

**Ashland-Greenwood Public Schools' Claims****General Fund Claims****December 16, 2013**

<b>Check #</b>	<b>Vendor</b>	<b>Amount</b>	<b>Description</b>
031732	Voided-Clerical Error-wrong amount		
031733	Seminole Retail Energy Serv	\$ 536.11	All Areas: Natural Gas
031734	Robert Steven Gress	\$ 3,600.00	Maintenance: Supplies
031735	AG Payroll Acct	\$ 270,770.88	Net Payroll
031736	AGEA	\$ 2,667.50	Employee Dues
031737	Blue Cross and Blue Shield of Nebraska	\$ 90,303.80	Payroll Employee Health Ins
031738	COREBank	\$ 9,763.93	Payroll Section 125 Deduct
031739	Guardian	\$ 768.15	Payroll Employee Life Prem
031740	Madison National Life	\$ 1,173.95	Payroll LTD Insurance Prem
031741	MidAmerica 403b	\$ 1,875.00	Payroll Annuity Deduction
031742	AG Payroll Acct	\$ 12,217.37	Payroll State Tax Wthhldg
031743	AG Payroll Acct	\$ 120.06	Child Support Order
031744	AG Payroll Acct	\$ 92,615.12	Payroll Federal Tax Wthhldg
031745	Retirement	\$ 77,679.98	Payroll Retirement Wthhldg
031746	TheStandard	\$ 797.34	Employee Vision Plan
31747	AmSan	\$ 3,243.51	Custodial: Supplies
31748	Anderson Print Group	\$ 334.18	All Areas: Envelopes
31749	ASCD	\$ 254.00	Curr. Supv: Dues
31750	Ashland Disposal Service	\$ 215.00	Custodial: Waste Removal
31751	Bishop Business Equipment Co	\$ 1,469.30	Copier Usage & Staples
31752	Blackboard Connect Inc	\$ 2,218.50	Instruction: Alert Now
31753	C & L Hardware	\$ 25.36	Maint & Custodial: Supplies
31754	Brooke L Cheleen	\$ 422.77	Physical Therapy
31755	City Of Ashland	\$ 2,072.25	All Areas: Water & Sewer
31756	Eakes Office Plus	\$ 221.19	Admin: Copier Count
31757	Egan Supply Co.	\$ 347.36	Custodial: Supplies
31758	Enchanted Learning, LLC	\$ 125.00	Media: Subscription renewal
31759	Esu #3	\$ 13,324.30	Student Tuition
31760	Educational Service Unit No 6	\$ 412.13	Instruction: SENCAP Tuition
31761	Fremont Public Schools	\$ 45.00	Title I: Reading Recovery Contract
31762	Gopher Sports	\$ 232.83	Instruction: Supplies
31763	Greenwood/MW Farmers Coop	\$ 268.00	Grounds: Tires
31764	Great Plains Service Inc.	\$ 12.00	Maintenence: Supplies
31765	Jennifer S Haralson	\$ 2,653.38	Vision Services
31766	Holt, Rinehart Winston	\$ 189.96	Instruction.: Textbooks
31767	Interstate-All Battery Center	\$ 31.96	Maintenance: Supplies
31768	Jostens Inc	\$ 898.60	Instruction: Diplomas & Covers
31769	Danielle Kleber	\$ 945.00	Pupil Support: FB Trainer
31770	Jeffrey Laughlin	\$ 420.00	Inst. Tech: Comp. Serv.
31771	Matheson Tri-Gas, Inc/Linweld	\$ 74.10	Voc Ag: Gas
31772	Gerard Lusienki ACCU WRITE	\$ 119.88	Gen Business: GF Checks
31773	MCI Communications Services	\$ 98.63	Long Distance Services
31774	NASB	\$ 969.00	Bd of Ed: St Ed Conf Reg.

**Ashland-Greenwood Public Schools' Claims**  
**General Fund Claims**  
**December 16, 2013**

Check #	Vendor	Amount	Description
31775	Nurses Service Organization	\$ 108.00	Nurse: Liability Insurance
31776	O'Keefe Elevator Co.	\$ 264.54	Custodial: Elevator Maint
31777	One Source, Inc	\$ 48.00	Empl Background Checks
31778	Omaha Public Power District	\$ 9,885.29	All Areas: Electricity
31779	Perry, Guthery, Haase & Gessf	\$ 420.00	Admin :Legal Services
31780	Pitney Bowes Postage By Phone	\$ 500.00	All Areas: Postage
31781	Platte Valley Sanitation Inc	\$ 327.50	Custodial: Waste Removal
31782	Quill Corp	\$ 169.87	Gen Bus: Supplies
31783	S & S Welding, Inc.	\$ 78.00	Maint.: Steel Plate/Sidewalk
31784	Sparkling Klean	\$ 5,867.60	Janitorial Services
31785	Trane U S Inc	\$ 58.06	Maintenance: Supplies
31786	US Mechanical Service Inc	\$ 7,461.75	Elem Expansion Tank Replacement
31787	U.S. Post Office	\$ 225.00	Bulk Mail Account
31788	Vision Training Products, Inc	\$ 29.50	SpEd Instruction: Workbooks
31789	Voss Construction Inc	\$ 2,400.00	Maint: Downspout & drains
31790	Voss Electric Co	\$ 201.95	Stage Lamps
31791	Voyager Fleet Systems, Inc.	\$ 4,155.69	Transportation: Fuel
31792	Wahoo-Waverly-Ashland Newspape	\$ 455.93	Princ/Bd of Ed: Adv & Printing
31793	Weathercraft Co Of Lincoln	\$ 370.00	Maintenance: Roof Repairs
31794	Beverly Wliggs	\$ 2,538.69	Occupational Therapy
031795	Inland Truck Parts & Service	\$ 773.34	Transportation:Repairs
031796	Iowa School For The Deaf	\$ 71.36	Sped: Trans: Student Transport
031797	Douglas S Loftus	\$ 85.00	Grounds: Rental
031798	LeAnna W MacDonald	\$ 434.16	Orientation & Mobility
031799	NASB	\$ 1,500.00	Ann. Emeeting Mbrshp
031800	PayFlex Systems USA Inc	\$ 286.00	Employee Benefit
031801	Windstream	\$ 1,170.77	Local Telephone/Internet
031802	Admin Operations	\$ 1,009.53	Travel Mileage Supplies

**Incompletes**

Nash Finch/No Frills		All Areas: Supplies
Post Rock/Seminole		Natural Gas
VISA		Supplies
Father Flanagan's/Boys Town		Student Tuition
HARRIS	\$ 60.00	W-2 Training 12/11/13
The Gift Niche		Circle of Friends Supplies

Authorized by:

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Ashland-Greenwood Public Schools  
12/16/2013  
Administrative Operations Account

