	06-2720-890-00-17
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66335
Vendor	PO Number	Invoice #	Account Code
Dealers First Financial L.L.C.	24-4000	Bills paid 2/10/25 For Board Mt.	16-1000-700-01-00
Sub Total			

Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66336
Vendor	PO Number	Invoice #	Account Code
Harlan County Journal	24-4001	Bills paid 2/10/25 For Board Mt.	06-2300-590-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66337
Vendor	PO Number	Invoice #	Account Code
Ideal Linen & Uniform	24-3997	Bills paid 2/10/25 For Board Mt.	08-2600-610-00-01
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66338
Vendor	PO Number	Invoice #	Account Code
MVP Electric and More	24-4004	Bills paid 2/10/25 For Board Mt.	08-2600-400-00-02
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66339
Vendor	PO Number	Invoice #	Account Code
Northwestern Office Supplies	24-3999	Bills paid 2/10/25 For Board Mt.	06-1000-610-01-11
Northwestern Office Supplies	24-3999	Bills paid 2/10/25 For Board Mt.	06-1000-610-02-09
Northwestern Office Supplies	24-3999	Bills paid 2/10/25 For Board Mt.	06-1000-610-03-09
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66340
Vendor	PO Number	Invoice #	Account Code
Ostmeyer Inc dba Culligan Soft Water Service	24-3998	Bills paid 2/10/25 For Board Mt.	08-2600-411-02-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66341
Vendor	PO Number	Invoice #	Account Code
Prairie Land Electric Cooperative, Inc.	24-3995	Bills paid 2/10/25 For Board Mt.	06-2600-622-01-00
Prairie Land Electric Cooperative, Inc.	24-3995	Bills paid 2/10/25 For Board Mt.	06-2600-622-03-00
Prairie Land Electric Cooperative, Inc.	24-3995	Bills paid 2/10/25 For Board Mt.	34-2600-622-00-00
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66342
Vendor	PO Number	Invoice #	Account Code

Roys Sales & Service	24-4002	Bills paid 2/10/25 For Board Mt.	06-2720-890-00-06
Sub Total			
Voucher Number	Bank Name	Account Number	Check Number
Bills paid 2/10/25 For Board Mt.	First National Bank & Trust	003174	66343
Vendor	PO Number	Invoice #	Account Code
Yanda's Music & Pro Audio	24-3996	Bills paid 2/10/25 For Board Mt.	06-1000-610-00-02
Sub Total			
Grand Total			

Payee	Amount	Type
Access Elevator and Lifts Inc.	\$34,595.04	Accounts Payable
Description	Issue Date	Amount
70% Down Payment on Lift	01/21/2025	\$13,595.04
70% Down Payment on Lift	01/21/2025	\$21,000.00
		\$34,595.04
Payee	Amount	Type
City Of Long Island	\$204.60	Accounts Payable
Description	Issue Date	Amount
Monthly Bill	01/21/2025	\$142.00
Monthly Bill	01/21/2025	\$41.60
Monthly Bill	01/21/2025	\$21.00
		\$204.60
Payee	Amount	Type
Dealers First Financial L.L.C.	\$785.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 196776	01/21/2025	\$490.00
Invoice: 197162	01/21/2025	\$295.00
		\$785.00
Payee	Amount	Type
Golden Plains High School	\$80.00	Accounts Payable
Description	Issue Date	Amount
Forensics Entry Fees For Feb. 1st 2025	01/21/2025	\$80.00
		\$80.00
Payee	Amount	Type
H&J Repair	\$1,257.13	Accounts Payable
Description	Issue Date	Amount
Invoice: 14747	01/21/2025	\$1,257.13
		\$1,257.13
Payee	Amount	Type
Harlan County Journal	\$14.95	Accounts Payable
Description	Issue Date	Amount

Monthly Statement	01/21/2025	\$14.95
		\$14.95
Payee	Amount	Type
Hinklel Termite and Pest Control	\$682.09	Accounts Payable
Description	Issue Date	Amount
Invoice: 54725,54739,54740,54745,54746,	01/21/2025	\$682.09
		\$682.09
Payee	Amount	Type
Hop-A-Long IT Services	\$149.95	Accounts Payable
Description	Issue Date	Amount
Invoice: 3680	01/21/2025	\$149.95
		\$149.95
Payee	Amount	Type
Ideal Linen & Uniform	\$75.30	Accounts Payable
Description	Issue Date	Amount
Invoice: 22179996	01/21/2025	\$75.30
		\$75.30
Payee	Amount	Type
Jim Winchell	\$40.25	Accounts Payable
Description	Issue Date	Amount
Fuel Reimbursement	01/21/2025	\$40.25
		\$40.25
Payee	Amount	Type
Matheson Tri-Gas Inc.	\$261.71	Accounts Payable
Description	Issue Date	Amount
Invoice: 52447589	01/21/2025	\$261.71
		\$261.71
Payee	Amount	Type
Northern Valley	\$72.00	Accounts Payable
Description	Issue Date	Amount
Junior Class Concessions Reimbursement	01/21/2025	\$72.00
		\$72.00
Payee	Amount	Type
Norton Glass	\$7,665.00	Accounts Payable
Description	Issue Date	Amount
Invoices: 47847	01/21/2025	\$7,665.00
		\$7,665.00

Payee	Amount	Type
NV Post Prom	\$100.00	Accounts Payable
Description	Issue Date	Amount
Donation	01/21/2025	\$100.00
		\$100.00
Payee	Amount	Type
Quality Stage Curtains	\$836.60	Accounts Payable
Description	Issue Date	Amount
Invoice Date: 1/13/25	01/21/2025	\$836.60
		\$836.60
Payee	Amount	Type
State Line Awards & Custom Design	\$82.75	Accounts Payable
Description	Issue Date	Amount
Invoice: 3171	01/21/2025	\$82.75
		\$82.75
Payee	Amount	Type
Hop-A-Long IT Services	\$7,000.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 2719	01/21/2025	\$7,000.00
		\$7,000.00
Payee	Amount	Type
First National Bank in Long Island	\$5,795.82	Accounts Payable
Description	Issue Date	Amount
Lease Purchas Interest Payment	01/22/2025	\$5,795.82
		\$5,795.82
Payee	Amount	Type
Norton Community High School (NCHS)	\$40.00	Accounts Payable
Description	Issue Date	Amount
Varsity Scholars Bowl	01/29/2025	\$40.00
		\$40.00
Payee	Amount	Type
Quality Stage Curtains	\$4,242.35	Accounts Payable
Description	Issue Date	Amount
Stage Curtains for Middle School	02/05/2025	\$4,242.35
		\$4,242.35
Payee	Amount	Type

4B Farm, LLC	\$192.00	Accounts Payable
Description	Issue Date	Amount
4B Bill	02/06/2025	\$192.00
		\$192.00
Payee	Amount	Type
Advocate Of Phillips Co., The	\$30.40	Accounts Payable
Description	Issue Date	Amount
Bill	02/06/2025	\$30.40
		\$30.40
Payee	Amount	Type
Almena Lumber & Supply	\$3,159.57	Accounts Payable
Description	Issue Date	Amount
January Bill	02/06/2025	\$356.54
January Bill	02/06/2025	\$101.08
January Bill	02/06/2025	\$142.77
January Bill	02/06/2025	\$123.57
January Bill	02/06/2025	\$22.80
January Bill	02/06/2025	\$665.70
January Bill	02/06/2025	\$270.98
January Bill	02/06/2025	\$170.13
January Bill	02/06/2025	\$387.28
January Bill	02/06/2025	\$168.44
January Bill	02/06/2025	\$211.34
January Bill	02/06/2025	\$319.11
January Bill	02/06/2025	\$15.98
January Bill	02/06/2025	\$150.85
January Bill	02/06/2025	\$35.00
January Bill	02/06/2025	\$18.00
		\$3,159.57
Payee	Amount	Type
Almena Market Inc.	\$2,750.52	Accounts Payable
Description	Issue Date	Amount
Monthly Bill	02/06/2025	\$39.08
Monthly Bill	02/06/2025	\$556.34
Monthly Bill	02/06/2025	\$36.05
Monthly Bill	02/06/2025	\$1,532.68
Monthly Bill	02/06/2025	\$489.49
Monthly Bill	02/06/2025	\$96.88
		\$2,750.52
Payee	Amount	Type

BLICK Art Materials	\$787.27	Accounts Payable
Description	Issue Date	Amount
Invoice: 4688783	02/06/2025	\$787.27
		\$787.27
Payee	Amount	Type
Cash-Wa Distributing Co Inc	\$11,241.78	Accounts Payable
Description	Issue Date	Amount
Bill	02/06/2025	\$509.72
Bill	02/06/2025	\$111.28
Bill	02/06/2025	\$7,493.03
Bill	02/06/2025	\$2,611.25
Bill	02/06/2025	\$454.10
Bill	02/06/2025	\$62.40
		\$11,241.78
Payee	Amount	Type
City Of Almena	\$1,081.99	Accounts Payable
Description	Issue Date	Amount
City Bill	02/06/2025	\$101.00
City Bill	02/06/2025	\$336.30
City Bill	02/06/2025	\$70.29
City Bill	02/06/2025	\$141.38
City Bill	02/06/2025	\$325.00
City Bill	02/06/2025	\$108.02
		\$1,081.99
Payee	Amount	Type
Don Mordecai	\$155.00	Accounts Payable
Description	Issue Date	Amount
Repair Saxophone and trombone	02/06/2025	\$155.00
		\$155.00
Payee	Amount	Type
Envision	\$530.40	Accounts Payable
Description	Issue Date	Amount
Invoice: 0154814	02/06/2025	\$530.40
		\$530.40
Payee	Amount	Type
F & A Sales Inc	\$1,544.77	Accounts Payable
Description	Issue Date	Amount
Invoice: 2919255 and 2909934	02/06/2025	\$1,007.89
Invoice: 2919255 and 2909934	02/06/2025	\$536.88

		\$1,544.77
Payee	Amount	Type
Hobart	\$194.00	Accounts Payable
Description	Issue Date	Amount
VB64504	02/06/2025	\$194.00
		\$194.00
Payee	Amount	Type
Hop-A-Long IT Services	\$269.95	Accounts Payable
Description	Issue Date	Amount
Invoice: 3796	02/06/2025	\$239.97
Invoice: 3789	02/06/2025	\$29.98
		\$269.95
Payee	Amount	Type
HTMC	\$294.00	Accounts Payable
Description	Issue Date	Amount
2135 and 2136	02/06/2025	\$294.00
		\$294.00
Payee	Amount	Type
Jamboree Foods	\$131.05	Accounts Payable
Description	Issue Date	Amount
Monthly Statement	02/06/2025	\$131.05
		\$131.05
Payee	Amount	Type
Jill Gebhard	\$14.10	Accounts Payable
Description	Issue Date	Amount
Reimbursement for 3rd grade Science	02/06/2025	\$14.10
		\$14.10
Payee	Amount	Type
Jostens (JOST)	\$180.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 1968-001	02/06/2025	\$180.00
		\$180.00
Payee	Amount	Type
Junior Class	\$104.00	Accounts Payable
Description	Issue Date	Amount
Concessions payback to Junior Class	02/06/2025	\$104.00
		\$104.00

Payee	Amount	Type
Kowpoke Supply	\$1,436.12	Accounts Payable
Description	Issue Date	Amount
Monthly Statement	02/06/2025	\$69.49
Monthly Statement	02/06/2025	\$1,366.63
		\$1,436.12
Payee	Amount	Type
Long Island Feed and Grain, LLC	\$283.93	Accounts Payable
Description	Issue Date	Amount
Bill	02/06/2025	\$185.90
Bill	02/06/2025	\$48.17
Bill	02/06/2025	\$49.86
		\$283.93
Payee	Amount	Type
Marvin Gebhard	\$1,526.00	Accounts Payable
Description	Issue Date	Amount
7% incentive pay for grant award (\$21,800)	02/06/2025	\$1,526.00
		\$1,526.00
Payee	Amount	Type
NCKSEC	\$61,574.50	Accounts Payable
Description	Issue Date	Amount
Feb. Payment	02/06/2025	\$61,574.50
		\$61,574.50
Payee	Amount	Type
Nex-Tech (Nex-Tech)	\$1,645.00	Accounts Payable
Description	Issue Date	Amount
Bill	02/06/2025	\$478.02
Bill	02/06/2025	\$303.95
Bill	02/06/2025	\$208.05
Bill	02/06/2025	\$176.95
Bill	02/06/2025	\$478.03
		\$1,645.00
Payee	Amount	Type
NEX-Tech Wireless	\$109.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 10861173	02/06/2025	\$109.00
		\$109.00

Payee	Amount	Type
Norton Community High School (NCHS)	\$45.00	Accounts Payable
Description	Issue Date	Amount
Forensics Fees	02/06/2025	\$45.00
		\$45.00
Payee	Amount	Type
Norton Homestore	\$7.13	Accounts Payable
Description	Issue Date	Amount
K95065	02/06/2025	\$7.13
		\$7.13
Payee	Amount	Type
Oakley High school	\$240.00	Accounts Payable
Description	Issue Date	Amount
Powerlifting Fee	02/06/2025	\$240.00
		\$240.00
Payee	Amount	Type
Office of the State Fire Marshall	\$90.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 492613	02/06/2025	\$90.00
		\$90.00
Payee	Amount	Type
Phillipsburg Homestore	\$17.98	Accounts Payable
Description	Issue Date	Amount
Reference Number 326303	02/06/2025	\$17.98
		\$17.98
Payee	Amount	Type
Pitney Bowes	\$300.00	Accounts Payable
Description	Issue Date	Amount
Bill	02/06/2025	\$300.00
		\$300.00
Payee	Amount	Type
Prairie Dog Golf Course	\$600.00	Accounts Payable
Description	Issue Date	Amount
Golf Memberships	02/06/2025	\$600.00
		\$600.00
Payee	Amount	Type
Twin Valley Automotive LLC	\$956.99	Accounts Payable

Description	Issue Date	Amount
Invoice: 2613	02/06/2025	\$956.99
		\$956.99
Payee	Amount	Type
Unifirst Corporation	\$29.78	Accounts Payable
Description	Issue Date	Amount
Invoices: 1940098430 and 1940099832	02/06/2025	\$29.78
		\$29.78
Payee	Amount	Type
US Foods	\$634.68	Accounts Payable
Description	Issue Date	Amount
US Foods bill	02/06/2025	\$577.82
US Foods bill	02/06/2025	\$56.86
		\$634.68
Payee	Amount	Type
VISA (VISA1)	\$5,022.29	Accounts Payable
Description	Issue Date	Amount
January Statement	02/06/2025	\$50.74
January Statement	02/06/2025	\$1,645.00
January Statement	02/06/2025	\$139.16
January Statement	02/06/2025	\$9.05
January Statement	02/06/2025	\$134.99
January Statement	02/06/2025	\$668.62
January Statement	02/06/2025	\$177.66
January Statement	02/06/2025	\$82.38
January Statement	02/06/2025	\$1,066.75
January Statement	02/06/2025	\$830.00
January Statement	02/06/2025	\$217.94
		\$5,022.29
Payee	Amount	Type
ComplianceOne	\$36.00	Accounts Payable
Description	Issue Date	Amount
Number 325135	02/10/2025	\$36.00
		\$36.00
Payee	Amount	Type
Dealers First Financial L.L.C.	\$490.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 197683	02/10/2025	\$490.00
		\$490.00

Payee	Amount	Type
Harlan County Journal	\$18.35	Accounts Payable
Description	Issue Date	Amount
Invoice:60489	02/10/2025	\$18.35
		\$18.35
Payee	Amount	Type
Ideal Linen & Uniform	\$78.30	Accounts Payable
Description	Issue Date	Amount
Invoice: 22182837	02/10/2025	\$78.30
		\$78.30
Payee	Amount	Type
MVP Electric and More	\$600.00	Accounts Payable
Description	Issue Date	Amount
Invoice: 000010	02/10/2025	\$600.00
		\$600.00
Payee	Amount	Type
Northwestern Office Supplies	\$996.86	Accounts Payable
Description	Issue Date	Amount
Invoice: 159391 and 159384	02/10/2025	\$448.56
Invoice: 159391 and 159384	02/10/2025	\$357.03
Invoice: 159391 and 159384	02/10/2025	\$191.27
		\$996.86
Payee	Amount	Type
Ostmeyer Inc dba Culligan Soft Water Service	\$107.50	Accounts Payable
Description	Issue Date	Amount
Invoice: 459497 and 459767	02/10/2025	\$107.50
		\$107.50
Payee	Amount	Type
Prairie Land Electric Cooperative, Inc.	\$3,174.37	Accounts Payable
Description	Issue Date	Amount
Monthly Bill	02/10/2025	\$2,329.84
Monthly Bill	02/10/2025	\$585.17
Monthly Bill	02/10/2025	\$259.36
		\$3,174.37
Payee	Amount	Type
Roys Sales & Service	\$965.00	Accounts Payable
Description	Issue Date	Amount

Reference: 499862	02/10/2025	\$965.00
		\$965.00
Payee	Amount	Type
Yanda's Music & Pro Audio	\$206.95	Accounts Payable
Description	Issue Date	Amount
Descriptions: 740793, 742438,742442	02/10/2025	\$206.95
		\$206.95
		\$167,833.07

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Check Listing Report

Accounting Cycle: FY 24-25; Begin Date: 01/21/2025; End Date: 02/10/2025; Bank: [All]; Sort By Element: FUND; Account Expression: [All]; Created On: 2/10/2025 4:35:37 PM

Check Date	Check Number	Payee	Type	Amount
01/21/2025	66259	Access Elevator and Lifts Inc.	Accounts Payable	\$34,595.04
01/21/2025	66260	City Of Long Island	Accounts Payable	\$204.60
01/21/2025	66261	Dealers First Financial L.L.C.	Accounts Payable	\$785.00
01/21/2025	66262	Golden Plains High School	Accounts Payable	\$80.00
01/21/2025	66263	H&J Repair	Accounts Payable	\$1,257.13
01/21/2025	66264	Harlan County Journal	Accounts Payable	\$14.95
01/21/2025	66265	Hinkiel Termite and Pest Control	Accounts Payable	\$682.09
01/21/2025	66266	Hop-A-Long IT Services	Accounts Payable	\$149.95
01/21/2025	66267	Ideal Linen & Uniform	Accounts Payable	\$75.30
01/21/2025	66268	Jim Winchell	Accounts Payable	\$40.25
01/21/2025	66269	Matheson Tri-Gas Inc.	Accounts Payable	\$261.71
01/21/2025	66270	Northern Valley	Accounts Payable	\$72.00
01/21/2025	66271	Norton Glass	Accounts Payable	\$7,665.00
01/21/2025	66272	NV Post Prom	Accounts Payable	\$100.00
01/21/2025	66273	Quality Stage Curtains	Accounts Payable	\$836.60
01/21/2025	66274	State Line Awards & Custom Design	Accounts Payable	\$82.75
01/21/2025	66275	Hop-A-Long IT Services	Accounts Payable	\$7,000.00
01/22/2025	66276	First National Bank in Long Island	Accounts Payable	\$5,795.82
01/29/2025	66277	Norton Community High School (NCHS)	Accounts Payable	\$40.00
02/05/2025	66299	Quality Stage Curtains	Accounts Payable	\$4,242.35
02/06/2025	66300	4B Farm, LLC	Accounts Payable	\$192.00
02/06/2025	66301	Advocate Of Phillips Co., The	Accounts Payable	\$30.40
02/06/2025	66302	Almena Lumber & Supply	Accounts Payable	\$3,159.57
02/06/2025	66303	Almena Market Inc.	Accounts Payable	\$2,750.52
02/06/2025	66304	BLICK Art Materials	Accounts Payable	\$787.27
02/06/2025	66305	Cash-Wa Distributing Co Inc	Accounts Payable	\$11,241.78
02/06/2025	66306	City Of Almena	Accounts Payable	\$1,081.99
02/06/2025	66307	Don Mordecai	Accounts Payable	\$155.00
02/06/2025	66308	Envision	Accounts Payable	\$530.40
02/06/2025	66309	F & A Sales Inc	Accounts Payable	\$1,544.77
02/06/2025	66310	Hobart	Accounts Payable	\$194.00
02/06/2025	66311	Hop-A-Long IT Services	Accounts Payable	\$269.95
02/06/2025	66312	HTMC	Accounts Payable	\$294.00
02/06/2025	66313	Jamboree Foods	Accounts Payable	\$131.05
02/06/2025	66314	Jill Gebhard	Accounts Payable	\$14.10
02/06/2025	66315	Jostens (JOST)	Accounts Payable	\$180.00
02/06/2025	66316	Junior Class	Accounts Payable	\$104.00

02/06/2025	66317	Kowpoke Supply	Accounts Payable	\$1,436.12
02/06/2025	66318	Long Island Feed and Grain, LLC	Accounts Payable	\$283.93
02/06/2025	66319	Marvin Gebhard	Accounts Payable	\$1,526.00
02/06/2025	66320	NCKSEC	Accounts Payable	\$61,574.50
02/06/2025	66321	Nex-Tech (Nex-Tech)	Accounts Payable	\$1,645.00
02/06/2025	66322	NEX-Tech Wireless	Accounts Payable	\$109.00
02/06/2025	66323	Norton Community High School (NCHS)	Accounts Payable	\$45.00
02/06/2025	66324	Norton Homestore	Accounts Payable	\$7.13
02/06/2025	66325	Oakley High school	Accounts Payable	\$240.00
02/06/2025	66326	Office of the State Fire Marshall	Accounts Payable	\$90.00
02/06/2025	66327	Phillipsburg Homestore	Accounts Payable	\$17.98
02/06/2025	66328	Pitney Bowes	Accounts Payable	\$300.00
02/06/2025	66329	Prairie Dog Golf Course	Accounts Payable	\$600.00
02/06/2025	66330	Twin Valley Automotive LLC	Accounts Payable	\$956.99
02/06/2025	66331	Unifirst Corporation	Accounts Payable	\$29.78
02/06/2025	66332	US Foods	Accounts Payable	\$634.68
02/06/2025	66333	VISA (VISA1)	Accounts Payable	\$5,022.29
02/10/2025	66334	ComplianceOne	Accounts Payable	\$36.00
02/10/2025	66335	Dealers First Financial L.L.C.	Accounts Payable	\$490.00
02/10/2025	66336	Harlan County Journal	Accounts Payable	\$18.35
02/10/2025	66337	Ideal Linen & Uniform	Accounts Payable	\$78.30
02/10/2025	66338	MVP Electric and More	Accounts Payable	\$600.00
02/10/2025	66339	Northwestern Office Supplies	Accounts Payable	\$996.86
02/10/2025	66340	Ostmeyer Inc dba Culligan Soft Water Service	Accounts Payable	\$107.50
02/10/2025	66341	Prairie Land Electric Cooperative, Inc.	Accounts Payable	\$3,174.37
02/10/2025	66342	Roys Sales & Service	Accounts Payable	\$965.00
02/10/2025	66343	Yanda's Music & Pro Audio	Accounts Payable	\$206.95
Sub Total				\$167,833.07

