

Board of Education Regular Meeting

Room 503, West Building, Genoa Campus 816 Willard Ave, Genoa, NE

816 Willard Ave

PO Box 640

Genoa, NE 68640

Monday, December 19, 2016 5:30 PM

David Baxa: Present
Joe Beck: Present
John Nelson: Present
John Reeg: Present
Marc Swantek: Present
Jason Urkoski: Present

1. Meeting Called to Order

1.1. Open Meeting Law

1.2. Meeting Properly Published and Posted

1.3. Rules For Public Participation Stated

2. Roll Call

2.1. Excused/Unexcused Absences

3. Approval of Agenda

4. Approval of Minutes of Previous Meetings

5. Program Spotlight

6. Treasurer's Financial Report

7. Approval of Claims

8. Reports of Administrators and Committees

8.1. Visitors

8.2. Principal's Reports

8.3. Activities Report

8.4. Superintendent Report

8.5. Board of Education Report

9. Old Business

10. New Business

10.1. Consideration to Approve Board Policy Manual Updating Service

10.2. Consideration to Approve Teacher Evaluation Software with Frontline Enterprises

10.3. Consideration to Approve Master Agreement with Twin River Education Association

11. Date, Time, and Location of Next Meeting

12. Executive Session

13. Adjournment

Jennifer Swantek, Board President

Dan Preister, Board Secretary

Board Retreat

November 14, 2016 5:30 PM

Room 503, West Building at Genoa school. 816 Willard Ave., Genoa, NE

Attendance Taken at 5:30 PM:

Present Board Members:

- Dave Baxa
- Joe Beck
- John Nelson
- John Reeg
- Marc Swantek
- Jason Urkoski

I. Meeting Called to Order

- I.A. Open Meeting Law**
- I.B. Meeting Properly Published and Posted.**
- I.C. Rules for Public Participation Stated**

II. Roll Call

III. Approval of Agenda

Motion Passed: Motion to approve agenda passed with a motion by Jason Urkoski and a second by Dave Baxa.

IV. Watch the movie "Most Likely to Succeed". Discussion to follow

Discussion:
Director Board Development, Marcia Herring, lead a discussion following the movie, which tied into goals of our strategic plan.

V. Determine Indicators for Strategic Plan

Discussion:
Marcia Herring, lead the group in the development of the indicators for the strategic plan.

VI. Adjournment

Motion Passed: Motion to adjourn at 8:51 p.m. passed with a motion by John Reeg and a second by Joe Beck.

- Dave Baxa Yes
- Joe Beck Yes
- John Nelson Yes
- John Reeg Yes
- Marc Swantek Yes
- Jason Urkoski Yes

Board President/Marc Swantek

Board Secretary/Jamie Held

Board of Education Regular Meeting

November 21, 2016 7:30 PM

Room 503, West Building at Genoa School. 816 Willard Ave., Genoa, NE

Attendance Taken at 7:30 PM:

Present Board Members:

Dave Baxa
Joe Beck
John Reeg
Marc Swantek
Jason Urkoski

Absent Board Members:

John Nelson

I. Meeting Called to Order

I.A. Open Meeting Law

I.B. Meeting Properly Published and Posted

I.C. Rules For Public Participation Stated

II. Roll Call

II.A. Excused/Unexcused Absences

Motion Passed: Motion to excuse absences passed with a motion by Dave Baxa and a second by Joe Beck.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

III. Approval of Agenda

Motion Passed: Motion to approve agenda passed with a motion by Jason Urkoski and a second by John Reeg.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

IV. Approval of Minutes of Previous Meetings

Motion Passed: Motion to approve Minutes of Previous Meetings passed with a motion by Joe Beck and a second by John Reeg.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

V. Program Spotlight

Discussion:

Instructional Coach, Amy Wattier discussed the Danielson Model and explained about her observations and goal setting she has done with teachers this year.

VI. Treasurer's Financial Report

Motion Passed: passed with a motion by John Reeg and a second by Dave Baxa.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

VII. Approval of Claims

Motion Passed: Motion to approve claims passed with a motion by Joe Beck and a second by Jason Urkoski.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

VIII. Reports of Administrators and Committees

VIII.A. Visitors

Discussion:

No visitors spoke.

VIII.B. Principal's Reports

Discussion:

Mr. Heier discussed the Veterans' Day program and everyone involved did a very nice job. He reported that our MTSS team was here on November 17th and met with him and Mrs. Strain to look over student progress monitoring data and teacher observation forms. They want to come back and video some of our groups and teachers to use in their training of other schools that are just starting the MTSS process. He also reported that the Nebraska educational profile came out for the NeSA test and Twin River scored higher than the state average on every test taken.

VIII.C. Activities Report

Discussion:

Mr. Gray discussed the Veterans' Day program and how well it went. Health Screenings for students in grades 7 & 10 was done on Friday, November 11th. Juniors attended County Government Day in Fullerton on Monday, November 14th. There will be no classes for students Pre K-12 on Wednesday, November 23rd. Teachers will have a work day that day. ASVAB testing for Juniors was done on Wednesday, November 2nd. One-Act Play has competed in three competitions so far. They will be doing a public performance on Monday, November 28th at 7:30

pm. Their districts will be at Cross County on Wednesday, November 30th. Junior High Wrestling has had three meets so far. We have 22 out for JH Wrestling. Junior High Girls Basketball has played three games so far. There are 16 girls participating in JH GBB. High School Basketball started practice last Monday. As of now, we have 21 girls and 23 boys on the basketball teams. Their first games will be on Thursday, December 1st. High School Wrestling also started practice last Monday. As of now, they have 17 out. Their first meet will be Friday, December 2nd at Lakeview. The Junior High Band marched in the Veteran's Day parade in Central City on Friday, November 11th. Twin River had 17 students attend the East Husker Vocal Music Clinic in Madison on Monday, November 7th.

VIII.D. Superintendent Report

Discussion:

Dr. Weidner spoke about the Wellness Policy workshop that he attended November 4th sponsored by the Perry law firm. The focus was on the Wellness Policy and the required updates that are to be installed if the district accepts federal funds. We have copies of the surveys for AdvancED. We have not yet had the opportunity to review the results. We will have a report at the December meeting. The results for the Gallup Student Poll were made available here recently. A report at the December meeting will be presented. Dr. Weidner will meet with each Strategic Plan Committee and give an update at the December meeting. He attended the State Education Conference Wednesday through Friday of last week. Lori Swantek, John Nelson, Joe Beck and Jennifer Swantek also attended the conference. The presentations focused on funding for public schools, engaging your community, and open meetings law.

VIII.E. Board of Education Report

Discussion:

Joe Beck shared what he learned about Career Pathways in Education at the State Board Conference and would like to see Twin River try to adopt something like this as an opportunity for our students. Kids go out into the community to do job shadowing during a period of the day. Surrounding areas have done this for the last few years in the areas of Ag, business, health and technology.

IX. Old Business

X. New Business

X.A. Presentation of McREL Principal Evaluation Model

Discussion:

Dr. Kent Davis of McREL presented a Principal evaluation model. McREL is a company based out of Denver that has built a framework for balanced leadership and an evaluation model to assess that framework.

X.B. Consideration to Approve the McREL Principal Evaluation Model

Motion Passed: passed with a motion by John Reeg and a second by Jason Urkoski.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

X.C. Consideration to Declare Items as Excess Materials (Garage Door, Travelling Lawn Sprinkler)

Motion Passed: passed with a motion by Joe Beck and a second by Dave Baxa.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

X.D. Consideration to Approve Lease Purchase Agreement with Applied Connective

Motion Passed: passed with a motion by Jason Urkoski and a second by Dave Baxa.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

Discussion:

Sean Kerby from Applied Connective spoke about C-TAP. Applied Connective Technologies partners with the district to assure that the technology provided today can be renewed, refreshed or replaced as required and that the district will have emerging technologies as they become available and needed.

XI. Date, Time, and Location of Next Meeting

Discussion:

Date: December 19, 2016
Time: 5:30 p.m.
Location: Room 503, West Building, Genoa H.S.

XII. Executive Session

Motion Passed: Motion to enter into Executive Session at 8:54 p.m. passed with a motion by Jason Urkoski and a second by John Reeg.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

XIII. Adjournment

Motion Passed: Motion to adjourn at 9:18 p.m. passed with a motion by Jason Urkoski and a second by John Reeg.

Dave Baxa	Yes
Joe Beck	Yes
John Nelson	Absent
John Reeg	Yes
Marc Swantek	Yes
Jason Urkoski	Yes

Board President/Marc Swantek

Board Secretary/Jamie Held

Check Journal

Fiscal Year: 2017

Check Number	Date	Vendor ID	Vendor Name				Direct Deposit
Invoice	Invoice Date	PO Number	Ereq Num	PO Date	Description	Payable	Accrued
Account Number			Account Description				Payment
Journal Number: 171 Check Journal				Posted: 12/12/2016			
Computer Checks							
1 - GENERAL FUND							
Bank Account :A - Genoa Natl Bank Gen							
00023712	12/12/2016	ACT	Act				
31876479	12/12/2016			12/12/2016	reports/testing material		
1-2120-410-2-02			Supplies			-420.00	420.00
					Invoice Total:	-420.00	420.00
					Check Total:	-420.00	420.00
00023713	12/12/2016	AIMEADAM	Aimee Adams				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-2760-160-0-00			Sped Transportation			-89.10	89.10
					Invoice Total:	-89.10	89.10
					Check Total:	-89.10	89.10
00023714	12/12/2016	AJGENOA	John Sellhorst				
Dec 2016	12/12/2016			12/12/2016	fuel		
1-2750-336-0-00			Gas And Oil			-475.37	475.37
1-2760-160-0-00			Sped Transportation			-52.81	52.81
					Invoice Total:	-528.18	528.18
					Check Total:	-528.18	528.18
00023715	12/12/2016	ANDYKUNTZ	Andy Kuntz				
Dec 2016	12/12/2016			12/12/2016	reimburse mileage		
1-2760-160-0-00			Sped Transportation			-138.24	138.24
					Invoice Total:	-138.24	138.24
					Check Total:	-138.24	138.24
00023716	12/12/2016	APPLCONN	APPLIED CONNECTIVE				
92659	12/12/2016			12/12/2016	onsite voice services		
1-1199-382-0-00			Distance Learning & Technology			-95.00	95.00
					Invoice Total:	-95.00	95.00
92680	12/12/2016			12/12/2016	Service call		
1-1199-382-0-00			Distance Learning & Technology			-351.45	351.45
					Invoice Total:	-351.45	351.45
92698	12/12/2016			12/12/2016	Remote Voice Services		
1-1199-382-0-00			Distance Learning & Technology			-50.00	50.00
					Invoice Total:	-50.00	50.00
92737	12/12/2016			12/12/2016	remote IT services		
1-1199-382-0-00			Distance Learning & Technology			-200.00	200.00
					Invoice Total:	-200.00	200.00
					Check Total:	-696.45	696.45
00023717	12/12/2016	BANKOFAMER	Bank of America				
1399 Dec 2016	12/12/2016			12/12/2016	conference, travel, misc		
1-2410-670-2-02			Travel Expense & Mileage			-130.68	130.68
1-2410-690-2-02			Other/miscellaneous			-31.05	31.05
					Invoice Total:	-161.73	161.73
2211 Dec 2016	12/12/2016			12/12/2016	supplies/misc		

