



Ashland-Greenwood Public Schools
Board of Education Meeting
November 21st, 2011
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. Recognition of public participation.
4. Visitors and Communication from the public.
5. Approval of changes in the mailed agenda and/or changes in the agenda order.
6. Approval of Consent Agenda Items
 - a. Approval of minutes of previous meetings pgs. 1-4
 - b. Acceptance of Financial Reports pgs. 5-14
 - c. Action on Claims pgs. 15-16
 - d. Approval of Contract pgs 17-22
 - i. Suburban Schools' Program for Children Who Are Deaf and Hard of Hearing Birth to 21 Years.
7. Administrators' and Practitioners' reports
 - a. Ms. Finkey
 - b. Ms. Bray
 - c. Mr. Jacobsen
 - d. Dr. Kassebaum
8. Old Business
9. New Business
 - a. Action to accept School Audit
 - b. Discussion and possible action to approve policy changes:
 - i. 5001 enrollment (new packet) pgs. 23-40; old version pgs. 41-44
 - ii. 4010/1300/5002 – anti-discrimination pgs. 45-56
 - iii. 4117/2209/2452 – evaluation of certificated employees pgs. 57-68
 - c. Discussion of superintendent's evaluation pgs. 69-76

- d. Consideration and action to approve the hiring of food service personnel
 - i. Carol Morley
- e. Report on Building, Grounds, and Transportation Committee meeting
- f. Request for additional Building, Grounds, and Transportation Committee meeting
- g. Discussion and action to approve payment of \$20,050 to Nemaha Landscaping Company
- h. Discussion on tree removal; boundary cleanup

10. Informational items

11. The next meeting is set for Monday, December 19, 2011 at ____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.

Notices:

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.

**Ashland-Greenwood Public Schools
Board of Education
Meeting Minutes
October 17, 2011**

Opening

A meeting of the Board of Education of the Ashland-Greenwood Public Schools was convened open and public session on October 17, 2011

Attendance

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

Attendance Taken at 7:30 PM:

Present Board Members:

Melvin Cerny
David Nygren
Suzanne Sapp
Karen Stille
Tom Walsh

Absent Board Members:

Kevin Garner

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.

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 17th day of October, 2011 by President Sapp.

2. Acknowledgement of Open Meetings Law posting.

Discussion:

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

3. Recognition of public participation.

Discussion:

No public was present to request participation.

4. Visitors and Communication from the public.

Discussion:

Two visitors were present to observe a public forum meeting for nursing school.

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

Discussion:
There were no changes to the mailed agenda.

6. Approval of Consent Agenda Items.

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. Renewal of Powerschool Cooperative agreement with ESU #5 passed with a motion by David Nygren and a second by Melvin Cerny.

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

7. Administrators' and Practitioners' reports.

7.a. Ms. Finkey

Discussion:
Ms. Finkey demonstrated to the board NWEA MAPs Assessment, a new tool that the district is using. All schools in Nebraska are required to administrate a Norm Referenced Test. This test is directly aligned to our NeSA-R and NeSA-M and will soon be aligned to NeSA-S. Ms. Finkey provided explanation of testing, results and reporting of this program. Discussion was held including the use of this testing for goal setting and tracking of data.

7.b. Ms. Bray

Discussion:
Ms. Bray reported to the the board on the elementary staff PLCs groups, performance goals and monitoring progress. Ms. Bray provided a sample performance goal.

Ms. Bray reported to the board on upcoming elementary activities. One activity includes a Kindergarten Parent Night where Kindergarten teachers and reading support staff will provide a workshop on early literacy skills and how parents can help their children at home.

7.c. Mr. Jacobsen

Discussion:
Mr. Jacobsen reported to the board on upcoming activities and the possibilities of qualifying teams to state events.

Mr. Jacobsen also discussed staff performance and professional goals. Mr. Jacobsen will be attending a principal workshop tomorrow. Mr. Jacobsen also reported that classroom observation had begun.

Discussion was held regarding school dismissal for state events.

7.d. Dr. Kassebaum

Discussion:
Dr. Kassebaum recognized Melvin Cerny for his accomplishments for NASB.

Dr. Kassebaum wanted to congratulate our softball team for their accomplishment at the State Softball Tournament.

Dr. Kassebaum reported to the board on REMCON. He advised the board that he will be working with legal counsel to negotiate an indemnification agreement.

Dr. Kassbaum advised the board that Kingery Construction will work with the City of Ashland to pave the alley west of the elementary school.

8. Old Business

Discussion:

There was no old business presented for the board to review.

9. New Business

9.a. Consideration and action to approve policy 1260-5003

Discussion:

Dr. Kassebaum presented an attorney recommended policy for the board to review allowing service animals to do work for the benefit of an individual with a disability.

Motion Passed: Approval of policy 1260-5003 passed with a motion by Melvin Cerny and a second by Tom Walsh.

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

9.b. Certified School Adjusted Value Report

Discussion:

Dr. Kassebaum reported to the board on the 2011 adjusted value report. Dr. Kassebaum explained to board members that the adjusted number is roughly three million less than the unadjusted figure. Dr. Kassebaum will continue to review this matter and research filing a protest or appeal on behalf of the district.

9.c. Consideration and action to approve personnel.

Discussion:

Teresa Bray and Brad Jacobsen advised the board that there is a need to add additional substitute personnel. Discussion was held. Dr. Kassebaum made a recommendation to hire Holly Anderson as a food service employee.

Motion Passed: Approval of Holly Hauschild, Shaina McBride and Daniele Fayle as substitute teachers for the district and approval of Joyce Howard and Tyna Work as substitute non certified employees for the district and approval of Holly Anderson as a food service employee passed with a motion by David Nygren and a second by Karen Stille.

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

9.d. Request for Building, Grounds and Transportation Committee meeting.

Discussion:

Dr. Kassebaum requested a meeting of the Building, Grounds and Transportation committee to meet to discuss building expansion.

10. Informational Items

Discussion:

The NASB State Convention is November 16, 17 and 18. Interested board members should contact the Superintendent's office to make reservations and arrangements for transportation.

11. Call for next meeting

Discussion:

President Sapp issued a call for the next meeting of the Board of Education to be held on November 21, 2011 at 7:30 p.m. in the Conference Room at the Ashland-Greenwood High School at 1842 Furnas Street in Ashland. All meetings are open to the public. An agenda for the meeting, kept continuously current is available for public inspection during normal business hours at the Superintendent's Office.

12. Adjournment.

Discussion:

President Sapp adjourned the meeting at 8:32 p.m.

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING Oct, 2011

Beginning Balance \$ 74,717.12

Date	Check #	Payee	Description	Receipt	Disbursed	Balance
						\$ 5,501.66
ATHLETICS						
10/3/11		Gate	AGHS VB Tourney	\$ 648.00		
10/3/11		Gate	9th FB vs R. Central	\$ 126.00		
10/4/11		Gate	MS Volleyball vs R. Cent	\$ 260.00		
10/5/11		Gate	MS Football vs Syracuse	\$ 292.00		
10/6/11		Wahoo	V Volleyball Trny Entry F	\$ 95.00		
10/6/11		Roncalli	V Volleyball Trny Entry F	\$ 95.00		
10/6/11		Fillmore Central	V Volleyball Trny Entry F	\$ 95.00		
10/6/11		Waverly	C Team Volleyball Trny I	\$ 90.00		
10/6/11		Raymond Central	C Team Volleyball Trny I	\$ 90.00		
10/10/11		Gate	V Football vs DC West	\$ 1,171.00		
10/11/11		Gate	JV Football vs Wahoo	\$ 165.00		
10/11/11		Gate	JV Volleyball, Lutheran	\$ 130.00		
10/11/11	010735	NSAA	ST SB admission		\$ 81.00	
10/12/11		Gate	MS Volleyball vs Yutan	\$ 274.05		
10/13/11		Plattsmouth PS	AGHS Volleyball Tourne	\$ 95.00		
10/17/11	010747	Mead Lumber Co.	Supplies		\$ 388.94	
10/17/11	010743	Dan Gould	Var FB official		\$ 360.00	
10/17/11	010744	Sean Johnston	FB officials		\$ 490.00	
10/17/11	010745	Sara Kopf	MSVB official		\$ 100.00	
10/17/11	010746	Jeremy McHugh	VB official		\$ 250.00	
10/17/11	010750	Carrie Scribner	JVVB official		\$ 220.00	
10/17/11	010751	VISA	VB stats		\$ 613.28	
10/17/11	010752	Sara Kopf	MSVB official		\$ 200.00	
10/21/11		Gate	VB vs Conestoga	\$ 200.00		
10/21/11		Gate	Varsity FB vs Wahoo	\$ 1,451.25		
10/27/11	010754	J & L LLC	State SB RMS		\$ 2,428.65	
10/27/11	010755	David City PS	Admission State FB		\$ 28.00	
10/27/11	010759	Nebraska Sports	GB uniforms		\$ 1,625.51	
10/27/11	010760	Allyson Miller	MSVB officials		\$ 100.00	
10/27/11	010762	NSAA	State SB medals		\$ 19.00	
TOTALS				\$ 5,277.30	\$ 6,904.38	\$ 3,874.58
ALUMNI DIGITAL DISPLAY						
10/12/11		Transfer from Class of 2011		\$ 506.52		\$ -
				\$ 506.52	\$ -	\$ 506.52
BAND						
10/17/11	010740	Band Shoppe	Band: Supplies		\$ 163.70	\$ 3,792.21
TOTALS				\$ -	\$ 163.70	\$ 3,628.51
CLASS OF 2011						
10/12/11		Transfer to Alumni Digital Display			\$ 506.52	\$ 506.52
TOTALS				\$ -	\$ 506.52	\$ -
CLASS OF 2012						
TOTALS				\$ -	\$ -	\$ 2,351.51
				\$ -	\$ -	\$ 2,351.51

