

Board of Education Regular Meeting
Monday, July 11, 2016 7:00 PM
Music Room, Humboldt
810 Central Avenue
Humboldt, NE 68376-9706

1. **OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL - PLEDGE OF ALLEGIANCE**
2. **APPROVE THE AGENDA**
3. **ACTION ITEM**
 1. Approve Resolution Authorizing Issuance of Series 2016 Notes
4. **WELCOME PATRONS AND GUESTS**
5. **PATRON COMMENT**
6. **CORRESPONDENCE**
7. **APPROVE CONSENT AGENDA**
 1. Regular Meeting Minutes
 2. Approve bills for payment
 3. Review Treasurer's report
8. **PRESENTATION**
 1. Eagle Scout Project
9. **DISCUSSION ITEMS**
 1. Committee Meetings
 1. Table Rock Site update
 2. Building and Grounds
10. **ACTION ITEMS**
 1. Approve board member's leave of absence
 2. Parent request for Option-In Student
 3. Approve recommended teacher evaluation tool
 4. Approve Recommended Policy Changes
 5. Approve Job Descriptions
 6. Set Substitute Teacher Pay
 7. Student Fees
 8. Set Admission Prices
 9. Approve Gym Roof Quote
11. **SUPERINTENDENT EDMUNDSON REPORT**
12. **EXECUTIVE SESSION - Personnel**
13. **EXECUTIVE SESSION - Property**
14. **ADJOURN**

CERTIFICATE OF POSTING

The undersigned hereby certifies that a copy of the Notice of Meeting of the Board of Education of Richardson County School District 0070 (Humboldt Table Rock Steinauer Public Schools) in the State of Nebraska (the "District"), held at 7:00 p.m. on Monday, July 11, 2016 in the music room of the District High School located at 810 Central Avenue, Humboldt, Nebraska, such notice being in the form attached hereto, was caused to be posted in the public places in the District listed below on the ____ day of July, 2016.

Dated this 11th day of July, 2016.

Title

NOTE: Attach a copy of the Notice of Meeting, as posted, if such Notice of Meeting is posted.

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Richardson County School District 0070 (Humboldt Table Rock Steinauer Public Schools) in the State of Nebraska hereby acknowledge receipt of advance notice of a meeting of said body, and the agenda for such meeting, held at 7:00 p.m. on Monday, July 11, 2016 in the music room of the District High School located at 810 Central Avenue, Humboldt, Nebraska.

DATED this 11th day of July, 2016.

July 11, 2016
Humboldt, Nebraska

A meeting of the Board of Education (the "Board") of Richardson County School District 0070 (more commonly referred to as Humboldt Table Rock Steinauer Public Schools) in the State of Nebraska (the "District") was held at 7:00 p.m. on Monday, July 11, 2016 in the music room of the District High School located at 810 Central Avenue, Humboldt, Nebraska. Advance publicized notice of such meeting was given in strict accordance with the provisions of Article 14, Chapter 84, Reissue Revised Statutes of Nebraska, as amended (the "Open Meetings Act"), and set forth (a) the time, date and place of this meeting, (b) that this meeting would be open to the attendance of the public and (c) that an agenda of then known subjects to be taken up at the meeting could be obtained from the office of the Superintendent of Schools (the "Superintendent"). A copy of said advance publicized notice was ordered annexed to the minutes of this meeting as Attachment 1. Each Board Member was previously furnished with a copy of said advance publicized notice, the same having been transmitted to each Board Member simultaneously with its publicizing, and a copy of their collective acknowledgment of receipt of such notice is attached to these minutes as Attachment 2. Additionally, reasonable efforts were made to provide advance notification of the meeting to all news media requesting the same of the time, date and place of the meeting.

The President of the Board, _____, presided, and the Secretary of the Board, _____, recorded the proceedings. On roll call the following Board Members were present: _____

_____.

The following Board Members were absent: _____.

A quorum being present and the meeting duly commenced, the following proceedings were had and done.

The President of the Board publicly stated to all in attendance that a current copy of the Open Meetings Act was available for review and indicated the location of such copy in the room where the

meeting was being held. All proceedings hereafter shown were taken while the meeting was open to the attendance of the public.

Board Member _____ introduced the following resolution and moved for its adoption, the full text of which is attached hereto as Attachment 3:

A RESOLUTION AUTHORIZING THE ISSUANCE BY RICHARDSON COUNTY SCHOOL DISTRICT 0070 (HUMBOLDT TABLE ROCK STEINAUER PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA OF ITS PROMISSORY NOTES, SERIES 2016, IN THE AGGREGATE PRINCIPAL AMOUNT OF ONE MILLION ONE HUNDRED THOUSAND DOLLARS (\$1,100,000); PRESCRIBING THE FORM AND DETAILS OF SUCH NOTES; DESIGNATING THE NOTES AS QUALIFIED TAX-EXEMPT OBLIGATIONS; ADOPTING CERTAIN POST-ISSUANCE COMPLIANCE AND DISCLOSURE POLICIES AND PROCEDURES WITH RESPECT TO SUCH NOTES; AND PRESCRIBING OTHER MATTERS RELATING THERETO.

The foregoing Resolution having been read, Board Member _____ seconded the motion for its passage and adoption, and after discussion the roll was called and the following Members of the Board voted in favor of the passage and adoption of said Resolution: _____

_____.

The following Members of the Board voted against the same: _____.

The following Members of the Board were absent or did not vote: _____.

Said Resolution having been voted upon favorably by a majority of the members of the Board, the same was by the President declared passed and adopted.

* * * * *

Moved to adjourn.

DATED THIS 11th day of July, 2016.

ATTEST:

President, Board of Education

Secretary, Board of Education

ATTACHMENT 1

AFFIDAVIT OF PUBLICATION OR CERTIFICATE OF POSTING OF NOTICE OF MEETING

ATTACHMENT 2

ACKNOWLEDGMENT OF RECEIPT OF NOTICE OF MEETING

ATTACHMENT 3
AUTHORIZING RESOLUTION

A RESOLUTION AUTHORIZING THE ISSUANCE BY RICHARDSON COUNTY SCHOOL DISTRICT 0070 (HUMBOLDT TABLE ROCK STEINAUER PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA OF ITS PROMISSORY NOTES, SERIES 2016, IN THE AGGREGATE PRINCIPAL AMOUNT OF ONE MILLION ONE HUNDRED THOUSAND DOLLARS (\$1,100,000); PRESCRIBING THE FORM AND DETAILS OF SUCH NOTES; DESIGNATING THE NOTES AS QUALIFIED TAX-EXEMPT OBLIGATIONS; ADOPTING CERTAIN POST-ISSUANCE COMPLIANCE AND DISCLOSURE POLICIES AND PROCEDURES WITH RESPECT TO SUCH NOTES; AND PRESCRIBING OTHER MATTERS RELATING THERETO.

BE IT RESOLVED BY THE BOARD OF EDUCATION OF RICHARDSON COUNTY SCHOOL DISTRICT 0070 (HUMBOLDT TABLE ROCK STEINAUER PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA:

Section 1. The Board of Education (the “**Board**”) of Richardson County School District 0070 (Humboldt Table Rock Steinauer Public Schools) in the State of Nebraska (the “**District**”) hereby makes the following findings and determinations:

(a) The District is fully organized and has been so organized for more than one year prior to the passage of this Resolution (the “**Resolution**”) as a Class III school district under Sections 79-102 and 79-407, Reissue Revised Statutes of Nebraska, as amended; the District maintains both elementary and high school grades under the direction of a single board of education; and the District embraces territory having a population of more than 1,000 and not more than 150,000 inhabitants.

(b) Section 79-10,120, Reissue Revised Statutes of Nebraska, as amended, authorizes the District to establish a special fund (the “**Building Fund**”) for purposes of acquiring sites for school buildings or teacherages, purchasing existing buildings for use as school buildings or teacherages, including the sites upon which such buildings are located, and the erection, alteration, equipping, and furnishing of school buildings or teacherages and additions to school buildings for elementary and high school grades and for no other purpose.

(c) Section 79-10,120 further provides that into such Building Fund shall be deposited the proceeds of an annual levy, to be determined by the Board, of not to exceed fourteen cents on each one hundred dollars upon the taxable value of all taxable property in the District which shall be in addition to any other taxes authorized to be levied for school purposes.

(d) Pursuant to Section 79-1070, Reissue Revised Statutes of Nebraska, as amended (the “**Act**”), the District may borrow money in an amount not to exceed 70% of the unexpended balance of total anticipated receipts of the Building Fund and its general fund (the “**General Fund**”) for the current school fiscal year and the following school fiscal year. Total anticipated receipts of the Building Fund and the General Fund for the current school fiscal year and the following school fiscal year shall mean a sum equal to the total of (i) the anticipated receipts from the current existing Building Fund levy and General Fund levy multiplied by two, (ii) the anticipated receipts from the United States for the current school fiscal year and the following school fiscal year, and (iii) the anticipated receipts from other sources for the current school fiscal year and the following school fiscal year.

(e) During its 2015-16 fiscal year, the District expects to receive approximately \$964,643 from its Building Fund tax levy and approximately \$6,085,875 from its General Fund tax levy. During its 2015-16 and 2016-17 fiscal years, the District expects to receive approximately \$8,896 and \$8,000,000, respectively, from State aid and other sources.

Accordingly, the District's total anticipated receipts (as defined in the Act) in its Building Fund and its General Fund for the 2015-16 and the 2016-17 fiscal years are not expected to be less than \$14,117,932.

(f) As of the date hereof, the total expenditures from the District's Building Fund and its General Fund are approximately \$ [REDACTED], leaving an unexpended balance of total anticipated receipts of not less than \$ _____. Seventy percent of such expended balance is equal to \$ _____; and the aggregate principal amount of the Notes (as defined herein) being issued hereunder, together with the aggregate principal amount of all other notes and warrants issued under the Act, does not and will not exceed such amount.

(g) Upon issuance of the promissory notes herein authorized, the District will have no outstanding note or warrant indebtedness issued under the Act.

(h) In order for the District to pay the costs of making certain improvements to its school facilities, it is necessary, desirable, advisable and in its best interests that the District borrow money and issue its promissory notes in accordance with the provisions of the Act.

(i) All conditions, acts, and things required by law to exist or to be done precedent to the issuance by the District of its promissory notes pursuant to the provisions of the Act, do exist and have been done in due form and time as required by law.

Section 2. (a) There shall be and are hereby ordered issued and sold promissory notes of the District as provided by the Act in the principal amount of \$1,100,000, which shall be designated as "Promissory Notes, Series 2016" (the "Notes"). The Notes shall be issued only as fully registered Notes, without coupons, on the books of the Note Registrar and Paying Agent designated in this Section 2 (the "**Registrar**") in the denomination of \$5,000 or any whole multiple thereof not exceeding the principal amount due on a given date of maturity, and shall be numbered consecutively from one upward in order of issuance. The Date of Original Issue of the Notes shall be the date of delivery, and the Notes shall mature on the dates and in the amounts, and shall bear interest calculated on the basis of a 360-day year consisting of twelve 30-day months, as follows:

<u>Maturity Date</u> <u>(September 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>
2017	\$545,000	%
2018	555,000	

(b) The Notes are subject to redemption prior to maturity at the option of the District on August 15, 2017, or any date thereafter, in whole, or in part in such principal amounts and from such maturity or maturities as the District, in its sole and absolute discretion, shall determine, at a redemption price equal to the principal amount thereof, together with the interest accrued thereon to the date of redemption, with no premium. If less than all of the Notes of any maturity are to be called for redemption, the Registrar shall select by lot the particular Notes of such maturity to be redeemed in whole multiples of \$5,000 within a maturity.

The Notes subject to redemption shall be redeemed in whole multiples of \$5,000. If any Note is in a denomination in excess of \$5,000, portions of the principal amount thereof in installments of \$5,000 or any whole multiple thereof may be redeemed, and if less than all of the principal amount thereof is to be redeemed, in such case upon the surrender of such Note there shall be issued to the registered owner thereof without charge therefor, for the then unredeemed balance of the principal amount thereof, Notes of like series, maturity and interest rates in any of the authorized denominations provided by this Resolution.

Notice of redemption of the Notes stating their designation, date, maturity, principal amounts and the redemption date shall be given by the Registrar by mailing such notice by first-class mail, postage prepaid, not less than 30 days prior to the date fixed for redemption to the registered owners (or such shorter period as may be acceptable to the then registered owners) at their most recent addresses appearing upon the books of the Registrar. Failure to give notice to any particular registered owner or any defect in the notice given to such owner shall not affect the validity of the proceedings calling the Notes or the redemption of any Notes for which proper notice has been given. Notice of redemption need not be given to the holder of any Notes, whether registered or not, who has waived notice of redemption. Notice of redemption having been given as provided above or notice of redemption having been waived by the owners of the Notes called for redemption who have not been given such notice as provided above, the Notes so called for redemption shall become due and payable on the designated redemption date. The District shall give written notice to the Registrar of its election to redeem Notes at least 45 days prior to the said redemption date, or such shorter period as shall be acceptable to the Registrar. If on or before the said redemption date funds sufficient to pay the Notes so called for redemption at the applicable redemption price and accrued interest to said date have been deposited or caused to have been deposited by the District with the Registrar for the purposes of such payment and notice of redemption thereof has been given or waived as hereinbefore provided, then from and after the date fixed for redemption interest on such Notes so called shall cease to accrue and become payable. If such funds shall not have been so deposited with the Registrar as aforesaid no later than the date fixed for redemption, such call for redemption shall be revoked and the Notes so called for redemption shall continue to be outstanding the same as though they had not been so called; such Notes shall continue to bear interest until paid at such rate as they would have borne had they not been called for redemption and shall continue to be protected by this Resolution and entitled to the benefits and security hereof.

(c) Interest on the Notes at the respective rates for each maturity is payable semiannually on March 1 and September 1 of each year (each of said dates an “**Interest Payment Date**”), beginning March 1, 2017, from the Date of Original Issue or the most recent Interest Payment Date, whichever is later, until maturity or earlier redemption by check or draft mailed by the Registrar or its successor on such Interest Payment Date to the registered owner of each Note at such registered owner’s address as it appears on the Note Register maintained by the Registrar or its successor at the close of business on the 15th day (whether or not a business day) immediately preceding each Interest Payment Date (the “**Record Date**”) subject to the provisions of the following paragraph. The principal on the Notes and the interest due at maturity or earlier redemption is payable in lawful money of the United States of America to the registered owners thereof upon presentation and surrender of such Notes to the Registrar at its principal corporate trust office.

If any payments of interest due on the Notes on an Interest Payment Date are not timely made, such interest shall cease to be payable to the registered owners as of the Record Date for such Interest Payment Date and shall be payable to the registered owners of the Notes as of a special date of record for payment of such defaulted interest as shall be designated by the Registrar whenever monies for the purpose of paying such defaulted interest becomes available.

If the date for payment of the principal of or the interest on the Notes shall be a Saturday, Sunday, legal holiday or day on which banking institutions in the city in which the principal corporate trust office of the Registrar is located are authorized by law or executive order to close, the date for such payment shall be the next succeeding day which is not a Saturday, Sunday, legal holiday or day on which such banking institutions are authorized to close, and payment on such day shall have the same force and effect as if made on the nominal payment date.

(d) The Notes shall be executed on behalf of the District by the manual or facsimile signatures of the President and the Secretary (or such other officers authorized to sign on their behalf). In case any officer whose signature or a facsimile of whose signature shall appear on the Notes shall cease to be such officer before the delivery of any Notes, such signature or facsimile shall nevertheless be valid

and sufficient for all purposes, the same as if he had remained in office until delivery. Notwithstanding such execution, no Note shall be valid or obligatory for any purpose or entitled to any security or benefit under this Resolution unless and until a certificate of authentication on such Note has been duly executed by the manual signature of an authorized representative of the Registrar. Certificates of authentication on different Notes need not be signed by the same representative. The executed certificate of authentication on each Note shall be conclusive evidence that it has been authenticated and delivered under this Resolution.

(e) If any Note is mutilated, lost, stolen or destroyed, the District shall execute a new Note of like date, maturity and denomination to that mutilated, lost, stolen, or destroyed, provided that, in the case of any mutilated Note, such mutilated Note shall first be surrendered to the Registrar and, in the case of any lost, stolen, or destroyed Notes, there first shall be furnished to the Registrar evidence of such loss, theft, or destruction satisfactory to the Registrar, together with an indemnity satisfactory to it. If such Note shall have matured, instead of issuing a duplicate Note, the District may pay the same without surrender thereof upon the performance of such requirements as it deems fit for its protection, including a lost instrument note. The District and the Registrar may charge the owner of such Note with their reasonable fees and expenses for such service.

(f) The Notes shall be issued initially as “book-entry-only” Notes under the services of The Depository Trust Company (the “**Depository**”), with one typewritten Note per maturity being issued to the Depository. In such connection the officers of the District are authorized to execute and deliver a Letter of Representations (the “**Letter of Representations**”) in the form required by the Depository, for and on behalf of the District, which shall thereafter govern matters with respect to registration, transfer, payment and redemption of the Notes. If the Notes are issued as “book-entry-only” Notes, the following provisions shall apply:

(i) The District and the Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which the Depository holds Notes as securities depository (each, a “**Note Participant**”) or to any person who is an actual purchaser of a Note from a Note Participant while the Notes are in book-entry form (each, a “**Beneficial Owner**”) with respect to the following:

(A) the accuracy of the records of the Depository, any nominees of the Depository or any Note Participant with respect to any ownership interest in the Notes,

(B) the delivery to any Note Participant, any Beneficial Owner or any other person, other than the Depository, of any notice with respect to the Notes, including any notice of redemption, or

(C) the payment to any Note Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the Notes. The Registrar shall make payments with respect to the Notes only to or upon the order of the Depository or its nominee, and all such payments shall be valid and effective fully to satisfy and discharge the obligations with respect to such Notes to the extent of the sum or sums so paid. No person other than the Depository shall receive an authenticated Note, except as provided in (v) below.

(ii) Upon receipt by the Registrar of written notice from the Depository to the effect that the Depository is unable or unwilling to discharge its responsibilities, the Paying Agent and Registrar shall issue, transfer and exchange Notes requested by the Depository in appropriate amounts. Whenever the Depository requests the Registrar to do so, the Registrar will cooperate with the Depository in taking appropriate action after reasonable notice (A) to arrange, with the prior written consent of the District, for a substitute depository willing and able upon reasonable

and customary terms to maintain custody of the Notes or (B) to make available Notes registered in whatever name or names as the Beneficial Owners transferring or exchanging such Notes shall designate.

(iii) If the District determines that it is desirable that certificates representing the Notes be delivered to the ultimate beneficial owners of the Notes and so notifies the Registrar in writing, the Registrar shall so notify the Depository, whereupon the Depository will notify the Note Participants of the availability through the Depository of Note certificates representing the Notes. In such event, the Registrar shall issue, transfer and exchange Note certificates representing the Notes as requested by the Depository in appropriate amounts and in authorized denominations.

(iv) Notwithstanding any other provision of this Resolution to the contrary, so long as any Note is registered in the name of the Depository or any nominee thereof, all payments with respect to such Note and all notices with respect to such Note shall be made and given, respectively, to the Depository as provided in the Letter of Representations.

(v) Registered ownership of the Notes may be transferred on the books of registration maintained by the Registrar, and the Notes may be delivered in physical form to the following:

(A) any successor securities depository or its nominee; or

(B) any person, upon (I) the resignation of the Depository from its functions as depository or (II) termination of the use of the Depository pursuant to this Section and the terms of the Note Registrar and Paying Agent's Agreement.

If for any reason the Depository resigns and is not replaced, the District shall immediately provide a supply of printed Note certificates, duly executed by manual or facsimile signatures of the President and Secretary, for issuance upon the transfers from the Depository and subsequent transfers. If such supply of certificates shall be insufficient to meet the requirements of the Registrar for issuance of replacement certificates upon transfer, the District agrees to order printed an additional supply of such certificates and to direct their execution by manual or facsimile signatures of its then duly qualified and acting President and Secretary.

Section 3. (a) First National Bank of Omaha in Fremont, Nebraska is hereby designated to serve as the initial Note Registrar and Paying Agent (the "**Registrar**") for the Notes. The Registrar shall serve in such capacities under the terms of this Resolution and an agreement between the District and the Registrar (the "**Registrar and Paying Agent Agreement**"), and no other duties or obligations shall be implied to the Registrar, except as may be set forth in a written agreement between the District and a successor Registrar. Any Authorized Officer, as defined below, is individually hereby authorized to execute the Registrar and Paying Agent Agreement in a form acceptable to such Authorized Officer.

(b) The District reserves the right to remove the Registrar upon 30 days' notice and upon the appointment of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Notes in its possession to the successor Registrar and shall deliver the note register to the successor Registrar. Each of the President, the Vice President, the Secretary, the Treasurer, the Superintendent or any other officer of the Board or the District (each, including any person authorized to act on his or her behalf, an "**Authorized Officer**") is authorized to remove the Registrar as provided herein if he or she determines such removal is in the best interest of the District. Any Authorized Officer is further authorized to appoint a successor Registrar which he or she deems a suitable successor, and such officer is

authorized to execute an agreement in substantially the form of the Registrar and Paying Agent Agreement but with such changes as he or she shall deem appropriate or necessary.