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
1-2410-410-1-01			Supplies			-9.99	9.99
1-2410-670-1-01			Travel Expense & Mileage			-34.28	34.28
1-2410-690-1-01			Other/miscellaneous			-34.64	34.64
			Invoice Total:			-78.91	78.91
5253 Dec 2016	12/12/2016			12/12/2016	FCCLA-supplies, misc		
1-1199-410-2-02			Supplies			-1,594.62	1,594.62
1-2190-670-2-02			Travel Expense & Mileage			-1,285.80	1,285.80
			Invoice Total:			-2,880.42	2,880.42
8373 Dec 2016	12/12/2016			12/12/2016	conference/travel, supplies		
1-2320-410-0-00			Supplies			-380.50	380.50
1-2320-670-0-00			Travel Expense & Mileage			-581.36	581.36
			Invoice Total:			-961.86	961.86
			Check Total:			-4,082.92	4,082.92
00023718	12/12/2016	BLACHILL	Black Hills Energy				
Dec 2016 A	12/12/2016			12/12/2016	4255997373		
1-2610-321-0-00			Heat/Fuel			-3,011.00	3,011.00
			Invoice Total:			-3,011.00	3,011.00
Dec 2016 B	12/12/2016			12/12/2016	4949030551		
1-2610-321-0-00			Heat/Fuel			-307.96	307.96
			Invoice Total:			-307.96	307.96
			Check Total:			-3,318.96	3,318.96
00023719	12/12/2016	BOYSTOWN	Boy's Town Father Flanagan's Boys				
NIE000157025	12/12/2016			12/12/2016	Sped Services		
1-1221-318-1-01			Contracted Services/maintenan			-2,611.93	2,611.93
			Invoice Total:			-2,611.93	2,611.93
			Check Total:			-2,611.93	2,611.93
00023720	12/12/2016	BROAREAC	Broad Reach				
ARU0217275	12/12/2016			12/12/2016	library books		
1-2222-430-2-02			Library Books			-230.40	230.40
			Invoice Total:			-230.40	230.40
			Check Total:			-230.40	230.40
00023721	12/12/2016	BROOPUB	Brooklyn Publishing				
37705	12/12/2016			12/12/2016	Speech Supplies		
1-1199-410-2-02			Supplies			-36.50	36.50
			Invoice Total:			-36.50	36.50
			Check Total:			-36.50	36.50
00023722	12/12/2016	CARONELS	Carol Nelson				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-1199-670-1-01			Travel /Training & Mileage			-23.76	23.76
			Invoice Total:			-23.76	23.76
			Check Total:			-23.76	23.76
00023723	12/12/2016	CENTLINK	Century Link				
Dec 2016	12/12/2016			12/12/2016	phone/internet SC		
1-2510-342-0-00			Telephone			-228.45	228.45
			Invoice Total:			-228.45	228.45

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID Invoice Date PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Check Total:						-228.45	228.45
00023724	12/12/2016	CENTNEBOBC	Central Nebraska Bobcat				
091359	12/12/2016			12/12/2016	10' Snowpusher		
1-2620-540-0-00			Grounds Capital Outlay			-2,550.00	2,550.00
Invoice Total:						-2,550.00	2,550.00
Check Total:						-2,550.00	2,550.00
00023725	12/12/2016	CENTNEBRA	Central Nebraska Rehab Services				
Dec 2016	12/12/2016			12/12/2016	SPED services		
1-1221-313-1-01			Purchased Pupil Services			-173.25	173.25
1-1221-313-1-01			Purchased Pupil Services			-78.75	78.75
1-1221-670-1-01			Travel Expense & Mileage			-23.40	23.40
1-1221-670-1-01			Travel Expense & Mileage			-9.00	9.00
1-1221-670-1-01			Travel Expense & Mileage			-576.00	576.00
1-1290-300-2-02			Early Education SPED			-1,197.00	1,197.00
1-1290-300-2-02			Early Education SPED			-220.50	220.50
1-1290-300-2-02			Early Education SPED			-488.25	488.25
1-1290-670-0-00			Travel/Mileage			-177.75	177.75
1-1290-670-0-00			Travel/Mileage			-13.95	13.95
1-1290-670-0-00			Travel/Mileage			-40.50	40.50
Invoice Total:						-2,998.35	2,998.35
Check Total:						-2,998.35	2,998.35
00023726	12/12/2016	CENTVALL	CENTRAL VALLEY AG				
Dec 2016	12/12/2016			12/12/2016	fuel		
1-2750-336-0-00			Gas And Oil			-288.54	288.54
1-2760-160-0-00			Sped Transportation			-32.05	32.05
Invoice Total:						-320.59	320.59
Check Total:						-320.59	320.59
00023727	12/12/2016	CITYGENO	City Of Genoa				
Dec 2016	12/12/2016			12/12/2016	water,sewer,garbage		
1-2610-323-0-00			Water-sewer-garbage			-399.92	399.92
Invoice Total:						-399.92	399.92
Check Total:						-399.92	399.92
00023728	12/12/2016	COLUMUSI	Columbus Music Company				
Dec 2016	12/12/2016			12/12/2016	supplies		
1-1199-410-2-02			Supplies			-75.32	75.32
Invoice Total:						-75.32	75.32
Check Total:						-75.32	75.32
00023729	12/12/2016	COLUSTEE	Columbus Steel				
125509	12/12/2016			12/12/2016	6 pieces angle		
1-2620-410-0-00			Supplies			-163.56	163.56
Invoice Total:						-163.56	163.56
Check Total:						-163.56	163.56
00023730	12/12/2016	COLUTELE	Columbus Telegram				
Dec 2016	12/12/2016			12/12/2016	proceedings		
1-2310-350-0-00			Advertising And Printing			-313.54	313.54

Check Journal

Fiscal Year: 2017

Check Number	Date	Vendor ID	Vendor Name	Description	Payable	Direct Deposit Accrued Payment
Invoice Account Number	Invoice Date	PO Number	Ereq Num	PO Date		
				Invoice Total:	-313.54	313.54
				Check Total:	-313.54	313.54
00023731	12/12/2016	CORNHUSK	The Cornhusker Hotel-Marriott			
Dec 2016	12/12/2016			12/12/2016	Conference-Weidner	
1-2320-670-0-00			Travel Expense & Mileage		-208.00	208.00
				Invoice Total:	-208.00	208.00
				Check Total:	-208.00	208.00
00023732	12/12/2016	CULLIGAN	Culligan of Columbus			
137489 Dec 2016	12/12/2016			12/12/2016	salt	
1-2620-410-0-00			Supplies		-43.20	43.20
				Invoice Total:	-43.20	43.20
				Check Total:	-43.20	43.20
00023733	12/12/2016	DANPROS	Dan Proski			
Dec 2016	12/12/2016			12/12/2016	mileage	
1-2760-160-0-00			Sped Transportation		-16.20	16.20
				Invoice Total:	-16.20	16.20
				Check Total:	-16.20	16.20
00023734	12/12/2016	EAKEOFF2	Eakes Office Solutions			
Dec 2016	12/12/2016			12/12/2016	paper storage, supplies	
1-1199-410-1-01			Supplies		-250.00	250.00
1-1199-410-2-02			Supplies		-250.00	250.00
1-1221-410-2-02			Supplies		-431.24	431.24
1-1440-410-2-02			Supplies		-250.00	250.00
1-1450-410-2-02			Supplies		-250.00	250.00
1-1460-410-2-02			Supplies		-250.00	250.00
1-2320-530-0-00			Furniture & Equipment		-1,197.12	1,197.12
				Invoice Total:	-2,878.36	2,878.36
				Check Total:	-2,878.36	2,878.36
00023735	12/12/2016	EMBASUIT	EMBASSY SUITES-LINCOLN			
T1643 Dec. 2016	12/12/2016			12/12/2016	Vocal Music seminar	
1-1199-670-2-02			Travel Expense & Mileage		-189.00	189.00
				Invoice Total:	-189.00	189.00
				Check Total:	-189.00	189.00
00023736	12/12/2016	ESU #7	Esu #7 Sped Dept.			
Dec 2016	12/12/2016			12/12/2016	SPED services	
1-1221-318-1-01			Contracted Services/maintenan		-291.66	291.66
1-1221-318-1-01			Contracted Services/maintenan		-3,645.78	3,645.78
1-1221-318-2-02			Contracted Services/maintenan		-451.17	451.17
1-1221-318-2-02			Contracted Services/maintenan		-5,639.65	5,639.65
1-1290-300-2-02			Early Education SPED		-86.41	86.41
1-1290-300-2-02			Early Education SPED		-585.64	585.64
1-1290-300-2-02			Early Education SPED		-1,080.07	1,080.07
1-1290-300-2-02			Early Education SPED		-7,320.44	7,320.44
				Invoice Total:	-19,100.82	19,100.82
Dec 2016 B	12/12/2016			12/12/2016	testing-SPED	
1-1221-318-1-01			Contracted Services/maintenan		-25.00	25.00

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID Invoice Date PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
					Invoice Total:	-25.00	25.00
Dec 2016 C 1-1221-318-1-01	12/12/2016		Contracted Services/maintenan	12/12/2016	WMLS Testing	-112.10	112.10
					Invoice Total:	-112.10	112.10
					Check Total:	-19,237.92	19,237.92
00023737	12/12/2016	ESU#7	Esu #7				
Dec 2016 A 1-1199-318-1-01	12/12/2016		Contracted Services/maintenan	12/12/2016	NWEA project	-198.00	198.00
					Invoice Total:	-198.00	198.00
Dec 2016 B 1-1199-410-1-01 1-1199-410-2-02 1-2410-410-2-02	12/12/2016		Supplies	12/12/2016	supplies	-14.66 -141.72 -46.43	14.66 141.72 46.43
					Invoice Total:	-202.81	202.81
					Check Total:	-400.81	400.81
00023738	12/12/2016	ESU7	Esu 7 Distance Learning				
Dec 2016 1-1199-382-0-00	12/12/2016		Distance Learning & Technology	12/12/2016	Network Operations	-183.75	183.75
					Invoice Total:	-183.75	183.75
					Check Total:	-183.75	183.75
00023739	12/12/2016	FRONCOOP	Frontier Coop				
Dec 2016 1-2610-321-0-00 1-2750-336-0-00 1-2760-160-0-00	12/12/2016		Heat/Fuel Gas And Oil Sped Transportation	12/12/2016	fuel	-1,397.06 -811.12 -90.12	1,397.06 811.12 90.12
					Invoice Total:	-2,298.30	2,298.30
					Check Total:	-2,298.30	2,298.30
00023740	12/12/2016	FRONTIER	Frontier				
Dec 2016 1-2510-342-0-00	12/12/2016		Telephone	12/12/2016	phone/fax	-588.60	588.60
					Invoice Total:	-588.60	588.60
					Check Total:	-588.60	588.60
00023741	12/12/2016	GAETPEST	Gaeth Pest Control Services				
11403 1-2620-318-0-00	12/12/2016		Contracted Services/maintenan	12/12/2016	pest control	-65.00	65.00
					Invoice Total:	-65.00	65.00
					Check Total:	-65.00	65.00
00023742	12/12/2016	GENOLEAD	Mary Kay Johnson				
Dec 2016 1-2310-350-0-00	12/12/2016		Advertising And Printing	12/12/2016	notices	-18.00	18.00
					Invoice Total:	-18.00	18.00
					Check Total:	-18.00	18.00
00023743	12/12/2016	GENOMEDI	Genoa Medical Facility				
Dec 2016 1-2130-300-0-00	12/12/2016		Health Services	12/12/2016	nurse contract	-5,841.60	5,841.60