USD 212

Check Listing Report

Accounting Cycle: FY 24-25; Begin Date: 01/21/2025; End Date: 02/10/2025; Bank: [All]; Sort By Element: FUND; Account Expression: [All]; Created On: 2/10/2025 4:35:37 PM

Check Date	Check Number	Payee	Description	Type
02/06/2025	66300	4B Farm, LLC	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
01/21/2025	66259	Access Elevator and Lifts Inc.	Inv: Bills for 1/21/2025	Accounts Payable
02/06/2025	66301	Advocate Of Phillips Co., The	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66302	Almena Lumber & Supply	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66303	Almena Market Inc.	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66304	BLICK Art Materials	Invoice:4688783	Accounts Payable
02/06/2025	66305	Cash-Wa Distributing Co Inc	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66306	City Of Almena	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
01/21/2025	66260	City Of Long Island	Inv: Bills for 1/21/2025	Accounts Payable
02/10/2025	66334	ComplianceOne	Number: 325135	Accounts Payable
01/21/2025	66261	Dealers First Financial L.L.C.	Inv: 2- Bills for 1/21/2025	Accounts Payable
01/21/2025	66261	Dealers First Financial L.L.C.	Inv: Bills for 1/21/2025	Accounts Payable
02/10/2025	66335	Dealers First Financial L.L.C.	Invoice: 197683	Accounts Payable
02/06/2025	66307	Don Mordecai	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66308	Envision	Invoice: 0154814	Accounts Payable
02/06/2025	66309	F & A Sales Inc	Invoice: 2919255 and 2909934	Accounts Payable
01/22/2025	66276	First National Bank in Long Island	First National Lease purchase interest Payment	Accounts Payable
01/21/2025	66262	Golden Plains High School	Inv: Bills for 1/21/2025	Accounts Payable
01/21/2025	66263	H&J Repair	Inv: Bills for 1/21/2025	Accounts Payable
01/21/2025	66264	Harlan County Journal	Inv: Bills for 1/21/2025	Accounts Payable
02/10/2025	66336	Harlan County Journal	Invoice: 60489	Accounts Payable
01/21/2025	66265	Hinklel Termite and Pest Control	Inv: Bills for 1/21/2025	Accounts Payable
02/06/2025	66310	Hobart	VB64504	Accounts Payable
01/21/2025	66266	Hop-A-Long IT Services	Inv: Bills for 1/21/2025	Accounts Payable
01/21/2025	66275	Hop-A-Long IT Services	Hop-a-Long monthly 1/17/25	Accounts Payable
02/06/2025	66311	Hop-A-Long IT Services	Invoice: 3796	Accounts Payable
02/06/2025	66311	Hop-A-Long IT Services	invoice:3789	Accounts Payable
02/06/2025	66312	HTMC	2135 and 2136	Accounts Payable
01/21/2025	66267	Ideal Linen & Uniform	Inv: Bills for 1/21/2025	Accounts Payable
02/10/2025	66337	Ideal Linen & Uniform	Invoice: 22182837	Accounts Payable
02/06/2025	66313	Jamboree Foods	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66314	Jill Gebhard	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
01/21/2025	66268	Jim Winchell	Inv: Bills for 1/21/2025	Accounts Payable
02/06/2025	66315	Jostens (JOST)	Invoice: 1968-001	Accounts Payable
02/06/2025	66316	Junior Class	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66317	Kowpoke Supply	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66318	Long Island Feed and Grain, LLC	Inv: Bills for Board Mt.2/10/2025	Accounts Payable

02/06/2025	66319	Marvin Gebhard	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
01/21/2025	66269	Matheson Tri-Gas Inc.	Inv: Bills for 1/21/2025	Accounts Payable
02/10/2025	66338	MVP Electric and More	Invoice: 000010	Accounts Payable
02/06/2025	66320	NCKSEC	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66321	Nex-Tech (Nex-Tech)	Accounts: 15740 and 309012	Accounts Payable
02/06/2025	66322	NEX-Tech Wireless	Invoice:10861173	Accounts Payable
01/21/2025	66270	Northern Valley	Inv: Bills for 1/21/2025	Accounts Payable
02/10/2025	66339	Northwestern Office Supplies	Invoices: 159391 and159384	Accounts Payable
01/29/2025	66277	Norton Community High School (NCHS)	Scholars Bowl Fees for 1/30/25	Accounts Payable
02/06/2025	66323	Norton Community High School (NCHS)	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
01/21/2025	66271	Norton Glass	invoice:47847	Accounts Payable
02/06/2025	66324	Norton Homestore	K95065	Accounts Payable
01/21/2025	66272	NV Post Prom	Inv: Bills for 1/21/2025	Accounts Payable
02/06/2025	66325	Oakley High school	Powerlifting Fee	Accounts Payable
02/06/2025	66326	Office of the State Fire Marshall	Invoice: 492613	Accounts Payable
02/10/2025	66340	Ostmeyer Inc dba Culligan Soft Water Service	Invoice: 459497 and 459767	Accounts Payable
02/06/2025	66327	Phillipsburg Homestore	Reference Number 326303	Accounts Payable
02/06/2025	66328	Pitney Bowes	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/06/2025	66329	Prairie Dog Golf Course	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/10/2025	66341	Prairie Land Electric Cooperative, Inc.	Inv: Bills paid 2/10/25 For Board Mt.	Accounts Payable
01/21/2025	66273	Quality Stage Curtains	Inv: Bills for 1/21/2025	Accounts Payable
02/05/2025	66299	Quality Stage Curtains	Stage Curtains in middle school	Accounts Payable
02/10/2025	66342	Roys Sales & Service	Reference Number: 499862	Accounts Payable
01/21/2025	66274	State Line Awards & Custom Design	Inv: Bills for 1/21/2025	Accounts Payable
02/06/2025	66330	Twin Valley Automotive LLC	Invoice: 2613	Accounts Payable
02/06/2025	66331	Unifirst Corporation	Invoice: 1940098430 and 1940099832	Accounts Payable
02/06/2025	66332	US Foods	Invoice:5348043	Accounts Payable
02/06/2025	66333	VISA (VISA1)	Inv: Bills for Board Mt.2/10/2025	Accounts Payable
02/10/2025	66343	Yanda's Music & Pro Audio	Inv: Bills paid 2/10/25 For Board Mt.	Accounts Payable
Sub Total				

Amount
\$192.00
\$34,595.04
\$30.40
\$3,159.57
\$2,750.52
\$787.27
\$11,241.78
\$1,081.99
\$204.60
\$36.00
\$295.00
\$490.00
\$490.00
\$155.00
\$530.40
\$1,544.77
\$5,795.82
\$80.00
\$1,257.13
\$14.95
\$18.35
\$682.09
\$194.00
\$149.95
\$7,000.00
\$239.97
\$29.98
\$294.00
\$75.30
\$78.30
\$131.05
\$14.10
\$40.25
\$180.00
\$104.00
\$1,436.12
\$283.93

\$1,526.00
\$261.71
\$600.00
\$61,574.50
\$1,645.00
\$109.00
\$72.00
\$996.86
\$40.00
\$45.00
\$7,665.00
\$7.13
\$100.00
\$240.00
\$90.00
\$107.50
\$17.98
\$300.00
\$600.00
\$3,174.37
\$836.60
\$4,242.35
\$965.00
\$82.75
\$956.99
\$29.78
\$634.68
\$5,022.29
\$206.95
\$167,833.07

UNIFIED SCHOOL DISTRICT NO. 212
Almena, Kansas
Financial Statement and Regulatory-Required
Supplementary Information with Independent Auditor's Report
For the Fiscal Year Ended June 30, 2024

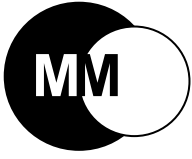
DISCUSSION DRAFT

MAPES & MILLER LLP
Certified Public Accountants
Norton, Kansas

UNIFIED SCHOOL DISTRICT NO. 212
 Alma, Kansas
 Financial Statement and Regulatory-Required
 Supplementary Information with Independent Auditor's Report
For the Fiscal Year Ended June 30, 2024

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Mapes & Miller LLP
Certified Public Accountants

418 E. Holme, Norton, KS 67654-1412
Phone: 785-877-5833 Email: mmcpas@ruraltel.net

Members of the American Institute of Certified Public Accountants
and the Kansas Society of Certified Public Accountants

A PARTNERSHIP OF PROFESSIONAL CORPORATIONS

JOHN D. MAPES, CPA, CHTD
DENIS W. MILLER, CPA, PA
THOMAS B. CARPENTER, CPA, PA
DON E. TILTON, CPA, PA
BRIAN S. THOMPSON, CPA, PA
REBECCA A. LIX, CPA, PA
STEPHANIE M. HEIER, CPA, PA

INDEPENDENT AUDITOR'S REPORT

To the Board of Education
Unified School District No. 212
Almena, Kansas 67622

We have audited the accompanying fund summary statement of regulatory basis receipts, expenditures, and unencumbered cash balances of Unified School District No. 212, Almena, Kansas as of and for the year ended June 30, 2024, and the related notes to the financial statement.

Management's Responsibility for the Financial Statement

Management is responsible for the preparation and fair presentation of this financial statement in accordance with the *Kansas Municipal Audit and Accounting Guide* as described in Note 1; this includes determining that the regulatory basis of accounting is an acceptable basis for the preparation of the financial statement in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statement that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statement based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the *Kansas Municipal Audit and Accounting Guide*. Those standards require we plan and perform the audit to obtain reasonable assurance about whether the financial statement is free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statement. The procedures selected depend on auditor's judgment, including the assessment of the risks of material misstatement of the financial statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statement in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statement.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1 of the financial statement, the financial statement is prepared by Unified School District No. 212, Almena, Kansas, on the basis of the financial reporting provisions of the *Kansas Municipal Audit and Accounting Guide*, which is a basis of accounting other than accounting principles generally accepted in the United States of America.

The effects on the financial statement of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the “Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles” paragraph, the financial statement referred to above does not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of Unified School District No. 212, Alma, Kansas, as of June 30, 2024, or changes in financial position and cash flows thereof for the year then ended.

Unmodified Opinion on Regulatory Basis of Accounting

In our opinion, the financial statement referred to above presents fairly, in all material respects, the aggregate cash and unencumbered cash balances of Unified School District No. 212, Alma, Kansas, as of June 30, 2024, and the aggregate receipts and expenditures for the year then ended in accordance with the financial reporting provisions of the *Kansas Municipal Audit and Accounting Guide* described in Note 1.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the fund summary statement of regulatory basis receipts, expenditures, and unencumbered cash balances (basic financial statement) as a whole. The summary of regulatory basis expenditures-actual and budget, individual fund schedules of regulatory basis receipts and expenditures-actual and budget, summary of receipts and disbursements-agency funds, and schedule of receipts, expenditures, and unencumbered cash-district activity funds (Schedules 1, 2, 3, and 4 as listed in the table of contents) are presented for analysis and are not a required part of the basic financial statement, however, are required to be presented under the provisions of the *Kansas Municipal Audit and Accounting Guide*. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statement. The information has been subjected to the auditing procedures applied in the audit of the basic financial statement and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statement or to the basic financial statement itself, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statement as a whole, on the basis of accounting described in Note 1.

Mapes & Miller LLP

Certified Public Accountants

Norton, Kansas
February 10, 2025

UNIFIED SCHOOL DISTRICT NO. 212
 Almena, Kansas
 Summary of Receipts, Expenditures, and Unencumbered Cash
 Regulatory Basis
For the Fiscal Year Ended June 30, 2024

Funds	Beginning Unencumbered Cash Balance	Prior Year Cancelled Encumbrances	Receipts	Expenditures	Ending Unencumbered Cash Balance	Add Encumbrances and Accounts Payable	Ending Cash Balance
Governmental Type Funds:							
General Funds:							
General	\$ 0	0	1,969,720	1,969,720	0	120,337	120,337
Supplemental General	77,843	0	600,516	646,994	31,365	13,472	44,837
Special Purpose Funds:							
Preschool-Aged At-Risk	11,411	0	104,556	82,131	33,836	0	33,836
At Risk K-12	11,554	0	303,135	271,838	42,851	16,765	59,616
Bilingual Education	0	0	325	0	325	0	325
Capital Outlay	120,469	0	639,712	335,989	424,192	3,784	427,976
Driver Training	5,000	0	1,405	4,042	2,363	0	2,363
Food Service	18,958	0	177,342	179,956	16,344	1,466	17,810
Professional Development	6,929	0	11,113	7,890	10,152	259	10,411
Special Education	25,510	0	328,085	320,216	33,379	0	33,379
Career and Postsecondary Education	6,249	0	91,789	84,359	13,679	8,994	22,673
KPERS Special Retirement Contribution	0	0	177,940	177,940	0	0	0
Contingency Reserve	225,000	0	0	0	225,000	0	225,000
Textbook Rental and Student Material Revolving	36,082	0	4,733	1,409	39,406	0	39,406
Box Tops for Education	1,592	0	2,657	3,992	257	0	257
Federal Funds	(53,716)	0	338,388	280,972	3,700	4,769	8,469
Gifts and Grants	46,434	0	10,705	18,404	38,735	0	38,735
District Activity Funds	2,206	0	32,102	29,700	4,608	0	4,608
Trust Funds:							
Maxine Sebelius Memorial Scholarship	14,000	0	0	0	14,000	0	14,000
Total Reporting Entity							
(Excluding Agency Funds)	\$ 555,521	0	4,794,223	4,415,552	934,192	169,846	1,104,038

The notes to the financial statement are an integral part of this statement.

UNIFIED SCHOOL DISTRICT NO. 212

STATEMENT 1

Almena, Kansas
Composition of Cash
Regulatory Basis

Page 2

For the Fiscal Year Ended June 30, 2024

Equity Bank, Almena, Kansas	
Checking Account	\$ 875
NOW Accounts	131,898
First National Bank, Long Island, Kansas	
Checking Account	3,408
NOW Account	891,781
Certificates of Deposit	<u>150,000</u>
Total Cash	1,177,962
Agency Funds per Schedule 3	<u>(73,924)</u>
Total Reporting Entity (Excluding Agency Funds)	\$ <u><u>1,104,038</u></u>

The notes to the financial statement are an integral part of this statement.

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

Notes to the Financial Statement

June 30, 2024

1. Summary of Significant Accounting Policies

Municipal Financial Reporting Entity

Unified School District No. 212, Almena, Kansas operates as a unified school district in accordance with the laws of the State of Kansas. The District is operated by an elected board of education and provides the following services: education, culture and recreation. The regulatory financial statement presents Unified School District No. 212 (the municipality).

Regulatory Basis Fund Types

The following types of funds comprise the financial activities of the District for the fiscal year ended June 30, 2024:

General Fund – the chief operating fund. Used to account for all resources except those required to be accounted for in another fund.

Special Purpose Fund – used to account for the proceeds of specific taxes levies and other specific revenue sources (other than Capital Project and tax levies for long-term debt) that are intended for specified purposes.

Trust Fund – funds used to report assets held in trust for the benefit of the municipal financial reporting entity (i.e. pension funds, investment trust funds, private purpose trust funds which benefit the municipal reporting entity, scholarship funds, etc.)

Agency Fund – funds used to report assets held by the municipal reporting entity in a purely custodial capacity.

Regulatory Basis of Accounting and Departure from Accounting Principles Generally Accepted in the United States of America.

The *Kansas Municipal Audit and Accounting Guide* (KMAAG) regulatory basis of accounting involves the recognition of cash, cash equivalents, marketable investments, and certain accounts payable and encumbrance obligations to arrive at a net unencumbered cash and investments balance on a regulatory basis for each fund, and the reporting of changes in unencumbered cash and investments of a fund resulting from the difference in regulatory basis revenues and regulatory basis expenditures for the fiscal year. All recognized assets and liabilities are measured and reported at cost, unless they have been permanently impaired and have no future cash value or represent no future obligation against cash. The KMAAG regulatory basis does not recognize capital assets, long-term debt, accrued receivables and payables, or any other assets, liabilities or deferred inflows or outflows, other than those mentioned above.

The District has approved a resolution that is in compliance with K.S.A. 75-1120a(c), waiving the requirement for application of generally accepted accounting principles and allowing the District to use the regulatory basis of accounting.

Budgetary Information

Kansas statutes require that an annual operating budget be legally adopted for the general fund, special purpose funds (unless specifically exempted by statute), bond and interest funds, and business funds. The statutes provide for the following sequence and timetable in the adoption of the legal annual operating budget:

1. Preparation of the budget for the succeeding calendar year on or before August 1st.

2. Publication in local newspaper of the proposed budget and notice of public hearing on the budget on or before August 5th.
3. Public hearing on or before August 15th, but at least ten days after publication of notice of hearing.
4. Adoption of the final budget on or before August 25th.

If the municipality is holding a revenue neutral rate hearing, the budget timeline for adoption of the final budget has been adjusted to on or before September 20th. The municipality did hold a revenue neutral rate hearing for this year.

The statutes allow for the governing body to increase the originally adopted budget for previously unbudgeted increases in revenue other than ad valorem property taxes. To do this, a notice of public hearing to amend the budget must be published in the local newspaper. At least ten days after publication the hearing may be held and the governing body may amend the budget at that time. The General fund budget was amended in this manner for the year ended June 30, 2024.

The statutes permit transferring budgeted amounts between line items within an individual fund. However, such statutes prohibit expenditures in excess of the total amount of the adopted budget of expenditures of individual funds. Budget comparison schedules for each fund are presented showing actual receipts and expenditures compared to legally budgeted receipts and expenditures.

All legal annual operating budgets are prepared using the regulatory basis of accounting, in which, revenues are recognized when cash is received and expenditures include disbursements, accounts payable, and encumbrances, with disbursements being adjusted for prior year's accounts payable and encumbrances. Encumbrances are commitments by the municipality for future payments and are supported by a document evidencing the commitment, such as a purchase order or contract. Any unused budgeted expenditure authority lapses at year-end.

A legal operating budget is not required for trust funds and the following special purpose funds:

	<u>Statutory Authority for Exemption</u>
Federal Funds	K.S.A. 12-1663
Memorials and Donations	K.S.A. 79-2925
Kansas Coordinated School Health	K.S.A. 12-16,111
Library Grant	K.S.A. 12-16,111
Contingency Reserve	K.S.A. 72-6426
Textbook Rental and Student Material Revolving	K.S.A. 72-8250
Box Tops for Education	K.S.A. 79-2925
Junior High School Athletics	K.S.A. 72-8208a
Senior High School Athletics	K.S.A. 72-8208a
Greenhouse	K.S.A. 72-8208a

Spending in funds, which are not subject to the legal annual operating budget requirement, are controlled by federal regulations, other statues, or by the use of internal spending limits established by the governing body.

Reimbursed Expenditures

The District records reimbursable expenditures in the fund that makes the disbursement and records reimbursements as a receipt to the fund that receives the reimbursement. For purposes of budgetary comparisons, the expenditures are properly offset by the reimbursements under the KMAAG regulatory basis of accounting.

2. **Stewardship, Compliance and Accountability**

No statutory violations were noted in 2024.

3. **Deposits and Investments**

At June 30, 2023, the District had no investments except for certificates of deposit which are considered to be a component of deposits.

K.S.A. 9-1401 establishes the depositories which may be used by the District. The statute requires banks eligible to hold the District's funds have a main or branch bank in the county in which the municipality is located and the banks provide an acceptable rate of return on the funds. In addition, K.S.A 9-1402 requires the banks to pledge securities for deposits in excess of FDIC coverage. The District has no other policies that would further limit interest rate risk.

K.S.A. 12-1675 limits the District's investment of idle funds to time deposits, open accounts, and certificates of deposit with allowable financial institutions; U.S. government securities; temporary notes; no-fund warrants; repurchase agreements; and the Kansas Municipal Investment Pool. The District has no investment policy that would further limit its investment choices.

Concentration of Credit Risk. State statutes place no limit on the amount the District may invest in any one issuer as long as the investments are adequately secured under K.S.A. 9-1402 and 9-1405.

Custodial Credit Risk – Deposits. Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. State statutes require the District's deposits in financial institutions to be entirely covered by federal depository insurance or by collateral held under a joint custody receipt issued by a bank within the State of Kansas, the Federal Reserve Bank of Kansas City, or the Federal Home Loan Bank of Topeka, except during designated "peak periods" when required coverage is 50%. The District has not designated any "peak periods" with eligible depositories. All deposits were legally secured at June 30, 2024.

At June 30, 2024, the District's carrying amount of deposits was \$1,158,113 and the bank balance was \$1,291,509. The bank balance was held by two banks resulting in a concentration of credit risk. Of the bank balance, \$397,165 was covered by federal depository insurance, and the remaining \$894,344 was collateralized with securities held by the pledging financial institutions' agents in the District's name.