(c) The Registrar shall keep and maintain for the District books for the registration and transfer of the Notes at its principal corporate trust office. The names and registered addresses of the registered owner or owners of the Notes shall at all times be recorded in such books. Any Note may be transferred pursuant to its provisions at the office of the Registrar by surrender of such Note for cancellation, accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner in person or by such owner's duly authorized agent, and thereupon the Registrar on behalf of the District will deliver at such office (or send by registered mail to the transferee owner or owners thereof at such transferee owner's or owners' risk and expense), registered in the name of the transferee owner or owners, a new Note or Notes of the same interest rate, aggregate principal amount and maturity, bearing numbers not contemporaneously then outstanding. To the extent of the denominations authorized for the Notes by this Resolution, one Note may be transferred for several such Notes of the same interest rate and maturity and for a like aggregate principal amount, and several such Notes may be transferred for one or several such Notes, respectively, of the same interest rate and maturity and for a like aggregate principal amount. In every case of transfer of a Note, the surrendered Note shall be canceled and destroyed. The Registrar may impose a charge sufficient to defray all costs and expenses incident to registrations of transfer and exchanges. In each case the Registrar shall require the payment by the owner requesting exchange or transfer of any tax or other governmental charge required to be paid with respect to such exchange or transfer. Notes issued upon transfer or exchange of Notes shall be dated as of the date six months preceding the Interest Payment Date next following the date of registration thereof in the office of the Registrar, unless such date of registration shall be an Interest Payment Date, in which case they shall be dated as of such date of registration; provided, however, that if, as shown by the records of the Registrar, interest on the Notes shall be in default, the Notes issued in lieu of Notes surrendered for transfer or exchange may be dated as of the date to which interest has been paid in full on the Notes surrendered; and provided further, that if the date of registration shall be prior to the first Interest Payment Date, the Notes shall be dated as of their Date of Original Issue. All Notes issued upon transfer of the Notes so surrendered shall be valid obligations of the District evidencing the same obligations as the Notes surrendered and shall be entitled to all the benefits and protection of this Resolution to the same extent as the Notes upon transfer of which they were delivered. The District and the Registrar shall not be required to transfer any Note during any period from any Record Date until its immediately following interest Payment Date.

(d) The Registrar shall also be responsible for making the payments of principal and interest as the same fall due upon the Notes from funds provided by the District for such purposes. Payments of interest due upon the Notes prior to maturity or earlier redemption shall be made by the Registrar by mailing a check in the amount due for such interest on each Interest Payment Date to the registered owner of each Note to such owner's registered address as shown on the books of registration as required to be maintained under this Section 3. As provided in Section 8 hereof, on or before each principal or interest due date, without further order of the Board, the Treasurer of the Board or the Superintendent (or any person authorized to act on his or her behalf) shall transmit from the Note Fund (hereinafter established) to the Registrar money sufficient for payment of all principal and interest then due. Payments of principal due at maturity or at any date fixed for redemption prior to maturity, together with any accrued interest then due, shall be made by the Registrar upon presentation and surrender of such Note. The District and the Registrar may treat the registered owner of any Note as the absolute owner of such Note for purposes of making payments thereon and for all other purposes. All payments on account of interest or principal made to the registered owner of any Note shall be valid and effectual and shall be a discharge of the District and the Registrar in respect of the liability upon the Notes or claims for interest to the extent of the amount or amounts so paid.

Section 4. The Notes shall be in substantially the following form:

(Form of Note)

No. R-1

\$ _____

**UNITED STATES OF AMERICA
STATE OF NEBRASKA**

**RICHARDSON COUNTY SCHOOL DISTRICT 0070
(HUMBOLDT TABLE ROCK STEINAUER PUBLIC SCHOOLS)**

**PROMISSORY NOTE
SERIES 2016**

<u>Interest Rate</u>	<u>Date of Maturity</u>	<u>Date of Original Issue</u>	<u>CUSIP</u>
_____%	_____, 20__	_____, 2016	_____

Registered Owner: CEDE & CO.

Principal Amount:

RICHARDSON COUNTY SCHOOL DISTRICT 0070 (HUMBOLDT TABLE ROCK STEINAUER PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA (the "District") promises to pay the Principal Amount of this Note to the order of the Registered Owner, or its registered assigns, upon presentation and surrender of this Note to First National Bank of Omaha, as Note Registrar and Paying Agent (the "Registrar"), on the Date of Maturity at its corporate trust office located in Fremont, Nebraska or such other office as may be designated by the Registrar.

The District also promises to pay interest on said Principal Amount on March 1 and September 1 of each year, commencing March 1, 2017 (each of such dates an "Interest Payment Date"), at the Rate of Interest per annum indicated above from the Date of Original Issue or most recent Interest Payment Date, whichever is later, and continuing until said Principal Amount is paid. Interest shall be calculated on the basis of a 360-day year consisting of twelve 30-day months. Interest on this Note prior to maturity shall be paid by check or draft mailed on such Interest Payment Date to the Registered Owner at such Registered Owner's address as it appears on the registration books of the Registrar at the close of business on the 15th day (whether or a not a business day) immediately preceding each Interest Payment Date (the "Record Date"). Any interest not so timely paid shall cease to be payable to the person entitled thereto as of the Record Date such interest was payable, and shall be payable to the person who is the Registered Owner of this Note (or of one or more predecessor Notes hereto) on such special record date for payment of such defaulted interest as shall be fixed by the Registrar whenever money for such purpose become available.

The Notes are issued as fully registered Notes, without coupons, in denominations of \$5,000 and any whole multiple thereof. Subject to the limitations and upon payment of the charges provided in the resolution of the District pursuant to which the Notes have been issued (the "**Resolution**"), which Resolution was duly passed and adopted by the Board of Education of the District, this Note is transferable by the Registered Owner hereof or his attorney duly authorized in writing, at the office of the Registrar, but only in the manner, subject to the limitations and upon payment of the charges as set forth in the Resolution, upon surrender and cancellation of this Note. Upon such transfer, a new registered Note or Notes of the same maturity and of authorized denomination or denominations for the same aggregate principal amount will be issued to the transferee in exchange therefor. The District and the Registrar may deem and treat the Registered Owner hereof as the absolute owner hereof (whether or not this Note shall be overdue) for the purpose of receiving payment of or on account of principal hereof and

premium, if any, and interest due hereon and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

The Notes of the series of which this Note is one are subject to redemption at the option of the District prior to the stated maturities on or after August 15, 2017, in whole or in part in such principal amounts and from such maturity or maturities as the District in its sole and absolute discretion, may determine, at a redemption price equal to the principal amount thereof, together with the interest accrued thereon to the date of redemption, with no premium. If less than all of the Notes of a maturity are to be called for redemption, the Registrar shall select the particular Notes of such maturity to be redeemed by lot.

Notes shall be redeemed in whole multiples of \$5,000 and if any Note be in a denomination in excess of \$5,000, portions of the principal amount thereof in installments of \$5,000 or any multiples thereof may be redeemed, and if less than all of the principal amount thereof is to be redeemed, in such case upon the surrender of such Note there shall be issued to the Registered Owner thereof without charge therefor, for the then unredeemed balance of the principal amount thereof, registered notes of like series, maturity and interest rates in any of the authorized denominations provided by the Resolution.

Notice of the call for redemption of this Note shall be given by the Registrar to the Registered Owner hereof by first class mail, postage prepaid, not less than thirty (30) days prior to the date fixed for redemption (or such shorter period as may be acceptable to the then registered owner of the Notes), all as more particularly set forth in the Resolution; provided, however, that failure to give such notice by mailing, or any defect therein, shall not affect the validity of any proceeding for the redemption of any Note with respect to which no such failure has occurred. Notice of redemption having been given as provided in the Resolution, or notice of redemption having been waived, and funds for the payment thereof having been deposited with the Registrar, this Note shall cease to bear interest from and after the date fixed for redemption.

This Note is issued by the District pursuant to Section 79-1070, Reissue Revised Statutes of Nebraska, as amended (the "Act") and authorized by the Resolution. This Note is payable out of the receipts in the District's Building Fund and its General Fund, which receipts include moneys collected from its Building Fund tax levy, its General Fund tax levy and other sources during the two fiscal years beginning September 1, 2016. As required by the Act, the total principal amount of all Notes of the District issued under the Act and outstanding as of the Date of Original Issue of this Note does not exceed 70% of the unexpended balance of total anticipated receipts for the two fiscal years beginning September 1, 2016.

In the Resolution, the District has designated this Note as a "qualified tax-exempt obligation" described in Section 265(b) of the Internal Revenue Code of 1986, as amended.

AS PROVIDED IN THE RESOLUTION, UNTIL THE TERMINATION OF THE SYSTEM OF BOOK-ENTRY-ONLY, TRANSFERS THROUGH THE DEPOSITORY TRUST COMPANY, NEW YORK, NEW YORK (TOGETHER WITH ANY SUCCESSOR SECURITIES DEPOSITORY APPOINTED PURSUANT TO THE RESOLUTION, "DTC"), AND NOTWITHSTANDING ANY OTHER PROVISIONS OF THE RESOLUTION TO THE CONTRARY, A PORTION OF THE PRINCIPAL AMOUNT OF THIS NOTE MAY BE PAID OR REDEEMED WITHOUT SURRENDER HEREOF TO THE REGISTRAR. DTC OR A NOMINEE, TRANSFEREE OR ASSIGNEE OF DTC OF THIS NOTE MAY NOT RELY UPON THE PRINCIPAL AMOUNT INDICATED HEREON AS THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID. THE PRINCIPAL AMOUNT HEREOF OUTSTANDING AND UNPAID SHALL FOR ALL PURPOSES BE THE AMOUNT DETERMINED IN THE MANNER PROVIDED IN THE RESOLUTION.

UNLESS THIS NOTE IS PRESENTED BY AN AUTHORIZED OFFICER OF DTC (A) TO THE REGISTRAR FOR REGISTRATION OF TRANSFER OR EXCHANGE OR (B) TO THE REGISTRAR FOR PAYMENT OF PRINCIPAL, AND ANY NOTE ISSUED IN REPLACEMENT HEREOF OR SUBSTITUTION HEREFOR IS REGISTERED IN THE NAME OF DTC AND ANY PAYMENT IS MADE TO DTC OR ITS NOMINEE, ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL BECAUSE ONLY THE REGISTERED OWNER HEREOF, DTC OR ITS NOMINEE, HAS AN INTEREST HEREIN.

This Note shall not be valid or become obligatory for any purpose until the Certificate of Authentication hereon shall have been executed by the Registrar.

IT IS HEREBY CERTIFIED AND WARRANTED that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Note did exist, did happen, and were done and performed in regular and due form and time as required by law, and that the indebtedness of the District, including this Note, does not exceed any limitation imposed by law.

IN WITNESS WHEREOF, the District has caused this Note to be executed on its behalf by the manual or facsimile signature of the President of its Board of Education and attested by the manual or facsimile signature of the Secretary of said Board of Education.

RICHARDSON COUNTY SCHOOL DISTRICT 0070 (HUMBOLDT TABLE ROCK STEINAUER PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA

Attest:

(Sample Signature)
Secretary of the Board of Education

(Sample Signature)
President of the Board of Education

NOTE REGISTRAR AND PAYING AGENT'S CERTIFICATE OF AUTHENTICATION

This Note is one of the Notes of the series designated therein and issued under the provisions of the within-mentioned Resolution.

FIRST NATIONAL BANK OF OMAHA, as
Note Registrar and Paying Agent

Authorized Signature

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto _____ (Please
print or typewrite name, address and tax identification
or social security number of Transferee)

the within Note and rights thereunder, and hereby irrevocably constitutes and appoints _____, attorney, to transfer the within Note on the registration books of the Registrar, with full power of substitution in the premise.

Dated: _____, 20__.

Signature of Registered Owner

NOTICE: The signature(s) on this Assignment must correspond with the name of the Registered Owner as it appears on the face of the within Note in every particular, without alteration or enlargement or any change whatever.

* * * * *

Section 5. (a) After being executed by the President and the Secretary, the Notes shall be delivered to the Registrar for registration and authentication. The Superintendent shall be responsible for the delivery of the Notes and for all other ministerial acts relating thereto. The Superintendent or any officer of the Board is hereby authorized to take all actions necessary to effect the delivery of the Notes to the purchasers thereof, inclusive of the power and authority to execute such orders, certificates, receipts and other documents as may be necessary or desirable to effect such delivery and to receive the purchase price for the Notes.

The Superintendent is directed to make and certify a transcript of the proceedings of the District precedent to the issuance of the Notes, which transcript shall be delivered to the purchaser of said Notes.

Section 6. (a) Upon execution, registration and authentication of the Notes, the Registrar is authorized to deliver the Notes to Ameritas Investment Corp., as original purchaser of the Notes (the "**Purchaser**"), upon receipt of the purchase price equal to \$_____ (par amount of the Notes, less the Purchaser's discount of \$_____), plus accrued interest equal to \$-0-. The Purchaser shall have the right to direct the registration of the Notes and the denominations thereof within each maturity, subject to the restrictions of this Resolution. Such Purchaser and its agents, representatives and counsel (including bond counsel) are hereby authorized to take such actions on behalf of the District as are necessary to effectuate the closing of the issuance and sale of the Notes, including, without limitation, authorizing the release of the Notes by the Depository at closing.

(b) The Note Purchase Agreement (the "**Purchase Agreement**") to be entered into between the District and the Purchaser with respect to the purchase of the Notes from the District, in a form or substantially the form presented at the meeting, but with such changes, modifications, amendments, revisions, and alterations therein, thereof, or thereto, and bearing such date, as an authorized officer of the District shall in the exercise of his or her own independent judgment and absolute discretion determine to be necessary, proper, appropriate, advisable, or desirable in order to effectuate the issuance, sale, and delivery of the Notes, be and the same is hereby in all respects authorized, adopted, specified, accepted, ratified, approved, and confirmed. Any Authorized Officer is hereby authorized to execute the Purchase Agreement.

Section 7. The District hereby establishes the 2016 Note Fund (the "**Note Fund**"). This fund and account shall be maintained by the District in accordance with the provisions of this Resolution. The District Treasurer is hereby authorized to create additional sub-accounts within the foregoing fund and account as are necessary and appropriate to carry out the provisions of this Resolution.

Section 8. The proceeds from the sale of the Notes, including the interest, if any, accrued on the Notes from their Date of Original Issue to the date of delivery and payment thereof, shall be received by the District Treasurer. The District Treasurer shall apply such proceeds as follows: (a) any accrued interest shall be deposited in the Note Fund for payment of interest on the Notes on the first Interest Payment Date and (b) all remaining proceeds shall be applied to the payment of the District's Promissory

Notes, Series 2015 (the “**Prior Notes**”), and the costs of issuing the Notes. Costs of issuance may also be paid from other available moneys of the District.

Section 9. The Notes shall be payable out of funds collected or to be collected from the District’s Building Fund and General Fund tax levies for the two fiscal years commencing September 1, 2016 and from moneys received from other sources during such fiscal years. The District agrees that it shall apply moneys collected from such tax levies or received from other sources in amounts sufficient to pay when due the principal of and the interest on the Notes. The District further agrees that not later than each Interest Payment Date or maturity date for the Notes, moneys or legal investments sufficient to pay the principal of and interest on the Notes shall be set aside in the Note Fund.

Section 10. (a) All revenues and receipts of the tax levies described above and set aside for the payment of the principal of and/or the interest on the Bonds shall be deposited in the Note Fund as and when received. So long as the Notes are outstanding, all amounts paid and credited to the Note Fund shall be expended and used by the District for the sole purpose of paying (i) the principal of, premium, if any, and interest on the Notes as and when the same become due and (ii) the usual and customary fees and expenses of the Registrar.

(b) Any Authorized Officer or the District Treasurer is authorized and directed to withdraw from the Note Fund and forward to the Registrar sums sufficient to pay both principal of and premium, if any, and interest on the Notes as and when the same become due, and also to pay the charges made by the Registrar for acting in such capacity in the payment of principal and interest on the Notes, and the charges shall be forwarded to the Registrar over and above the amount of the principal of, premium, if any, and interest on the Notes. If, through the lapse of time, or otherwise, the Noteowners shall no longer be entitled to enforce payment of their obligations, it shall be the duty of the Registrar to return the funds to the District. All moneys deposited with the Registrar shall be deemed to be deposited in accordance with and subject to all of the provisions contained in the Resolution.

(c) Any moneys or investments remaining in the Note Fund after the retirement of the indebtedness for which the Notes were issued shall be transferred to the general fund of the District.

Section 11. (a) The District covenants and agrees that (i) it will comply with all applicable provisions of the Internal Revenue Code of 1986, as amended (the “**Code**”), including Sections 103 and 141 through 150, necessary to maintain the exclusion from gross income for federal income tax purposes of the interest on the Notes and (ii) it will not use or permit the use of any proceeds of the Notes or any other funds of the District nor take or permit any other action, or fail to take any action, if any such action or failure to take action would adversely affect the exclusion from gross income of the interest on the Notes. In addition, the District will adopt such other resolutions and take such other actions as may be necessary to comply with the Code and with all other applicable future laws, regulations, published rulings and judicial decisions, in order to ensure that the interest on the Notes will remain excluded from federal gross income, to the extent any such actions can be taken by the District.

(b) The District covenants and agrees that (i) it will comply with all requirements of Section 148 of the Code to the extent applicable to the Notes, (ii) it will use the proceeds of the Notes as soon as practicable and with all reasonable dispatch for the purposes for which the Notes are issued, and (iii) it will not invest or directly or indirectly use or permit the use of any proceeds of the Notes or any other funds of the District in any manner, or take or omit to take any action, that would cause the Notes to be “arbitrage bonds” within the meaning of Section 148(a) of the Code.

(c) The District covenants and agrees that it will pay or provide for the payment from time to time of all amounts required to be rebated to the United States pursuant to Section 148(f) of the Code and any Treasury Regulations applicable to the Notes from time to time. This covenant shall survive payment in full or defeasance of the Notes. The District specifically covenants to pay or cause to be paid to the

United States, the required amounts of rebatable arbitrage at the times and in the amounts as determined by the Arbitrage Instructions, if any. Notwithstanding anything to the contrary contained herein, the Arbitrage Instructions may be amended or replaced if, in the opinion of counsel nationally recognized on the subject of municipal debt, such amendment or replacement will not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Notes.

(d) The District covenants and agrees that (to the extent within its power or direction) (i) it has not used any portion of the proceeds of the Prior Notes, including any investment income earned on such proceeds, directly or indirectly, in a manner that caused any Prior Notes to be a “private activity bond” and (ii) it will not use any portion of the proceeds of the Notes, including any investment income earned on such proceeds, directly or indirectly, in a manner that would cause any Note to be a “private activity bond”.(e) The District makes the following representations in connection with the exception for small governmental units from the arbitrage rebate requirements under Section 148(f)(4)(D) of the Code:

(i) the District is a governmental unit under Nebraska law with general taxing powers;

(ii) none of the Notes is a private activity bond as defined in Section 141 of the Code;

(iii) ninety-five percent or more of the net proceeds of the Notes are to be used for local governmental activities of the District;

(iv) the aggregate face amount of the Notes attributable to financing the acquisition of public school facilities is not less than \$1,100,000 (the “**Construction Amount**”);

(v) the aggregate face amount of all tax-exempt obligations (other than private activity bonds and certain refunding bonds) to be issued by the District during the current calendar year is not reasonably expected to exceed the sum of (A) \$5,000,000, plus (B) the lesser of \$10,000,000 or the Construction Amount. The District understands that, for this purpose, (I) the District and all entities which issue bonds on behalf of the District are treated as one issuer; and (II) all bonds issued by an entity subordinate to the District are treated as issued by the District; and

(vi) the District (including all subordinate entities thereof) will not issue in excess of \$15,000,000 of tax-exempt obligations (including the Notes but excluding private activity bonds and certain refunding bonds) during the current calendar year without first obtaining an opinion of nationally recognized counsel in the area of municipal finance that the excludability of the interest on the Notes from gross income for federal tax purposes will not be adversely affected thereby.

(f) The District hereby designates the Notes as “qualified tax-exempt obligations” as defined in Section 265(b)(3) of the Code. In addition, the District hereby represents that:

(vii) the aggregate face amount of all tax-exempt obligations (other than private activity bonds that are not “qualified 501(c)(3) bonds” and certain refunding bonds) which will be issued by the District (and all subordinate entities thereof) during current calendar year is not reasonably expected to exceed \$10,000,000; and

(viii) the District (including all subordinate entities thereof) will not issue an aggregate principal amount of tax-exempt obligations (other than private activity bonds that are not “qualified 501(c)(3) bonds” and certain refunding bonds) during current calendar year, including

the Notes, in excess of \$10,000,000, without first obtaining an opinion of nationally recognized counsel in the area of municipal finance that the designation of the Notes as “qualified tax-exempt obligations” will not be adversely affected.

The Superintendent is hereby authorized to take such other action as may be necessary to make effective the designation in this subsection (f).