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING Oct, 2011

CLASS OF 2013								\$ 4,495.00
10/7/11	Patron	Magazine Sales	\$ 20.00					
			\$ 20.00	\$ -				\$ 4,515.00
ELM BOOK FAIR								\$ 532.99
	TOTALS		\$ -	\$ -				\$ 532.99
ELM STAFF								\$ 2,523.97
10/26/11	Pepsi	Vending Proceeds	\$ 38.89					
10/28/11	First Choice Vending	Vending Proceeds	\$ 23.18					
	TOTALS		\$ 62.07	\$ -				\$ 2,586.04
ELM STUDENT COUNCIL								\$ 6,325.78
10/19/11	Nash Finch	Our Family Labels Dona	\$ 234.40					
10/17/11	010741	Bluegrass Playgrounds, Inc Playgrnd Equip.		\$ 213.00				
	TOTALS		\$ 234.40	\$ 213.00				\$ 6,347.18
FBLA								\$ 1,131.62
10/17/11	Various	T-Shirts	\$ 168.00					
10/27/11	Various	T-Shirt Purchases	\$ 102.00					
10/27/11	010753	Ashland Dog Pound		\$ 90.00				
10/27/11	010756	FBLA-Phi Beta		\$ 150.00				
10/27/11	010761	Nebraska FBLA Foundation		\$ 130.25				
10/27/11	010764	ALP Inc/T-Shirts Plus		\$ 421.43				
	TOTALS		\$ 270.00	\$ 791.68				\$ 609.94
FFA								\$ 19,148.02
10/17/11	010742	FFA Convention Tour-Nebr: National FFA Tour		\$ 133.00				
	TOTALS		\$ -	\$ 133.00				\$ 19,015.02
HONOR SOCIETY								\$ 896.32
	TOTALS		\$ -	\$ -				\$ 896.32
HS STUDENT COUNCIL								\$ 1,669.82
	TOTALS		\$ -	\$ -				\$ 1,669.82
MS/HS STAFF								\$ 1,561.37
	TOTALS		\$ -	\$ -				\$ 1,561.37
MS STUDENT COUNCIL								\$ 1,147.32
10/27/11	010757	Fitness Finders Inc		\$ 29.25				
10/31/11	Various	MS Dance Sales/Admiss	\$ 224.00					
	TOTALS		\$ 224.00	\$ 29.25				\$ 1,342.07
SCHOOL STORE								\$ 186.10
	TOTALS		\$ -	\$ -				\$ 186.10
SHOP								\$ 22.85
	TOTALS		\$ -	\$ -				\$ 22.85

**FINANCIAL STATEMENT
ACTIVITY FUND**

FOR MONTH ENDING Oct, 2011

SPANISH CLUB							\$ 694.11
10/11/11	010736	United Cultures, Inc.	Spanish Club Trip	\$	195.00		
TOTALS				\$	-	\$ 195.00	\$ 499.11
SPIRIT SQUAD							\$ 7,781.20
10/17/11	010739	Ashland-Greenwood Boost	Supplies	\$	110.00		
10/17/11	010749	Reid's Variety	Supplies	\$	301.62		
10/27/11	010763	Reid's Variety	Supplies	\$	3.59		
10/27/11	010758	Mary Ziegenbein	Supplies	\$	174.50		
TOTALS				\$	-	\$ 589.71	\$ 7,191.49
TALENTED/GIFTED ACTIVITES (Formerly OM)							\$ 345.68
TOTALS				\$	-	\$ -	\$ 345.68
SPEECH AND DRAMA CLUB (Formerly Thespians)							\$ 4,231.00
10/6/11		Samuel French, Inc	Refund	\$	105.00		
10/17/11	010748	Playscripts, Inc	One Act Play	\$	246.14		
TOTALS				\$	105.00	\$ 246.14	\$ 4,089.86
VOCAL MUSIC							\$ 3,462.65
TOTALS				\$	-	\$ -	\$ 3,462.65
YEARBOOK/ANNUAL							\$ 4,456.37
10/4/11		Various	Yearbook Ads	\$	80.00		
10/4/11		Various	2012 Yearbook	\$	35.00		
10/7/11		Business Patrons	Ad Sales	\$	120.00		
10/11/11		ARK Financial Serv.	Ad Sales	\$	40.00		
10/14/11		United Methodist Church	Yearbook Ads	\$	40.00		
10/20/11		Business Patrons	Yearbook Ads	\$	80.00		
10/20/11		Patron	2011 Yearbook	\$	35.00		
10/28/11		Patron	2011 Yearbook	\$	35.00		
10/28/11		Business Patrons	Yearbook Ads	\$	40.00		
10/31/11		Clear Creek Golf Inc	Yearbook Ads	\$	40.00		
10/31/11		Kucera Sales and Service	Yearbook Ads	\$	40.00		
10/31/11		Business Patrons	Yearbook Ads	\$	120.00		
TOTALS				\$	705.00	\$ -	\$ 5,161.37
INTEREST							\$ 1,953.05
10/31/11		Centennial Bank	Interest	\$	1.70	\$ -	
TOTALS				\$	1.70	\$ -	\$ 1,954.75
ACTIVITY FUND TOTALS ALL ACCOUNTS							\$ 72,350.73
				\$	7,405.99	\$ 9,772.38	\$ 72,350.73

Ending Balance	\$ 72,350.73
Plus: Outstanding Checks	\$ 6,315.73
Less: Outstanding Receipts	
Equals: Bank Balance	<u>\$ 78,666.46</u>

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING Oct-11

GENERAL FUND

Beginning Balance \$ 4,285,338.04

RECEIPTS

10/4/11 Cass County, Property Taxes	\$ 68,758.41		
10/12/11 Saunders County: Property Tax	\$ 20,716.03		
10/12/11 Saunders County: Motor Vehicle Fees	\$ 12,490.45		
10/12/11 Saunders County: MV Pro Rata	\$ 841.02		
10/12/11 Saunders Co Fines	\$ 2,732.72		
10/14/11 NASB Medicaid Admin	\$ 9,841.47		
10/14/11 AGEA New Enrollee Donation	\$ 25.00		
10/17/11 HAL Base Pay	\$ 2,176.00		
10/17/11 HAL Matching Pay	\$ 5,596.00		
10/17/11 Cass County, Property Taxes	\$ 9,867.17		
10/17/11 Cass County Fines	\$ 1,073.06		
10/17/11 Cass County MV Pro Rata	\$ 413.92		
10/17/11 Cass County MV Fees	\$ 6,076.83		
10/24/11 Bus Donation - Book	\$ 50.00		
10/31/11 NE State Aid Payment	\$ 231,993.81		
10/28/11 Assignment Notebks, Donation	\$ 15.00		
10/28/11 Saunders County Property Tax	\$ 8,262.98		
10/28/11 Saunders Count MV Taxes	\$ 7,447.79		
10/31/11 Cass County	\$ 1,607.92		
10/31/11 NLAF, Interest	\$ 19.96		
10/21/11 NLAF, CD Maturity Interest	\$ 556.47		
10/24/11 NLAF, CD Maturity Interest	\$ 2,235.18		
10/22/11 Centennial Bank CD Interest	678.38		
10/30/11 F&M CD Interest	\$ 1,882.02		
F&M CD Interest (not previously recorded)	\$ 1,857.39		
Total		\$ 397,214.98	\$ 4,682,553.02

DISBURSEMENTS

Oct Claims	\$ 622,034.30		
NLAF CD Fee	\$ 494.35		
School Specialty Refund of Payment	\$ (880.42)		
ESU #2, Teacher Stipend	\$ (1,200.00)		
ESU #8 Teacher Stipend	\$ (560.00)		
Total		\$ 619,888.23	\$ 4,062,664.79

ENDING BALANCE \$ 4,062,664.79

RECONCILIATION

NLAF Liquid Balance	\$ 1,654,288.99		
Plus: F&M Bank Balance	\$ 986,407.39		
Plus General Fund Investments	\$1,427,743.46		
Less: Outstanding Claims	\$ 5,775.05		
Reconciled Balance	\$ 4,062,664.79		<u>\$ 4,062,664.79</u>



ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING Oct-11

ADMINISTRATIVE OPERATIONS ACCOUNT

Beginning Balance \$ 1,199.29

RECEIPTS

GF Deposit \$1,274.84

Total

\$1,274.84 \$ 2,474.13

DISBURSEMENTS

5050 Z Kassebaum, Superintendent: Mileage \$ 144.65
 5051 M Hohensee, Transp: License Fee \$ 7.50
 5052 R Wiese, Pupil Support \$ 66.00
 5053 D Brokaw, Sec Instruct: Mileage \$ 101.20
 5054 Scripps Natl Spl Bee, Instruc: Contest \$ 193.50
 5055 J Eager, Pupil Support Travel Exps \$ 11.38
 5056 J Finkey, Curr Super Travel Expenses \$ 207.90
 5057 Z Kassebaum, Superintendent: Mileage \$ 242.00
 5058 D Allington, Sec Instruct: Mileage \$ 52.00
 5059 Z Kassebaum, Superintendent: Mileage \$ 23.10
 5060 P Yardley, Title I Mileage \$ 39.60
 5061 Caseys, Bd of Ed: Working Supper \$ 28.22
 5062 NE Dept of Labor/ Elevator Insp \$ 100.00
 5063 C Caswell, Guidance Mileage \$ 66.66

Total

\$1,283.71 \$ 1,190.42

Ending Balance

\$ 1,190.42

RECONCILIATION

Bank Balance \$ 1,400.18
 Less: Claims Outstanding \$ 209.76
 Reconciled Balance \$ 1,190.42