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID Invoice Date	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
					Invoice Total:	-5,841.60	5,841.60
Dec 2016 B 1-2130-400-0-00	12/12/2016		Health Services Supplies	12/12/2016	nurse supplies	-12.53	12.53
					Invoice Total:	-12.53	12.53
					Check Total:	-5,854.13	5,854.13
00023744 Dec 2016 1-2610-410-0-00	12/12/2016	GRAINS	Grain's Family Market Supplies	12/12/2016	supplies	-230.16	230.16
					Invoice Total:	-230.16	230.16
					Check Total:	-230.16	230.16
00023745 1046709 1-1199-410-1-01	12/12/2016	GRAPEDGE	The Graphic Edge Supplies	12/12/2016	PE supplies	-555.15	555.15
					Invoice Total:	-555.15	555.15
					Check Total:	-555.15	555.15
00023746 2403 1-2620-318-0-00	12/12/2016	GTFIRE	GT Fire & Security Contracted Services/maintenan	12/12/2016	Fire inspection	-155.00	155.00
					Invoice Total:	-155.00	155.00
					Check Total:	-155.00	155.00
00023747 HS185447 1-2130-400-0-00	12/12/2016	HEARSMAR	Heartsmart Health Services Supplies	12/12/2016	nurse's supplies AED	-2,734.00	2,734.00
					Invoice Total:	-2,734.00	2,734.00
					Check Total:	-2,734.00	2,734.00
00023748 41117 1-1199-410-2-02	12/12/2016	HEUEPUBL	Heuer Publishing Company Supplies	12/12/2016	Speech supplies	-160.75	160.75
					Invoice Total:	-160.75	160.75
					Check Total:	-160.75	160.75
00023749 P0614892 1-2310-319-0-00	12/12/2016	HIRERIGHT	Hire Right Other Professional Services	12/12/2016	Employment Fee	-250.00	250.00
					Invoice Total:	-250.00	250.00
					Check Total:	-250.00	250.00
00023750 Dec 2016 1-2510-327-0-00	12/12/2016	HOMELEASIN	Hometown Leasing Rentals And Leases	12/12/2016	copy contract	-2,335.00	2,335.00
					Invoice Total:	-2,335.00	2,335.00
					Check Total:	-2,335.00	2,335.00
00023751 Dec 2016 1-1450-410-2-02	12/12/2016	ISLASUPP	Island Supply Welding Company Supplies	12/12/2016	supplies	-8.40	8.40
					Invoice Total:	-8.40	8.40
					Check Total:	-8.40	8.40

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID Invoice Date PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
00023752	12/12/2016	JACKSERV	Jackson Services, Inc.				
Dec 2016 SC	12/12/2016			12/12/2016	supplies		
1-2610-410-0-00			Supplies			-329.40	329.40
					Invoice Total:	-329.40	329.40
					Check Total:	-329.40	329.40
00023753	12/12/2016	JANEGABE	Janet Gabel				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-2760-160-0-00			Sped Transportation			-106.92	106.92
					Invoice Total:	-106.92	106.92
					Check Total:	-106.92	106.92
00023754	12/12/2016	JOEBECK	Joe Beck				
Dec 2016	12/12/2016			12/12/2016	Mileage		
1-2310-690-0-00			Other/miscellaneous			-100.44	100.44
					Invoice Total:	-100.44	100.44
					Check Total:	-100.44	100.44
00023755	12/12/2016	JOHNWEID	John Weidner				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-2320-670-0-00			Travel Expense & Mileage			-355.00	355.00
					Invoice Total:	-355.00	355.00
					Check Total:	-355.00	355.00
00023756	12/12/2016	JOUREDUC	JOURNEY EDUCATION				
10161275	12/12/2016			12/12/2016	supplies		
1-2320-410-0-00			Supplies			-157.98	157.98
					Invoice Total:	-157.98	157.98
					Check Total:	-157.98	157.98
00023757	12/12/2016	KYLABOMB	Kyla Bomberger				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-2760-160-0-00			Sped Transportation			-97.20	97.20
					Invoice Total:	-97.20	97.20
					Check Total:	-97.20	97.20
00023758	12/12/2016	LORISWAN	Lori Swantek				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-2510-670-0-00			Travel Expense & Mileage			-115.23	115.23
					Invoice Total:	-115.23	115.23
					Check Total:	-115.23	115.23
00023759	12/12/2016	LOUPPOWE	Loup Power District				
Dec 2016	12/12/2016			12/12/2016	electrical bill		
1-2610-322-0-00			Electricity			-4,972.97	4,972.97
					Invoice Total:	-4,972.97	4,972.97
					Check Total:	-4,972.97	4,972.97
00023760	12/12/2016	LOUSSPOR	Lou's Sporting Goods				
Dec 2016	12/12/2016			12/12/2016	supplies		
1-1199-410-1-01			Supplies			-203.83	203.83
1-2190-410-2-02			Supplies			-849.15	849.15
					Invoice Total:	-1,052.98	1,052.98

Check Journal

Fiscal Year: 2017

Check Number	Date	Vendor ID	Vendor Name	Direct Deposit	
Invoice	Invoice Date	PO Number	Ereq Num	Accrued	
Account Number	Account Description	PO Date	Description	Payment	
			Payable		
			Check Total:	-1,052.98	1,052.98
00023761	12/12/2016	MARC	MidAmerican Research Chemical		
0589073-IN	12/12/2016		12/12/2016 supplies		
1-2610-410-0-00			Supplies	-2,936.98	2,936.98
			Invoice Total:	-2,936.98	2,936.98
			Check Total:	-2,936.98	2,936.98
00023762	12/12/2016	MEMOBYKIM	Memories by Kim		
40341	12/12/2016		12/12/2016 Cards, badges, supplies		
1-1199-410-1-01			Supplies	-728.00	728.00
1-1199-410-2-02			Supplies	-728.00	728.00
			Invoice Total:	-1,456.00	1,456.00
			Check Total:	-1,456.00	1,456.00
00023763	12/12/2016	MENARDS	Menards		
10386	12/12/2016		12/12/2016 trash cans		
1-2620-410-0-00			Supplies	-61.77	61.77
			Invoice Total:	-61.77	61.77
11979	12/12/2016		12/12/2016 trim, step ladder		
1-2620-410-0-00			Supplies	-75.92	75.92
			Invoice Total:	-75.92	75.92
12265	12/12/2016		12/12/2016 yard lights		
1-2620-410-0-00			Supplies	-349.85	349.85
			Invoice Total:	-349.85	349.85
12750	12/12/2016		12/12/2016 tv mount		
1-1199-410-1-01			Supplies	-44.99	44.99
			Invoice Total:	-44.99	44.99
			Check Total:	-532.53	532.53
00023764	12/12/2016	MIDSTATES	Mid States School Bus Inc.		
726	12/12/2016		12/12/2016 repairs		
1-2750-338-0-00			Transportation Repairs	-500.15	500.15
			Invoice Total:	-500.15	500.15
			Check Total:	-500.15	500.15
00023765	12/12/2016	MINDSWAN	MINDY SWANSON		
Dec 2016	12/12/2016		12/12/2016 mileage		
1-1199-670-2-02			Travel Expense & Mileage	-24.84	24.84
			Invoice Total:	-24.84	24.84
			Check Total:	-24.84	24.84
00023766	12/12/2016	MODOOR	M & O Door Products		
0084685	12/12/2016		12/12/2016 fix door jam		
1-2620-318-0-00			Contracted Services/maintenan	-86.88	86.88
			Invoice Total:	-86.88	86.88
			Check Total:	-86.88	86.88
00023767	12/12/2016	NAPAAUTO	Napa Auto Parts		
Dec 2016	12/12/2016		12/12/2016 Tim's pick up storage		
1-2610-410-0-00			Supplies	-68.46	68.46
1-2620-540-0-00			Grounds Capital Outlay	-1,349.99	1,349.99

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
					Invoice Total:	-1,418.45	1,418.45
					Check Total:	-1,418.45	1,418.45
00023768	12/12/2016	NCSA	Ncsa				
47827	12/12/2016			12/12/2016	Leg. Law Conf		
1-2320-670-0-00			Travel Expense & Mileage			-115.00	115.00
					Invoice Total:	-115.00	115.00
					Check Total:	-115.00	115.00
00023769	12/12/2016	NICHZARE	Nichole Zarek				
Dec 2016	12/12/2016			12/12/2016	mileage		
1-2760-160-0-00			Sped Transportation			-47.52	47.52
					Invoice Total:	-47.52	47.52
					Check Total:	-47.52	47.52
00023770	12/12/2016	OCCUHEAL	Occupational Health Services				
51715	12/12/2016			12/12/2016	Transp. Physical		
1-2750-690-0-00			Other/miscellaneous			-125.00	125.00
					Invoice Total:	-125.00	125.00
					Check Total:	-125.00	125.00
00023771	12/12/2016	OLIVAUDI	Oliva Audio-visual Repair				
Dec 2016	12/12/2016			12/12/2016	ipad repairs		
1-1199-382-0-00			Distance Learning & Technology			-192.52	192.52
					Invoice Total:	-192.52	192.52
					Check Total:	-192.52	192.52
00023772	12/12/2016	ORIETRAD	Oriental Trading Company				
681078615-02	12/12/2016			12/12/2016	supplies-Elementary		
1-1199-410-1-01			Supplies			-68.37	68.37
					Invoice Total:	-68.37	68.37
					Check Total:	-68.37	68.37
00023773	12/12/2016	PLATVALL	Platte Valley Pest Control				
6134	12/12/2016			12/12/2016	pest control		
1-2620-318-0-00			Contracted Services/maintenan			-75.00	75.00
					Invoice Total:	-75.00	75.00
					Check Total:	-75.00	75.00
00023774	12/12/2016	POLKCOUN	Polk County Rppd				
Dec 2016	12/12/2016			12/12/2016	electrical-SC		
1-2610-322-0-00			Electricity			-1,463.71	1,463.71
					Invoice Total:	-1,463.71	1,463.71
					Check Total:	-1,463.71	1,463.71
00023775	12/12/2016	PRAICREE	Prairie Creek Family Medicine				
Dec 2016	12/12/2016			12/12/2016	Bys physical		
1-2750-690-0-00			Other/miscellaneous			-80.00	80.00
					Invoice Total:	-80.00	80.00
					Check Total:	-80.00	80.00
00023776	12/12/2016	RECKASSO	Recknor & Associates				
Dec 2016	12/12/2016			12/12/2016	legal fees		
1-2310-317-0-00			Legal Services			-748.00	748.00

Check Journal

Fiscal Year: 2017

Check Number	Date	Vendor ID	Vendor Name	Description	Payable	Direct Deposit Accrued Payment
Invoice Account Number	Invoice Date	PO Number	Ereq Num Account Description	PO Date		
				Invoice Total:	-748.00	748.00
				Check Total:	-748.00	748.00
00023777	12/12/2016	RenaeVanDr	Renae Van Driel			
Dec 2016	12/12/2016			12/12/2016	mileage	
1-1199-670-1-01			Travel /Training & Mileage		-308.88	308.88
				Invoice Total:	-308.88	308.88
				Check Total:	-308.88	308.88
00023778	12/12/2016	ROMAWIEM	Romans, Wiemer & Associates			
Dec 2016	12/12/2016			12/12/2016	annual audit	
1-2310-319-0-00			Other Professional Services		-4,875.00	4,875.00
				Invoice Total:	-4,875.00	4,875.00
				Check Total:	-4,875.00	4,875.00
00023779	12/12/2016	SACKLUMB	Sack Lumber Company			
Dec 2016	12/12/2016			12/12/2016	supplies	
1-2620-410-0-00			Supplies		-1,039.85	1,039.85
				Invoice Total:	-1,039.85	1,039.85
				Check Total:	-1,039.85	1,039.85
00023780	12/12/2016	SANDFRIC	Sandy Fricke			
Dec 2016	12/12/2016			12/12/2016	mileage	
1-2760-160-0-00			Sped Transportation		-5.94	5.94
				Invoice Total:	-5.94	5.94
				Check Total:	-5.94	5.94
00023781	12/12/2016	SCHOOBOOKCL	Scholastic Book Clubs			
Dec 2016	12/12/2016			12/12/2016	Buhl	
1-1199-420-1-01			Textbooks		-54.00	54.00
				Invoice Total:	-54.00	54.00
				Check Total:	-54.00	54.00
00023782	12/12/2016	SCHONURS	School Nurse			
0605661	12/12/2016			12/12/2016	nurse supplies	
1-2130-300-0-00			Health Services		-123.52	123.52
				Invoice Total:	-123.52	123.52
				Check Total:	-123.52	123.52
00023783	12/12/2016	SCHOREAD	Scholastic Reading Club			
Dec 2016	12/12/2016			12/12/2016	Matthes	
1-1199-420-1-01			Textbooks		-67.00	67.00
				Invoice Total:	-67.00	67.00
				Check Total:	-67.00	67.00
00023784	12/12/2016	SIEMENS	Siemens			
5444368047	12/12/2016			12/12/2016	service agreement	
1-2620-318-0-00			Contracted Services/maintenan		-6,394.00	6,394.00
				Invoice Total:	-6,394.00	6,394.00
				Check Total:	-6,394.00	6,394.00
00023785	12/12/2016	STROWATE	Stromsburg Water And Cond Inc			
Dec 2016	12/12/2016			12/12/2016	softener salt	
1-2610-410-0-00			Supplies		-94.00	94.00