<b>Date</b>	<b>Check No</b>	<b>Description</b>	<b>Amount</b>
11/22/13	5322	Terri Maxon, Nurse Mileage	\$ 52.80
11/22/13	5323	Vala Pumpkin Patch COF Activity Admissions	\$ 40.00
11/25/13	5324	Ashland SubwayCOF Lunch Thanksgiving Activity	\$ 90.00
11/25/13	5325	C Caswell, Poverty Mileage	\$ 26.95
11/25/13	5326	T Bray, Principal Mileage	\$ 22.00
11/27/13	5327	C Holz, Wkshop Mileage	\$ 39.60
12/2/13	5328	R Wiese: Mileage	\$ 171.60
12/2/13	5329	Z Kassebaum, Mileage	\$ 75.90
12/2/13	5330	R Rist, Maint: Mileage	\$ 53.02
12/2/13	5330	R Rist, Transp: Permit	\$ 7.50
12/6/13	5331	Lin. NE HS, Academic Decathalon Admis	\$ 60.00
12/10/13	5332	G Nunnally, Mileage to Trainor	\$ 16.50
12/13/13	5333	Bredeaux Pizza, COF Lunch	\$ 45.97
12/16/13	5334	V Armburst Mileage to Drivers Training	\$ 39.60
12/16/13	5335	Z Kassebaum, Mileage	\$ 24.75
12/16/13	5336	B Jacobsen, Principal Mileage	\$ 243.34

Approved By:

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Ashland-Greenwood Public Schools  
**Hot Lunch Claims**  
**Dec-13**

Check #	VENDOR	Amount	Description	DATE
009783	NE Food Distribut. Pro.	\$ 2,757.60	HL: Food	12/3/2013
009784	AG Payroll Account	\$ 9,287.83	Dec Net Payroll	12/5/2013
009785	BCBS	\$ 54.64	Dec13PR	12/5/2013
009786	COREBank	\$ 25.00	Dec13PR	12/5/2013
009787	Guardian	\$ 63.85	Dec13PR	12/5/2013
009788	Madison National Life	\$ 30.17	Dec13PR	12/5/2013
009789	AG Payroll Account	\$ 258.11	Dec13PR	12/5/2013
009790	AG Payroll Account	\$ 3,061.88	Dec13PR	12/5/2013
009791	Retirement	\$ 2,474.08	Dec13PR	12/5/2013
009792	TheStandard	\$ 73.78	Dec13PR	12/5/2013
009793	Bennett Refrigeration Inc	\$ 1,473.84	HL: Contract Service	12/16/2013
009794	Cash-Wa Distributing Co.	\$ 7,355.56	HL: Food & Supplies	12/16/2013
009795	Great Plains Pest Serv Inc	\$ 68.50	HL: Pest Control	12/16/2013
009796	ROBERTS DAIRY COMPAN	\$ 2,960.07	HL: Food	12/16/2013
009797	Sysco Lincoln, Inc	\$ 8,486.83	HL: Food & Supplies	12/16/2013
009798	The Thompson Co	\$ 6,163.81	HL: Food & Supplies	12/16/2013
009799	Ariel Wallace	\$ 41.45	HL: Lunch Money Refund	12/16/2013

**Incompletes**

Nash Finch/No Frills  
 Nebraska Food Distributors

Groceries  
 Commodities

Authorized By

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# Ashland-Greenwood Public Schools

## 2014-2015 School Calendar Year

190 Staff Days  
 182 Student Days  
 4 Snow Days Built In  
 1 Teacher Comp. Day

### Other Key Dates

Aug-01 Building Offices Open  
 Aug-12 Softball & Football Begins  
 Aug-12 Back to School Night  
 Aug-11 HS VB & CC pract. Begins  
 Aug-14 1st day of school  
 Sep-01 Labor Day  
 Sep-17 Constitution Day  
 Oct-15,16,17 State SB October  
 Oct-21,22 PT Conferences  
 Oct-24 State CC  
 Oct-25 State Band  
 Oct-31 FB First Rounds  
 Nov-07 FB -Quarterfinals  
 Nov-11 Veterans Day  
 Nov-14 FB -Semifinals  
 Nov 13,14,15 State VB Tourney  
 Nov-17 Winter Practice Begins  
 Nov-25 State Football Finals  
 Nov 27-28 Thanksgiving Break  
 Dec-11 State Play Production  
 Dec 24-28 NSAA Moratorium  
 Feb 19-21 State Wrestling  
 Mar-02 Spring Practices Begin  
 March 5-7 Girls State Bball Tourney  
 March 9 & 11 PT conferences  
 March 12-14 Boys State Bball Tourney  
 March 16-18 Dist. Speech TBA  
 Mar-26 State Speech Contest  
 Apr-05 Easter Sunday  
 April 20-24 District Music Contest  
 May-14 District Track Meet  
 May 18-22 State Baseball  
 May-17 Commencement  
 May 22-23 State Track  
 May 25 Memorial Day  
 May 27-28 Boys State Golf

### August

M	T	W	TH	F
				1
4	5	6	7	8N
11	12	13	14B	15
18	19	20	21	22
25	26	27	28	29

### September

M	T	W	TH	F
V	2	3	4	5
8	9	10	11	12
15	16	17ES	18	19
22	23	24	25	26
29	30			

### October

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16Q	17S
20	21	22E	23	V
27	28	29	30	31

### November

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19ES	20	21
24	25	26E	V	V

### December

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19Q
V	V	V	V	V
V	V	V		

### January

M	T	W	TH	F
			V	2S
5	6	7	8	9
12	13	14	15	16
19	20	21ES	22	23
26	27	28	29	30

### February

M	T	W	TH	F
2	3	4	5	6
9	10	11ES	12	13
16	17	18	19	20S
23	24	25	26	27

### March

M	T	W	TH	F
2	3	4	5	6QES
9	10	11E	V	V
16	17	18	19	20
23	24	25	26	27
30	31			

### April

M	T	W	TH	F
		1	2	V
V	7	8	9	10
13	14	15ES	16	17
20	21	22	23	24
27	28	29	30	

### May

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22Q
V	26S	27	28	29

B = Start of School Year

S = Staff In-Service

E = Early Dismissal (1:00/1:10)

Q = End of Quarter

V = Vacation

ES = Early Dismissal/Staff Inservice

PersonnelRecruitment and Selection of Professional Personnel

The superintendent of schools shall be responsible for determining the personnel needs of the school district and shall prepare both long-range and annual staffing plans and shall specify, in writing, the procedures to be used for the recruitment and selection of professional personnel. Rules and regulations for the selection of professional personnel shall be in accord with any requirements or limitations established by statute, court decree or negotiated agreement with professional employees. Rules, regulations and procedures established by the superintendent for the recruitment and selection of professional personnel shall be submitted, in writing, to the board of education for review.

All professional employees shall be nominated for employment by the board of education only upon the recommendation of the superintendent or his or her designee. Should the board choose to reject a nomination for employment made by the superintendent or his or her designee, it shall be the duty of the superintendent or his or her designee to nominate another qualified person.

