



2015-2016 ANNUAL REPORT OF ACTIVITIES

EDUCATIONAL SERVICE UNIT 9

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GOVERNANCE



The Educational Service Unit 9 Board consists of eight (8) members elected from designated voting districts.

Members of the 2015-16 Educational Service Unit Board:



President
Dave Fisher
Hastings, District 7



Vice-President
Glen Larsen
Hastings, District 5



Secretary
Sue Brown
Hastings, District 8



Dr. Don Burling
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Craig McMahon
Blue Hill, District 1



Ken Spray
Clay Center, District 4

ESU 9 LEADERSHIP



Dr. Kraig James Lofquist
Chief Administrator



Jenise Straight
Director of Special Services/Human Resources



Jackie Ediger
Director of Professional Development



Gary Needham
Director of Technology & Media



Larry Fox
Director of Finance

ESU 9 SUPERINTENDENTS

School	Superintendent
Adams Central Public Schools	Mr. Shawn Scott
Aurora Public Schools	Mr. Damon McDonald
Blue Hill Public Schools	Mr. Joe'l Ruybalid
Doniphan-Trumbull Public Schools	Mr. Kirk Russell
Giltner Public Schools	Mr. Larry Lambert
Hampton Public Schools	Mrs. Holly Herzberg
Harvard Public Schools	Mr. Michael Derr
Hastings Public Schools	Mr. Craig Kautz
Kenesaw Public Schools	Mr. Robbie Thompson
Red Cloud Public Schools	Mr. Brian Hof
Silver Lake Public Schools	Mr. Mel Crowe
South Central Unified Schools	Dr. Randy Gilson
Superior Public Schools	Mr. Charles Isom
Sutton Public Schools	Mrs. Dana Wiseman



A Message from the Chief Administrator

It is the mission of Educational Service Unit 9 to Educate, Empower, and Inspire Lifelong Learners.

The aforementioned mission statement was developed by all Educational Service Unit 9 stakeholders and provides the focus for all we do for our area schools.

This annual report is provided to:

- give an overview of all ESU 9 services provided to area school districts;
- meet legal requirements as set forth by Nebraska State Statute;
- share important information regarding ESU 9 accreditation, and provide data which helps to guide the decision making process.

It is our pleasure to serve fourteen (14) school districts and several parochial schools and their 9,600 students in five and one-third central Nebraska Counties. These central Nebraska counties include Adams, Clay, Hamilton, Nuckolls, Webster, and the southern one-third of Hall County.

Educational Service Unit 9 has a strong partnership with local school districts who contract with the service unit for a variety of special education services. Local districts also receive excellent service regarding professional development, technology infrastructure, instructional technology and media services. Unlike contracted services, the latter is provided through “core service” funding which has been supplemented by tax dollars the past several years.

The Nebraska Department of Education (NDE) has established a two-prong accreditation process for Educational Service Units. First, NDE Rule 84 requires an “annual compliance” report that indicates the service units are meeting aspects of Nebraska Law. Secondly, Educational Service Units are required to be accredited every five years. During those five years, Educational Service Units develop strategic plans based on a variety of data. The highest level of accreditation is provided by AdvancEd. During the 2013-14 school year, Educational Service Unit 9 completed the rigorous AdvancEd accreditation process and subsequently received the highest level of accreditation. However, this was not the end of our continuous, quality improvement journey, but a new beginning. For the 2014-19 timeframe, Educational Service Unit 9, along with all stakeholders, created a strong strategic plan that will ensure internal and external growth.

On behalf of the Educational Service Unit 9 Board, I thank you for taking the time to review this report. In the event you have questions, feel free to contact me.

Most Respectfully,

A handwritten signature in black ink that reads "Kraig James Lofquist". The signature is written in a cursive, flowing style.

Dr. Kraig James Lofquist
Chief Administrator
Educational Service Unit 9

Proud to Be





Special Services

Children between the ages of 0-21 are eligible for special education programs if they are verified as children with disabilities according to state guidelines. School districts contract with ESU 9 for the following services.

Speech/Language Pathology



Speech/language pathologists provide assessment and intervention/instruction to students with communicative disorders from birth through 21 years of age. They work as a team with local district special education resource teachers, other special education personnel such as OTs, PTs, deaf educators, etc; and provide direct consultation to classroom teachers.