Check Journal

Fiscal Year: 2017

Check Number	Date	Vendor ID	Vendor Name	Description	Payable	Direct Deposit Accrued Payment
Invoice Account Number	Invoice Date	PO Number	Ereq Num	Account Description		
				Invoice Total:	-94.00	94.00
				Check Total:	-94.00	94.00
00023786	12/12/2016	SUMMEDUC	Summit Professional Education			
477901	12/12/2016			12/12/2016 SPED Training		
1-1221-670-1-01			Travel Expense & Mileage		-359.98	359.98
1-1221-670-2-02			Travel Expense & Mileage		-539.97	539.97
				Invoice Total:	-899.95	899.95
				Check Total:	-899.95	899.95
00023787	12/12/2016	SUPESAVE	Super Saver			
Dec 2016	12/12/2016			12/12/2016 supplies		
1-1199-410-1-01			Supplies		-359.68	359.68
				Invoice Total:	-359.68	359.68
				Check Total:	-359.68	359.68
00023788	12/12/2016	TERRGRAY	Terry Gray			
Dec 2016	12/12/2016			12/12/2016 mileage		
1-2410-670-2-02			Travel Expense & Mileage		-334.80	334.80
				Invoice Total:	-334.80	334.80
				Check Total:	-334.80	334.80
00023789	12/12/2016	TIGEDIRE	Tiger Direct			
S99287420101	12/12/2016			12/12/2016 computer supplies		
1-1199-382-0-00			Distance Learning & Technology		-47.82	47.82
				Invoice Total:	-47.82	47.82
S99654770101	12/12/2016			12/12/2016 supplies		
1-1199-382-0-00			Distance Learning & Technology		-17.11	17.11
				Invoice Total:	-17.11	17.11
				Check Total:	-64.93	64.93
00023790	12/12/2016	TODHEIER	Tod Heier			
Dec 2016	12/12/2016			12/12/2016 mileage		
1-2410-670-1-01			Travel Expense & Mileage		-74.52	74.52
				Invoice Total:	-74.52	74.52
				Check Total:	-74.52	74.52
00023791	12/12/2016	TONTSERV	Tonto's Service			
Dec 2016	12/12/2016			12/12/2016 transp. repairs		
1-2750-338-0-00			Transportation Repairs		-211.34	211.34
				Invoice Total:	-211.34	211.34
				Check Total:	-211.34	211.34
00023792	12/12/2016	USCELL	U.S. Cellular			
0164142886	12/12/2016			12/12/2016 cell phones		
1-2510-342-0-00			Telephone		-135.06	135.06
				Invoice Total:	-135.06	135.06
				Check Total:	-135.06	135.06
00023793	12/12/2016	VERIZON	Verizon			
9775192749	12/12/2016			12/12/2016 cell phone		
1-2510-342-0-00			Telephone		-56.76	56.76
				Invoice Total:	-56.76	56.76

Check Journal

Fiscal Year: 2017

Check Number	Date	Vendor ID	Vendor Name	Description	Payable	Direct Deposit Accrued Payment
Invoice Account Number	Invoice Date	PO Number	Ereq Num Account Description	PO Date		
				Check Total:	-56.76	56.76
00023794	12/12/2016	VILLSILV	Village Of Silver Creek			
Dec 2016	12/12/2016			12/12/2016	water, sewer	
1-2610-323-0-00			Water-sewer-garbage		-147.37	147.37
				Invoice Total:	-147.37	147.37
				Check Total:	-147.37	147.37
00023795	12/12/2016	WAGEWORKS	Wage Works			
125AI0496995	12/12/2016			12/12/2016	dues	
1-1199-630-1-01			Dues And Fees		-50.00	50.00
1-1199-630-2-02			Dues And Fees		-50.00	50.00
				Invoice Total:	-100.00	100.00
				Check Total:	-100.00	100.00
00023796	12/12/2016	WALMDISC	Wal-mart Community			
Dec 2016	12/12/2016			12/12/2016	supplies	
1-1460-410-2-02			Supplies		-226.66	226.66
				Invoice Total:	-226.66	226.66
				Check Total:	-226.66	226.66
00023797	12/12/2016	WENDWOLF	Wendy Wolfe			
Dec 2016	12/12/2016			12/12/2016	SPED services	
1-1290-300-2-02			Early Education SPED		-493.12	493.12
				Invoice Total:	-493.12	493.12
				Check Total:	-493.12	493.12
00023798	12/12/2016	WEXBANK	WEX Bank			
47767577	12/12/2016			12/12/2016	Fuel	
1-2750-336-0-00			Gas And Oil		-450.00	450.00
1-2760-160-0-00			Sped Transportation		-50.00	50.00
				Invoice Total:	-500.00	500.00
				Check Total:	-500.00	500.00
00023799	12/12/2016	WYNNORLD	Wynn's World LLC			
7257	12/12/2016			12/12/2016	repair	
1-2750-338-0-00			Transportation Repairs		-195.23	195.23
				Invoice Total:	-195.23	195.23
				Check Total:	-195.23	195.23
00023800	12/12/2016	ZEEMEDI	Zee Medical Service Company			
125-010179	12/12/2016			12/12/2016	supplies	
1-2130-400-0-00			Health Services Supplies		-46.85	46.85
				Invoice Total:	-46.85	46.85
				Check Total:	-46.85	46.85
00023801	12/12/2016	ZIEGOIL	Ziegler Oil Company			
Dec 2016	12/12/2016			12/12/2016	fuel	
1-2750-336-0-00			Gas And Oil		-670.16	670.16
				Invoice Total:	-670.16	670.16
				Check Total:	-670.16	670.16
1 - GENERAL FUND					-92,273.59	92,273.59

Check Journal

Fiscal Year: 2017

Check Number Invoice Account Number	Date Invoice Date	Vendor ID Invoice Date PO Number	Vendor Name Ereq Num Account Description	PO Date	Description	Payable	Direct Deposit Accrued Payment
Total of Computer Checks						-92,273.59	92,273.59
Manual Checks							
Bank Account :A - Genoa Natl Bank Gen							
00023677	12/12/2016	BOONCENT	Boone Central High School				
23677	12/12/2016			12/12/2016	HS Vocal Clinic		
1-1199-690-1-01			Other/misc			-102.00	102.00
					Invoice Total:	-102.00	102.00
					Check Total:	-102.00	102.00
00023678	12/12/2016		Boone Central High School				
23678	12/12/2016			12/12/2016	Vocal Clinic		
1-1199-690-2-02			Other/miscellaneous			-170.00	170.00
					Invoice Total:	-170.00	170.00
					Check Total:	-170.00	170.00
00023679	12/12/2016	STANHIGH	Stanton High School				
23679	12/12/2016			12/12/2016	JH Vocal Music		
1-1199-690-2-02			Other/miscellaneous			-432.00	432.00
					Invoice Total:	-432.00	432.00
					Check Total:	-432.00	432.00
00023680	12/12/2016	ROBMARS	Rob Marshall				
23680	12/12/2016			12/12/2016	wrestling hydration test		
1-2190-318-2-02			Contracted Services/maintenan			-95.00	95.00
					Invoice Total:	-95.00	95.00
					Check Total:	-95.00	95.00
Total of Manual Checks						-799.00	799.00
Total of Manual Checks						-799.00	799.00
Fund Summary							
1 - GENERAL FUND						-93,072.59	93,072.59
Payroll Summary							
Report Total:						-93,072.59	93,072.59

Twin River Board of Education
Monthly Meeting
12-16-16

PreK-6 Principal's Report

I. Staff Evaluations

- A. First Semester Evaluations almost complete using the Danielson Instructional Model

II. Multicultural Reports

- A. PreK-12 staff filling out forms and turning into principals

III. December Remaining-January Plan

- A. Six days school left: Students out 22nd at 1:30
- B. January 4th Staff In-Service; January 5th-Students Report
- C. In-Service led by Sue Pressler from the Danielson Group—Whole Staff Workshop on Introduction to the Danielson Model as our District's Instructional Model

IV. What is an Instructional Model?

- A. "An instructional model is a comprehensive framework of effective teaching practices that results in increased student learning. The framework offers educators, administrators, students and parents *a common language of instruction* in order to communicate about educational excellence."

V. Why do We Need a Model?

- A. To communicate effectively about educational excellence.
- B. To evaluate educator and principal effectiveness.
- C. To increase student learning based on researched best practices.
- D. To give educators a view of current reality based on data.
- E. To create a common language of instruction.

VI. A Common Language of Instruction

- A. Unifies all groups of teachers.
- B. Creates consistency of expectations from one classroom to the next.
- C. Allows educators to speak about and share their craft knowledge.
- D. Encourages districts to practice collective wisdom.

7-12 Principal/A.D. Report for Board of Education Meeting (12/19/16)

- (1) The final day for classes for students & staff will be this Wednesday, December 21st with a 1:30 dismissal. Teaching staff will come back on Tuesday, January 3rd and students will be back on Wednesday, January 4th.
- (2) The Silver Creek elementary site holiday music program was held on Friday, December 9th and the Genoa elementary site program was last Thursday, December 15th. The JH/HS concert will be on Monday, December 19th starting at 7:00 pm.
- (3) Junior High Girls Basketball completed their season last Saturday morning at Fullerton
- (4) High School Basketball is going full speed. The JV Girls & Varsity Teams have played seven games. The JV Boys have played six. The 9th grade (C-Teams) have played two games.
- (5) The Holiday Tournament at Lakeview will be held on Thursday, Dec. 29th and Friday, Dec, 30th. JV and Varsity Boys & Girls will play both days. The JV Boys & Varsity Girls will play at 1:00 pm on the 29th and the JV Girls and Varsity Boys will play at 2:45 pm on the 29th. All teams will play Scotus on the first day. The schedule for the 30th has starting times of 11 am and 12:45 pm for the consolation games and 6 pm and 7:45 pm for the championship games.
TWIN RIVER SCHOOL PASSES OR EAST HUSKER CONFERENCE
PASSES WILL NOT BE ACCEPTED FOR THE TOURNAMENT.
- (6) The gyms at all school sites will be closed from Friday, Dec. 23rd through Tuesday, Dec. 27th for the NSAA moratorium.
- (7) We have 17 high school wrestlers at this point in the season. The high school has been to two invitationals, a dual tournament and had one dual so far. We had 22 junior high wrestlers competing and they finished their season last Saturday at Seward.
- (8) The following students have been nominated by Twin River High School for NSAA Academic All-State for the 2016 Fall Activities Season:
Football—Beau Wattier, Play Production—Taylor Kemper & Nathan Whitlow,
Softball—Shyla Oberhauser & Tera Paczosa, Volleyball—Samantha Wyman & Courtney Nelson.

Terry Gray

STANDARD: Purpose and Direction			
Average Score of Standard: 3.36			
CSIP steering member:	Cuba Strain		
contributing table members:	Majerus, Bosak, Matthes, R. Olson, Hebda, Rogers		
Summarize the big picture of all 5 standards:			
<i>Look at your assigned standard and complete strengths and concerns including any evidence available or hypothesis that contributes. Please list any suggested causal factors and improvement ideas. Prepare to present your findings to the rest of the staff.</i>			
STRENGTHS:		EVIDENCE:	CAUSAL FACTORS:
Small % of parents disagree with the school's purpose being strong			
High % of parents felt that our school goals and plan focus on student learning			
CONCERNS:		EVIDENCE:	CAUSAL FACTORS:
Almost a 3rd of the parents are neutral about the purpose statement			
Significant amount of parents don't know what a purpose statement is			
Parents do not know the process of revising the purpose statement			
Parents are not involved in the revision of the purpose statement			
<u>STRATEGIES FOR IMPROVEMENT/ACTION PLAN STEPS</u>			
Our goal is to inform and educate parents of the process of revision of the purpose statement.			
To do this we will make the purpose statement more visible to the public. (Letterhead)			
Our goal is to inform and educate parents of what the purpose statement is.			
To do this we will publish the purpose statement and an explanation in the Titan Tidings			
Our goal is to include parents in the revision of the purpose statement.			