Section 12. (a) The Preliminary Official Statement prepared in connection with the offer for sale of the Notes, including any amendments or supplements thereto, is hereby ratified, approved and deemed “final” for purposes of Rule 15c2-12 promulgated under the Securities and Exchange Act of 1934, as amended (“**Rule 15c2-12**”). The final Official Statement is hereby authorized and approved by supplementing, amending and completing the Preliminary Official Statement, with such changes and additions thereto as are necessary to conform to and describe the transaction. Any Authorized Officer or other officer or official of the Board or the District is hereby authorized to deliver the final Official Statement as so supplemented, amended and completed. The use and public distribution of the final Official Statement by the Purchaser in connection with the reoffering of the Notes is hereby authorized. Any Authorized Officer is authorized to execute and deliver a certificate pertaining to such Official Statement as prescribed therein, dated as of the date of payment for and delivery of the Notes.

(b) The District (i) authorizes and directs any Authorized Officer to execute and deliver, on the date of the issuance of the Notes, an undertaking (the “**Undertaking**”) in such form that satisfies the requirements of Rule 15c2-12 and is acceptable to the Purchaser and bond counsel and (ii) covenants that it will comply with and carry out all of the provisions of the Undertaking. Any Authorized Officer may engage a dissemination agent to assist the District with its obligations pursuant to the Undertaking. Notwithstanding any other provisions of this Resolution, failure of the District to comply with the Undertaking will not be considered a default under this Resolution or the Notes; however, any Bondholder or Beneficial Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this subparagraph and the Undertaking. For purposes of this subparagraph, “Beneficial Owner” means any person who (A) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Notes (including persons holding Notes through nominees, depositories or other intermediaries), or (B) is treated as the owner of any Notes for federal income tax purposes.

Section 13. The District’s obligations under this Resolution shall be fully discharged and satisfied as to the Notes authorized and issued hereunder, and said Notes shall no longer be deemed outstanding hereunder when payment of the principal of the Notes and accrued interest thereon to the date of maturity or redemption thereof plus the applicable call premium, if any, (a) shall have been made, or caused to have been made, in accordance with the terms hereof; or (b) shall have been provided for by depositing with the Registrar, or in escrow with a national or state bank having trust powers in trust solely for such payment of the Notes (i) sufficient monies to make such payments; or (ii) direct general obligations of, or obligations the principal and interest of which are unconditionally guaranteed by, the United States of America (herein referred to as “**Governmental Obligations**”), in such amounts and with such maturities as to principal and interest as will insure the availability of sufficient monies to make such payments, and the Notes shall thereupon cease to draw interest from the date fixed for their redemption or maturity and, except for the purposes of such payment, shall no longer be entitled to the benefits of this Resolution; provided that with respect to any Notes called or to be called for redemption prior to the stated maturity thereof, notice of redemption shall have been duly given. If monies or Government Obligations shall have been deposited in accordance with the terms hereof with the Registrar or escrow agent in trust for that purpose sufficient to pay the principal of such Notes, the premium thereon, if any, and all interest due thereon to the due date thereof or to the date fixed for the redemption thereof, all liability of the District for such payment shall forthwith cease, determine and be completely discharged, and the Notes shall no longer be considered outstanding.

Section 14. Without in any way limiting the power, authority, or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs the Authorized Officers and all other officers, employees and agents of the District to carry out, or cause to be carried out, and to perform such obligations of the District and such other actions as they, or any one of them shall consider necessary, advisable, desirable, or appropriate in connection with this Resolution and the issuance, sale, and delivery of the Notes, including, without limitation and whenever applicable, the execution and delivery thereof and of all other related documents, instruments, certificates, and opinions; and (b) delegates, authorizes, and directs to each of the Authorized Officers the right, power, and authority to exercise her or his own independent judgment and absolute discretion in determining and finalizing the terms, provisions, form and contents of each of the foregoing. The execution and delivery by an Authorized Officer or by any other officer, officers, agent, or agents of the District of any such documents, instruments, certifications, and opinions, or the doing by them of any act in connection with any of the matters which are the subject of this Resolution, shall constitute conclusive evidence of both the District's and their approval of all changes, modifications, amendments, revisions, and alterations made therein, and shall conclusively establish their absolute, unconditional, and irrevocable authority with respect thereto from the District and the authorization, approval, and ratification by the District of the documents, instruments, certifications, and opinions so executed and the action so taken.

Section 15. If any one or more of the provisions of this Resolution should be determined by a court of competent jurisdiction to be contrary to law, then such provisions shall be deemed severable from the remaining provisions of this Resolution and the invalidity thereof shall in no way affect the validity of the other provisions of this Resolution or of the Notes and the owners of the Notes shall retain all the rights and benefits accorded to them under this Resolution and under any applicable provisions of law.

If any provision of this Resolution shall be held or deemed to be or shall, in fact, be inoperative or unenforceable or invalid in any particular case in any jurisdiction or jurisdictions, or in all cases because it conflicts with any constitution or statute or rule of public policy, or for any other reason, such circumstances shall not have the effect of rendering the provision in question inoperative or unenforceable or invalid in any other case or circumstance, or of rendering any other provision or provisions herein contained inoperative or unenforceable or invalid to any extent whatsoever.

Section 16. The District reserves the right to issue refunding notes and provide for the investment of the proceeds thereof for purposes of providing for the payment of principal and interest on the Notes in such manner as may be prescribed by law from time to time but specifically including the provisions of the Act and Section 10-142, Reissue Revised Statutes of Nebraska, as amended.

Section 17. The District hereby adopts the Post-Issuance Tax Compliance Procedures attached to this Resolution as Exhibit A to ensure that all applicable post-issuance requirements of federal income tax law needed to preserve the tax-exempt status of the Notes which are intended to be tax-exempt are met. The District reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as it may determine. The District also reserves the right to change these policies and procedures from time to time, without notice.

Section 18. The District hereby adopts the Disclosure Policies and Procedures attached to this Resolution as Exhibit B to ensure that the District satisfies the requirements of Rule 15c2-12 and the Undertaking. The District reserves the right to use its discretion as necessary and appropriate to make exceptions or request additional provisions as it may determine. The District also reserves the right to change such policies and procedures from time to time, without notice.

Section 19. This Resolution shall take effect and be in force from and after its passage as provided by law.

Secretary, Board of Education

President, Board of Education

EXHIBIT A

Post-Issuance Compliance Procedures

General

In connection with the issuance by the District of its Promissory Notes, Series 2016 (the “Notes”), the District will execute a tax compliance certificate (the “**Tax Certificate**”) that describes the requirements and provisions of the Code that must be followed in order to maintain the tax exempt status of interest on the Notes. In addition, the Tax Certificate will contain the reasonable expectations of the District at the time of issuance of the Notes with respect to the use of the gross proceeds of the Notes and the assets to be financed or refinanced with the proceeds thereof. These Procedures supplement and support the covenants and representations made by the District in the Tax Certificate. In order to comply with the covenants and representations set forth in the Note documents and in the Tax Certificate, the District tracks and monitors the actual use of the proceeds of the Notes, the investment and expenditure of the Note proceeds and the assets financed or refinanced with the proceeds of the Notes over their life.

Designation of Responsible Person

The Superintendent of the District shall maintain an inventory of the Notes and assets financed which contains the pertinent data to satisfy the District’s monitoring responsibilities. Any transfer, sale or other disposition of Note-financed assets must be reviewed and approved by the Superintendent.

Post-Issuance Compliance Requirements

External Advisors/Documentation

The District shall consult with special tax counsel and other legal counsel and advisors, as needed, throughout the Note issuance process to identify requirements and to establish procedures necessary or appropriate so that the Notes will continue to qualify for tax-exempt status. Those requirements and procedures shall be documented in the Tax Certificate and/or other documents finalized at or before issuance of the Notes. Those requirements and procedures shall include future compliance with applicable arbitrage rebate requirements and all other applicable post-issuance requirements of federal tax law throughout (and in some cases beyond) the term of the Notes.

The District also shall consult with special tax counsel and other legal counsel and advisors, as needed, following issuance of the Notes to ensure that all applicable post-issuance requirements in fact are met. This shall include, without limitation, consultation in connection with future contracts with respect to the use of Note-financed or refinanced assets.

The District shall train and employ or otherwise engage expert advisors (a “**Rebate Analyst**”) to assist in the calculation of arbitrage rebate payable in respect of the investment of Note proceeds, unless the Tax Certificate documents that arbitrage rebate will not be applicable to the Notes.

Unless otherwise provided by the resolution or other authorizing documents relating to the Notes, unexpended Note proceeds shall be held in a segregated account by a trustee, and the investment of Note proceeds shall be managed by the District. The District shall prepare (or cause the trustee to prepare) regular, periodic statements regarding the investments and transactions involving Note proceeds.

Arbitrage Rebate and Yield

Unless the Tax Certificate documents that arbitrage rebate will not be applicable to the Notes, the District shall be responsible for:

- engaging the services of a Rebate Analyst and, prior to each rebate calculation date, causing the trustee or other account holder to deliver periodic statements concerning the investment of Note proceeds to the Rebate Analyst;
- providing to the Rebate Analyst additional documents and information reasonably requested by the Rebate Analyst;
- monitoring efforts of the Rebate Analyst;
- assuring payment of required rebate amounts, if any, no later than 60 days after each 5-year anniversary of the issue date of the Notes, and no later than 60 days after the last Note is redeemed;
- during the construction period of each capital project financed in whole or in part by the Notes, monitoring the investment and expenditure of Note proceeds and consulting with the Rebate Analyst to determine compliance with any applicable exceptions from the arbitrage rebate requirements during each 6-month spending period up to 6 months, 18 months or 24 months, as applicable, following the issue date of the Notes; and
- retaining copies of all arbitrage reports and account statements as described below under “Record Keeping Requirements”.

The District, in the Tax Certificate and/or other documents finalized at or before the issuance of the Notes, has agreed to undertake the tasks listed above (unless the Tax Certificate documents that arbitrage rebate will not be applicable to the Notes).

Use of Note Proceeds and Note-Financed or Refinanced Assets:

The District shall be responsible for:

- monitoring the use of Note proceeds and the use of Note-financed or refinanced assets (*e.g.*, facilities, furnishings or equipment) throughout the term of the Notes to ensure compliance with covenants and restrictions set forth in the Tax Certificate;
- maintaining records identifying the assets or portion of assets that are financed or refinanced with proceeds of the Notes, including a final allocation of Note proceeds as described below under “Record Keeping Requirements”;
- consulting with special tax counsel and other legal counsel and advisers in the review of any contracts or arrangements involving use of Note-financed or refinanced assets to ensure compliance with all covenants and restrictions set forth in the Tax Certificate;
- maintaining records for any contracts or arrangements involving the use of Note-financed or refinanced assets as described below under “Record Keeping Requirements”;
- conferring at least annually with personnel responsible for Note-financed or refinanced assets to identify and discuss any existing or planned use of Note-financed or refinanced assets, to ensure

that those uses are consistent with all covenants and restrictions set forth in the Tax Certificate; and

- to the extent that the District discovers that any applicable tax restrictions regarding use of Note proceeds and Note-financed or refinanced assets will or may be violated, consulting promptly with special tax counsel and other legal counsel and advisers to determine a course of action to remediate all nonqualified debt, if such counsel advises that a remedial action is necessary.

The District, in the Tax Certificate and/or other documents finalized at or before the issuance of the Notes, has agreed to undertake the tasks listed above.

All relevant records and contracts shall be maintained as described below.

Record Keeping Requirement

The District shall be responsible for maintaining the following documents for the term of the Notes (including refunding obligations, if any) plus at least three years:

- a copy of the Note closing transcript(s) and other relevant documentation delivered to the District at or in connection with closing of the Notes, including any elections made by the District in connection therewith;
- a copy of all material documents relating to capital expenditures financed or refinanced by Note proceeds, including (without limitation) construction contracts, purchase orders, invoices, trustee requisitions and payment records, draw requests for Note proceeds and evidence as to the amount and date for each draw down of Note proceeds, as well as documents relating to costs paid or reimbursed with Note proceeds and records identifying the assets or portion of assets that are financed or refinanced with Note proceeds, including a final allocation of Note proceeds;
- a copy of all contracts and arrangements involving the use of Note-financed or refinanced assets;
- copies of all trustee statements and reports, including arbitrage reports, prepared with respect to District debt; and
- a copy of all records of investments, investment agreements, arbitrage reports and underlying documents, including trustee statements, in connection with any investment agreements, and copies of all bidding documents, if any.

EXHIBIT B

DISCLOSURE POLICIES AND PROCEDURES

Purpose of Disclosure Policies and Procedures

The issuance and sale of certain municipal bonds, notes, certificates of participation or other obligations (collectively, “**Obligations**”) are subject to certain federal and state securities laws, including Rule 15c2-12 (the “**Rule**”) promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended (the “**Exchange Act**”). The Rule requires that an underwriter, prior to purchasing or selling an issue of Obligations in a principal amount over \$1,000,000, obtain a written agreement from the issuer of such Obligations to provide certain financial information or operating data on an annual basis and notices of the occurrence of certain enumerated events with the Municipal Securities Rulemaking Board (“**MSRB**”) using the MSRB’s Electronic Municipal Market Access system (“**EMMA**”).

Richardson County School District 0070 (Humboldt Table Rock Steinauer Public Schools) in the State of Nebraska (the “**District**”) has previously issued or may in the future issue Obligations subject to the Rule, and in connection with such issuances the District has entered and/or will enter into one or more Continuing Disclosure Certificates or Continuing Disclosure Undertakings (collectively, the “**Undertakings**”) in accordance with the Rule. Pursuant to such Undertakings, the District has covenanted or will covenant to comply with the Rule by timely making the required filings. These Policies and Procedures are intended to assure that all filings required under the Rule are made timely and completely and meet all requirements of the Rule.

Designation of District Representative; Maintenance of List and Files

The “**District Representative**” for the District shall be the Superintendent of Schools of the District and any alternate or assistant as such Superintendent shall appoint. The District Representative is directed to employ the policies and procedures described herein. The District Representative shall be knowledgeable and familiar with the provisions of each Undertaking as to the type, format and content of the financial information or operating data to be included in each Annual Report required to be made thereunder, the instances in which notice of the occurrence of certain events must be given, and the timing requirements for the filing thereof. The District and the District Representative recognize and acknowledge that the terms, requirements and filing deadlines may vary by Undertaking.

The District Representative shall maintain a current list for each fiscal year identifying each issue of Obligations of the District outstanding during such fiscal year setting forth the name, original principal amount, date of issuance and CUSIP numbers for each such issue and the dates by which the Annual Reports are required to be submitted to the MSRB using EMMA, such list to be accompanied by copies of the related Undertakings.

Dissemination Agents

The District and the District Representative may utilize the services of a financial institution or other provider to act as dissemination agent (each, a “**Dissemination Agent**”) in filing the disclosures and notices described herein and performing the duties of the Dissemination Agent in accordance with the terms of the applicable Undertaking. The Dissemination Agent shall review and be familiar with the contents and filing requirements of the particular Undertaking and with the procedures for making the filings required under such Undertaking with the MSRB using the EMMA system. The

District Representative shall coordinate the preparation and submission of the required information with such Dissemination Agent to ensure full compliance with the requirements of the Rule and the applicable Undertakings.

Annual Financial Filings

The District Representative will review the Undertaking related to each outstanding issue of Obligations to determine the financial information required to be included in the Annual Report (i.e., the District's audited financial statements and certain other financial information or operating data with respect to the District, if applicable (the "**Annual Report**")) required to be filed annually with the MSRB using the EMMA system, and the deadline by which such information must be filed. Unless required otherwise by an Undertaking and as permitted by EMMA filing procedures, the District Representative may file identical Annual Reports with respect to each issue of the District's Obligations. The District Representative shall be knowledgeable and familiar with the specific requirements for the filing of a Notice of Failure to File the Annual Report by the date(s) required under the terms of each Undertaking, if applicable.

The District Representative shall timely initiate the process of preparing the financial information or operating data required to be submitted under each Undertaking as part of the Annual Report. The District Representative shall assemble the information as soon as it becomes available and determine the scope of additional information to be required and also contact the auditors to establish a schedule for completion and submission for the Audited Financial Statements.

The District Representative will timely file the Annual Report, or will cause the Dissemination Agent to file the Annual Report, with the MSRB using the EMMA system. If the Audited Financial Statements are not then available, unaudited financial information may be filed with the MSRB using EMMA and the Audited Financial Statements shall be filed within 10 business days of their receipt and acceptance.

Listed Event Filings

The District Representative will review the Undertaking related to each outstanding issue of Obligations for the listed events which, upon the occurrence thereof, require prompt notices to be filed with the MSRB using the EMMA system. The District Representative will monitor the Obligations and the District's operations for occurrences of any such events and will actively evaluate whether an event may be a listed event as set forth in the District's outstanding Undertakings. After obtaining actual knowledge of such an event, the District Representative will promptly contact the District's bond counsel and the Dissemination Agent, if any, to determine whether the District must file notice of the event with the MSRB under one or more of its Undertakings. Upon a determination that the District must file such notice, the District Representative will file the appropriate notice, or will cause the Dissemination Agent to file such notice, with the MSRB using the EMMA system within ten (10) business days after the occurrence of the listed event or as the District's bond counsel may otherwise direct.

Reports of District Representative; Record Retention

The District Representative shall provide to the School Board of the District, any Dissemination Agent and the underwriter of each issue of Obligations confirmation from EMMA received upon the filing of each Annual Report and any other filings made with the MSRB using the EMMA system promptly upon receipt of each such confirmation.

The District Representative shall maintain records with respect to the filings with the MSRB using EMMA, including, but not limited to, EMMA posting receipts showing the dates and nature or

contents of all filings for each issue of Obligations outstanding during each fiscal year. Such records shall be kept for at least 5 years after the respective issue of Obligations is no longer outstanding.

Familiarity with EMMA Submission Process

The District Representative shall register with EMMA and review the on-line process of filing with EMMA located at www.emma.msrb.org in order to submit the required information. The MSRB market Information Department can also be contacted at 703.797.6668. A tutorial is available at the website and a practice submission is available as well. The District Representative also shall enroll the District in EMMA's reminder system to ensure timely performance of its responsibilities and obligations.

Notwithstanding the foregoing, if the District has retained a Dissemination Agent to assist with making the filings required by the District's Undertakings and to remind the District of its filing deadlines, the District Representative need not register with EMMA or enroll in EMMA's reminder system.

Training

To ensure adequate resources to comply with the Rule, the District Representative shall develop a training process aimed at providing additional assistance in preparing required information. The training process shall be conducted at least annually and shall encompass a review of the EMMA submission process and an understanding of the timing requirements necessary for full compliance. The retention by the District of a Dissemination Agent to assist it with compliance under its Undertakings and the Rule may be deemed part of such training process.

Review of Offering Document in Connection with Primary Offerings

In connection with a new issue of Obligations, the District Representative, together with such District officials as the District Representative deems appropriate, shall promptly review upon receipt the offering document by which such Obligations shall be offered and sold. For any issue of Obligations subject to the Rule, prior to the distribution of the related offering document the District shall deem the information concerning the District in such offering document as accurate and complete in all material respects (except for such information as permitted to be omitted by the Rule) as of the date of such offering document. The District shall confirm prior to the final pricing of the Obligations that the information concerning the District in the offering document does not contain an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading.

Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent



Boy Scout Oath:

On my honor, I will do my best
To do my duty to God and my country and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong, mentally awake and morally straight.

EAGLE SCOUT ★ SINCE 1912

HTRS Board of Education - 7/2/16
I would just like to thank you for all the support, encouragement & advice you gave me regarding my Eagle Project of the Database for HTRS Schools. Without your ideas, thorough questioning & blessings my project would not have amounted to anything great!

As you've already been informed, I am inserting 10 years of alumni from the 4 schools which make up HTRS. My goal is to have all of them done in time for the back to school open house.

Thanks Again &
GOD BLESS,
John A. Kanel

Board of Education Regular Meeting

June 13, 2016 7:00 PM in Music Room, Humboldt (The meeting was moved to Room 204.) **Attendance Taken at 7:00 PM:**

Present Board Members:

Mike Bredemeier
Rock Herr
Neal Kanel
Scott Ogle
Steve Schaardt
Sandy Stalder

- 1. OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL -PLEDGE OF ALLEGIANCE**
- 2. APPROVE THE AGENDA**

Motion Passed: Motion to approve agenda passed with a motion by Scott Ogle and a second by Mike Bredemeier. **6 Yeas - 0 Nays.**

- 3. WELCOME PATRONS AND GUESTS**
- 4. PATRON COMMENT**
- 5. CORRESPONDENCE**
- 6. APPROVE CONSENT AGENDA**

Motion Passed: passed with a motion by Steve Schaardt and a second by Scott Ogle. **6 Yeas - 0 Nays.**

- 6.1. Regular Meeting Minutes**
- 6.2. Approve bills for payment**
- 6.3. Review Treasurer's report**

7. PRESENTATION

- 7.1. Eagle Scout Project** - Alex Flynn will present in July.
- 7.2. Eagle Scout Project** - Payden Phelps asked for permission to reposition the post holders for the flags and sign in front of the school and add caps to the post holders. Permission was granted by the board with final decisions to be approved with the building/grounds committee and Mrs Edmundson.