Upon verification of teaching experience from previous employment, the superintendent or designee may place a new teacher to the district on the appropriate step of the salary schedule. Full credit for each verified year of experience may be allowed for that salary placement.

Legal Reference:           R.R.S.  
79-818 School board; employment of teachers and administrators; contracts; how  
executed; prohibitions.  
79-843 Teachers and school nurses; contract; renewal; exceptions; amend or terminate;  
notice; hearings; decision.

Revised: September 18, 2006

Revised: August 24, 2009



## Overview of Hiring Documents

- 1. Screening and Hiring Protocol 2013-14**

This document serves as the overall regulations governing the screening, interviewing and hiring of candidates for Ashland-Greenwood Public Schools.
- 2. Interview Questions Scoring Rubric**

This document lists potential questions to either pull from or adapt for interviewing. It is necessary that applicants receive the same questions.
- 3. Teacher Selection Summary Hiring Sheet**

This form explains all areas that are considered and the weight given to each area when considering a candidate for employment.
- 4. Reference Feedback Form**

This form is to be used when calling references to screen employees in the process of selecting finalists to interview.
- 5. Teaching Demonstration Scoring Rubric**

This document serves as a rubric utilizing our district's instructional language (Marzano) to reliably and consistently score the teaching demonstrations.
- 6. Teacher Summary Scoring Rubric**

This form will be utilized to score all components of the interview process and to arrive at a "total" score.



## Screening & Hiring Process Certified Teaching Staff

### Recruitment

When a vacancy occurs on staff for a certificated teacher the Superintendent and/or his or her designee shall initiate activities to fill the position.

The district shall advertise at minimum on its own website, on the NDE Teach in Nebraska Website and at least one edition of the Omaha World-Herald for positions that are not the reassignment of an internal candidate/employee. The District may also advertise in multiple editions of the Omaha World Herald and other regional newspapers in order to obtain a larger pool of candidates, may contact post-secondary institutions or contact potential applicants directly. The district's administrative staff may also participate in on-campus interview fairs or other employment fairs to promote the school system and its employment opportunities.

Each candidate is required to submit:

- A Letter of Application or Interest
- Completed Application Form
- Professional File or Credentials
- College Course Transcript if not included in Professional File
- Resume', Vitae, or Personal Data Sheet
- Copy of Teaching Certificate (Except for Recent Graduates)
- 

### Screening

A selection committee shall be appointed by the Superintendent and/or the designee but shall include the administrator that shall serve as the candidate's immediate supervisor if the candidate is hired. The Superintendent and/or the supervising administrator shall serve as the chair of the selection team. The supervising administrator shall serve as the lead administrator. The selection committee shall generally consist of 3-5 members and may include teachers and/or board members and may also include one member of the general public.



Family members as candidates are a conflict (child, parent, spouse, sibling, aunt, uncle, cousin, niece or nephew) whether by blood or marriage and the relative shall not participate on a selection committee. A close personal friendship with a candidate or a candidate's immediate family is also a conflict and the staff member shall not be allowed to participate on the selection committee. Any selection committee member who determines that they have a conflict should disqualify and remove themselves from the selection process. It shall be the selection committee member's responsibility to notify the lead administrator of a conflict.

The Superintendent and lead administrator shall review the applications and submissions of all candidates and shall select 3-7 candidates to be interviewed by the committee. The Superintendent and/or Lead administrator shall preliminarily review items 2 through 7 on the Selection Summary Sheet and written application documents for the purpose of selecting candidates to interview.

### Interview and Final Selection Process

The lead administrator shall schedule interviews and provide any information about the process to potential candidates or the public. Other members of the committee shall not publicly or privately discuss candidates or the process with anyone outside of the selection committee.

The Superintendent and/or the lead administrator shall review and call on references and score references and the education, training and certification of all candidates. The District Teacher Reference Form will be utilized when calling references. The Superintendent and/or the lead administrator shall assign final scores for References, Education, Experience Training and Certification.

The Superintendent and lead administrator shall consult to determine availability of extra-curricular assignments. Prior to interviewing it shall be determined what extra duty positions may need to be filled. The person's ability to serve in an extra-curricular position shall be matched against the available assignments.

A total of 15 points shall be awarded for a person who is determined to be able to successfully serve in a head coaching position. A total of 10 points will be awarded for a person who is determined to be able to successfully serve as an assistant coach or head middle school coach. 5 points shall be awarded to a person who is determined to be able to successfully serve in other extra-curricular assignments.

The Superintendent may determine that an extra-curricular assignment is a part of a teaching position. If the Superintendent makes such a determination, the ability to perform the assignment shall be the primary consideration used to screen candidates.

Each candidate chosen to be interviewed shall have a reference feedback form provided to references. The candidate will also participate in a 15-30 minute interview with the Superintendent and/or designee. The candidate will also be asked to provide the following and shall be scored by the committee on each item:

1. Writing on a predetermined topic. (20 minutes shall be allotted)
2. Teaching demonstration or simulation to the committee or provide a teaching videotape. (10-20 minutes shall be allotted)
3. Personal Interview
4. Speaking Assessment (Based on Personal Interview - scored separately)
5. Community Involvement

All members of the selection committee shall score each applicant on each of these items. If any member of the committee is unable to participate in any of the interviews then that member's scores shall not be considered for any of the candidates although they may continue to participate and provide input to other members. Each member shall provide their own score for each candidate. Members shall score the interview independently based on the scoring rubric. Members may consult with other committee members about the meaning of the scoring rubric but not about the responses of a candidate. An average score shall be used on the final scoring form. The supervising administrator shall tabulate all scores following all interviews. The Superintendent and lead administrator will discuss and review each candidate's scoring summary. While the scoring summary sheet guides the hiring process, multiple factors such as how well a candidate meets existing needs or the presence of dual endorsements are included in making a final recommendation.

All final candidates shall also complete a form necessary to conduct a criminal background check as a part of the interview process.

### **Recommendation**

The selection committee will complete a summary scoring form for all candidates interviewed. The lead administrator shall confer with the Superintendent regarding candidates. The Superintendent may request that the selection committee interview additional candidates or may authorize the lead administrator to conduct a formal criminal background check. The Superintendent and/or his or her designee will make a recommendation to the Board of Education. At this point the lead administrator may contact the candidate to notify him or her that they intend to recommend the candidate's hiring to the Board of Education and that pending a criminal background check and approval by the Board of Education the candidate will be offered a contract for employment. The lead administrator should determine if the candidate will accept an employment offer.

If the Board of Education rejects the recommended candidate or if following the background check it is found that the applicant was not fully truthful on the teaching application the second ranked employee may be recommended to the committee. In the event that all candidates recommended are rejected by the Board of Education or are found following a background check not to be fully truthful on the teaching application, the selection committee shall conduct a second round of interviews. All candidates may be reconsidered and the selection committee shall once again interview and score candidates.

If the recommended candidate is approved by the Board of Education, an offer of employment contingent on the completion of a background check will be made.