Custodial Credit Risk – Investments. For an investment, this is the risk that, in the event of the failure of the issuer or counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. State statutes require investments to be adequately secured. At June 30, 2024, the District had no investments except for certificates of deposit which are considered to be a component of deposits.

4. **Defined Benefit Pension Plan**

Plan Description. The District participates in the Kansas Public Employees Retirement System (KPERS), a cost-sharing, multiple-employer defined benefit pension plan as provided by K.S.A. 74-4901, et seq. Kansas law establishes and amends benefit provisions. KPERS issues a publicly available financial report that includes financial statements and required supplementary information. KPERS' financial statements are included in its Comprehensive Annual Financial Report which can be found on the KPERS website at www.kpers.org or by writing to KPERS (611 South Kansas, Suite 100, Topeka, KS 66603) or by calling 1-888-275-5737.

Contributions. K.S.A. 74-4919 and K.S.A 74-49,210 establish the KPERS member-employee contribution rates. KPERS has multiple benefit structures and contribution rates depending on whether the employee is a KPERS 1, KPERS 2, or KPERS 3 member. KPERS 1 members are active and contributing members hired before July 1, 2009. KPERS 2 members were first employed in a covered position on or after July 1, 2009 and KPERS 3 members were first employed in a covered position on or after January 1, 2015. Effective January 1, 2015, Kansas law established the KPERS member-employee contribution rate of 6% of covered salary for KPERS 1, KPERS 2, and KPERS 3 members. Member contributions are withheld by their employer and paid to KPERS according to the provisions of Section 414(h) of the Internal Revenue Code.

State law provides that the employer contribution rates for KPERS 1, KPERS 2 and KPERS 3 be determined based on the results of each annual actuarial valuation. Kansas law sets a limitation on annual increases in the employer contribution rates. The actuarially determined employer contribution rate and the statutory contribution rate (not including the 1% contribution rate for the Death and Disability Program) was 13.88% and 13.11%, respectively, for the fiscal year ended June 30, 2023. The actuarially determined employer contribution rate and the statutory contribution rate was 13.38% and 12.57% for the fiscal year ended June 30, 2024.

The 2015 Legislature passed and the Governor approved Senate Bill 228 authorizing the issuance of \$1.0 billion in pension obligation bonds to fund a portion of the School-Group's unfunded actuarial liability. The bonds were successfully issued in August 2015 and the proceeds transferred to the System.

The 2021 Legislature passed House Bill 2405, which authorizes the State of Kansas to issue pension obligation bonds, series 2021K, net proceeds of \$500 million to fund a portion of the School-Group's unfunded actuarial liability. The bond proceeds were received by KPERS on August 26, 2021.

The 2022 Legislature passed Senate Bill 421, which authorized the State of Kansas to transfer \$1.125 billion from the State General Fund directly to KPERS in Fiscal Years 2022 and 2023. The first \$253.9 million paid off outstanding accounts receivable for KPERS-School employer contributions withheld in Fiscal Year 2017 and Fiscal Year 2019 while the remaining \$871.1 million was applied to the KPERS-School unfunded actuarial liability. In Fiscal Year 2022, \$600 million was transferred in May/June 2022.

In addition, Senate Bill 421 authorizes two additional transfers in Fiscal Year 2023 which totaled \$271.1 million. The first transfer of \$146.1 million was received on August 1, 2022. The second transfer of \$125 million was received on December 1, 2022.

The State of Kansas is required to contribute the statutory required employer's share except for retired District employees. The District is responsible for the employer's portion of the cost for retired District employees. The District received and remitted amounts equal to the statutory contribution rate, which totaled \$177,940 for the year ended June 30, 2024.

Net Pension Liability. At June 30, 2024, the District's proportionate share of the collective net pension liability reported by KPERS was \$1,629,106. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2022, which was rolled forward to June 30, 2023. The District's proportion of the net pension liability was based on the ratio of the District's contributions to KPERS, relative to the total employer and nonemployer contributions of the State/School subgroup within KPERS for the fiscal year ended June 30, 2023. Since the KMAAG regulatory basis of accounting does not recognize long-term debt, this liability is not reported in this financial statement.

The complete actuarial valuation report including all actuarial assumptions and methods, and the report on the allocation of the KPERS collective net pension liability to all participating employers are publicly available on the website at www.kpers.org or can be obtained as described above.

5. Other Long-Term Obligations

Compensated Absences

Sick Leave. The employees of Unified School District No. 212, Almena, Kansas are allowed eleven days of sick leave per year. This can be carried over and accumulated to fifty days for all regular and full-time employees. All certified employees who have accumulated over thirty-nine days of sick leave by the end of the contract year will be paid for days over thirty-eight, at the rate of one-half the daily rate for substitute teachers. Unused sick leave is paid upon termination at the rate of one-half the daily rate for substitute teachers.

Vacation Pay. The superintendent is allowed twenty days of vacation per year. Other twelve-month employees are allowed ten days of vacation per year. Vacation time cannot be carried over to the following year and is not required to be used.

Other Post Employment Benefits

As provided by K.S.A. 12-5040, the District allows retirees to participate in the group health insurance plan. While each retiree pays the full amount of the applicable premium, conceptually; the District is subsidizing the retirees because each participant is charged a level premium regardless of age. However, the cost of this subsidy has not been quantified for this financial statement. Under the Consolidated Omnibus Budget Reconciliation Act (COBRA), the District makes health care benefits available to eligible former employees and eligible dependents. Certain requirements are outlined by the federal government for this coverage. The premium is paid in full by the insured. There is no cost to the District under this program.

Death and Disability Other Post Employment Benefits

As provided by K.S.A. 74-4927, disabled members in the Kansas Public Employees Retirement System (KPERs) receive long-term disability benefits and life insurance benefits. The plan is administered through a trust held by KPERs that is funded to pay annual benefit payments. The employer contribution rate is set at 1% for the year ended June 30, 2024.

6. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets, errors and omissions; injuries to employees; and natural disasters for which the District purchases commercial insurance. During the year ended June 30, 2024, the District did not reduce insurance coverage from levels in place during the prior year. No settlements have exceeded coverage levels in place during the past three fiscal years.

7. Interfund Transfers

Operating transfers were as follows:

From	To	Statutory Authority	Amount
General	Food Service	K.S.A. 72-5167	27,000
General	Special Education	K.S.A. 72-5167	318,992
General	Preschool-Aged At-Risk	K.S.A. 72-5167	53,334
General	At Risk K-12	K.S.A. 72-5167	237,000
General	Professional Development	K.S.A. 72-5167	10,000
General	Career and Postsecondary Education	K.S.A. 72-5167	90,000
Supplemental General	Preschool-Aged At-Risk	K.S.A. 72-5143	40,000
Supplemental General	At Risk K-12	K.S.A. 72-5143	66,135
Supplemental General	Bilingual Education	K.S.A. 72-5143	325

8. Long-term Debt

Changes in long-term liabilities for Unified School District No. 212, Almena, Kansas for the year ended June 30, 2024 were as follows:

Issue	Interest Rates	Date Issued	Amount of Original Issue	Date of Final Maturity	Balance Beginning of Year	Additions	Reductions/ Payments	Balance End of Year	Interest Paid
Finance Leases:									
Building Improvements	1.75%	07/01/21	239,750	07/01/26	119,875	0	39,958	79,917	2,098
Total Long-term Debt					119,875	0	39,958	79,917	2,098

Current maturities for long-term debt for Unified School District No. 211, Norton, Kansas for the next five years and in five-year increments after that are as follows:

	2025	2026	2027	2028	2029	2030-2034	Total
PRINCIPAL							
Finance Leases:							
Building Improvements	39,958	39,959	0	0	0	0	79,917
Total Principal	39,958	39,959	0	0	0	0	79,917
INTEREST							
Finance Leases:							
Building Improvements	1,398	699	0	0	0	0	2,097
Total Interest	1,398	699	0	0	0	0	2,097
Total Principal and Interest	\$ 41,356	40,658	0	0	0	0	82,014

9. Subsequent Events

Management has evaluated the effects on the financial statement of subsequent events occurring through the date of this report, which is the date of which the financial statement was available to be issued.

**UNIFIED SCHOOL DISTRICT NO. 212
REGULATORY-REQUIRED
SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2024**

UNIFIED SCHOOL DISTRICT NO. 212

SCHEDULE 1

Almena, Kansas

Summary of Expenditures - Actual and Budget
For the Fiscal Year Ended June 30, 2024

Description	Certified Budget	Adjustment to Comply with Legal Max	Adjustment for Qualifying Budget Credits	Total Budget for Comparison	Expenditures Chargeable to Current Year	Variance Over (Under)
Governmental Type Funds:						
General Funds:						
General Fund	\$ 1,917,667	(1,526)	53,579	1,969,720	1,969,720	0
Supplemental General Fund	646,994	0	0	646,994	646,994	0
Special Purpose Funds:						
Preschool-Aged At-Risk	83,839	0	0	83,839	82,131	(1,708)
At Risk K-12	271,878	0	0	271,878	271,838	(40)
Bilingual Education	770	0	0	770	0	(770)
Capital Outlay	379,919	0	0	379,919	324,767	(55,152)
Driver Training	9,787	0	0	9,787	4,042	(5,745)
Food Service	192,955	0	0	192,955	179,956	(12,999)
Professional Development	20,449	0	0	20,449	7,890	(12,559)
Special Education	370,533	0	9,093	379,626	320,216	(59,410)
Career and Postsecondary Education	98,892	0	0	98,892	84,359	(14,533)
KPERS Special Retirement Contribution	199,960	0	0	199,960	177,940	(22,020)
Federal Funds	299,366	0	0	299,366	280,972	*
Gifts and Grants	46,433	0	0	46,433	18,404	*

* Exempt from Budget Law.

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

General Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

SCHEDULE 2

Page 1

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
Mineral Tax	\$ 0	1,500	(1,500)
State Equalization Aid	1,747,149	1,688,504	58,645
Special Education Aid	168,992	170,482	(1,490)
Reimbursed Expenses	<u>53,579</u>	<u>0</u>	<u>53,579</u>
Total Receipts	<u>1,969,720</u>	<u>1,860,486</u>	<u>109,234</u>
Expenditures:			
Instruction	688,689	795,985	(107,296)
Instructional Support Staff	40,453	37,000	3,453
General Administration	212,535	209,000	3,535
School Administration	82,103	84,000	(1,897)
Operations and Maintenance	62,629	75,000	(12,371)
Student Transportation Services	146,985	136,682	10,303
Transfer to Driver Training	0	3,000	(3,000)
Transfer to Food Service	27,000	27,000	0
Transfer to Professional Development	10,000	10,000	0
Transfer to Career and Postsecondary Education	90,000	25,000	65,000
Transfer to Special Education	318,992	310,000	8,992
Transfer to Pre-School Aged At-Risk	53,334	15,000	38,334
Transfer to At Risk K-12	<u>237,000</u>	<u>190,000</u>	<u>47,000</u>
Adjustment to Comply with Legal Max			
Legal General Fund Budget	<u>0</u>	<u>(1,526)</u>	<u>1,526</u>
Total Legal General Fund Budget	1,969,720	1,916,141	53,579
Adjustments for Qualifying Budget Credits:			
Reimbursed Expenses	<u>0</u>	<u>53,579</u>	<u>(53,579)</u>
Total Expenditures	<u>1,969,720</u>	<u>1,969,720</u>	<u>0</u>
Receipts Over (Under) Expenditures	0		
Unencumbered Cash, Beginning	<u>0</u>		
Unencumbered Cash, Ending	\$ <u><u>0</u></u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 2

Supplemental General Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
Tax in Process	\$ 2,110	340,221	(338,111)
Current Tax	538,627	294,202	244,425
Delinquent Tax	8,141	1,594	6,547
Motor Vehicle Tax	41,452	33,695	7,757
Recreational Vehicle Tax	481	703	(222)
Commercial Vehicle Tax	0	1,198	(1,198)
Supplemental State Aid	<u>9,705</u>	<u>0</u>	<u>9,705</u>
 Total Receipts	 <u>600,516</u>	 <u>671,613</u>	 <u>(71,097)</u>
Expenditures:			
Instruction	16,233	21,000	(4,767)
Instructional Support Staff	168,097	20,000	148,097
General Administration	35,351	98,594	(63,243)
School Administration	134,679	121,000	13,679
Operations and Maintenance	153,174	233,000	(79,826)
Transfer to Food Service	33,000	0	33,000
Transfer to Driver Training	0	3,000	(3,000)
Transfer to Bilingual Education	325	400	(75)
Transfer to Career and Postsecondary Education	0	50,000	(50,000)
Transfer to At Risk K-12	66,135	60,000	6,135
Transfer to At Preschool-Aged At-Risk	<u>40,000</u>	<u>40,000</u>	<u>0</u>
 Total Expenditures	 <u>646,994</u>	 <u>646,994</u>	 <u>0</u>
Receipts Over (Under) Expenditures	(46,478)		
Unencumbered Cash, Beginning	<u>77,843</u>		
Unencumbered Cash, Ending	\$ <u><u>31,365</u></u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 3

Preschool-Aged At-Risk Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	Actual	Budget	Variance Over (Under)
Receipts:			
Transfer from General	\$ 64,556	15,000	49,556
Transfer from Supplemental General	<u>40,000</u>	<u>40,000</u>	<u>0</u>
Total Receipts	<u>104,556</u>	<u>55,000</u>	<u>49,556</u>
Expenditures:			
Instruction	82,131	83,839	(1,708)
Operations and Maintenance	<u>0</u>	<u>0</u>	<u>0</u>
Total Expenditures	<u>82,131</u>	<u>83,839</u>	<u>(1,708)</u>
Receipts Over (Under) Expenditures	22,425		
Unencumbered Cash, Beginning	<u>11,411</u>		
Unencumbered Cash, Ending	\$ <u>33,836</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 4

At Risk K-12 Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	<u>Variance Over (Under)</u>
Receipts:			
Transfer from General	\$ 237,000	190,000	47,000
Transfer from Supplemental General	<u>66,135</u>	<u>60,000</u>	<u>6,135</u>
 Total Receipts	 <u>303,135</u>	 <u>250,000</u>	 <u>53,135</u>
Expenditures:			
Instruction	271,838	271,878	(40)
Student Support	<u>0</u>	<u>0</u>	<u>0</u>
 Total Expenditures	 <u>271,838</u>	 <u>271,878</u>	 <u>(40)</u>
Receipts Over (Under) Expenditures	31,297		
Unencumbered Cash, Beginning	<u>11,554</u>		
 Unencumbered Cash, Ending	 <u>\$ 42,851</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 5

Bilingual Education

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	<u>Variance Over (Under)</u>
Receipts:			
Transfer from General	\$ 0	0	0
Transfer from Supplemental General	<u>325</u>	<u>400</u>	<u>(75)</u>
Total Receipts	<u>325</u>	<u>400</u>	<u>(75)</u>
Expenditures:			
Instruction	0	770	(770)
Student Support	<u>0</u>	<u>0</u>	<u>0</u>
Total Expenditures	<u>0</u>	<u>770</u>	<u>(770)</u>
Receipts Over (Under) Expenditures	325		
Unencumbered Cash, Beginning	<u>0</u>		
Unencumbered Cash, Ending	\$ <u>325</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 6

Capital Outlay Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	Actual	Budget	Variance Over (Under)
Receipts:			
Tax in Process	\$ 525	82,059	(81,534)
Current Tax	153,667	95,178	58,489
Delinquent Tax	2,046	385	1,661
Motor Vehicle Tax	12,800	10,511	2,289
Recreational Vehicle Tax	145	219	(74)
Commercial Vehicle Tax	0	374	(374)
Other Revenue - Local Sources	<u>470,529</u>	<u>39,746</u>	<u>430,783</u>
 Total Receipts	 <u>639,712</u>	 <u>228,472</u>	 <u>411,240</u>
Expenditures:			
Instruction	34,809	50,000	(15,191)
Student Support	0	50,000	(50,000)
General Administration	5,734	0	5,734
Operations and Maintenance	130,783	159,919	(29,136)
Transportation	50,396	10,000	40,396
Facility Acquisition and Construction	<u>114,267</u>	<u>110,000</u>	<u>4,267</u>
 Total Expenditures	 <u>335,989</u>	 <u>379,919</u>	 <u>(43,930)</u>
Receipts Over (Under) Expenditures	303,723		
Unencumbered Cash, Beginning	<u>120,469</u>		
Unencumbered Cash, Ending	\$ <u>424,192</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 7

Driver Training Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
State Aid	\$ 1,015	2,025	(1,010)
Other Revenue - Local Sources	390	0	390
Transfer from General	0	3,000	(3,000)
Transfer from Supplemental General	<u>0</u>	<u>3,000</u>	<u>(3,000)</u>
 Total Receipts	 <u>1,405</u>	 <u>8,025</u>	 <u>(6,620)</u>
Expenditures:			
Instruction	4,042	8,000	(3,958)
Vehicle Operations & Maintenance	<u>0</u>	<u>1,787</u>	<u>(1,787)</u>
 Total Expenditures	 <u>4,042</u>	 <u>9,787</u>	 <u>(5,745)</u>
 Receipts Over (Under) Expenditures	 (2,637)		
Unencumbered Cash, Beginning	<u>5,000</u>		
 Unencumbered Cash, Ending	 \$ <u>2,363</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 8

Food Service Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
Federal Aid	\$ 11,103	71,205	(60,102)
State Aid	62,543	683	61,860
Food Service	35,308	53,451	(18,143)
Miscellaneous	160	0	160
Interest on Idle Funds	8,228	0	8,228
Transfer from General	27,000	27,000	0
Transfer from Supplemental General	<u>33,000</u>	<u>0</u>	<u>33,000</u>
 Total Receipts	 <u>177,342</u>	 <u>152,339</u>	 <u>25,003</u>
Expenditures:			
Operations and Maintenance	1,153	3,955	(2,802)
Food Service Operations	<u>178,803</u>	<u>189,000</u>	<u>(10,197)</u>
 Total Expenditures	 <u>179,956</u>	 <u>192,955</u>	 <u>(12,999)</u>
Receipts Over (Under) Expenditures	(2,614)		
Unencumbered Cash, Beginning	<u>18,958</u>		
 Unencumbered Cash, Ending	\$ <u>16,344</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 9

Professional Development Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
State Aid	1,113	900	213
Transfer from General	10,000	10,000	0
Transfer from Supplemental General	<u>0</u>	<u>0</u>	<u>0</u>
Total Receipts	<u>11,113</u>	<u>10,900</u>	<u>213</u>
Expenditures:			
Instructional Support Staff	<u>7,890</u>	<u>20,449</u>	<u>(12,559)</u>
Receipts Over (Under) Expenditures	3,223		
Unencumbered Cash, Beginning	<u>6,929</u>		
Unencumbered Cash, Ending	\$ <u>10,152</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 10

Special Education Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
Reimbursed Expense	\$ 9,093	0	9,093
Other Revenue from Local Sources	0	20,000	(20,000)
Transfer from General	<u>318,992</u>	<u>310,000</u>	<u>8,992</u>
Total Receipts	<u>328,085</u>	<u>330,000</u>	<u>(1,915)</u>
Expenditures:			
Instruction	319,216	370,533	(51,317)
School Administration	1,000	0	1,000
Adjustments for Qualifying Budget Credits:			
Reimbursed Expenses	<u>0</u>	<u>9,093</u>	<u>(9,093)</u>
Total Expenditures	<u>320,216</u>	<u>379,626</u>	<u>(59,410)</u>
Receipts Over (Under) Expenditures	7,869		
Unencumbered Cash, Beginning	<u>25,510</u>		
Unencumbered Cash, Ending	\$ <u>33,379</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 11

Career and Postsecondary Education Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
Miscellaneous	\$ 1,224	1,200	24
User Charges	565	200	365
Transfer from General	90,000	25,000	65,000
Transfer from Supplemental General	<u>0</u>	<u>50,000</u>	<u>(50,000)</u>
 Total Receipts	 <u>91,789</u>	 <u>76,400</u>	 <u>15,389</u>
Expenditures:			
Instruction	76,028	86,892	(10,864)
Operations and Maintenance	<u>8,331</u>	<u>12,000</u>	<u>(3,669)</u>
 Total Expenditures	 <u>84,359</u>	 <u>98,892</u>	 <u>(14,533)</u>
 Receipts Over (Under) Expenditures	 7,430		
Unencumbered Cash, Beginning	<u>6,249</u>		
 Unencumbered Cash, Ending	 \$ <u>13,679</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 12

KPERS Special Retirement Contribution Fund

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
State Aid	\$ 177,940	<u>199,960</u>	<u>(22,020)</u>
Expenditures:			
Instruction	108,138	121,343	(13,205)
Student Support	5,050	5,688	(638)
Instructional Support	5,050	5,688	(638)
General Administration	10,942	12,324	(1,382)
School Administration	17,676	19,908	(2,232)
Operations and Maintenance	12,626	14,220	(1,594)
Student Transportation Services	842	948	(106)
Other Support Services	9,199	10,361	(1,162)
Food Service	<u>8,417</u>	<u>9,480</u>	<u>(1,063)</u>
Total Expenditures	<u>177,940</u>	<u>199,960</u>	<u>(22,020)</u>
Receipts Over (Under) Expenditures	0		
Unencumbered Cash, Beginning	<u>0</u>		
Unencumbered Cash, Ending	\$ <u>0</u>		

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

Federal Funds

Schedule of Receipts and Expenditures - Actual and Budget

Total Legal General Fund Budget

For the Fiscal Year Ended June 30, 2024

SCHEDULE 2

Page 13

	<u>Actual</u>	<u>Budget</u>	Variance Over (Under)
Receipts:			
Federal Aid	\$ 338,388	299,974	38,414
Expenditures:			
Instruction	95,763	83,935	11,828
Student Support Services	84,000	83	83,917
Instructional Support Staff	49,209	149,208	(99,999)
Operations & Maintenance	0	14,140	(14,140)
Transportation	<u>52,000</u>	<u>52,000</u>	<u>0</u>
Total Expenditures	<u>280,972</u>	<u>299,366</u>	<u>(18,394)</u>
Receipts Over (Under) Expenditures	57,416		
Unencumbered Cash, Beginning	<u>(53,716)</u>		
Unencumbered Cash, Ending	\$ <u>3,700</u>		

* Exempt from Budget Law per K.S.A. 12-1663.

