



Ashland-Greenwood Public Schools
Board of Education REGULAR Meeting
June 17, 2013
7:30 PM
Conference Room, High School
1842 Furnas Street
Ashland, NE 68003

1. Call to Order. Roll Call.
2. Acknowledgement of Open Meetings Law posting.
3. Pledge of Allegiance
4. Recognition of public participation.
5. Visitors and Communication from the public.
6. Approval of changes in the mailed agenda and/or changes in the agenda order.
7. Public Hearing on Parental Involvement Policy
 - 1.) Hold Public Hearing to discuss, consider and receive input on the Parental Involvement Policy. The Public will be given the opportunity to present information and opinions on the proposed Parental Involvement Policy.
8. Public Hearing on Student Fee Policy
 - 1.) Review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the District for the 2012-2013 school year. (pg. 34)
 - 2.) Hold Public Hearing to discuss, consider, and receive input on the Parental Involvement Policy. The public will be given the opportunity to present information and opinions on a proposed Student Fee Policy.
9. Approval of Consent Agenda Items
 - a. Approval of minutes of previous meetings (pgs. 1-6)
 - b. Acceptance of Financial Reports (pgs. 7-16)
 - c. Action on Claims (pgs. 17-21)
 - d. Contract Renewals:
 - i. Learn2move: Physical Therapy (pg. 22)
 - ii. ESU 2 On-Site Network Support Service Agreement (pgs. 23-25)

10. Administrators' and Practitioners' reports

- A. Ms. Bray
- B. Mr. Jacobsen
- C. Ms. Finkey
- D. Dr. Kassebaum

11. Old Business

- a. Discussion and action to approve Staff Handbooks. To be provided
- b. Discussion and action to approve Student Handbooks. To be provided

12. New Business

- a. Consideration and action to reaffirm the Parental Involvement Policy 1240. (pg.26)
- b. Consideration and action to approve the student fee policy 5500 and student fees for 2013-14 School term. (pgs. 27-34)
- c. Discussion and action to hire non-certified staff member.
- d. Discussion and action to approve Hot Lunch prices for 2013-14 school term. (pg. 35)
- e. Discussion and action to approve revised school calendar for the 2013-14 school term. (To be provided)
- f. Discussion and action on new evaluation policy
 - i. 4117 to consolidate policies 4117/2209/2452/ and regulations 4117R. (pgs. 36-47)
 - ii. 2212 to replace existing policy 2212 and regulations (pgs. 48-61)
- g. Discussion and action on wages and benefits for employees working in positions that do not require a teaching certificate. (The Board may want to enter executive session).
- h. Closed Session: For the protection of the public interest and for the prevention of needless injury to the reputation of an individual(s): Personnel and the evaluation of job performance.

13. Informational items

14. The next meeting is set for Monday, July 15th, 2013 at 7:30 PM in the conference room at the Ashland-Greenwood High School; 1842 Furnas Street; Ashland, NE 68003. An agenda for the meeting shall be kept continuously current in the Office of the Superintendent of Schools at 1225 Clay Street in Ashland, NE 68003.

BOARD OF EDUCATION MEETING INFORMATION:

The Ashland-Greenwood Public Schools Board of Education is empowered to act on any item listed on the agenda at any time during the meeting, irrespective of the time or order listed. Pages listed, or further detail, are available upon request. The Open Meetings Act requires and the intention of the Board is that agenda items be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The Ashland-Greenwood Board of Education releases its agenda well in advance of most meetings and desires that all interested persons are fully informed. Any interested person who has a question or needs clarification about the sufficiency of a descriptive item should contact the Office of the Superintendent of Schools.

COPY OF OPEN MEETINGS ACT: *The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the North wall of the meeting room west of the main entrance.*

INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:

Getting Started: When it is your turn to speak during the public forum portion of the agenda, please come forward, sign your name and address on the sign-in sheet and state your name to the Board of Education.

Time Limit: You may speak only one time and must limit comments to 5 minutes or less.

Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board meeting.

General Rules: Please remember that this is a meeting of the Board of Education held in public for conducting the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

REQUEST FOR CLOSED SESSIONS:

The Ashland-Greenwood Public Schools is authorized by state statute to hold closed sessions. Closed sessions may be held when clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual. Reasons that meet this standard include but are not limited to: a) strategy sessions with respect to collective bargaining, real estate matters, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; b) discussion regarding deployment of security personnel or devices; c) investigative proceedings regarding allegations of criminal misconduct; (d) evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; and e) legal advice.

**Ashland-Greenwood Public Schools
Board of Education
Meeting Minutes
May 20, 2013**

Opening

A meeting of the Board of Education of the Ashland-Greenwood Public Schools was convened open and public session on May 20, 2013

Attendance

The roll was called and the following Board members were present:

Attendance Taken at 7:30 PM:

Present Board Members:

Melvin Cerny
Suzanne Sapp
Karen Stille
Tom Walsh

Absent Board Members:

Kevin Garner
David Nygren

Updated Attendance:

Kevin Garner was updated to present at: 7:32 PM
David Nygren was updated to present at: 7:34 PM

Notice

Notice of the meeting was posted in advance in the Superintendent's Office, 1225 Clay Street, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and Centennial Bank, 2433 Silver St., Ashland, NE. Notice of this meeting was given in advance to all members of the Board of Education. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the public.

A brief summary of board proceedings and list of claims will be published in the Ashland Gazette.

1. Call to Order. Roll Call.

Discussion:

A regular meeting of the Board of Education of the Ashland-Greenwood Public Schools was convened in open and public session at 7:30 p.m. on 20th day of May, 2013 by President Stille.

2. Acknowledge of Open Meetings Law posting.

Discussion:

President Stille announced and informed the public of the current copy of the Open Meetings Act in the meeting room.

3. Pledge of Allegiance.

Discussion:

All stood and recited the Pledge of Allegiance.

4. Visitors and Communication from the public.

Discussion:

There were no visitors or communication from the public. President Stille recognized Jason Claudt from SEI who will speak to the board about the security project.

5. Approval of changes in the mailed agenda and/or changes in the agenda order.

Motion Passed: Old Business Item will be moved ahead of Administrator's report. passed with a motion by Tom Walsh and a second by Suzanne Sapp.

Melvin Cerny	Yes
Kevin Garner	Absent
David Nygren	Absent
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

6. Approval of Consent Agenda Items.

Discussion:

Approval of consent agenda including previous board meeting minutes, current monthly financial statements for all accounts and current monthly claims for all accounts. Approval of Affidavit regarding the EHA Optional Enrollment and renewal of 2013-14 Sepcial Education Contract with ESU #2.

Motion Passed: Approval of consent agenda including previous board meeting minutes, current monthly financial statements for all accounts and current monthly claims for all accounts. Approval of Affidavit regarding the EHA Optional Enrollment and renewal of 2013-14 Sepcial Education Contract with ESU #2. passed with a motion by Kevin Garner and a second by Tom Walsh.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

7. Administrators' and Practitioners' Reports

7.1. Ms. Finkey

Discussion:

Mrs. Finkey shared that State Writing Reults will be released to public May 24, 2013. Mrs. Finkey explained the new scoring process. Mrs. Finkey also shared some instruction techniques and staff training used by staff to help with successful testing.

Mrs. Finkey gave the board a brief overview of the Nebraska teacher and principal evaluation system. We are one of 17 schools that stayed in the pilot program. The board will have to approve a new board policy that approves the new evaluation process. Mrs. Finkey pointed out every staff member will be using the Marzano instruction framework next year as their teaching strategies. Mrs. Finkey provided some of the items teachers will be rated on. Mrs. Finkey presented a handout to the board members that provides information that members can review prior to the consideration of board policy on evaluation.

7.2. Ms. Bray

Discussion:

Ms. Bray reported on many activities that have been held and the schedule for the final student days. Activities include field trips, track and field day, class picnics and walk to next year's classroom. Ms. Bray also reported on professional activities with elementary staff.

7.3. Mr. Jacobsen

Discussion:

Mr. Jacobsen reported that graduation was complete and three students are still working towards graduation. Mr. Jacobsen reported that summer school will begin right away in June and provided an overview on classes taught. Mr. Jacobsen also reported on year end staff development.

7.4. Dr. Kassebaum

Discussion:

Dr. Kassebaum reported to the board that graduation went well. Dr. Kassebaum invited board members to ice cream with staff at the Elementary Building at 12:30 pm

LB 553 did pass with the changes to retirement formula; five year wage average, state contribution will raise to 2 %.

LB 402 State Aid has been voted on still need governor approval. He reflected on changes in the formula. Changes include student days.

Dr. Kassebaum shared that he will be reviewing the 2013-14 school calendar and making suggestions for revisions to increase student days and he is in the process of surveying schools for state qualification dismissals; this could impact state funding.

8. Old Business

8.1. Discussion and update on new security system installation.

Discussion:

Jason Claudt from SEI reported to the board on the security system project for the district. Mr. Claudt gave an overview of his company and proposal for the project. Mr Claudt provided information on the card system, monitoring systems and SEI staffing. The system does have the ability to grow with the system. Mr. Claudt gave a list of schools that they currently service, Elkhorn Public Schools, OPS, Wahoo Public Schools, Westside. The Elementary School will now have a secure entry system allowing staff to identify visitors. A card system will allow staff to enter buildings. All doors will be programmed on an open door alarms system. Mr. Claudt answered questions presented by the board. SEI will monitor systems, maintain equipment and will perform our quarterly fire inspections.

9. New Business

9.1. a. Discussion and action to approve overnight travel requests: (pgs. 37-46)

- i. FB Hastings Team Camp June 9-11**
- ii. FB Grand Island Linemen Camp June 27-28**
- iii. WR Kearney Team Camp June 26-28**
- iv. HS Concordia University BB Team Camp June 14th and 15th**
- v. VB Peru State College Volleyball Camp**

Motion Passed: Approval of overnight travel requests: i. FB Hastings Team Camp June 9-11ii. FB Grand Island Linemen Camp June 27-28iii. WR Kearney Team Camp June 26-28iv. HS Concordia University BB Team Camp June 14th and 15thv. VB Peru State College Volleyball Camp in Peru, Nebraska July 28th- 30thvi. FFA COLT Event May 27th- May 29thvii. Cross Countyr Camp July 9 to 11that Niobrara State Parkviii. GBB Camp in Kearney NE June 8 & 9th passed with a motion by David Nygren and a second by Suzanne Sapp.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

9.2. Acceptance of resignations

Discussion:

The board would like to thank Kaylee Heitkamp and Susan Ruyle for their service to the district.

Motion Passed: Acceptance of resignation from Susan Ruyle and Kaylee Heitkamp with regret passed with a motion by Tom Walsh and a second by David Nygren.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

9.3. Acceptance of extracurricular assignment

Discussion:

The board does not need to approve the resignation but would like to thank Stormi Kissel for her service to the district.

9.4. Discussion and action to hire certificated staff member

Discussion:

Mrs. Bray recommended the hiring of Jessica Gress.

Motion Passed: Approval of hiring of Jessica Gress for the elementary position passed with a motion by Suzanne Sapp and a second by Melvin Cerny.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

9.5. Discussion and action to approve attendance at ISTE National Convention

Motion Passed: Approval to allow Matt Flynn to attend ISTE National Convention in San Antonio, TX, June 23 to June 26 passed with a motion by Melvin Cerny and a second by Tom Walsh.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

9.6. Consideration of 2013-14 Staff Handbooks

Discussion:

Dr. Kassebaum stated there may be some slight changes mostly edit wording changes. No changes are to made that change any practice or benefit.

9.7. Consideration of 2013-14 Student handbook changes

Discussion:

Mr. Jacobsen presented some changes for 2013-14 student handbooks; most are edits to wording.

Mr. Jacobsen did provide an explanation of some changes to middle/high school student discipline including repeated offenses, inschool/out of school suspension. Lettering requirements.

9.8. Discussion and action on wages and benefits for employees working in positions that do not require a teaching certificate.

Discussion:

The board will enter closed session for discussion strategy session in regard to non certificated wages and benefits for protection of the public interest or for the prevention of needless injury to the reputation of an individual in compliance with the law passed with a motion

9.9. Closed Session

Motion Passed: Approval of entry to closed session at 9:10 p.m. for discussion in regard to non certificated wages and benefits for protection of the public interest or for the prevention of needless injury to the reputation of an individual in compliance with the law passed with a motion passed with a motion by David Nygren and a second by Melvin Cerny.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

9.10. Reconvene

Motion Passed: Approval to reconvene from closed session at 9:42 p.m. passed with a motion by David Nygren and a second by Tom Walsh.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

9.11. 2013-14 Wages & Benefits for Non-Certificated Staff

Motion Passed: Approval of the 2013-14 Non Certificated Wages & Benefits passed with a motion by David Nygren and a second by Suzanne Sapp.

Melvin Cerny	Yes
Kevin Garner	Yes
David Nygren	Yes
Suzanne Sapp	Yes
Karen Stille	Yes
Tom Walsh	Yes

10. Informational Items

Discussion:

There were no informational items presented.