8. PRINCIPAL REPORTS

8.1. Principal Othmer

Mrs. Othmer reported on the facility and the move from Table Rock and smoothly it has gone thanks to organization and the custodial staff. She mentioned School Improvement, professional workshops and assessments. In addition to her report, Mrs. Othmer asked for 5 more minutes to be added to the school day to accommodate the longer time needed for serving lunches. School will begin at 8:00, instead of 8:05 am.

8.2. Principal Lottman

Mrs. Lottman reported that she and Kaye have moved over to the Humboldt offices. Her report mentioned the Table Rock Celebration and Middle School Honors Night. She also reported on Data Retreat, assessments and NDE approval of Schoolwide Title I.

9. DISCUSSION ITEMS

9.1. Committee Meetings

9.1.1. Table Rock Site update

Date will need to be set for the upcoming auction.

9.1.2. Policy Committee

The committee reviewed policies that needed updated and a few new policies.

9.1.2.1. Updated KSB Policy Recommendations

9.1.2.2. Job Descriptions

Mrs. Edmundson has completed the job descriptions and the policy committee reviewed them.

9.2. Spring Superintendent Evaluation

A new tool has been approved for the next evaluation.

9.3. BC/BS Updates

Kellie Workman updated the board that a new subgroup will be created for 9 month classified who decide to purchase insurance when open enrollment begins in August.

9.4. Gym Roof

Mrs. Edmundson is having a meeting tomorrow for interested parties putting together quotes to replace the new gym roof.

9.5. 2016-17 Requisitions

The spring requisitions were attached for the board to review and the total costs are approximately \$20,000 less than last year.

10. ACTION ITEMS

10.1. Approve board member's leave of absence

10.2. Table Rock Site - Set Date for Auction

Motion Passed: Set September 24th sale date for the Table Rock site auction passed with a motion by Neal Kanel and a second by Scott Ogle. **5 Yeas - 1 Nays.**

Mike Bredemeier Yes

Rock Herr Yes

Neal Kanel Yes

Scott Ogle Yes

Steve Schaardt No

Sandy Stalder Yes

10.3. Bus Facility

Discussion concerning the future of a bus facility; it will continue to be a topic of discussion.

10.4. Transportation Pick Up Points & Activity Routes

Motion Passed: Designate 2 pickup points in Dawson (one on each side of the highway), 2 pickup points in Stella (one on each side of the highway), one in Shubert, one in Elk Creek, one in Steinauer, one in Pawnee City, one in Nemaha and one in Table Rock with a motion by Scott Ogle and a second by Neal Kanel. Motion to designate the pickup points and discontinue activity shuttle busses after school passed. **6 Yeas - 0 Nays.**

10.5. Proposed New Superintendent Evaluation Form

Motion Passed: adopt new evaluation form passed with a motion by Neal Kanel and a second by Sandy Stalder. **6 Yeas - 0 Nays.**

10.6. Storage Building at Track/Football Field

Discussion concerning storage; it will continue to be discussed.

10.7. Time Management System

Motion Passed: Approve the purchase of Time Management System for hosting and devices for start-up and first year's cost of approximately \$9729.00 passed with a motion by Scott Ogle and a second by Sandy Stalder. **6 Yeas - 0 Nays.**

10.8. Golf Cooperative Agreement

Motion Passed: Approve cooperative agreement in girls golf with Pawnee City with HTRS student fees to be paid and they provide their own transportation to practices and arrive in Humboldt to ride the bus for meets passed with a motion by Steve Schaardt and a second by Neal Kanel. **6 Yeas - 0 Nays.**

10.9. Approve New Teacher Contracts

Motion Passed: Approve recommended contract offers for Kurt Finkey, counselor; Brianna Pohlmann for music and Rebecca Bridgewater for special education passed with a motion by Scott Ogle and a second by Sandy Stalder. **6 Yeas - 0 Nays.**

10.10. Donation of Table Rock & Humboldt Memorabilia

Motion Passed: Donate Humboldt and Table Rock trophies, plaques, banners, etc. to their respective museums passed with a motion by Neal Kanel and a second by Scott Ogle. **6 Yeas - 0 Nays.**

10.11. Approve Policy Recommendations & Job Descriptions

Motion Passed: Approve policies 2005, 2015, 3014, 3018, 4012, 4015, 4032, 4040, 5004, 5016, 5028, 5033, 5053, 5057, 5063, 6022, 6024, 6027 and special education procedures as recommended passed with a motion by Steve Schaardt and a second by Neal Kanel. **6 Yeas - 0 Nays.**

Subsidiary Motion Passed: Approve the job descriptions as presented passed with a motion by Steve Schardt and a second by Scott Ogle. **6 Yeas - 0 Nays.**

11. SUPERINTENDENT EDMUNDSON REPORT

We are purchasing a new dishwasher for the kitchen; the school has not been successful in finding another school to coop girls' softball with; the AESOP program for substitutes will be implemented for fall and continue to address concerns with maintenance of effort for IDEA.

12. EXECUTIVE SESSION - Personnel

13. EXECUTIVE SESSION - Property

14. ADJOURN

Motion Passed: Motion to adjourn at 8:45 PM passed with a motion by Neal Kanel and a second by Sandy Stalder. **6 Yeas - 0 Nays.**

Respectfully submitted,
Kellie Workman

Account Number	Detail Description	Amount
01 1100 690 1	accreditation fee	825.00
Total ADVANCE EDUCATION		825.00
01 2212 460 0	5970 tech	0.00
01 2212 465 0	5970 tech	0.00
01 2212 410 0	5971 laptops	0.00
01 2212 460 0	5971 laptops	9,500.00
01 2212 465 0	5971 laptops	0.00
01 2212 410 0	ipads 5972 tech	0.00
01 2212 460 0	ipads 5972 tech	3,740.00
01 2212 465 0	ipads 5972 tech	0.00
01 2212 410 0	5970 tech	1,760.00
01 2212 410 0	5973 ipads	1,916.00
Total APPLE COMPUTER INC		16,916.00
01 2610 410 1	5974 cust.	612.26
01 2610 410 1	5974	286.85
01 2610 410 1	5974	567.18
Total ARDEN NITZ		1,466.29
01 2615 318 0	repairs	924.08
01 2610 410 1	repairs	0.00
Total BEATRICE MECHANICAL SERVICE		924.08
01 2310 350 0	PO forms	334.08
Total BEST PRINTING		334.08
01 2610 410 2	cust.	68.76
01 2750 337 0	tires	1,326.76
Total BINDER BROTHERS		1,395.52
01 2750 336 0	fuel	445.00
01 6000 336 2	drivers ed	57.00
Total BLECHA'S 66 SERVICE		502.00
01 1210 410 1	5975 tech	1,715.00
Total BRAINPOP		1,715.00
01 2212 460 0	5942 tech	1,199.00
01 2212 460 0	5943 elementary	1,210.00
Total BYTESPEED, LLC		2,409.00
01 1210 410 1	5982 bowen	438.90
Total CAMBIUM		438.90
01 1100 420 2	6027 bowen	103.36
Total CAPSTONE PRESS, INC		103.36
01 2400 630 1	ncaa dues lo	645.00
01 2320 670 0	dvlg mtg	23.08
01 2750 336 0	fuel	53.49
01 2320 410 0	office	708.72
01 6000 336 2	dr ed fuel	69.17
01 6000 336 2	dr ed mat.	818.65
01 3185 670 1	prek conf	57.16
01 1100 670 3	dh math	16.92
01 2610 410 1	cust	75.38
01 2610 410 1	cust	408.68
01 2212 410 0	tech	32.49
01 1210 410 2	sped	57.45
01 1100 671 2	ind arts	2,240.98
01 2750 336 0	fuel	27.00
01 2610 410 1	cust	20.79
01 2610 410 1	cust	70.28
Total CARDMEMBER SERVICE		5,325.24
01 1100 420 2	6020	1,924.89

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Account Number	Detail Description	Amount
01 1100 410 2	6020	87.25
Total CENGAGE LEARNING		<u>2,012.14</u>
01 2610 323 2	21690/20360/20370/20380	872.95
Total CITY OF HUMBOLDT		<u>872.95</u>
01 2212 410 0	tech	227.47
Total DAS STATE ACCOUNTING - CENTRAL FINANACE		<u>227.47</u>
01 1100 327 1	june storage	90.00
Total DON & ANTONETTE BARNETT		<u>90.00</u>
01 2610 410 1	repair	424.00
01 2610 410 1	part	253.34
01 2610 323 2	part	8.74
01 2610 410 1	credit	(55.00)
Total DSTK PHILLIPS, INC		<u>631.08</u>
01 2610 410 1	0	0.00
01 2750 337 0	parts	70.56
Total EGGERS BROS INC		<u>70.56</u>
01 2212 670 0	tech	20.00
01 4201 670 1	title	40.00
01 1100 670 3	hs	120.00
01 1210 670 3	sped	440.00
Total ESU #4		<u>620.00</u>
01 3185 410 1	prek wksp	20.00
Total ESU #6		<u>20.00</u>
01 2310 350 0	advert.	57.78
Total FALLS CITY JOURNAL		<u>57.78</u>
01 2610 410 1	cust.	427.07
Total FARM & CITY SUPPLY		<u>427.07</u>
01 1100 410 2	6002 weldon	204.71
01 1100 673 1	6017 weldon	0.00
01 1100 673 2	6017 weldon	534.37
01 1100 410 2	6001 weldon	2,064.08
Total FLINN SCIENTIFIC INC		<u>2,803.16</u>
01 2610 410 1	water soft	421.78
Total FREMONT INDUSTRIES, INC.		<u>421.78</u>
01 2610 410 1	3185	47.96
01 1100 420 2	3186	83.24
01 1100 670 2	3187	162.00
01 1100 670 2	3188	34.08
01 2610 410 1	3189	27.87
01 2320 630 0	3191	144.79
Total GENERAL OFFICE CHECKING ACCT.		<u>499.94</u>
01 2750 337 0	bus barn	223.26
Total H & H AUTO PARTS		<u>223.26</u>
01 3185 410 1	6014 ZENTNER	382.80
Total HANDWRITING WITHOUT TEARS		<u>382.80</u>
01 2610 410 1	mower part	31.00
Total HARMON'S OK TIRE STORE		<u>31.00</u>
01 2750 337 0	nurse	177.90
Total HOLIDAY INN OF KEARNEY		<u>177.90</u>
01 1100 420 1	5967	1,563.10
01 1100 420 2	5967	0.00
01 1100 420 1	6033	298.20
01 1100 420 2	6033	0.00
01 1100 420 1	5995	164.60

Account Number	Detail Description	Amount
01 1100 420 2	5995	0.00
01 1100 420 1	6008 meyer	537.04
01 1100 420 2	6008 meyer	0.00
01 1100 420 1	5992 wittrock	170.40
01 1100 420 2	5992 wittrock	0.00
01 1100 420 1	6010 joy	526.05
01 1100 420 2	6010 joy	0.00
01 1100 420 1	6004 svoboda	375.75
01 1100 420 2	6004 svoboda	0.00
01 1100 420 1	6007 svododa	139.90
01 1100 420 2	6007 svododa	0.00
01 1100 420 1	5967 standerford	304.92
01 1100 420 2	0	0.00
Total HOUGHTON MIFFLIN CO		4,079.96
01 2310 350 0	falls sports msgs	162.00
01 2310 350 0	falls academic msgs	162.00
Total HTMC		324.00
01 102	payroll	189,611.28
01 102	tax/ret	212,410.86
Total HTRS PAYROLL ACCT		402,022.14
01 2310 350 0	advert	167.50
Total HUMBOLDT STANDARD		167.50
01 4201 460 1	licenses	1,434.00
01 1210 410 1	licenses	1,435.00
Total IXL LEARNING		2,869.00
01 1100 673 2	sv 6061	502.19
Total J W PEPPER & SON INC		502.19
01 1210 410 1	licenses	750.00
Total JFL Enterprises, Inc		750.00
01 2610 410 1	tr heating unit part-feb 16	655.49
Total JOHNSTONE SUPPLY		655.49
01 4410 319 1	ot	2,122.70
Total JOY WILCOCK		2,122.70
01 1100 327 1	copiers	3,563.72
Total KONICA MINOLTA BUSINESS SOLUTIONS*		3,563.72
01 2330 317 0	fees	60.00
Total KSB School Law		60.00
01 1100 467 1	5987 license	89.95
Total LEARNING A-Z		89.95
01 2310 350 0	advertising	70.00
Total LINCOLN JOURNAL-STAR		70.00
01 2610 410 1	custodial	7.98
01 1100 410 1	7.98	0.00
Total MARVIN BLECHA		7.98
01 4404 319 1	SA	1,551.91
01 1210 319 1	0-3	162.09
Total MARY MALCOLM		1,714.00
01 2750 338 0	van repairs	1,543.95
01 2750 338 0	van repairs	212.48
Total MEYER-EARP AUTO CENTER		1,756.43
01 2615 318 0	labor on 2 gym floors	600.00
Total MICEK, KARL		600.00
01 2610 410 1	old gym floor	883.35
01 2610 410 1	new gym	2,145.70
01 2750 337 0	new gym	0.00

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Account Number	Detail Description	Amount
Total MID-AMERICAN RESEARCH		3,029.05
01 2310 630 0	school lw-rh	155.00
01 2320 630 0	naep-kw	75.00
Total NASB NEBRASKA ASSN OF SCHOOL BOARDS		230.00
01 1100 410 2	6050 donna r	87.69
01 1100 410 2	6050 donna r	79.33
Total NASCO		167.02
01 2610 322 1	elec	22.11
01 2610 322 2	0	0.00
01 2610 322 1	elec	33.82
01 2610 322 2	elec	0.00
01 2610 322 1	elec	2,561.47
01 2610 322 2	elec	0.00
Total NPPD		2,617.40
01 2615 318 0	maint.	257.87
Total OKEEFE ELEVATOR CO., INC.		257.87
01 2750 338 0	0	0.00
01 2750 337 0	bus	336.06
01 2750 338 0	bus	0.00
01 2750 337 0	bus	5.36
01 2750 338 0	bus repair	949.01
01 2750 337 0	bus repair	0.00
01 2750 337 0	repair	0.00
01 2750 338 0	repair	0.00
01 2750 337 0	parts	2,434.36
01 2750 338 0	paint hood	1,059.79
01 2750 338 0	parts	0.00
01 2750 337 0	parts	131.30
01 2750 338 0	repair	140.05
01 2750 338 0	parts	0.00
01 2750 337 0	parts	133.98
Total OMAHA TRUCK CENTER		5,189.91
01 2310 350 0	advert.	384.00
Total OMAHA WORLD HERALD		384.00
01 1100 410 1	6013	18.96
Total ORIENTAL TRADING CO.		18.96
01 1100 410 1	6005	159.23
Total PEARSON EDUCATION		159.23
01 1100 410 2	cindy 6054	275.31
Total PITSCO		275.31
01 1100 410 2	angie h	1,335.53
Total PRESTWICK HOUSE		1,335.53
01 2120 410 1	5979	184.48
01 2120 410 1	5979	284.33
01 2320 410 0	replace	12.74
01 2320 410 0	6031	76.48
01 2320 410 0	6031	11.98
01 2320 410 0	5979	19.79
01 2310 350 0	office	22.09
01 2310 350 0	office	85.63
01 2310 350 0	credit memo	(12.74)
01 2310 350 0	office	21.14
01 2222 410 1	5981 kappel	19.99
01 2320 410 0	6031 replace	11.98
01 2222 410 1	6034 library	18.99

Account Number	Detail Description	Amount
01 2222 410 1	6034 library	19.99
01 1100 410 1	5981	13.99
01 2400 410 1	5981	153.14
01 2320 410 0	credit	(11.98)
Total QUILL		932.02
01 2610 410 1	cust.	2.38
Total R & D GROCERY		2.38
01 1100 410 1	6060 drake	104.55
01 1100 410 1	6053 wissmann	80.77
01 1210 410 1	6122 eppens	160.77
01 1210 410 1	6030 bowen	103.75
Total REALLY GOOD STUFF		449.84
01 1100 420 2	STAR/AR	4,229.00
01 1100 420 2	STAR/AR elem	2,547.00
01 1100 420 2	STAR/AR ms	3,776.80
Total RENAISSANCE LEARNING, INC		10,552.80
01 1100 467 1	spanish 1 and 2	4,618.95
Total RIDER CLASSROOM SPANISH		4,618.95
01 1100 410 1	folders	125.00
Total ROCHESTER 100 INC.		125.00
01 2615 318 0	h site	64.00
01 2615 318 0	tr	40.00
Total SCHENDEL PEST CONTROL		104.00
01 1100 410 1	6023 freeman/joy/meyer/kim s	866.25
Total SCHOLASTIC INC		866.25
01 2610 410 1	5969 custodial	491.75
Total SCHOOL FIX		491.75
01 2130 410 1	5990 nurse	150.95
Total SCHOOL HEALTH CORPORATION		150.95
01 2130 410 1	5989 leech	5,638.70
Total SCHOOL NURSE SUPPLY		5,638.70
01 2400 410 1	6047 cumro	60.02
01 1100 410 1	6066 taylor	188.56
01 1100 410 2	6069 carl	199.46
01 1100 410 2	6062 kim s	89.45
01 1210 410 1	6072 sped	215.72
01 1100 410 1	credit	(150.00)
Total SCHOOL SPECIALTY INC		603.21
01 2610 410 1	h5968	228.00
Total SCHWARZ PAPER COMPANY		228.00
01 2610 324 2	water	140.00
Total SENECA SANITATION		140.00
01 2610 410 1	paint	27.49
Total SHERWIN-WILLIAMS		27.49
01 2320 460 0	annual fees	5,500.00
Total Software Unlimited, Inc.		5,500.00
01 1100 410 1	5994 wittrock	130.90
Total STUDIES WEEKLY		130.90
01 2310 350 0	advert.	96.10
Total SUNRISE PUBLICATIONS		96.10
01 2610 410 1	parts	137.80
Total TABLE ROCK APPLIANCE		137.80
01 2400 690 1	planbook.com	480.00
Total Teacher Innovations, Inc		480.00

Account Number	Detail Description	Amount
01 1100 410 2	6016 hunzker	323.09
01 1100 410 2	6028 bowen	89.90
01 1100 410 2	6029 bowen	103.25
01 1100 410 2	6028 bowen	135.22
Total TEACHER'S DISCOVERY		<u>651.46</u>
01 2610 410 1	custodial	745.98
Total THOMPSON CO, THE		<u>745.98</u>
01 2750 670 0	meals	30.00
Total Tomek, George		<u>30.00</u>
01 1100 690 1	move grand piano	850.00
Total TRANSFER 88		<u>850.00</u>
01 1100 410 1	6003 svoboda	54.55
01 4201 410 1	6059 case	91.43
Total TREND ENTERPRISES, INC		<u>145.98</u>
01 1100 364 2	Humboldt site	1,818.15
Total UNITE PRIVATE NETWORKS, LLC		<u>1,818.15</u>
01 1100 110 1	Ankrom	1,799.18
Total UNL EXTENSION, RICHARDSON COUNTY		<u>1,799.18</u>
01 2510 381 1	long dist	0.00
01 2510 381 2	long dist	169.69
01 2510 381 1	long dist	49.97
01 2510 381 2	long dist	0.00
Total VERIZON		<u>219.66</u>
01 2510 382 1	phone	40.97
01 2510 382 2	phone	0.00
01 2510 382 1	phone	376.27
01 2510 382 2	phone	0.00
Total WINDSTREAM NEBRASKA		<u>417.24</u>
01 1100 410 1	6012	457.42
01 1100 410 1	6006	326.73
01 1100 410 1	5996	130.69
01 1100 410 1	6009	339.80
01 1100 410 1	5993	250.48
Total ZANER-BLOSER, INC		<u>1,505.12</u>
Checking Account ID 1		<u>516,401.61</u>

**HTRS Checks for Payment
Other Funds**

7/7/2016

Building Fund

McNealy Construction	\$16,512.00
- work completed in old music room	
First National Bank	\$389,042.50
Principal and interest for construction note	
Push Pedal Pull	\$5,082.55
- fitness center equip - booster club	

Bond Fund

Depreciation Fund

QCPUF

Employee Benefit Fund

Total of Other Funds \$410,637.05

~~ TRANSFERS ~~

From:

To:

Expenditure Report by Function/Object -
Detail_KW

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Regular; Processing Month 07/2016; Function Number 49 Records Selected; Fund
Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS				
01 1100 110 1	Teacher Salaries	650,000.00	60,749.02	100.91	(5,902.75)
01 1100 110 2	Teacher Salaries	1,051,000.00	83,954.35	88.29	123,028.20
01 1100 110 3	Teacher Salaries-AEC	50,000.00	3,957.92	87.07	6,462.88
01 1100 120 1	Substitute Salaries	45,000.00	0.00	114.94	(6,722.80)
01 1100 120 2	Substitute Salaries	6,000.00	0.00	0.00	6,000.00
01 1100 120 3	Substitute Salaries -AEC	100.00	0.00	0.00	100.00
01 1100 140 1	Aides	38,000.00	0.00	51.25	18,526.32
01 1100 140 3	Aides-AEC	100.00	0.00	0.00	100.00
01 1100 141 1	Dyslexia Para	5,000.00	0.00	129.51	(1,475.42)
01 1100 210 1	Social Security	55,000.00	4,357.92	98.23	975.05
01 1100 210 2	Social Security	78,000.00	6,261.00	88.89	8,662.38
01 1100 210 3	Social Security -AEC	4,000.00	283.64	84.47	621.01
01 1100 220 1	Retirement	70,000.00	5,817.39	94.85	3,607.52
01 1100 220 2	Retirement	100,000.00	8,262.77	90.78	9,215.35
01 1100 220 3	Retirement-AEC	5,000.00	390.96	86.01	699.44
01 1100 230 1	Health Insurance	160,000.00	15,450.33	105.79	(9,271.86)
01 1100 230 2	Health Insurance	250,000.00	20,956.90	93.92	15,211.53
01 1100 230 3	Health Insurance-AEC	1,000.00	43.68	47.98	520.21
01 1100 240 0	Unemp/Work Comp Insurance	0.00	0.00	0.00	0.00
01 1100 283 0	Unemployment Payments	2,000.00	0.00	0.00	2,000.00
01 1100 290 1	Long Term Disability	500.00	14.13	35.75	321.23
01 1100 290 2	Long Term Disability	0.00	0.00	0.00	(20.35)
01 1100 290 3	Long Term Disability-AEC	0.00	0.00	0.00	0.00
01 1100 327 1	Leases	27,000.00	3,653.72	100.54	(145.20)
01 1100 327 2	Leases	22,000.00	0.00	65.83	7,517.59
01 1100 364 2	Tuition - Distance Learning	0.00	1,818.15	0.00	(2,871.61)
01 1100 410 1	Teaching Supplies	40,000.00	3,097.88	26.65	29,340.81
01 1100 410 2	Teaching Supplies	30,000.00	5,074.27	66.77	9,969.30
01 1100 420 1	Textbooks	25,000.00	4,079.96	94.91	1,273.75
01 1100 420 2	Textbooks	30,000.00	12,664.29	59.76	12,073.40
01 1100 467 1	Web/Cloud Based Software	0.00	4,708.90	0.00	(18,252.60)
01 1100 530 1	Furniture And Equipment	5,000.00	0.00	6.19	4,690.26
01 1100 530 2	Furniture And Equipment	1,000.00	0.00	853.17	(7,531.65)
01 1100 670 1	Inservice - Travel	3,000.00	56.58	21.76	2,347.20
01 1100 670 2	Inservice - Travel	4,000.00	568.63	149.58	(1,983.37)
01 1100 670 3	Staff Development	10,000.00	136.92	177.44	(7,743.64)
01 1100 671 2	Industrial Technology	10,000.00	2,240.98	126.78	(2,677.73)
01 1100 672 2	Activities / Athletics	2,000.00	0.00	0.00	2,000.00
01 1100 673 1	Music	1,000.00	0.00	75.30	247.05
01 1100 673 2	Music	3,000.00	1,036.56	167.70	(2,030.94)
01 1100 674 2	Family & Consumer Science	2,000.00	0.00	27.99	1,440.21
01 1100 675 2	Art	4,000.00	0.00	0.00	4,000.00
01 1100 676 2	FFA Program	0.00	0.00	0.00	0.00
01 1100 690 1	Other Expense	3,000.00	1,675.00	148.40	(1,451.96)
01 1100 690 2	Other Expense	2,000.00	0.00	62.60	747.91
01 1100 692 2	Student Entry Fees	64.00	0.00	250.78	(96.50)
1160	POVERTY PROGRAMS				
01 1160 110 1	Teacher Salaries - Poverty	151,500.00	0.00	0.00	151,500.00
01 1160 120 1	Substitute Salaries - Poverty	1,000.00	0.00	0.00	1,000.00
01 1160 210 1	Social Security - Poverty	12,000.00	0.00	0.00	12,000.00
01 1160 220 1	Retirement - Poverty	15,500.00	0.00	0.00	15,500.00
01 1160 230 1	Health Insurance - Poverty	43,000.00	0.00	0.00	43,000.00
01 1160 290 1	Long Term Disability - Poverty	0.00	0.00	0.00	0.00
01 1160 410 1	Teaching Supplies - Poverty	1,000.00	0.00	0.00	1,000.00
01 1160 690 1	Other Expense - Poverty	1,000.00	0.00	0.00	1,000.00
1210	1210				
01 1210 110 1	Teacher Salaries - Sp. Educ.	160,000.00	16,339.72	92.55	11,916.38
01 1210 110 2	Teacher Salaries - Sp. Educ.	115,000.00	11,196.38	107.89	(9,076.18)
01 1210 120 1	Substitute Salaries	15,000.00	0.00	55.79	6,631.20
01 1210 120 2	Substitute Salaries	1,000.00	0.00	3.63	963.70
01 1210 140 1	Teacher Aide	135,000.00	60.00	76.93	31,148.25
01 1210 140 2	Teacher Aide	30,000.00	0.00	92.67	2,198.76
01 1210 210 1	Social Security	22,000.00	1,205.33	88.20	2,595.26
01 1210 210 2	Social Security	11,000.00	835.95	103.82	(420.38)
01 1210 220 1	Retirement	28,000.00	1,619.92	86.51	3,778.17
01 1210 220 2	Retirement	15,000.00	1,105.95	99.58	62.93
01 1210 230 1	Health Insurance	41,000.00	3,590.58	87.04	5,315.61
01 1210 230 2	Health Insurance	30,000.00	2,825.22	103.72	(1,115.12)
01 1210 290 1	Long Term Disability	1,000.00	49.43	69.73	302.67
01 1210 290 2	Long Term Disability	500.00	18.06	39.28	303.60

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Regular; Processing Month 07/2016; Function Number 49 Records Selected; Fund
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Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 1210 319 1	Other Profess. & Tech. Serv.	200,000.00	162.09	83.08	33,845.03
01 1210 319 2	Other Profess. & Tech. Serv.	175,000.00	0.00	58.80	72,093.71
01 1210 410 1	Supplies	10,000.00	4,819.14	365.68	(26,567.61)
01 1210 410 2	Supplies	15,000.00	57.45	119.97	(2,995.49)
01 1210 420 1	Textbooks	1,500.00	0.00	0.00	1,500.00
01 1210 420 2	Textbooks	0.00	0.00	0.00	0.00
01 1210 530 1	Furniture And Equipment	500.00	0.00	0.00	500.00
01 1210 530 2	Furniture And Equipment	500.00	0.00	0.00	500.00
01 1210 670 1	Travel Or Mileage	1,000.00	0.00	0.00	1,000.00
01 1210 670 2	Travel Or Mileage	1,000.00	0.00	0.00	1,000.00
01 1210 670 3	Staff Development	1,000.00	440.00	287.85	(1,878.54)
2120	GUIDANCE SERVICES				
01 2120 110 1	Counselor's Salary	18,000.00	1,974.36	120.32	(3,657.26)
01 2120 110 2	Counselor's Salary	75,000.00	6,623.02	97.06	2,207.50
01 2120 210 1	Social Security	1,500.00	151.04	110.45	(156.80)
01 2120 210 2	Social Security	6,000.00	484.36	88.88	667.13
01 2120 220 1	Retirement	1,500.00	195.02	142.61	(639.22)
01 2120 220 2	Retirement	7,000.00	654.21	102.72	(190.31)
01 2120 230 1	Health Insurance	4,000.00	242.92	66.94	1,322.37
01 2120 230 2	Health Insurance	16,000.00	1,247.07	85.77	2,276.69
01 2120 290 1	Long Term Disability	0.00	0.00	0.00	0.00
01 2120 290 2	Long Term Disability	0.00	0.00	0.00	0.00
01 2120 410 1	Guidance Supplies	500.00	468.81	203.78	(518.89)
01 2120 410 2	Guidance Supplies	2,000.00	0.00	98.24	35.12
01 2120 670 1	Travel - Mileage	1,000.00	0.00	0.00	1,000.00
01 2120 670 2	Travel - Mileage	500.00	0.00	0.00	500.00
01 2120 670 3	Guidance Staff Development	0.00	0.00	0.00	0.00
01 2120 690 1	Other Expense	200.00	0.00	0.00	200.00
01 2120 690 2	Other Expense	100.00	0.00	0.00	100.00
2130	HEALTH SERVICES				
01 2130 110 1	Nurses Salary	27,000.00	2,220.14	95.47	1,223.07
01 2130 210 1	Social Security	2,000.00	169.84	98.60	28.08
01 2130 220 1	Retirement	2,500.00	219.30	99.46	13.48
01 2130 230 1	Health Insurance	0.00	0.00	0.00	0.00
01 2130 290 1	Long Term Disability	200.00	13.90	68.93	62.14
01 2130 313 1	Student Health Screenings	0.00	0.00	0.00	(2,985.00)
01 2130 410 1	Nurse Supplies	5,000.00	5,789.65	120.40	(1,019.91)
2212	INST STAFF TRNG AND CURR DEV				
01 2212 110 0	Technology Coordinator	62,000.00	10,155.42	99.05	590.38
01 2212 143 0	Technology Support Staff	68,000.00	5,992.70	90.54	6,433.50
01 2212 210 0	Technology Social Security	10,000.00	1,220.86	92.59	741.22
01 2212 220 0	Technology Retirement	13,000.00	1,524.68	92.36	993.15
01 2212 230 0	Technology Health Insurance	17,000.00	1,356.03	87.74	2,083.67
01 2212 290 0	Technology Long Term Disability	0.00	0.00	0.00	0.00
01 2212 410 0	Technology Supplies/Expenses	50,000.00	3,935.96	90.65	4,674.62
01 2212 460 0	Computer Hardware	18,000.00	15,649.00	170.02	(12,603.33)
01 2212 465 0	Technology Software	6,000.00	0.00	318.69	(13,121.28)
01 2212 560 0	Technology Capital Outlay	0.00	0.00	0.00	0.00
01 2212 670 0	Technology Travel	2,000.00	76.58	87.68	246.41
2222	SCHOOL LIBRARY SERVICES				
01 2222 110 1	H Salaries - Library/media Svs.	28,500.00	2,205.13	85.11	4,243.57
01 2222 110 2	TR Salaries - Library/media Svs.	28,500.00	2,205.12	85.11	4,243.68
01 2222 120 1	H Substitute Salaries	0.00	0.00	0.00	0.00
01 2222 120 2	TR Substitute Salaries	0.00	0.00	0.00	0.00
01 2222 140 1	Library Aide	16,000.00	984.90	82.41	2,814.62
01 2222 210 1	H Social Security	2,500.00	230.56	108.82	(220.38)
01 2222 210 2	TR Social Security	2,500.00	155.22	68.48	788.04
01 2222 220 1	H Retirement	4,000.00	315.11	90.95	362.02
01 2222 220 2	TR Retirement	4,000.00	217.81	59.90	1,604.07
01 2222 230 1	H Health Insurance	9,000.00	663.55	81.33	1,680.65
01 2222 230 2	TR Health Insurance	9,000.00	663.55	81.33	1,680.65
01 2222 290 1	H Long Term Disability	0.00	10.84	0.00	(73.04)
01 2222 290 2	TR Long Term Disability	0.00	0.00	0.00	0.00
01 2222 410 1	H Supplies	500.00	58.97	103.13	(15.67)
01 2222 410 2	TR Supplies	500.00	0.00	0.00	500.00
01 2222 430 1	H Library Books & Subscriptions	7,000.00	0.00	31.41	4,801.63
01 2222 430 2	TR Library Books & Subscriptions	4,000.00	0.00	32.97	2,681.14
01 2222 460 1	H Computer Software	2,000.00	0.00	100.00	0.00
01 2222 460 2	Computer Software	0.00	0.00	0.00	0.00
01 2222 530 1	H Furniture And Equipment	0.00	0.00	0.00	0.00
01 2222 530 2	TR Furniture And Equipment	0.00	0.00	0.00	0.00
01 2222 670 1	H Travel - Mileage	0.00	0.00	0.00	0.00

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Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 2222 670 2	TR Travel - Mileage	0.00	0.00	0.00	0.00
01 2222 690 1	H Other Expense	0.00	0.00	0.00	0.00
01 2222 690 2	TR Other Expense	0.00	0.00	0.00	0.00
2224	EDUCATIONAL TELEVISION SERVICES				
01 2224 630 1	Distant Learning / Internet	7,000.00	0.00	0.00	7,000.00
01 2224 630 2	Distant Learning / Internet	4,000.00	0.00	0.00	4,000.00
2310	BOARD OF EDUCATION				
01 2310 318 0	Contracted Services	0.00	0.00	0.00	0.00
01 2310 341 0	Liability Insurance-WorkComp	21,000.00	0.00	84.24	3,309.85
01 2310 350 0	Advertising/printing	25,000.00	1,549.58	103.72	(931.17)
01 2310 410 0	Supplies	500.00	0.00	3.41	482.93
01 2310 630 0	Dues And Fees	5,000.00	155.00	225.83	(6,291.59)
01 2310 670 0	Travel Expense & Mileage	500.00	0.00	0.00	500.00
01 2310 690 0	BOE Expense	3,000.00	0.00	2.38	2,928.55
2320	EXECUTIVE ADMINISTRATION				
01 2320 105 0	Administrator's Salary	110,000.00	8,835.00	85.53	15,915.03
01 2320 130 0	Cell Stipend	900.00	0.00	90.91	81.82
01 2320 140 0	Clerical Salaries	50,000.00	3,108.12	83.78	8,109.93
01 2320 210 0	Social Security	12,000.00	862.36	82.71	2,075.07
01 2320 220 0	Retirement	15,000.00	1,179.71	89.42	1,586.38
01 2320 230 0	Health Insurance	20,000.00	1,714.03	95.67	865.28
01 2320 290 0	Long Term Disability	500.00	16.37	34.21	328.97
01 2320 410 0	Supplies	1,500.00	829.71	144.68	(670.22)
01 2320 460 0	Computer Software	12,600.00	5,500.00	43.65	7,100.00
01 2320 530 0	Furniture And Equipment	0.00	0.00	0.00	0.00
01 2320 560 0	Computer Hardware	1,000.00	0.00	107.90	(79.00)
01 2320 630 0	Dues And Fees	1,500.00	219.79	81.92	271.21
01 2320 670 0	Travel - Mileage	10,000.00	23.08	35.36	6,464.08
01 2320 690 0	Other Expense	0.00	0.00	0.00	(7,694.61)
2400	OFFICE OF PRINCIPAL				
01 2400 110 1	H Principal Salary	75,000.00	6,225.00	91.30	6,525.00
01 2400 110 2	TR Principal Salary	70,000.00	5,556.47	89.98	7,016.53
01 2400 140 1	H Principal Clerical Salaries	73,650.00	4,016.44	79.22	15,305.88
01 2400 140 2	TR Principal Clerical Salaries	31,000.00	1,865.21	88.90	3,440.39
01 2400 210 1	H Social Security	11,500.00	769.85	83.15	1,937.23
01 2400 210 2	TR Social Security	8,000.00	546.79	83.86	1,291.06
01 2400 220 1	H Retirement	15,000.00	1,011.63	85.96	2,105.76
01 2400 220 2	TR Retirement	10,000.00	733.09	89.44	1,056.34
01 2400 230 1	H Health Insurance	24,000.00	1,560.21	74.34	6,158.33
01 2400 230 2	TR Health Insurance	24,000.00	1,798.19	82.42	4,219.91
01 2400 290 1	H Long Term Disability	350.00	24.51	75.89	84.37
01 2400 290 2	TR Long Term Disability	200.00	13.28	71.69	56.62
01 2400 410 1	H Supplies	6,000.00	213.16	39.63	3,622.28
01 2400 410 2	TR Supplies	6,000.00	0.00	7.20	5,567.82
01 2400 630 1	H Dues & Fees	1,500.00	645.00	78.67	320.00
01 2400 630 2	TR Dues & Fees	1,000.00	0.00	0.00	1,000.00
01 2400 670 1	H Meals & Mileage	1,000.00	0.00	23.04	769.56
01 2400 670 2	TR Meals & Mileage	1,000.00	0.00	25.22	747.84
01 2400 690 1	H Other Expenses	500.00	480.00	182.00	(410.00)
01 2400 690 2	TR Other Expenses	300.00	0.00	186.43	(259.28)
2510	GENERAL ADMIN-BUSINESS SERVICE				
01 2510 140 0	Concession Stand Salaries	8,400.00	0.00	61.46	3,237.29
01 2510 210 0	Social Security	700.00	0.00	56.42	305.06
01 2510 220 0	Retirement	800.00	0.00	63.75	290.04
01 2510 290 0	Long Term Disability	100.00	0.00	28.92	71.08
01 2510 315 0	Audit	10,000.00	0.00	50.31	4,968.52
01 2510 318 0	Contracted Repairmen	15,000.00	0.00	0.00	15,000.00
01 2510 381 1	Postage- H site	8,000.00	49.97	81.75	1,459.79
01 2510 381 2	Postage TR site	2,000.00	169.69	30.85	1,382.98
01 2510 382 1	Telephone - H site	5,000.00	417.24	106.80	(339.78)
01 2510 382 2	Telephone- TR site	4,000.00	0.00	99.22	31.19
01 2510 520 1	Buildings And Improvements	10,000.00	0.00	0.00	10,000.00
01 2510 520 2	Buildings And Improvements	5,000.00	0.00	0.00	5,000.00
01 2510 530 1	Furniture And Equipment	5,000.00	0.00	0.00	5,000.00
01 2510 530 2	Furniture And Equipment	500.00	0.00	0.00	500.00
01 2510 690 1	Other Expense	500.00	0.00	12.81	435.94
01 2510 690 2	Other Expense	0.00	0.00	0.00	0.00
2520	VEHICLE ACQUISITION AND MAINTENANCE				
01 2520 550 0	Vehicle Aquisition (non pupil)	0.00	0.00	0.00	(18,450.00)
2610	2610				
01 2610 140 0	Custodial Salaries	260,000.00	27,526.92	88.60	29,633.47
01 2610 210 0	Social Security	20,000.00	2,077.45	86.82	2,636.46