### **Emergencies and Waiver of Procedures**

When an emergency arises due to a late resignation or other unforeseen situations that limits the selection period, the Superintendent may waive any formalities of the hiring process except that in all situations a background check will be required, a hiring committee will be utilized and approval will be sought through the Board of Education.

One hiring committee and process may be used for multiple positions if the positions require the same teaching endorsement (i.e. Elementary Education position). In those instances the committee is encouraged to enlarge the pool of candidates interviewed for a position.

Certain aspects of the hiring process may be waived for candidates who previously were finalists for positions and completed the entire application process including the interview. The lead administrator may elect to use scoring data from prior hiring processes except that in all instances the individual shall be provided an interview for each new position for which the candidate is considered.

**APPENDIX 1-B**  
**Certified Staff Interview Questions**  
**Ashland-Greenwood Public Schools**  
**Scoring Rubric**

<b>Question</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>In what ways is your subject area/grade level important ?</b>	Focuses on personal interest in/lessons learned from subject area with little or no reference to importance for students.	Focuses on academic value of the subject area in terms of meeting graduation requirements or discusses importance in vague terms.	Focuses on practical and common applications to everyday living.	Focuses on critical thinking skills and learning activities that have applications across the curriculum and/or for future endeavors.
<b>Describe your philosophy on grading and/or assessing students and some techniques you would use in that process.</b>	Focuses on grading scales and weighting systems.	Focuses on above plus frequency of quizzes, tests, homework, reports, papers, etc.	Focuses on all of the above plus reference to state standards /frameworks, classroom objectives, conclusions drawn from norm-referenced tests, etc.	Focuses on all of the above plus specific reference to how assessment results are used to guide/adjust instruction.
<b>Describe for me how you would spend a typical day in teaching at Ashland-Greenwood Public Schools?</b>	Focuses on following the schedule of classes assigned to him or her.	Focuses on above plus discussion of classroom routines (attendance, interaction with colleagues, grading papers, etc.)	Focuses on all of the above plus attention paid to routine interaction with students	Focuses on all of the above plus application of techniques and strategies aimed at helping students become effective learners
<b>If you could claim to have accomplished one thing for kids in your classroom by the end of each year, what would that one thing be?</b>	Focuses on kids having passed the class or been promoted to the next grade	Focuses on above plus discussion of having provided a general body of knowledge or skills	Focuses on all of the above plus discussion of personal growth of kids, mastery of standards content, class performance on assessments or standardized tests	Focuses on all of the above plus discussion of having provided kids with problem-solving/critical thinking skills that will help in the future or on having helped kids become effective learners

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 Ashland-Greenwood Public Schools  
 Scoring Rubric**

<b>Question</b>	<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>What do you think are the essential elements that need to be present for any lesson to be effective?</b>	Fails to give any examples of research based effective instructional strategies.	Focuses on non-EEI elements which may be of use but don't zero in on what research says contributes to an effective lesson.	Focuses on teaching to the objective, motivation, active participation, congruency, etc.	Focuses on teaching to the objective, motivation, active participation, congruency, etc. and gives experiential examples of their use in instruction.
<b>An administrator makes a decision regarding the operation of your program that you disagree with strongly. How do you respond to that disagreement?</b>	Indicates compliance but would work to rally parents, students, or co-workers. Would continue to press for own point of view	Indicates that they would comply with the administrator's directive and indicates to effect that the administrator has the final say on any matter.	Focuses on establishing and maintaining a working relationship with the administration. That might include explaining personal point of view, reaching a compromise, accepting that organizations have a chain of command, doing what's best for the school.	Focuses on establishing and maintaining a working relationship with the administration. It might include explaining personal point of view, reaching a compromise, accepting that organizations have a chain of command, doing what's best for the school. Further discusses how they might recommend alternatives to the administration and gives examples of experiences where they did this.
<b>How can you as an individual teacher contribute to positive building level morale and image?</b>	Focuses on topics unrelated to relationships with colleagues, parents and school/community involvement	Focuses on maintaining a cordial relationship with colleagues and parents.	Focuses on volunteering and participating in school activities and events; being cordial with colleagues and parents emphasized	Focuses on promoting school programs internally and externally by volunteering and taking leadership roles in aspects of school life and in the community; support and cooperation with colleagues and parents emphasized

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<b>Describe your philosophy on grading and/or assessing students and some techniques you would use in that process.</b>	Focuses on grading scales and weighting systems.	Focuses on above plus frequency of quizzes, tests, homework, reports, papers, etc.	Focuses on all of the above plus reference to state standards /frameworks, classroom objectives, conclusions drawn from norm-referenced tests, etc.	Focuses on all of the above plus specific reference to how assessment results are used to guide/adjust instruction.
<b>Describe for me how you would spend a typical day in teaching at Ashland-Greenwood Public Schools?</b>	Focuses on following the schedule of classes assigned to him or her.	Focuses on above plus discussion of classroom routines (attendance, interaction with colleagues, grading papers, etc.)	Focuses on all of the above plus attention paid to routine interaction with students	Focuses on all of the above plus application of techniques and strategies aimed at helping students become effective learners
<b>If you could claim to have accomplished one thing for kids in your classroom by the end of each year, what would that one thing be?</b>	Focuses on kids having passed the class or been promoted to the next grade	Focuses on above plus discussion of having provided a general body of knowledge or skills	Focuses on all of the above plus discussion of personal growth of kids, mastery of standards content, class performance on assessments or standardized tests	Focuses on all of the above plus discussion of having provided kids with problem-solving/critical thinking skills that will help in the future or on having helped kids become effective learners

**APPENDIX 1-B  
Certified Staff Interview Questions  
Ashland-Greenwood Public Schools  
Scoring Rubric**

<b>Question</b>	<b><u>0</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>Why is parental involvement in schools important and how will you involve parents in the education of their child?</b>	Indicates no examples to involve parents and dwells on why parental involvement is difficult to obtain.	Indicates an example but dwells on why parental involvement is difficult to obtain.	Indicates examples but does not explain rationale for parental involvement.	Identifies a variety of specific examples for involving parents and positive rationales for their use and parental involvement.
<b>What will a student have to do or know in order for you to feel he/she has had a successful year in your classroom?</b>	Focuses on non-related school areas.	Focuses on pleasing the teacher.	Focuses on one area only.	Focuses on the growth of the "whole" child. Includes some examples: academic; social; independence and responsibility
<b>If you spend your career teaching, at the time of your retirement, how would you like to be remembered?</b>	Focuses on self accomplishments and doesn't mention students.	Focuses on respect from faculty only.	Indicates that students, parents and faculty liked and respected him/her.	Focuses on student's academic accomplishments as well as growth of the "whole" student and the respect that was earned from faculty members for being a leader.
<b>What are some factors you consider when planning for a unit of instruction?</b>	Focuses on what other colleagues would instruct him/her to do.	Focuses on more mechanical items such as calendar issues and time issues.	Focuses on curriculum and materials available.	Focuses on identifying learner outcomes, means of assessment, individual student abilities and interests, varied teaching strategies, etc.
<b>How would you make use of the following in your classroom and why is it important?</b> a. Cooperative learning/group work b. Hands-on activities c. Technology d. Lecture/discussion	Focuses on only one strategy and why it is important and doesn't mention any others	Mentions all of the items but alludes to the fact that some are not the best ways to teach.	Focuses on using only a few of the items to improve opportunities for student learning.	Focuses on how each item can be used to improve opportunities for student learning and why it's critical to the teaching and learning process.