\$ 1,190.42

PAYROLL ACCOUNT

Beginning Balance \$ 15,828.54

RECEIPTS

General Fund \$ 428,960.62
 Hot Lunch \$ 14,478.84
 FM National Bank: Interest \$ 4.14
 Emp Monthly Prem \$ 1,010.21
 Child Support Payment \$ 227.00

Total

\$ 444,680.81 \$ 460,509.35

DISBURSEMENTS

Net Payroll \$ 275,695.53
 Retirement \$ 69,836.89
 State Tax Withholdings \$ 12,710.74
 Federal/FICA Taxes \$ 85,196.30
 Retiree Life Insurance Mo. Premium \$ 135.00
 Emp Health Insurance Mo Premium \$ 1,010.21
 Child Support Payment \$ 227.00

Total

\$ 444,811.67 \$ 15,697.68

Ending Balance

\$ 15,697.68

RECONCILIATION

Bank Balance \$ 15,697.68
 Claims Outstanding \$ -
 Receipts Outstanding \$ -
 Reconciled Balance \$ 15,697.68

\$ 15,697.68

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING Oct-11

EMPLOYEE BENEFIT (SECTION 125) ACCOUNT

Beginning Balance			\$	22,616.89
<u>RECEIPTS</u>				
Employee Payroll Deposit	\$	10,783.12		
Centennial Bank: Interest	\$	<u>0.43</u>		
Total			\$	10,783.55
			\$	33,400.44
<u>DISBURSEMENTS</u>				
10/7/11 Payflex	\$	2,499.92		
10/14/11 Payflex	\$	5,119.03		
10/21/11 Payflex	\$	4,865.54		
10/28/11 Payflex	\$	<u>2,273.99</u>		
Total			\$	14,758.48
			\$	18,641.96
Ending Balance			\$	<u>18,641.96</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	18,641.96		
Outstanding Claims				
Reconciled Balance	\$	<u>18,641.96</u>		
			\$	<u>18,641.96</u>

SPECIAL BUILDING ACCOUNT

Beginning Balance			\$	1,354,527.88
<u>RECEIPTS</u>				
10/28/11 Saunders County Property Taxes	\$	21.80		
F& M Interest	\$	3.73		
NLAF - Money Market: Interest	\$	7.86		
CD 663669 Interest	\$	<u>641.45</u>		
Total			\$	674.84
			\$	1,355,202.72
<u>DISBURSEMENTS</u>				
Total			\$	0.00
			\$	1,355,202.72
Ending Balance			\$	<u>1,355,202.72</u>
<u>RECONCILIATION</u>				
F&M Bank Balance	\$	21,987.78		
NLAF #9300590 Balance	\$	818,001.81		
Special Building Investments	\$	515,213.13		
Outstanding Claims	\$	-		
Reconciled Balance	\$	<u>1,355,202.72</u>		
			\$	<u>1,355,202.72</u>

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING Oct-11

QUALIFIED CAPITAL PURPOSE FUND

Beginning Balance			\$	300.69
<u>RECEIPTS</u>				
	<hr/>			
Total		\$	-	
<u>DISBURSEMENTS</u>				
	<hr/>			
Total		\$	-	
Ending Balance			\$	<u>300.69</u>
<u>RECONCILIATION</u>				
Bank Balance	\$	300.69		
Less: Outstanding Claims				
Plus: Outstanding Deposits				
Reconciled Balance	\$	<u>300.69</u>	\$	<u>300.69</u>

DEPRECIATION FUND

Beginning Balance			\$	338,339.10
<u>RECEIPTS</u>				
F&M National Bank, Interest	\$	57.47		
	<hr/>			
Total		\$	57.47	\$ 338,396.57
<u>DISBURSEMENTS</u>				
	<hr/>			
Total		\$	-	\$ 338,396.57
Ending Balance			\$	<u>338,396.57</u>
<u>RECONCILIATION</u>				
F & M Bank Balance	\$	338,394.15		
NLAF Balance	\$	2.42		
Less: Outstanding Claims	\$	-		
	\$	<u>338,396.57</u>		
Reconciled Balance	\$	<u>338,396.57</u>	\$	<u>338,396.57</u>

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING Oct-11

STUDENT FEE FUND

	Beginning Balance			\$	4,814.09
	<u>RECEIPTS</u>				
10/20/11	Cap & Gown Fee	\$	22.00		
10/31/11	Interest	\$	0.10		
	Total			\$	22.10
				\$	4,836.19
	<u>DISBURSEMENTS</u>				
10/11/11	NSAA State SB Admissions 10-12	\$	42.00		
10/11/11	NSAA State SB Admissions 10-13	\$	42.00		
10/11/11	NSAA State SB Admissions 10-14	\$	42.00		
10/27/11	David City PS FB State Admissions 10-27	\$	305.00		
10/31/11	Kent Rung Prod. MS DJ Services	\$	150.00		
	Total			\$	581.00
	Ending Balance			\$	<u>4,255.19</u>
	<u>RECONCILIATION</u>				
	Bank Balance	\$	4,405.19		
	Claims Outstanding	\$	150.00		
	Receipts Outstanding				
	Reconciled Balance	\$	<u>4,255.19</u>	\$	<u>4,255.19</u>

HOT LUNCH ACCOUNT

	Beginning Balance			\$	45,439.77
	<u>RECEIPTS</u>				
	Student and Staff Deposits	\$	23,763.93		
	Federal & State Reimbursement	\$	18,988.08		
	Vending Proceeds	\$	208.28		
	F&M National Bank: Interest	\$	6.30		
	Total			\$	42,966.59
				\$	88,406.36
	<u>DISBURSEMENTS</u>				
	Wages & Benefits	\$	14,754.25		
	Food	\$	31,831.70		
	Supplies				
	Contracted Services				
	Travel/Wkshop Exp				
	Total			\$	46,585.95
				\$	41,820.41
	Ending Balance			\$	<u>41,820.41</u>
	<u>RECONCILIATION</u>				
	Bank Balance	\$	42,031.41		
	Claims Outstanding	\$	211.00		
		\$	41,820.41		
	Receipts Outstanding	\$	-		
	Reconciled Balance	\$	<u>41,820.41</u>	\$	<u>41,820.41</u>

Student and Staff Deposits Held on Account - End of Month \$ 14,196.65

ASHLAND-GREENWOOD PUBLIC SCHOOLS FINANCIAL STATEMENT

MONTH ENDING Oct-11

INVESTMENTS

Date Bought	Security Description	Maturity Date	Rate	Investment
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General Fund Investments

1/30/11	Farmers & Merchants Bank, Ashland	01/30/12	0.9000%	\$831,514.82
10/22/10	Centennial Bank, Ashland	10/22/12	0.9000%	\$101,228.64
10/25/11	Privatebank & Trust,	04/23/12	0.4000%	\$248,000.00
10/25/11	Onewest Bank CA	04/23/12	0.3700%	\$247,000.00

Total Investments				<u>\$1,427,743.46</u>
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Special Building Fund Investments

7/13/11	Farmers & Merchants Bank, Ashland	01/24/12	0.5000%	\$ 515,213.13
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Total Investments				<u>\$ 515,213.13</u>
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LOCAL BANK SECURITIES PLEDGE TO SCHOOL DISTRICT DEPOSITS & FDIC INSURANCE ON DEPOSITS

CENTENNIAL BANK

FDIC INSURANCE		<u>\$ 250,000.00</u>
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Total Secured		<u>\$ 250,000.00</u>
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FARMERS AND MERCHANTS NATIONAL BANK

FDIC INSURANCE		\$ 250,000.00
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FHLB (Irrevocable Letter of Credit)	23458	<u>\$ 2,625,000.00</u>
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Total Secured		<u>\$ 2,875,000.00</u>
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**Ashland-Greenwood Public Schools' Claims
General Fund Claims
21-Nov-11**