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

SCHEDULE 2

Page 13

Gifts and Grants Funds

Schedule of Receipts and Expenditures - Actual and Budget

Regulatory Basis

For the Fiscal Year Ended June 30, 20234

	Memorials and Donations	Kansas Coordinated School Health	Library Grant	Total	Budget*	Variance Over (Under)
Receipts:						
Donations and Grants	\$ 10,705	0	0	10,705	0	10,705
Expenditures:						
Instruction	1,601	0	0	1,601	30,000	(28,399)
Operations and Maintenance	1,803	0	0	1,803	16,433	(14,630)
Building Improvements	<u>15,000</u>	<u>0</u>	<u>0</u>	<u>15,000</u>	<u>0</u>	<u>15,000</u>
Total Expenditures	<u>18,404</u>	<u>0</u>	<u>0</u>	<u>18,404</u>	<u>46,433</u>	<u>(28,029)</u>
Receipts Over (Under) Expenditures	(7,699)	0	0	(7,699)		
Unencumbered Cash, Beginning	<u>43,565</u>	<u>1,958</u>	<u>911</u>	<u>46,434</u>		
Unencumbered Cash, Ending	\$ <u>35,866</u>	<u>1,958</u>	<u>911</u>	<u>38,735</u>		

* Exempt from Budget Law per K.S.A. 79-2925 and 12-16,111.

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

Any Non-budgeted Fund

Schedule of Receipts and Expenditures - Actual

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

SCHEDULE 2

Page 14

	<u>Contingency Reserve</u>	<u>Textbook Rental and Student Material Revolving</u>	<u>Box Tops for Education</u>	<u>Maxine Sebelius Memorial Scholarship</u>
Receipts:				
Fees	\$ 0	4,733	0	0
Donations	<u>0</u>	<u>0</u>	<u>2,657</u>	<u>0</u>
Total Receipts	<u>0</u>	<u>4,733</u>	<u>2,657</u>	<u>0</u>
Expenditures:				
Instruction	0	1,409	3,992	0
Operations & Maintenance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Expenditures	<u>0</u>	<u>1,409</u>	<u>3,992</u>	<u>0</u>
Receipts Over (Under) Expenditures	0	3,324	(1,335)	0
Unencumbered Cash, Beginning	<u>225,000</u>	<u>36,082</u>	<u>1,592</u>	<u>14,000</u>
Unencumbered Cash, Ending	\$ <u>225,000</u>	<u>39,406</u>	<u>257</u>	<u>14,000</u>

UNIFIED SCHOOL DISTRICT NO. 212

SCHEDULE 3

Almena, Kansas

Agency Funds

Summary of Receipts and Disbursements

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

Fund	Beginning Cash Balance	Receipts	Disburse- ments	Ending Cash Balance
Student Organization Funds:				
Junior High:				
Service Club	\$ 1,942	14,169	14,436	1,675
High School:				
Student Council	8,749	2,842	2,112	9,479
Kayettes	4,515	3,659	4,263	3,911
Hi Lighters	1,924	0	0	1,924
FFA	20,259	26,044	33,166	13,137
Class of 2014	2,839	0	0	2,839
Class of 2015	1,341	0	0	1,341
Class of 2016	27	0	0	27
Class of 2019	2,004	0	0	2,004
Class of 2021	1,767	0	0	1,767
Class of 2022	102	0	0	102
Class of 2023	401	0	76	325
Class of 2024	9,413	249	9,662	0
Class of 2025	1,971	25,093	20,205	6,859
Class of 2026	2,398	957	400	2,955
Class of 2027	206	1,175	0	1,381
Class of 2028	0	249	0	249
Yearbook	16,802	7,031	10,236	13,597
Scholars Bowl	89	0	0	89
Dance Team	1,131	12,425	9,329	4,227
Drama Club	1,610	520	0	2,130
Technology Club	829	0	0	829
FCCLA	66	0	0	66
Volleyball Club	1,112	1,128	122	2,118
FACS	895	20	0	915
Interactive Media	(1,249)	1,770	543	(22)
Total High School	<u>79,201</u>	<u>83,162</u>	<u>90,114</u>	<u>72,249</u>
Other Agency Funds:				
Sales Tax	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Other Agency Funds	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Agency Funds	<u>\$ 81,143</u>	<u>97,331</u>	<u>104,550</u>	<u>73,924</u>

UNIFIED SCHOOL DISTRICT NO. 212

Almena, Kansas

District Activity Funds

Schedule of Receipts, Expenditures and Unencumbered Cash

Regulatory Basis

For the Fiscal Year Ended June 30, 2024

SCHEDULE 4

Funds	Beginning Unencumbered Cash Balance	Prior Year Cancelled Encumbrances	Receipts	Expenditures	Ending Unencumbered Cash Balance	Add Encumbrances and Accounts Payable	Ending Cash Balance
Junior High School Athletics	\$ 923	0	3,761	3,701	983	0	983
Senior High School Athletics	1,241	0	28,341	25,999	3,583	0	3,583
Greenhouse	42	0	0	0	42	0	42
Total District Activity Funds	\$ 2,206	0	32,102	29,700	4,608	0	4,608

Hello,

The Board of Education of USD 212 would like to thank you for your commitment to and investment in our district. We appreciate your contributions and want to hear from you regarding what is working well, what is not working well, and what repairs, resources, and initiatives you would like to see prioritized in the coming year.

We will be completing building walkthroughs and staff contacts on Thursday, February 20th, and we would love to visit with you then. We are scheduling our time a little differently this year and will be available to meet in the **morning only**. To use the time efficiently, the board will be dividing up and sending 2 representatives to each building from 8:00-12:00.

So that we can make the most efficient and effective use of your time and ours, we have two requests:

1. Please send us an email to Shanna Hammond at shannarhammond@gmail.com to advise us of the best time and location to meet with you. We will do our best to accommodate your request.
2. Please review the following list of questions. You may write your answers in advance and provide them to us when we meet, or you can share your answers verbally on the day.
 - a. Buildings/ physical space
 - i. What repairs need to be completed?
 - ii. What improvements would you like to see?
 - b. Do you have everything you need to do your job effectively?
 - i. What resources or supplies are needed?
 - ii. What ideas do you have to help the school serve our students more effectively or efficiently?
 - c. Support
 - i. What can we do to help you thrive?
 - ii. What else would you like us to know?

Thanks again, and we look forward to meeting with you.

DANE G. HANSEN FOUNDATION
OPERATING ACCOUNT
LOGAN, KS 67646



335
1011
30546

Twenty-one thousand eight hundred dollars and no cents

DATE
01/22/2025

AMOUNT
\$**21,800.00*

PAY
TO THE
ORDER
OF

USD #212 NORTHERN VALLEY
512 W. BRYANT
ALMENA, KS 67622

Carol L. Giles
Michael A. Drury
AUTHORIZED SIGNATURE

Security features. Details on back.

⑈030546⑈ ⑆101103356⑆ 196606⑈



14935 US Highway 36 • PO Box 360
 Norton, Kansas 67654
 (785) 877-3323 • (800) 577-3323

PLEASE DETACH AND RETAIN

No. 144823

Date: 01/30/2025

DATE	INVOICE	DESCRIPTION	GROSS	NET
12/30/2024	20250129114316	DONATION FOR ACCESSIBILITY REMODEL	5,000.00	5,000.00
Totals:			5,000.00	5,000.00

THIS CHECK IS VOID WITHOUT A COLORED BACKGROUND AND WATERMARK/LINES ON THE BACK - HOLD AT ANGLE TO VIEW



14935 US Highway 36 • PO Box 360
 Norton, Kansas 67654
 (785) 877-3323 • (800) 577-3323

GENERAL FUND

No. 144823

83-276/1011

FIRST STATE BANK
 NORTON, KS 67654

FIVE THOUSAND AND NO / 100*****

PAY
 TO
 THE
 ORDER
 OF

NORTHERN VALLEY GRADE SCHOOL
 512 W BRYANT
 ALMENA KS 67622

VOID AFTER 90 DAYS

DATE	CHECK NO.	AMOUNT
01/30/2025	144823	\$*****5,000.00

April Karnopp
[Signature]

SIGNATURE HAS A COLORED BACKGROUND • BORDER CONTAINS MICROPRINTS

⑈ 144823 ⑈ ⑆ 101102768⑆ 1055186 ⑈

Re: Open Supplementals

From Emily Lowry <elowry@nvhuskies.org>
Date Tue 2/4/2025 12:49 PM
To Ken Tharman <ktharman@nvhuskies.org>

The head track coach at the JH is for boys ... Just in case it matters to someone 😊. We do work together but I schedule all the girl's events so they would do all the boys events.

From: Ken Tharman <ktharman@nvhuskies.org>
Sent: Tuesday, February 4, 2025 12:24 PM
To: GS Staff <gsstaff@nvhuskies.org>; MS Staff <msstaff@nvhuskies.org>; HS Staff <hsstaff@nvhuskies.org>
Subject: Open Supplementals

Ladies and Gentlemen,

It was brought to my attention that I have not filled some of the supplemental positions And believe it or not I cannot remember those that may have talked with me in regard to them. Soooooooo

Summer Weightlifting (Boys)

JH Head Track coach

If you are interested in either of these Please let me know.

Ken Tharman
Superintendent / HS Principal
Northern Valley Schools
(785) 669 - 2445

Marvin Gebhard;

Ken Tharman

Mon 2/3/2025 3:10 PM

Hey guys!!

I think time being requested off before a break needs special board permission. I just submitted my leave request for March 13th to attend a bull sale with my husband. Is there anything else I need to do to get this PTO request made?

Jessie Thalheim

Northern Valley Schools

MS/HS Science Teacher

High School A.D.

Junior High Volleyball

Ellis Jr/Sr High School Head Coach Evaluation

Coach's Name: _____

Position: _____

Rating Scale

- 1 – No Opportunity to Observe
- 2 – Unsatisfactory
- 3 – Area for Growth/Needs Improvement
- 4 – Proficient/Satisfactory
- 5 – Exceeds Expectations

PERSONAL & PROFESSIONAL RELATIONSHIPS

- 1. Cooperates with the AD and accepts assigned duties. _____
- 2. Follows rules, by-laws, and expectations of Ellis Jr/Sr High School, MCL/MCEL, and KSHSAA/NFHS. _____
- 3. Provides team rules and communicates them with players and parents. _____
- 4. Develops rapport with players, parents, community, and peers. _____
- 5. Participates in coaching in-service, trainings, meetings, etc. _____
- 6. Develops good public relations through cooperation with media, booster clubs, spectators, etc. _____
- 7. Participates in previews, award recognition, all-league selections, etc. _____
- 8. Maintains appropriate attitude and conduct and promotes sportsmanship. _____
- 9. Works with JH/HS staff to develop a coordinated and comprehensive program. _____
- 10. Communicates with parents during the season and regarding off-season plans, expectations, etc. _____

COACHING PERFORMANCE

- 1. Provides proper supervision. _____
- 2. Is well-versed and knowledgeable about the sport. _____
- 3. Maintains individual and team discipline and control. _____
- 4. Develops and shares an established coaching philosophy for self and staff. _____
- 5. Runs a well-organized practice by utilizing time for individual and team development. _____
- 6. Develops integrity within coaching staff and works well with peers. _____

7. Is fair, understanding, tolerant, sympathetic, and patient with team members. _____
8. Implements innovative new coaching techniques and proven methods. _____
9. Is prompt in meeting team for practices and games. _____
10. Provides leadership and attitude that produces positive efforts. _____
11. Understands medical aspect of sport and follows injury policy. _____
12. Delegates proper authority to assistant coaches. _____
13. Maintains an atmosphere of cooperation by being receptive to constructive criticism. _____
14. Uses latest video technology to improve performance (Hudl programs, etc.) _____
15. Team performance is consistent with potential and abilities. _____

RESPONSIBILITIES OF THE HEAD COACH

1. Completes all items on coaching checklist. _____
2. Shows self-control and poise. _____
3. Displays enthusiasm and exhibits an interest in coaching. _____
4. Is cooperative in helping the athletic department, booster club, and others. _____
5. Encourages all athletes to participate in multiple sports. _____
6. Cares for all equipment and facilities and maintains a detailed inventory. _____

SUMMARY

Number of years coaching in this assignment: _____

Number of years coaching in this district: _____

AD COMMENTS ON THE SEASON:

AD JOB TARGETS:

COACH'S GOALS FOR NEXT SEASON (PLAN & EXPECTATIONS):

COACH'S COMMENTS:

RECOMMENDATION:

- _____ Maintain current position
- _____ Maintain current position with assistance plan
- _____ Alternative position
- _____ Termination of position

COACH'S SIGNATURE: _____

DATE: _____

ADMINISTRATOR'S SIGNATURE: _____

DATE: _____

Ellis Jr/Sr High School

Assistant Coach Evaluation

Coach's Name: _____

Position: _____

Rating Scale

1 – No Opportunity to Observe

2 – Unsatisfactory

3 – Area for Growth/Needs Improvement

4 – Proficient/Satisfactory

5 – Exceeds Expectations

- _____ 1. Demonstrates loyalty to the school and head coach.
- _____ 2. Displays enthusiasm in coaching the sport.
- _____ 3. Acts as a positive role model for athletes.
- _____ 4. Has the ability to motivate the students.
- _____ 5. Develops a positive rapport with the head coaches.
- _____ 6. Communicates effectively with the head coach.
- _____ 7. Works cooperatively with other assistant coaches.
- _____ 8. Interacts appropriately with parents.
- _____ 9. Provides appropriate supervision of players.
- _____ 10. Maintains discipline in a fair and consistent manner.
- _____ 11. Contributes to the planning of practice/game strategy.
- _____ 12. Organizes and prepares appropriately for practices/games.
- _____ 13. Is prompt for practices, games, and meetings.
- _____ 14. Fulfills responsibilities assigned by the head coach.
- _____ 15. Demonstrates a willingness to assume extra duties.
- _____ 16. Looks for ways to improve the program.
- _____ 17. Demonstrates knowledge of the sport and rules.
- _____ 18. Effectively teaches and demonstrates fundamental skills.
- _____ 19. Improves the skill and techniques of those players for which the assistant is responsible.
- _____ 20. Can adequately assess the skill level of players.
- _____ 21. Attends in-service opportunities to enhance professional advancement
- _____ 22. Attends all meetings required by the district.

ADDITIONAL HEAD COACH COMMENTS:

ASSISTANT COACH COMMENTS:

RECOMMENDATION:

ASST. COACH'S SIGNATURE: _____

DATE: _____

HEAD COACH'S SIGNATURE: _____

DATE: _____

Ellis Jr/Sr High School

Head Sponsor Evaluation

Sponsor's Name: _____

Position: _____

Rating Scale

1 – No Opportunity to Observe

2 – Unsatisfactory

3 – Area for Growth/Needs Improvement

4 – Proficient/Satisfactory

5 – Exceeds Expectations

PROFESSIONAL RESPONSIBILITIES: Duties of a Sponsor

1. Follows guidelines set forth by their organization's governing body. _____
*Rules, timelines, eligibility, monitoring participant safety, etc.
2. Follows USD 388 guidelines set forth by activities handbook. _____
*USD 388 mission statement and staff code of conduct.
3. Fulfills responsibilities of a sponsor. _____
*Travel forms, parent meetings, accident reports, itineraries, etc.
4. Maintains accurate records and inventory. _____
*Maintains equipment, supplies, and financial protocols.
5. Supervises students at all times during activities held on and off campus. _____
*Classrooms, outdoors, in vehicles and buses, in the community, and when traveling.
6. Cooperates with media, booster club, parents, and patrons. _____
*Regularly submits newsfeeds to the school social media sites.

PERFORMANCE

1. Well-versed in knowledge/rules of all of their activities. _____
*Attend rules meetings, professional development opportunities, and conferences.
2. Maintains appropriate conduct of self, participants, presenters, and volunteers. _____
*Provides adequate instructions and expectations.
3. Sets high expectations for all participants. _____
*Plan and prepares individuals to compete at the highest level and achieve success.
4. Takes advantages of all opportunities of the organization. _____
*Ensures students are participating in all programs offered in the organization.
5. Motivates participants to put forth their best effort. _____
6. Values and protects the loss of instructional time and other educational opportunities. _____

PERSONAL RELATIONSHIPS

1. Has a strong rapport with staff and students. _____
*Consistent motivation and encouragement.
2. Promotes alignment with other organizations. _____
*Collaborates with the staff to prepare all students/participants for success.
3. Provides a positive attitude and is supportive of all student activities. _____
4. Supports students and participants in other activities. _____
*Conducts home/work visits and attends activities relating to the student project.

PLANNING AND PREPARATION

- 1. Communicates clearly and accurately. _____
 *All stakeholders: students, staff, administration, and parents.
- 2. Properly educates volunteers and presenters of expectations and duties. _____
 *Planning meetings, recommendations, providing rubrics and feedback.
- 3. Provides appropriate practice and additional preparation opportunities. _____
 *Ensures development of all participants.
- 4. Practices and planning sessions are well organized and effective. _____
 *Improvement is shown in participants and the total program.
- 5. Provide appropriate student/participant feedback. _____

SUMMARY

Number of years sponsoring in this assignment: _____

Number of years sponsoring in this district: _____

PRINCIPAL/AD COMMENTS ON THE SEASON:

PRINCIPAL/AD JOB TARGETS:

SPONSOR'S GOALS FOR NEXT SEASON (PLAN & EXPECTATIONS):

SPONSOR'S COMMENTS:

RECOMMENDATION:

- _____ Maintain current position
- _____ Maintain current position with assistance plan
- _____ Alternative position
- _____ Termination of position

SPONSOR'S SIGNATURE: _____

DATE: _____

ADMINISTRATOR'S SIGNATURE: _____

DATE: _____

Performance Assessment Plan

Staff Member:

Assignment:

Evaluator:

Date:

Areas(s) requiring improvement:

Plan of action and resources recommended for corrective action (SMART GOAL):

Evidence of sufficient improvement will include:

Target date for completion of assistance plan:

Evaluator should complete this section after assistance plan has been completed.

Summary of progress of assistance plan:

Recommendations:

- _____ 1. Return to regular evaluation cycle.
- _____ 2. Continue intensive assistance for a specific agreed upon time.
- _____ 3. Initiate non-renewal procedures.

Signature of Educator _____

Date _____

Signature of Evaluator _____

Date _____

*Signature indicates that a copy of this form was received and reviewed by the educator. This does not necessarily indicate agreement.

CHAIN OF COMMAND FORM

These documented procedures are reflective of the USD 388 Activities Handbook.

Circle the step associated with this documentation and note which parties needs to sign off.

Step One: Coach/Sponsor-Athlete Session

Step Two: Coach/Sponsor-Parent-Athlete Session

Step Three: Administrator-Coach/Sponsor-Parent-Athlete Session

Purpose of Meeting: _____

Plan of Action: _____

Completed by Date: _____

Follow-Up Necessary: _____ YES _____ NO

Chain of Command Followed: _____ YES _____ NO

Steps Bypassed: _____ YES _____ NO

Administrative Notes: _____

Administrator(s) Present: _____

Student Present: _____

Parent(s)/Guardian(s) Present: _____

Coach/Sponsor Present: _____

USD 426 PIKE VALLEY ATHLETIC COACHES EVALUATION FORM

Name _____

Activity _____ Date _____

Scale: Excellent	5
Good	4
Average	3
Poor	2
Unsatisfactory	1
Not Applicable	NA

Directions: The Coach self-evaluates themselves placing the appropriate rating under the coach column using the scale at the Right. They turn the evaluation in to the Activity Director/Principal who evaluates the coach. The Athletic Director/Principal will then set up a conference to review the evaluation.