**Teaching Staff Selection  
Summary Sheet  
Ashland-Greenwood Public Schools**

**I. Interview (40 Points)**

Candidates may be awarded a total of 40 points for this criterion, with those points provided from the interview instrument. The same questions and number of questions will be asked of each candidate. Points earned out of 40 will be based upon the percentage of points earned, rounded up to the nearest whole number, out of the maximum possible points available. For example, a candidate asked 8 questions earning 21 out of the possible 24 points (88%) will be awarded 35/40 (88%) total points. Additional questions asked during the interview will not be scored as apart of the interview score but may be considered in scoring other sections of the scoring sheet such as speaking skills. Each question is worth up to 3 points.

**II. References (35 Points)**

Candidates may be awarded a total of 35 points for this criterion. The Reference Feedback from will be utilized to score candidates. The basis for awarding points to a candidate with teaching experience should primarily be references provided by his or her past school employers. The basis for awarding points to a candidate with student teaching experience only should primarily be references provided by cooperating teachers and other, non-school employers.

**III. Education, training and certification (15 points)**

Candidates may be awarded a total of 15 points for this criterion. Transcripts shall be worth 5 points, certification shall be worth 5 points and evidence of professional development shall be worth 5 points. A candidate that does not have or for whom it cannot be ascertained that they will qualify for a Nebraska teaching certificate shall not be considered for employment.

**IV. Experience (15 points)**

Candidates may be awarded up to a total of 15 points for this criterion. Although a candidates final score in this criterion could end up being a negative number, the lowest score counted on the scoring rubric will be that equal to 0. Experienced teachers should be awarded points on the basis of previous successful duty in similar positions. First year teaching candidates should be awarded points on the basis of involvement in related activities and student teaching. (i.e. some form of employment, work with youth groups, work with the public, etc.). 5 points are awarded for positive non-teaching work experiences, 10 points awarded for positive teaching experience of 1-2 years. 15 points are awarded for positive teaching experience of 3 or more years. Negative prior experience is subtracts 15 points. The primary factor in determining negative or positive experience shall be the comments made by the supervisor (i.e. Principal or Superintendent). Negative non-teaching experience subtracts 5 points. Negative experience in one school system subtracts 10 points. Negative experience in multiple job settings subtracts 15 points.

#### **V. Speaking and Writing Skills (20 points)**

Candidates should be awarded 20 points for speaking and writing skills. Writing skills shall be assessed based on a written exercise at the time of the interview in addition to written materials submitted by the candidate. Speaking shall be assessed at the interview. Both skills shall be worth 10 points each. For the purposes of screening applications candidates shall be rated on their letter of application and resume.

#### **VI. Community Involvement (5 points)**

Candidates shall be awarded 5 points for this criterion. 5 points shall be awarded to candidates who live within the school district or the Ashland/Greenwood/Memphis communities. 3 points shall be awarded to candidates who volunteer (without being asked) that they would like to consider relocating into the community or who are currently active in the community. 1 point should be awarded to an applicant who indicates a desire to be active not only in the school but also in the community.

#### **VII. Extra-Curricular Activities (5-15 points)**

Candidates shall be awarded points for being able to successfully fill vacant coaching positions or activity sponsorships. This category will vary in points depending on position. The importance of the position in fulfilling extra-curricular assignments will be determined prior to any interviewing. Candidates seeking extra-curricular assignments may be required to participate in an additional interview specific to the extra-curricular assignment.

#### **VIII. Teaching Simulation/Demonstration (0-20 points)**

Candidates will be asked to provide a videotape of their teaching or will be asked to do a short demonstration of their teaching skills. There are four areas that will be scored. They include Communicating Clear Learning Goals, Interacting with New Knowledge, Engaging Students and Practice and Deepening New Knowledge. Each area will be worth up to 5 points and scored by all members of the interview team trained in Marzano's instructional framework utilizing a scoring rubric developed by the school district.

The clear learning goal may be made orally or in writing. The objective shall be scored based on meeting the criteria used by the district for a well written objective including being a measurable objective. (0-5)

Interacting with New Knowledge shall be scored based on its congruence to the objective. (0-5)

Engaging Students shall be scored on the basis that students are engaged in the lesson in a manner that is congruent to the lesson. (0-5)

Deepening New Knowledge needs to be congruent to the lesson. (0-5)

#### **Ratings Summary**

A total of 155-165 points may be awarded for all criteria. Preliminary ratings of criteria II - VI may be used for screening applications.



**ASHLAND-GREENWOOD PUBLIC SCHOOLS  
TEACHING DEMONSTRATION SCORING RUBRIC**

Candidate: \_\_\_\_\_

Scorer: \_\_\_\_\_

Score: \_\_\_\_\_/20

**DIRECTIONS:** Please observe the teaching demonstration with a focus on the factors/questions listed below. Each of the four factors/questions is worth 5 points; the teaching demonstration as a whole is worth 20 points.

- I. **CLEAR LEARNING GOAL** may be made orally or in writing. The objective shall be scored based on meeting the criteria used by the district for a well written objective including being a measurable objective. (0-5)

1. Strategy was called for but not exhibited.
2. Uses strategy incorrectly or missing.
3. Provides clearly stated learning goal but without reference to how it will be monitored for learning.
4. Application of clearly stated learning goal and references how it will be monitored to gauge level of performance.
5. Innovative and creative in the way the learning goal is stated, accompanied with a rubric that describes level of performance.

Factor Score: \_\_\_\_\_/5

- II. **ENGAGING STUDENTS** shall be scored on the basis that students are engaged in the lesson in a manner that is congruent to the lesson. (0-5)

1. Strategies absent.
2. Uses strategies incorrectly or with parts missing.
3. Utilizes strategies to engage students but without monitoring or adjusting for effectiveness.
4. Successful application of strategies to manage student engagement and monitors for effectiveness.
5. Innovative and creative in the way students are engaged and monitored for the desired effect.

Factor Score: \_\_\_\_\_/5

III. **INTERACTING WITH NEW KNOWLEDGE** shall be scored based on its congruence to the objective. (0-5)

1. Strategies absent.
2. Uses strategies incorrectly or with parts missing.
3. Uses appropriate strategies and identifies critical information, but students are not monitored for desired effect of the strategy.
4. Application of appropriate strategies, identifies critical versus non-critical learning, and monitors evidence of the extent to which the majority of students are attending to critical information.
5. Innovative and creative in the implementation of appropriate strategies and monitors for the desired effect to be evident in all students.