11. Call for Next Meeting

Discussion:

The next meeting is set for Monday, June 17, 2013 at 7:30 p.m. All meetings are held in Ashland-Greenwood Middle/High School, Conference Room at 1842 Furnas Street, Ashland, NE 68003. Notice of the meeting are posted in advance in the Superintendent's Office, 1225 Clay Street, Ashland, NE, Farmers & Merchants Bank, 1501 Silver St., Ashland, NE and Centennial Bank, 2433

Silver St., Ashland, NE. All meetings are open to the public. An agenda for the meeting shall be kept continuously current in the Office of the Superintendent of Schools at 1225 Clay Street.

12. Adjournment.

Discussion:

The meeting adjourned at 9:44 p.m.

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING May-13

GENERAL FUND

Beginning Balance \$ 4,510,874.26

RECEIPTS

Village of Greenwood Liquor License	\$ 350.00
Patron, Early Entrance Testing Fee	\$50.00
Sarpy County Property	\$116.81
Saunders CountyMV Tax	\$11,817.98
Saunders Carline Tax	\$3,936.69
Saunders County Fines	\$2,628.58
Saunders County Fines	\$1,001,092.37
Laptop Donation	\$34.00
Laptop Donation	\$34.00
Refund from Sempek Kbowling	\$13.13
Cass County MV	\$9,301.65
Cass County Fines & Licenses	\$1,022.79
Cass County Property Taxes	\$351,593.06
Cass County Homestead Exempt	\$3,745.73
Sped SA Rimb 11-12 Schl Age	\$60,369.00
Saunders CountyMV Tax	\$11,367.24
Saunders Homestead Exempt	\$12,516.24
Saunders Property Taxes	\$187,563.90
Media Donation	\$4.00
Donation Power Cord	\$34.00
Donation Lost books	\$35.00
Donation Lost books	\$20.00
Donation Lost books	\$10.00
State of NE State Aid	\$233,770.90
Donation Lost books	\$33.10
F & M Interest	\$73.77
NLAF Interest	\$25.40

Total \$ 1,891,559.34 \$ 6,402,433.60

DISBURSEMENTS

May Claims	\$ 718,687.82
Bank clearing error	\$ 0.90
Rebate	\$ (536.72)

Total \$ 718,152.00 \$ 5,684,281.60

ENDING BALANCE \$ 5,684,281.60

RECONCILIATION

NLAF Liquid Balance	\$ 3,467,712.84
Plus: F& M Bank Balance	\$ 800,027.90
Plus General Fund Investments	\$1,436,039.67
Less: Outstanding Claims clearing error	\$ 19,498.81

Reconciled Balance \$ 5,684,281.60 \$ 5,684,281.60

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING May-13

ADMINISTRATIVE OPERATIONS ACCOUNT

Beginning Balance \$ 1,291.44

RECEIPTS

GF Deposit \$ 1,460.32

Total \$1,460.32 \$ 2,751.76

DISBURSEMENTS

5/7/2013 R Kissel Custodial Mileage \$ 17.16

5/7/2013 Z Kassebaum, Supt: Mileage \$ 138.60

5/7/2013 B Jacobsen, Principal Mileage \$ 154.00

5/13/2013 NSNA School Health Conference \$ 320.00

5/14/2013 R Wiese, Pupil Support Mileage \$ 277.20

5/14/2013 voided clerical error

5/14/2013 D Allington, Mileage \$ 250.80

5/16/2013 N Tonjes, Sec Instruction> Mileage \$ 44.00

5/16/2013 Kegler Bowling, Sped Instruction: Field Trip \$ 50.00

5/22/2013 C Holz, Bus Off: Mielage \$ 22.00

5/31/2013 K Alley Transp Mileage & Permit \$ 7.50

5/31/2013 K Alley Transp Mileage & Permit \$ 27.50

5/31/2013 Z Kassebaum, Mileage \$ 33.00

Total \$1,341.76 \$ 1,410.00

Ending Balance \$ 1,410.00

RECONCILIATION

Bank Balance \$ 1,901.60

Less: Claims Outstanding \$ 491.60

Reconciled Balance \$ 1,410.00 \$ 1,410.00

PAYROLL ACCOUNT

Beginning Balance \$ 15,037.63

RECEIPTS

General Fund \$ 469,671.05

Hot Lunch \$ 20,194.76

FM National Bank: Interest \$ 2.69

Emp Monthly Prem \$ 1,040.42

Total \$ 490,908.92 \$ 505,946.55

DISBURSEMENTS

Net Payroll \$ 294,610.75

Retirement \$82,452.19

State Tax Withholdings \$ 12,722.40

Federal/FICA Taxes \$ 99,929.59

Retiree Life Insurance Mo. Premium \$ 191.68

Emp Health Insurance Mo Premium \$ 1,040.42

Total \$ 490,947.03 \$ 14,999.52

Ending Balance \$ 14,999.52

RECONCILIATION

Bank Balance \$ 14,999.52

Claims Outstanding \$ -

Receipts Outstanding \$ 14,999.52

Reconciled Balance \$ 14,999.52 \$ 14,999.52

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING May-13

EMPLOYEE BENEFIT (SECTION 125) ACCOUNT

Beginning Balance			\$	14,839.81
<u>RECEIPTS</u>				
Employee Payroll Deposit	\$	11,301.31		
Centennial Bank: Interest	\$	0.31		
Total			\$	11,301.62
			\$	26,141.43
<u>DISBURSEMENTS</u>				
5/2/13 Payflex, Employee Benefit	\$	984.78		
5/10/13 Payflex, Employee Benefit	\$	2,070.61		
5/17/13 Payflex, Employee Benefit	\$	2,800.42		
5/24/13 Payflex, Employee Benefit	\$	1,395.34		
5/31/13 Payflex, Employee Benefit	\$	968.23		
Total			\$	8,219.38
			\$	17,922.05
Ending Balance				<u>\$ 17,922.05</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	17,922.05		
Outstanding Claims				
Reconciled Balance	\$	17,922.05		<u>\$ 17,922.05</u>

SPECIAL BUILDING ACCOUNT

Beginning Balance			\$	973,948.02
<u>RECEIPTS</u>				
F& M Interest	\$	105.24		
NLAF - Money Market: Interest	\$	3.13		
Total			\$	108.37
			\$	974,056.39
<u>DISBURSEMENTS</u>				
5/17/13 CBS SIGNS INC	\$	438.00		
5/17/2013 TSI MECHANICAL LLC	\$	1,700.00		
bank clearing error	\$	(0.90)		
Total			\$2,137.10	\$ 971,919.29
Ending Balance				<u>\$ 971,919.29</u>
<u>RECONCILIATION</u>				
F&M Bank Balance	\$	352,236.04		
NLAF #9300590 Balance	\$	619,683.25		
Outstanding Claims	\$	-		
Reconciled Balance	\$	971,919.29		<u>\$ 971,919.29</u>

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING May-13

QUALIFIED CAPITAL PURPOSE FUND

Beginning Balance			\$	12,328.90
<u>RECEIPTS</u>				
5/9/13	Sarpy County	\$	1.19	
5/13/13	Saunders County	\$	10,245.83	
5/23/13	Saunders County, Property Taxes	\$	1,912.54	
5/23/13	Saunders County, Homestead	\$	127.65	
5/31/13	Interest	\$	0.81	
Interest				
Total			\$	12,288.02
<u>DISBURSEMENTS</u>				
Total			\$	-
Ending Balance			\$	<u>24,616.92</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	24,616.92		
Less: Outstanding Claims	\$	-		
Plus: Outstanding Deposits				
Reconciled Balance	\$	<u>24,616.92</u>	\$	<u>24,616.92</u>

DEPRECIATION FUND

Beginning Balance			\$	339,071.22
<u>RECEIPTS</u>				
	F&M National Bank, Interest	\$	28.80	
Total			\$	28.80
			\$	339,100.02
<u>DISBURSEMENTS</u>				
Total			\$	-
			\$	339,100.02
Ending Balance			\$	<u>339,100.02</u>
<u>RECONCILIATION</u>				
F & M Bank Balance	\$	339,097.60		
NLAF Balance	\$	2.42		
Less: Outstanding Claims	\$	-		
	\$	<u>339,100.02</u>		
Reconciled Balance	\$	<u>339,100.02</u>	\$	<u>339,100.02</u>

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING May-13

STUDENT FEE FUND

Beginning Balance			\$	4,777.83
<u>RECEIPTS</u>				
Cap & Gown Fees	\$	198.00		
Participation	\$	-		
Interest	\$	0.10		
Total			\$	198.10
			\$	4,975.93
<u>DISBURSEMENTS</u>				
Disbursements	\$	462.20		
Total			\$	462.20
Ending Balance			\$	<u>4,513.73</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	4,751.93		
Claims Outstanding	\$	238.20		
Misdirected Deposit				
Reconciled Balance	\$	<u>4,513.73</u>	\$	<u>4,513.73</u>

HOT LUNCH ACCOUNT

		Beginning Balance	\$	54,710.15
<u>RECEIPTS</u>				
Student and Staff Deposits	\$	10,465.20		
Online Student Deposits	\$	7,838.05		
Federal & State Reimbursement	\$	22,071.75		
F&M National Bank: Interest	\$	5.83		
Vending Proceeds				
Total			\$	40,380.83
			\$	95,090.98
<u>DISBURSEMENTS</u>				
Wages & Benefits	\$	20,420.79		
Food/ Supplies/ Contracted Services	\$	31,106.95		
Payment for NESA Testing Snacks	\$	(95.29)		
Total			\$	51,432.45
			\$	43,658.53
Ending Balance			\$	<u>43,658.53</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	44,160.26		
Claims Outstanding	\$	545.28		
	\$	<u>43,614.98</u>		
Receipts Outstanding	\$	43.55		
Reconciled Balance	\$	<u>43,658.53</u>	\$	<u>43,658.53</u>
Student and Staff Deposits Held on Account - End of Month			\$	6,312.55

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING May-13

INVESTMENTS

Date Bought	Security Description	Maturity Date	Rate	Investment
General Fund Investments				
1/30/12	Farmers & Merchants Bank, Ashland	01/30/14	0.4000%	\$838,200.10
10/22/10	Centennial Bank, Ashland	10/22/13	0.5000%	\$101,839.57
10/22/12	State Bank of India, NY	10/22/13	0.7000%	\$248,000.00
10/22/12	Onewest Bank, Fsb CA	10/22/13	0.7000%	\$248,000.00
Total Investments				<u><u>\$1,436,039.67</u></u>

LOCAL B/ Student & Staff Deposits

**CENTENNIAL BANK
FDIC INSURANCE**

\$ 250,000.00

Total Secured

\$ 250,000.00

**FARMERS AND MERCHANTS BANK
FDIC INSURANCE**

\$ 250,000.00

Pledged Safekeeping Security

Various pledged amounts at Agencies, Municipals, SBA, CD's etc,
monitored by: Farmers Merchant Bank

Total Face Value	Actual Value
\$ 3,415,516.00	\$ 2,845,516.00

Total Secured

\$ 3,095,516.00

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING May-13

				<i>Beginning Balance</i>	\$ 91,843.07	
<i>Date</i>	<i>Check #</i>	<i>Payee</i>	<i>Description</i>	<i>Receipt</i>	<i>Disbursed</i>	<i>Balance</i>
ATHLETICS						\$ 14,754.46
5/2/13	011368	Arlington Public Schools	MS Track Fee		\$ 120.00	
5/2/13	011374	Fundraising University	Coupon Sales		\$ 6,707.00	
5/2/13	011375	Richard J. Jeffery	MS Track Starter		\$ 175.00	
5/2/13	011380	Waverly Public Schools	Golf Fees		\$ 100.00	
5/2/13	011381	Arlington Public Schools	HS Track Fee		\$ 130.00	
5/3/13		Platteview/Syracuse	HS Track Fee	\$ 300.00		
5/3/13		DC West	Golf Entry Fee	\$ 95.00		
5/3/13		Platteview	MS Track Entry Fee	\$ 110.00		
5/3/13		Gate	HS Rotary Track Meet	\$ 488.00		
5/8/13		Gate	MS Track Invite	\$ 576.30		
5/21/13		Gretna	Golf Entry Fee	\$ 95.00		
5/21/13		Waverly, Plattsmouth, Gr	HS Tr Invite Entry Fees	\$ 330.00		
5/24/13		Various	Track Uniform Reimb.	\$ 65.00		
5/24/13		Gate	Returning Gate Cash	\$ 725.00		
5/24/13	011383	Awards Unlimited, Inc.	Awards		\$ 47.40	
5/24/13	011386	Anthony E Harper	Football Camp Fee		\$ 3,090.00	
5/24/13	011390	Omaha Sports Academy	Omaha BB League		\$ 150.00	
5/24/13	011392	SYDEX COMPUTOR SY	Track Web Service		\$ 24.50	
5/24/13	011393	VISA	Golf Fees		\$ 235.05	
5/24/13	011395	Waverly Public Schools	District Track Fees		\$ 170.00	
5/24/13	011396	YMCA of Lincoln NE	BB League Fee		\$ 180.00	
5/30/13	011399	Bellevue East High Schoo	Volleyball Camp Fee		\$ 155.00	
5/30/13	011400	Concordia University	Concordia BB Camp		\$ 200.00	
5/30/13	011401	Doane College	Track Camp Fee		\$ 125.00	
5/30/13	011402	Hall County District 2	Football Camp Fee		\$ 275.00	
5/30/13	011404	Nebraska School Activitie	NSAA Membership Fee		\$ 40.00	
5/30/13	011405	South Sarpy School Dist	Wrestling Camp Fee		\$ 80.00	
TOTALS				\$ 2,784.30	\$ 12,003.95	\$ 5,534.81
ALUMNI DIGITAL DISPLAY						\$ 1,758.03
				\$0.00	\$ -	\$ 1,758.03
BAND						\$ 5,953.39
5/2/13	011372	Deli International Omaha	Fundraise Proceeds		\$ 2,653.20	
5/2/13	011379	Schmitt Music Center	Band Books		\$ 95.06	
TOTALS				\$ -	\$ 2,748.26	\$ 3,205.13
CLASS OF 2012						\$ -
TOTALS				\$ -	\$ -	\$ -
DRAMA						\$ 3,493.95
				\$ -	\$ -	\$ 3,493.95
ELM BOOK FAIR						\$ 942.23
TOTALS				\$ -	\$ -	\$ 942.23