The coach ...	<u>Coach</u>	<u>A.D./Prin</u>
1). Is concerned with participant individual outcomes rather than the coach's personal won and lost record.	_____	_____
2). Respects and enforces the letter and intent of all rules and regulations, sportsmanship codes, etc.	_____	_____
3). Treats all team members fairly and consistently.	_____	_____
4). Demonstrates respect for authority, accepts criticism, is loyal to those in authority.	_____	_____
5). Displays self-control and maintains positive profile in:		
a). Contest situations	_____	_____
b). Faculty relationships	_____	_____
c). Student relationships	_____	_____
d). Parental relationships	_____	_____
e). News media relationships	_____	_____
f). Coaching staff relationships	_____	_____
g). Administration relationships	_____	_____
h). Officials relationships	_____	_____
6). Demonstrates a caring and sensitive attitude toward:		
a). Athletes	_____	_____
b). Athletic staff	_____	_____
c). Parents	_____	_____
d). Visitors	_____	_____
7). Maintains professional competency		
a). Attending league and state meetings	_____	_____
b). Attending professional clinics	_____	_____
c). Knowledge of current rules and regulations	_____	_____
8). Accepts responsibility for equipment and facilities:		
a). Submits budget needs	_____	_____
b). Maintains accurate inventories	_____	_____
c). Stores and maintains equipment	_____	_____
d). Properly fits equipment	_____	_____
e). Maintains facilities	_____	_____

The coach ...		<u>Coach</u>	<u>A.D./Prin</u>
9).	Is competent through training and experience in the following areas:		
	a). Technique of the sport (fundamentals)	_____	_____
	b). Understanding of teaching	_____	_____
	c). Understanding of appropriate drills, etc.	_____	_____
	d). Understanding of basic athletic injury prevention and care	_____	_____
10).	Has standards that, at their minimum would, if emulated by their athletes when they become adults, provide a social image felt to be desirable in the community.	_____	_____
11).	Provides every student with an equitable opportunity to try out and participate in the activity/sport.	_____	_____
12).	Works with participants to develop appropriate team and individual goals – counsel’s athletes/students when necessary.	_____	_____
13).	At the beginning of each season, advises participants of ALL training rules and other regulations, procedures and expectations.	_____	_____
14).	Adequately develops team spirit and unity.	_____	_____
15).	Adequately “sells” program to all students – to maintain appropriate participation.	_____	_____
16).	Conducts preseason meeting with parents and provides in writing lines of communication, potential risk, lettering criteria and other expectations for players, parents and coaches.	_____	_____
17).	As a head coach, respects assistant coaches, makes meaningful assignments with accountability, respects their judgment, provides appropriate recognition for their efforts.	_____	_____
18).	Practices professional behavior while performing assigned duties.	_____	_____
19).	Adequately prepares athletes to compete at or near their potential.	_____	_____
20).	Demonstrates an awareness of health and safety standards as it pertains to the welfare of the students.	_____	_____
21).	Adequately supervises locker rooms and training rooms.	_____	_____
22).	Complies with all deadlines – inventory, budget, physicals, emergency consent, eligibility lists, etc.	_____	_____
23).	Displays enthusiasm for sport/activity, for all athletes; makes the sport an enjoyable educational experience.	_____	_____
24).	Shows competency in game preparation and management.	_____	_____
25).	Follows USD 426 and KSHSAA activity guidelines.	_____	_____

26). List areas of strength:

Coach

A.D. / Principal

27). List areas needing improvement:

Coach

A.D. / Principal

28). List goals for next season:

Coach

A.D. / Principal

29). A.D. / Principal General Comments:

Coaches Signature

A.D./Principal's Signature

Date _____

Date _____

Evaluation Procedures For Extra Curricular Personnel

1. A yearly assessment will be conducted on head athletic coaches and activity sponsors by the Athletic/Activities Director.
 - Cross Country, Football, Volleyball, Basketball, Track, Golf
 - Cheerleading, Forensics, Dance, FFA, FCCLA, KAY, STUCO, Scholars Bowl
2. Assistant coaches/sponsors may be assessed if the principal and/or athletic/activity director determine that it is necessary.
3. A pre-conference will be held for all staff members being assessed. An additional conference may be held during each season, and a final assessment will take place after the conclusion of a given season. For those staff members of year long activities, final assessment will take place no later than April 1 of the school year.
4. A copy of the assessment form will be given to the evaluatee and a copy will be maintained in the file of the building administrator. The assessment form that follows these procedures will be used in the assessment of extra curricular activity personnel only.

HEAD COACH/SPONSOR ASSESSMENT FORM

Name _____ Assignment _____ School Year _____

Evaluator _____ Date _____

Rating Scale: S-Satisfactory; I-Improvement needed; U-Unsatisfactory; NA-Not Applicable.
Use S,I,U, or N/A to indicate rating given.

I. PROFESSIONAL AND PERSONAL RELATIONSHIPS

Evaluator Self

- _____ 1. Cooperates with administration in regard to submitting eligibility lists, equipment needs, and information relative to program.
- _____ 2. Follows school policies regarding athletics/activities.
- _____ 3. Supports other coaches/sponsors/teachers and their programs as part of the total school operation.
- _____ 4. Maintains rapport with other members in the program.
- _____ 5. Coordinates the program and delegates responsibility to others as necessary.
- _____ 6. Develops sound public relations and is accessible to news media personnel, civic groups, and others.
- _____ 7. Communicates with parents.
- _____ 8. Instills positive attitude of citizenship and sportsmanship to the students within their area of influence.
- _____ 9. Encourages students to participate in the program.
- _____ 10. Keeps administration informed of any problems before, during, or all events.
- _____ 11. Is appropriately dressed at practices, games, and performances.

II. PERFORMANCE

- _____ 1. Demonstrates a knowledge of fundamentals, strategies, and the ability to teach the basic skills.
- _____ 2. Demonstrates innovative uses of techniques and ideas along with established procedures.
- _____ 3. Develops respect by example in appearance, manners, behavior, language, and conduct.
- _____ 4. Demonstrates sound judgement in responsibilities and decisions.
- _____ 5. Has individual/group discipline and control.
- _____ 6. Demonstrates the ability to motivate players/students to improve and master fundamentals.
- _____ 7. Develops competitive teams that are motivated to win.
- _____ 8. Is fair, understanding, tolerant, and patient with members of the program.

III. RELATED RESPONSIBILITIES

- ___ ___ 1. Is concerned about the care of equipment--including issue, collecting, inventory, and storage.
- ___ ___ 2. Is cooperative in scheduling and working with officials.
- ___ ___ 3. Is cooperative in sharing facilities.
- ___ ___ 4. Does not allow program to interfere with classroom responsibilities.
- ___ ___ 5. Follows proper budget/requisition procedures for purchase of materials and equipment.
- ___ ___ 6. Displays enthusiasm and exhibits interest in the program.
- ___ ___ 7. Shows self-control and poise in areas related to responsibilities.
- ___ ___ 8. Seeks self improvement by attending meetings and clinics, and keeps updated on current literature.
- ___ ___ 9. Demonstrates knowledge of league and state rules.

SUMMARY

Areas of Strength:

Areas Needing Improvement:

Comments:

Evaluator's Signature and Position

Date

Evaluatee's Signature and Position

Date
Page 61

Year _____

END OF THE SEASON REPORT

TEAM OR SPORT:

RECORD: VARSITY
 JUNIOR VARSITY
 10TH
 9TH
TOURNAMENT FINISHES:

LETTER WINNERS AND YEARS IN SCHOOL:

STATE QUALIFIERS & PLACES:

ALL LEAGUE HONORS:

ALL STATE HONORS:

BRIEF SUMMARY OF THE SEASON AND OUTLOOK FOR NEXT YEAR:

ASSISTANT COACH/SPONSOR ASSESSMENT FORM

Name of Assistant _____

Sport/Activity _____

Date _____

Coaching/Sponsoring Position _____

Rating Scale: S-Satisfactory; I-Improvement needed; U-Unsatisfactory; N/A-Not Applicable

I. PROFESSIONAL AND PERSONAL RELATIONSHIPS

- 1. Follows school policies regarding athletics/activities.
- 2. Supports other coaches/teachers and their programs as part of the total school operation.
- 3. Maintains rapport with other members in the program.
- 4. Communicates with parents.
- 5. Instills positive attitude of citizenship and sportsmanship to the students within their area of influence.
- 6. Encourages students to participate in the program.
- 7. Keeps administration informed of any problems before, during, or after all events.

II. PERFORMANCE

- 1. Demonstrates a knowledge of fundamentals, strategies, and the ability to teach the basic skills.
- 2. Demonstrates innovative uses of techniques and ideas along with established procedures.
- 3. Develops respect by example in appearance, manners, behavior, language, and conduct.
- 4. Demonstrates sound judgement in responsibilities and decisions.
- 5. Has individual/group discipline and control.
- 6. Demonstrates the ability to motivate players/students to improve and master fundamentals.
- 7. Develops competitive teams that are motivated to win.

Board Evaluation of the Superintendent

Date: _____

Expectation	Progressing	Not Progressing	Comments
Honesty / Integrity			
Inspire / Have a Vision			
Be Informative			
Be a Leader			
Inform / Communicate with the Community			
Be Consistent (Discipline)			
Approachable / Visible			
Model / Target Behaviors and Traits			
Outspoken			
Have Long Term Plans			
Regular Direct Communication with Staff			

Comments:

Board Member _____



KESA Guided Reflective Questions

SCHOOL YEAR 2024-2025

Purpose of these Questions

- To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around the responses to the questions.

Not the Purpose of these Questions

- For the District Leadership Team (DLT) to develop a presentation based on their responses to the questions to be shared with other DLT's at the School Improvement Day.

Process to use the questions:

- a. Initially, the DLT should discuss the questions prior to their School Improvement Day, taking a deep look into each of the Fundamentals - Structures - Lead Indicators.
- b. The DLT will collaborate with other like-system DLT's at their School Improvement Day on their responses to the questions through a facilitated discussion, not a presentation.
- c. Through this exercise, the DLT should be able to establish an *initial*, not a definitive, direction for their Action Plan, which would include the Fundamental(s) - Structure(s) - Lead Indicator(s) the DLT is leaning towards selecting as priorities, based on the system's current state of data.
- d. After the School Improvement Day, the DLT is responsible for engaging staff, the board of education, and site councils in discussion, using these guided reflective questions as the basis. Through these engagements and based on the feedback from stakeholders, the DLT will then finalize and submit their Action Plan no later than 60 days after the School Improvement Day.





Guided Reflective Questions

1. In what ways does your resource allocation align with the four fundamentals? Specifically, in what ways are you allocating resources to high quality instructional materials and professional development aligned to state standards and structured literacy?
2. In what ways does your district's professional development support the four fundamentals? Specifically, in what ways does professional development and mentoring ensure the alignment of instruction and implementation of HQIM to state standards?
3. In what ways does your district's professional collaboration process support the four fundamentals? Specifically, in what ways do you ensure grade level and content area professional collaboration leads to the alignment of instruction and implementation of HQIM to state standards?
4. In what ways does your district's tiered system of support align with the four fundamentals? Specifically, in what ways do you utilize risk-based student data and standards-based student data to inform core instruction and interventions?
5. In what ways does your evaluation system align with the four fundamentals? Specifically, in what ways does your evaluation process ensure instruction is aligned to state standards?
6. In what ways does your district' approach to family, community, and business partnerships support the four fundamentals? Specifically, in what ways do you partner with these groups to ensure students are progressing on state standards and other postsecondary readiness indicators, including the four required components of an Individual Plan of Study?

****The DLT will *not* be submitting their responses to these questions as documentation or evidence to be evaluated for accreditation. The responses will not be uploaded into the KESA application. The responses are only for collaborative purposes.**

For more information, contact:

Rue Huereca-Retana
Administrative Specialist
Accreditation and Design
(785) 296-3379
rhuereca-retana@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.org

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Hello,

Thank you for meeting for your KESA Check-in with KSDE. Attached are your responses to the questions asked during our recent KESA Check-in along with a summary of our time together. This information will inform the implementation of the first year of KESA 2.0, and the success of your first School Improvement Day.

Next steps include preparation for your School Improvement Day by completing the following **prior** to your School Improvement Day:

1. **Register** all who will attend. Find the service center you are attending and click the date of your School Improvement Day.
2. Familiarize yourself with the **Data Review Guide** and your system data.
3. Review and discuss the **Guided Reflective Questions**
4. Go to the **Accreditation website** for the most up to date Action Plan Template with improved information to assist you in:
 - a. Completing your Action Plan.
 - b. Gaining access to the new KESA authenticated application with instructions and voice over video for the 3 levels of access.
 - c. Submitting your Action Plan with instructions and voice over video.

KESA Important Dates:

School Improvement Day: 3/3/25

Action Plan Due Date: 5/2/25

6-Month Follow Up: 9/2 10:00 a.m.

Compliance: No issues noted.

We appreciate your engagement in this new model of support and look forward to supporting you in school improvement/accreditation moving forward into KESA 2.0. If you have any questions/comments for us, please contact me. Thanks again for your time, it was great reconnecting with you and your team! I truly enjoy meeting with you all and learning about the great things you are doing for Kansas students.

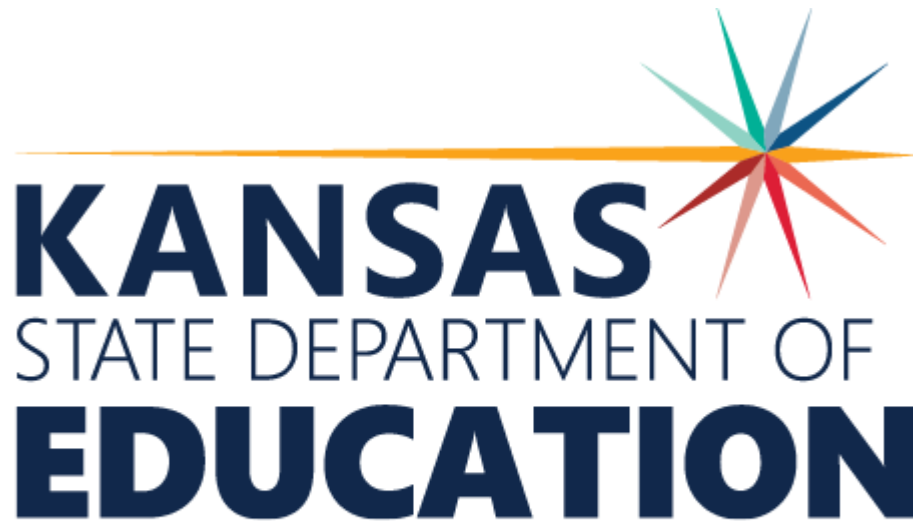
Thanks

-Amber

620-214-1155

PLEASE UPDATE YOUR RECORDS: As of January 8, ksde.org is changing to ksde.gov

As of January 15, employee email addresses are changing to Firstname.Lastname@ksde.gov.
(ex. John Doe will be John.Doe@ksde.gov)



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

Dr. Amber Miller

*Public Service
Executive*

Accreditation and
Design

(620) 765-7490

Amber.Miller@ksde.gov

v

www.ksde.gov

*Kansas leads the
world in the success of
each student.*

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

For the Fundamentals and Structures, 1 is required and 2 is optional. Similar

Select up to 2 fundamentals emphasized for the school improvement work. For each	
FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1	1
	2
2	1
	2

larly, for the measures of progress, 1 MOP is requir

ch fundamental, select at least 1 and no more than 2 stru
for each selected *structure*.

LEAD INDICATOR

red *per structure* but 2 is optional.

500 character limit

ictures and associated lead indicator(s). The context should be reported

Context for implementing Structure/Lead Indicator: A brief description of the system action, including **what** action will be taken, **how** the action will be taken, and **who** or **what group** (specific content areas/teachers) will be implementing the action as applicable.

1

2

1

2

1

2

1

2

User Defined MOP = 100 character limit

For each structure, please select at least 1 and no more than 2 measures of prog

MEASURE(S) OF PROGRESS: Measures of progress help systems focus on implementation and organize reporting on progress. **What will you use to measure progress in the action your system is taking?**

If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.

250 character limit

250 character limit

gress. For each measure of progress, include a 6-month and a 1-year target.

6 Month Target - In 6 months after your School Improvement Day, what progress do you expect to make?

1 Year Target - By your next School Improvement Day, what progress do you expect to make?

750 character limit

750 character limit

The final three questions should be addressed for each *fundamental* emph

Why is this the right action for your school system?

What is your current data and evidence related to this action?


750 character limit

nasized for the school improvement work.

What are your anticipated next actions? Once this one-year action plan concludes, what do you anticipate being the next action your system will undertake? Consider what might be part of a future action plan that helps build coherence across the school system.

Guidelines for Action Plans

1. Systems must select at least 1 fundamental emphasized and no more than 2
 - a. The fundamental emphasized and corresponding structure(s)/measures etc. encompasses one
 - b. In other words, an action plan must have at least 1 component and no more than 2
2. For each fundamental emphasized, systems must select at least 1 structure and no more than 2
 - a. For each structure, the associated lead indicator will automatically apply
 - b. The Context will be reported for each selected structure
 - i. The Context has a 500 character limit
3. For each structure and associated lead indicator, the system must select at least 1 measure of progress
 - a. Systems will have the option to include up to 2 user-defined measures of progress that count towards the total
 - i. The user-defined measures of progress have a 100 character limit
 - b. Again, the maximum number of measures of progress a system can select for a structure is 2
4. For each measure of progress, systems will report both a 6 month and 1 year target
 - a. The 6 month and 1 year targets each have a 250 character limit
5. For each *fundamental emphasized* the system will report the (1) why, (2) current data or evidence
 - a. Each of the final three questions has a 750 character limit



"component" of the action plan

gress and no more than 2
owards the total measures of progress

, and (3) next actions

The following is a list of Measures of Progress provided in the I

Resource Allocation

- Standards alignment professional development in budget
- Play-based learning for Pre-K in budget
- Structured literacy professional development in budget
- At-Risk evidence-based practices in budget
- HQIM in budget
- Structure literacy impact on salary or salary incentives
- User Defined MOP

KESA Application for each Structure. Systems can select from this list c

Educator Evaluation

Educator evaluation system accounts for standards alignment

Classroom observation tools account for structured literacy

Classroom observation tools account for HQIM implementation

Evaluations in Pre-K adapted for play-based model

Educator evaluation system accounts for HQIM implementation

Classroom observation tools account for standards alignment

Classroom observation data collection

Educator perception data on evaluation system impact

User Defined MOP

or write in a User Defined MOP for the selected structure.

Professional Learning

PD plan accounts for standards alignment

Teachers trained in structured literacy

Mentors or coaches trained to support structured literacy

Early learning training

PD plan accounts for HQIM implementation

Teachers trained in standards alignment

Educator perception data on professional development impact

PD plan accounts for structured literacy

User Defined MOP

Professional Collaboration

District collaboration expectations

District collaboration expectations for standards alignment

District collaboration expectations for HQIM implementation

District collaboration expectations for standards data analysis

District collaboration expectations for vertical teaming

District collaboration expectations include Pre-K

District collaboration expectations for structured literacy

District collaboration expectations for HQIM selection

District collaboration expectations for screening data analysis

District collaboration expectations for grade level teaming

Educator perception data on professional collaboration

User Defined MOP

Tiered System of Supports

Instructional time schedules for core and interventions

Screening data performance utilization

Kindergarten readiness data utilization

Chronic absenteeism data

Formative data performance utilization

Educator perception data on tiered system of supports

District collaboration guidance for screening data analysis

User Defined MOP

Family Community and Business Partnerships

IPS scope and sequence plans

Kindergarten snapshot data utilization

School community standards alignment collaboration

Family surveys on fundamentals

Kindergarten readiness data collected and utilized

Site council impact data

Student participating in work-based learning

Business surveys on fundamentals

User Defined MOP

The following is an example of a plan with 1 component emphasizing Structured Literacy. T

Select up to 2 fundamentals emphasized for the school improvement work. For each fundamental, select up to 2 structures emphasized for each structure.

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1 Structured Literacy	1 Resource Allocation
	2 Professional Learning

This component has 2 selected structures and 2 measures of progress for each structure.

<p>lect at least 1 and no more than 2 structures and associated lead indicator(s). The context should be reported for selected <i>structure</i>.</p>	
<p>LEAD INDICATOR</p>	<p>Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training)</p>

1

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

We will develop a budget that incorporates incentives for LETRS training completion for all classroom teachers.

2

1

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

We will train all classroom teachers in LETRS and commit to ongoing professional development in structured literacy through our PD plan.

2

User Defined MOP = 100 character limit

For each structure, please select at least 1 and no more than 2 measures of progress. For

MEASURE(S) OF PROGRESS: Measures of progress help systems focus on implementation and organize reporting on progress.

If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.

User Defined MOP

Budget review logs describing progress on PD plan development and funds necessary for implementing.

Structure literacy impact on salary or salary incentives

Teachers trained in structured literacy

PD plan accounts for structured literacy



250 character limit	250 character limit	750 character limit
each measure of progress, include a 6-month and a 1-year target.		The final three questions should be
6 Month Target	1 Year Target	Why is this the right action for your school system?

Budget review logs indicate regular meetings prioritizing the emphasis of Structured Literacy.	Budget review logs indicate a clear plan for monitoring LETRS training related to the incentives and recognition plan established.	
Identify the best way for integrating incentives into budget allocations (salary schedule, bonus, etc.) for all classroom teachers.	Incentives and recognition of LETRS training is now built into salary schedule and will be implemented in the coming school year.	
All classroom teachers are actively participating in the LETRS online platform training modules or have completed LETRS training.	All classroom teachers who are actively completing LETRS have participated in at least 1 facilitated professional learning session for continuing support in implementing practices.	It will take a financial investment to ensure we are most effective in literacy instruction across all grades and content areas. We must ensure structured literacy is embedded in our professional development plans each year based on the latest evidence and research on literacy instruction. Participation of all classroom teachers, not just ELA educators, is important to our school community.
Update to DLT indicates options for specific trainings for all staff to consider incorporating into long-term plan.	PD plans are fully updated to account for annual structured literacy training to ensure sustainability.	

750 character limit	750 character limit
<p>be addressed for each <i>fundamental</i> emphasized for the school improvement work.</p>	
<p>What is your current data and evidence related to this action?</p>	<p>What are your anticipated next actions? Consider what might be part of a future action plan that helps build coherence across the school system.</p>

20% of district students are in Level 1 in ELA. Currently, 30% of our teachers are fully trained in LETRS. A financial incentive may support our additional educators in completing LETRS training to enhance our instruction in all content areas. Our district professional development plan does not address ongoing structured literacy training or application in the classroom.

Evaluate the implementation of HQIM in the system. While our materials are considered HQIM, we need to evaluate implementation and the degree to which we are aligning to ELA standards. Continuation of LETRS training for all classroom teachers, completing the 2-year online platform module and professional learning sessions. Implementing the ongoing structured literacy PD plan for sustainable support.

The following is an example of a plan with 1 component emphasizing Standards Alignment. Th

Select up to 2 fundamentals emphasized for the school improvement work. For each fundamental, select

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1 Standards Alignment	1 Professional Learning
	2 Professional Collaboration

his plan has 2 selected structures and 2 measures of progress for each structure.

500 character limit	
ect at least 1 and no more than 2 structures and associated lead indicator(s). The context should be reported for each selected <i>structure</i> .	
LEAD INDICATOR	Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training)

1

District professional development and mentoring

plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Our math and science classroom teachers will receive training on the KSDE Standards Toolkit to support aligning practices with standards.

2

1

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

We will build district collaboration guidance, expectations, and policies that support teacher reflection on implementation of instructional materials and practices to ensure state standards in math and science are addressed.