Factor Score: \_\_\_\_\_/5

IV. **DEEPENING NEW KNOWLEDGE** needs to be congruent to the lesson. (0-5)

1. Strategies absent.
2. Uses strategies incorrectly or with parts missing.
3. Uses appropriate strategies but students are not monitored for desired effect of the strategy.
4. Application of appropriate strategies to deepen students understanding and monitors evidence of the extent to which the strategies have the desired effect.
5. Innovative: adapts and creates ways to deepen knowledge and to monitor for the desired effect.

Factor Score: \_\_\_\_\_/5



## Ashland-Greenwood Public Schools Reference Feedback Form

\_\_\_\_\_ has applied for a position with our school district and has given your name as a reference.

Please base your answers on how this candidate compares to other teachers you work with or supervise:

Characteristics	Top 10% (2pts)	Top 25% (1pt)	Top 50% (0pt)	Bottom 50% (0pt)
Organizational Skills: Organizes time and effort to accomplish work effectively and efficiently.				
The candidate understands the components of an effective curriculum.				
Ability to Motivate Students: Ability to inspire students to reach their highest potential.				
Classroom Management: Maintains orderly, safe and stimulating learning environment.				
The candidate is reliable and dependable in all aspects of the profession.				
Instruction: Able to apply and model best instructional practices in classroom.				
Coordination with Administration: Able to work cooperatively & accept direction from administrative staff.				
Coordination with Peers: Able to get along with and work cooperatively with other teachers and colleagues.				
Values students, their families and community.				
Personal Conduct: Displays high character, trust worthiness, and integrity.				

\_\_\_\_\_/ 15 pts

What is this applicant's strongest characteristic? \_\_\_\_\_

What is this applicant's weakest characteristic? \_\_\_\_\_

If this person were a new applicant to your school system - knowing what you know about them - would you offer them a position in your school? \_\_\_\_\_

\_\_\_\_\_

Relationship to applicant (i.e. supervisor, fellow teacher, friend, etc.) \_\_\_\_\_

- Follow up questions/calls as needed.

Total Points earned \_\_\_\_/35pts



**Summary Scoring Rubric  
Teacher Staff Selection Process  
Ashland-Greenwood Public Schools**

Candidate's Name: \_\_\_\_\_

<b>1. Interview (40 Points - Average Score of Team Members)</b>		
Interviewer #1:	Score:	
Interviewer #2:	Score:	
Interviewer #3:	Score:	
Interviewer #4:	Score:	
Interviewer #5:	Score:	
		<b>Total</b>
<b>2. References (35 points)</b>		
Reference #1:		
Reference #2:		
Reference #3:		
		<b>Total</b>
<b>3. Education, Training and Certification (15 pts)</b>		
Transcript (5 Pts):		
Certification (5 Pts):		
Training (5 Pts):		
		<b>Total</b>
<b>4. Experience [All Candidates Start with 0 Points - 15 Points Maximum]</b>		
3+ Years Positive Teaching Experience: Add 15 Points		
1-2+ Positive Teaching Experience: Add 10 Points		
Positive Non-Teaching Experience: Add 5 Points		
Negative Non-Teaching Experience: Subtract 5 points		
Negative Teaching Experience 1 school system: Subtract 10 Points		
Negative Teaching Experience Multiple Schools: Subtract 15 Points		
		<b>Total</b>
<b>5. Speaking and Writing (20 Pts)</b>		
Speaking (0-10 Pts):		
Writing (0-10 Pts):		
		<b>Total</b>
<b>6. Community Involvement</b>		
Resident (5 Pts):		
Will Move/Active Currently (5 Pts):		
Previously a resident and/or Previously Active (1 Pt.)		
No Indication of Community Involvement (0 Pts) :		
		<b>Total</b>
<b>7. Extra Curricular Activities (5-15 Points)</b>		
Point Value Determined in Advance by Administrative Team:		
		<b>Total</b>
<b>8. Teaching Simulation/Demonstration</b>		
Clear Learning Goal (0-5 Points)		
Engaging Students (0-5 Points)		
Interacting with New Knowledge (0-5 Points)		
Deepening Ne Knowledge (0-5 Points)		
		<b>Total</b>
<b>Total Possible: (155-165 Points)</b>	<b>OVERALL TOTAL</b>	<b>0</b>



# Hiring Timeline for 2014-15

<b>January 20th</b>	
"Known" resignations received	
Co-curricular change of status requests received	
<b>January 27th; February 3rd; February 10th</b>	
Advertise positions	Gazette, Market Weekly, OWH
<b>February 17th, 2014 (week of)</b>	
Interviews	
<b>February 24th, 2014 (week of)</b>	
buffer week	re-interview if necessary; new candidates if necessary
<b>March 3rd, 2014 - BOARD MEETING</b>	
Seek approval of candidates	
<b>March 17th, 2014</b>	
Review for second round of hiring. (March 15th is contract renewal deadline).	

 **AIA**® Document A101™ – 2007

**Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum**

AGREEMENT made as of the Sixteenth day of December in the year Two Thousand Thirteen.

*(In words, indicate day, month and year.)*

BETWEEN the Owner:  
*(Name, legal status, address and other information)*

Ashland-Greenwood Public Schools  
1200 Boyd Street  
Ashland, NE 68003

and the Contractor:  
*(Name, legal status, address and other information)*

Delta Construction  
1365 South 22nd Street  
Omaha, NE 68108

for the following Project:  
*(Name, location and detailed description)*

Ashland-Greenwood Public Schools - Miscellaneous 2014 Projects - BCDM #3201-07  
In-School Suspension Renovation  
Ashland, Nebraska

The Architect:  
*(Name, legal status, address and other information)*

Beringer Claccio Dennell Mabrey, Inc. (BCDM Architects)  
1015 North 98th Street, Suite 300  
Omaha, Nebraska 68114-2357

The Owner and Contractor agree as follows.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201™-2007, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

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## TABLE OF ARTICLES

1	THE CONTRACT DOCUMENTS
2	THE WORK OF THIS CONTRACT
3	DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
4	CONTRACT SUM
5	PAYMENTS
6	DISPUTE RESOLUTION
7	TERMINATION OR SUSPENSION
8	MISCELLANEOUS PROVISIONS
9	ENUMERATION OF CONTRACT DOCUMENTS
10	INSURANCE AND BONDS

### ARTICLE 1 THE CONTRACT DOCUMENTS

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

### ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

### ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be the date of this Agreement unless a different date is stated below or provision is made for the date to be fixed in a notice to proceed issued by the Owner.