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING May-13

ELM STAFF							\$ 2,726.95
TOTALS				\$0.00	\$ -		\$ 2,726.95
ELM STUDENT COUNCIL							\$ 6,427.40
5/3/13	Various	Memory Book Sales	\$ 98.00				
5/13/13	Sowers Club of Lincoln	Donation	\$ 250.00				
5/14/13	Boxtops for Ed		\$ 0.40				
5/28/13	Various	Memory Book Sales	\$ 28.00				
TOTALS				\$376.40	\$ -		\$ 6,803.80
FBLA							\$ 2,623.05
5/2/13	011367	Ashland-Greenwood Boo Concessions for Dedgeball Trny		\$ 54.00			
5/17/13	Various	March of Dimes Fundraiser	\$ 120.00				
5/21/13	Various	Car Bash/Cancer Society	\$ 112.00				
5/30/13	011398	Awards Unlimited, Inc. FBLA Banquet Awards		\$ 69.25			
TOTALS				\$ 232.00	\$ 123.25		\$ 2,731.80
FFA							\$ 22,828.04
5/2/13	011376	Nebraska FFA Assn C.O.L.T. Fees		\$ 1,320.00			
5/2/13	011377	Barbara Novotny Banquet Meat		\$ 70.00			
5/10/13	Various	Officer Polors	\$ 250.00				
5/20/13	Western Edge	Business Donation	\$ 110.00				
5/24/13	011388	Menard Inc Supplies		\$ 110.84			
5/24/13	011382	Abante LLC 10 Chapter Officer Polo's		\$ 406.62			
5/24/13	011385	FFA Convention Tour-Ne National Convention		\$ 225.00			
5/24/13	011389	U Save Foods Inc/Nash F Supplies		\$ 153.23			
5/30/13	011403	National FFA Organizatio National FFA Choir Tryout		\$ 25.00			
5/31/13	Various	Donation-moved furniture	\$ 200.00				
TOTALS				\$ 560.00	\$ 2,310.69		\$ 21,077.35
HONOR SOCIETY							\$ 687.46
TOTALS				\$0.00	\$ -		\$ 687.46
HS STUDENT COUNCIL							\$ 2,032.32
TOTALS				\$ -	\$ -		\$ 2,032.32
MS/HS STAFF							\$ 1,161.06
5/23/13	Pepsi Cola	Pop Proceeds	\$ 43.67				
TOTALS				\$43.67	\$ -		\$ 1,204.73
MS STUDENT COUNCIL							\$ 1,206.41
5/20/13	Gate	Pop Sales/Dance	\$ 336.10				
TOTALS				\$ 336.10	\$ -		\$ 1,542.51
PROM ACCT (established 7-2012)							\$ 3,728.24
5/2/13	011369	Blooms Floral and Gifts/F Roses		\$ 50.00			
5/2/13	011370	The Cornhusker Hotel Dinners		\$ 2,660.00			
TOTALS				\$0.00	\$ 2,710.00		\$ 1,018.24

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING May-13

SCHOOL STORE				\$	186.10		
TOTALS				\$	-	\$	-
				\$	186.10		
SENIORS <i>(created 7-2012)</i>				\$	2,294.88		
5/13/13	Senior Class	Donation to Yrbook			\$	600.00	
5/31/13	Lee Ford	Scholarships	\$	1,000.00			
				\$	1,000.00	\$	600.00
				\$	2,694.88		
SHOP				\$	303.85		
5/28/13	Various	Wood Shop Project	\$	13.00			
TOTALS				\$	13.00	\$	-
				\$	316.85		
SPANISH CLUB				\$	349.11		
TOTALS				\$	-	\$	-
				\$	349.11		
SPIRIT SQUAD				\$	5,427.54		
5/2/13	011371	McKenzie D Cowsky	Spirit Squad Judge		\$	20.00	
5/2/13	011373	Danielle N. Fayle	Spirit Squad Judge		\$	20.00	
5/2/13	011378	Brittany L Novotny	Spirit Squad Judge		\$	20.00	
5/9/13		Student	Uniform Payment	\$	124.43		
5/24/13	011384	Deb Erickson	Judge Cheer Tryouts		\$	20.00	
5/24/13	011387	Kristin Laughlin	Judge cheer Tryouts		\$	20.00	
5/24/13	011391	Sarah Spargen	Judge Cheer Tryouts		\$	20.00	
TOTALS				\$	124.43	\$	120.00
				\$	5,431.97		
SPEECH				\$	2,224.65		
TOTALS				\$	0.00	\$	-
				\$	2,224.65		
TALENTED/GIFTED ACTIVITES (Formerly OM)				\$	345.68		
TOTALS				\$	-	\$	-
				\$	345.68		
VOCAL MUSIC				\$	4,188.22		
5/15/13	AG Student Fees	Admissions to Musical	\$	224.00			
TOTALS				\$	224.00	\$	-
				\$	4,412.22		
YEARBOOK/ANNUAL				\$	4,214.92		
5/2/13	Various	2013 Yrbooks/Tribute/Ads	\$	300.00			
5/6/13	Various	Yrbook Sales/DVD Sales	\$	120.00			
5/8/13	Various	DVD Sales-Yearbook	\$	65.00			
5/13/13	Senior Class	Donation	\$	600.00			
5/13/13	Various	Yrbook Sales/DVD Sales	\$	272.00			
5/16/13	Various	Yearbook sales	\$	175.00			
5/20/13	Various	Yrbook, DVD, Booster Donatio	\$	435.00			
5/23/13	Various	MS & HS Yearbooks	\$	105.00			
5/24/13	Booster Club	Donation-Post Prom	\$	600.00			
5/24/13	011394	Walsworth Publishing Co 2nd Payment			\$	4,489.23	
5/30/13	011406	Walsworth Publishing Co Final Yearbook Payment			\$	221.02	
TOTALS				\$	2,672.00	\$	4,710.25
				\$	2,176.67		
INTEREST				\$	1,985.13		
5/31/13	Centennial Bank	Interest	\$	1.83			
TOTALS				\$	1.83	\$	-
				\$	1,986.96		

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING May-13

ACTIVITY FUND TOTALS ALL ACCOUNTS	\$ 8,367.73	\$ 25,326.40	\$ 74,884.40
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Ending Balance			\$ 74,884.40
Plus: Outstanding Checks			\$ 4,854.27
Less: Outstanding Receipts			
Misdirected Deposit			
Equals: Bank Balance			\$ 79,738.67

**May 2013 Incomplete Listing
General Fund Disbursements**

Check	Payable to	Amount	Description
031105	Seminole Retail Energy Service	\$ 3,638.02	Natural Gas

Authorized by:

**Ashland-Greenwood Public Schools
Special Building Disbursements -June 17, 2013**

001446 TSI Mechanical LLC \$ 5,384.51 Final Retainage Plumbing

**Ashland-Greenwood Public Schools
Qualified Capital Disbursements -June 17, 2013**

1005 TycoGrinnell Simplex \$ 7,683.48 Elem Fire Alarm System Repair/Upgrade

Authorized by:

Ashland-Greenwood Public Schools' Claims

General Fund Claims

June 20, 2013

Check #	Vendor	Amount	Description
031106	AG Payroll Account	\$ 254,956.18	Net Payroll
031107	AGEA	\$ 2,592.00	Employee Dues
031108	Blue Cross and Blue Shield of Nebraska	\$ 83,657.94	Payroll Employee Health Ins
031109	Centennial Bank	\$ 11,076.31	Payroll Section 125 Deduct
031110	DISCOVER	\$ 129.43	Employee Garnishment
031111	Guardian	\$ 808.11	Payroll Employee Life Prem
031112	Madison National Life	\$ 1,139.40	Payroll LTD Insurance Prem
031113	MidAmerica 403b	\$ 1,965.00	Payroll Annuity Deduction
031114	Ashland-Greenwood Payroll Account	\$ 11,195.43	Payroll State Tax Wthhldg
031115	Nebraska Department of Revenue	\$ 250.00	NE State Tax Levy
031116	Ashland-Greenwood Payroll	\$ 86,618.44	Payroll Federal Tax Wthhldg
031117	Retirement	\$ 73,756.66	Payroll Retirement Wthhldg
031118	TheStandard	\$ 817.42	Employee Vision Plan
031119	Advance Education, Inc.	\$ 100.00	Title II A: HS SIP Dues
031120	Ashland-Greenwood Activities Acct	\$ 760.00	Bus Washing
031121	Ashland-Greenwood Booster Club	\$ 1,834.25	Ticket Taker Hours 12-13
031122	Alliance Public Schools-SD #6	\$ 300.00	Instruction: Tuition fees
031123	AmSan	\$ 2,190.34	Custodial: Supplies
031124	Apple Computer	\$ 8,280.00	Media: Soft. APPS.
031125	ASCD	\$ 163.00	Admin: Memberrship Fee
031126	Ashland Auto Parts	\$ 31.05	Maintenance: Belt
031127	Ashland Disposal Service	\$ 215.00	Custodial: Waste Removal
031128	Ashland-Greenwood Hot Lunch	\$ 487.20	Payment for PS Adult Lunches
031129	Awards Unlimited, Inc.	\$ 13.15	Instruction: Supplies
031130	Barnes & Noble Inc	\$ 535.74	Title II A: PLC Supp.
031131	Plains Equipment Group	\$ 140.28	Maintainence: Mower parts
031132	C & L Hardware	\$ 1,011.10	Maintenance: Paint Supplies
031133	Brooke L Cheleen	\$ 250.13	Physical Therapy
031134	City Of Ashland	\$ 1,751.50	Water & Sewer
031135	Cornhusker International Trucks, Inc.	\$ 244.36	Transportation: Parts
031136	Datavision	\$ 52.50	Inst. Tech.: Comp. Services
031137	Eakes Office Plus	\$ 193.39	Admin: Copier Use
031138	Educational Design Solutions	\$ 3,139.50	Inst. Tech.: Software ren.
031139	Electronic Sound, Inc.	\$ 750.00	General: Sound system in gym
031140	Esu #2	\$ 644.00	Title II A: SIP Writing WS
031141	Educational Service Unit No 6	\$ 248.62	Instruction: SENCAP tuition
031142	FishNet Security, Inc	\$ 2,384.80	Inst. Tech: Equip.
031143	Follett Educational Resources	\$ 1,156.43	K-5 Media: Books
031144	GovConnection Inc.	\$ 1,370.91	Inst. Tech.: Computer Equip.
031145	Grainger	\$ 76.10	Maintenance repair
031146	Jennifer S Haralson	\$ 4,443.89	Visually Impaired Provider
031147	HARRIS	\$ 673.63	Attendance Enterprise