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01 2610 220 0	Retirement	25,000.00	2,356.81	88.00	2,999.82
01 2610 230 0	Health Insurance	48,000.00	3,841.67	75.71	11,657.90
01 2610 290 0	Long Term Disability	1,500.00	127.36	69.24	461.40
01 2610 321 1	Fuel- H site	25,000.00	0.00	57.49	10,627.43
01 2610 321 2	Fuel- TR Site	20,000.00	0.00	56.58	8,684.94
01 2610 322 1	Electricity- H site	60,000.00	2,617.40	60.20	23,879.23
01 2610 322 2	Electricity - TR site	15,000.00	0.00	107.27	(1,091.01)
01 2610 323 1	Water And Sewer -H	10,000.00	0.00	69.46	3,054.21
01 2610 323 2	Water And Sewer TR	3,000.00	881.69	76.07	717.91
01 2610 324 1	Garbage -H site	3,000.00	0.00	66.24	1,012.83
01 2610 324 2	Garbage - TR site	0.00	140.00	0.00	(140.00)
01 2610 410 1	Supplies- H site	65,000.00	8,945.36	108.77	(5,698.16)
01 2610 410 2	Supplies- TR site	20,000.00	68.76	15.88	16,824.94
01 2610 480 1	Building Improvements/Repairs	9,896.00	0.00	0.00	9,896.00
01 2610 480 2	Building Improvements/Repairs	2,000.00	0.00	0.00	2,000.00
01 2610 500 1	Bldg Impr/Rep Capital Outlay	0.00	0.00	0.00	0.00
01 2610 500 2	Bldg Impr/Rep Capital Outlay	0.00	0.00	0.00	0.00
01 2610 530 1	Furniture And Equipment	5,000.00	0.00	0.00	5,000.00
01 2610 530 2	Furniture And Equipment	500.00	0.00	0.00	500.00
01 2610 670 1	Travel - Mileage	0.00	0.00	0.00	0.00
01 2610 670 2	Travel - Mileage	0.00	0.00	0.00	0.00
01 2610 690 1	Other Expense	0.00	0.00	0.00	0.00
01 2610 690 2	Other Expense	0.00	0.00	0.00	0.00
2615 2615					
01 2615 318 0	Contracted Services	40,000.00	1,885.95	76.39	9,445.72
2620 2620					
01 2620 318 0	Contracted Serv.-Repairmen	0.00	0.00	0.00	(2,556.97)
01 2620 328 0	Property Insurance	80,000.00	0.00	2.03	78,373.00
01 2620 530 0	Furniture And Equipment	0.00	0.00	0.00	0.00
01 2620 690 0	Other Expense-upkeep	0.00	0.00	0.00	0.00
2750	REGULAR PUPIL TRANSPORTATION				
01 2750 140 0	Bus Drivers Salaries	180,000.00	2,836.78	86.27	24,705.64
01 2750 210 0	Social Security	15,000.00	202.32	77.82	3,326.34
01 2750 220 0	Retirement	18,000.00	280.21	80.59	3,494.26
01 2750 230 0	Health Insurance	17,000.00	971.67	86.93	2,221.72
01 2750 240 0	Workmen's Compensation	0.00	0.00	0.00	0.00
01 2750 283 0	Unemployment Payments	0.00	0.00	0.00	0.00
01 2750 290 0	Long Term Disability	1,000.00	45.38	74.06	259.37
01 2750 336 0	Gas And Oil	70,000.00	525.49	64.92	24,553.72
01 2750 337 0	Tires And Parts	5,000.00	4,839.54	279.31	(8,965.62)
01 2750 338 0	Bus Repairs	59,000.00	3,905.28	75.61	14,390.30
01 2750 540 0	Bus Acquisition	45,000.00	0.00	0.00	45,000.00
01 2750 550 0	Vehicle Acquisition (other than bus)	0.00	0.00	0.00	(25,935.81)
01 2750 670 0	Meals & Lodging	1,000.00	30.00	3.00	970.00
01 2750 690 0	Other Expense	1,000.00	0.00	298.10	(1,981.00)
2760	SCHOOL AGE SPEC ED TRANSPORT				
01 2760 140 0	Sped Transportation Salaries	40,000.00	167.85	58.91	16,434.99
01 2760 210 0	Social Security	3,500.00	12.84	51.28	1,705.21
01 2760 220 0	Retirement	3,500.00	16.58	66.49	1,172.92
01 2760 230 0	Health Insurance	1,000.00	0.00	31.94	680.64
01 2760 290 0	Long Term Disability	500.00	11.93	19.22	403.92
01 2760 332 0	Mileage to Parents	0.00	0.00	0.00	0.00
01 2760 333 0	Sped Transportation	16,500.00	0.00	32.26	11,177.65
3135 3135					
01 3135 110 1	High Ability Learners	5,000.00	350.56	77.12	1,143.84
01 3135 210 1	Social Security	500.00	26.37	58.16	209.19
01 3135 220 1	Retirement	500.00	34.63	76.19	119.07
01 3135 230 1	Health Insurance	1,500.00	88.41	64.83	527.49
01 3135 240 1	Inservice - Travel	0.00	0.00	0.00	0.00
01 3135 290 1	Long Term Disability	0.00	0.00	0.00	0.00
01 3135 410 1	Supplies	2,000.00	0.00	0.00	2,000.00
01 3135 460 1	High Ability Software	500.00	0.00	0.00	500.00
01 3135 530 1	Furniture & Equipment	3,000.00	0.00	0.00	3,000.00
3185 3185					
01 3185 110 1	Early Childhood Salary	56,000.00	4,579.87	89.96	5,621.43
01 3185 120 1	EC Substitute Salaries	500.00	0.00	0.00	500.00
01 3185 140 1	EC Early Childhood Aide	24,000.00	254.63	86.40	3,264.95
01 3185 210 1	EC Social Security	6,000.00	369.83	90.84	549.85
01 3185 220 1	EC Retirement	8,400.00	477.55	82.35	1,482.60
01 3185 230 1	EC Health Insurance	12,000.00	914.71	83.85	1,938.19
01 3185 290 1	EC Long Term Disability	100.00	8.37	110.90	(10.90)
01 3185 410 1	EC Supplies	4,000.00	402.80	12.51	3,499.61

**Expenditure Report by Function/Object -
Detail_KW**

07/08/2016 02:02 PM

Regular; Processing Month 07/2016; Function Number 49 Records Selected; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 3185 530 1	EC Furniture & Equipment	500.00	0.00	0.00	500.00
01 3185 670 1	EC Travel - Mileage	500.00	57.16	74.42	127.92
3511 3511					
01 3511 410 0	Grant Writer Supplies	0.00	0.00	0.00	0.00
01 3511 460 0	Grant Writer Software	0.00	0.00	0.00	0.00
01 3511 670 0	GW Inservice & Mileage	0.00	0.00	0.00	0.00
3516 3516					
01 3516 410 0	Character Ed Supplies	0.00	0.00	0.00	0.00
3540 STATE EARLY CHILDHOOD					
01 3540 319 0	Sixpence Expenses	100,000.00	0.00	91.67	8,331.69
4201 4201					
01 4201 110 1	Salaries - Ch. 1 (current Fy)	120,000.00	13,709.74	94.28	6,867.01
01 4201 140 1	Teacher Aide Salaries	0.00	0.00	0.00	0.00
01 4201 210 1	Social Security	9,000.00	1,031.40	95.05	445.46
01 4201 220 1	Retirement	12,000.00	1,354.23	91.79	985.18
01 4201 230 1	Health Insurance	35,000.00	2,527.37	80.71	6,751.48
01 4201 290 1	Long Term Disability	0.00	0.00	0.00	0.00
01 4201 410 1	Teaching Supplies	1,500.00	91.43	6.10	1,408.57
01 4201 460 1	Computer Software	4,000.00	1,434.00	35.85	2,566.00
01 4201 530 1	Furniture & Equipment	500.00	0.00	0.00	500.00
01 4201 560 1	Computer Hardware	0.00	0.00	0.00	0.00
01 4201 670 1	Inservice/travel/parent	500.00	40.00	208.96	(544.78)
01 4201 680 1	Title I - Staff Accountability	0.00	0.00	0.00	(629.90)
01 4201 690 1	Other Expenses	0.00	0.00	0.00	0.00
4402 IDEA PART B(611) BASE ALLOC TRANS					
01 4402 210 1	SPED BAF - Fica	0.00	0.00	0.00	0.00
01 4402 220 1	SPED BAF - Retire	0.00	0.00	0.00	0.00
01 4402 230 1	Sped BAF - BCBS	0.00	0.00	0.00	0.00
01 4402 290 1	SPED BAF - LTD	0.00	0.00	0.00	0.00
01 4402 319 1	Sped BAF	0.00	0.00	0.00	0.00
4404 IDEA PART B(611) BASE ALLOC BIRTH TO 4					
01 4404 110 1	IDEA Part B Base Salary (prek BAF)	13,000.00	1,547.05	130.87	(4,013.24)
01 4404 140 1	IDEA Part B Base Aide (prek BAF)	13,000.00	483.17	42.13	7,523.23
01 4404 210 1	IDEA Part B Base Soc.Sec. (prek BA	2,000.00	151.96	84.35	313.04
01 4404 220 1	IDEA Part B Base Ret. (prek BAF)	3,000.00	200.55	74.05	778.43
01 4404 230 1	IDEA Part B Base Ins. (prek BAF)	5,500.00	309.95	61.99	2,090.55
01 4404 290 1	IDEA Part B Base LTD (prek BAF)	0.00	0.00	0.00	0.00
01 4404 319 1	IDEA Part B Professional Services B	110,000.00	1,551.91	49.41	55,650.06
01 4404 550 1	IDEA Part B - Vehicle Aq.	0.00	0.00	0.00	0.00
4406 IDEA PRESCHOOL(619) BASE ALLOC					
01 4406 319 1	IDEA Preschool Prf Serv	6,000.00	0.00	35.00	3,900.01
4410 IDEA ENROLLMENT/POVERTY					
01 4410 140 1	IDEA E/P - Salaries	0.00	0.00	0.00	0.00
01 4410 319 1	IDEA E/P Contracted Services	20,000.00	2,122.70	335.58	(47,116.36)
01 4410 410 1	IDEA E/P Supplies	0.00	0.00	0.00	0.00
01 4410 560 1	Sped Idea - Computer Hard.	0.00	0.00	0.00	0.00
4411 IDEA PART B EARLY INTERVENING SERVICES					
01 4411 410 1	IDEA Part B-Early Interven. (Rtl)	7,000.00	0.00	15.64	5,905.05
4412 IDEA PART B PROPORTIONATE SHARE					
01 4412 319 1	IDEA Prof. Services	0.00	0.00	0.00	0.00
4455 4455					
01 4455 319 1	Medicaid Contracted Services	0.00	0.00	0.00	0.00
4900 OTHER FEDERAL EXPENDITURES					
01 4900 410 1	Drug Education - Supplies	3,000.00	0.00	101.30	(39.00)
5690 5690					
01 5690 690 0	Non-Revenue Rec to Exp	0.00	0.00	0.00	0.00
6000 SUMMER SCHOOL					
01 6000 110 2	Driver's Education Salary	0.00	1,078.00	0.00	(1,078.00)
01 6000 210 2	Social Security	0.00	82.30	0.00	(82.30)
01 6000 220 2	Retirement	0.00	106.48	0.00	(106.48)
01 6000 290 2	Long Term Disability	0.00	0.00	0.00	0.00
01 6000 336 2	Gas And Oil - Drivers Educ.	0.00	944.82	0.00	(944.82)
01 6000 338 2	Repairs	0.00	0.00	0.00	(1,090.00)
01 6000 400 0	Payroll Transfer Acct	0.00	0.00	0.00	0.00
8000 TRANSFERS (OUTGOING)					
01 8000 690 0	Other Expense/audit	0.00	0.00	0.00	0.00
01 8000 750 0	Transfer Lunch (district)	10,000.00	0.00	0.00	10,000.00
01 8000 752 0	Transfer - Activities Acct	25,000.00	0.00	0.00	25,000.00
01 8000 757 0	Transfer to Depr. Fund	0.00	0.00	0.00	0.00
01 8000 758 0	Transfer to Emp. Benefit Fund	0.00	0.00	0.00	0.00
9900 9900					

**Expenditure Report by Function/Object -
Detail_KW**

07/08/2016 02:02 PM

Regular; Processing Month 07/2016; Function Number 49 Records Selected; Fund
Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 9900 000 0	Non-programed Expense	0.00	0.00	0.00	(2,285.97)
9930 9930					
01 9930 110 0	Cooks Salaries	84,732.00	1,140.80	92.32	6,508.05
01 9930 210 0	Social Security	6,000.00	85.14	98.44	93.86
01 9930 220 0	Retirement	8,000.00	112.69	88.36	930.87
01 9930 230 0	Health Insurance	13,000.00	543.86	71.12	3,754.38
01 9930 290 0	Long Term Disability	500.00	10.75	83.28	83.59
01 9930 291 0	Other Benefits (unemploy)	0.00	0.00	0.00	0.00
01 9930 292 0	Workmen's Comp	0.00	0.00	0.00	0.00
9990 9990					
01 9990 231 0	Cafeteria Plan -mdr	0.00	0.00	0.00	0.00
01 9990 232 0	Cafeteria Plan - Depc	0.00	0.00	0.00	0.00
01	GENERAL FUND	<u>7,226,892.00</u>	<u>516,341.61</u>	<u>84.07</u>	<u>1,151,482.21</u>

Account Balances - As of 6/30/2016

As of 6/30/2016

7/7/2016

Page 1

Account	6/30/2016 Balance
Bank Accounts	
Activity Acct COD #xxx641	5,730.55
Activity Fund Ck - SBTR	56,516.40
Back Pack Program - SBTR #xx-64013	1,631.70
Bond Acct - ANB #xx16185	44,736.92
Breakfast&Lunch Program - SBTR	20,405.74
Building Ck Acct - ANB #xx0640	404,732.19
Depreciation - ANB #xx73541	140,279.40
Employee Benefit Fund Ck - ANB #xx18567	10,456.34
Employee Benefit Fund - ANB #xx87455	200,016.83
Flex Plan -ANB#xx44531	12,578.51
General COD - SBTR #xx0199	15,753.48
General COD - SBTR #xx0909	63,043.10
General COD - TierOne #xx97395	39,097.24
General Fund Acct - ANB #xx2567	2,244,206.05
Office Acct - ANB #xx83638	7,346.33
Payroll Ck - ANB #xx2648	7,303.13
QCUP Ck - ANB #xx2583	254,167.55
Student Fees -ANB #xx35156	3,507.04
Unemployment Ck - ANB #xx2680	297.19
TOTAL Bank Accounts	3,531,805.69
OVERALL TOTAL	3,531,805.69

HTRS Evaluation

Implementation Plan 2016-

	Fall	Winter December 9th (All Day)	Spring
Effective Practice 4	Marzano DQ: 4 & 9 (Aug.16)		
Effective Practice 3		Marzano DQ: 2 (Nov.11) Marzano Domain 2 (Dec.9)	
Effective Practice 5			Marzano DQ: 1 (Feb.24) Domain 3 (Feb.24)

HTRS Evaluation

Implementation Plan 2017-

Effective Practice 1	Domain 4 (Aug.)
Effective Practice 2	Possible Domain 3 (53, 54)
Effective Practice 6	
Effective Practice 7	

2018



The Marzano

Teacher Evaluation Model

May 2013

*The four domains of the
Marzano Teacher Evaluation Model*

Classroom Strategies
and Behaviors

Preparing and Planning

Reflecting on Teaching

Collegiality and
Professionalism



OUR MISSION

To provide the best research, the most useful actions, and the highest level of services to educators.

OUR VISION

To continuously develop tools that translate high quality educational research into practical applications educators can put to immediate use.

OUR GOAL

To be the place educators go for the latest information and data, synthesized into clear, concise resources that facilitate immediate action.

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Introduction

The Marzano Teacher Evaluation Model is based on a number of previous, related works, including *What Works in Schools* (Marzano, 2003), *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management That Works* (Marzano, 2003), *Classroom Assessment and Grading That Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of educational research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement.

The model includes four domains:

Domain 1: Classroom Strategies and Behaviors

Domain 2: Planning and Preparing

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

A variety of states, districts, and schools across the country use the Marzano Teacher Evaluation Model. At a formal level, the states of New York, New Jersey, and Florida employ the model as a whole or in part as the basis for teacher evaluation. It is also being piloted or considered in a number of other states (e.g., Oklahoma and Missouri). Additionally, a growing number of districts across the country have adopted or adapted the model as the basis for teacher feedback and development (e.g., Cherry Creek Public Schools, Denver, Colorado; Adams School District 50, Westminster, Colorado; and Rockwall School District, Rockwall, Texas). Consultants for Marzano Research use the model as the basis for teacher evaluation and feedback in all professional development conducted with individual schools. Thus, the model is also being used as the basis for professional development in a wide variety of schools across the country. Web-based tools for gathering, aggregating, and reporting data on teacher status and growth are available from Learning Science International.

Elements of the Marzano Teacher Evaluation Model

The Marzano Teacher Evaluation Model contains sixty elements designed to inform the instructional practices of teachers. There are forty-one elements in Domain 1, eight in Domain 2, five in Domain 3, and six in Domain 4. The specifics of each domain are outlined below. For a detailed discussion of these elements, see *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011).

Domain 1: Classroom Strategies and Behaviors

Domain 1 focuses on classroom strategies and behaviors that impact student achievement. Given that forty-one of the sixty elements in the model are from Domain 1, the model clearly emphasizes what occurs in the classroom, which differentiates it from some other teacher evaluation models. The forty-one elements in Domain 1 are divided into three segments: (1) segments involving routine events, (2) segments addressing content, and (3) segments enacted on the spot.

Domain 1: Segments Involving Routine Events
<p><i>Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?</i></p> <p>Element 1: Providing clear learning goals and scales (rubrics)</p> <p>Element 2: Tracking student progress</p> <p>Element 3: Celebrating success</p>
<p><i>Design Question: What will I do to establish and maintain classroom rules and procedures?</i></p> <p>Element 4: Establishing and maintaining classroom rules and procedures</p> <p>Element 5: Organizing the physical layout of the classroom</p>

Domain 1: Segments Addressing Content

Design Question: What will I do to help students effectively interact with new knowledge?

Element 6: Identifying critical information

Element 7: Organizing students to interact with new knowledge

Element 8: Previewing new content

Element 9: Chunking content into “digestible bites”

Element 10: Helping students process new information

Element 11: Helping students elaborate on new information

Element 12: Helping students record and represent knowledge

Element 13: Helping students reflect on their learning

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Element 14: Reviewing content

Element 15: Organizing students to practice and deepen knowledge

Element 16: Using homework

Element 17: Helping students examine similarities and differences

Element 18: Helping students examine errors in reasoning

Element 19: Helping students practice skills, strategies, and processes

Element 20: Helping students revise knowledge

Design Question: What will I do to help students generate and test hypotheses about new knowledge?

Element 21: Organizing students for cognitively complex tasks

Element 22: Engaging students in cognitively complex tasks involving hypothesis generation and testing

Element 23: Providing resources and guidance

Domain 1: Segments Enacted on the Spot

Design Question: What will I do to engage students?

Element 24: Noticing when students are not engaged

Element 25: Using academic games

Element 26: Managing response rates

Element 27: Using physical movement

Element 28: Maintaining a lively pace

Element 29: Demonstrating intensity and enthusiasm

Element 30: Using friendly controversy

Element 31: Providing opportunities for students to talk about themselves

Element 32: Presenting unusual or intriguing information

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Element 33: Demonstrating “withitness”

Element 34: Applying consequences for lack of adherence to rules and procedures

Element 35: Acknowledging adherence to rules and procedures

Design Question: What will I do to establish and maintain effective relationships with students?

Element 36: Understanding students’ interests and backgrounds

Element 37: Using verbal and nonverbal behaviors that indicate affection for students

Element 38: Displaying objectivity and control

Design Question: What will I do to communicate high expectations for all students?

Element 39: Demonstrating value and respect for low-expectancy students

Element 40: Asking questions of low-expectancy students

Element 41: Probing incorrect answers with low-expectancy students

Domain 2: Planning and Preparing

Domain 2 focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation gives a teacher enough time to incorporate effective classroom strategies and behaviors. The eight elements in Domain 2 are divided into three categories: (1) planning and preparing for lessons and units, (2) planning and preparing for use of materials and technology, and (3) planning and preparing for special needs of students.

Domain 2: Planning and Preparing for Lessons and Units
Element 1: Planning and preparing for effective scaffolding of information within lessons
Element 2: Planning and preparing for lessons within a unit that progress toward a deep understanding and transfer of content
Element 3: Planning and preparing for appropriate attention to established content standards
Domain 2: Planning and Preparing for Use of Materials and Technology
Element 4: Planning and preparing for the use of available materials for upcoming units and lessons
Element 5: Planning and preparing for the use of available technologies such as interactive whiteboards, response systems, and computers
Domain 2: Planning and Preparing for Special Needs of Students
Element 6: Planning and preparing for the needs of English language learners
Element 7: Planning and preparing for the needs of special education students
Element 8: Planning and preparing for the needs of students who come from home environments that offer little support for schooling

Domain 3: Reflecting on Teaching

Domain 3 focuses on teacher self-reflection, a vital metacognitive step in teacher development.

The five elements in Domain 3 are divided into two categories: (1) evaluating personal performance and (2) developing and implementing a professional growth plan.

Domain 3: Evaluating Personal Performance
Element 1: Identifying specific areas of pedagogical strength and weakness within Domain 1
Element 2: Evaluating the effectiveness of individual lessons and units
Element 3: Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students
Domain 3: Developing and Implementing a Professional Growth and Development Plan
Element 4: Developing a written growth and development plan
Element 5: Monitoring progress relative to the professional growth and development plan

Domain 4: Collegiality and Professionalism

Domain 4 focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish. The six elements in Domain 4 are divided into three categories: (1) promoting a positive environment, (2) promoting exchange of ideas and strategies, and (3) promoting district and school development.

Domain 4: Promoting a Positive Environment
Element 1: Promoting positive interactions about colleagues
Element 2: Promoting positive interactions about students and parents
Domain 4: Promoting Exchange of Ideas and Strategies
Element 3: Seeking mentorship for areas of need or interest
Element 4: Mentoring other teachers and sharing ideas and strategies
Domain 4: Promoting District and School Development
Element 5: Adhering to district and school rules and procedures
Element 6: Participating in district and school initiatives

As indicated above, Domain 1 contains forty-one elements, Domain 2 contains eight elements, Domain 3 contains five elements, and Domain 4 contains six elements. Teacher status and growth can be assessed in each component of the model in a manner that is consistent with state guidelines and the requirements of Race to the Top legislation.

The Research Behind the Model

Each of the works from which the model was developed report substantial research on the elements they address. For example, *The Art and Science of Teaching* includes over 25 tables reporting the research on the various elements of Domain 1. These tables report the findings from meta-analytic studies and the average effect sizes computed in these studies. In all, over 5,000 studies (i.e., effect sizes) are covered in the tables representing research over the last five decades. The same can be said for the other titles listed above. Thus, one can say that the model was initially based on thousands of studies that span multiple decades and these studies were chronicled and catalogued in books that have been widely disseminated in the United States. Specifically, over 2 million copies of the books cited above have been purchased and disseminated to K–12 educators across the United States.

Experimental/Control Studies

Perhaps one of the more unique aspects of the research on this model is that a growing number of experimental/control studies have been conducted by practicing teachers on the effectiveness of specific strategies in their classrooms (see Haystead & Marzano, 2010b). This is unusual in the sense that these studies are designed to establish a direct causal link between elements of the model and student achievement. Studies that use correlation analysis techniques (see next section) can establish a link between elements of a model and student achievement, but causality cannot be easily inferred. Other evaluation models currently used throughout the country appear to rely more heavily or exclusively on correlational data regarding the relationship between their elements and student achievement.