*(Insert the date of commencement if it differs from the date of this Agreement or, if applicable, state that the date will be fixed in a notice to proceed.)*

If, prior to the commencement of the Work, the Owner requires time to file mortgages and other security interests, the Owner's time requirement shall be as follows:

§ 3.2 The Contract Time shall be measured from the date of commencement,

§ 3.3 The Contractor shall achieve Substantial Completion of the entire Work not later than ~~( )~~ days from the date of commencement, or as follows:

*(Insert number of calendar days. Alternatively, a calendar date may be used when coordinated with the date of commencement. If appropriate, insert requirements for earlier Substantial Completion of certain portions of the Work.)*

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Portion of Work  
In-School Suspension Renovation

Substantial Completion Date  
January 6, 2014

, subject to adjustments of this Contract Time as provided in the Contract Documents.  
(Insert provisions, if any, for liquidated damages relating to failure to achieve Substantial Completion on time or for bonus payments for early completion of the Work.)

#### ARTICLE 4 CONTRACT SUM

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Fourteen Thousand Seven Hundred Eighty-seven Dollars and Zero Cents (\$ 14,787.00), subject to additions and deductions as provided in the Contract Documents.

§ 4.2 The Contract Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:

(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Agreement, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

Alternate No. 1: Add Performance Bond and a Payment Bond for 100% of the general contract price. \$146.00

§ 4.3 Unit prices, if any:

(Identify and state the unit price; state quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price Per Unit (\$0.00)
------	-----------------------	-------------------------

N/A

§ 4.4 Allowances included in the Contract Sum, if any:

(Identify allowance and state exclusions, if any, from the allowance price.)

Item	Price
------	-------

N/A

#### ARTICLE 5 PAYMENTS

##### § 5.1 PROGRESS PAYMENTS

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

§ 5.1.3 Provided that an Application for Payment is received by the Architect not later than the 6th day of a month, the Owner shall make payment of the certified amount to the Contractor not later than the 25th day of the month. If an Application for Payment is received by the Architect after the application date fixed above, payment shall be made by the Owner not later than Sixty ( 60 ) days after the Architect receives the Application for Payment.  
(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form and supported by such data to

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substantiate its accuracy as the Architect may require. This schedule, unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 Subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

- .1 Take that portion of the Contract Sum properly allocable to completed Work as determined by multiplying the percentage completion of each portion of the Work by the share of the Contract Sum allocated to that portion of the Work in the schedule of values, less retainage of Ten percent ( 10 %). Pending final determination of cost to the Owner of changes in the Work, amounts not in dispute shall be included as provided in Section 7.3.9 of AIA Document A201™-2007, General Conditions of the Contract for Construction;
- .2 Add that portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction (or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing), less retainage of Ten percent ( 10 %);
- .3 Subtract the aggregate of previous payments made by the Owner; and
- .4 Subtract amounts, if any, for which the Architect has withheld or nullified a Certificate for Payment as provided in Section 9.5 of AIA Document A201-2007.

§ 5.1.7 The progress payment amount determined in accordance with Section 5.1.6 shall be further modified under the following circumstances:

- .1 Add, upon Substantial Completion of the Work, a sum sufficient to increase the total payments to the full amount of the Contract Sum, less such amounts as the Architect shall determine for incomplete Work, retainage applicable to such work and unsettled claims; and  
*(Section 9.8.5 of AIA Document A201-2007 requires release of applicable retainage upon Substantial Completion of Work with consent of surety, if any.)*
- .2 Add, if final completion of the Work is thereafter materially delayed through no fault of the Contractor, any additional amounts payable in accordance with Section 9.10.3 of AIA Document A201-2007.

§ 5.1.8 Reduction or limitation of retainage, if any, shall be as follows:

*(If it is intended, prior to Substantial Completion of the entire Work, to reduce or limit the retainage resulting from the percentages inserted in Sections 5.1.6.1 and 5.1.6.2 above, and this is not explained elsewhere in the Contract Documents, insert here provisions for such reduction or limitation.)*

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

## § 5.2 FINAL PAYMENT

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor's responsibility to correct Work as provided in Section 12.2.2 of AIA Document A201-2007, and to satisfy other requirements, if any, which extend beyond final payment; and
- .2 a final Certificate for Payment has been issued by the Architect.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

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**ARTICLE 6 DISPUTE RESOLUTION**  
**§ 6.1 INITIAL DECISION MAKER**

The Architect will serve as Initial Decision Maker pursuant to Section 15.2 of AIA Document A201-2007, unless the parties appoint below another individual, not a party to this Agreement, to serve as Initial Decision Maker:  
*(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)*

**§ 6.2 BINDING DISPUTE RESOLUTION**

For any Claim subject to, but not resolved by, mediation pursuant to Section 15.3 of AIA Document A201-2007, the method of binding dispute resolution shall be as follows:  
*(Check the appropriate box. If the Owner and Contractor do not select a method of binding dispute resolution below, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.)*

- Arbitration pursuant to Section 15.4 of AIA Document A201-2007
- Litigation in a court of competent jurisdiction
- Other *(Specify)*

**ARTICLE 7 TERMINATION OR SUSPENSION**

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201-2007.

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201-2007.

**ARTICLE 8 MISCELLANEOUS PROVISIONS**

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201-2007 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.  
*(Insert rate of interest agreed upon, if any.)*

% N/A

§ 8.3 The Owner's representative:  
*(Name, address and other information)*

Mr. Zach Kassebaum, Superintendent  
Ashland-Greenwood Public Schools  
1225 Clay Street  
P.O. Box 1899  
Ashland, NE 68003-1899

§ 8.4 The Contractor's representative:  
*(Name, address and other information)*

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Kenton Kathol  
Delta Construction  
1365 South 22nd Street  
Omaha, NE 68108

§ 8.5 Neither the Owner's nor the Contractor's representative shall be changed without ten days written notice to the other party.

§ 8.6 Other provisions:

None

ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 The Contract Documents, except for Modifications issued after execution of this Agreement, are enumerated in the sections below.

§ 9.1.1 The Agreement is this executed AIA Document A101-2007, Standard Form of Agreement Between Owner and Contractor.

§ 9.1.2 The General Conditions are AIA Document A201-2007, General Conditions of the Contract for Construction.

§ 9.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
----------	-------	------	-------

N/A

§ 9.1.4 The Specifications:  
(Either list the Specifications here or refer to an exhibit attached to this Agreement.)

N/A

Section	Title	Date	Pages
---------	-------	------	-------

§ 9.1.5 The Drawings:  
(Either list the Drawings here or refer to an exhibit attached to this Agreement.)

See attached Exhibit 'A'

Number	Title	Date
--------	-------	------

§ 9.1.6 The Addenda, if any:

Number	Date	Pages
<u>Addendum No. CC-1</u>	<u>December 6, 2013</u>	<u>2</u>

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are also enumerated in this Article 9.