Ashland-Greenwood Public Schools' Claims
General Fund Claims
June 20, 2013

Check #	Vendor	Amount	Description
031148	Hewlett-Packard Company	\$ 3,336.75	Inst Tech: Hardware
031149	Matheson Tri-Gas, Inc/Linweld	\$ 41.55	Voc Ag: Supplies
031150	Douglas S Loftus	\$ 315.00	Grounds: Rentals
031151	MCI Communications Services, Inc.	\$ 110.20	Long Distance Service
031152	Menard Inc	\$ 186.84	Maintenance
031153	National Safety Council-Greater Omaha	\$ 40.00	Nurse: First Aid Instructor
031154	Nebraska Council of School Administrators	\$ 585.00	Principal: NCSA Membership Dues
031155	Nebraska Academic Decathlon, Inc.	\$ 175.00	Instruction: Dues & Fees
031156	Nebraska Music Educators Association	\$ 101.65	Vocal Music: Supplies
031157	Nebraska Sprinkler/Scott Brauckmuller	\$ 160.00	Maintenance: Install Pipe
031158	Nebraska Capitol Conference	\$ 400.00	Instruction: Conference Fees
031159	Nebraska ESU Coop Purchasing	\$ 1,122.96	Media: Equipment
031160	Northwest Evaluation Association	\$ 8,200.00	Curr. Sup.: Test. soft. lic.
031161	Odyssey Ware	\$ 800.00	Instruction: Summer School Fees
031162	Omaha Paper Co Inc	\$ 5,202.00	All Areas: Copy Paper
031163	Omaha World Herald	\$ 1,164.00	Advertising & Printing
031164	One Source, Inc	\$ 23.00	Background checks
031165	Omaha Public Power District	\$ 20,228.68	All Areas: May/June Electricity
031166	Perry, Guthery, Haase & Gessf	\$ 635.50	Admin: Legal Services
031167	Phi Delta Kappa, Int'l Hdqr	\$ 95.00	Principal: PDK Membership
031168	Pitney Bowes Global Financial Serv LLC	\$ 500.00	Gen Business: Lease
031169	Platte Valley Sanitation Inc	\$ 325.00	Custodial: Waste Removal
031170	Quill Corp	\$ 146.57	Admin: Supplies
031171	Ralston Public Schools	\$ 258.69	Deaf/Hard of Hearing Services
031172	Reliable Plbg & Htg.	\$ 141.36	Maintenance: Supplies
031173	All American Sports Corp.	\$ 920.00	General: HSFB Helmets
031174	Saunders Medical Center	\$ 100.00	Transportation: Empl Physical
031175	SchoolDude.com	\$ 1,195.00	Inst. Tech. : Cont. Serv.
031176	Solution One	\$ 837.97	Instruction: Copier Use
031177	Sparkling Klean	\$ 5,696.60	Custodial: Janitorial Service
031178	Tech Depot	\$ 786.67	Instr. Tech: Equip.
031179	United Electrical Supply Co Inc.	\$ 341.39	Maintenance: Supplies
031180	United Parcel Service, Inc.	\$ 211.62	Shipping/Pick-up Fees
031181	United States Academic Decathlon	\$ 697.40	Instruction: Supplies
031182	US Mechanical Service Inc	\$ 896.76	Maintenance: service call
031183	Voss Electric Co	\$ 1,065.00	Custodial: Supplies
031184	Voyager Fleet Systems, Inc.	\$ 3,887.00	Transportation: Fuel
031185	Wahoo-Waverly-Ashland Newspapers	\$ 197.53	Advertising & Printing
031186	Wahoo Public School District #39	\$ 26,944.50	School Psychologist
031187	Beverly Wlggs	\$ 2,205.65	Occupational Therapy
031188	Cox Subscriptions, Inc	\$ 1,021.57	Media: periodicals

Ashland-Greenwood Public Schools' Claims
General Fund Claims
June 20, 2013

Check #	Vendor	Amount	Description
	Incompletes		
	Administrative Operaitons		Mileage, Fees Wkshops
	Windstream		Long Distance Service
	Seminol/Post Rock		Natural Gas
	Father Flanagans		Student Tuition
	No Frills/Nash Finch		Food, Supplies
	VISA		Supplies, Fees, Travel
	Payflex		Employee Benefit

Authorized by:

learn2move, LLC
Brooke L. Cheleen, PT
9205 South 170th Street
Omaha, NE 68136
402-676-7961

SERVICE PROVIDER CONTRACT

This contract made by and between the Ashland-Greenwood Public School District, in the State of Nebraska, and learn2move, LLC.

The Ashland-Greenwood Public School District hereby agrees to contract physical therapy services with learn2move, LLC for the 2013-2014 school year.

TERMS AND CONDITIONS

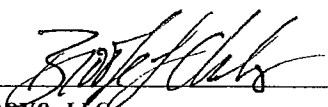
Brooke L. Cheleen, PT on behalf of learn2move, LLC will provide Ashland-Greenwood Public School District physical therapy services to those students identified as needing services by the I.E.P. /M.D.T. /I.F.S.P. Team. The frequency of physical therapy services will be provided as specified on the I.F.S.P. / I.E.P for each student.

learn2move, LLC will submit an itemized monthly billing summary to the Ashland-Greenwood Public School District. These monthly billing summaries will reflect the current state approved rate for physical therapy services. Within a reasonable time frame (30 days), the Ashland-Greenwood Public School District will reimburse learn2move, LLC for the amounts billed.

learn2move, LLC will only bill the Ashland-Greenwood Public School District for those items/services that are reimbursable by the State of Nebraska.

Brooke L. Cheleen, PT will provide proof that she is licensed by the State of Nebraska, and that learn2move, LLC is an Approved Service Provider by the State of Nebraska per request.

Either party may terminate this contract within thirty (30) day written notice to the other party.




learn2move, LLC

5-19-2013

By: Brooke L Cheleen, PT - member

Date



Superintendent of Schools

5-30-2013

Date

Director of Special Education

Date

ESU 2 Member Schools
ON-SITE NETWORK SUPPORT SERVICE AGREEMENT

THIS AGREEMENT is made this 17 day of June 2013 by and between
School/District No. 78-0001
in the County of Saunders
known as Ashland-Greenwood Public Schools
in the State of Nebraska, and Educational Service Unit 2, Fremont, Nebraska.

Whereas, Nebraska Department of Education Rules and the Statutes of Nebraska authorize the delivery of certain programs and services by School Districts through contracts with Educational Service Unit 2; and, Whereas, the School District and ESU 2 desire to enter into a contract for the delivery of certain services hereinafter detailed, it is the purpose of this Agreement to evidence the contract and understanding of the parties. Therefore, in consideration of the mutual agreements hereinafter set forth, the parties agree as follows:

1. ESU 2 agrees to deliver annual network operation support on School District site as deemed necessary between July 1, 2013 and June 30, 2014 based on the support services package* option selected under item 2.
2. School District agrees to pay ESU 2 for the annual on-site support services package* selected and to budget for a single annual payment.

ANNUAL SUPPORT SERVICES PACKAGE OPTIONS:

<input type="radio"/> Tier I Support Package	\$32/hr	1,700 hours	\$54,400
<input type="radio"/> Tier II Support Package	\$35/hr	850 hours	\$29,750
<input type="radio"/> Tier III Support Package	\$40/hr	425 hours	\$17,000
<input type="radio"/> Tier IV Support Package	\$45/hr	212 hours	\$9,540
<input checked="" type="radio"/> Tier V Support Package	\$50/hr	106 hours	\$5,300
<input type="radio"/> Tier VI Support Package	\$55/hr	50 hours	\$2,750
<input type="radio"/> Tier VII Support Package	\$60/hr	25 hours	\$1,500

* A support package includes labor only. Package options do not include costs associated with repair parts, software, hardware, Internet filtering, training materials, etc. or for business mileage at the current NDE rate for mileage reimbursement.

Districts not selecting an annual support package are subject to a \$65 per incident per hour service charge for on-site local area network support services in excess of a regular and customary annual allowance extended by ESU 2 only to ESU 2 schools, which for 2013-14 is 7 service hours. Per incident billing will occur on a monthly basis.

Upon reaching the hours ceiling for any tier, ESU 2 Schools with a tier support package may purchase additional hours at the same hourly tier rate and are not subject to the per incident hourly rate.

3. Additional Conditions and Terms:

4. School District will be billed the total amount of the annual service package within 30 days of signing the agreement.

Method of payment for the annual tier support package (*Please, check one*):

Bill my School Apply Service Credit (Public Schools Only)

Billing for all business mileage and for any additional charges (see Item 2) will occur on a per-incident or monthly basis.

5. School District agrees to identify an Authorized Point of Contact (POC) and to communicate all service requests only through the POC to the ESU 2 Network Operations Center.

6. This Agreement shall be binding upon the parties hereto and their successors. The persons executing this Agreement on behalf of the respective parties specifically acknowledge and represent that they have valid authority to bind the party for whose benefit this Agreement has been executed.

Signatures:

Date 6-17-2013 District Representative Dr. Zachary G. kassebaum

Printed Name: Zachary G. Kassebaum

Title: Superintendent of Schools

Date: _____ ESU 2 Representative _____

Printed Name: David Ludwig

Title: Administrator, Educational Service Unit 2

AUTHORIZED POINT OF CONTACT (POC) INFORMATION

Primary POC for School District:

(Only this individual has the authority to communicate on-site District service requests to the ESU2 Network Operation Center)

<u>Matt Flynn</u>	<u>Tech. Integration Specialist</u>	
Name	Title	
<u>402-944-2114</u>		<u>402-944-2116</u>
Work Phone	Cell Phone	FAX Number
	<u>matt.flynn@agps.org</u>	
Pager Number	E-mail Address	

This individual is duly authorized by Zachary G. Kassebaum
Superintendent of Schools

Primary POC for ESU 2 Network Operation Center:

Name: Mike Danahy, Manager or Steve Mylander, Assistant Manager

Address: 2320 N Colorado AVE PO Box 649 Fremont, NE 68026

<u>402-721-7710</u>	<u>402-721-7712</u>
Work Phone	FAX Number

mdanahy@esu2.org or mylander@esu2.org
E-mail Address

Community Relations

PARENTAL INVOLVEMENT IN SCHOOLS

It is the policy of this school district to foster and facilitate, to the extent appropriate, parental information about, and involvement in, the education of their children. Along these lines:

A. Textbooks, tests, and other curriculum materials used in this school district are, and shall be, available for review by parents at school upon request. Since textbooks, tests, and other curriculum materials constantly change, and may be discarded when no longer needed by school district, parents wishing to review such items must govern their requests accordingly.

B. Parents are welcome to visit school. Parents wishing to attend and monitor courses, assemblies, counseling sessions and other instructional activities must obtain prior approval of and from the proper teacher, counselor, and administrator, or they may be asked to leave. Parents attending or monitoring courses, assemblies, counseling sessions, and other instructional activities with prior approval who, by their conduct or presence interfere with the educational process or constitute an interference with school purposes, will be asked to leave.

C. The school district may excuse students from testing, classroom instruction, and other school experiences, upon parental request, when the testing, classroom instruction or other school experience interferes with sincerely held family or religious beliefs. Parental requests must be in writing and submitted to the proper teacher and administrator a reasonable time prior to the testing, classroom instruction, or other school experience and must be accompanied by written reasons acceptable to the school district or for which an excuse is mandated by law. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parental request.

D. Parents and others will be provided access to records of students according to law (e.g.1 Family Educational Rights & Privacy Act, 20 U.S.C. Section 1232g or Section 79-4, 157, R.R.S.1 et seq.);

E. Testing shall occur in this school district as determined appropriate from time to time by district staff to assure proper measurement of educational progress and achievement.

F. Participation in surveys by students shall occur in this district from time to time when determined appropriate by district staff for educational purposes. Students may decline to participate in surveys. Parents may request in advance that their child not participate in a survey. Surveys shall consist of those instruments in which students are asked questions in which they provide an opinion and which are not graded by staff. District staff shall notify parents and shall seek approval from their building principal when surveying students on topics which may be deemed sensitive. Sensitive topics shall include but not be limited to political affiliations, mental or psychological problems, sex behavior or attitudes, illegal, antisocial or self-incriminating behavior, critical appraisals of individuals with whom the child has close family relationship; religious practices and affiliations; or questions about income.

R.R.S. 79-530 through 79-533; Parental Involvement, Legislative Findings

Adopted: June 19, 1995

Revised: August 18, 2003

STUDENTS

STUDENT FEES POLICY

The Board of Education of Ashland-Greenwood Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children that extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services.

The District's general policy is to continue to encourage and to require, to the extent permitted by law, such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies: this policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Addendum "1". This provides further specifics of student fees and materials required of students for the upcoming school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities

Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items and miscellaneous items

Extra-Curricular Activities

Students have the responsibility to furnish any personal or consumable items for participation in the extra-activities provided by the District.

Courses

(i) General Course Materials

Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring minor personal or consumable items including, but not limited to, pencils, paper, pens, erasers, protractors, math calculators and notebooks. A student supply list shall be established annually for each grade, course and activity and shall be distributed to students and parents annually as a part of the student handbook or as an addendum to the student handbook. Such supply list shall be approved as part of the review of this policy and shall be considered a part of this policy. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damage

Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials required for course projects

Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials

Students must furnish musical instruments for participation in optional music courses that are not extracurricular activities. Use of a musical instrument without charge is available under the District's fee waiver policy (Section 12); however, the District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking

Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for

damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities Specialized Equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District.