Check #	Vendor	Amount	Description
029337	Ashland-Greenwood Payroll Acct	\$ 278,791.23	Net Payroll
029338	AGEA	\$ 2,425.84	Employee Dues
029339	Blue Cross and Blue Shield	\$ 80,344.22	Payroll Employee Health Ins
029340	Centennial Bank	\$ 10,705.62	Payroll Section 125 Deduct
029341	DISCOVER	\$ 393.95	Employee Garnishment
029342	Guardian	\$ 864.86	Payroll Employee Life Prem
029343	Guardian	\$ 762.73	Employee Vision Plan
029344	HSBC Bank Nevada N.A.	\$ 656.36	Employee Garnishment
029345	Madison National Life	\$ 1,106.24	Payroll LTD Insurance Prem
029346	MidAmerica 403b	\$ 1,865.00	Payroll Annuity Deduction
029347	Ashland-Greenwood Payroll Acct	\$ 12,896.18	Payroll State Tax Wthhldg
029348	Ashland-Greenwood Payroll Acct	\$ 227.00	Employee Child Support Paymnt
029349	Ashland-Greenwood Payroll Acct	\$ 85,545.29	Payroll Federal Tax Wthhldg
029350	Retirement	\$ 69,806.78	Payroll Retirement Wthhldg
029351	Accurate Locksmiths	\$ 164.64	Custodial: Rekey Door
029352	AmSan LLC	\$ 2,800.36	Custodial: Cleaning Supplies
029353	Matt Anderson .	\$ 200.00	HS Principal: Vinyl Signs
029354	ASCD	\$ 254.00	Curr. Supv: Dues
029355	Ashland Auto Parts	\$ 189.98	Maintenance: Belts
029356	Ashland Disposal Service	\$ 215.00	Custodial: Waste Removal
029357	Ashland Gazette/Wah-Wav-Ash News	\$ 28.00	Media: Renewal
029358	Awards Unlimited, Inc.	\$ 58.00	Principal:Trophy/Plaque engrave.
029359	Bennett Refrigeration Inc	\$ 506.64	Maintenance: Kitchen Cooler Repair
029360	Kate Beranek	\$ 29.00	Fall Activity Worker
029361	Blackboard Connect Inc	\$ 2,213.40	Instruction: Alert Now Renewal
029362	Maris Buller	\$ 140.00	Elem Sped: Respiratory Therapy
029363	Brooke L Cheleen	\$ 930.29	Physical Therapy
029364	City Of Ashland	\$ 2,512.00	All Areas: Water and Sewer
029365	Colton Vossler	\$ 14.50	Fall Activity Worker
029366	Cornhusker International Trucks, Inc.	\$ 3,977.46	Transportation: Light, Bus 03
029367	Daryl Clark	\$ 14.50	Fall Activity Worker
029368	DATAVISION LLC	\$ 52.50	Inst. Tech: Computer Service
029369	Demco Inc.	\$ 38.95	Media: Supplies
029370	EAI EDUCATION	\$ 66.85	Instruction: Supplies
029371	Esu #2	\$ 7,631.20	Sped: Student Tuition
029372	Educational Service Unit No 6	\$ 2,843.25	Instruction: Career Academy books
029373	Foundation for Educational Services	\$ 1,745.00	Inst. Tech.: SOCS Web Host Service
029374	Follett Educational Services	\$ 1,506.76	K-12 Reg. Instr.: Textbooks
029375	Karen Fricke	\$ 126.88	Fall Activity Worker
029376	Gavin Heusinkvelt	\$ 76.13	Fall Activity Worker
029377	GovConnection Inc.	\$ 91.26	Ins Tech: Replace Battery
029378	Janette Harms	\$ 85.19	Fall Activity Worker
029379	HARRIS	\$ 905.22	Gen Business: Attend. Ent. Support
029380	Howard, Lori	\$ 48.13	Elem. Sped: Sign Language Interpret.
029381	J. W. Pepper & Son, Inc	\$ 122.99	Instruction: Music
029382	Nebraska Sports	\$ 5,153.10	Pupil Support: Helmets
029383	Matheson Tri-Gas, Inc/Linweld	\$ 44.20	Voc Ag: Supplies
029384	Cody D. Love	\$ 23.56	Fall Activity Worker
029385	MCI Communications Services, Inc.	\$ 109.53	All Areas: Long Distance Service
029386	Mead Lumber Co.	\$ 274.20	Maintainence: Supplies
029387	Mechanic's Inc	\$ 17.52	Maintenance: Supplies

Ashland-Greenwood Public Schools' Claims
General Fund Claims
21-Nov-11

Check #	Vendor	Amount	Description
029388	Meininger Fire Protection Inc	\$ 280.00	Custodial: Qtrly Inspec Fire Sprinklers
029389	Menard Inc	\$ 1,041.67	Maint Various Tools, Science Supp
029390	Midwest Office Automations	\$ 872.93	Instruction: Copier Usage
029391	MT Library Services	\$ 502.20	Media: Library Books
029392	NASB	\$ 699.00	NASB State Conference
029393	Nebraska Council of School Admin	\$ 140.00	Curr. Sup.: Registration Fee
029394	Nebraska Music Educators Assoc	\$ 75.00	Vocal Music: Staff Clinic
029395	Nebr Sprinkler/Scott Brauckmuller	\$ 261.08	Maintenance: Winterize Sprinkler
029396	NECO	\$ 202.50	Custodial: Bldg. Security
029397	NF Foods LLC	\$ 7.16	Admin: Supplies
029398	Nurses Service Organization	\$ 107.75	Nurse Professional Liability Ins.
029399	One Source, Inc	\$ 137.00	Background Checks
029400	Omaha Public Power District	\$ 10,856.23	All Areas: Electricity
029401	PayFlex Systems USA Inc	\$ 327.60	Employee Benefit
029402	Perry, Guthery, Haase & Gessf	\$ 1,012.50	Admin: Legal Service
029403	Debbie Pike	\$ 43.50	Fall Activity Worker
029404	Jim Pinkman	\$ 23.56	Fall Activity Worker
029405	Pitney Bowes Postage By Phone	\$ 500.00	All Areas: Postage
029406	Quill Corp	\$ 270.14	Media: Supplies
029407	Nancy Ray	\$ 45.31	Fall Activity Worker
029408	Zach Reisen	\$ 38.06	Fall Activity Worker
029409	Renaissance Learning, Inc.	\$ 256.44	Media: Subscription Renewal
029410	S & S Welding, Inc.	\$ 12.24	Instruction: Welding Supplies
029411	Schmitt Music Center	\$ 711.00	Band: Drum Supplies
029412	School Specialty	\$ 283.93	Instruction: Supplies
029413	Scott Enterprises Inc	\$ 1,865.62	Maintenance: RTU/Roof Repair
029414	Solution One	\$ 472.15	Instruction: Copier Use
029415	Sparkling Klean	\$ 5,696.60	Custodial: Janitorial Services
029416	Todd Valley Plbg. & Htg	\$ 38.28	Maintenance: Supplies
029417	United Electrical Supply Co Inc.	\$ 639.80	Maintenance: Supplies
029418	US Mechanical Service Inc	\$ 3,103.05	Maintenance: Service Air Units
029419	U.S. Post Office	\$ 250.00	Bulk Mail Account
029420	Voss Electric Co	\$ 67.50	Maintenance: Supplies
029421	Voyager Fleet Systems, Inc.	\$ 4,666.35	Transportation: Fuel
029422	Wahoo-Waverly-Ashland News	\$ 276.60	Board of Ed: Adv. & Printing
029423	Randy Wiese	\$ 429.00	Pupil Support: Mileage
029424	Karen Wiese	\$ 18.13	Fall Activity Worker
029425	Beverly WIggs	\$ 2,409.63	Occupational Therapy
029426	Tyler Williams	\$ 1,350.00	Maintenance: Tree removal

Incompletes

Administrive Operations			Travel Expense, Field Trip Expense
Father Flanagan's Boys Home	\$ 7,455.00		Student Tuition
Windstream			Local Telephone Service
Seminole/Post Rock			Natural Gas
Platte Valley Sanitation			Recyclables
DATAVISION LLC	\$ 420.00		Computer Services
Williams Sales & Service			Qtrly Bus Inspections
Mark Powell			Pupil Support Security

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CONTRACT FOR SPECIAL EDUCATION SERVICES

SUBURBAN SCHOOLS' PROGRAM FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING BIRTH TO 21 YEARS

AGREEMENT made August 1, 2011 OR with initiation of student services, between the Agency of Ralston Public Schools in the County of Douglas, State of Nebraska, (hereinafter referred to as the Servicing Agency) and the Ashland-Greenwood Schools (hereinafter referred to as the District).

CENTER-BASED SCHOOL-AGED PROGRAM

The District agrees to pay to the Servicing Agency a sum equal to the per pupil cost for the school-aged educational program provided See Attachment A resident(s) of the District and who has a verified handicapping condition. The District agrees to pay \$28,582.00 per student, per year for the instruction of the named student or a daily amount equal to the Servicing Agencies approved rate \$161.50/day. Service/instruction for the named student(s) will begin August 9, 2011 OR with initiation of student services, and end May 17, 2012 a period of 176 school/working days. (All snow days will be made up at the end of the regular school year.) The Servicing Agency agrees to formally bill the District for the total number of students enrolled at the per student yearly rate; the District agrees to pay the Servicing Agency within 30 days of the receipt of each formal bill. NeSA testing will be administered by Suburban Schools' Program staff using the student's state assessment user name and password provided by the resident district. Scores will be included with the resident district's data.

CENTER-BASED PRE-SCHOOL CLASSROOM (3-5 YRS.)

The District agrees to pay to the Servicing Agency a sum equal to the per pupil cost for the school age educational program provided See Attachment A resident(s) of the District and who has a verified handicapping condition. The District agrees to pay \$14,291.00 per student, per year for the instruction of the named student or a daily amount equal to the Servicing Agency's approved rate \$84.56/day. Service/instruction for the named student(s) will begin August 10, 2011 OR with initiation of student services, and end May 16, 2012 a period of 165 school/working days. (All snow days will be made up at the end of the regular school year.) The Servicing Agency agrees to formally bill the District for the total number of students enrolled * the per student yearly rate; the District agrees to pay the Servicing Agency within 30 days of receipt of each formal bill.

ITINERANT DEAF EDUCATION SERVICES IN A SCHOOL SETTING

The District agrees to pay to the Servicing Agency a sum equal to the full time equivalent (FTE) required to provide services to the district. The cost for the school-aged itinerant deaf education services is calculated on FTE equivalencies of HOURLY, .05, .1, .15, .2, .25, .3, .35, .4, .45, .5, and 1.0 (see Appendix chart 1 for costs). See Attachment A for a listing of students used for the calculation of the service. Itinerant deaf education costs will include travel time to reach the destination (see Appendix chart 2 for travel time) and direct and consultative services to the student(s) as well as all associated meetings. Round trip mileage will be tracked and billed with services. The District agrees to pay \$70.00/hour for HOURLY FTE per year for the instruction of the named student(s). Service/instruction for the named student will begin August 9, 2011 OR with initiation of student services, and end May 17, 2012, a period of 177 school/working days. The Servicing Agency agrees to formally bill the District a total of \$ 70.00/hour for FTE and mileage charge. The District agrees to pay the Servicing Agency within 30 days of the receipt of each formal bill.

PARENT-INFANT (0-3 YRS.)

The District agrees to pay to the Servicing Agency a sum equal to the per pupil cost for the birth-3 years educational program provided See Attachment A resident(s) of the District and who has a verified handicapping condition. The District agrees to pay \$70.00/hour per student visit and drive time, for the instruction of the named student(s) or an amount equal to the Servicing Agency's approved rate. Service/instruction for the named student will begin August 9, 2011 OR with initiation of student services and end August 31, 2012. The Servicing Agency agrees to formally bill the District for the total number of hours of service provided to students enrolled in the Parent-Infant Program. The District agrees to pay the Servicing Agency within 30 days of the receipt of each formal bill.