Early Childhood Education Services

Early childhood education services cover children from date of diagnosis to age five. Children below age three are usually served in the home environment or child care center/provider home, while children age three or older are primarily served in center-based programs which include non-disabled peers, Head Start, and private pay children. Center based programs are located in Adams and Webster Counties.



Life Skills Program



The Life Skills Program is a regional program located in Hastings Public Schools. The program provides specialized instruction for students with moderate to severe disabilities in areas of:

- Independent living
- Community integration
- Vocational skill development
- Functional academics

18+ Program

The 18+ Program is a regional program located at Central Community College (CCC). The goal of the program is to educate students to become contributing members of the community. The community-based curriculum provides students with opportunities to participate in CCC classes, vocational job sites, recreation activities and independent living skills.



Deaf and Hard of Hearing Services



Students with hearing impairments are served in their local school districts by a staff of deaf educators and educational interpreters. The deaf educators and interpreters work as part of the local school team with other special educators and classroom teachers.

Low Incidence Programs

Children identified as visually impaired are served by a vision consultant. Children receive both direct services and consultation in the schools and in ESU 9 regional programs. ESU 9 assists in the coordination of occupational and physical therapists from agencies serving schools and programs.



Diagnostic Support Services



Schools in ESU 9 contract for assessment services, which are required to identify, diagnose, and verify students with disabilities. In addition to qualifying students for special education, this service provides information about students' abilities, along with recommendations for teaching strategies for special education and classroom teachers. The core assessment center team for children over age five consists of school psychologists, resource staff and speech/language pathologists. The team also includes, as needed, occupational and physical therapists and deaf educators.

Below Age 5 Diagnosis

For children needing assessment services below the age of five, ESU 9's core team consists of a school psychologist, speech-language pathologist, and early childhood special educator. Other members may include the occupational and physical therapist and service coordinator for children under the age of three.



Special Education Transportation



Area schools contract with ESU 9 for transportation of students to regional preschool programs and to the Life Skills Program in Hastings. ESU 9 drivers average over 50,000 miles per year.

Education Coordinators

Some schools in the ESU 9 area contract with ESU 9 for education coordination services. Education Coordinators serve local school districts in a variety of ways. Major duties include:



- Advising schools on special education compliance issues;
- Providing consultation and training to the district's' resource teachers;
- Providing assistance in student programming;
- Assisting in assessment at the school district level; and
- Providing assistance as required in dealing with parent concerns.

Supervisors



The supervisors of the speech-language pathology, Life Skills, hearing impaired, and early childhood programs provide many of the same services as the education coordinators and are responsible for the evaluation of the ESU 9 staff serving in these programs.

School Transition Specialists

Under IDEA federal special education requirements and Nebraska requirements, school districts are responsible for insuring that each special education student, age 16 and older, has a transition plan that promotes movement from school to post school activities such as employment, post-secondary education, and independent living. Basically, this important “transition period from school to work” is designed to expand career opportunities for special education students.



School transition specialists assist school district special education personnel with finding job training sites, conducting career assessments, and formulating IEP transition plans for special education students. School transition specialists also provide training to school personnel in topics related to transition.

Special Projects

Central Western Nebraska Partnership For Deaf and Hard of Hearing Students and Their Families

The basic educational needs of deaf and hard of hearing students are met through local school district programs. School districts contract with ESU 9 for the services of deaf educators and educational interpreters. With the closing of the Nebraska School for the Deaf, there was a need for regional programs to provide enhancement services that were previously provided through the state program. The Nebraska Department of Education established a funding system to support enhancement services through regional programs across the state. ESU 9 operates the Partnership to provide these enhancement services in order to meet the unique needs of deaf and hard of hearing children and their families.



Title 1 Cooperative Services

Title 1 of the Elementary and Secondary Schools Act of 1965 is a federally funded program designed to give additional assistance to students whose performance in reading and math is below the level appropriate for their age or grade. Schools who are members of



the Cooperative benefit from the assistance of the ESU 9 Title I consultant and financial director.

ESU 9 helps member districts by preparing the annual Title I application, program evaluation, and budget. The Title I consultant works directly with the district's Title I teachers and building administrators to ensure that Title I guidelines are being met. The consultant also provides consultation and ongoing training to local district Title I teachers related to student instructional strategies. ESU 9 school districts participating in the Title 1 Cooperative Services include: Adams Central, Superior, Doniphan-Trumbull, Hampton, Red Cloud, South Central, Blue Hill, Silver Lake, and Kenesaw.