The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Students may furnish their own specialized equipment and/or attire rather than that which is provided by the district provided that equipment and/or attire meets standards established by the district and has the approval of the coach, leader, conductor or sponsor.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For music courses that are extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for Participation

The District charges a fee established annually for participation in extra-curricular activities except those activities which are a required part of a curricular class that leads to earning credit towards graduation or grade promotion. Such fee schedule shall be established annually by the Board of Education, shall be published in the student handbook and such fee schedule shall be considered to be a part of this policy. Any fee for participation in extra-curricular activities collected shall be used for the purpose for which it is collected and shall be kept separate and apart from all other funds in a student fee fund. The Board of Education shall establish annually as a part of the fee schedule the purpose of the fee and approve all disbursement of monies from such fund. Fees collected under the fee schedule shall permit the student to take part in school activities as a participant or as a spectator. Fees shall be waived for free and reduced lunch students in accordance with the waiver policy. (Section 12).

Admission fees for extracurricular activities and events may be charged by the district at a rate established by the board of education as a part of the student fee schedule.

(5) Postsecondary education costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees associated with obtaining credit from a postsecondary educational institution. For a course in which students receive both high school and postsecondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or students who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations. The district shall also provide duplicates of records for other school districts or post-secondary institutions a student plans to attend at no charge.

(8) Participation in before-and-after-school or Pre-kindergarten services

Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch Programs

Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like.

(11) Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under the United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities.

Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section.

(12) Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to students of the District at no cost.

(13) Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be

expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 21st day of June, 2003, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-03 school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws. The policy was revisited and approved June 2012.

Legal References:

Laws 2002, LB 1172 (The Public Elementary and Secondary Student Fee Authorization Act) Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)

Neb. Rev. Stat. §79-2,104 (student files or records)

Neb. Rev. Stat. §79-715 (eye-protective devices)

Neb. Rev. Stat. §79-737 (liability of students for damages to school books)

Neb. Rev. Stat. §79-1104 (before-and-after-school or prekindergarten services)

Neb. Rev. Stat. §§ 79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: June 3, 2002

Revised July 21, 2003

Revised June 18th, 2012

5500

Regulation

Students

Student Fees

Fee Schedule:

7-12 Students - Extra-curricular Activity Fee	\$25
Reproduction of Records	50 cents per page
*Waived to send to other educational institutions.	
Commencement Exercises Participation	\$22

Admission

Varsity Athletic Events/School Plays and Musicals

Adults: \$5
Students: \$4

Non-varsity Athletic Events and other school events.

Adults: \$3
Students: \$2

The building principal or his/her designee may waive admission fees for all spectators at an event at his or her discretion.

Travel

The district shall collect fees for transportation to and from school as permitted by law. The district shall not collect fees for travel to and from school extra-curricular activities or the travel portion of school sponsored trips including those which are considered to over night or long-distance travel under policy 6153.1. Overnight and long distance travel may take place if it meets the criteria of district policies for such travel and provided that the expenses for such travel are borne by the district either through tax supported funds or through student activity funds.

All group travel shall include the entire group or a select portion of the group with a selection process that is not discriminatory based on the district's discrimination policy. The ability of a student to pay shall not be a criteria for participation in school sponsored travel.

Nothing precludes an individual or staff member to travel on his or her own without school sponsorship. Nothing precludes staff from traveling with or without students at their own expense and without be compensated to travel by the district.

Uniforms

The District will generally furnish students with specialized equipment except as stipulated within Policy 5500 and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire.

The district shall provide all uniforms that are not fitted to a particular student and the equipment required by the district to be a part of a club, team, organization or squad except for that specified in policy 5500. The district shall not collect funds from free and reduced price lunch students for such uniforms or equipment. Such funds may come from tax supported funds or from student activity funds.

Uniforms that are specially fitted to a particular student and that cannot be reused for others shall become the property of that student. Funds for these types of uniforms shall be paid for by the student or through fundraising by the group or organization. The district shall pay for any specially fitted uniform for a free and reduced lunch student but reserves the right to retain ownership of the uniform upon completion of the activity.

The administration shall approve any uniform prior to final selection in order to consider its appropriateness to school dress codes and its cost to students and the district.

Nothing shall preclude groups or individuals from making donations to a particular club, team or squad provided the donation meets the district criteria for the acceptance of a donation and provided the donation is being made to the benefit of the entire club, team, organization or squad. Nothing precludes a student, with permission from the coach or sponsor, to purchase and provide his or her own equipment and/or specialized attire.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities. For music courses that are extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

The provision of uniforms and equipment may be limited by the district and in no case shall the funds exceed the available funds on hand unless a reasonable plan has been established to remove any deficit spending.

Organizational and Class Dues

The district shall not charge students dues or fees to participate in a school organization, class, squad, team, club or non-optional school activities except that which is established as a part of the fee schedule.

**Recap for the Student Fee Fund
2012-13 Budget
Ashland-Greenwood Public Schools**

<u>Income</u>	2012-13 Budgeted	Total Projected Expenses 12-13	+ or - Budget
Beginning Balance	\$ 4,349.05	\$ 4,349.05	\$ -
Miscellaneous(Replacement IDs & Interest)	\$ 25.00	\$ -	\$ (25.00)
Collection of Student Participation Fees students at \$25 ea.	\$ 5,500.00	\$ 4,720.00	\$ (780.00)
Collection of Graduation Fees students at \$22ea.	\$ 1,540.00	\$ 1,584.00	\$ 44.00
Interest	\$ 5.00	\$ 0.94	
Total All Income	<u>\$ 11,419.05</u>	<u>\$ 10,653.99</u>	<u>\$ (761.00)</u>
<u>Expenses</u>			
Fund Supplies	\$ 100.00	\$ -	\$ 100.00
Graduation Caps and Gowns	\$ 1,650.00	\$ 1,600.00	\$ 50.00
Dance DJs (MS/HS Dances - Prom, Homecoming, Etc.)	\$ 1,200.00	\$ 1,000.00	\$ 200.00
MS Incentive Party (End of Year Party Expenses)	\$ 750.00	\$ 543.84	\$ 206.16
Student Admissions for Play/Musical	\$ 800.00	\$ 224.00	\$ 576.00
Uniform Needs (Waiver student uniforms Cheerleaders, Dance FFA, Music Groups)	\$ 1,000.00	\$ -	\$ 1,000.00
Athletic Admissions (Admission for Pep Band, Cheerleaders, Dance Team Personnel w/o passes to State and District NSAA events when passes are not provided)	\$ 1,500.00	\$ 772.00	\$ 728.00
Yearbook Support (NA for 2012-13)	\$ 1,300.00	\$ -	\$ 1,300.00
Miscellaneous Expenses and Carry over Balance	\$ 3,119.00	\$ -	\$ 3,119.00
Total Fund Expenses	<u>\$ 11,419.00</u>	<u>\$ 4,139.84</u>	<u>\$ 7,279.16</u>
Ending Balance	<u>\$ 0.05</u>	<u>\$ 6,514.15</u>	

Ashland-Greenwood Public Schools School Meal Pricing

<u>Breakfast</u>	2012-13 Prices	2013-14 Proposed Pricing
Breakfast Reduced Price - Student	\$0.30	\$0.30
K-6 Breakfast - Student	\$1.30	\$1.40
7-12 Breakfast - Student	\$1.30	\$1.40
K-12 2nd Breakfast - Student	\$2.10	\$2.20
Student Guest - Breakfast	\$2.10	\$2.50
Adult Breakfast	\$2.25	\$2.50

<u>Lunch</u>	2012-13 Prices	2013-14 Proposed Pricing
Lunch Reduced Price - Student	\$0.40	\$0.40
K-6 Lunch - Student	\$2.15	\$2.25
7-12 Lunch - Student	\$2.35	\$2.45
K-12 2nd Lunch - Student	\$2.75	\$2.85
Student Guest - Lunch	\$2.75	\$3.00
Adult Lunch	\$3.35	\$3.45
Milk	\$0.40	\$0.40

TEACHER/EDUCATIONAL SPECIALIST EVALUATION POLICY

Recognizing that our school district's most valuable asset are its educators, the Board of Education of Ashland Greenwood Public Schools acknowledges the need for the continuing evaluation of the performance of teachers and educational specialists employed by Ashland-Greenwood Public Schools and requires the Superintendent to ensure that such evaluation is carried out as outlined in this policy. It shall be the responsibility of the Superintendent to develop appropriate regulations, procedures, and forms to implement this policy and to ensure that the policy, regulations, and procedures comply with Nebraska law and Nebraska Department of Education regulations regarding the evaluation of certificated personnel.

District Mission: Our School with family and community cooperation, promotes lifelong learning to awaken, develop, and enhance the individual potential.

- A. Purposes. The Board recognizes two major purposes for the evaluation of the performance of teachers and educational specialists:
- (1) To assist teachers and educational specialists in developing their knowledge and skills in order to improve teaching and learning in the district's schools.
 - (2) To assess the performance of teachers and educational specialists so that the Board may make employment decisions as provided in state law.
- B. Applicability. This policy is applicable to the following categories of certificated employees:
- (1) Teachers, defined as those certificated employees whose primary assignment is the direct teaching of students.
 - (2) Educational specialists, defined as certificated employees whose primary assignment is to provide instructional support or special services to teachers and students and whose job assignment requires a Nebraska teaching or special services certificate. This category includes, but is not limited to, instructional support teachers, library-media specialists, technology coordinators, curriculum coordinators, school activity coordinators, guidance counselors, speech/language therapists, physical and occupational therapists, and certificated school nurses.

Administrators, defined as those employees whose primary assignment requires them to hold a Nebraska administrative and supervisory certificate, are not covered by this policy.

C. Definitions. For purposes of this policy, these terms are defined as follows:

- (1) Evaluation Cycle. The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle of probationary teachers/educational specialists shall be one school year. The evaluation cycle for permanent (tenured) teachers/educational specialists covered by this policy may be up to three school years.
- (2) Summative Evaluation. Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all components of the evaluation process.
- (3) Formative Evaluation. Formative evaluation takes place at specified points within the evaluation cycle and includes the rating of some components of the evaluation process and may include a non-summative review of other components.
- (4) Formal Observation. The formal observation of a teacher or educational specialist shall include: (1) advance notice to the employee of the time and date of the observation; (2) a pre-observation conference with the observer; (3) observation for a full instructional period in the case of probationary employees and for a duration determined by the observer in the case of permanent employees; (4) a post-observation conference with the observer, and (5) a written report summarizing strengths and suggestions for improvement.
- (5) Informal Observation. Informal observations are less than a full instructional period in duration, but somewhat longer than a walk-through observation. A duration of 15-20 minutes may be appropriate. Informal observations may be pre-announced or unannounced. They must include some oral or written feedback to the employee, but a formal post-conference and written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or e-mail exchange would suffice to meet this requirement.
- (6) Walk-through Observation. Walk-through observations are brief classroom or work space visits, generally 5 to 10 minutes in duration for the purpose of monitoring the teaching and learning process. Such observations are generally unannounced and do not include a conference or required written report. Brief oral or written feedback to the employee may be provided at the observer's discretion, but is not required unless specific deficiencies are noted.

- (7) Full instructional period. For purposes of required classroom observations, a full instructional period shall be defined as the full duration of the class or subject period in which the observation is taking place on the day that the observation is taking place. For the observation of the work of probationary educational specialists, the duration of the observation should be for the equivalent of a typical instructional period as listed on the normal daily schedule of the school in which he or she is being observed.
- (8) Instructional Framework. For purposes of gathering data on teaching practices and the analysis of such practices, the district shall use the following instructional framework: **Robert Marzano's Causal Teacher Evaluation Model.**
- (9) Student Learning Objectives/Specialist Program Objectives. For purposes of teacher and educational specialist evaluation, student achievement and program performance results shall be assessed through the use of Student Learning Objectives or Specialist Program Objectives. In collaboration with his/her evaluator, each teacher or educational specialist shall develop Student Learning Objectives or Specialist Program Objectives each school year. The teacher/specialist will receive an annual evaluation rating based on his/her implementation of strategies designed to achieve these objectives and his/her results in achieving the objectives.
- (10) Individual Professional Development Plan. On an annual basis, beginning the second year of implementation each teacher/educational specialist shall develop an Individual Professional Development Plan based on the results of his/her most current evaluation. The plan is to be developed in collaboration with his/her evaluator and consist of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success. The teacher/educational specialist will receive an evaluation rating each year (beginning the 2nd year of implementation) on his/her success in implementing the professional development strategies and achieving the goals.
- (11) Student Perception Data. Student perception data shall be collected via student surveys at least once during each evaluation cycle for each teacher/educational specialist. The teacher/educational specialist will not receive an evaluation rating based on the survey results, but the results will provide data to assist the evaluator and teacher/educational specialist in identifying areas of strength and areas for professional growth.
- (12) Primary and Complementary Evaluators. All evaluators of teachers and educational specialists employed by the district shall be certificated administrators. The primary evaluator for each teacher/educational specialist is that employee's supervisor. In the case of teachers/educational specialists who are supervised by more than one supervisor, the

Superintendent shall designate one supervisor as the primary evaluator. Complementary evaluators are certificated administrators, such as assistant principals or district-level administrators, who have been designated to assist the primary evaluator.