2

User Defined MOP = 100 character limit

For each structure, please select at least 1 and no more than 2 measures of progress. For

MEASURE(S) OF PROGRESS: Measures of progress help systems focus on implementation and organize reporting on progress.

If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.

Teachers trained in standards alignment

Educator perception data on professional development impact

Educator perception data on professional collaboration

District collaboration expectations for standards alignment

250 character limit	250 character limit
each measure of progress, include a 6-month and a 1-year target.	
6 Month Target	1 Year Target

100% of math and science teachers in K - 8 have participated in KSDE Standards Toolkit training.

100% of all math and science teachers across the district, in all grades, have participated in the Standards Toolkit training.

90% of K-8 teachers report feeling prepared to implement what they have learned through the Standards Toolkit training in the classroom.

90% of all trained teachers report feeling prepared to implement what they have learned through the Standards Toolkit training in the classroom.

Update to DLT indicates meetings of grade level and vertical teams in content areas to reflect on standards aligned practices, format and frequency of collaboration and teacher recommendations for policy implementation.

Educator perception data indicates a 90% agreement in the proposed plan for district collaboration related to standards alignment.

DLT will review teacher reflections from collaboration teams and create district collaboration guidance, expectations, and policies to support grade level and vertical team meetings.

District collaboration guidance, expectations and policies completed and supported by educators on grade level and vertical teams.

750 character limit	750 character limit
The final three questions should be addressed for each <i>fundamental</i> emphasized fo	
Why is this the right action for your school system?	What is your current data and evidence related to this action?

While HQIM is a starting point for standards alignment, we must ensure our ongoing professional development allows us to implement practices as well as use materials aligned to Kansas standards. We do not currently have district guidance on effective collaboration and want to focus our policy initially on supporting teachers in aligning practices to standards. Having a collaboration plan in place as we onboard new materials in years to come will embed collaboration throughout the school system.

25% of our secondary students are in Level 1 in Math and 30% are in Level 1 in Science. We are in a transitional stage of aligning math and science materials with state standards so engaging our classroom teachers in aligning practices with the standards will support them now and in the future. Our classroom teachers have expressed great interest in grade level and vertical team opportunities to learn from each other.

750 character limit

or the school improvement work.

What are your anticipated next actions?

Consider what might be part of a future action plan that helps build coherence across the school system.

Begin utilizing the identified standards aligned materials in math and science classrooms. Continue investing in Professional Development supporting math and science educators. Continue to enhance the collaboration of teachers around implementation of standards-aligned practices and HQIM based on their reflections.

Grade level and vertical teams will have collaboration discussions related to the Standards Toolkit as aligned with the training from component 2.

The following is an example of a plan with 2 components emphasizing Structured Literacy a

Select up to 2 fundamentals emphasized for the school improvement work. For each fundamental, select up to 2 structures emphasized for each fundamental.

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1 Structured Literacy	1 Educator Evaluation
2 Quality Instruction	1 Resource Allocation

and Quality Instruction. Both components have 1 selected structure and 2 measures of progress for the s

500 character limit	
lect at least 1 and no more than 2 structures and associated lead indicator(s). The context should be reported for elected <i>structure</i> .	
LEAD INDICATOR	Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training)

1

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

We will develop a self-evaluation tool and our classroom teachers will evaluate their current practices related to structured literacy to identify their own gaps in knowledge so our district can incorporate supports into our PD plan.

2

1

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

We will review and evaluate our math and science materials for secondary students and develop a funding plan that supports the adoption of new materials that are aligned to standards, if necessary.

2

selected structures.

User Defined MOP = 100 character limit

For each structure, please select at least 1 and no more than 2 measures of progress. For

MEASURE(S) OF PROGRESS: Measures of progress help systems focus on implementation and organize reporting on progress.

If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.

User Defined MOP

Number of teachers completing the self-evaluation of structured lit practices and implementation.

User Defined MOP

Identification and report of educator needs in implementing the skills learned in LETRS training.

HQIM in budget



User Defined MOP

Development of math and science materials evaluation report and recommendations for DLT.

250 character limit	250 character limit
each measure of progress, include a 6-month and a 1-year target.	
6 Month Target	1 Year Target

<p>District develops self-evaluation tool and plan for data collection from all teachers.</p>	<p>100% of teachers have completed the self-evaluation of current practices and implementation of structured literacy principles in their classroom.</p>
---	--

<p>District identifies team to collect and analyze self-evaluation data in order to prepare end of year report.</p>	<p>A report will be prepared by DLT and instructional coach consolidating the self-evaluations from all participating classroom teachers to identify specific gaps and needs for implementing principles of structured literacy in all classrooms.</p>
---	--

<p>Exploration of math and science materials aligned with Kansas standards.</p>	<p>Detailed budget adjustment plan to purchase aligned math and science materials based on evaluation recommendations.</p>
---	--

<p>Complete review and evaluation of current secondary math and science materials.</p>	<p>Detailed recommendations for necessary material replacements have been presented to the DLT.</p>
--	---

750 character limit

750 character limit

The final three questions should be addressed for each *fundamental* emphasized fo

Why is this the right action for your school system?

What is your current data and evidence related to this action?

To maintain high expectations on our district to support the implementation of the science of reading and structured literacy practices in all classrooms, we need to understand what is happening in the classroom now. As educators continue to complete LETRS training we can work to implement practices while addressing educator-reported needs.

Based on reflective educator data, about 30% of our classroom teachers understand how to implement principles of structured literacy in their classrooms. Though LETRS completion is high in our district (80% completed training, 20% active) many non-ELA teachers struggle to see how these practices can be implemented in their classroom.

We have been using the same curriculum for 10 years in math and science. We understand the importance of providing high-quality standards aligned curriculum. By evaluating our current materials and prioritizing the replacement of those not aligned to our current standards, we feel we can achieve this.

25% of our secondary students are in Level 1 in Math and 30% are in Level 1 in Science.

We have used the same curriculum in math and science for 10 years and our teachers report supplementing the current materials with a wide variety of resources.

Our current budget does not reflect an investment in high-quality materials.

750 character limit

or the school improvement work.

What are your anticipated next actions?

Consider what might be part of a future action plan that helps build coherence across the school system.

As our educators continue to participate in LETRS training and we evaluate how materials are being used in our classroom, we will continue to have teachers self-report their implementation of the principles of structured literacy. This in combination with observation data should help us better understand further gaps or needs for embedding these practices in each classroom.

To continue to work in advancing all fundamentals, we would like to implement our newly aligned materials along with mini tests. Focusing on integrating a balanced assessment system with the new materials seems to be a good fit for our next steps.

The following is an example of a plan with 1 component emphasizing Balan

Select up to 2 fundamentals emphasized for the school improvement work. For e context should b

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1 Balanced Assessment	1 Professional Learning
	2 Tiered System of Supports

nced Assessment. This plan has 2 selected structures and 1 measures of progress for each structu

500 character limit

each fundamental, select at least 1 and no more than 2 structures and associated lead indicator(s). The
e reported for each selected *structure*.

LEAD INDICATOR	Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training)
----------------	---

<p>District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.</p>	<p>Our K-6 ELA, Math and Science teachers will participate in scheduled professional develop on the use of mini tests this year and we will incorporate continued PD in our plan for next year based on the needs expressed by these teachers during scheduled check-ins.</p>	<p>1</p>
---	---	----------

<p>Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.</p>	<p>Our K-6 ELA, Math and Science teachers will build and implement at least one mini formative test into a core unit this year and develop flexible plans for incorporating mini tests into their scope and sequence for next year implementation.</p>	<p>1</p>
---	--	----------

ure.

User Defined MOP = 100 character limit

For each structure, please select at least 1 and no more than 2 measures of progress. For

MEASURE(S) OF PROGRESS: Measures of progress help systems focus on implementation and organize reporting on progress.

If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.

User Defined MOP

Bi-monthly check-in with K-6 teachers on PD attendance & continued needs to be included next year.

Formative data performance utilization



250 character limit		250 character limit	750 character limit
each measure of progress, include a 6-month and a 1-year target.		The final three questions should be	
6 Month Target	1 Year Target	Why is this the right action for your school system?	

100% of K-6 ELA, Math and Science teachers have participated in the scheduled professional development on implementing mini tests.

A PD plan has been developed to include continued opportunities for K-6 teachers to receive training on mini-tests based on their reported needs.

100% of K-6 ELA, Math and Sciences teachers report having developed and implemented at least 1 mini-test in a core unit during our scheduled check-in.

100% of K-6 ELA, Math and Science teachers have prepared plans for formative data utilization by incorporating the use of mini-tests into their scope and sequence for next year implementation. Teachers will discuss and share these plans at our bi-monthly check-ins.

The Current State activity helped us recognize that we are not effectively using formative standards-based data in the classroom. We assess for risk through FastBridge really well but have not incorporated standards-based assessments into our classroom and feel they can help guide instructional needs for all students. We know that our teachers need training and support in using the mini tests and this will be out focus for this year.

750 character limit	750 character limit
<p>be addressed for each <i>fundamental</i> emphasized for the school improvement work.</p>	
<p>What is your current data and evidence related to this action?</p>	<p>What are your anticipated next actions? Consider what might be part of a future action plan that helps build coherence across the school system.</p>

Based on our current time and resources, we are focusing on K-6 ELA, Math and Science classroom implementation of mini-tests. Our state assessment data in these areas is lower than we'd like and we've identified these early grades as our starting point. Again, we use FastBridge and our teachers are comfortable using those reports to support our tier 2 and 3 students but we're not using standards-based data to direct instruction for the core. Learning more about mini-tests this year and slowly introducing those this year with full implementation next year will hopefully assist our teachers in raising achievement for all students and raise those state assessment scores.

Next year, we plan to fully implement the use of mini-tests in K-6 ELA, Math and Science classrooms based on the plans developed this year. We will incorporate professional collaboration opportunities to discuss and monitor implementation and effectiveness of these and continue to provide professional development on mini-tests.

The following is an example of a plan with 2 components emphasizing Balanced Assessment

Select up to 2 fundamentals emphasized for the school improvement work. For each fundamental, select up to 2 structures emphasized for each fundamental.

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1 Balanced Assessment	1 Family Community and Business Partnerships
2 Standards Alignment	1 Resource Allocation

nt and Standards Alignment with a Kindergarten Readiness focus. Each component has 1 structure and 2

500 character limit	
lect at least 1 and no more than 2 structures and associated lead indicator(s). The context should be reported for elected <i>structure</i> .	
LEAD INDICATOR	Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training)

1

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

We will engage with families of incoming kindergarten students to complete the Kindergarten Readiness Snapshot.

2

1

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

We will expand district preschool slots and increase special education services provided in community-based early childhood settings.

2

250 character limit		250 character limit	750 character limit
each measure of progress, include a 6-month and a 1-year target.		The final three questions should be	
6 Month Target	1 Year Target	Why is this the right action for your school system?	

100% of elementary principals and kindergarten teachers review ASQ training materials and have logged in to the ASQ Online system.

All families receive information to successfully complete the ASQ, and receive personalized follow-up to ensure completion.

Plan for next school year's Kindergarten Readiness Snapshot window is complete, including timelines of activities and individual(s) responsible.

Staff follow up with 100% of families to discuss results and provide learning activities to support kindergarten readiness at home. Kindergarten Readiness Snapshot participation rate is at least 90%.

It will take strong relationships between elementary staff and families to ensure we are most effective in kindergarten instruction.

District has completed the Preschool Revenue Calculator and Budget Template and planned for next year's programming.

An additional district-operated preschool classroom and funding to support itinerant special education services provided in community-based early childhood settings is now built into the budget.

Number of general and special education administrators who have reviewed Indicator 6 Report to understand current opportunities for preschoolers with disabilities to learn in inclusive settings.

Professional learning schedule reflects time allocated towards professional learning and collaboration throughout the school year between preschool and kindergarten teaching staff.

Quality preschool programming will support early learning and prepare students for success in kindergarten.

750 character limit	750 character limit
addressed for each <i>fundamental</i> emphasized for the school improvement work.	
What is your current data and evidence related to this action?	What are your anticipated next actions? Consider what might be part of a future action plan that helps build coherence across the school system.

Last year's Kindergarten Readiness Snapshot participation rate was 65%. We know we do not currently have an effective plan for engaging with families around the completion of the ASQ.

Consider district and community engagement with families of children birth to age four to monitor and support children's development. While our preschool and PAT programs screen using the ASQ, follow-up with families to discuss results varies.

50% of incoming kindergarteners attend preschool.

The district is not meeting state targets for Indicator 6 (Least Restrictive Environment for preschoolers with disabilities).

Consider alignment between preschool and kindergarten classrooms using the Kansas Early Learning Standards, and strengthen partnerships between preschool and kindergarten teachers to support children's smooth transitions into kindergarten.

The following is an example of a plan with 1 component emphasizing Stan

Select up to 2 fundamentals emphasized for the school improvement work. For each structure, the number of components should be reported.

FUNDAMENTAL(S) EMPHASIZED	STRUCTURE(S)
1 Standards Alignment	1 Professional Learning 2 Family Community and Business Partnerships

Standards Alignment with an SEL focus. This plan has 2 structures. The first structure has 2 measures of

500 character limit

When fundamental, select at least 1 and no more than 2 structures and associated lead indicator(s). The context reported for each selected *structure*.

LEAD INDICATOR	Context for implementing Structure/Lead Indicator: A brief description of the system action to add local context (e.g., content areas, grade levels and staff receiving training)
----------------	---

1

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

We will survey our district to identify most valued inter-and intrapersonal, and cognitive skills and develop a PD plan that reflects an investment in those values.

2

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

In partnership with our Work-Based Learning activities, our district will develop student learning opportunities highlighting the social emotional skills related to a variety of professions.

1

progress and the second selected structure has 1 measure of progress.

User Defined MOP = 100 character limit	
For each structure, please select at least 1 and no more than 2 measures of progress	
MEASURE(S) OF PROGRESS: Measures of progress help systems focus on implementation and organize reporting on progress.	If using a User Defined MOP, included the measure here. Otherwise, leave this cell blank.

User Defined MOP	District survey of valued inter & intrapersonal & cognitive skills to be taught in all classrooms.
PD plan accounts for standards alignment	
School community standards alignment collaboration	

250 character limit		250 character limit	
Progress. For each measure of progress, include a 6-month and a 1-year target.			
6 Month Target		1 Year Target	

We will survey all district staff using developed survey to identify the most valued inter- and intrapersonal and cognitive skills.

A report on the collected survey data will be provided to DLT with identified priorities for inter-, intrapersonal, and cognitive skills.

Our PD coordinator will identify training opportunities for administrators and educators around the Kansans Can Competency Framework for the upcoming school year.

PD plan reflects a district-wide focus on agreed-upon interpersonal, intrapersonal, and cognitive skills, identifying the types of skills we value within our school community.

Meeting logs indicating the coordination and monthly collaboration of our community and business partners to identify and develop opportunities for SEL-focused experiences for secondary students.

Collaborative plan for SEL-focused experiences through our current WBL partnerships to enhance these skills in our secondary classrooms to be implemented next year.

750 character limit	750 character limit
The final three questions should be addressed for each <i>fundamental</i> emphasized fo	
Why is this the right action for your school system?	What is your current data and evidence related to this action?

We need to focus professional development on the integration of interpersonal, intrapersonal, and cognitive skills as part of our overall instructional program.

We have a robust set of work-based learning experiences in our district and feel it would be a great place to incorporate and highlight social emotional skills in the workplace, particularly for our secondary students as they prepare for postsecondary success.

We are not intentional about a systemic approach to aligning instructional practice with interpersonal, intrapersonal, and cognitive skills. Our students do not exhibit exceptional skill in these areas. Though we want to highlight SEL in all classrooms across the district, we recognize specific importance in secondary grades where embedding these standards in the classroom in challenging. Our high school students require more direct attention for SEL skills that will support them in their postsecondary life.

750 character limit

or the school improvement work.

What are your anticipated next actions?

Consider what might be part of a future action plan that helps build coherence across the school system.

Provide professional collaboration opportunities for educators to discuss continued focus on these social emotional learning standards in all classrooms. Continue to build additional business partnerships to enhance our current work supporting our secondary students meeting all Kansas Standards.

INFORMATION SHEET



Action Plan Guidance for Systems

As part of the KESA School Improvement Model, all systems will be required to submit and implement an action plan that is agreed on by the system and KSDE staff to be: clear, aligned to the School Improvement Model, and data informed. The implementation of the system action plan is a component of KESA on which systems will be evaluated. Through this collaboration in finalizing the system action plan, systems will receive feedback and guidance to enhance their plans to be best prepared to report on implementation for KESA.

Submitting and implementing the action plan

The process for submitting and implementing the system action plan will have four steps.

- Develop the action plan considering insights from the...
 - School Improvement Day activities
 - School community engagement
 - System data review
- Submit the action plan in the KESA Authenticated Application for review by KSDE staff.
 - Systems can complete a self-review with the questions and rubric provided in the *Resources* section of the KESA Application but are not required to do so.
- Receive feedback from KSDE review team, revise and resubmit plan as requested by KSDE reviewer.
 - The District Approve user (e.g., Superintendent) will receive an email notification when the Action Plan Review is complete.
 - This email will include the feedback provided by the reviewer, which can also be accessed in the KESA Application.
 - Feedback will include the plan determination and guidance.
 - System plans **may** be agreed to meet the criteria with the **Ready to Implement** determination or it may need to be revised and resubmitted with an **Incomplete** or **Needs Improvement/Clarity** determination.
 - Direct guidance and support will be offered to help systems enhance their plans to best be able to demonstrate implementation.

- Systems can contact a member of the review team for quick questions or requests for support by using the *Communicate with KSDE Review Team* feature, found on the lefthand navigation menu of the KESA Application.
- Once the action plan is agreed on by the system and KSDE review team to be clear, aligned to the School Improvement Model, and data informed, the system will begin implementing their plan.
 - This agreement will be noted in the KESA Authenticated Application with a **Ready to Implement** determination and the plan cannot be changed until the next KESA cycle, about 1 year.
 - Once the plan is Ready to Implement, systems will be held accountable for reporting and demonstrating implementation of the plan for KESA.
 - Systems will be expected to report on measures of progress as well as demonstrate the implementation of their action plan at the 6-month check-in and at the subsequent School Improvement Days.

Important note: A system's accreditation status is impacted by the system's performance against the standards set in three areas: Compliance, School Improvement, and Outcomes. For the School Improvement area, the measure considered is the system's demonstrated implementation of the action plan.

The intention of the action plan review process is to better equip systems to report on the implementation of the plan by developing plans that are agreed by KSDE and systems to be clear, aligned to the School Improvement Model, and data informed.

For more information, contact:

Hayley Steinlage
Sr. Education Research Analyst
Career, Standards and Assessment Services
785-296-6177
hasteinlage@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org

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FREQUENTLY ASKED QUESTIONS



Action Plan Review Process Frequently Asked Questions

All system action plans will be reviewed by a team of KSDE staff. The KSDE action plan review team will use the same review questions and rubric to assess the extent to which the submitted action plan does or does not meet the criteria. These review questions and rubric are available to systems on the *Resources* tab of the KESA Authenticated Application.

Once the system has submitted their action plan in the KESA Authenticated Application, they should expect to receive feedback from a KSDE reviewer within 2 weeks. This collaboration and guidance will ensure that all systems develop a plan that is clear, aligned with the School Improvement Model, and data informed.

The following describes what systems can expect following the submission of their action plan.

What criteria will the action plan be reviewed for?

All system action plans will be reviewed for three criteria: clarity of action plan, alignment with the School Improvement Model, and evidence of data-informed decision making. This review process will work to ensure that systems are prepared to report and demonstrate the implementation of their action plan, specifically through the measures of progress and reported targets. This review process will also work to ensure that systems are implementing actions that align with the selected school improvement components (e.g., Fundamental, Structure).

When will my system know whether or not our action plan meets the criteria?

The system's District Approve user (e.g., Superintendent) will receive an email notification within 2 weeks of the action plan submission, notifying them of the completion of the action plan review. The feedback on the action plan will be included in the email as well as within the KESA Application.

What kind of feedback might we receive on our action plan?

Feedback that systems receive following the review of their submitted action plan will be unique and tailored to their plan. Following the review rubric, the plan will be determined to be **incomplete**, **needs improvement/clarity**, or **ready to implement**. If revisions to the action plan are required, the feedback will

include specific elements to enhance or questions to clarify, a means to request support, and a deadline to resubmit the plan. Recall, that all systems will need to submit a plan that is agreed by system and KSDE review team to meet the criteria. In general, feedback might look like one of the following:

- **Ready to Implement:** Congratulations, your system action plan meets the criteria for a clear, aligned, and data-informed plan. Your system can move forward with implementing the action plan. Should you have any further questions regarding the action plan, message with a member of the action plan review team by using the *Communicate with KSDE Review Team* feature, found on the lefthand navigation menu in the KESA Application.
- **Needs Improvement/Clarity:** This is a great start for your action plan, though there are some elements that will need to be clarified so you are prepared to report on implementation. The 1-year targets for the first component state [1 – year targets] but the measures of progress do not seem to address these targets. Please consider how you will be able to measure the progress or attainment of your 1-year targets more clearly and refine the selected measure of progress. Please adjust and resubmit your action plan by [Date] in the KESA Application. If you need additional support or have questions, please use the *Communicate with KSDE Review Team* feature in the KESA Application. We are happy to talk through some options for measures of progress and help you resubmit your plan.
- **Incomplete:** The submitted action plan appears to be incomplete. Please work to complete the following components [specific components that appear to be incomplete]. Please revise and resubmit your action plan by [Date] in the KESA Application. If you need additional support or have questions, please use the *Communicate with KSDE Review Team* feature in the KESA Application. We are also available to schedule a Zoom meeting with you team to provide more direct support in completing the action plan if interested.

If our plan needs improvements, how do I make changes?