Improving Learning for Children with Disabilities

The Nebraska Department of Education (NDE) Special Populations Office and ESU 9 collaborate in the provision of support to school districts, children with disabilities (birth to 21), and their families in the ESU 9 area. This collaborative project provides an opportunity for NDE and ESU 9 to better focus their efforts and support school districts, children with disabilities and their families in a more effective and efficient manner. Specific responsibilities include the areas of training, technical assistance, technology, and project evaluations.

NDE Transition Grant

Educational Service Unit 9 is the fiscal agent for a grant from the Nebraska Department of Education, Office of Special Education, which became effective July 1, 1999.

The Nebraska Transition Project is a statewide initiative through which services are planned for students with disabilities in the transition age category, 14-21. Barb Fischer of ESU 9 serves as the grant coordinator. Rita Hammitt, who is based at ESU 3 in Omaha, works with Barb in her role as project director. Rita became project director of the Transition Systems Change Grant in 2011 for the Nebraska Department of Education Office of Special Education, and continues to serve as State Transition Coordinator of the Nebraska Department of Education Office of Special Education.



The basic purpose of the Individuals with Disabilities Education Act (IDEA) and the

grant is to better prepare students with disabilities to enter the workplace, go on for further training, become as independent as possible, and contribute to society. Further, the intent is to enable students to gain access to the services that are necessary for them to accomplish the outcomes they desire and to have services in place before they leave school.

CORE SERVICES

Core services are provided by the ESU to all member school districts. Core services shall be defined by each ESU as follows:

- Staff development, which shall include staff development related to improving the achievement of all students; and
- integrating technology into classroom instruction.

Core services shall improve teaching and student learning by focusing on enhancing school improvement efforts, meeting statewide requirements including but not limited to accountability requirements, and achieving statewide goals in the state's system of elementary and secondary education.

Core services shall provide schools with access to services that:

- the ESU and its member school districts have identified as necessary services;
- can be efficiently provided by each ESU to its member school districts; and
- can be adequately funded to ensure that the service is provided equitably to the state's' public school districts.

Core services shall be designed so that the effectiveness and efficiency of the service can be evaluated on a statewide basis; and

Core services shall be provided by the ESU in a manner that minimizes the costs of administration or service delivery to member school districts.

Professional Development Services



The mission of ESU 9 Professional Development Team is to improve student learning through professional experiences designed to strengthen the knowledge, beliefs and practices of educators.

Professional Development

Workshops that are identified through needs assessments and local school improvement plans are provided through the Professional Development Department either on-site or on a regional basis. Professional learning opportunities include facilitation of curriculum development and alignment to state/local standards, training related to research-based instructional strategies, classroom management, leadership development, assessing student learning, write traits writing, and other topics related to special populations.

School Accreditation Support

A key service to area school districts is the availability of training and facilitation for continuous school improvement. This training is available as both regional workshops and onsite facilitation with school teams. The training supports all the elements of the school improvement process including a model for improvement, analyzing assessment results and using results to inform decisions, developing the school profile and writing target area goals, identifying targeted interventions, defining quality instructional strategies for the action plan, measuring and reporting results on goals and designing results-based staff development. Professional Development staff will also provide onsite support during accreditation visits and will facilitate follow-up processing of results. In addition, staff can also work with school board members in developing knowledge and understanding regarding accreditation.



Consortium and Grant Coordination

The ESU 9 Professional Development Department has successfully managed the Title II-A consortium related to state and federal program dollars from member school districts. The grant and consortium project allows the Professional Development team to collaborate with area districts in the planning, coordination, and facilitation of trainings that benefit teachers, administrators, support staff, students, and school board members. These trainings are designed to promote the improvement of student learning with particular focus on school improvement,

curriculum, standards, assessment, instructional strategies, and working with special populations.

Title II-A consortium goals were supported by sustaining the content-area cadres as well as the Adolescent Literacy Project (ALP). The Adolescent Literacy Project has provided many of our teachers with ongoing professional development in the areas of engagement, vocabulary and comprehension. In addition, these funds supported MAP training and facilitation, DIBELS, Math training, Regional Writing, Data Retreat, Flipped Learning for K-12 Educators, and Quantum Learning

A second focus for the Title II-A consortium continues to be the development of engagement strategies for teachers of all skill levels. This year we continued the implementation of onsite classroom facilitation coaching. These events lead to team members having direct student impact with approximately 8000 contact interactions with students.