- (13) Peer Assistance. By mutual agreement of the teacher/educational specialist and his/her primary evaluator, a peer observer may be asked to observe and provide feedback to the teacher/educational specialist as part of a Plan for Improvement or Plan of Assistance. However, the results of such observation may not be used for evaluative purposes.
- (14) Plan for Improvement. A rating of "Basic" in any component of a teacher/educational specialist's formative or summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The employee and his/her evaluator shall review progress on the Plan for Improvement at least once per semester.
- (15) Plan of Assistance. A rating of "Unsatisfactory" in any component of a teacher/educational specialist's formative or summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the teacher/educational specialist and the evaluator.

D. Evaluative Criteria. By adopting the evaluative criteria listed below, the Board ensures that all teachers/education specialists are evaluated on instructional performance and classroom organization and management and are evaluated on personal and professional conduct in accordance with Nebraska Department of Education Rule 10.

- (1) Teacher/Educational Specialist Practice. Teacher practice will be evaluated based on the Effective Practices cited in the **Nebraska Teacher Performance Framework**. In order to develop appropriate evaluative criteria for educational specialists, the Superintendent shall review the Nebraska Framework's Effective Practices and make such additions, deletions, or revisions as are necessary.

(2) Classroom Practice. The analysis of classroom practice for teachers shall be based on the district's chosen instructional framework. The Superintendent shall designate **Robert Marzano's Causal Evaluation Model** as the district's instructional framework. The analysis of practice for educational specialists shall be based on specialist rubrics designated by the Superintendent. The results of the assessment of classroom or educational specialist practice shall comprise data for the evaluative ratings within the Nebraska Frameworks Effective Practices.

(3) Student Learning Objectives/Specialist Program Objectives. Student achievement or program performance shall be evaluated based on Student Learning Objectives or Specialist Program Objectives, as appropriate. The Superintendent shall develop or adopt appropriate rubrics to assess teacher/educational specialist performance on such objectives.

(4) Professional Development. Professional development of teachers/educational specialists shall be evaluated through an annual rating of the employee's Individual Professional Development Plan. The Superintendent shall develop or adopt appropriate rubrics to assess performance on such plans.

(5) **(Optional)**. Additional Local Standards. The Superintendent may propose to the Board for adoption such additional local standards for teachers/educational specialists as may be appropriate.

(6) Overall Performance. Based on the criteria above, an overall performance rating shall be determined by the evaluator of each teacher/educational specialist as part of the employee's summative evaluation.

E. Levels of Performance. The performance of teachers/educational specialists shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

(1) **Exemplary**—In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she takes a leadership role in professional development and school leadership activities.

(2) **Proficient**—In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.

(3) **Basic**—In the judgment of the evaluator, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient".

(4) **Unsatisfactory**—In the judgment of the evaluator, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

F. Evaluation Procedures.

1. Annual Notice. The Superintendent shall annually ensure that teacher/educational specialists are made aware of the evaluation policy and procedures in writing by including it in the Faculty Handbook or other notice to employees.

2. Evaluation Cycle/Sequence of Evaluation Activities. A Teacher/Educational Specialist Evaluation Procedures Sequence is included as an Appendix to this policy.

- (a) Probationary Teachers/Educational Specialists. Teachers and educational specialists in probationary status shall have an annual evaluation cycle consisting of a formative evaluation during the first semester and a summative evaluation during the second semester. Each semester's evaluation shall include a formal observation for a full instructional period as described in this policy and ratings based on the Nebraska Effective Practices and the district's local standards. In addition, the summative evaluation shall include ratings on Student Learning Objectives/Specialist Program Objectives performance and, in the second probationary year and subsequently, a rating on Individual Professional Development Plan performance as well as an overall rating based on the evaluator's judgment of performance on all components of the evaluation process.
- (b) Permanent (Tenured) Teachers/Educational Specialists. Teachers and educational specialists in permanent status may have up to a three-year evaluation cycle as determined by his/her evaluator. At any point, the evaluator can return the teacher/specialist to an annual or more frequent evaluation cycle if the employee's performance warrants. A three-year evaluation cycle shall include two years of annual formative evaluations and one year of summative evaluation. The formative years shall include informal/walk-through observations with the number and duration of observations to be determined by the evaluator, a rating on Student Learning Objectives/Specialist Program Objectives performance, a rating on Individual Professional Development Plan performance, and a rating on the district's local standards, if applicable. The summative year shall include, in addition to the ratings described above, at least one formal observation and conference with the duration of the observation to be determined by the evaluator, ratings on the Nebraska Effective Practices, and an overall rating based on the evaluator's judgment of performance on all components of the evaluation process.

3. Gathering Evaluation data. The district's evaluation system is based on data gathered from multiple measures of teacher and educational specialist performance, including but not limited to the following:
- (a) Direct observation of work performance. The evaluation of all teachers and educational specialists covered by this policy will be based in part on direct observation of the staff member performing his/her duties. The Board encourages multiple observations of teacher and educational specialist performance throughout the school year, including formal, informal, and walk-through observations. For probationary teachers, each semester's evaluation process will include at least one formal observation as defined in this policy for a full instructional period. For probationary educational specialists for whom classroom observation is not possible, direct observation of employee performance will be for the equivalent of a full instructional period for the school in which the specialist serves. For permanent teachers and educational specialists, at least one formal observation of employee performance with the duration to be determined by the evaluator shall be conducted during the summative year of the evaluation cycle. Informal and walk-through observations with the frequency and duration to be determined by the evaluator shall be conducted during the formative years of the evaluation cycle.
- Per Nebraska law, if deficiencies are noted in the work performance of any probationary or permanent employee, the evaluator shall provide the employee at the time of the observation with a list of deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain.
- (b) The collection of data/artifacts. Evaluators shall endeavor to collect a wide variety of data regarding employee performance including artifacts such as lesson plans, student work, and similar data.
- (c) Student perception data. At least once during the evaluation cycle, typically during the summative year, the evaluator shall arrange for the sampling of student perception via a student survey which may be developed by the district or other entities. The Superintendent shall approve the specific surveys to be administered and shall approve the procedures for administration of the student surveys. The size and composition of the sample shall be determined by the evaluator after consultation with the teacher/educational specialist. Survey procedures must ensure the privacy and confidentiality of student responses and the results of the survey shall remain confidential as part of the teacher/educational specialist's employee record. The teacher/educational specialist will not be rated on the survey results. Rather, the information gathered shall be used to help the evaluator identify areas of strength and areas for professional development.

- (d) Student achievement/program performance data. On an annual basis, teachers and educational specialists shall develop and implement either a Student Learning Objectives (SLO) plan or, if student achievement is not an appropriate measure of a specialist's performance, a Specialist Program Objectives (SPO) plan. For the 2013-14 school year, each teacher/educational specialist participating in the Nebraska Evaluation Model Pilot Project shall develop and implement one Student Learning Objective or Special Program Objective. For subsequent years, each teacher/educational specialist shall develop and implement Student Learning Objectives or Special Program Objectives for the school year. The Superintendent shall develop procedures for creating, implementing, and evaluating SLO's and SPO's and shall ensure that all teachers and evaluators have received training in the SLO/SPO process. The evaluation of SLO's/SPO's shall include an assessment of the quality and rigor of the objective, the implementation of strategies designed to achieve the objective, and the achievement results.
- (e) Evidence of professional development. On an annual basis, teachers and educational specialists shall develop and implement an Individual Professional Development Plan based on the results of the employee's most recent summative evaluation. The rationale for this component is that the professional development goals and activities should arise out of professional development needs identified during the evaluation process and which are closely linked to the evaluation process. The development of an Individual Professional Development Plan directly linked to the summative evaluation, does not preclude the existence of schoolwide professional development activities in which teachers and educational specialists are expected to participate or the creation specific individual professional development goals and activities that are not a formal part of the evaluation process.

In the initial two years of implementation of this evaluation system, those teachers/educational specialists in the formative year(s) of the cycle shall develop Individual Professional Development Plans in collaboration with their evaluators. These plans will be reviewed annually, but will not receive an evaluative rating. Following the teacher/educational specialist's first summative evaluation year, he/she will develop an Individual Professional Development Plan in collaboration with his/her evaluator and will receive an evaluative rating on progress in achieving the goals contained in the plan at the end of the following year and each year subsequently. The Plan will be revised annually based on evaluation results.

The Superintendent shall develop procedures for creating, implementing, and evaluating IPD Plans and shall ensure that all teachers and evaluators have received training in the IPD Plan process. The evaluation of the IPD Plan shall include an assessment of the quality and

rigor of the professional development goals, the implementation of strategies designed to achieve the goals, and the achievement results.

- (f) Self-assessment/reflection. Self-assessment and reflection is a component of the evaluation system. The Superintendent shall develop or adopt appropriate procedures and documents for such a process for teachers/educational specialists.

4. Conferences and Reports. The Board encourages frequent conferences and the sharing of both oral and written feedback between teachers/educational specialists and evaluators. Formal observations require a pre-conference, post-conference, and written observation report; informal observations require some type of oral or written feedback but not a full post-conference and report, and walk-through observations do not require feedback. For any observation, a conference and written report is required if specific deficiencies are noted. Conferences to review progress on Student Learning Objectives/Specialist Program Objectives and conferences to reviewing progress on each teacher/specialist's Individual Professional Development Plan should be held at intervals throughout the year. The Procedures Sequence (Appendix I) suggests appropriate times for these. For probationary teachers/educational specialists, a formative evaluation conference and the completion of the formative evaluation document is to be held at the end of the first semester of each probationary year. A summative evaluation conference and completion of the summative evaluation document is to be held during the second semester of each probationary year. For permanent teachers/educational specialists, formative evaluation conferences and the completion of the formative evaluation document are to be held at the end of each formative evaluation year; a summative evaluation conference and the completion of the summative evaluation document is to be held during the second semester of the summative evaluation year. A copy of any written feedback prepared in conjunction with observations and conferences shall be shared with the teacher/educational specialist and retained as part of the employee's evaluation file. However, this provision shall not require evaluators to share notes or other work product which do not become part of the employee's evaluation file.
5. Procedures for addressing deficiencies in performance. If deficiencies are noted in any observation, the evaluator is to provide the teacher/educational specialist at the time of the observation with a list of the deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain. A description of the deficiencies and suggestions for improvements shall be provided both orally and in writing by the evaluator in a timely fashion following the observation and a copy of this report shall be retained as part of the employee's evaluation file. The teacher/specialist shall acknowledge receipt of the evaluator's report.

A rating of "Basic" in any component of a teacher/educational specialist's formative or summative evaluation will lead to a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide suggestions for improvement and a timeline for implementing such suggestions. The Plan for Improvement shall be reviewed by the teacher/educational specialist and his/her evaluator at least once per semester. An overall rating of "Basic" on a summative evaluation will require, in addition to an overall Plan for Improvement, that the teacher/educational specialist be placed on an annual summative evaluation cycle.

A rating of "Unsatisfactory" in any component of a teacher/educational specialist's formative or summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the teacher/educational specialist and the evaluator to determine progress in correcting the deficiencies noted. Teachers/educational specialists participating in a Plan of Assistance shall receive a summative evaluation based on the relevant components once per semester.

The Superintendent shall develop or adopt procedures and documents to be used for implementing Plans of Assistance and Plans for Improvement.

6. Written response. Teachers/educational specialists may submit a written response to any formative or summative evaluation document, observation report, or any other written report which has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 60 days of the receipt of the original evaluation document.
7. Training of Evaluators. All of the district's evaluators shall possess a valid Nebraska Administrative and Supervisory Certificate and be trained in the use of the evaluation system and its forms and procedures. The Superintendent shall determine the nature of appropriate training for evaluators and arrange for all evaluators to receive such training prior to participating in evaluations.
8. Development and revision of documents. The Superintendent shall be responsible for the development and revision of forms and documents necessary to implement this policy. The development and revision of such forms and procedures will not require Board approval.
9. Appendices:

Appendix I: Teacher/Educational Specialist Evaluation Procedures Sequence

APPENDIX I TEACHER/EDUCATIONAL SPECIALIST EVALUATION PROCEDURES SEQUENCE

The Nebraska Leadership Committee has recommended a teacher/educational specialist evaluation cycle of up to three years. Below are the sequences of activities required to evaluate probationary teachers/specialists twice per year and permanent (tenured) employees on a two- or three-year cycle. Note that teachers/specialists performing at a less than proficient level can be moved to a semester-long or year-long cycle at any time by making the sequence adjustments accordingly. Note that Individual Professional Development Plans (IPDP) are developed at the end of the year following a summative evaluation and evaluated at the end of the following year. This is because IPD plans are linked to the result of the previous evaluation. Student Learning Objectives are developed near the beginning of the year and evaluated in the same year.