What other data pieces do you feel are needed to make further conclusions?			
NeSA scores, MAPS scores, Dibel scores,			
What burning questions are left unanswered?			
Do parents even know what the purpose statement is?			
How can we involve more parents in the survey?			

STANDARD: TWO	Governance		
Average Score of Standard: 3.24			
CSIP steering member:	Laska		
contributing table members:	Adams, Beller, Lund. McIntosh,Gabel, Stenzel, Van Driel, Kietzke		
Summarize the big picture of all 5 standards:			
<i>Look at your assigned standard and complete strengths and concerns including any evidence available or hypothesis that contributes. Please list any suggested causal factors and improvement ideas. Prepare to present your findings to the rest of the staff.</i>			
STRENGTHS:	EVIDENCE:	CAUSAL FACTORS:	
Teachers have high Expectations	3.52	Posted assignments, Posted schedules, Objectives posted, Reading guides, Behavior "GOLD" signs in the elementary, student handbook, student orientation, conferences with individual students, behavior interventions. C4L, Nesa awards, NeSa time, Titan Tidings	
CONCERNS:	EVIDENCE:	CAUSAL FACTORS:	
Communication	3.13	Handbook, school reach, monthly calendar	

STRATEGIES FOR IMPROVEMENT/ACTION PLAN STEPS

Mail monthly calendar home- improve the calendar to include specific information further ahead of time-- CREATE SCHOOL GOOD

Email to parents weekly about schedule/ activities

School Reach with information beyond sports

Utilize Facebook more effectively

What other data pieces do you feel are needed to make further conclusions?

How individual teachers communicate, what other schools do to communicate with parents, Increase use of social media and newspaper

What burning questions are left unanswered?

no

STANDARD: 3	Teaching and Assessing		
Average Score of Standard: 3.6			
CSIP steering member:	Cave/ Hughes		
contributing table members:	Johnson, Stankoski, Olson, Wittwer, Wortman		
Summarize the big picture of all 5 standards:	All scores were 3.2 or higher. The highest was Standard 4 with a sco		
<i>Look at your assigned standard and complete strengths and concerns including any evidence available or hypothesis that contributes. Please list any suggested causal factors and improvement ideas. Prepare to present your findings to the rest of the staff.</i>			
STRENGTHS:	EVIDENCE:	CAUSAL FACTORS:	
* Biggest strength technology	4.03	Junior and High School have individual ip	
* Teachers report on child's progress- easy to understand	3.73	Infinite Campus- parents are able to acces	
* One adult advocate	3.74	Students can contact teachers before, duri	
* Students know expectations for learning in all classes	3.87	Expectations and grading policies are pos	
CONCERNS:	EVIDENCE:	CAUSAL FACTORS:	
* meet needs by individualizing instruction	3.23	Parents don't feel their child is getting the	
* teachers inform parents regularly on how child is graded	3.3	Possibly some confusion about how their	
<u>STRATEGIES FOR IMPROVEMENT/ACTION PLAN STEPS</u>			
* Teachers send home information regarding changes in grading depending on the project requirements.			
* Teachers inform students of expectations through their class syllabus.			
What other data pieces do you feel are needed to make further conclusions?			
Which parents filled out surveys? Are they high school or elementary?			

What burning questions are left unanswered?				
How do we get more parents to fill out surveys in the future The computer stations were helpful but some parents still didn't want to take the time to fill out the survey?				

STANDARD: 4	Resources and Support		
Average Score of Standard: 3.62			
CSIP steering member:	Sidwell		
contributing table members:	Buhl, Mohr, Rodriquez, Swantek, Sidwell, Houdersheldt, Cook, Reardon		
Summarize the big picture of all 5 standards:			
Responses were between for the most part neutral and agree. Most questions had more strongly agree than strongly disagree. Low on counseling support and the reviewing of purpose statement with parent involvement.			
High scores include up to date technology and school provides safe learning environment and access to a variety of information resources.			
Strengths- technology, safe environment, access to a variety of info sources			
<i>Concerns- support services, parental involvement in revision of purpose statement</i>			
<i>Look at your assigned standard and complete strengths and concerns including any evidence available or hypothesis that contributes. Please list any suggested causal factors and improvement ideas. Prepare to present your findings to the rest of the staff.</i>			
STRENGTHS:	EVIDENCE:	CAUSAL FACTORS:	
Provide students with a variety of information resources	iPads, use of technology, Promethean boards	teachers use of technolgy, training for teachers,and administrative support, staff support	
Opportunities for students to participate in activities that interest them	0 strongly disagree, both academic and extracurricular, increase in enrollment	staff dedication, administrative support, PTO and boosters, student desire, parent support	
Safe environment	3/4 agree or strongly agree, locked doors, cameras, assemblies for students designed to better the environment	staff student rapport, staff to staff rapport, preparation through drills and training	
CONCERNS:	EVIDENCE:	CAUSAL FACTORS:	

Support services counseling and career planning		triple amount of strongly disagree to strongly agree, one guidance counselor for K-12, Mr. Koziol not available all times students need him because of his full schedule		one guidance counselor k-12, and skeletal staff which affects scheduling, we are guessing at what the parents are thinking here	
Effective use of financial resources		47% neither agreed or strongly agreed, the breakdown of what is spent not readily available		changes of Superintendents, see Board minutes with minimal info, see we are spending money, but not sure where, need break down for each account??	
<u>STRATEGIES FOR IMPROVEMENT/ACTION PLAN STEPS</u>					
Support services- two guidance counselors and expand core curricular staff					
Effective use of financial resources- transparency- breakdown of allocation of funds made available to public,					
What other data pieces do you feel are needed to make further conclusions?					
More specific responses, we are assuming what the parents are thinking					
What burning questions are left unanswered?					
What are parents thinking when they are answered neutral					

STANDARD: 5			
Average Score of Standard: 3.57			
CSIP steering member:	Koziol		
contributing table members:	Andreasen, Shanle, Swanson, Fehringer, Pilakowski, Robb, Sempek, and We		
Summarize the big picture of all 5 standards:			
<i>Look at your assigned standard and complete strengths and concerns including any evidence available or hypothesis that contributes. Please list any suggested causal factors and improvement ideas. Prepare to present your findings to the rest of the staff.</i>			
STRENGTHS:	EVIDENCE:	CAUSAL FACTORS:	
high % of agreement on all questions (survey results)	survey results		
communication with parents is strong	survey results		
parent feel child is well preared for success	survey results		
CONCERNS:	EVIDENCE:	CAUSAL FACTORS:	
survey weakness			
question clarity	wording on #35 nd 135		
<u>STRATEGIES FOR IMPROVEMENT/ACTION PLAN STEPS</u>			
clarify #33 (what goals) and #35 (teachers not admin)			

What other data pieces do you feel are needed to make further conclusions?			
What burning questions are left unanswered?			

STANDARD:			
CSIP steering member:			
contributing table members:			
Summarize the big picture of all 5 standards:			
<i>Look at your assigned standard and complete strengths and concerns including any evidence available or hypothesis that contributes. Please list any suggested causal factors and improvement ideas. Prepare to present your findings to the rest of the staff.</i>			
STRENGTHS:		EVIDENCE:	CAUSAL FACTORS:
CONCERNS:		EVIDENCE:	CAUSAL FACTORS:
<u>STRATEGIES FOR IMPROVEMENT/ACTION PLAN STEPS</u>			
What other data pieces do you feel are needed to make further conclusions?			

What burning questions are left unanswered?				
---	--	--	--	--

Gallup Student Poll

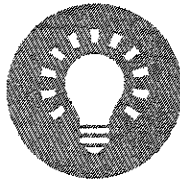
Engaged Today — Ready for Tomorrow

TWIN RIVER PUBLIC SCHOOLS

FALL 2016 SCORECARD

INTRODUCTION

The Gallup Student Poll is a 24-question survey that measures the engagement, hope, entrepreneurial aspiration and career/financial literacy of students in grades five through 12. The Gallup Student Poll includes noncognitive metrics with links to student success. This scorecard reflects results from surveys completed in U.S. public schools.



Engagement: The involvement in and enthusiasm for school.



Hope: The ideas and energy students have for the future.

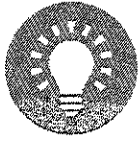


Entrepreneurial Aspiration: The talent and energy for building businesses that survive, thrive and employ others.



Career/Financial Literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

This document contains proprietary research, copyrighted materials and literary property of Gallup, Inc. Gallup® is a trademark of Gallup, Inc.

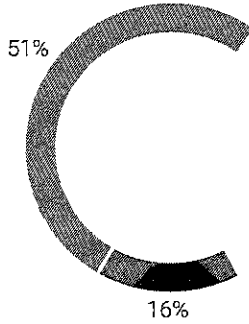


Engagement

The involvement in and enthusiasm for school.

ENGAGEMENT INDEX*

N=194



ENGAGEMENT GRANDMEAN

Overall

- At this school, I get to do what I do best every day.
- My teachers make me feel my schoolwork is important.
- I feel safe in this school.
- I have fun at school.
- I have a best friend at school.
- In the last seven days, someone has told me I have done good work at school.
- In the last seven days, I have learned something interesting at school.
- The adults at my school care about me.
- I have at least one teacher who makes me excited about the future.

	Your District		U.S. Overall
	2015	2016	2016
Overall	-	3.96	3.88
At this school, I get to do what I do best every day.	-	3.61	3.57
My teachers make me feel my schoolwork is important.	-	3.97	4.02
I feel safe in this school.	-	3.84	3.89
I have fun at school.	-	3.55	3.49
I have a best friend at school.	-	4.46	4.38
In the last seven days, someone has told me I have done good work at school.	-	3.71	3.63
In the last seven days, I have learned something interesting at school.	-	3.96	3.90
The adults at my school care about me.	-	4.14	3.86
I have at least one teacher who makes me excited about the future.	-	4.33	4.11

GRANDMEAN BY GRADE

Grade	5th	6th	7th	8th	9th	10th	11th	12th
Grandmean	3.81	4.17	4.12	4.10	3.92	3.75	3.88	3.95

ITEM RESPONSES

Item	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
At this school, I get to do what I do best every day.	193	6	7	31	29	25
My teachers make me feel my schoolwork is important.	205	3	5	20	31	39
I feel safe in this school.	203	7	7	17	28	39
I have fun at school.	206	9	9	25	28	27
I have a best friend at school.	203	4	3	5	10	74
In the last seven days, someone has told me I have done good work at school.	199	12	10	13	22	42
In the last seven days, I have learned something interesting at school.	204	4	8	16	25	44
The adults at my school care about me.	195	4	4	15	25	50
I have at least one teacher who makes me excited about the future.	198	3	3	11	19	62

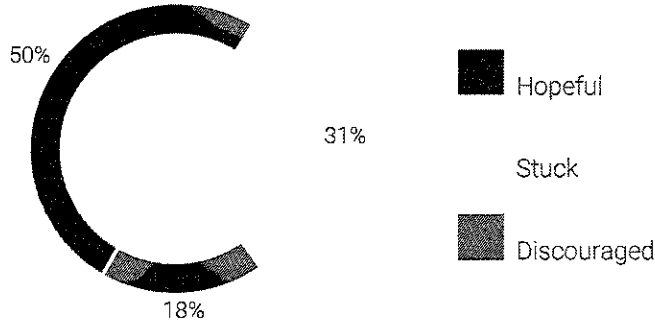
*A minimum n size of 100 is required for full index results and an n size of 30 for percentage engaged only results.



Hope

The ideas and energy students have for the future.

HOPE INDEX*
N=205



HOPE GRANDMEAN

Overall

- I know I will graduate from high school.
- I have a great future ahead of me.
- I can think of many ways to get good grades.
- I have many goals.
- I can find many ways around problems.
- I have a mentor who encourages my development.
- I know I will find a good job in the future.