Once the review of your action plan is complete, the District Approve user (e.g., Superintendent) will receive an email notification with the feedback provided from the action plan reviewer. This feedback will include the determination, specific recommendations, and next steps. If your plan is determined to be **incomplete** or **needs improvement/clarity**, you will be expected to make the suggested revisions and resubmit the action plan in the KESA Application by the date specified.

Within the KESA Application, your action plan will open for you to make edits. You will see the **Evaluator Comment** at the top of the page to reference. Select the edit button for the appropriate component(s), make the necessary changes to the action plan and select **Submit Action Plan** when ready. For action plan resubmissions, we would expect the changes to be made and resubmitted within about 2 weeks following the review. If this timeline is a limitation, you can contact a member of the review team to discuss your options. If you have questions about the feedback or want to request additional support, you can contact a reviewer through the *Communicate with KSDE Review Team* feature, found on the lefthand navigation menu in the KESA Application.

Who can I contact if I need help addressing the recommendations for our system action plan?

The KSDE action plan review team is available to provide direct guidance and support for systems working on their action plan. You can send quick questions or meeting requests to a member of the review team by using the *Communicate with KSDE Review Team* feature, found on the lefthand navigation menu in the KESA Application. A Zoom meeting is another option you can request, through the *Communicate* feature, if you feel that will be a better way to discuss the feedback with a member of the action plan review team.

We have resubmitted our plan after the first review by following the feedback we received, now what?

If your system has *resubmitted* your action plan following the initial review feedback, you can expect a response from the review team within 2 weeks. For plans that appear to need even further revisions or clarifications, the KSDE review team may propose a Zoom meeting to review the plan and collaborate with the system. We want to provide direct support, when needed, so that all systems move toward implementing their action plans quickly. Reviewers will prioritize responding to revised action plans quickly, but we are setting the expectation for a 2-week turnaround time given the number of systems submitting plans.

We have concerns about the feedback we received on our plan, what do we do/who do we contact?

The purpose of the KSDE Action Plan Review is to ensure that all systems are working from an action plan that is clear, aligned with the School Improvement Model, and data informed. Systems will ultimately be held accountable for demonstrating implementation of their action plan as one component of the KESA determination. We want to prioritize strong relationships with systems and support them in building a plan for which they are best prepared to report and demonstrate implementation.

If you have strong concerns about the feedback you received, please contact your KESA Regional Executive. Systems and KESA Regional Executives can work together with the review team to ensure that system concerns are being addressed while maintaining the requirements of the School Improvement Process for KESA.

Can we receive feedback *before* we submit our action plan?

There will be a variety of supports offered for systems in developing their action plan. Referencing the supporting documentation, found in the *Resources* section of the KESA Application, may help you build a

ACTION PLAN REVIEW PROCESS FREQUENTLY ASKED QUESTIONS

strong plan. In addition, the same review questions and rubric used for the KSDE Action Plan Review is available to systems to conduct a self-review, though this is not required.

A member of the action plan review team can be contacted for brief questions or clarifications by sending a message using the *Communicate with KSDE Review Team* feature in the KESA Application. Finally, regular Zoom office hours will be offered by KSDE to address specific questions related to action plan development for those systems who have already had their School Improvement Day. These opportunities will be communicated through the *KSDE Weekly* newsletter and are intended to support systems in developing plans that are clear, aligned with the School Improvement Model and data informed.

For more information, contact:

Hayley Steinlage
Sr. Education Research Analyst
Career, Standards and Assessment Services
785-296-6177
hasteinlage@ksde.org



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INFORMATION SHEET



Action Plan Self-Review Questions and Rubric

This document provides helpful tools for systems to conduct a self-review of their action plan prior to submitting in the KESA Application. These same questions and rubric will be used by the KSDE Action Plan Review Team.

Self-Review Questions

Prior to submitting your action plan, you may benefit from conducting a self-review by asking yourself the review questions and self-assessing the presence of each criterion within your plan, with the rubric below. We feel this will be a helpful activity, but it is not required.

System action plans should be **clear, aligned** with the School Improvement Model, and **data informed**. Use the following review questions as you conduct a self-review of your system action plan.

Questions for System Self-Review	
Criteria	Self-Review Questions
Clarity of action plan	<ul style="list-style-type: none"> Does the action plan have clear descriptions of what the system is doing and how they will measure progress?
Alignment with the School Improvement Model	<ul style="list-style-type: none"> Do the actions described demonstrate alignment with the fundamental(s), structure(s) and lead indicator(s) selected? In other words, is there a logical flow from fundamental to anticipated next actions?
Evidence of data-informed decision making	<ul style="list-style-type: none"> Does the action plan include current data and evidence that informed the selection of the lead indicator and measures of progress that will inform the system of the progress towards the reported targets?



Action Plan Rubric

The following rubric describes how a system's action plan will be assessed for each of the three criteria: clarity of action plan, alignment with the School Improvement Model, and evidence of data-informed decision making. A self-assessment with the following rubric may support you in developing an action plan that meets these criteria. A team of KSDE staff will use this same rubric and review questions during their review of the system action plan. Each criterion will be scored based on the evidence of the criteria: no evidence, some evidence, or clear evidence. These scores will result in a final determination of the plan as: Incomplete, Needs Improvement/Clarity, or Ready to Implement. Each component of the action plan will be evaluated separately to ensure each component supports the overall action plan. Reviewer feedback and guidance will be provided to all systems.

Systems must revise action plans when one or more areas are identified as no evidence or some evidence of criteria, based on the KSDE action plan review. A system can only continue in the school improvement process when they receive the Ready to Implement notification, both system and KSDE agree that the action plan meets all criteria.

		Determination		
		Incomplete	Needs Improvement/Clarity	Ready to Implement
Criteria		No evidence of criteria	Some evidence of criteria	Clear evidence of criteria
Clarity of action plan	The action plan does not include clear description to understand what the system is doing or how they will measure progress.	The action plan includes some description of what the system is doing and/or how they will measure progress, but more clarity is needed to understand their actions fully.	The action plan includes clear description to understand what the system is doing and how they will measure their progress.	
Alignment with the School Improvement Model	The actions described in the action plan do not demonstrate alignment with the fundamental(s), structure(s) and/or lead indicator(s).	The actions described demonstrate some alignment with the fundamental(s), structure(s) and/or lead indicator(s) but the relationship between these action plan elements requires more clarity.	The actions described in the action plan clearly demonstrate alignment with the fundamental(s), structure(s), and lead indicator(s) selected.	

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SEPTEMBER 19, 2024

<p>Evidence of Data-informed decision making</p>	<p>The action plan does not include current data and evidence, measures of progress and/or targets.</p>	<p>The system reported some evidence, measures of progress and/or targets, but more information is needed to understand how the information informed the selection of the lead indicator and/or how the system will monitor progress towards their reported targets.</p>	<p>The system reported all relevant current data and evidence that is clearly associated with the selected lead indicators.</p> <p>The system also reported measures of progress that will appropriately inform them of the progress towards the reported targets.</p>
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For more information, contact:

Hayley Steinlage
 Sr. Education Research Analyst
 Career, Standards and Assessment Services
 785-296-6177
 hasteinlage@ksde.org



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 Topeka, Kansas 66612-1212
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SAMPLE ACTION PLAN – STRUCTURED LITERACY

Fundamentals	Structures	Lead Indicators
Structured Literacy We provide literacy instruction in PreK-12 aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy	Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.
	Professional Learning	District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Context for Choosing Structure/Lead Indicator

We will develop a budget that incorporates incentives for LETRS training completion for all classroom teachers.

Measures of Progress

Structure literacy impact on salary or salary incentive

6 Month Target

Identify the best way for integrating incentives into budget allocations (salary schedule, bonus, etc.) for all classroom teachers.

1 Year Target

Incentives and recognition of LETRS training is now built into salary schedule and will be implemented in the coming school year.

User Defined MOP

Budget review logs describing progress on plan

6 Month Target

Budget review logs indicate regular meetings prioritizing the emphasis of Structured Literacy.

1 Year Target

Budget review logs indicate a clear plan for monitoring LETRS training related to the incentives and recognition plan established.

Professional Learning

District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.

Context for Choosing Structure/Lead Indicator

We will train all classroom teachers in LETRS and commit to ongoing professional development in structured literacy through our PD plan.

Measures of Progress

Teachers trained in structured literacy

6 Month Target

All classroom teachers are actively participating in the LETRS online platform training modules.

1 Year Target

All classroom teachers have participated in at least 1 facilitated professional learning session for LETRS for continuing support in implementing practices.

PD plan accounts for structured literacy

6 Month Target

Update to DLT indicates options for specific trainings for all staff to consider incorporating into long-term plan.

1 Year Target

PD plans are fully updated to account for annual structured literacy training to ensure sustainability.

Additional Information goes here

Why is this the right action for your school system?

It will take a financial investment to ensure we are most effective in literacy instruction across all grades and content areas. We must ensure structured literacy is embedded in our professional development plans each year based on the latest evidence and research on literacy instruction. Participation of all classroom teachers, not just ELA educators, is important to our school community.

What is your current data and evidence related to this action?

20% of district students are in Level 1 in ELA; 10% of our teachers are fully trained in LETRS; a financial incentive may support our educators in completing LETRS training to enhance our instruction in all content areas. Our district professional development plan does not address ongoing structured literacy training or application in the classroom.

What are your anticipated next actions?

"Evaluate the implementation of HQIM in the system. While our materials are considered HQIM, we need to evaluate implementation and the degree to which we are aligning to ELA standards. Continuation of LETRS training for all classroom teachers, completing the 2-year online platform module and professional learning sessions.

Save Answers

Complete Action Plan Component

SAMPLE ACTION PLAN – STANDARDS ALIGNMENT

Fundamentals	Structures	Lead Indicators
<p>Standards Alignment</p> <p>We align lessons, instruction, and materials to Kansas Standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills.</p>	<p>Professional Learning</p>	<p>District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.</p>
	<p>Professional Collaboration</p>	<p>Collaboration system includes grade level and content area teachers teaming to align standards throughout the school system.</p>

Professional Learning

District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.

Context for Choosing Structure/Lead Indicator

Our math and science classroom teachers will receive training on the KSDE Standards Toolkit to support aligning practices with standards.

Measures of Progress

Teachers trained in standards alignment

6 Month Target

100% of math and science teachers in K - 8 have participated in KSDE Standards Toolkit training.

1 Year Target

100% of all math and science teachers across the district, in all grades, have participated in the Standards Toolkit training.

Educator perception data on professional development impact

6 Month Target

90% of K-8 teachers report feeling prepared to implement what they have learned through the Standards Toolkit training in the classroom.

1 Year Target

90% of all trained teachers report feeling prepared to implement what they have learned through the Standards Toolkit training in the classroom.

Professional Collaboration

Collaboration system includes grade level and content area teachers teaming to align standards throughout the school system.

Context for Choosing Structure/Lead Indicator

We will build district collaboration guidance, expectations, and policies that support teacher reflection on implementation of instructional materials and practices to ensure state standards in math and science are addressed.

Measures of Progress

District collaboration expectations

6 Month Target

DLT will review teacher reflections from collaboration teams and create district collaboration guidance, expectations, and policies to support grade level and vertical team meetings.

1 Year Target

District collaboration guidance, expectations and policies completed and supported by educators on grade level and vertical teams.

Educator perception data on professional collaboration

6 Month Target

Update to DLT indicates meetings of grade level and vertical teams in content areas to reflect on standards aligned practices, format and frequency of collaboration and teacher recommendations for policy implementation.

1 Year Target

Educator perception data indicates a 90% agreement in the proposed plan for district collaboration related to standards alignment.

Additional Information goes here

Why is this the right action for your school system?

While HQIM is a starting point for standards alignment, we must ensure our ongoing professional development allows us to implement practices as well as use materials aligned to Kansas standards. We do not currently have district guidance on effective collaboration and want to focus our policy initially on supporting teachers in aligning practices to standards. Having a collaboration plan in place as we onboard new materials in years to come will embed collaboration throughout the school system.

What is your current data and evidence related to this action?

25% of our secondary students are in Level 1 in Math and 30% are in Level 1 in Science. We are in a transitional stage of aligning math and science materials with state standards so engaging our classroom teachers in aligning practices with the standards will support them now and in the future. Our classroom teachers have expressed great interest in grade level and vertical team opportunities to learn from each other.

What are your anticipated next actions?

"Begin utilizing the identified standards aligned materials in math and science classrooms. Continue investing in Professional Development supporting math and science educators. Continue to enhance the collaboration of teachers around implementation of standards-aligned practices and HQIM based on their reflections. Grade level and vertical teams will have collaboration discussions related to the Standards Toolkit as aligned with the training from component 2."

Save Answers

Complete Action Plan Component

SAMPLE ACTION PLAN – BALANCED ASSESSMENT

Fundamentals

Balanced Assessment

We assess students for risk and standards and use data to adjust instruction. WE have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Structures

Professional Learning

District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.

Tiered System of Supports

Data analysis includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Lead Indicators

Professional Learning

District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.

Context for Choosing Structure/Lead Indicator

We will train ELA, Math, and Science teachers in the use of the mini formative assessment.

Measures of Progress

User Defined MOP

Teachers trained in the mini formative assessment

6 Month Target

All applicable staff have received initial training on implementation of the mini formatives

1 Year Target

All applicable staff have received training in the mini formatives and are prepared to fully implement in the coming year.

Tiered System of Supports

Data analysis includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Context for Choosing Structure/Lead Indicator

We will begin analyzing student performance on the mini formative assessment to make instructional adjustments based on this standards-referenced data point.

Measures of Progress

Formative data performance utilization

6 Month Target

Utilization of the mini formative assessment within one unit of study after receiving training.

1 Year Target

Establish plan for full utilization of the mini formatives for each unit of study during the coming school year.

Additional Information goes here

Why is this the right action for your school system?

We do not currently know how our students are doing against standards throughout the school year in math, ELA, and science. To address this concern, we need to understand how to effectively utilize the mini assessments in our core subject areas.

What is your current data and evidence related to this action?

Our professional development plan does not require standards referenced assessment implementation. We have no standards-referenced data throughout the school year; Summative assessment data indicates over 30% of students in Level 1 in all three core areas

What are your anticipated next actions?

We will begin developing district collaboration expectations that focus on the formative data provided by the mini formative assessments. This will compliment current data to identify student skill strengths and deficiencies.

Save Answers

Complete Action Plan Component

2019—2024-2025 Negotiated Agreement



Between

Northern Valley USD # 212

*(Approved by the Board of Education, **May 13, 2024** ~~July 8th, 2019~~)*

And

The Northern Valley Education Association

*(Ratified by the members of NVEA, **May 2, 2024** ~~June 5th, 2019~~)*

USD 212 – Northern Valley – ~~2019~~ – 2024 - 25

ARTICLE 1-DEFINITIONS AND GENERAL AGREEMENTS

Section 1

Duty Day

The normal duty day shall be eight and one-half (8.5) hours for contact days and eight (8) hours for all other days as determined and scheduled by the Board. The Board shall have the right to determine the number of periods, length of periods, length of instructional time and the right to change the components of the duty day. The duty day may be extended to include open houses, parent-teacher conferences and special education staffing as determined by the administrators. In the event the extension for staffing extends into a scheduled activity of a teacher, the meeting shall be rescheduled to a more appropriate time.

Teachers are expected to be on duty for all days identified on the adopted calendar for the duty day period of eight hours and thirty minutes as scheduled by the Board. An exception to this shall occur when a partial school day is scheduled immediately prior to all holiday breaks, in which case teachers will be expected to remain on duty until dismissed by their building administrators. In no event shall a teacher be required to remain on duty more than 30 minutes after the student's early dismissal time.

The administrator will determine the duty day for teachers when school is dismissed early for the scheduling of special events.

When school is cancelled due to inclement weather teachers are not expected to report for duty. If the day that is cancelled must be made up, teachers will be expected to report for the make-up day(s) as scheduled by the Board.

At the beginning of each semester, each professional employee will be able to choose one of the options below:

1. A duty-free period each contract duty day for the purpose of eating lunch and having a brief respite period. This time shall be equal to the time allowed students for a lunch break.
2. To receive a free lunch in exchange for eating in the cafeteria to help monitor students for the lunch period. Monitoring students during the lunch period includes ensuring appropriate behavior, assisting students getting their food items and condiments if needed, and giving permission to scrape and/or leave the cafeteria.

Section 2

Duty Year

The basic duty year will not exceed 170 days (*based on an 8.5 hr. contact day*) as determined and scheduled by the Board.

Section 3

Payroll Dates

Pay day for teachers shall be the 5th day of each month beginning in September. If such date falls on a weekend (Saturday or Sunday) or a holiday, paychecks will be delivered on the last working (contract) day before the 5th.

Section 4

Preparation Time

Teachers will be assigned a planning period to be used for class preparations, planning and record keeping. The planning time is defined as a minimum of 40 minutes in length and will be scheduled by the principal.

Section 5

Grant Writing

The board will provide training for grant writing during the school year. Seven percent of the grant awarded will be given to the writer.

Section 6

School Calendar

The Board of Education shall adopt the school calendar each year. The Board, in adopting the school calendar shall include the following holidays, with the minimum number of days designated:

Labor Day	-	1 school day
Thanksgiving Vacation	-	2 school days
Winter Break	-	10 calendar days

School Calendar (Cont.)

Spring Break	-	4 school days
Good Friday	-	1 school day

The Board shall have the right to change the number of vacation days in developing the school calendar. The administration and a teacher representative shall meet together to discuss and make calendar recommendations to the board. Any recommendations should be presented to the Board on or before the January meeting.

Section 7

Early Termination of Contract

The following paragraph shall be included as part of the individual contract for each teacher and shall be stated as follows;

The board will accept a teacher's resignation received after the resignation notification date set by state law upon receipt of liquidated damages in the amount of:

1. 1% of the teacher's total contract salary for a resignation received up to 20 calendar days following the resignation notification date set by law inclusive,,
2. 2% of the teacher's total contract salary for a resignation received between the 21st through the 40th calendar day following the resignation notification date set by law inclusive,
3. 3% of the teacher's total contract salary for a resignation received between the 41st through the 60th calendar following the resignation notification date set by law inclusive,
4. 4% of the teacher's total contract salary for a resignation received after the 61st calendar day following the resignation notification date set by law.

The Board reserves the right to waive the required payment while still accepting the resignation.

Section 8

Reproduction of Agreement

Copies of the agreement shall be granted at Board expense (Electronic or Hard Copies) within seven working days after the agreement is ratified and provided to all teachers upon request.

Section 9

Savings Clause

If any clause, paragraph, sub-article or article of this agreement shall be held invalid, it shall be conclusively presumed that the parties would have agreed to the remainder of the agreement without the invalid portion.

Section 10

Duration of Agreement

This agreement shall become effective July 1, 20192024, provided it is ratified by a majority of the Board and a majority of the members of the negotiating unit and shall expire June 30, 20202025.

Section 11

Supervision of Student Teachers

Supervision of a student teacher shall be voluntary on the part of the teacher.

Section 12

Administering Medication to Students

No professional employee shall be required to administer medications or first aid to students unless licensed or trained to do so.

Section 13

Access to Teacher Files

A teacher shall have the right to review their individual files during normal business hours. If staff is busy with other duties, a time will then be established to review the file. The teacher shall have the right to have any documents except confidential college placement files reproduced. Confidential College placement files shall not be available for review or reproduction by the teacher. The teacher may respond in writing to any material contained in the teacher's personnel file. Any written material that is placed in a teacher's personnel file will also be provided to the teacher.

ARTICLE 2-SALARY AND BENEFITS

Section 1

Salary Schedule Placement

1. Teachers new to the district will be granted credit for all prior teaching experience and credit for the last degree and hours earned after the last degree. At the time of initial employment, the Board may pay a salary in addition to the schedule amount if determined necessary by the Board.
2. Horizontal movement is allowed at the hiring schedule rate.
3. Column movement shall be allowed for earning the degree and/or hours required by the hiring schedule columns. Hours above the last degree are hours earned after the granting of the last degree. Additional college hours must be graduate hours in the teacher's field of study or hours approved in advance by the Superintendent with a grade of "C" or above or "P" in a pass/fail course. The teacher shall provide suitable evidence in the form of an official transcript of the additional hours, or may provide a letter from the instructor indicating the successful completion of a course in place of an official transcript by September 10, to receive credit for the current school year. The letter from the instructor does not replace the official transcript in the teacher's personnel file. Official transcripts must be provided no later than November 1.
4. Teachers shall normally qualify for advancement of one step for each year of public school teaching experience; however, the district board reserves the right to freeze step placement. If there is no freeze on steps, teachers will be paid according to their years' of experience on the vertical steps.
5. Professional development points will count toward salary schedule movement. (20 PDC points = 1 hour college credit). PDC points may not count for more than ½ of the hours needed for column movement on the salary schedule, prior to the earning of a master's degree. After earning a master's degree, full PDC credit shall be given for salary schedule movement.

Section 2

Supplemental Salary

The current supplemental salary schedule shall be included in the 2024-2025 agreement.

Section 3

Contract Extension

The Board has the authority to offer extensions to the negotiated duty year. Pay for the extended contracts will be equal to the annual salary schedule amount divided by the number of normal contract days in the normal duty year. The calculated amount shall be paid for each day above the normal contract. (168 days determined by 158 days x 8.5 hours per day = 1343 hours divided by 8 hours = 167.875 days.)

Section 4

Activity Pass

Passes for all in-district athletic events and activities shall be given to each teacher and their spouse.

Section 5

Fringe Benefits

A. Defined Benefit

The Board will pay in addition to salary, a fringe benefit for full-time certified teachers in the amount of \$450.00 per month to be applied to the cost of the district's group health insurance plan. Upon termination or non-renewal of the teacher's contract of employment for any reason all board payments of fringe benefits shall terminate on the date employment with the district ceases.