PROBATIONARY TEACHERS (One-Year Cycle)	
Semester 1 Activities:	Semester 2 Activities:
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices • Student Learning Objectives (SLO) development (conference with principal) • Individual Professional Development Plan (IPD Plan) review (Years 2 and 3) • Formal classroom observation (minimum of one for a full instructional period) based on district's instructional framework; multiple informal and walk-through observations recommended. • Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • First semester formative evaluation (conference): <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices. ○ Review progress on SLO's. ○ Review IDP Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Complete formative evaluation document. • Improvement plan/plan of assistance (if applicable) 	<ul style="list-style-type: none"> • Formal classroom observation (minimum of one for full instructional period) based on instructional framework; multiple informal/walk-through observations recommended. • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • Gather student perception data • Self-assessment/reflection summary • Second semester summative evaluation (conference): <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices. ○ Rating on Student Learning Objectives. ○ Rating on IPD Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Overall rating for year ○ Complete summative evaluation document. • Develop Individual Professional Development Plan for upcoming year. • Improvement plan/plan of assistance (if applicable)

TENURED TEACHER FORMATIVE YEAR(S)	TENURED TEACHER SUMMATIVE YEAR
<ul style="list-style-type: none"> • Self-assessment/reflection on teaching practices • Student Learning Objectives (SLO) development (conference with principal) • Review of Individual Professional Development Plan (from prior year) (excluding year 1 of implementation) • Informal/walk-through classroom observations based on district's instructional framework (length determined by evaluator). Feedback from evaluator. • Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • Mid-year conference to review of SLO progress and Individual Professional Development Plan (excluding year 1 of implementation for PD Plan) • Self-assessment/reflective summary • End-Year Formative Evaluation and conference: <ul style="list-style-type: none"> ○ Rating on Student Learning Objectives. ○ Rating on Individual Professional Development Plan. ○ Rating or review of local standards (optional) ○ No overall rating. ○ Complete formative evaluation document. • Develop/revise Individual Professional Development Plan for next year. • If performance warrants, move to semester or yearly summative evaluation cycle. 	<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices • Student Learning Objectives (SLO) development (conference with principal) • Review of Individual Professional Development Plan (from prior year)(excluding year 1 of implementation) • Formal classroom observation based on district's instructional framework (at least one with conference required; length of observation determined by evaluator); multiple informal/walk-through observations recommended. • Provide list of deficiencies/suggestions at time of observation (if applicable). • Review of data/artifacts • Mid-year conference to review SLO progress and Individual Professional Development Plan. (excluding year 1 of implementation for PD Plan) • Gather student perception data • Self-assessment/reflective summary • End-Year Summative Evaluation and conference: <ul style="list-style-type: none"> ○ Ratings on 7 Effective Practices ○ Rating on Student Learning Objectives. ○ Rating on Individual Professional Development Plan. ○ Rating on local standards (optional) ○ Overall rating for evaluation cycle. ○ Complete summative evaluation document. • Develop/revise Individual Professional Development Plan for next year. • Improvement plan/plan of assistance (if applicable) • Continue multi-year cycle or move to more frequent summative cycle if performance warrants.

PRINCIPAL/ADMINISTRATOR EVALUATION POLICY

Recognizing that our school district's most valuable asset are its educators, the Board of Education of Ashland-Greenwood Public Schools acknowledges the need for the continuing evaluation of the performance of principals and school district administrators employed by Ashland-Greenwood Public Schools and requires the Superintendent to ensure that such evaluation is carried out as outlined in this policy. It shall be the responsibility of the Superintendent to develop appropriate regulations and procedures to implement this policy and to ensure that the policy, regulations, and procedures comply with Nebraska law and Nebraska Department of Education regulations regarding the evaluation of certificated personnel.

District Mission: Our School with family and community cooperation, promotes lifelong learning to awaken, develop, and enhance the individual potential.

A. Purposes. The Board recognizes two major purposes for the evaluation of the performance of principals and school district administrators:

- (1) To assist principals and school district administrators in increasing their professional effectiveness in order to improve teaching, learning, and leadership in the district's schools.
- (2) To assess the performance of principals and school district administrators so that the Board may make employment decisions as provided in state law.

The evaluation of administrative performance is intended to be a collaborative and continuing process. The evaluation process is based primarily on the procedures defined below which provide for a consistent and equitable appraisal of administrators' duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or of the administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be used to generate a comprehensive appraisal. Each administrator covered by this policy is expected to be cooperative and professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

B. Applicability. This policy is applicable to the following categories of certificated employees:

- (1) Principals, defined as those certificated employees whose primary assignment is to act as the chief administrator of one of the district's schools.
- (2) Assistant principals and other school/district administrators, defined as certificated employees whose primary assignment is to provide administrative services at the school or district level and whose job assignment requires a Nebraska administrative and supervisory certificate.

This category includes, but is not limited to assistant principals, athletic/activity directors, assistant and associate superintendents, curriculum and special services directors and coordinators at the district level, and similar administrators.

- (3) This policy does not apply to the Superintendent of schools whose evaluation shall be described in a separate policy.

C. Definitions. For purposes of this policy, these terms are defined as follows:

- (1) Evaluation Cycle. The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle for probationary principals and other administrators covered by this policy shall be one school year. The evaluation cycle for permanent (tenured) principals and administrators covered by this policy may be up to three school years.
- (2) Summative Evaluation. Summative evaluation takes place near the end of the evaluation cycle and includes the assessment of all components of the evaluation process.
- (3) Formative Evaluation. Formative evaluation takes place at specified points within the evaluation cycle and includes the rating of some components of the evaluation process and may include a non-summative review of other components.
- (4) On-site Observation. Observation of a principal or school/district administrator shall be considered an on-site observation if it takes place in a location where the principal or other administrator is conducting his/her duties. Sites of observation may include the school in which the administrator is assigned, other district sites, or sites outside of the district's properties in which the principal or administrator is assigned to perform his/her duties. Observation of a principal at a district-level meeting, for example, would be considered an on-site observation.
- (5) Formal On-Site Observation. The formal on-site observation of a principal or school/district administrator shall include: (1) advance notice to the administrator of the time and date of the observation; (2) a pre-observation conference with the observer; (3) observation for a full observation period in the case of probationary employees and for a duration determined by the observer in the case of permanent administrators; (4) a post-observation conference with the observer, and (5) a written report summarizing strengths and suggestions for improvement.

- (6) Informal On-Site Observation. Informal on-site observations are less than a full observation period in duration, but somewhat longer than a walk-through observation. A duration of 15-20 minutes may be appropriate. Informal observations may be pre-announced or unannounced. They must include some oral or written feedback to the administrator, but a formal post-conference and written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or e-mail exchange would suffice to meet this requirement.
- (7) Walk-through On-Site Observation. Walk-through on-site observations are brief school or work site visits, generally five to 10 minutes in duration for the purpose of monitoring the administrative process. Such observations are generally unannounced and do not include a conference or required written report. Brief oral or written feedback to the administrator may be provided at the observer's discretion, but is not required unless specific deficiencies are noted.
- (8) Full observation period. For purposes of formal observations of probationary administrators, the duration of the observation should be for the equivalent of a typical instructional period as listed on the normal daily schedule of the school in which the administrator is being observed. For the purpose of formal observation of probationary administrators who do not normally work in a specific school, a full period observation shall consist of not less than 45 minutes. For the observation of permanent administrators, the duration of the observation shall be determined by the evaluator.
- (9) Action Plan. For purposes of principal and school/district administrator evaluation, specific student achievement and school performance results shall be assessed through the use of an Action Plan. In collaboration with his/her evaluator, each principal or school/district administrator shall develop one or more Action Plans each school year. The Action Plan shall consist of a problem statement, data supporting the relevancy of the problem statement, action plan goal, strategies designed to achieve the goal, and means of measuring success. The principal/administrator will receive an annual rating based on his/her implementation of strategies designed to meet the action plan goal and his/her results in achieving the goal.
- (10) Individual Professional Development Plan. On an annual basis, each principal or school/district administrator shall develop an Individual Professional Development Plan based on the results of his/her most current evaluation. The plan must be developed in collaboration with his/her evaluator and consist of one or more professional development goals, strategies to achieve each the goals, and a means of measuring success. The professional development plan may be informed by stakeholder perception data. The

administrator will receive an annual rating based on his/her success in implementing the professional development strategies and achieving the goals.

- (11) Stakeholder Perception Data. Stakeholder perception data shall be collected via school climate or stakeholder surveys at least once during each evaluation cycle for each principal or school/district administrator. The administrator will not receive an evaluation rating based on the survey results, but the results will provide data to assist the evaluator and administrator in identifying areas of strength and areas for professional growth. Stakeholders may include the administrator's supervisor, students, teachers and other certificated personnel, non-certificated personnel, parents and other community members. Stakeholder surveys may consider overall leadership practices or specific practices related to the administrator's Action Plans.
- (12) Primary and Complementary Evaluators. All evaluators of principals and school/district administrators employed by the district shall be certificated administrators. The primary evaluator for each administrator is that administrator's supervisor. In the case of administrators who are supervised by more than one supervisor, the Superintendent shall designate one supervisor as the primary evaluator. Complementary evaluators are certificated administrators, such as assistant superintendents or district-level administrators, who have been designated to assist the primary evaluator.
- (13) Peer Assistance. By mutual agreement of the principal or school/district administrator and his/her primary evaluator, a peer observer may be asked to observe and provide feedback to the administrator as part of a plan for improvement. However, the results of such observation may not be used for evaluative purposes.
- (14) Plan for Improvement. A rating of "Basic" in any component of a principal or school/district administrator's formative or summative evaluation will result in the development of a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The administrator and his/her evaluator shall review progress on the Plan for Improvement at least once a semester.
- (15) Plan of Assistance. A rating of "Unsatisfactory" in any component of a principal or school/district administrator's formative or summative evaluation will result in the development of a Plan of Assistance. The Plan of Assistance will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of

the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the administrator and the evaluator.

D. Evaluative Criteria. By adopting the evaluative criteria listed below, the Board ensures that all principals or school/district administrators are evaluated on personal and professional conduct in accordance with Nebraska Department of Education Rule 10.

(1) Leadership Practice. Leadership practice will be evaluated based on the Effective Practices contained in the **Nebraska Principal Performance Framework**. In order to develop appropriate evaluative criteria for administrators who are not principals, the Superintendent shall review the Effective Practices and make such additions, deletions, or revisions as are necessary.

(2) Action Plans. The impact of a principal or school/district administrator on student achievement or school or program performance shall be evaluated based on annual Action Plans developed jointly by the administrator and his/her evaluator. The Superintendent shall propose appropriate rubrics to assess administrator performance on such Action Plans.

(3) Professional Development. The professional development of principals and school/district administrators shall be evaluated through an annual rating of the administrator's Individual Professional Development Plan. The Superintendent shall propose appropriate rubrics to assess performance on such plans.

(4) **(Optional).** Additional Local Standards. The Superintendent shall propose to the Board for adoption such additional local standards for principals and school/district administrators as may be appropriate.

(5) Overall Performance. Based on the criteria above, an overall performance rating shall be determined by the evaluator for each administrator as part of the administrator's summative evaluation.

E. Levels of Performance. The performance of principals and school/district administrators shall be rated at four levels of performance on the evaluative criteria listed below. The ratings terms and general criteria for their application are:

(1) Exemplary—In the judgment of the evaluator, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects.

He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.

(2) Proficient—In the judgment of the evaluator, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and district leadership efforts.

(3) Basic—In the judgment of the evaluator, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below “Proficient”..

(4) Unsatisfactory—In the judgment of the evaluator, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

F. Evaluation Procedures.

1. Annual Notice. The Superintendent shall annually ensure that principal or school/district administrators are made aware of the evaluation policy and procedures in writing by including it in an Administrative Handbook or other notice to administrators.

2. Evaluation Cycle/Sequence of Evaluation Activities. A Principal/School or District Administrator Evaluation Procedures Sequence is included as an Appendix to this policy.

- (a) Probationary Principals or School/District Administrators. Principals or school/district administrators in probationary status shall have an annual evaluation cycle consisting of a formative evaluation during the first semester and a summative evaluation during the second semester. Each semester’s evaluation shall include a formal observation for a full observation period as described in this policy and ratings based on the Nebraska Effective Practices and the district’s local standards. Additional informal and walk-through observations are encouraged. In addition, the second semester summative evaluation shall include ratings on the administrator’s Action Plan performance and, in the second probationary year and subsequently, a rating on Individual Professional Development Plan performance as well as an overall rating based on the evaluator’s judgment of the administrator’s performance on all components of the evaluation process.
- (b) Permanent (Tenured) Principals or School/District Administrators. Principals or school/district administrators in permanent status may have up to a three-year evaluation cycle as determined by his/her evaluator. At any point, the evaluator can return the administrator to an annual evaluation cycle if the administrator’s performance warrants. A three-year evaluation cycle shall include two years of annual formative evaluations and one year of

summative evaluation. The formative years shall include informal/walk-through on-site observations (as defined in this policy) with the number and duration of observations to be determined by the evaluator, a rating on Action Plan performance, a rating on Individual Professional Development Plan performance, and a rating on the district's local standards, if applicable. The summative year shall include, in addition to the ratings described above, at least one formal on-site observation (as defined in this policy) and conference with the duration of the observation to be determined by the evaluator, summative ratings on the Nebraska Effective Practices, and an overall rating based on the evaluator's judgment of the administrator's performance on all components of the evaluation process.