Special Ed-Agency Code 28-0054

Service Code 11-800

Nov. 3, 2011
Date

Signed by 
Servicing Agency Officer

Date

Signed by _____
District Officer

Attached: Appendix
Attachment A

Appendix

Services for the 2011-12 school year are based upon service usage or FTE from 2010-11. FTE time is calculated based on the amount of weekly direct service to students and/or meetings and round-trip travel time to destination. Example: IEP meeting or direct services total 1 hr. per week and drive time to location roundtrip is 1 hr. so total FTE would be based on 2 hours per week.

Chart 1: FTE calculation chart

FTE percentage	Minutes per week	FTE cost per year
.05	Up to 90 minutes per week	\$ 2,920.00 per year
.1	90 minutes to 3 hours per week	\$ 5,840.00 per year
.15	Up to 4.5 hours per week	\$ 8,760.00 per year
.2	Up to 6 hours per day or 1 day per week	\$11,680.00 per year
.25	Up to 7.5 hours or 1.25 days per week	\$14,600.00 per year
.30	Up to 9 hours or 1.5 days per week	\$17,520.00 per year
.35	Up to 10.5 hours or 1.75 days per week	\$20,440.00 per year
.40	Up to 12 hours or 2 days per week	\$23,360.00 per year
.45	Up to 13.5 hours or 2.25 days per week	\$25,280.00 per year
.5	Up to 15 hours or 2.5 days per week	\$29,200.00 per year
Hourly	For districts that have occasional use of service	\$70.00/hour

Chart 2: Travel calculation chart based on Mapquest predicted times from Karen Western (office location) to central school district location.

District	Roundtrip Travel Time
Arlington	1.75 hours
Ashland-Greenwood	1.0 hour
Bennington	1 hour
Conestoga	1.25 hours
DC West	1 hour
Dodge	2.5 hours
Elkhorn	.75 hours
Fremont	1.5 hours
Gretna	1 hour
Logan View (Hooper)	1.75 hours
Louisville	1.0 hours
Lyons-Decatur	2.25 hours
Millard	.75 hours
Oakland-Craig	2.25 hours
Papillion-LaVista	.5 hours
Plattsmouth	1 hour
Ralston	.5 hours
South Saryp District #46	.75 hours
Tekamah-Herman	2.0 hours
Wahoo	1.5 hours
Weeping Water	1.75 hours
West Point - Beemer	2.5 hours

**ATTACHMENT A
Student Services Provided in 2011-12 ***

District: Ashland-Greenwood

CENTER BASED IN RALSTON DISTRICT

No students in center-based programs

SERVICES PROVIDED IN DISTRICT

School-Age (Pre-K – 12)

Last Name	Initial	Direct Services or Meeting
Hazen	T	IEP
Service Total		Per visit
Travel Total		1 hour Per visit
Grand Total		HOURLY FTE

Parent-Infant Services in the Home

Last Name	Initial	Direct Services or Meeting

Travel time: 1 hour round-trip

* FTE calculations for the 2011-12 school year are based on services provided during the 2010-11 school year

Policy Updates to date...

<p>Policy 4117/2209/2452: Evaluation of Certificated Employees</p>	<p>State statute 79-318 was amended. Previously the statute required that the Nebraska Department of Education “approve teacher evaluation policies and procedures developed by school districts and educational service units. The statute now reads that NDE will “approve certificated-employee evaluation policies and procedures developed by school districts and educational service units.”</p> <p>Inserting this policy in three places as an “overarching” policy puts us in compliance with the law without too significant of revisions. We are currently in the process of revising evaluations for local board approval for future years. Our goal is the 2013-2014 school year. We will then submit to NDE for state approval.</p>
<p>Policy 5001 and 5001R (regulations): Admission requirements</p>	<p>August 15th we put a policy in place to be in compliance with new state statute knowing that we hoped to refine it at a later date. It has since been updated. We have worked with ESU 2 in establishing consistent guidelines with other districts in regard to early admittance.</p>
<p>1260/5003: Service animals</p>	<p>Complete. Adopted October 17th, 2011</p>
<p>6600: special education</p>	<p>Complete. Adopted August 1st, 2011</p>
<p>6145.9: concussion awareness</p>	<p>Complete. Adopted August 15th, 2011</p>
<p>1300/5002: discrimination</p>	<p>Combined policies 1300,1301,1302. Added under community relations and students. Now has been added under personnel 4010 also.</p>
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District Procedures & Forms



Ashland-Greenwood Public Schools Regulations for Kindergarten early-entrance.

- As part of the process of determining the child's eligibility for Early Entrance into Kindergarten, a battery of assessments will be considered for administration.
- A team approach is used in making a decision concerning early entrance into kindergarten.
- The team consists of a general educator with knowledge of the kindergarten curriculum, a school administrator, and at least one of the following personnel who are trained to administer the assessment: early childhood specialist, speech language pathologist, school psychologist, or special education administrator/consultant.
- The team shall consider the five developmental domains to include: Cognitive Skills, Academic Readiness Skills, Language Skills, Social/Emotional Skills, and Motor Skills.
 - Cognitive Skills
Psychological evaluations designed to measure the student's academic learning ability. It will also identify intellectual strengths and or weaknesses. The evaluation may include information concerning learning style, personality, behavior patterns and/or adaptive behavior, and perceptual motor development.
 - Academic Readiness Skills
The assessment of performance which may include sensory motor tasks such as left to right tracking, perceiving details in picture, recognizing shapes/forms and copying pre-academic skills including recognizing/matching letters, or counting one to one correspondence; or basic studies, such as math, reading, etc.
 - Language Skills
Assesses communication skills in the classroom, at home or with peers.
 - Social/Emotional Skills
Provides broad assessments of student social behaviors that can affect teacher-student relationships, peer acceptance, and academic performance.
 - Motor Skills
Assesses muscle strength, perceptual development, fine motor skills, motor development skills, neurological involvement, balance, coordination, posture and gait.
- Recommended screeners/assessments include:
 - Developmental Indicators for the Assessment of Learning (DIAL-4)
 - Young Children's Achievement Test (YCAT)
- Optional screeners/assessments may include:
 - Stanford Binett-5 (SB-5)
 - Wechsler Preschool and Primary Scale of Intelligence (WPPSI-3)
 - Ages and Stages Questionnaire (ASQ-3)
 - Ages and Stages Questionnaire-Social/Emotional (ASQ: SE)
 - Conners-3 (Behavior Rating)
 - Preschool Language Scale (PLS-4)

5001 regulation

- Early entrance is recommended only if the score is 2 standard deviations above the mean. (i.e.-Standard Score ≥ 130 , T Score ≥ 70 , Z Score ≥ 2)
- Special education services are recommended if a child scores 2 standard deviations below the mean. (i.e.-Standard Score ≤ 70 , T Score ≤ 30 , Z Score ≤ -2)
- The screeners/assessments will be available through the ESU 2 Special Education Department. ESU 2 Special Education Staff will be responsible for administering the testing.
- Parents are responsible for any fees associated with the testing process.
- The decision made by the School District Team regarding Early Kindergarten Entrance will be final. There will be no parental appeal to the decision.

BOARD POLICY: StudentsStudentsAdmission RequirementsMinimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child has demonstrated through a recognized assessment procedure approved by the School Board that the child is capable of carrying the work of kindergarten.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) Cognitive Skills, (2) Academic Readiness Skills, (3) Language Skills, (4) Social/Emotional Skills, and (5) Motor Skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well being, must

be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed. There is no provision in the policy for reevaluation, retest, or parental appeal to the district decision.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrator.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than April 1st of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
 Neb. Rev. Stat. § 79-214
 Neb. Rev. Stat. §§ 79-217 to 79-223
 Neb. Rev. Stat. § 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: [August 15, 2011]
Revised/Adopted [November 21st, 2011]

LB 1006: Early Kindergarten Entrance

In the spring of 2011, the Nebraska legislature passed LB1006 revising the age requirements for students entering kindergarten beginning with the 2012-2013 school year. The bill states:

“(a) Except as provided in subdivision (2)(b) of this section, the school board of any school district shall not admit any child into the kindergarten of any school of such school district unless such child has reached the age of five years on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins; and (b) The board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year, (ii) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or (iii) the child has demonstrated through a recognized assessment procedure approved by the board that he or she is capable of carrying the work of kindergarten. On or before January 1, 2012, each school board shall, for purposes of this subdivision, approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten. The school board shall update approved procedures as the board deems appropriate.”

Early Kindergarten Entrance Procedures

Parent Responsibility:

If a parent requests early Kindergarten entrance for a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year, the following procedures will be implemented:

1. Parents request Early Kindergarten Entrance by contacting the school.
2. The following forms, due to the Superintendent or designee prior to April 1st, are provided to the parents for consideration of Early Kindergarten Entrance:
 - Written Request for Consideration of Early Kindergarten Entrance
 - Parent Questionnaire for Early Kindergarten Entrance
 - Preschool/Daycare Provider Information
3. Parents will return the required forms to the Superintendent or his/her designee.

School District Responsibility:

1. The required information submitted by parents is reviewed by the School District Team.
2. Within two weeks following the submission of all required forms for Early Admission into Kindergarten, the school district will schedule a meeting between School District Team and the parent(s)/guardian(s) to discuss the request.
3. Upon conclusion of the Team Meeting with parents, the School District will make the following decision:
 - Counsel the parents regarding concerns with the child's developmental levels in completing the demands of the kindergarten curriculum.