To date, over 300 experimental/control studies have been conducted. These studies involved over 14,000 students and 300 teachers across 38 schools in 14 districts. The average effect size for strategies addressed in the studies was .42, with some studies reporting effect sizes of 2.00 and higher. An average effect size of .42 is associated with a 16 percentile point gain in student achievement. Stated differently, on average when teachers use the classroom strategies and

behaviors in the model, their typical student achievement increased by 16 percentile points. However, even larger gains (e.g., those associated with effect sizes as high as 2.00) can be realized if specific strategies are used in specific ways.

Correlational Studies

As mentioned above, correlational studies are the most common approach to examining the validity of an evaluation model. Such studies have been and continue to be conducted on various elements of the Marzano Teacher Evaluation Model. For example, such a study was conducted in the state of Oklahoma as a part of their examination of elements related to student achievement in K–12 schools (see *What Works in Oklahoma Schools: Phase I Report* and *What Works in Oklahoma Schools: Phase II Report* by Marzano Research, 2010 and 2011, respectively). These studies involved 59 schools, 1,117 teachers, and over 13,000 K–12 students. Collectively, the reports indicate positive relationships with various elements of the Marzano Teacher Evaluation Model across the domains. Specific emphasis was placed on Domain 1, particularly in the Phase II report. Using state mathematics and reading test data, 96% of the 82 correlations (i.e., 41 correlations for mathematics and 41 for reading) were found to be positive, with some as high as .40 and greater. A .40 correlation translates to an effect size (i.e., standardized mean difference) of .87 which is associated with a 31 percentile point gain in student achievement. These studies also aggregated data across the nine design questions in Domain 1. All correlations were positive for this aggregated data. Seven of those correlations ranged from .33 to .40. These correlations translate into effect sizes of .70 and higher. Relatively large correlations such as these were also reported for the total number of Domain 1 strategies used by teachers in a school, implying a schoolwide effect for the use of the model. Specifically, the number of Domain 1 strategies teachers used in school had a .35 correlation with reading proficiency and a .26 correlation with mathematics proficiency.

Technology Studies

Another unique aspect of the research conducted on the model is that its effects have been examined in the context of technology. For example, a two-year study was conducted to determine (in part) the relationship between selected elements from Domain 1 and the

effectiveness of interactive whiteboards in enhancing student achievement (see *Final Report: A Second Year Evaluation Study of Promethean ActivClassroom* by Haystead & Marzano, 2010a). In all, 131 experimental/control studies were conducted across various grade levels. Selected elements of Domain 1 were correlated with the effect sizes for use of the interactive whiteboards. All correlations for Domain 1 elements were positive, with some as high as .70. This implies that the effectiveness of interactive whiteboards as used in these 131 studies was greatly enhanced by the use of Domain 1 strategies.

Conclusion

In summary, the Marzano Teacher Evaluation Model was designed using thousands of studies conducted over the past five or more decades, and published in books that have been widely used by K–12 educators. In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted, indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards), and found to be highly correlated with the effectiveness of that technology.

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Appendix

Scales for the Marzano Teacher Evaluation Model

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Involving Routine Events

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so all students can see it.
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment.
- Teacher makes reference to the learning goal throughout the lesson.
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it.
- Teacher makes reference to the scale or rubric throughout the lesson.

Student Evidence

- When asked, students can explain the learning goal for the lesson.
- When asked, students can explain how their current activities relate to the learning goal.
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and the levels of performance	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Involving Routine Events

Element 2: Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- Teacher helps students track their individual progress on the learning goal.
- Teacher assigns scores using a scale or rubric that depicts student status relative to the learning goal.
- Teacher uses formal and informal means to assign scores to students.
- Teacher charts the progress of the entire class on the learning goal.

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric.
- Students systematically update their status on the learning goal.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance	Facilitates tracking of student progress using a formative approach to assessment	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Involving Routine Events

Element 3: Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric.
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal.
- Teacher acknowledges and celebrates the final status and progress of the entire class.
- Teacher uses a variety of ways to celebrate success, such as (1) show of hands, (2) certification of success, (3) parent notification, and (4) round of applause.

Student Evidence

- Students show signs of pride regarding their accomplishments in the class.
- When asked, students say they want to continue to make progress.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status	Provides students with recognition of their current status and their knowledge gain relative to the learning goal	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Involving Routine Events

Design Question: What will I do to establish and maintain classroom rules and procedures?

Element 4: Establishing and Maintaining Classroom Rules and Procedures	
The teacher reviews expectations regarding rules and procedures to ensure their effective execution.	
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher involves students in designing classroom routines. <input type="checkbox"/> Teacher uses classroom meetings to review and process rules and procedures. <input type="checkbox"/> Teacher reminds students of rules and procedures. <input type="checkbox"/> Teacher asks students to restate or explain rules and procedures. <input type="checkbox"/> Teacher provides cues or signals when a rule or procedure should be used. 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students follow clear routines during class <input type="checkbox"/> When asked, students can describe established rules and procedures <input type="checkbox"/> When asked, students describe the classroom as an orderly place <input type="checkbox"/> Students recognize cues and signals from the teacher <input type="checkbox"/> Students regulate their own behavior

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures	Establishes and reviews expectations regarding rules and procedures	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Involving Routine Events

Element 5: Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Teacher Evidence

- The physical layout of the classroom has clear traffic patterns.
- The physical layout of the classroom provides easy access to materials and centers.
- The classroom is decorated in a way that enhances student learning, including (1) bulletin boards that relate to current content and (2) student work on display.

Student Evidence

- Students move easily about the classroom.
- Students make use of materials and learning centers.
- Students attend to examples of their work that are displayed.
- Students attend to information on the bulletin boards.
- Students can easily focus on instruction.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning	Organizes the physical layout of the classroom to facilitate movement and focus on learning	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Addressing Content

Design Question: What will I do to help students effectively interact with new knowledge?

Element 6: Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important.
- Teacher tells students to get ready for some important information.
- Teacher cues the importance of upcoming information in some indirect fashion, using (1) tone of voice, (2) body position, or (3) level of excitement.

Student Evidence

- When asked, students can describe the level of importance of the information addressed in class.
- When asked, students can explain why the content is important to pay attention to.
- Students visibly adjust their level of engagement.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information	Signals to students which content is critical versus non-critical	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Addressing Content

Element 7: Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- Teacher has established routines for student grouping and student interaction in groups.
- Teacher organizes students into ad hoc groups for the lesson using (1) dyads, (2) triads, or (3) small groups up to about 5.

Student Evidence

- Students move to groups in an orderly fashion.
- Students appear to understand expectations about appropriate behavior in groups in that they (1) respect opinions of others, (2) add their perspective to discussions, and (3) ask and answer questions.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing	Organizes students into small groups to facilitate the processing of new knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 8: Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence

- Teacher uses preview questions before reading.
- Teacher uses K-W-L strategy or a variation of it.
- Teacher provides an advanced organizer, such as an outline or graphic organizer.
- Teacher has students brainstorm.
- Teacher uses an anticipation guide.
- Teacher uses a motivational hook or launching activity, such as presenting anecdotes or a short selection from a video.
- Teacher uses a word splash activity to connect vocabulary to upcoming content.
- When necessary, the teacher reteaches basic information or skills.

Student Evidence

- When asked, student can explain linkages with prior knowledge.
- When asked, students make predictions about upcoming content.
- When asked, students can provide a purpose for what they are about to learn.
- Students actively engage in previewing activities.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 9: Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation.
- While playing a video, the teacher pauses it at key junctures.
- During a demonstration, the teacher stops at strategic points.
- While students are reading information or stories orally as a class, the teacher stops at strategic points.

Student Evidence

- When asked, students can explain why the teacher is stopping at various points.
- Students appear to know what is expected of them when the teacher stops at strategic points.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate	Breaks input experiences into small chunks based on student needs	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 10: Helping Students Process New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- Teacher has group members summarize new information.
- Teacher employs formal group processing strategies, such as (1) jigsaw, (2) reciprocal teaching, or (3) concept attainment.

Student Evidence

- When asked, students can explain what they have just learned.
- Students volunteer predictions.
- Students voluntarily ask clarification questions.
- Groups are actively discussing the content by asking and answering questions about the information and making predictions about what they expect next.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in summarizing, predicting, and questioning activities and monitors the extent to which the activities enhance students' understanding	Engages students in summarizing, predicting, and questioning activities	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 11: Helping Students Elaborate on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- Teacher asks explicit questions that require students to make elaborative inferences about the content.
- Teacher asks students to explain and defend their inferences.
- Teacher presents situations or problems that require inferences.

Student Evidence

- Students volunteer answers to inferential questions.
- Students provide explanations and “proofs” for inferences.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught	Engages students in answering inferential questions	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 12: Helping Students Record and Represent Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- Teacher asks students to summarize the information they have learned.
- Teacher asks students to generate notes that identify critical information in the content.
- Teacher asks students to create nonlinguistic representations for new content, such as graphic organizers, pictures, pictographs, and flow charts.
- Teacher asks students to create mnemonics that organize the content.

Student Evidence

- Students' summaries and notes include critical content.
- Students' nonlinguistic representation include critical content.
- When asked, students can explain main points of the lesson.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 13: Helping Students Reflect on Their Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about.
- Teacher asks students to state or record how hard they tried.
- Teacher asks students to state or record what they might have done to enhance their learning.

Student Evidence

- When asked, students can explain what they are clear about and what they are confused about.
- When asked, students can describe how hard they tried.
- When asked, students can explain what they could have done to enhance their learning.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort	Engages students in reflecting on their own learning and the learning process	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Element 14: Reviewing Content	
The teacher engages students in a brief review of content that highlights the critical information.	
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher begins the lesson with a brief review of content. <input type="checkbox"/> Teacher uses specific strategies to review information, including (1) summaries, (2) problems that must be solved using previous information, (3) questions that require a review of content, (4) demonstration, and (5) brief practice test or exercise. <input type="checkbox"/> When necessary, the teacher reteaches basic information or skills. 	<p>Student Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can describe the previous content on which new lesson is based. <input type="checkbox"/> Student responses to class activities indicate that they recall previous content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content	Engages students in a brief review of content that highlights the critical information	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 15: Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content.
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process.

Student Evidence

- When asked, students explain how the group work supports their learning.
- While in groups, students interact in explicit ways (such as asking each other questions or obtaining peer feedback) to deepen their knowledge of informational content or practice a skill, strategy, or process.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning	Organizes students into groups to practice and deepen their knowledge	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 16: Using Homework

When appropriate (as opposed to routinely), the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy, or process.

Teacher Evidence

- Teacher communicates a clear purpose for homework.
- Teacher extends an activity that was begun in class to provide students with more time.
- Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently.

Student Evidence

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process.
- Students ask clarifying questions of the homework that help them understand its purpose.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process and monitors the extent to which students understand the homework	When appropriate (as opposed to routinely), assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 17: Helping Students Examine Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences between content, such as (1) comparison activities, (2) classifying activities, (3) analogy activities, and (4) metaphor activities.
- Teacher facilitates the use of these activities to help students deepen their understanding of content by (1) asking students to summarize what they have learned from the activity and (2) asking students to explain how the activity has added to their understanding.

Student Evidence

- Student artifacts indicate that their knowledge has been extended as a result of the activity.
- When asked about the activity, student responses indicate that they have deepened their understanding.
- When asked, students can explain similarities and differences.
- Student artifacts indicate that they can identify similarities and differences.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	When content is informational, engages students in activities that require them to examine similarities and differences and monitors the extent to which the students are deepening their knowledge	When content is informational, engages students in activities that require them to examine similarities and differences	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 18: Helping Students Examine Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies such as (1) faulty logic, (2) attack, (3) weak reference, and (4) misinformation.
- Teacher asks students to examine the strength of support presented for a claim by evaluating (1) clarity of the claim statement, (2) evidence for the claim presented, and (3) qualifiers presented showing exceptions to the claim.
- Teacher asks students to examine claims to determine if they contain statistical limitations involving regression, conjunction, base rates, extrapolation, or the cumulative nature of risk.

Student Evidence

- When asked, students can describe errors or informal fallacies in information.
- Student artifacts indicate that they can identify errors in reasoning.
- When asked, students can explain the overall structure of an argument presented to support a claim.
- When asked, students can describe common statistical errors.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 19: Helping Students Practice Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process, utilizing either (1) guided practice if students cannot perform the skill, strategy, or process independently, or (2) independent practice if students can perform the skill, strategy, or process independently.

Student Evidence

Students perform the skill, strategy, or process with increased confidence.

Students perform the skill, strategy, or process with increased competence.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency	When content involves a skill, strategy, or process, engages students in practice activities	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 20: Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes.
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content.
- Teacher has students explain how their understanding has changed.

Student Evidence

- Students make corrections to information previously recorded about content.
- When asked, students can explain previous errors or misconceptions they had about content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding	Engages students in revision of previous content	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Addressing Content

Design Question: What will I do to help students generate and test hypotheses about new knowledge?

Element 21: Organizing Students for Cognitively Complex Tasks	
The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.	
<p>Teacher Evidence</p> <p><input type="checkbox"/> Teacher establishes the need to generate and test hypotheses.</p> <p><input type="checkbox"/> Teacher organizes students into groups to generate and test hypotheses.</p>	<p>Student Evidence</p> <p><input type="checkbox"/> When asked, students describe the importance of generating and testing hypotheses about content.</p> <p><input type="checkbox"/> When asked, students explain how groups support their learning.</p> <p><input type="checkbox"/> Students use group activities to help them generate and test hypotheses.</p>

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses	Organizes students into groups to facilitate working on cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Addressing Content

Element 22: Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generating and Testing

The teacher engages students in complex tasks (e.g., decision-making, problem-solving, experimental-inquiry, and investigation tasks) that require them to generate and test hypotheses.

Teacher Evidence

- Teacher engages students with an explicit decision-making, problem-solving, experimental-inquiry, or investigation task that requires them to generate and test hypotheses.
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses.

Student Evidence

- Students are clearly working on tasks that require them to generate and test hypotheses.
- When asked, students can explain the hypothesis they are testing.
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed.
- Student artifacts indicate that they can engage in decision-making, problem-solving, experimental-inquiry, or investigation tasks.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Engages students in cognitively complex tasks (e.g., decision-making, problem-solving, experimental-inquiry, and investigation tasks) and monitors the extent to which students are generating and testing hypotheses	Engages students in cognitively complex tasks (e.g., decision-making, problem-solving, experimental-inquiry, and investigation tasks)	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Addressing Content

Element 23: Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks.

Teacher Evidence

- Teacher asks students to provide support for their claims.
- Teacher asks students to examine their claims for errors in reasoning or statistical limitations.
- Teacher makes himself or herself available to students who need guidance or resources by (1) circulating around the room and (2) providing easy access to himself or herself.
- Teacher interacts with students during the class to determine their needs for hypothesis generating and testing tasks.
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students.

Student Evidence

- Students provide grounds, backing, and qualifiers to support their claims.
- Students find and correct errors or limitations in their claims.
- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks.
- When asked, students can explain how the teacher provides assistance and guidance for hypothesis generation and testing tasks.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources	Acts as a guide and resource provider as students engage in cognitively complex tasks	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Design Question: What will I do to engage students?

Element 24: Noticing When Students Are Not Engaged	
The teacher scans the room, making note of when students are not engaged and taking overt action.	
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged. <input type="checkbox"/> Teacher notices when the energy level in the room is low. <input type="checkbox"/> Teacher takes action to re-engage students.	<p>Student Evidence</p> <input type="checkbox"/> Students appear aware of the fact that the teacher is taking note of their level of engagement. <input type="checkbox"/> Students try to increase their level of engagement when prompted. <input type="checkbox"/> When asked, students explain that the teacher expects high levels of engagement.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Scans the room, making note of when students are not engaged and taking action and monitors the extent to which students re-engage	Scans the room, making note of when students are not engaged and taking action	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 25: Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Teacher Evidence

- Teacher uses structured games such as What is the Question?, Name That Category, Talk a Mile A Minute, and Classroom Feud.
- Teacher develops impromptu games such as making a game out of guessing which answer might be correct for a given question.
- Teacher uses inconsequential competition along with classroom games.

Student Evidence

- Students engage in the games with some enthusiasm.
- When asked, students can explain how the games keep their interest and help them learn or remember content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game	Uses academic games and inconsequential competition to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 26: Managing Response Rates

The teacher uses response-rate techniques to maintain student engagement in questions.

Teacher Evidence

- Teacher uses wait time.
- Teacher uses response cards.
- Teacher has students use hand signals to respond to questions.
- Teacher uses choral response.
- Teacher uses technology to keep track of students' responses.
- Teacher uses response chaining.

Student Evidence

- Multiple students or the entire class respond to questions the teacher poses.
- When asked, students can describe their thinking about specific questions the teacher poses.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses response-rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged	Uses response-rate techniques to maintain student engagement in questions	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 27: Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- Teacher has students stand up and stretch or do related activities when their energy is low.
- Teacher uses activities that require students to physically move to respond to questions, such as (1) vote with your feet or (2) go to the part of the room that represents the answer you agree with.
- Teacher has students physically act out or model content to increase energy and engagement.
- Teacher use give one, get one activities that require students to move about the room.

Student Evidence

- Students engage in the physical activities the teacher designs.
- When asked, students can explain how the physical movement keeps their interest and helps them learn.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement	Uses physical movement to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 28: Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Teacher Evidence

- Teacher employs crisp transitions from one activity to another.
- Teacher alters pace appropriately (i.e., speeds up and slows down).

Student Evidence

- Students quickly adapt to transitions and re-engage when a new activity is begun.
- When asked, about the pace of the class, students describe it as neither too fast nor too slow.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged	Uses pacing techniques to maintain students' engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 29: Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Teacher Evidence

- Teacher describes personal experiences that relate to the content.
- Teacher signals excitement for content through physical gestures, voice tone, and dramatization of information.
- Teacher overtly adjusts the energy level.

Student Evidence

- When asked, students say that the teacher “likes the content” and “likes teaching.”
- Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases	Demonstrates intensity and enthusiasm for the content in a variety of ways	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 30: Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Teacher Evidence

- Teacher structures mini-debates about the content.
- Teacher has students examine multiple perspectives and opinions about the content.
- Teacher elicits different opinions on content from members of the class.

Student Evidence

- Students engage in friendly controversy activities with enhanced engagement.
- When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, students explain how a friendly controversy activity helped them better understand the content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement	Uses friendly controversy techniques to maintain student engagement	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 31: Providing Opportunities for Students to Talk About Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Teacher Evidence

- Teacher is aware of student interests and makes connections between these interests and class content.
- Teacher structures activities that ask students to make connections between the content and their personal interests.
- When students explain how content relates to their personal interests, the teacher appears encouraging and interested.

Student Evidence

- Students engage in activities that require them to make connections between their personal interests and the content.
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement	Provides students with opportunities to relate what is being addressed in class to their personal interests	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 32: Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Teacher Evidence

- Teacher systematically provides interesting facts and details about the content.
- Teacher encourages students to identify interesting information about the content.
- Teacher engages students in activities like “believe it or not” about the content.
- Teacher uses guest speakers to provide unusual information about the content.
- Teacher tells stories that are related to the content.

Student Evidence

- Students’ attention increases when unusual information is presented about the content.
- When asked, students explain how the unusual information makes them more interested in the content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content	Uses unusual or intriguing information about the content	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Design Question: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

Element 33: Demonstrating “Withitness”	
The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.	
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher physically occupies all quadrants of the room. <input type="checkbox"/> Teacher scans the entire room, making eye contact with all students. <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately. <input type="checkbox"/> Teacher proactively addresses inflammatory situations.	<p>Student Evidence</p> <input type="checkbox"/> Students recognize that the teacher is aware of their behavior. <input type="checkbox"/> When asked, students describe the teacher as “aware of what is going on” or as someone who “has eyes on the back of his or her head.”

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior	Uses behaviors associated with “withitness”	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher consistently and fairly applies consequences for not following rules and procedures.

Teacher Evidence

- Teacher provides nonverbal signals when students' behavior is not appropriate, such as (1) eye contact, (2) proximity, (3) a tap on the desk, (4) shaking head "no."
- Teacher provides verbal signals when students' behavior is not appropriate, such as (1) telling students to stop or (2) telling students that their behavior is in violation of a rule or procedure.
- Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior).
- Teacher involves the home when appropriate (i.e., calls parents to help extinguish inappropriate behavior).
- Teacher uses direct cost consequences when appropriate (e.g., student must fix something he or she has broken).

Student Evidence

- Students cease inappropriate behavior when the teacher signals.
- Students accept consequences as part of the way class is conducted.
- When asked, students describe the teacher as fair in application of rules.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed	Applies consequences for not following rules and procedures consistently and fairly	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Enacted on the Spot

Element 35: Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Teacher Evidence

- Teacher provides nonverbal signals that a rule or procedure has been followed, such as a (1) smile, (2) nod of head, or (3) high five.
- Teacher gives verbal cues that a rule or procedure has been followed, such as (1) thanking students for following a rule or procedure or (2) describing student behaviors that adhere to rule or procedure.
- Teacher notifies the home when a rule or procedure has been followed.
- Teacher uses tangible recognition when a rule or procedure has been followed, such as (1) a certificate of merit or (2) token economies.