§ 9.1.7 Additional documents, if any, forming part of the Contract Documents:

~~1~~ AIA Document E201™-2007, Digital Data Protocol Exhibit, if completed by the parties, or the following:

~~2~~ Other documents, if any, listed below:

~~(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201-2007 provides that bidding requirements such as advertisement or invitation to bid,~~

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*Instructions to Bidders, sample forms and the Contractor's bid are not part of the Contract Documents unless enumerated in this Agreement. They should be listed here only if intended to be part of the Contract Documents.*

None

**ARTICLE 10 INSURANCE AND BONDS**

The Contractor shall purchase and maintain insurance and provide bonds as set forth in Article 11 of AIA Document A201-2007.


*(State bonding requirements, if any, and limits of liability for insurance required in Article 11 of AIA Document A201-2007.)*

<u>Type of insurance or bond</u>	<u>Limit of liability or bond amount (\$0.00)</u>
<b><u>INSURANCE:</u></b>	
<u>Worker's Compensation - Statutory</u>	
<u>Employers' Liability Insurance:</u>	
<u>Bodily injury by accident</u>	<u>\$500,000 each accident</u>
<u>Bodily injury by disease</u>	<u>\$500,000 each accident</u>
<u>Bodily injury by disease</u>	<u>\$500,000 policy limit</u>
<u>Commercial General Liability:</u>	
<u>General Aggregate</u>	<u>\$2,000,000</u>
<u>Products Completed Operations Aggregate</u>	<u>\$2,000,000</u>
<u>Personal and Advertising Injury</u>	<u>\$1,000,000</u>
<u>Each Occurrence Limit</u>	<u>\$1,000,000</u>
<u>Fire Damage Limit (any one fire)</u>	<u>\$50,000</u>
<u>Medical Damage Limit (any one person)</u>	<u>\$5,000</u>
<u>Automobile Liability Insurance:</u>	
<u>Bodily Injury &amp; Property Damage</u>	<u>\$1,000,000 combined single limit per accident</u>
<u>Railroad Protective Liability</u>	<u>\$2,000,000 per occurrence, \$6,000,000 aggregate</u>
<u>Umbrella/Excess Insurance</u>	<u>\$2,000,000 each occurrence and aggregate</u>
<u>Property Insurance:</u>	
<u>All Risk Coverage</u>	<u>100% of replacement cost of the Work with 90% co-insurance clause</u>
 <b><u>BONDS:</u></b>	
<u>Performance Bond</u>	<u>100% of Contract Amount</u>
<u>Payment Bond</u>	<u>100% of Contract Amount</u>

This Agreement entered into as of the day and year first written above.

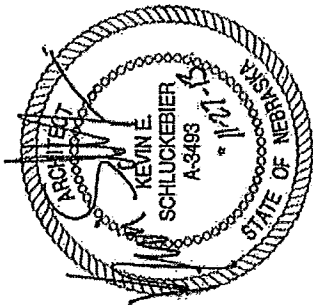
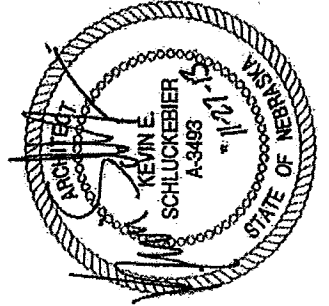
\_\_\_\_\_  
OWNER (Signature)

\_\_\_\_\_  
(Printed name and title)

  
\_\_\_\_\_  
CONTRACTOR (Signature)

*Kenton Kattol / Project Manager*  
\_\_\_\_\_  
(Printed name and title)

Int.



**COORDINATING PROFESSIONAL**

I, Kevin Schluckebier, am the Coordinating Professional on the Ashland-Greenwood High School 2014 Renovations project.

**ASHLAND-GREENWOOD HIGH SCHOOL 2014 RENOVATIONS**

1842 FURNAS STREET ASHLAND, NE 68003

**PROJECT TEAM**

**OWNER:**  
ASHLAND-GREENWOOD PUBLIC SCHOOLS  
1225 CLAY ST.  
ASHLAND, NE, 68003  
Phone: (402) 944-2128  
Fax: (402) 944-3310

**ARCHITECT:**  
BCDM ARCHITECTS  
1015 N. 98TH ST., STE. 300  
OMAHA, NE, 68114  
Phone: (402) 391-2211  
Fax: (402) 391-8721

**CODES**

- 2003 International Building Code (IBC)
- 2003 International Mechanical Code (IMC)
- 2003 International Plumbing Code (IPC)
- 2011 National Electric Code
- 2003 International Energy Conservation Code (IECC)
- 2000 NFPA 13 - Fire Sprinkler Systems
- 2000 NFPA 101 Life Safety Code
- 2003 International Fire Code - State Fire Marshal
- Americans with Disabilities Act & Nebraska Accessibility Guidelines

**OCCUPANCY**

GROUP E (IBC - SECTION 305.1) AND EXISTING EDUCATIONAL OCCUPANCY (NFPA 101 LIFE SAFETY CODE - CHAPTER 15)

**TYPE OF CONSTRUCTION**

TYPE II - B

**FIRE-PROTECTION SYSTEMS**

AUTOMATIC SPRINKLER SYSTEM TO BE MODIFIED AT RENOVATED AREAS.

- NO CHANGE TO ALLOWABLE AREAS AND HEIGHTS.

- NO CHANGE TO PLUMBING FIXTURES OR REQUIREMENTS.

**SCHEDULE OF DRAWINGS**

**GENERAL**

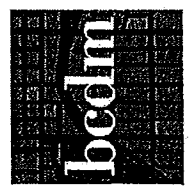
- G0-0 COVER SHEET
- A0-0 GENERAL NOTES
- A0-1 SPECIFICATIONS

**IN-SCHOOL-SUSPENSION RENOVATION**

- A1-1 FLOOR PLAN
- A1-2 DOOR AND FRAME DETAILS
- A1-3 INTERIOR ELEVATION
- A1-4 REFLECTED CEILING PLAN

**DISTRICT OFFICE RENOVATION**

- AD2-1 DEMOLITION PLAN
- A2-1 FLOOR PLAN
- A2-2 INTERIOR ELEVATION & DETAILS
- A2-3 SCHEDULES
- A2-4 INTERIOR ELEVATIONS
- A2-5 REFLECTED CEILING PLAN
- A2-6 EXTERIOR ELEVATION



BCDM PROJECT NO.: 3201-07	G0-0	ASHLAND-GREENWOOD HIGH SCHOOL 2014 RENOVATIONS
27 NOVEMBER 2013	COVER SHEET	

BERINGER CIACCIO DENNELL MABREY



# Hiring Timeline for 2014-15

<b>January 20th</b>	
"Known" resignations received	
Co-curricular change of status requests received	
<b>January 27th; February 3rd; February 10th</b>	
Advertise positions	Gazette, Market Weekly, OWH
<b>February 17th, 2014 (week of)</b>	
Interviews	
<b>February 24th, 2014 (week of)</b>	
buffer week	re-interview if necessary; new candidates if necessary
<b>March 3rd, 2014 - BOARD MEETING</b>	
Seek approval of candidates	
<b>March 17th, 2014</b>	
Review for second round of hiring. (March 15th is contract renewal deadline).	