	Your District		U.S. Overall
	2015	2016	2016
-	-	4.31	4.24
-	-	4.80	4.68
-	-	4.49	4.44
-	-	4.17	4.20
-	-	4.10	4.22
-	-	3.91	3.91
-	-	3.81	3.50
-	-	4.47	4.41

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
4.01	4.22	4.19	4.46	4.34	4.30	4.23	4.46

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I know I will graduate from high school.	205	0	0	3	8	86
I have a great future ahead of me.	196	1	3	7	19	67
I can think of many ways to get good grades.	203	5	2	9	33	48
I have many goals.	205	5	3	14	27	48
I can find many ways around problems.	199	3	6	19	39	32
I have a mentor who encourages my development.	197	7	7	18	28	37
I know I will find a good job in the future.	192	0	3	7	25	63

*A minimum n size of 105 is required for full index results and an n size of 30 for percentage hopeful only results.



Entrepreneurial Aspiration

The talent and energy for building businesses that survive, thrive and employ others.

N=155

ENTREPRENEURIAL ASPIRATION GRANDMEAN

	Your District		U.S. Overall
	2015	2016	2016
Overall	-	2.44	2.42
I will invent something that changes the world.	-	2.62	2.72
I plan to start my own business.	-	2.98	3.02
I am learning how to start and run a business.	-	2.66	2.39
I have my own business now.	-	1.66	1.55

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
2.73	2.50	2.27	2.86	2.40	2.37	2.14	2.34

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I will invent something that changes the world.	168	27	20	26	11	13
I plan to start my own business.	179	20	20	22	16	20
I am learning how to start and run a business.	186	27	20	20	17	12
I have my own business now.	193	70	11	6	2	8



Career/Financial Literacy

The information, attitudes and behaviors that students need to practice for healthy participation in the economy.

N=186

CAREER/FINANCIAL LITERACY GRANDMEAN

	Your District		U.S. Overall
	2015	2016	2016
Overall	-	4.00	3.31
I have a paying job now.	-	3.01	2.11
I am learning how to save and spend money.	-	4.06	3.76
I have a bank account with money in it.	-	4.19	3.22
I am involved in at least one activity, such as a club, music, sports or volunteering.	-	4.66	4.11

GRANDMEAN BY GRADE

5th	6th	7th	8th	9th	10th	11th	12th
3.75	3.94	3.31	4.15	3.94	4.07	4.19	4.45

ITEM RESPONSES

	TOTAL N	%1	%2	%3	%4	%5
		Strongly Disagree			Strongly Agree	
I have a paying job now.	201	34	7	12	9	34
I am learning how to save and spend money.	208	4	10	12	20	51
I have a bank account with money in it.	192	15	2	3	6	72
I am involved in at least one activity, such as a club, music, sports or volunteering.	206	5	0	2	3	86

ITEMS BY GRADE

	Your District							
	5th	6th	7th	8th	9th	10th	11th	12th
ENGAGEMENT GRANDMEAN BY GRADE	3.81	4.17	4.12	4.10	3.92	3.75	3.88	3.95
At this school, I get to do what I do best every day.	3.95	3.79	3.36	3.90	3.68	3.29	3.57	3.49
My teachers make me feel my schoolwork is important.	3.83	4.30	4.14	4.13	4.26	3.72	3.60	3.74
I feel safe in this school.	3.35	4.16	4.28	3.97	3.86	3.28	3.73	4.03
I have fun at school.	3.67	3.80	3.43	3.61	3.14	3.45	3.40	3.77
I have a best friend at school.	4.38	4.89	4.57	4.28	4.18	4.45	4.36	4.57
In the last seven days, someone has told me I have done good work at school.	3.50	3.80	3.93	4.00	3.57	3.79	3.64	3.46
In the last seven days, I have learned something interesting at school.	3.78	4.11	4.07	4.19	4.04	4.00	3.73	3.69
The adults at my school care about me.	3.95	4.11	4.41	4.17	4.09	4.00	4.13	4.17
I have at least one teacher who makes me excited about the future.	4.05	4.42	4.34	4.48	4.32	4.03	4.20	4.60
HOPE GRANDMEAN BY GRADE	4.01	4.22	4.19	4.46	4.34	4.30	4.23	4.46
I know I will graduate from high school.	4.70	4.45	4.68	4.84	4.87	4.93	4.93	4.91
I have a great future ahead of me.	4.19	4.32	4.43	4.67	4.62	4.57	4.00	4.71
I can think of many ways to get good grades.	3.90	3.70	4.00	4.47	4.43	4.14	4.13	4.34
I have many goals.	4.00	4.05	3.90	4.03	4.00	4.07	4.07	4.54
I can find many ways around problems.	3.43	3.63	3.82	4.06	4.00	3.86	3.93	4.29
I have a mentor who encourages my development.	3.79	3.89	3.58	4.37	3.36	3.71	4.00	3.74
I know I will find a good job in the future.	4.55	4.56	4.36	4.58	4.41	4.33	4.14	4.66
ENTREPRENEURIAL ASPIRATION GRANDMEAN BY GRADE	2.73	2.50	2.27	2.86	2.40	2.37	2.14	2.34
I will invent something that changes the world.	3.59	2.57	2.46	2.86	2.68	2.31	1.82	2.57
I plan to start my own business.	3.95	3.21	2.58	3.27	3.32	2.62	2.73	2.54
I am learning how to start and run a business.	2.47	2.63	2.52	2.85	2.72	2.78	2.43	2.69
I have my own business now.	1.80	1.88	1.46	2.10	1.15	1.69	1.57	1.54
CAREER/FINANCIAL LITERACY GRANDMEAN BY GRADE	3.75	3.94	3.31	4.15	3.94	4.07	4.19	4.45
I have a paying job now.	2.82	3.16	1.83	2.83	2.61	3.45	3.60	3.86
I am learning how to save and spend money.	3.83	4.25	3.47	4.31	3.96	4.21	3.93	4.37
I have a bank account with money in it.	4.05	3.95	3.48	4.37	4.50	4.29	4.08	4.57
I am involved in at least one activity, such as a club, music, sports	4.43	4.50	4.57	4.94	4.65	4.21	4.93	5.00

- No data available

THE SUPERINTENDENT EVALUATION RUBRIC – BALANCED LEADERSHIP FRAMEWORK

FRAMEWORK COMPONENT I: PURPOSEFUL COMMUNITY
 A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

a. Purpose and outcomes. The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates a shared vision for the district in the 21st century. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Develops and adopts five year non-negotiable goals for achievement and instruction collaboratively with the Board. (2) <input type="checkbox"/> Demonstrates situational awareness of the political climate of the school district. (3) <input type="checkbox"/> Uses multiple sources of data to understand the culture of the district. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that schools have a clear mission focused on district goals. (6) <input type="checkbox"/> Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education. <input type="checkbox"/> Ensures that all parental and community involvement activities respect the cultures and traditions of the local community. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Consistently and routinely solicits input from stakeholder groups to determine the effectiveness of the district's strategic plan and ensures that changes to the plan are made, informed by this input. 	

b. Agreed-upon processes. The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Conveys a shared understanding as to the nature and function of the goal setting process. (1) <input type="checkbox"/> Periodically reviews and updates the district's mission, vision and strategic goals. <input type="checkbox"/> Coordinates the development of a district strategic plan based on the district's mission, vision and non-negotiable goals. <input type="checkbox"/> Conveys how policies and practices relate to the district's mission, vision, and goals 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Leads board members, central office staff and school administrators, in a collaborative goal setting process. (1) <input type="checkbox"/> Establishes strong agreed-upon principles/ values which direct actions of people. (6) <input type="checkbox"/> Contributes to a rigorous and systematic approach to update or rewrite the district's vision, mission, values, beliefs, and goals statements. <input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. <input type="checkbox"/> Implements processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Creates a shared vision and understanding of "defined autonomy." (6) <input type="checkbox"/> Creates collaborative processes and procedures for developing, implementing, reviewing and maintaining the district's strategic plan. <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input type="checkbox"/> Designs a plan to implement policies and procedures that ensures engagement and cooperation among staff. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Leverages policies and procedures to maintain high levels of collective efficacy. 	

c. Tangible and intangible assets. The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Articulates the rationale of shared leadership. <input type="checkbox"/> Identifies groups and potential partners within the community. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Directs personnel operations to assure a stable yet improving and well balanced work force. (6) <input type="checkbox"/> Ensures the hiring of well qualified teachers. (6) <input type="checkbox"/> Implements structures to share leadership and decision making among staff members throughout the district. <input type="checkbox"/> Establishes new opportunities for meaningful partnerships or collaborative endeavors. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures accountability for effectively assuming leadership roles. <input type="checkbox"/> Expands the capacity central office staff to establish and maintain collaborative work environments. <input type="checkbox"/> Creates policies, procedures, and processes that support shared leadership. <input type="checkbox"/> Builds relationships within and beyond the school community that ensure understanding and appreciation of the district's vision. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses shared leadership to promote effective change throughout the district and to support ongoing improvement of student learning. <input type="checkbox"/> Leverages relationships and partnerships to affect community-wide change that improves both the community and work of the district. <input type="checkbox"/> Inspires community trust in the school district in meetings, through media, and with other approaches. 	
d. Collective efficacy. The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Possesses a sense of self-efficacy to affect positive leadership in the district. <input type="checkbox"/> Understands the importance of efficacy among district staff in promoting district goals. <input type="checkbox"/> Acknowledges district shortcomings and celebrates accomplishments 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages a belief in the ability of personnel to accomplish substantial outcomes. <input type="checkbox"/> Discusses the successes and shortcomings of the district with stakeholder groups. <input type="checkbox"/> Implements strategies that build efficacy among principals. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustains an environment of trust among staff, students, parents, and the community at large. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes collective efficacy among staff and other stakeholder groups to achieve district goals/outcomes that matter. 	
Comments:				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District Vision and Mission Statements <input type="checkbox"/> Climate/Culture Surveys <input type="checkbox"/> Leadership Team Agendas, Minutes <input type="checkbox"/> Community Survey Data <input type="checkbox"/> Student Achievement Data 		<ul style="list-style-type: none"> <input type="checkbox"/> Student Attendance Data <input type="checkbox"/> Teacher Attendance Data <input type="checkbox"/> Graduation and Promotion Rates <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ 		

FRAMEWORK COMPONENT II: MANAGING CHANGE

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

a. Creates demand for change. The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Clearly articulates the skills and experiences students will need for success in college and the workforce in the 21st century.	and... <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops goals that reflect changes necessary to enhance student achievement rather than goals intended to maintain the status quo. (1) <input type="checkbox"/> Uses data to establish dissatisfaction with the current reality and/or establish a vision of a more attractive reality. <input type="checkbox"/> Utilizes data-driven decision making processes with the Board and central office staff. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Commits the district and schools to continuous improvement. (6) <input type="checkbox"/> Creates a true sense of urgency for change across the system. <input type="checkbox"/> Builds a strategy that identifies critical behaviors. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Advocates a culture of continuous growth and development, organizationally and individually. 	

b. Implements Change. The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity and consistency.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Understands the characteristics of first and second order change. <input type="checkbox"/> Understands the type and nature of conflict in the district. (3)	and... <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership for central office and principals as to how to implement district goals. (6) <input type="checkbox"/> Recognizes the implications of change in implementing the district goals. Ensures professional development that is <ul style="list-style-type: none"> <input type="checkbox"/> aligned with curricular, instructional, and assessment practices; <input type="checkbox"/> connected to district improvement goals; and <input type="checkbox"/> differentiated based on staff needs. <input type="checkbox"/> Ensures that all staff members are evaluated fairly and equitably.	and... <ul style="list-style-type: none"> <input type="checkbox"/> Systematically challenges the status quo Accelerates the rate of adoption of an innovation by: <ul style="list-style-type: none"> <input type="checkbox"/> identifying opinion leaders; and <input type="checkbox"/> targeting issues and framing the messages. <input type="checkbox"/> Manages change according to order of magnitude for stakeholders. <input type="checkbox"/> Synthesizes research and implements into practice.	and... <ul style="list-style-type: none"> <input type="checkbox"/> Promotes innovation at the district and school levels within the context of district goals. (6) <input type="checkbox"/> Promotes change focused on improving student learning of 21st century knowledge and skills. <input type="checkbox"/> Institutionalizes innovations that demonstrate improvement in student learning. <input type="checkbox"/> Inspires others to embrace change necessary to meet district goals for achievement and instruction. 	