3. Gathering Evaluation data. The district's evaluation system is based on data from multiple measures of principal or school/district administrator performance, including but not limited to the following:

(a) Direct observation of work performance. The evaluation of all principals or school/district administrators covered by this policy will be based in part on direct observation of the administrator performing his/her duties. The Board encourages multiple observations of performance throughout the school year, including formal, informal and walk-through observations, with some observations targeted to elements of the administrator's annual Action Plan(s). For probationary administrators, each semester's evaluation process will include at least one formal on-site observation (as defined in this policy) for a full observation period. For permanent principals or school/district administrators, at least one formal on-site observation of performance with the duration to be determined by the evaluator shall be conducted during the summative year of the evaluation cycle. Informal and walk-through observations with the frequency and duration to be determined by the evaluator shall be conducted during the formative years of the evaluation cycle.

Per Nebraska law, if deficiencies are noted in the work performance of any probationary or permanent administrator, the evaluator shall provide the administrator at the time of the observation with a list of deficiencies, a list of suggestions for improvement, assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain.

(b) The collection of data/artifacts. Evaluators shall endeavor to collect a wide variety of data regarding administrator performance including artifacts such as student, parent/community, and faculty communications, agendas, schedules and other management communications if applicable, student achievement data analyses, feedback to teachers following observations, and such other reports, plans, and similar documents as the evaluator determines to be relevant.

- (c) Stakeholder perception data. At least once during the evaluation cycle, typically during the summative year, the evaluator shall arrange for the sampling of stakeholder perception via a survey or other appropriate means. Surveys may be developed by the district or by other entities. The Superintendent shall approve the specific survey or other instruments to be administered and shall approve the procedures for administration. The size and composition of the sample shall be determined by the evaluator after consultation with the principal or school/district administrator. Survey procedures must ensure the privacy and confidentiality of stakeholder responses. The principal or school/district administrator will not be rated on the survey results. Rather, the information gathered shall be used to help the evaluator identify areas of strength and areas for professional development as well as serving as feedback for planning. The Board encourages the gathering of stakeholder responses as part of the Action Plan and professional development processes and other administrative initiatives.
- (d) Student achievement/ school or program performance data. On an annual basis, principals or school/district administrators shall develop and implement Action Plans designed to improve student achievement or school or program performance. For the 2013-14 school year, each principal or school/district administrator participating in the Nebraska Evaluation Model Pilot Project shall develop and implement one Action Plan. For subsequent years, each principal or school/district administrator shall develop Action Plans for the school year. The Superintendent shall develop procedures for creating, implementing, and evaluating Action Plans and shall ensure that all participating administrators and evaluators have received training in the Action Plan process. The evaluation of Action Plans shall include an assessment of the quality and rigor of the plan, the implementation of strategies designed to achieve the plan's goals, and the plan's results.
- (e) Evidence of professional development. On an annual basis, the principal or school/district administrator shall develop and implement an Individual Professional Development Plan based on the results of the administrator's most recent summative evaluation. The rationale for this component is that the professional development goals and activities should arise out of professional development needs identified during the evaluation process and which are closely linked to the evaluation process. The development of an Individual Professional Development Plan directly linked to the summative evaluation, does not preclude the existence of schoolwide professional development activities in which principals or school/district administrators are expected to participate or the creation specific individual professional development goals and activities that are not a formal part of the evaluation process.
- In the initial two years of implementation of this evaluation system, those principals or school/district administrators in the formative year(s) of the cycle shall develop Individual

Professional Development Plans in collaboration with their evaluators. These plans will be reviewed annually, but will not receive an evaluative rating. Following the principal or school/district administrator's first summative evaluation, he/she will develop an IPD Plan in collaboration with his/her evaluator and will receive an evaluative rating on progress in achieving the goals contained in the plan at the end of the following year and each year subsequently. The Individual Professional Development Plan will be revised annually based on evaluation results.

The Superintendent shall develop procedures for creating, implementing, and evaluating Individual Professional Development Plans and shall ensure that all participating administrators and evaluators have received training in the Individual Professional Development Plan process. The evaluation of the Individual Professional Development Plan shall include an assessment of the quality and rigor of the professional development goals, the implementation of strategies designed to achieve the goals, and the plan's results.

- (f) Self-assessment/reflection. Self-assessment and reflection is a component of the evaluation system. The Superintendent shall develop or adopt appropriate procedures and documents for such a process for teachers/educational specialists.
4. Conferences and Reports. The Board encourages frequent conferences and the sharing of both oral and written feedback between principals or school/district administrators and evaluators. Observation conferences should focus on the Effective Practices contained in the **Nebraska Principal Performance Framework** and such other performance standards as may be relevant. Formal on-site observations (as defined in this policy) require a pre-conference, post-conference and written observation report; informal on-site observations require some type of oral or written feedback but not a full post-conference and report, and walk-through on-site observations do not require feedback. For any on-site observation, a conference and written report is required if specific deficiencies are noted. Conferences to review progress on Action Plans and conferences to reviewing progress on each administrator's Individual Professional Development Plan should be held at intervals throughout the year. The Procedures Sequence (Appendix I) suggests appropriate times for these. For probationary principals or school/district administrators, a formative evaluation conference and the completion of the formative evaluation document is to be held near the end of the first semester of each probationary year. A summative evaluation conference and completion of the summative evaluation document is to be held during the second semester of each probationary year. For a permanent principal or school/district administrator, formative evaluation conferences and the completion of the formative evaluation document are to be held near the end of each formative evaluation year. A summative evaluation conference and the completion of the summative evaluation document is to be held during the second semester of the summative evaluation year. A copy of any written feedback prepared in conjunction with observations and conferences shall be shared with the

principal or school/district administrator and retained as part of the administrator's evaluation file. However, this provision shall not require evaluators to share notes or other work product that do not become part of the employee's evaluation file.

5. Procedures for addressing deficiencies in performance. If deficiencies are noted in any observation, the evaluator is to provide the principal or school/district administrator at the time of the observation with a list of the deficiencies, a list of suggestions for improvement, and assistance in overcoming the deficiencies, and follow-up evaluations and assistance when deficiencies remain. A description of the deficiencies and suggestions for improvement shall be provided both orally and in writing by the evaluator in a timely fashion following the observation and a copy of this report shall be retained as part of the administrator's evaluation file. The principal or school/district administrator shall acknowledge receipt of the evaluator's report.

A rating of "Basic" in any component of a principal or school/district administrator's formative or summative evaluation will result in a specific Plan for Improvement in that component. The Plan for Improvement will outline the reason(s) for the rating of "Basic" and provide recommendations for improvement and a timeline for implementing such recommendations. The Plan for Improvement shall be reviewed by the principal or school/district administrator and his/her evaluator at least once per semester. An overall rating of "Basic" on a summative evaluation will require, in addition to an overall Plan for Improvement, that the principal or school/district administrator be placed on an annual summative evaluation cycle.

A rating of "Unsatisfactory" in any component of a principal or school/district administrator's formative or summative evaluation will result in the development of a Plan of Assistance. The plan will include a description of the deficiencies that led to the "Unsatisfactory" rating, specific means for the correction of the deficiencies, and an adequate timeline for implementing the required improvements. As appropriate, the plan may also include resources and sources of assistance to help the employee make the necessary corrections. The Plan of Assistance shall be reviewed at least quarterly by the principal or school/district administrator and the evaluator to determine progress in correcting the deficiencies noted. Principals or school/district administrators participating in a Plan of Assistance shall receive a summative evaluation based on the relevant components once per semester.

The Superintendent shall develop procedures and documents to be used for implementing Plans for Improvement and Plans of Assistance.

6. Written response. Principals or school/district administrators may submit a written response to any formative or summative evaluation document, observation report, or any other written report which has become part of their evaluation file. Such responses shall be attached to the document being responded to and shall be retained in the evaluation file. Responses shall be filed within 60 days of the receipt of the original evaluation document.

7. Training of Evaluators. All of the district's evaluators shall possess a valid Nebraska Administrative and Supervisory Certificate and be trained in the use of the evaluation system and its forms and procedures. The Superintendent shall determine the nature of appropriate training for evaluators and arrange for all evaluators to receive such training prior to participating in evaluations.
8. Development and revision of documents. The Superintendent shall be responsible for the development and revision of forms and documents necessary to implement this policy. The development and revision of such forms and procedures will not require Board approval.
9. Appendices:

Appendix I: Principal/School or District Administrator Evaluation Procedures Sequence

APPENDIX I

PRINCIPAL/SCHOOL OR DISTRICT ADMINISTRATOR EVALUATION PROCEDURES SEQUENCE

The Nebraska Leadership Committee has recommended a Principal or School/District Administrator evaluation cycle of up to three years. Below are the sequences of activities required to evaluate probationary administrators twice per year and permanent (tenured) administrators on a two- or three-year cycle. Note that Principals or School/District Administrators performing at a less than proficient level can be moved to a semester-long or year-long cycle at any time by making the timeline adjustments accordingly. Note that Action Plans are developed at the beginning of the year and evaluated at the end of the year; Individual Professional Development Plans (IPDP) are developed at the end of the year following a summative evaluation and evaluated at the end of the following year. This is because IPD plans are linked to the result of the previous evaluation.

PROBATIONARY PRINCIPALS/SCHOOL OR DISTRICT ADMINISTRATORS (One-Year Cycle)	
Semester 1 Activities:	Semester 2 Activities:
<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices • Action Plan goal-setting (conference with evaluator) • Individual Professional Development Plan beginning of year review (Years 2 and 3) • On-site observation (minimum full instructional period) • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • First semester formative evaluation 	<ul style="list-style-type: none"> • On-site observation (minimum full instructional period) • Provide list of deficiencies/suggestions (if applicable) • Review of data/artifacts • Gather stakeholder perception data • Reflective Summary by Principal • Second semester summative evaluation: <ul style="list-style-type: none"> ○ Ratings on 8 Effective Practices. ○ Rating on Action Plan. ○ Rating on Individual Professional Development Plan (Years 2 and 3)

<p>(Conference):</p> <ul style="list-style-type: none"> ○ Ratings on 8 Effective Practices. ○ Review progress on Action Plan. ○ Review Individual Professional Development Plan (Years 2 and 3) ○ Rating on local standards (optional) ○ Complete formative evaluation document. <ul style="list-style-type: none"> ● Improvement plan/plan of assistance (if applicable) 	<ul style="list-style-type: none"> ○ Rating on local standards (optional) ○ Overall rating for evaluation cycle. ○ Complete summative evaluation document. <ul style="list-style-type: none"> ● Develop Individual Professional Development Plan for upcoming year. ● Improvement plan/plan of assistance (if applicable)
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TENURED PRINCIPAL/ADMIN. FORMATIVE YEAR(S)	TENURED PRINCIPAL/ADMIN. SUMMATIVE YEAR
<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices • Action Plan development (conference with evaluator) • Review of Individual Professional Development Plan (from prior year) • On-site observation (optional; length determined by evaluator) • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • Mid-year conference to review Action Plan and Individual Professional Development Plan • Reflective Summary • End-Year Formative Evaluation (Conference): <ul style="list-style-type: none"> ○ Rating on Action Plan. ○ Rating on Individual Professional Development Plan. ○ Rating or review of local standards (optional) ○ Complete formative evaluation document. • Develop/revise Individual Professional Development Plan for next year. • If performance warrants, move to semester or yearly summative evaluation cycle. 	<ul style="list-style-type: none"> • Self-assessment/reflection on leadership practices • Action Plan development (conference with evaluator) • Review of Individual Professional Development Plan (from prior year) • On-site observation (required; length of observation determined by evaluator) • Provide list of deficiencies/suggestions at time of observation (if applicable) • Review of data/artifacts • Mid-year conference to review Action Plan and Individual Professional Development Plan • Gather stakeholder perception data • Reflective Summary • End-Year Summative Evaluation (Conference): <ul style="list-style-type: none"> ○ Ratings on 8 Effective Practices ○ Rating on Action Plan. ○ Rating on Individual Professional Development Plan. ○ Rating on local standards (optional) ○ Overall rating for cycle. ○ Complete summative evaluation document. • Develop/revise Individual Professional Development Plan for next year. • Improvement plan/plan of assistance (if applicable) • Continue multi-year cycle or move to more frequent summative cycle if performance warrants.