Student Evidence

- Students appear appreciative of the teacher acknowledging their positive behavior.
- When asked, students describe teacher as appreciative of their good behavior.
- The number of students adhering to rules and procedure increases.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior	Acknowledges adherence to rules and procedures consistently and fairly	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Design Question: What will I do to establish and maintain effective relationships with students?

Element 36: Understanding Students' Interests and Backgrounds	
The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.	
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher has side discussions with students about events in their lives. <input type="checkbox"/> Teacher has discussions with students about topics they are interested in. <input type="checkbox"/> Teacher builds student interests into lessons.	<p>Student Evidence</p> <input type="checkbox"/> When asked, students describe the teacher as someone who knows them and is interested in them. <input type="checkbox"/> Students respond when the teacher demonstrates understanding of their interests and background. <input type="checkbox"/> When asked, students say they feel accepted.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses students' interests and backgrounds during interactions with students and monitors the sense of community in the classroom	Uses students' interests and backgrounds during interactions with students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 37: Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behaviors that indicate affection for students.

Teacher Evidence

- Teacher compliments students regarding academic and personal accomplishments.
- Teacher engages in informal conversations with students that are not related to academics.
- Teacher uses humor with students when appropriate.
- Teacher smiles or nods at students when appropriate.
- Teacher puts hand on students' shoulders when appropriate.

Student Evidence

- When asked, students describe the teacher as someone who cares for them.
- Students respond to the teacher's verbal interactions.
- Students respond to the teacher's nonverbal interactions.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom	Uses verbal and nonverbal behaviors that indicate caring for students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 38: Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

- Teacher does not exhibit extremes in positive or negative emotions.
- Teacher addresses inflammatory issues and events in a calm and controlled manner.
- Teacher interacts with all students in the same calm and controlled fashion.
- Teacher does not demonstrate personal offense at student misbehavior.

Student Evidence

- Students are settled by the teacher's calm demeanor.
- When asked, the students describe the teacher as in control of himself or herself and in control of the class.
- When asked, students say that the teacher does not hold grudges or take things personally.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Behaves in an objective and controlled manner and monitors the effect on the classroom climate	Behaves in an objective and controlled manner	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Design Question: What will I do to communicate high expectations for all students?

Element 39: Demonstrating Value and Respect for Low-Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.

Teacher Evidence

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high-expectancy students in the past.
- Teacher provides low-expectancy students with nonverbal indications that they are valued and respected, such as (1) eye contact, (2) smiling, and (3) appropriate physical contact.
- Teacher provides low-expectancy students with verbal indications that they are valued and respected, such as (1) playful dialogue and (2) addressing students in a manner they view as respectful.
- Teacher does not allow negative comments about low-expectancy students.

Student Evidence

- When asked, students say that the teacher cares for all students.
- Students treat each other with respect.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Exhibits behaviors that demonstrate value and respect for low-expectancy students and monitors the impact on the students	Exhibits behaviors that demonstrate value and respect for low-expectancy students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS
Lesson Segments Enacted on the Spot

Element 40: Asking Questions of Low-Expectancy Students

The teacher asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students.

Teacher Evidence

- Teacher makes sure low-expectancy students' questions are answered at the same rate as high-expectancy students' question.
- Teacher makes sure low-expectancy students are asked challenging questions at the same rate as high-expectancy students.

Student Evidence

- When asked, students say the teacher expects everyone to participate.
- When asked, students say the teacher asks difficult questions of every student.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Asks questions of low-expectancy students with the same frequency and depth with high-expectancy students and monitors the quality of participation of low-expectancy students	Asks questions of low-expectancy students with the same frequency and depth as with high-expectancy students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS

Lesson Segments Enacted on the Spot

Element 41: Probing Incorrect Answers with Low-Expectancy Students

The teacher probes incorrect answers of low-expectancy students in the same manner as he or she does with high-expectancy students.

Teacher Evidence

- Teacher asks low-expectancy students to further explain their answers when they are incorrect.
- Teacher rephrases questions for low-expectancy students when they provide an incorrect answer.
- Teacher breaks a question into smaller and simpler parts when a low-expectancy student answers a question incorrectly.
- When low-expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time.

Student Evidence

- When asked, students say that the teacher won't "let you off the hook."
- When asked, students say that the teacher "won't give up on you."
- When asked, students say the teacher helps them answer questions successfully.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
Adapts and creates new strategies for unique student needs and situations	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students and monitors the level and quality responses of low-expectancy students	Probes incorrect answers of low-expectancy students in the same manner as with high-expectancy students	Uses strategy incorrectly or with parts missing	Strategy was called for but not exhibited

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

Element 1: Planning and Preparing for Effective Scaffolding of Information Within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

Planning Evidence

- Content is organized to build upon previous information.
- Presentation of content is logical and progresses from simple to complex.
- Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or other units.
- The plan anticipates potential confusions that students may experience.

Teacher Evidence

- When asked, the teacher can describe the rationale for how the content is organized.
- When asked, the teacher can describe the rationale for the sequence of instruction.
- When asked, the teacher can describe how content is related to previous lessons, units or other content.
- When asked, the teacher can describe possible confusions that may impact the lesson or unit.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	Within lessons, the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece.	The teacher scaffolds the information, but the relationship between elements is not made clear.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

Element 2: Planning and Preparing for Lessons Within a Unit that Progress Toward a Deep Understanding and Transfer of Content

The teacher organizes lessons within units to progress toward a deep understanding of content.

Planning Evidence

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways.
- Plans incorporate student choice and initiative.
- Plans provide for extension of learning.

Teacher Evidence

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content.
- When asked, the teacher can describe how students will make choices and take initiative.
- When asked, the teacher can describe how learning will be extended.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher organizes lessons within a unit so that students move from understanding to applying the content through authentic tasks.	The teacher organizes lessons within a unit so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Lessons and Units

Element 3: Planning and Preparing for Appropriate Attention to Established Content Standards

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

Planning Evidence

- Lesson and unit plans include important content identified by the district (scope).
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district.

Teacher Evidence

- When asked, the teacher can identify or reference the important content (scope) identified by the district.
- When asked, the teacher can describe the sequence of the content to be taught as identified by the district.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced.	The teacher ensures that lessons and units include the important content identified by the district, but does not address the proper sequencing of content.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Use of Materials and Technology

Element 4: Planning and Preparing for the Use of Available Materials for Upcoming Units and Lessons

The teacher identifies the available materials for upcoming units and lessons.

Planning Evidence

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content.
- The plan outlines resources within the school that will be used to enhance students' understanding of the content.
- The plan outlines resources within the community that will be used to enhance students' understanding of the content.

Teacher Evidence

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content.
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content.
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used.	The teacher identifies the available traditional resources that can enhance student understanding, but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Use of Materials and Technology

Element 5: Planning and Preparing for the Use of Available Technologies Such as Interactive Whiteboards, Response Systems, and Computers

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

Planning Evidence

- The plan identifies available technology that will be used (e.g., interactive whiteboards, response systems, voting technologies, one-to-one computers, social networking sites, blogs, wikis, and discussion boards).
- The plan identifies how the technology will be used to enhance student learning.

Teacher Evidence

- When asked, the teacher can describe the technology that will be used.
- When asked, the teacher can articulate how the technology will be used to enhance student learning.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used.	The teacher identifies the available technologies that can enhance student understanding, but does not identify the manner in which they will be used.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Special Needs of Students

Element 6: Planning and Preparing for the Needs of English Language Learners

The teacher provides for the needs of English language learners (ELLs) by identifying the adaptations that must be made within a lesson or unit.

Planning Evidence

- The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson.
- The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction.

Teacher Evidence

- When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson.
- When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of English language learners and the adaptations that will be made to meet these needs.	The teacher identifies the needs of English language learners, but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Special Needs of Students

Element 7: Planning and Preparing for the Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

Planning Evidence

- The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson.
- The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction.

Teacher Evidence

- When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson.
- When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of special education students and the accommodations and modifications that will be made to meet these needs.	The teacher identifies the needs of special education students, but does not articulate the accommodations or modifications that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 2: PLANNING AND PREPARING

Planning and Preparing for Special Needs of Students

Element 8: Planning and Preparing for the Needs of Students Who Come From Home Environments That Offer Little Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

Planning Evidence

- The plan provides for the needs of students who come from home environments that offer little support for schooling.
- When assigning homework, the teacher takes into consideration the students' family resources.
- When communicating with the home, the teacher takes into consideration family and language resources.

Teacher Evidence

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed.
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework.
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies the needs of students who come from home environments that do not support learning and the adaptations that will be made to meet these needs.	The teacher identifies the needs of students who come from home environments that do not support learning, but does not articulate the adaptations that will be made to meet these needs.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

Element 1: Identifying Areas of Pedagogical Strength and Weakness Within Domain 1

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments, and segments that are enacted on the spot).

Teacher Evidence

- The teacher identifies specific areas of strengths and weaknesses within Domain 1.
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1.
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1.
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher identifies specific strategies and behaviors on which to improve from routine lesson segments, content lesson segments and segments that are enacted on the spot.	The teacher identifies specific strategies and behaviors on which to improve, but does not select the strategies and behaviors that are most useful for his or her development.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

Element 2: Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Teacher Evidence

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, identifies specific causes of success or failure, and uses this analysis when making instructional decisions.	The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, but does not accurately identify causes of success or failure.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 3: REFLECTING ON TEACHING

Evaluating Personal Performance

Element 3: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors Across Different Categories of Students

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

Teacher Evidence

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups).
- The teacher provides a written analysis of specific causes of success or difficulty.
- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students and identifies the reasons for discrepancies.	The teacher determines the effectiveness of specific strategies and behaviors regarding the achievement of subgroups of students, but does not accurately identify the reasons for discrepancies.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 3: REFLECTING ON TEACHING

Developing and Implementing a Professional Growth and Development Plan

Element 4: Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines, and appropriate resources.

Teacher Evidence

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources.
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher develops a written professional growth and development plan with clear and measurable goals, actions steps, timelines and appropriate resources.	The teacher develops a written professional growth and development plan, but does not articulate clear and measurable goals, action steps, timelines and appropriate resources.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 3: REFLECTING ON TEACHING
Developing and Implementing a Professional
Growth and Development Plan

Element 5: Monitoring Progress Relative to the Professional Growth and Development Plan

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

Teacher Evidence

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback).
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback).

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines and makes modifications or adaptations as needed.	The teacher charts his or her progress on the professional growth and development plan using established milestones and timelines, but does not make modifications or adaptations as needed.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

Element 1: Promoting Positive Interactions About Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

Teacher Evidence

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning.
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.
- The teacher accesses available expertise and resources to support students' learning needs.
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning.
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers.	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting a Positive Environment

Element 2: Promoting Positive Interactions About Students and Parents

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

Teacher Evidence

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.
- The teacher ensures consistent communication with parents regarding expectations, progress, and/or concerns using multiple means and modalities.
- The teacher encourages parent involvement in classroom and school activities.
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families.
- The teacher responds to requests for support, assistance and/or clarification promptly.
- When asked, the teacher can describe (1) instances when he or she interacted positively with students and parent and (2) situations in which he or she helped extinguish negative conversations about students and parents.
- When asked, students and parents can describe how the teacher interacted positively with them.
- The teacher respects and maintains confidentiality of student/family information.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive relationships and helps extinguish negative conversations about students and parents.	The teacher interacts with students and parents in a positive manner to foster learning and promote positive relationships, but does not help extinguish negative conversations about students and parents.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM
Promoting Exchange of Ideas and Strategies

Element 3: Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

Teacher Evidence

- The teacher keeps track of specific situations during which he or she has sought mentorship from others.
- The teacher actively seeks help and input in Professional Learning Community meetings.
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction.
- When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher seeks help and mentorship from colleagues regarding specific classroom strategies and behaviors.	The teacher seeks help and mentorship from colleagues, but not at a specific enough level to enhance his or her pedagogical skill.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting Exchange of Ideas and Strategies

Element 4: Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

Teacher Evidence

- The teacher keeps tracks of specific situations during which he or she mentored other teachers.
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways.
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors.
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors.	The teacher provides other teachers with help and input regarding classroom strategies and behaviors, but not at a specific enough level to enhance their pedagogical skill.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting District and School Developments

Element 5: Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

Teacher Evidence

- The teacher performs assigned duties.
- The teacher follows policies, regulations and procedures.
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records).
- The teacher fulfills responsibilities in a timely manner.
- The teacher understands legal issues related to students and families.
- The teacher demonstrates personal integrity.
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher is aware of district and school rules and procedures and adheres to them.	The teacher is aware of district and school rules and procedures, but does not adhere to all of these rules and procedures.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

Promoting District and School Developments

Element 6: Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

Teacher Evidence

- The teacher participates in school activities and events as appropriate to support students and families.
- The teacher serves on school and district committees.
- The teacher participates in staff development opportunities.
- The teacher works to achieve school and district improvement goals.
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives.
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives.

Scale

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher is a recognized leader in helping others with this activity.	The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.	The teacher is aware of the district's and school's initiatives, but does not participate in them in accordance with his or her talents and availability.	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts.	The teacher makes no attempt to perform this activity.

July 2016 Board Meeting

Recommended Policy Changes

Motion to adopt new policies 3038, 4059, 4060 and 5063 as presented.

3038 Procurement, Suspension, and Debarment Governed by Federal Procurement Regulations – New policy addressing the District’s ability to award contracts only to responsible vendors possessing the ability to perform successfully under the terms and conditions outlined.

4059 Staff and District Social Media Use – New policy that makes it unlawful for employers to require or request employee’s username and password to personal social media accounts.

4060 School Vehicle Use – New policy that requires drivers to maintain defined standards in order to drive a school vehicle. The District will be doing MVR reports on employees annually in the future.

5063 Audio and Video Recording – Requires students to obtain written permission from an administrator before using class or activity recordings for other purposes.

Motion to revise policies 4040 and 5004 as presented.

4040 Employment Terms for Classified Staff – We approved this before adding language that 12-month employees receive three days of vacation after three months of employment, but after talking with Kellie about the implementation, it is much better and efficient for her to prorate all leave from the hire date to the end of that school term (July 31).

First reading on policy 3036 Purchasing (Credit) Card Program – We have a proposed policy from KSB that requires staff members to check out and be responsible for purchases made on the cards they check out. They are required to submit receipts after purchases. The policy also details consequences for inappropriate use.

3036

Purchasing (Credit) Card Program

The board approves the use of a purchasing card (credit card) program for the purchase of goods and services for and on behalf of the school district. The board shall determine the type of purchasing card or cards to be used in the program and shall contract with a third-party provider as provided by law.

Unauthorized Purchases. In no event shall the purchasing card be used for personal purchases, purchases that are not school related, alcohol purchases, or purchases that are not allowed by law. Such unauthorized use shall result in discipline, up to and including the end of employment. Individuals who make unauthorized purchases shall reimburse the district for the expense within ten days of the purchase or the discovery of the unauthorized purchase, whichever occurs first.

Authorized Users. Individuals may be assigned an individual purchasing card as approved by the superintendent. The board may authorize additional users or to revoke or suspend user privileges. The school shall also maintain a purchasing card in the name of the school district. School district employees may purchase school related goods and services with the school district card only with authorization from the superintendent.

Documentation. Employees shall submit an itemized receipt and a purchasing card receipt to the school district. The itemized receipt shall include the name of the business, contact information, the date, a description of each item sufficient to give the board reasonable notice of the item purchased, and the price. A non-itemized credit card receipt alone is not sufficient. Designated school personnel shall maintain the documentation for at least 10 years or as otherwise required by Schedule 24 – Local Agencies (General Records) maintained by the Nebraska Records Management Division. Employees should maintain copies of any documentation submitted to the school district.

Suspension or Termination of Privileges. The board or the superintendent (or his or her designee) (1) shall temporarily or permanently suspend the purchasing card privileges of any individual that does not submit an itemized receipt for each purchasing card purchase, and (2) may temporarily or permanently suspend the purchasing card privileges of any individual for any other reason. The individual's purchasing card account shall be immediately closed and he or she shall return the purchasing card to the superintendent or board. Purchases that are not accompanied by the required documentation shall be considered unauthorized, and the individual making the purchase shall reimburse the district within ten days of the purchase or the discovery of the non-itemized purchase, whichever occurs first.

Reward Points or Rebates. Any reward points, rebates, or other benefits received from the third-party purchasing card company are and shall remain the property of the school district.

Purchase Review Procedures. The superintendent, or his or her designee, and business manager shall conduct independent reviews of credit card expenses on a monthly basis. Any unlawful or unauthorized expenditure or other discrepancy shall be brought to the attention of the offending employee, if any, and the board. Any unlawful or unauthorized purchase shall be addressed as provided in this policy or as otherwise allowed by law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

HTRS SCHOOLS

JOB TITLE: HEAD FOOD SERVICE DIRECTOR

QUALIFICATIONS:

1. Good general health.
2. Demonstrated aptitude for assigned responsibilities.
3. Such alternatives to the above qualifications as the HTRS Board of Education may find appropriate and acceptable.
4. Able to lift up to 50 lbs.
5. Food service experience required with a degree in Nutrition preferred.

REPORTS TO: Principal and/or Superintendent

JOB GOALS: To provide students with a safe, attractive, comfortable, and clean place in which to eat, learn, play, and develop.

PERFORMANCE RESPONSIBILITIES:

1. Knowledge of Hazard Analysis Critical Control Points (HAACP), food safety and sanitation principles.
2. Establish quality standards for the presentation and service of food.
3. Establish procedures to ensure that food is prepared and served in a sanitary and safe environment.
4. Develop and integrate employee safety regulations into all phases of the school food service operation.
5. Establish procedures and policies for risk management.
6. Establish measurable financial objectives and goals for the CNP (Child Nutrition Program).
7. Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies.
8. Develops procedures to ensure the food production system provides safe nutritious food of high quality.
9. Ensures operational procedures for efficient and effective food production and distribution.
10. Develops purchasing guidelines to ensure purchased food and supplies reflect product knowledge, student/staff preferences, district needs, policies, and nutrition objectives.
11. Establishes standards for receiving, storing, and inventorying food and non-food supplies based on sound principles of management.

12. Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.
13. Provides technical assistance and training for school food service personnel, school administrators, and other school support staff.
14. Develops cost-effective menus that maintain nutrition integrity and meet all local, state, and federal guidelines and regulations.
15. Assesses student/staff preferences, industry trends, and current research to plan menus that encourage participation in the CNP.
16. Works with school staff, teachers, parents, and physicians to plan menus for children with special nutrition needs.
17. Assists with designing and planning facilities that ensure efficient workflow and food production.
18. Determines equipment needs and specifications consistent with program needs and budget.
19. Follows HTRS Board of Education and local school policies and procedures.

TERMS OF EMPLOYMENT: Ten-month contract. Work schedule and work year to be established by the superintendent. Salary according to approved current schedule. Non-exempt employee.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the HTRS Board of Education policy.

Approved: July 11, 2013

HTRS SCHOOLS

JOB TITLE: ASSISTANT FOOD SERVICE WORKER

QUALIFICATIONS:

1. Good general health.
2. Demonstrated aptitude for assigned responsibilities.
3. Such alternatives to the above qualifications as the HTRS Board of Education may find appropriate and acceptable.
4. Able to lift up to 50 lbs.
5. Food service experience preferred.

REPORTS TO: Head Food Service Worker

JOB GOALS: To provide students with a safe, attractive, comfortable, and clean place in which to eat, learn, play, and develop.

Working under the direct supervision of the Head Food Service Director, using standardized procedures, providing information and/or advising others.

PERFORMANCE RESPONSIBILITIES:

1. Knowledge of Hazard Analysis Critical Control Points (HAACP), food safety and sanitation principles.
2. Understand federal, state, and local program regulations.
3. Demonstrate knowledge of meal pattern requirements.
4. Assist with identifying food ingredients for students with special needs.
5. Assist with large-scale food production, following proper meal standards, written standardized recipes and instructions, and portion control methods.
6. Portion and serve food; restock the serving line during meal service; communicate with head cook regarding food quantities needed.
7. Clean and/or set up serving lines, condiment stations, a la carte and beverage service areas; storage areas, work areas, kitchen equipment and tools.
8. Record menu items prepared, quantities and ingredients used, and leftovers on daily work production records; store food using proper safety and sanitation procedures.
9. Practice safe handling in operating large-scale food production equipment and tools.
10. Observe and practice procedures for proper food safety and sanitation.
11. Wash dishes and utensils; assist with recycling and empty refuse as needed in the kitchen.
12. Clean and maintain kitchen floors.
13. Check out supplies from storeroom; assist with deliveries and inventory.
14. Participate in training sessions, meetings and scheduled cleaning days.

15. Evaluate prepared food for flavor, appearance, and temperature for the purpose of providing items that will be accepted by students and staff.
16. Perform functions of other food service positions as requested by manager for the purpose of ensuring adequate staff coverage within site nutritional services operations.
17. Follows HTRS Board of Education and local school policies and procedures.

TERMS OF EMPLOYMENT: Nine-month contract. Work schedule and work year to be established by the superintendent. Salary according to approved current schedule. Non-exempt employee.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the HTRS Board of Education policy.

Approved: July 11, 2013