c. Monitors and evaluates. The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the impact of change on the individuals implementing it. <input type="checkbox"/> Understands the value and fundamentals of program and personnel evaluation. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reports student achievement data and data regarding instructional goals to the board on a regular basis. (5) <input type="checkbox"/> Monitors progress toward district achievement goals. (5) <input type="checkbox"/> Ensures the annual evaluation of personnel in terms of their support for district goals. (5) <input type="checkbox"/> Monitors how effectively principals and other district leaders implement educator evaluation systems. <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, & Staff Survey) to monitor implementation and inform mid-course corrections. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures classroom observations are conducted frequently and systematically by central office with school-level staff. (6) <input type="checkbox"/> Monitors and evaluates the implementation of instructional methodologies identified by the district. (5) <input type="checkbox"/> Regularly evaluates change efforts and clearly communicates results to all stakeholders. <input type="checkbox"/> Holds him/herself accountable for the full and complete implementation of the educator evaluation system. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains an environment where errors are seen as opportunities to learn about and improve practices. <input type="checkbox"/> Leverages rigorous evaluation techniques to increase the efficacy of change efforts on student achievement. 	
d. Manages personal transitions. The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands that personal transition is a part of shared human endeavor. <input type="checkbox"/> Understands how individuals progress through personal transitions. <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages people to express views that are contrary to her/his own views. <input type="checkbox"/> Discusses discordant issues with staff and implements solutions to address them. <input type="checkbox"/> Resolves conflicts in the best interest of students and the district. <input type="checkbox"/> Demonstrates the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates an effective picture of the improvement initiative and communicates it effectively. <input type="checkbox"/> Creates transition management plans. <input type="checkbox"/> Leads staff in identifying professional goals related to improving student learning through the fulfillment of a professional growth plan. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inspires people to experiment, take risks, and exercise their creativity during the gap between the old and the new. <input type="checkbox"/> Mentors others to deal successfully with the personal transitions they must make for a change effort to succeed. 	
Comments:				
Suggested Data and Documents:				
<ul style="list-style-type: none"> <input type="checkbox"/> District Strategic Plan <input type="checkbox"/> Professional Development Plans <input type="checkbox"/> Relevant Student Performance Data <input type="checkbox"/> Board Reports <input type="checkbox"/> Personnel Evaluation Data 	<ul style="list-style-type: none"> <input type="checkbox"/> Regular Feedback to Leaders Regarding Performance <input type="checkbox"/> Classroom Walkthrough Data <input type="checkbox"/> Monitoring Plan <input type="checkbox"/> Operating Principals and Working Agreements <input type="checkbox"/> _____ <input type="checkbox"/> _____ 			

FRAMEWORK COMPONENT III: FOCUS OF LEADERSHIP

Focus of Leadership involves accurately and proactively targeting appropriate areas for school improvement efforts.

- a. **Non-negotiable Goals.** The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Knows effective, research-based curricular, instructional, and assessment practices. <input type="checkbox"/> Possesses strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or the workforce. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a district-wide focus on 5-year non-negotiable goals for achievement and instruction. (2) <input type="checkbox"/> Establishes clear priorities among the district's instructional goals and objectives with district achievement and instructional practices at the top of the list. (2) <input type="checkbox"/> Supports varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population. (2) <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, & Staff Survey) to develop goals and objectives. <input type="checkbox"/> Defines the practice of instructional leadership in the context of preparing students for success in college or the workforce in the 21st century. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the instructional needs of students from diverse populations are being met. (5) <input type="checkbox"/> Aligns the district's curriculum, instruction, and assessment practices. <input type="checkbox"/> Challenges district and school staff to define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inspires all district and school staff to be accountable for achieving district non-negotiable goals for achievement and instruction. <input type="checkbox"/> Leverages policies and organizational structures to ensure that effective alignment among curriculum, instruction and assessment is sustained. 	

b. Use of Resources. The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Conveys the importance of professional development in promoting district goals. <input type="checkbox"/> Articulates the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures extensive teacher and principal staff development that pertain directly to district achievement and instructional goals. (4) <input type="checkbox"/> Ensures all instructional staff is implementing a common but flexible instructional model. (4) <input type="checkbox"/> Ensures a controlled approach to resource allocation. (4) <input type="checkbox"/> Supports ongoing professional development activities throughout the district. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Directs the creation of a master plan to coordinate in-service activities of the district so that all directly relate to district goals. (4) <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Builds and utilizes an instructional and resource management system to track progress on district goals. (4) <input type="checkbox"/> Creates value-added assessment to improve the relevancy and impact of resource allocation and use. <input type="checkbox"/> Prioritizes the results of personnel evaluations to develop district-wide professional development plans. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leverages district resources to attain their highest and best use to achieve district achievement and instructional goals. <input type="checkbox"/> Leverages policies and organizational structures to integrate professional development into the culture of the district and schools. 	

<p>c. Defined Autonomy. The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<p><input type="checkbox"/> Communicates high expectations for district and school performance (6).</p>	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expects that central office staff and principals foster and carry out district achievement and instructional goals. (6) <input type="checkbox"/> Allocates necessary resources, including time and personnel, to achieve the district's goals for achievement and instruction. <input type="checkbox"/> Employs collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities. <input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that a teacher evaluation program focuses on district instructional priorities as a priority for principals. (6) <input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Builds the capacity of principals and other district leaders to design systems to equitably manage human and financial resources. <input type="checkbox"/> Optimizes the budgetary process so that effective programs are maintained and less effective programs are eliminated. <input type="checkbox"/> Ensures that instructional time is valued and protected across the district. <input type="checkbox"/> Expands recognition of and rewards for improved student achievement. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that all students throughout the district have the opportunity to learn. (6) 	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant Student Performance Data <input type="checkbox"/> Data Collection Plan <input type="checkbox"/> Professional Development Plans <input type="checkbox"/> Personnel Evaluation Data <input type="checkbox"/> University/School Associations 		<ul style="list-style-type: none"> <input type="checkbox"/> Staff Handbooks <input type="checkbox"/> Master Schedule <input type="checkbox"/> Staff Surveys <input type="checkbox"/> Community Activities <input type="checkbox"/> _____ <input type="checkbox"/> _____ 		

FRAMEWORK COMPONENT IV: MANAGEMENT

Effective district management ensures that there are processes and systems in place for budgeting, staffing, problem solving, communication, and scheduling that organize the work of the district and give priority to student learning and safety.

a. **Resources and Budget.** The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Knows and applies sound business practices for budgeting and accounting. <input type="checkbox"/> Identifies and plans for facility needs. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input type="checkbox"/> Monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Implements collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Ensures transparency into the processes that create the district's financial policies and procedures. <input type="checkbox"/> Monitors and revises budgets, as appropriate to position, to achieve the district goals. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Promotes the communication of the district's budget and resource allocation in ways that build the understanding and trust of constituents. 	

b. **Systematic Communication.** The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates necessary information to relevant district staff members. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Develops a system of communication that contributes to realizing district goals. <input type="checkbox"/> Provides information to various community stakeholder groups in a timely and effective manner. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that community stakeholders and educators are informed about progress toward achieving district goals. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Empowers various advisory groups to improve external and internal communication. 	

c. Safe and Orderly Environment. The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Knows the district and school safety and crisis plans, community emergency response plan, and the district's data security plan.	and... <ul style="list-style-type: none"> <input type="checkbox"/> Establishes appropriate partnerships with other community safety and emergency institutions. <input type="checkbox"/> Implements district policies and procedures for a safe and orderly environment. Enforces clear expectations, structures, policies and procedures for ensuring: <ul style="list-style-type: none"> <input type="checkbox"/> The health and safety of students and staff including physical and emotional well-being. <input type="checkbox"/> The security of all sensitive and confidential data. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Creates clear expectations, structures, policies and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling. <input type="checkbox"/> Commits all district staff to a secure and safe working environment. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Innovates approaches for a safe and orderly environment. 	
d. Parent/Community Involvement and Outreach. The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Presents opportunities for community involvement in the schools.	and... <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with parents and community groups to develop support for the school district. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Engages with important local organizations and governmental entities (e.g., Boards of directors, important committees or task forces, new community initiatives). 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Leverages community and government entity assets to accomplish district goals. 	

e. Legal and Regulatory Compliance. The superintendent and central office staff designs protocols and processes in order to comply with federal, state, and district legal requirements and mandates.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Understands and articulates the impact of legal issues affecting public education.	and... <ul style="list-style-type: none"> <input type="checkbox"/> Prepares and implements district policies in compliance with local, state, and federal requirements. <input type="checkbox"/> Facilitates the implementation of state education policy. <input type="checkbox"/> Applies laws, policies, and procedures fairly, wisely, and considerately. <input type="checkbox"/> Enforces legal systems to protect the rights of students and staff. <input type="checkbox"/> Enforces compliance with local state, and federal mandates. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Designs protocols and processes that ensure compliance with federal, state, and district mandates. <input type="checkbox"/> Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. 	and... <ul style="list-style-type: none"> <input type="checkbox"/> Effectively manages federal and state mandates to improve student learning. 	
Comments:				
Suggested Data and Documents: <ul style="list-style-type: none"> <input type="checkbox"/> Facility Need Plans <input type="checkbox"/> Communication Samples <input type="checkbox"/> District Safety/Crisis Plan <input type="checkbox"/> Community/Parent Volunteer Data <input type="checkbox"/> List of Committees and Meetings with Community Participation 		<ul style="list-style-type: none"> <input type="checkbox"/> Master Schedule <input type="checkbox"/> District Budget Plan <input type="checkbox"/> Established District Policies <input type="checkbox"/> _____ <input type="checkbox"/> _____ 		

SUPERINTENDENT INDIVIDUAL SUMMARY EVALUATION WORKSHEET

This form serves two purposes: (1) to summarize the self-assessment, and; (2) summarize individual board member ratings in preparation for the final evaluation and goal-setting meeting. The superintendent should use this form to record his or her self-assessment ratings, and the evaluator(s) should use this form to record performance ratings of the superintendent.

Name of superintendent: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

Not Demonstrated																				
Developing																				
Proficient																				
Accomplished																				
Distinguished																				
	Purpose and outcomes	Agreed-upon processes	Tangible and intangible assets	Collective efficacy	Overall: Purposeful Community	Creates demand for change	Implements change	Monitors and evaluates	Manages personal transitions	Overall: Manage Change	Non-negotiable goals	Use of resources	Defined autonomy	Overall: Focus of Leadership	Resources and budget	Systematic communication	Safe and orderly environment	Parent/community involvement and outreach	Legal and regulatory compliance	Overall: Management
	Purposeful Community				Managing Change					Focus of Leadership			Management							

- Individual school board member ratings:** Each school board member should record his or her rating of the superintendent's performance on individual elements. The overall framework rating is the middle rating of all of the element ratings for each component.

SUPERINTENDENT COLLECTIVE SUMMARY EVALUATION WORKSHEET

This form is a tally sheet that serves to combine all board member ratings to determine the median score for each framework component.

Component	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
Purposeful Community						
Managing Change						
Focus of Leadership						
Management						
Overall						

- Tally individual school board member ratings:** Individual school board member ratings are tallied according to the scoring directions. The median score for each rating should be determined and recorded in the table below.
- Determine the Overall Rating for Each Standard:** The Overall Rating is determined by locating the middle rating of the four standards ratings. Record that score in the table.

Superintendent signature: _____ Date: _____

Evaluator signature: _____ Date: _____

SUPERINTENDENT GOAL-SETTING FORM

Name: _____ School year: _____

District: _____

This goal-setting form should be completed by the superintendent following the self-assessment process. The proposed goals, as well as activities, outcomes, and time line, will be reviewed by the evaluator prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
Component I: Purposeful Community					
Component II: Managing Change					
Component III: Focus of Leadership					
Component IV: Management					

Superintendent signature: _____ Date: _____

Evaluator signature: _____ Date: _____

McREL's Superintendent Evaluation System

McREL's Balanced Leadership Superintendent Evaluation system is grounded in the effective superintendent and central office leadership research. The findings from our studies are grounded in the framework components and practices found in the developmental performance rubric.