Instructional Technology

The instructional technology component of professional development services is invaluable to local districts. The goal of this service is to assist school personnel with the application of technology to a wide variety of teaching and administrative functions. For example, for school administrators, training and support is available in the use of technology for state reporting, tracking student data, and other administrative functions in the district. For classroom teachers, training is available on the use of technology to enhance the curriculum. Advanced training is available for interactive instruction and technology to develop lessons plans and technology in all aspects of the curriculum. Students are also a group directly served by Professional Development. Each year the PD/IT staff members collaborate with other departments to provide an instructional technology conference (iTi Conference) for regional schools. This annual event is designed to support the developing skills and knowledge of all school staff.

Finally, during the 2015-16 school year, numerous schools participated in a research based survey entitled Clarity by BrightBytes. Survey results indicated where efforts could be placed to improve the use of technology in schools.

Leadership Cadre



Effective schools have effective leaders. These leaders can be found in the principal's office or a classroom down the hall-but leaders they are. Gathering these people together allows them to share ideas, ask important questions, and engage in meaningful dialogue. Leadership Cadre provides time and space for this work of sharing and gathering information as well as developing new ideas. During the 2015-16 academic year, this cadre focused on technology integration,

instructional framework, teacher evaluation, state reporting, data analysis and continuous improvement.

Content Cadres

The Professional Development Department has the invaluable ability to network educators with other educators. Opportunities for dialogue exist in many forms but the most corroborative occurs through content cadres. During 2015-16 teachers came together as content representatives from their districts to share ideas, gain access to information and resources, and to identify solutions to common challenges. Cadres are available for Literacy, Elementary, Math, Science, Social Studies, Art, Counselors, PE, Foreign Language, MAP, Music, Library Media Specialists, SIP/Data, and Technology. The Professional Development Department also offers a Professional Development Library with reference materials and technology available for checkout.

Core Service publishes *Nine's Lines*, a monthly publication that features instructional articles, professional development activities, and school-related information for teachers, administrators, and all stakeholders in the ESU 9 area. This document is available online at <http://prodev.site.esu9.org/nines-lines/>.

Classes for Credit

The ESU 9 Professional Development Department facilitates the offering of graduate credit to area educators for a variety of trainings on an on-going basis. This work is done in collaboration with Hastings College and Doane University.

Administrative Services

The ESU 9 Department of Financial Services prepares the special education cost estimates for each school contracting for services on an annual basis. This office also prepares the school age and below age five final financial reports for each school, as well as budget and cost information for ESU 9.

This department is also responsible for cooperative purchasing. Local schools realize substantial savings each year by volume purchasing of supplies, equipment, paper, computers, and many other items through the cooperative purchasing program.

PERSONNEL SERVICES

The ESU 9 Personnel Office recruits, hires and assigns staff to area schools. ESU 9 employs approximately 85 personnel to serve in school districts and the main office. Other services of this office include hiring



substitutes for ESU regional programs, operating a mentor program and maintaining certification requirements.

COMPLIANCE SERVICES

A part of ESU 9 funded supplemental services to schools is the compliance service. ESU 9 works with schools to help assure that laws and regulations governing special education and Title I are being properly interpreted and followed.

One major function of this service is to assist schools in dealing with issues where there is disagreement over what is an appropriate education for a child. Since the special education law affords parents the right of due process, compliance services are designed to help avoid or reduce costly appeals and help assure the child's right to a free and appropriate education.

This service assists schools in developing policies and procedures governing special education, student records e.g. (rights and privacy, inspection and review), and other policies required by law or sound management practice.

RESOURCE MATERIALS

Resource materials consisting of printed materials (professional library, journals, references), instructional aids, and assessment instruments are maintained on a checkout system to ESU 9 staff and schools.

Media and Technology Services

The ESU 9 media center continues to adapt to changing technology while providing reliable, consistent, and relevant services and resources to schools.

Technology Infrastructure services are also provided by the same team. Historically, school district technology needs were similar enough that a one-size-fits-all approach had been taken to Internet access, repair, and server support. 2015-16 marked a significant shift in the funding mechanism for fee-based services, allowing ESU 9 to begin development of customized services based on individual district needs.