OR

- Recommend a formal battery of assessments to be completed.
4. Provide the parent with the **Written Request for Early Kindergarten Entrance Assessment Form**.
 5. Parent returns the form requesting assessment within one week from the Team Meeting.
 6. District personnel and/or designated professional staff complete the Early Kindergarten Entrance Developmental Assessment(s) and scores are reviewed with the School District Team to determine eligibility.
 - Only School District recommended assessments for Early Kindergarten Entrance would be considered for determination of eligibility.
 7. A School District Team meeting with parents is scheduled to discuss the results of the assessment(s).
 8. During the scheduled meeting, the School District Team reviews the results of the assessment and provides the parent with the **District Developmental Assessment Summary for Early Kindergarten Entrance Form**.
 9. Using the established scoring criteria for the recommended assessments, the decision for eligibility will be determined and the **District Developmental Assessment Summary for Early Kindergarten Entrance Form** is signed by the team.

District Developmental Assessment Summary for Early Kindergarten Entrance

Child's Name: _____

Date of Birth: _____

Developmental Assessment Instrument(s) Used:

Date Administered: _____

Date Administered: _____

Date Administered: _____

Directions to Individual Completing Developmental Assessment:

Please provide a summary of the results of the developmental assessment (including Cognitive Skills, Academic Readiness Skills, Language Skills, Social/Emotional Skills, and Motor Skills);

Results:

Interpretation:

Overall Standard Score Earned:

Assessment: _____

Score: _____

Assessment: _____

Score: _____

Assessment: _____

Score: _____

Qualification Statement:

_____ This child qualifies for early entrance into kindergarten

_____ This child does not qualify for early entrance into kindergarten

Signatures:

Parent: _____

Date: _____

School Staff: _____

Date: _____

School Staff: _____

Date: _____

Date Parent(s) Provided a Copy: _____

**Parent
Information
Packet
&
Forms**



TO:
FR:
Date:

Subject: Early Kindergarten Entrance

In the spring of 2011, the Nebraska legislature passed LB1006 revising the age requirements for students entering kindergarten beginning with the 2012-2013 school year. The bill states:

“(a) Except as provided in subdivision (2)(b) of this section, the school board of any school district shall not admit any child into the kindergarten of any school of such school district unless such child has reached the age of five years on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins; and (b) The board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year, (ii) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or

(iii) the child has demonstrated through a recognized assessment procedure approved by the board that he or she is capable of carrying the work of kindergarten. On or before January 1, 2012, each school board shall, for purposes of this subdivision, approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten. The school board shall update approved procedures as the board deems appropriate.”

To initiate the process for Early Kindergarten Entrance, parents are asked to complete the following forms and return to the Superintendent’s Office on or before April 1st:

- Written Request for Consideration of Early Kindergarten Entrance
- Parent Questionnaire for Early Kindergarten Entrance
- Preschool/Daycare Provider Information

If you should have any questions regarding the Early Kindergarten Entrance Process, please feel free to contact Ms. Teresa Bray at (402) 944-7083.

Written Request for Consideration of Early Kindergarten Entrance

I wish to request consideration for Early Kindergarten Entrance to the _____ School District for my child _____, whose date of birth is _____.

I am making the request for the following reasons:

I am also providing the following information (check those included):

- _____ Parent Questionnaire for Early Kindergarten Entrance
- _____ Preschool/Daycare Provider Information

Parent Name (Print): _____

Address: _____

Home Telephone: _____

Cell Phone: _____

Work Telephone: _____

Email Address: _____

Parent Signature: _____

Date: _____

(School Use Only) **Date Request Received:** _____

Parent Questionnaire for Early Kindergarten Entrance

Child's Name: _____ Date of Birth: _____

The following are directions for Parents when completing the Parent Questionnaire:

Review the four skill areas described below and provide a description of your child's abilities in each area. Please keep in mind the following lists do not include **ALL** skills important to your child's development. You may use the back of this page if more room is needed.

Language Skills

Kindergarten teachers' expectations of beginning kindergarten students vary, but may include the following:

- seeing and hearing when objects or sounds are alike or different
- understanding "same" and "different" so that they can sort objects into groups
- expressing themselves with a variety of words
- understanding an even larger variety of words used in conversations and stories
- retelling a simple story in their own words

1. Describe your child's abilities with these language skills in mind:

Learning and Academic Readiness Skills

Kindergarten teachers' expectations of beginning kindergarten students vary, but may include the following:

- recognizing their own names in writing or printing their own name
- naming colors, shapes, sizes
- knowing their own address and telephone number
- understanding that words are read from left to right

2. Describe your child's abilities with these learning concepts and skills in mind:

Social/Emotional Skills

Kindergarten teachers' expectations of beginning kindergarten students vary, but may include the following:

- sticking to an activity for at least 15 minutes (listening to a story, coloring)
- playing well with other children (taking turns and sharing)
- playing with toys without breaking them
- using words rather than actions to settle disagreements with other children
- following two or three oral directions
- doing what adults outside the family ask him/her to do
- accepting limits without getting upset
- child likes to be with other people
- child is liked by other children

3. Describe your child's abilities with these social skills in mind:

Motor and Self-help Skills

Kindergarten teachers' expectations of beginning kindergarten students vary, but may include the following:

- caring for their personal needs (e.g., going to the toilet, putting on outdoor clothes, and caring for their belongings)
- using large motor skills to walk, run, climb
- using fine motor skills and eye-hand coordination to use pencils, crayons, scissors

4. Describe your child's abilities with these self-help and physical skills in mind:

Signature: _____ **Date:** _____

(School Use Only) **Date Request Received:** _____

Preschool/Daycare Provider Information

Child's Name: _____ **Date of Birth:** _____

Directions to Individual Completing This Form:

This form is to be completed by an individual, other than a family member, who has worked with or knows the child in learning situations (e.g., preschool, daycare, etc.). Please provide a summary of information related to this child's learning and development in the following areas: social/emotional skills, motor skills, self-help skills, language, learning and academic readiness skills.

Language Skills

Learning and Academic Readiness Skills

Social/Emotional Skills

Motor and Self-Help Skills

Signature: _____ **Date:** _____

Relationship to Child: _____

Please return this form to the parent or school district at the following address:

(School Use Only) **Date Request Received:** _____

**Written Request for Early Kindergarten Entrance Assessment**

I request an assessment to determine if my child qualifies for early entrance into kindergarten. Included is an assessment fee of \$50.00.

Child's Name: _____ **Date of Birth:** _____

Parent Name (Print): _____

Address: _____

Home Telephone: _____

Cell Phone: _____

Work Telephone: _____

Email Address: _____

Parent Signature: _____

Date: _____

(School Use Only) **Date Request Received:** _____

StudentsAdmission RequirementsMinimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child has demonstrated through a recognized assessment procedure approved by the School Board that the child is capable of carrying the work of kindergarten.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are

completed.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.

- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
 Neb. Rev. Stat. § 79-214
 Neb. Rev. Stat. §§ 79-217 to 79-223
 Neb. Rev. Stat. § 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: August 15, 2011

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Community RelationsPersonnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Ashland-Greenwood Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Ashland-Greenwood Public School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Building Principals, Ashland, NE 68003; HS: (402)-944-2114 or ELE: (402) 944-7083.

Employees and Others: Superintendent of Schools, 1225 Clay Street, Ashland, NE 69003. (402) 944-2128.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

The Ashland-Greenwood Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or

- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its

effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination,

including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
- e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
 - i. Know the school's prohibition against discrimination, harassment, and retaliation.
 - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
 - iii. Understand how and to whom to report any incidents of discrimination.
 - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
 - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
- f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.

- g. Conducting in conjunction with students or employees, a “climate check” to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an “education record” under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. Training:

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

7. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).

- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

8. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim



resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Authorities: Americans with Disabilities Act of 1990 (ADA)
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Title IX; Title VI

Date of Adoption: [August 1st, 2011]
Revised and Adopted [November 21st, 2011]

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Evaluation of Certificated Employees

Certificated Personnel

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the

certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: August 16th, 1993

Adopted and Revised: July 16th, 2001

Adopted and Revised: November 21st, 2011

Administration

Evaluation of Principals

The following pages represent the procedures and documents for evaluation building principals.

Adopted: March 20, 2006

PRINCIPAL EVALUATION PORTFOLIO

The building principal shall submit on or before March 1 of each school term a representative portfolio with artifacts representing his or her performance in the school district. The following are suggestions for artifacts to be included in the portfolio and are grouped by performance standards. They are included as a way to provide examples, and not intended to be an all-inclusive or proscriptive list.

STANDARD #1: VISION

- Copy of the building's school improvement plan
- Building Staff Development Plan
- Staff meeting agenda (addressing building and district vision/mission)
- Copies of contributions to the On-line newsletter, monthly newsletter or other publications reflecting vision for school.
- Contributions to Capital Outlay - Building and/or Equipment long range planning
- Log of addresses to community organizations about school programs
- Department, Curricular, Middle School Team, SAT or other team meeting agendas
- Examples of promotional materials reviewing district and building mission and vision
- Programs for attracting prospective parents and students

STANDARD #2: SCHOOL CULTURE FOR LEARNING

- Professional development reading materials provided staff
- Notes and memos regarding walk-through supervision
- School Climate surveys
- Teacher Evaluation artifacts
- Copy of personal professional growth plan or professional goals
- Faculty Meeting Agenda reflecting topics related to professional issues and development
- Attendance at state or national conferences and involvement of staff in such activities
- Evidence of active building level study teams
- Involved in professional development activities with staff
- Evidence of follow-up with teaching staff members who are low performing
- Evidence of visiting other schools to view innovative programs
- Leading professional development activities
- Description of mentoring activities

STANDARD #3: SCHOOL MANAGEMENT

- Student handbook
- Faculty guidelines and rules
- Faculty bulletins giving direction or organizing school building events and activities
- Posting of school rules
- Substitute handbook
- Crisis Plan
- Evidence of Safety Activities
- Log of fire drill, storm drill and other drill activities
- Plans for Hallway, parking lot, grounds and after-hours supervision
- Orientation materials and packets
- Copy of notes pertaining to building for safety visit or audit
- Implementation of technology activities to streamline attendance, grades, registration, assessment reporting and curriculum development.