B. Retiree Insurance

Retired employees and their dependents shall be entitled to continue coverage under the district-sponsored group health insurance program, provided the retired employee makes written application with the clerk of the board of education for such continued coverage within thirty (30) days following the retirement of the employee. Retired employees electing continued coverage shall be required to make the monthly premium payment for such continued coverage in advance of the due date of the premium to the carrier. The premium amount will be determined by the

carrier. Such payment shall be made to the board of education or directly to the insurance carrier, as may be determined by the Board. The coverage under the group health-care benefits will cease at such time as (1) the retired employee attains the age of 65 years of age, (2) the retired employee fails to make their required premium payments on a timely basis, or (3) the retired employee becomes covered or is eligible to be covered under a group plan of another employer.

C. **Insurance Refunds**

Any insurance refunds shall first be used to reduce the cost of future insurance premiums. If, for any reason, the district receives a cash refund for group health insurance, the amount of refund shall be distributed to the participating employees (including employees not subject to this agreement) and the Board in proportion to the contribution of each. Any payroll deduction or salary reduction amount shall be considered employee contribution. Any amount paid as a defined benefit shall be Board contribution. The employees entitled to a distribution shall be those employees participating in the district plan in the year the refund is actually received by the generated.

D. **Mileage** will be paid at a rate of \$0.56 per mile to those teachers that start their day teaching in either Long Island or Almena, and then commute to the alternate town, to teach, as part of their duty day. Teachers will be required to turn in those days, said travel occurred, to the district office at the end of the semester in order to get reimbursed for mileage.

Section 6

Salary Deduction

Whenever a teacher is absent from work for reasons other than those covered by paid time off, professional work, or other approved reasons, there shall be a deduction made for each day of absence at the teacher's daily salary rate. This deduction will be made whether a substitute is hired or not.

Section 7

Voluntary Tax Sheltered Annuities

The Board shall provide the opportunity for teachers to execute a voluntary salary reduction agreement for tax sheltered annuities to the extent allowed by federal law. Teachers may make the election to contribute to the voluntary tax sheltered annuity or modify the annuity agreement in a thirty (30) day period prior to September 1 and March 1 of each year. The companies allowed for execution of a tax sheltered annuity agreement shall be limited to three and agreed to by both parties.

Section 8

Dues Deduction

Upon receipt of a written authorization by a teacher, the Board will provide for the payroll deduction for association dues for the recognized representative of the teachers. The written authorization shall be filed with the superintendent within ten (10) days of the beginning of the contractual obligations. Once authorized, the deduction will continue until revoked in writing by the teacher.

The amount of the monthly deduction shall be provided to the Board by the association. The amount of the deduction must be supplied by the association within ten (10) days of the beginning of the teacher's contractual obligations. The association agrees that the Board will not be held responsible in any manner for the collection or payment of teacher association dues or the amount of the dues.

The Board will pay the amount of dues deducted each month to the treasurer of the teacher association.

ARTICLE 3-LEAVE

All leave will be adjusted in .25 increments. (may be taken in 30 minute increments; 2012)

- 0-2 hours = .25 day
- 2-4 hours = .50 day
- 4-5 hours = .75 day
- 6-8 hours = 1 day

Section 1

Paid Time Off (PTO)

All full-time teachers are entitled to twelve (12) days paid time off annually, accumulating to sixty (60) days.

Accumulated PTO will be determined at the end of each contract year. Assignment of additional annual PTO will be made on the first day of duty by the teacher in each contract year.

After an absence of two consecutive (2) days, a doctor's certificate may be required.

All teachers who have sixty (60) days of PTO available on the first day of the contract year shall be paid for days over forty-eight (48) at the end of the school year, at the rate of one-half (1/2) the daily rate for substitute teachers. Calculation and payment will be made at the end of the contract year.

Teachers have the option to request pay out of PTO in excess of five (5) days at one-half the daily rate for substitutes teachers by submitting request in writing to Board Clerk by the payroll cutoff date for December payroll (Thanksgiving). No other payment will be made to the teacher for unused PTO.

Upon the teacher ending employment with the district, the teacher will be paid for all unused PTO days at the rate of one-half (1/2) the daily rate for substitute teachers. If a teacher does not fulfill their contract or is suspended during the school year, then no sick pay will be redeemed.

PTO will not be allowed on those days immediately preceding or immediately following vacation or holidays, professional meetings, summer, or other school dismissals, unless prior permission is obtained from the Board of Education.

Section 2

Funeral and Bereavement Leave

An employee who is absent during his/her regularly scheduled work week due to the death of a spouse/significant other, child or stepchild, or parent or stepparent, may receive payment for reasonable and customary days absent, not to exceed five (5) regularly scheduled workdays for bereavement in conjunction with attending the funeral. An employee who is absent for funeral and bereavement during his/her regularly scheduled work week due to the death of a grandparent, grandparent-in-law, grandchild, parent-in-law, foster parent, brother, sister, brother-in-law, sister-in-law, daughter-in-law, or son-in-law may receive payment for reasonable and customary days absent, not to exceed three (3) regularly scheduled work days.

An employee may be required to furnish verification of the reason for the absence upon request of his/her supervisor or the Office.

Section 3

Annual Leave Accounting

At the end of the contract year, the Board will report to each teacher a status report of accumulated personal time off.

Section 4

Jury Duty

USD #212 teachers who are called to serve on a jury shall receive his or her regular pay while involved in such service. The teacher shall retain the jury service fee and all mileage, meals, and housing reimbursement.

Section 5

Professional Leave

Professional leave may be granted by the superintendent. Requests for professional leave must be presented to the superintendent at least one (1) week prior to the planned activity. All obligations for expenses must be approved in advance of the planned activity. If an administrator requests a teacher to attend a conference or meeting, the actual cost of registration, travel, housing and meals will be paid by the district.

Section 6

Military Leave

A Certified Staff employee who is a member of the National Guard or a reserve component of the U.S. Armed Forces shall be granted a leave with pay for active duty or active duty training for a period not to exceed 30 work days in any two (2) consecutive calendar years. *With prior approval of the Superintendent.*

Annual military active duty leave must be requested in advance. A copy of active duty orders must accompany the request.

Section 7

Unpaid Leave

A teacher may be granted unpaid leave subject to the prior approval of the Board.

Section 8

Covering Classes

When the office requests a teacher to cover a class, during their planning time for another teacher, the teacher covering will have the option to be paid at a rate equal to the current substitute pay rate or receive the same amount of time as PTO. If the teacher substitutes for one full period, they will be paid one-eighth (1/8) of the substitute daily pay rate or one hour of PTO. If the teacher substitutes for one-half (1/2) of a period, they will be paid one-sixteenth (1/16) of the substitute daily pay rate or one-half hour of PTO. The teacher and the period they cover needs to be listed on the absentee sheet.

Section 9

Salary Reduction Plan

The Board shall establish a salary reduction fringe benefit plan to comply with Section 125 of the Internal Revenue Code. The Board shall provide the opportunity for each teacher to execute a salary reduction agreement within ten (10) days of the beginning of the contractual obligations to cover all premiums for the employees selected benefits. Once the annual allocation for each selected benefit is made, the only change which will be allowed is as result of a change in family status as provided by federal statute or regulations.

Each teacher executing a salary reduction agreement for elected benefits may allocate an annual sum not to exceed the cost of the benefits selected to be used for the purchase of:

1. Group Health Insurance
2. Cancer Insurance
3. Salary Protection Insurance
4. Medical Reimbursement Plan
5. Dependent Care Reimbursement Plan
6. Hospital Insurance
7. Dental Insurance
8. Accident Insurance

Any unexpended money committed by the election of the teacher for any of the salary reduction benefits that may remain at the end of the plan year shall revert to the Board of Education.

Each teacher may execute a salary reduction election once each plan year within. After the annual election is made each year, the only changes which will be allowed in the election are for the fluctuations in the insurance premium amount or in the change in family status as defined by the Internal Revenue Code.

ARTICLE 4-EVALUATION

Section 1

Evaluation Procedure

1. Every teacher in the first two years of employment shall be evaluated at least once each semester by the sixtieth (60th) school day of the semester. Every teacher in the third and fourth year of employment shall be evaluated at least once each school year by February 15. Every teacher employed five (5) or more years shall be evaluated at least once every three (3) years and by February 15 of the year evaluated.
2. One formal evaluation and pre-observation conference shall be scheduled in advance by the evaluator. A post-observation conference will be held and a copy of the administrator's observation notes will be provided within five (5) school days. Further evaluation observations may be scheduled or unscheduled as determined by the evaluator. The teacher may request the formal observation be videotaped.
3. The number of evaluations as stated in paragraph 1 are a minimum. The administration has the right to conduct more frequent evaluations and observations. Observations will be done openly, and all observations for evaluation purposes will be done openly and with the knowledge of the teacher.
4. The evaluator shall complete written observation notes for all scheduled and unscheduled observations and a copy will be given to the teacher.
5. The evaluations shall be completed by the administrative staff.
6. Prior to completion of the formal evaluation, the evaluator shall observe the teacher for at least two class periods or two 30-minute sessions.
7. The evaluator shall meet with the teacher for completion of the formal evaluation prior to the due date.

8. The teacher may make a written response to the evaluation within two (2) weeks of the presentation of the evaluated document. The teacher's response will be filed with the evaluation document.
9. The Board and Association shall form an Evaluation Committee to review the current evaluation procedure and evaluation instrument in consideration of any changes in Board approved criteria. The committee shall include three (3) teachers and two (2) administrators. Any recommendations for change shall be provided to the Board and Association. The NVEA and the USD 212 Board of Education have agreed to use the KEEP evaluation instrument designed by the Kansas State Department of Education.

Section 2

Evaluation Instrument

The evaluation instrument is not included. It is available for review on the KSDE website. The Board retains the right to modify, add, change or delete the evaluation descriptions contained in the evaluation document.

Section 3

Plan of Assistance

In the event a teacher's evaluation indicates the need for corrective action or change of performance, the administrator may place the teacher on a plan of assistance.

Any plan of assistance shall be in writing and shall include:

- a. The assistance to be provided to the teacher by the administration.
- b. The actions or improvements to be achieved by the teacher.
- c. Identification of outside resources that may be available, if any.
- d. The time and criteria for future evaluation of the completion of the plan of assistance.

Written documents of the plan of assistance will be maintained in the same manner as evaluation documents.

The plan of assistance will be developed by the administration for any teacher prior to non-renewal by the board.

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ARTICLE 5-TEACHER GRIEVANCE PROCEDURE

Section 1

Teacher Grievance Procedure

A. Purpose

The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which from time to time arise affecting teachers. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure. This procedure includes the Americans with Disabilities Act.

B. Procedure

1. Level One

The aggrieved person should request an informal conference with his principal or other immediate superior within a reasonable time after he becomes aware of the grievance. At this conference the aggrieved person, either directly, or through the Association's grievance representative and the supervisor, will seek to resolve the matter informally.

2. Level Two

- (a) If the aggrieved person is not satisfied with the disposition of his grievance at Level One, or if no decision has been rendered within five (5) school days after presentation of the grievance, he may file the grievance in writing simultaneously with the Association President and the Principal within ten (10) days after the decision at Level One or fifteen (15) school days after the grievance was presented, whichever is sooner.
- (b) Within five (5) days after receipt of the written grievance by the Principal, the Principal will meet with the aggrieved person and his representative of the Association in an effort to resolve it.

3. Level Three

- (a) If the aggrieved person is not satisfied with the disposition of his grievance at Level Two, or if no decision has been rendered within five (5) school days after presentation of the grievance, he may file the grievance

with the Association's officer for review and transmittal to the Superintendent of Schools within five (5) days after the decision at Level Two or fifteen school days after the grievance was presented, whichever is sooner.

- (b) Within five (5) days after the receipt of the written grievance by the Superintendent, the Superintendent and the Building Principal will meet with the aggrieved person and his representative from the Association in an effort to resolve it.

4. Level Four

- (a) If the aggrieved person is not satisfied with the disposition of his grievance at Level Three, or if no decision has been rendered within five (5) school days after presentation of the grievance, he may file the grievance with the Association's officers for review and transmittal to the School Board within five (5) school days after the decision at Level Three or ten (10) school days after he has met with the Superintendent, whichever is sooner.
- (b) Within five (5) school days after receipt of the written grievance by the School Board, the School Board will meet with the aggrieved person and his representative from the Association in an effort to resolve it. (A quorum of the Board must be present for any official action to be taken.)
- (c) The Superintendent and Building Principal will be given a like meeting with the School Board. (A quorum of the Board must be present for any official action to be taken.)
- (d) The School Board will then render a decision in an effort to resolve the grievance.

C. Rights of Teachers to Representations

1. No reprisals of any kind will be taken by the Superintendent or by any member or representative of the administration, or the Board, against any aggrieved person, any party in interest, any Grievance Representative, and Association Officer, or any other participant in the grievance procedure by reason of such participation.
2. A teacher may be represented at all stages of the grievance procedure by himself, or at his option, by a Grievance Representative, selected by the Association. If a teacher is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the grievance procedure.

D. Miscellaneous

1. All documents, communications, and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.
2. Forms for filing grievance, serving notices, taking appeals, making reports and recommendations, and other necessary documents will be prepared jointly by the Superintendent and the Association, and given appropriate distribution by the Association so as to facilitate operation of the grievance procedure. The cost of preparing such forms shall be borne by the Board.

ARTICLE 6-REDUCTION IN FORCE

Section 1

Reduction of Teaching Staff

In the event the board decides the size of the teaching staff must be reduced, guidelines in the following proposal will be followed. Insofar as possible, reduction will be accomplished by attrition due to resignations and retirement.

The following steps will be utilized by the district's administrative staff:

To determine the number of teaching positions to be reduced, the administrative staff will ascertain the educational program for the district to meet the educational goals established by the board. The number of teachers needed to implement the district's educational program will then be determined by the administrative staff based on those educational goals as determined by the board.

All teachers will be evaluated in relation to the educational goals of the district. Individual qualifications and specific skill areas or disciplines shall be ascertained and applied to the teacher needs of the district. Evaluation forms, instruments or tools will be used to measure each staff member's teaching ability.

In the event two or more teachers have similar qualifications, skills and teaching abilities in a teaching area deemed necessary to fulfill the district's educational goals, the superintendent shall recommend **a more experienced teacher** before recommending a **less experienced** teacher for the position in question.

Any certified employee who has not been re-employed as a result of reduction of the teaching staff shall be considered for re-employment if a vacancy exists for which the teacher would qualify. The superintendent will recommend to the board reinstatement of any such teacher whom he deems qualified and able to serve the best

interests of the district. The board shall not be required to consider reinstatement of any such teacher after a period of one year from the date of non-renewal.

ARTICLE 7 -DISCIPLINE, SUSPENSION AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly. The district wishes to retain, recruit, and equip staff who model professionalism, continued personal growth, and whose skills are utilized appropriately to benefit the district's students.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of District Policies or Laws: The form of discipline imposed for violations of district policies or laws may range from an oral reprimand to termination of employment or discharge non-renewal of contract depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful, and whether the employee has been the subject of prior disciplinary action of the same or a different nature. District policies and laws to which this provision applies include:

1. All policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance: An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge non-renewal of contract. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by a measurable plan of improvement. The plan of improvement will be collaboratively developed, but the final decision on the plan rests with the designated administrator. This administrator will also provide guidance, help, and encouragement to improve. The employee will be given ~~from the employee's supervisor and reas~~ reasonable time for correction of the employee's deficiency.

C. Misconduct: Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;

13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

A. The forms of discipline that may be imposed by the school district include, but are not limited to:

1. oral warning;
2. written warning or reprimand;
3. probation;
4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay; *and*
6. dismissal/termination or ~~discharge~~non-renewal from employment.

B. Other forms of discipline, including any combination of the forms described in paragraph A above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
2. Provide directives to the employee to correct the conduct or performance.
3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or ~~discharge~~non-renewal an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

VI. RIGHTS OF EMPLOYEES RECOMMENDED FOR TERMINATION OR NON-RENEWAL

A. After three complete years of service, employees recommended for termination or non-renewal of contract have a right to:

1. Provide written information to the board regarding the termination or non-renewal
2. Meet with the board in executive session to hear the reason for the proposed termination or non-renewal, and to respond

UNIFIED SCHOOL DISTRICT NO. 212

GRIEVANCE REPORT FORM

Procedure: Level II – Principal ___ Level III – Superintendent _____ Level IV – Board _____ Date Filed _____

(Check one to indicate level of grievance)

Name of Grievant

Building

Assignment

A. Date cause of grievance occurred: _____

B. Relevant contract provisions: _____

C. Statement of grievant's claim (statement of facts upon which grievance is based – use additional pages if necessary.)

D. Relief Desired: _____

Signature: _____

Date: _____

.....
Date Received: _____

E. Disposition by the appropriate administrator (attach additional pages if necessary)

Signature: _____

Date: _____

Unified School District No. 212
“B” Supplemental Salary Schedule for Teachers
2024 - 2025

The salaries for each position are computed by multiplying the listed percentage by the base of the regular teachers’ salary schedule.

Athletics (A)

A. Basketball

High School Level

Head Coach – Boys (1)	11.50%
Head Coach-Girls (1)	11.50%
Assistant Coach-Boys (1)	8.00%
Assistant Coach-Girls (1)	8.00%

Middle School Level

Head Coach-Boys (1)	8.00%
Head Coach-Girls (1)	8.00%
Assistant Coach-Boys (1)	6.25%
Assistant Coach-Girls (1)	6.25%

B. Cheerleading

High School Level

Head Coach (1)	8.00%
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Middle School Level

Head Coach (1)	6.25%
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C. Cross Country

High School Level

Head Coach (1)	9.75%
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D. Dance Team

High School Level

Head Coach (1)	6.25%
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E. Football

High School Level

Head Coach (1)	11.50%
Assistant Coach (2)	8.00%

Middle School Level

Head Coach (1)	8.00%
Assistant Coach (1)	6.25%

F. Golf

High School Level

Head Coach (1)	11.50%
Golf Sponsor (only when a coach has not been hired)	9.50%

G. Track

High School Level

Head Coach (1)	11.50%
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Assistant Coach-Boys/Girls (2)	8.00%
<u>Middle School Level</u>	
Head Coach-Boys (1)	8.00%
Head Coach-Girls (1)	8.00%
Assistant Coach-Boys/Girls (1)	6.25%

H. Volleyball

<u>High School Level</u>	
Head Coach (1)	11.50%
Assistant Coach (1)	8.00%
<u>Middle School Level</u>	
Head Coach (1)	8.00%
Senior Class Sponsor	2.00%

<u>Middle School Level</u>	
Service Club (1)	4.00%
Scholars Bowl (Class I)	4.50%

Administrative and Special Assignments

General Fund (Administration):

Athletic Director-High School (1)	18.00%	(With one (1) class period
provided daily as the schedule allows)	OR	12.50% (With two class periods
provided daily as the schedule allows)		
Jr. High Athletic Director	6.00%	(With one (1) class period
provided daily as the schedule allows)	OR	8.50% (With no class period
provided daily as the schedule allows)		
Head Teacher	8.00%	
Driver Education	10.00%	
Transportation Director	4.00%	
MS Technology Asst.	4.50%	(OR one class period to a
MS teacher for the purpose of handling daily technology issues in Long Island.)		
HS Student Success Coordinator	0.00%	(With one (1) class period
provided daily as schedule allows)	OR	4.00% (With no class period
provided daily as schedule allows)		

Chairman of the Sit Team

\$40 per Referral

Curricular Contract Extensions

Vocal & Instrumental Music	11.9%	When duties are divided
between two teachers	OR	14.00% When one teacher does all
FFA	13.00%	
Yearbook Sponsor & Photo	11.00%	

**Unified School District No. 212
Almena, Kansas**

Salary Schedule for Coaches

Class I	Class II	Class III	Class IV	Class V
4.50	6.25	8.00	9.75	11.50

Class Definitions:

Class I – J.H. Scholars Bowl Coach

Class II – Middle School Assistants, Middle School Cheer, HS Dance Team, KAY Sponsor & HS Scholars Bowl

Class III – High School Assistant Coaches-Volleyball, Football, Basketball, Track Middle School Head Coaches, HS Cheer

Class IV – High School Head Coaches Cross Country, & Forensics Coach

Class V – High School Head Coaches Basketball, Football, Volleyball, Track, & **Golf**

USD #212 Teacher Hiring Schedule
 2024-25 School
 Year

Base	37000
Vertical	425
Horizontal	600
Masters	1500

Step	BA	BA+10	BA+20	BA+30	MA	MA+15
1	37000	37600	38200	38800	40300	40900
2	37425	38025	38625	39225	40725	41325
3	37850	38450	39050	39650	41150	41750
4	38275	38875	39475	40075	41575	42175
5	38700	39300	39900	40500	42000	42600
6	39125	39725	40325	40925	42425	43025
7	39550	40150	40750	41350	42850	43450
8	39975	40575	41175	41775	43275	43875
9	40400	41000	41600	42200	43700	44300
10	40825	41425	42025	42625	44125	44725
11	41250	41850	42450	43050	44550	45150
12	41675	42275	42875	43475	44975	45575
13	42100	42700	43300	43900	45400	46000
14	42525	43125	43725	44325	45825	46425
15	42950	43550	44150	44750	46250	46850
16	43375	43975	44575	45175	46675	47275
17	43800	44400	45000	45600	47100	47700
18		44825	45425	46025	47525	48125
19		45250	45850	46450	47950	48550
20			46275	46875	48375	48975
21				47300	48800	49400
22				47725	49225	49825
23				48150	49650	50250
24				48575	50075	50675
25				49000	50500	51100
26				49425	50925	51525
27				49850	51350	51950
28				50275	51775	52375
29				50700	52200	52800
30				51125	52625	53225
31				51550	53050	53650
32				51975	53475	54075
33				52400	53900	54500
34				52825	54325	54925
35				53250	54750	55350
36				53675	55175	55775
37				54100	55600	56200
38				54525	56025	56625
39				54950	56450	57050
40				55375	56875	57475