Media and Curricular Technology Services

As a component of the transition toward *blended learning*, the Media Center has a continued role in providing technology and instructional materials that supplement school curriculum. Transitionally, a committee of school representatives convened in November 2015 to guide these adjustments. Several decisions were initiated by that meeting to guide changes in service for 2016 and future years.



The ESU 9 Media Center will continue to supplement school libraries by maintaining a current collection of resources difficult for individual schools to provide on their own. Additionally, we will provide training for teachers on blended learning technologies that can be used within their classrooms.

Media Library



What began as a 16mm film and filmstrip library is now mostly a virtual library. 2014-15 marked the last year of VHS library checkout except for select unique items. 2015-16 marks the last year of a weekly delivery route of DVDs and equipment to schools.

These items have been replaced with online video subscription through Learn360 and duplication of the DVD library for each school district. Video checkout this year totalled 621 items, down 30% from the prior year. Learn360 online access included 2,454 items, up 2% from a year earlier.

A committee began work on an Overdrive eBook library in 2015-16 as well. Seed money was expended to start the book collection, though the online service will not be available until 2016-17.

Most ESU 9 schools receive the World Book Online encyclopedia. Utilization of World Book has been strong and continues to grow. While individual usage sessions declined to 6156 in 2015-16, the volume of usage per session was higher, nearly doubling the number of searches and “hits” to the server from the prior year..

Equipment Loan

The Media Center maintains an inventory of audio-visual equipment to assist the schools with equipment which is rare or needed infrequently enough that schools do not have their own. Both audio-visual creation and viewing systems are available, such as camcorders, audio recorders, document cameras, projectors. The equipment needs of schools are continually changing, but both old and new equipment are found to be in demand due to archives schools wish to view or convert to new formats.

In 2015-16, a makerspace equipment collection was also started. Makerspaces are generally set up as a “center” area in a media center or classroom where students can spend unguided time in creativity and problem solving. Generally, these spaces change every several weeks, so a centralized collection of equipment can keep all the equipment used more often than the once-per-year that might occur in a single school. The collection currently contains electronics kits and beginner robots, but can grow based on future demand.

Equipment checkout increased significantly in the 2015-16 school year, nearly tripling to 489 items. This growth confirms the idea that we need to grow and modernize our equipment library, though we also regularly check out some of the oldest equipment in the library. This checkout rate will be perhaps the one most affected by the loss of the delivery route, but the department will work to sustain it.

Distance Learning

Like the video library service, distance learning is at a crossroads in its technology and use in schools. In 1998, distance learning technology started in the ESU 9 area with full-room systems. Recently, most of the rooms have been converted to carts. The improved quality of high definition (HD) systems and affordability of desktop conferencing solutions are now facilitating additional changes.



For 2015-16, participation in interactive distance education courses is cut roughly in half. This year, 15 courses were received from other schools, while 6 originated

from the ESU 9 area, for a total unduplicated course count of 17. The number of remote students in the courses between different districts totalled 53. Two courses were held between high schools in the same district, for which student count was not reported. Continuing the trend from a year ago, foreign language courses are now a minority of the classes offered and taken. Dual-credit math and English courses are now most popular, accompanied by Spanish, German, psychology/sociology, and the sciences.

Poster Printing

In 2015, ESU 9 added a poster printing service. Posters can be printed in widths up to 42" wide with virtually unlimited lengths. Several schools took advantage of the service, resulting in 86 separate poster orders for 493 square feet of posters. More than one-third of this amount occurred in the month of April.

Lamination



The ESU 9 Media Center provides laminating for our schools in 24" widths. While many schools have their own equipment, we provide the service to those who do not have the equipment or if their school laminator is in for repair.

Mail Service

2015-16 was the final year for the ESU 9 weekly delivery route to schools. Some adjustments will be ongoing as itinerant staff have mail to send to the office, technology repairs are needed, or local museum newsletters are sent to students.



Technology services

Core Service Infrastructure

ESU 9 is a member of Network Nebraska, and the services from ESU 9 and Network Nebraska combine to serve as the ISP for all public school buildings in the area. As an ISP, ESU 9 provides email accounts, web filtering and email filtering, DNS service, web hosting, and mailing list service.



The partnership with Network Nebraska allows schools to manage networks in a more adaptable manner due to the individual connections to the state "backbone." With cloud services and new types of devices, growth in bandwidth is becoming less predictable; a flexible network design is key in serving schools with agility.