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT

- Memorandums to staff, students and parents and students regarding academic standards
- Review of building assessment system by NDE
- Memorandums and Meeting Notes or Agendas related to academic standards, assessment and reporting
- Evidence of feedback to staff, students and parents on student performance on standards
- Course Description manual
- Curriculum Mapper progress timeline
- Evidence of participation in curricular committees

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY

- Minutes or agendas from parent advisory committees and parent organizations
- Parent volunteer list and recognition program
- Log of community and parent guest speakers in classrooms
- Listing for teachers of community members who can speak to classrooms
- Contributions to school building website
- Report on number of referrals or placements in community agencies
- Participation of business partners in school programs
- Data on job shadows, internships or school supervised work release programs
- Data on community mentoring activities
- Evidence of participation in community organizations

STANDARD #6: ADMINISTRATIVE TEAM LEADER

- Participation in school board meetings and committees.
- Participation in administrative team meetings
- Correspondence and memos with building staff including custodial, maintenance, bussing and kitchen staff
- Contributions made to district wide committees, policy/regulation development and programming decisions
- Evidence of supervision of activities programs including notes from staff meetings

STANDARD #7: ETHICS/INTEGRITY

- Schedule for student assemblies regarding good character
- Plans to promote good sportsmanship or good behavior when engaging in extra-curricular activities
- Memos to staff or staff agenda items reflecting discussion on staff ethics and integrity
- Demonstration of efforts to actively involve students of all racial, gender, ethnic and socio-economic backgrounds into school programs
- Activities that demonstrate leadership of staff to respect family and religious time by not planning school events for Wednesday evenings or Sundays.
- Production of multi-lingual materials as may be needed
- Efforts to represent multi-culturalism and diversity into our school programs
- Participation of staff, students and parents from varying racial, gender, ethnic and socio-economic backgrounds on school committees and organizations
- Maintains confidentiality of issues and discipline
- Recommends policies and programs to achieve greater involvement from racial, gender, ethnic and socio-economic groups in school programs.
- Directs athletic programs to be in compliance with Title IX

STANDARD #8 GREATER POLITICAL AND SOCIAL CONTEXT

- Evidence of participation in professional organizations
- Log of meeting notes and action from participating in professional workshops
- Participates in community organizations
- Collects, aggregates and disaggregates data about students
- Communication log with city, county, and state officials
- Communication log with agencies providing services to students and their families
- Contributions to monthly newsletter or on-line newsletter related to political and social issues impacting school programs and building/district issues.

**ASHLAND-GREENWOOD PUBLIC SCHOOLS
PRINCIPAL EVALUATION INSTRUMENT**

Name _____ Evaluation Period _____

**STANDARDS OF PERFORMANCE
FORMATIVE REVIEW**

STANDARD #1: VISION - A principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Job Task 1)

Descriptor for Performance Standard #1	+ = Above Avg & - Below Avg ; May Contain Narrative
A. Sets priorities in the context of improving student achievement	
B. Articulates and promotes high expectations for teaching and student learning.	
C. Aligns the educational programs, plans and actions to the district's vision and goals for student learning	
D. Creates symbols, ceremonies and activities that support the vision and mission of the district.	
E. Develops communication strategies to inform stakeholders of progress toward the vision and mission in the district	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard

STANDARD #2: SCHOOL CULTURE FOR LEARNING - A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Job Task 2, 3, 4)

Descriptor for Performance Standard #2	+ = Above Avg & - Below Avg ; May Contain Narrative
A. Provides leadership for assessing, developing and improving school environment and culture	
B. Recruits, interviews and recommends teachers and staff to support quality instruction	
C. Provides leadership, encouragement, opportunities and structure for all staff to continually design more effective teaching and learning experiences for all students	
D. Makes regular classroom observations in all classrooms, both informal (drop-in visits of varying length with no written or verbal feedback to teacher) and formal (visits where observation data are recorded and communicated to teacher).	
E. Engages in post-observation conferences that focus on the improving instruction.	
F. Engages in direct teaching in the classrooms.	
G. Principal holds high expectations for personal instructional leadership behavior, regularly solicits feedback (both formal and informal) from staff members regarding instructional leadership abilities, and uses such feedback to set yearly performance goals.	
H. Schedules, plans, or facilitates regular meetings of all types (planning, problem solving, decision-making, in-services and training) with teachers to address instructional issues.	
I. Provides opportunities for, and training in, collaboration, shared decision making, coaching, mentoring, curriculum development, and presentation.	
J. Provides motivation and resources for faculty members to engage to professional-growth activities.	
K. Demonstrates awareness of professional issues and developments in education.	
L. Develops and revises as needed his/her own professional development plan for continued improved performance.	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard



STANDARD #3: SCHOOL LEARNING ENVIRONMENT AND RELATIONSHIPS - A principal is an educational leader who promotes the success of all students by ensuring a safe, efficient, and effective learning environment through management of the organization, operations, and resources of the school. (Job Task 5, 6)

Descriptor for Performance Standard #3	+ = Above Avg & - Below Avg ; May Contain Narrative
A. Operational procedures are designed and managed to maximize opportunities for successful learning.	
B. Effectively manages board policies and procedures.	
C. Demonstrates effective relationships with students, including: ➤ Uses effective communication skills with students through positive interaction, fair and equitable treatment of students, being approachable for students, shows care, patience and understanding toward students. ➤ Serves as an advocate for students & communicates regarding their school life. ➤ Exhibits concern and openness in the consideration of student problems and participates in the resolution of such problems where appropriate.	
D. Uses effective communication skills with a variety of stakeholders in the operation of the school.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Demonstrates concern and openness in the consideration of teacher and parental problems and participates in the resolution of such problems where appropriate.	
G. Systematically collects and responds to staff, parent, and student concerns.	
H. Acknowledges appropriately the meaningful accomplishments of others.	
I. Addresses problems in a timely manner.	
J. Manages fiscal resources of the schools responsibly, efficiently, and effectively.	
K. Works to assure the school plant, equipment, & systems operate safely, efficiently & effectively within the system following district procedures to address problems.	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard

STANDARD #4: ACADEMIC STANDARDS AND ASSESSMENT - A principal is an educational leader who establishes, implements and encourages achievement of academic standards. (Job Task 7, 8)

Descriptor for Performance Standard #4	+ = Above Avg & - Below Avg ; May Contain Narrative
A. Demonstrates knowledge of academic standards.	
B. Ensures staff is informed of and incorporates academic standards in classroom.	
C. Incorporates the designated state and operational procedures are designed and managed to maximize opportunities for successful learning.	
D. Facilitates instructional program development based on trustworthy research and proven instructional practices.	
E. Uses Appropriate formative-assessment procedures and informal data-collection methods for evaluating the effectiveness of instructional programs in achieving state, district, and local standards.	
F. Establishes high expectations for student achievement that are directly communicated to students, teachers, and parents.	
G. Establishes clear standards, communicates expectations for the use of time allocated to instruction, and monitors the effective use of classroom time.	
H. Provides for systematic, two-way communication with staff regarding the achievement standards and the improvement goals of the school. Develops and uses communication channels with parents to set forth school objectives.	
I. Assists teachers yearly in setting and reaching personal and professional goals related to the improvement of instruction, student achievement, and professional development.	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard

STANDARD #5: WORKING WITH PARENTS AND COMMUNITY - A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (Job Task 9, 10)

Descriptor for Performance Standard #5	+ = Above Avg and - Below Avg ; May also Contain or reference a Narrative
A. Participates actively in the community.	
B. Engages the community to create shared responsibility for student and school success.	
C. Promotes and supports parent/student/community involvement in the school.	
D. Shares leadership and decision-making.	
E. Encourages open communication among staff members and maintains respect for differences of opinion.	
F. Is knowledgeable about and connects students and families to the health, human and social services they need to stay focused on learning.	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard

STANDARD #6: ADMINISTRATIVE TEAM MEMBER - A principal is an educational leader who promotes the success of all students by facilitating the development, implementation, and success of school district curriculum and programs. (Job Task 7, 11, 12, 15[Secondary Only])

Descriptor for Performance Standard #6	+ = Above Avg and - Below Avg ; May also Contain or reference a Narrative
A. Participates in the research and development of district curriculum and programs.	
B. Supports district curriculum and program decisions with students, staff and the community.	
C. Aligns the educational programs, plans and actions to the district's adopted curriculum and program.	
D. Provides professional development for the implementation of district curriculum and programs.	
E. Monitors the implementation of the adopted curriculum and programs.	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard

STANDARD #7: ETHICS/INTEGRITY - A principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner. (Job Task 12)

Descriptor for Performance Standard #7	+ = Above Avg and - Below Avg ; May also Contain or reference a Narrative
A. Demonstrates ethical, trustworthy, and professional behavior.	
B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	
C. Treats people fairly, equitably, and with dignity and respect.	
D. Applies policies and procedures in a fair and equitable manner.	
E. Demonstrates appreciation for and sensitivity to the diversity in the school community.	
Narrative:	
Circle One: Does Not Meet the District Standard	Meets District Standard

**ASHLAND-GREENWOOD PUBLIC SCHOOLS
PRINCIPAL EVALUATION INSTRUMENT**

Name _____ Evaluation Period _____

**STANDARDS OF PERFORMANCE
SUMMATIVE REVIEW**

STANDARD	Meets District Standard	Does Not Meet District Standard
Standard #1 - Vision		
Standard #2 - School Culture for Learning		
Standard #3 - School Management		
Standard #4 - Academic Standards and Assessment		
Standard #5 - Working with Parents and Community		
Standard #6 - Administrative Team Member		
Standard #7 - Ethics/Integrity		