Re-negotiated state contracts resulted in exponential growth between 2015-16 and 2016-17. Contracted aggregate bandwidth sat around 600 Mbps for several years, adjusted to 750 Mbps in 2015-16 and will be 2,500 Mbps in 2016-17.

Increased bandwidth also means significant hardware upgrades. Many schools upgraded firewalls in 2016 with the help of ESU 9 and a consortium e-rate application. The net result is a purchase of hardware that would be needed anyway at approximately 40% savings over the already discounted state contract price. Additionally, the consortium bid process resulted in a single firewall platform, making support of the devices much easier.

In addition to traditional firewall functionality, the purchased devices also have capabilities in web and application filtering. As the unpredictable bandwidth increases have made it difficult for ESU 9 to maintain a centralized filtering service, schools may be taking this on for themselves. The ESU filtering service does continue as a viable option for districts who maintain a “client filter” individually installed on the student-issued devices, as centrally purchased client filtering is still significantly less expensive than individually negotiated contracts.

Technology Meetings, Workshops, and Consultation

Technology consultation is provided to schools to assist in e-rate, network design and utilization, purchasing and troubleshooting.



In order to increase reliability and consistency of technology services, local school technology staff need to have an understanding of both services provided by the ESU and their own role within the school. By working together with the school personnel toward mutual agreement about those roles, then training accordingly, ESU 9 services remain relevant to the schools. In 2012-13, ESU 9 established three annual cadre meetings of the network coordinators and continued the practice of two guided e-rate workdays. These are in addition to any services offered by the Professional Development department. During relevant cadre meetings, blended learning technologies are a regular agenda item.

For 2015-16, six schools requested assistance from ESU 9 in proper filing of E-Rate paperwork to upgrade wireless networks within the school. Changes in the on-line E-Rate filing process also created challenges for schools. As a result, ESU 9 will offer E-rate filing services in future years in addition to the free consultations that have been available in the past.

School network complexity is growing as facility management is now being added to many networks. This complexity increases the need for measurement and statistics of network performance. Network Nebraska has been able to provide some services in this area, but they will likely prove insufficient in future years. ESU 9 was able to

participate in a statewide purchase of PRTG monitoring software as a way to assist schools in future network troubleshooting and proactive changes.

One district continues to contract for ongoing technology support. A 0.20 FTE staff member is provided in networking support, and an hourly contract is in place to implement more technology-based career curriculum, even down to the elementary level.

Computer and Electronics Repair

The technology repair service is a full-time staffed position, giving school technology personnel the opportunity focus on software and classroom applications rather than hardware problems. In 2015-16, repair quantity decreased 15% to 448. This is the first decrease in recent years, and can be attributed to several factors. A higher-than-average number of school districts refreshed their student devices in 2016. More schools are moving to Chromebooks over Apple hardware as their preferred device. Additionally, ESU 9 announced a change in our pricing model for repair in February. Though it did not take effect until the end of the reporting period, some schools likely began searching for new providers with the announcement of per-device hardware repair charges.



Computer Software License Agreements



ESU 9 has made a commitment to pursue and acquire the licensing and discount buying capability for schools to have access to good quality educational computer software. It is again through the combined efforts of the ESUCC and NDE that these contracts are possible and affordable to schools. Discount pricing was available for Adobe, Microsoft, Canvas, and other educational software.

Budget Report



Public notice is hereby given, in compliance with the provisions of Nebraska School Law Section 79-1228, that the following is a report of the activities of the Board of Educational Service Unit 9 during the period beginning September 1, 2015, and ending August 31, 2016.

RECEIPTS

Local Taxes	1,659,244
Other Local Sources	4,951,361
State Sources	701,831
Federal Sources	644,165
Non-Program Sources	602
Transfer From Other Funds	0

Total Receipts **7,957,203**

EXPENDITURES

Instruction	4,434,097
Support Services - Instructional Staff	125,908
Support Services - General Administration	252,445
Support Services - Business	351,669
Support Services - Building & Grounds	142,189
Support Services - Pupil Transportation	64,660
Support Services - Materials & Equipment	195,310
State Projects	1,549,470
Federal Projects	802,207
Non-Program Expenditures	0
Transfer of Funds	0

Total Expenditures **7,917,955**

Beginning Cash Balance **4,973,408**

Addition (Subtraction) Cash Reserve **39,248**

Ending Est Cash Balance **5,012,656**