Significant Achievements

Areas of Growth

Superintendent's Comments

Principal's Comments

Attachments or Recommendations for Continuous Improvement

Task (√)	Task Descriptior
	Professional Growth & Action Plan
	Improvement Plan and Remediation Targets

Principal's Signature _____

Date: _____

Superintendent's Signature _____

Date: _____

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**ASHLAND-GREENWOOD PUBLIC SCHOOLS
PRINCIPAL EVALUATION INSTRUMENT**

Name _____ Evaluation Period _____

PROFESSIONAL GROWTH AND ACTION PLAN

Professional Goal:

Action Steps	Timeline:	Evidence of Progress

Superintendent's Comments

Principal's Comments

Principal's Signature _____

Date: _____

Superintendent's Signature _____

Date: _____

**ASHLAND-GREENWOOD PUBLIC SCHOOLS
PRINCIPAL EVALUATION INSTRUMENT**

Name _____ Date _____

IMPROVEMENT PLAN AND REMEDIATION TARGET

A remediation target should be identified for each standard or significant performance indicator identified as not meeting district standards. A separate target should be written for each performance indicator. The Superintendent should establish the target to be achieved by the Principal, and the supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle or such earlier date as may be designated. Failure to meet the targets may result in a recommendation to end the employment contract. A separate alternative improvement plan may be utilized.

Performance Standard or Descriptor to be Remediated	Remediation Target (w/ measureable outcome)	Action Steps:	Evidence of Progress

Superintendent's Comments

Principal's Comments

Principal's Signature _____

Date: _____

Superintendent's Signature _____

Date: _____

AdministrationEvaluation of Administrators and AdministrationSuperintendent Evaluation Instrument

The superintendent's annual evaluation will be an assessment on how well the superintendent performs the various duties outlined in his or her job description.

The Board may elect to evaluate the Superintendent orally or to provide the Superintendent with a written evaluation. If a written evaluation is completed, a form will be developed by the superintendent and endorsed by the board for the purpose of documenting the superintendent's annual performance evaluation. The form will be filled out by each of the board of education members and the superintendent prior to the evaluation session.

The purpose of the evaluation session will be to promote frank and open communication between the superintendent and the board. The evaluation will be conducted in open session unless the superintendent requests that it be in executive session. Any written forms will be kept in the board of education personnel files as documentation of the review session.

Adopted: December 18, 1989

Revised: May 18, 1998

SAUNDERS COUNTY SCHOOL DISTRICT #1

SUPERINTENDENT'S EVALUATION

Superintendent: _____

Rateby: _____

Title: _____ Date: _____

For School Year: _____

How to use this form for accurate ratings

1. Read the definitions of each factor and refer to them frequently while doing the rating. Eight (8) characteristics are listed and defined on the following pages.
2. Rate each factor independently. Avoid the "halo effect." Guard against the tendency to carry a high rating in one factor over to another. A man may rate high in one trait and low in another.
3. Rate the person for the one level of each factor that applies to his job. Put an "X" on the line at the correct level. If the person falls a little short of a level, check the next lower one. Do this for each factor. To merit a (b) a person must possess the characteristic to an exceptionally high degree. Rarely will you be justified in checking (a).
4. Explain your rating. The sections "REMARKS" must be filled in with comments such as suggestions to remedy his weakness, utilize his strengths, predications for his development, etc.
5. Discuss the rating with the person rated, at least to the extent of reaching mutual agreement on plans for correction of weakness. Record decisions under "REMARKS".
6. Allow the Superintendent to write any comments regarding any item shown at the end of the compiled evaluation.

RATING FACTORS

1. **Business Manager:**

Does he handle and organize the accounts so they will be clear and easily understood by the Board of Education? Does he develop a clear and realistic annual operating budget? Does he have a good understanding of sound school finances and its importance to the public being served?

E. Fails in correctly preparing a budget in accordance with Department of Education guidelines. Fails to organize the accounts of the school so that they will be understood by the Board of education and the public.

D. Has difficulty in preparing an accurate budget as outlined by the Department of Education. Does not communicate to the Board of Education the complete financial picture of the district.

C. Works hard and has prepared the budget as directed. Makes suggestions to keep the district solvent. Organized the districts accounts so they can be understood by the Board of Education with some explanation.

B. Good organizer of the district finances. Shows wise judgment in regard to investments for the district. Prepares the annual budget in a manner that adheres to all State guidelines. Well versed in school finances.

A. Organized the accounts receivable, accounts payable, and investment interest, in such a way it can be clearly understood by the public being served. Suggests ways to enhance the investments of the district. Shows excellent judgment in expenditures of monies for the district. Consults with auditors on matters of school finances. Maintains the financial status of the district as directed by the Board of Education.

2. **Leadership:**

How effective is he in getting people to accomplish his objectives, follow his methods and accept his directions?

E. Often fails to motivate people to accept his lead, or to provide effective leadership.

D. Sometimes fails to exercise effective direction and guidance in accomplishing job objectives.

C. Provides leadership, motivation and direction to his group under ordinary conditions.

B. Generally wins confidence and loyal support for his leadership.

A. Consistently leads his people to accomplish all job objectives, wins and holds enthusiastic support for his leadership and for district policies.

3. Development of Others:

How successful is he in developing the potential of those who work under him?

E. Fails to encourage people to take more responsibility. Does not delegate authority. His absence causes serious disruption in his operation. _____

D. Is often unsuccessful in encouraging people to take more responsibility. Delegates authority reluctantly. Close supervision by higher authority is needed in his absence. _____

C. Often encourages people to assume more responsibility. Often delegates authority properly. Moderate supervision by high authority is needed in his absence. _____

B. Generally encourages his people to take responsibility. Delegates most functions which should be delegated. District Administration as a rule, runs smoothly in his absence. _____

A. Always develops full leadership potential and abilities of his people. Operation continues efficiently at all times in his absence. _____

4. Capacity For Growth:

Does he demonstrate in his work the capability and desire to broaden his perspectives, increase his own value, widen his horizons, and integrate his actions into District objectives?

E. Shows no evidence of increasing knowledge or capability. Does not appear to grow through experience. _____

D. Seldom shows in his work any increase in total capacity, frequent evidence of growth through study, reflection or experience. _____

C. Actions generally reflect some increased capacity and ability to improve through experience, example, reflection and study. _____

B. Shows improvement in total capacity and increase in knowledge. Generally profits from his observations and experiences. _____

A. Consistently shows marked evidence of increasing ability, both from his experience and from his own efforts at self education. _____

5. Knowledge and Experience:

Is his depth and breadth of practical, technical and academic knowledge sufficient for effective handling of the problems of his job and for his growth as an executive?

E. Inadequate knowledge for effective performance. _____

D. Knowledge insufficient for many phases of job. _____

C. Knowledge generally adequate for the performance of his job. _____

B. Has considerable background of training and experience. _____

A. Possesses wide range of practical, technical, academic and procedural knowledge in doing his job, shows evidence of continuous expansion of his total knowledge.

6. **Intelligence, Judgment and Initiative:**

Does he apportion his total effort according to the overall importance of each objective? Does he choose correct alternatives and sequences in carrying out his work? Does he display the ability to adapt to changing situations, to analyze and make judgments? Does he act when action is called for on his own initiative?

E. Usually does not reason logically, ignores or misinterprets facts, poor discrimination in choosing course of action, does not grasp new ideas. Needs detailed orders and close supervision.

D. Lacks foresight, not usually adaptable to change. Little initiative for improved operation.

C. Shows fair common sense under routine job conditions, sometimes needs guidance to analyze and interpret non-routine job requirements. Occasionally displays initiative.

B. Generally has clear understanding and good judgment, generally uses initiative, foresight and discrimination in carrying out original ideas

A. Superior ability to think clearly, can virtually always be depended on both routine and highly complex job situations. Possess unusual degree of initiative in putting board policies into action.

7. **Temperamental and Emotional Resources:**

Does he consistently withstand pressure and tensions inherent in the job without losing effective control? Does he remain calm and effective in dealing with crisis situations and does he assist his subordinates in maintaining constructive attitudes under all conditions?

E. Does not possess necessary maturity of viewpoint and stability for the job.

D. Inclined to blow up under unusual or pressure situations.

C. Reasonable well balanced and self-possessed under ordinary job conditions.

B. Usually maintains personal effectiveness under pressure and tensions of job, generally influences his subordinates to maintain constructive attitudes.

A. Confident and inspires confidence. Is self-reliant, self-disciplined, realistic, dependable, and is always in effective control of methods and people.

8. **Ability to Get Things Done:**

How well does he carry out the duties of his present job as directed by the Board of Education?

E. Fails to accomplish some important objectives of job.

D. Gets acceptable results under average conditions.

C. Gets good results under wide range of operating conditions.

B. Accomplishes most major objectives efficiently and quickly and under unusual pressure.

A. Virtually always accomplishes all objectives, in good time, even under adverse conditions. _____

9. Utilization of Resources:

How effective is he in using the resources of manpower, time, money, materials equipment, space, reference material and staff services at his disposal?

E. Often fails in adequate use of some of the resources available. _____

D. Cannot consistently be depended on to make effective use of resources, even under normal conditions. _____

C. Makes good use of most resources under normal range of conditions. _____

B. Makes effective use of most resources under varying operating conditions. _____

A. Consistently makes effective and economical use of all resources available, even under unusually difficult operating conditions. _____

REMARKS:

Major weak points are:

1. _____

2. _____

These can be strengthened by doing the following:

1. _____

2. _____

Major strong points are:

1. _____

2. _____

Other Comments:

(December 18, 1989)

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