1. Collaborative Goal-Setting Process

The superintendent involves board members and principals in the process of setting goals.

Practices:

- Developing shared understanding among principals and district office staff as to the nature and function of the goal-setting process
- Involving board members and school and central office administrators in the goal-setting process
- Developing goals that reflect changes necessary to enhance student achievement rather than goals intended to maintain the status quo

2. Non-negotiable Goals for Achievement and Instruction

Goals for student achievement and instructional program are adopted and are based on relevant research.

Practices:

- Establishing clear priorities among the district's instructional goals and objectives with instructional practices and district achievement at the top of the list
- Adopting 5-year non-negotiable goals for achievement and instruction
- Adopting varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population

3. Board Alignment With and Support of District Goals

Board support for district goals for achievement and instruction is maintained.

Practices:

- Establishing alignment of the board president regarding district achievement and instructional goals, as well as the type and nature of conflict in the district
- Along with the board president, remaining situationally aware, agreeing on the political climate of the school district

- Providing professional development for board members
- Establishing alignment with the board president on the extent to which district goals are being met

4. Use of Resources to Support the Goals for Achievement and Instruction

Resources are dedicated and used for professional development of teachers and principals to achieve district goals.

Practices:

- Adopting an instructional and resource management system that makes it easy to track progress on district goals
- Providing extensive teacher and principal staff development that pertains directly to district achievement and instructional goals
- Training all instructional staff in a common but flexible instructional model
- Controlling resource allocation
- Developing a master plan to coordinate in-service activities of the district so that all directly relate to district goal

5. Monitoring Goals for Achievement and Instruction

The evaluator monitors and evaluates implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.

Practices:

- Monitoring progress toward district achievement goals
- Monitoring the implementation of instructional methodologies identified by the district
- Annually evaluating principals in terms of their support for district goals
- Reporting student achievement data and data regarding instructional goals to the board on a regular basis
- Ensuring that the instructional needs of students from diverse populations are being met
- Ensuring classroom observations are conducted frequently and systematically by central office with school-level staff

6. Defined Autonomy: Evaluator Relationship with Schools

The evaluator provides autonomy to principals to lead their schools but expects alignment on district goals and use of resources for professional development.

Practices:

- Expecting principals to foster and carry out district achievement and instructional goals
- Developing a shared vision and understanding of “defined autonomy”
- Committing the district and schools to continuous improvement
- Hiring well-qualified teachers
- Establishing a teacher evaluation program that focuses on district instructional priorities as a priority for principals
- Establishing strong agreed-upon principles/values that direct actions of people
- Ensuring that schools have a clear mission focused on district goals
- Ensuring that schools ensure that all students have the opportunity to learn
- Maintaining high expectations for school performance
- Directing personnel operations to assure a stable yet improving and well-balanced work force
- Allowing for and promoting innovation at the school-level within the context of district goals

This combination of responsibilities and practices is the focus of the Balanced Leadership Superintendent Evaluation system. By using the results of the evaluation to guide their own professional development and individual learning strategies, the superintendent will be able to chart a course for professional growth and development, collaborate with board members and central office instructional staff, and lead the district to accomplishing significant outcomes.

Superintendent Program Objectives:

McREL’s effective leadership research and the Balanced Leadership Superintendent Evaluation system is expected to complement a larger and more comprehensive human capital management strategy. The superintendent evaluation process will:

- Serve as a guide for the superintendent as he/she reflects upon and improves their effectiveness as a district leader;
- Focus the goals and objectives of districts and governing Board of Education, as they support, monitor, and evaluate superintendent effectiveness;
- Guide the superintendent and Board of Education on setting meaningful and manageable profession growth goals.

The superintendent will take the lead in conducting the evaluation process through the use of self-assessment, reflection and gathering input from various stakeholders with an interest in the leadership in the district, including board members. The evidence and documentation gathered is not intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal

setting, professional development planning, and demonstration of performance on specific components of the evaluation system.

Superintendent's Report – December 2016

1. I showed the movie *Most Likely to Succeed* to the staff on the Wednesday before Thanksgiving break. I heard quite a few "Thank You for showing this to us" and some concerns. Since then a group of teachers have asked if they can start planning to implement Project Based Learning opportunities for our students.

I purchased a book for each member of this group that will provide them with ideas for projects and how to get them started. I am very pleased that our teachers have taken upon themselves to introduce this program to our students.

Ten teachers requested a copy of the book *Most Likely to Succeed*. I ordered a dozen of the books. The remaining two have been checked out by other teachers.

2. On November 30th, I attended the Legislative Preview sponsored by the Nebraska Council of School Administrators. We heard from three senators and their take on the upcoming session. The budget deficit will obviously take up a great deal of their time.
3. On December 7th, John Nelson, Jennifer Swantek and I attended the New Board Member workshop. A lot of good information was presented.
4. ESU 7 Supts meeting – Mr. Heier and myself were in attendance at the rare Supt-Principal meeting sponsored by the ESU. We participated in a planning for future services program. We discussed what we saw as needed services and programs for our students and answered appropriately. The ESU will take the information from the districts at that meeting and plan out their 17-18 school year accordingly.
5. Strategic Plan Review with Marcia Herring – (Marcia said she would have this to me by the end of the day Friday. I will send out an update once I am in possession of the notes.)
6. McREL Superintendent Evaluation Instrument – I have obtained a copy of this evaluation tool from Dr. Davis. He has provided an explanation of the program.

In visiting with him, he thinks it would take a couple of training sessions to properly implement this program.

7. Survey Results – I have attached a copy of the results of the most recent parent survey we conducted through our Advanced ED program. I will go into more detail at the meeting.



Karen Haase
Steve Williams
Bobby Truhe
Shari Russell, Paralegal

MEMORANDUM

TO: Superintendent John Weidner
FROM: KSB School Law
DATE: September 14, 2016
RE: KSB Policy Service

As we discussed, you and the board are interested in learning more about our firm's policy service. This memorandum provides a description of our policy service and costs, which we believe is much simpler and cheaper than a full review of your current policy book. We also believe that the service concept allows boards and administrators to stay more current in the ever-expanding universe of policies that state and federal law require.

Writing Style. Our policies are shorter and contain more headings and numbers than most policies. We believe that careful writing, attention to detail, familiarity with school practices, and a thorough knowledge of the law are essential to creating good policies. We describe our writing style as "lean and clean." We have seen too many instances when an employee, an NSEA representative, or a plaintiffs' attorneys has turned flowery, loosely written, or overly complicated policies to a school district's disadvantage. We strive to write policies that are short, clear, and useful.

Organization. Our policies are divided into the following six sections:

1000 Series: Mission and Belief Statements

2000 Series: The Role and Conduct of the Board of Education

3000 Series: Business Operations

4000 Series: Employees

Cornhusker Plaza
301 S. 13th St., Suite 210
Lincoln, NE 68508

P: (402) 804-8000
F: (402) 804-8002
KSBSchoolLaw.com

5000 Series: Students

6000 Series: Instruction and Extracurricular Activities

There is nothing special about this organizational system. If you have traditionally used letters rather than numbers or if you have used a numbered system that you want to retain, you can simply place our policies into the structure you prefer.

Additional Services. We want to make sure that you have all the policies you want in the form you want. As part of the service, we will write any policies that you request and will work with you to make sure that the policies incorporate the elements that you want. We will also work with you to incorporate any special existing policies that the board wants in its policy manual. We fully understand that boards often have unique local issues they like to address through policy.

Policy Updates. We will provide you with policy updates during the school year, and at the end of each school year necessitated by court decisions and changes in state and federal law and regulations. We provide the policy updates as part of the service for a two-year period. After the initial two-year period, we will continue to provide you with updated policies for a modest annual fee (currently the annual subscription fee is \$500).

Delivery of Policies. We prefer to provide you with the policies one section at a time, but, we will provide them to you in accordance with the schedule you designate. We strongly encourage the board to review the policies carefully so that they will become thoroughly familiar with them. We will include a memorandum with each set explaining the purpose of the policies and pointing out areas in which you might want to exercise some discretion. We will provide policies to you by e-mail unless you want them in hard copy. This will enable you and your staff to format the policies to conform to your district's preference and to post them on your district's website if you wish.

Board Adoption of Policies. Many boards require two readings of a policy before they may adopt it. There is no legal requirement of two readings, and we recommend against it because there are many instances when boards needed to act quickly to adopt or amend a policy.

We recommend that the board record the dates when it reviews, adopts, and revises each policy. Nebraska Department of Education representatives examine board policies for these dates when they conduct accreditation

reviews. The dates can also be useful in communicating the board's commitment to following its policies when patrons try to convince administrators to deviate from policy "just this once."

Administrative Regulations. Some school districts have elaborate systems of policies, administrative regulations, guidelines, or protocols. As a general rule, we prefer that the board establish written policies and that administrative practice be less formal. The danger of a system of multiple written policies, procedures and protocols is that the policies change over time, but the written protocols don't, or administrators simply overlook one set of written documents. The only written protocols we recommend, other than board policy, are your school safety plan, your student handbook, and staff handbooks. You should review these handbooks carefully at the end of every school year to be sure they comply with board policy. We will be happy to review your handbooks for you if you would like us to do so.

Cost and Billing for Policy Service. The cost of the policy service is \$9,500. It includes a full set of policies and policy updates for a two-year period. We can bill you in 12 monthly installments or in a lump sum according to your preference. After the initial two-year period, we do charge an additional fee to keep your subscription current so that you can receive all the updates. This year that fee was \$500.

We would be delighted to work with you and the board on policies. If you have questions about the service, the policies, or any other matter, please contact one of us.



John Weidner <jweidner@twinriver.esu7.org>

Board Manual Customization Service

1 message

Jim Luebbe <jluebbe@nasbonline.org>
To: John Weidner <jweidner@twinriver.esu7.org>

Wed, Sep 14, 2016 at 12:47 PM

John,

We do still have room in our scheduling to take in a couple more districts for the complete reworking and updating of their manuals for this winter. I've outlined the process below and we have redone the manuals for well over a third of the board manuals across the state in previous years. Along with the cost of the Customization, you would receive free Policy Service Updates for this year and for 2017. I've included a sample contract for the Customization – the timeline dates are flexible. The main goal would be to finish the process by late Spring so you could adopt the new manual to be in effect for the 2017-2018 school year and still have plenty of time in the spring to review your student and staff handbooks.

THE CUSTOMIZATION PROCESS

Board Policy Manuals in many districts contain outdated, obsolete, inaccurate or unnecessary information that needs to be corrected. We will evaluate a district's existing policy manual, check for consistency and provide your board with a "road map" of policy areas requiring improvements and suggestions to build upon.

Through this process we will be able to highlight the areas that are presently omitted and add the policies that most experienced boards and administrators believe are necessary for setting out the basic expectations for the operation and governance of your district. When these new policies are brought into your reorganized and updated manual, they are reviewed with your administrators and board policy committee to ensure the language and intent is appropriate to your own district.

This is a time intensive process and we will review, update and reorganize all your existing policies along the format of our policy reference manual to make your manual easier to update in future years. This process of reorganizing and updating your existing manual keeps the past decisions of your board in place, rather than replacing them by the adoption of a generic board policy manual. Every district has a different history and has made numerous optional operating decisions differently than your neighboring districts.

The goal of the Customization Service is to create a completed, customized policy manual with legal referencing and indexing that reflects in writing how your particular district actually operates rather than just some generic school district.

The cost of the customization service is \$7,000.

Please let me know if you have questions of any kind. I would be happy to discuss this further with you or your board.

Jim

NEBRASKA ASSOCIATION OF SCHOOL BOARDS

POLICY REVIEW SERVICE AND CUSTOMIZATION AGREEMENT

This Agreement, is made as of the ____ day of _____, 201__, by and between the Board of Education of the Twin River Public Schools (hereinafter referred to as the "Board") and the Nebraska Association of School Boards (hereinafter referred to as "NASB") in consideration of the mutual promises and covenants hereinafter set forth, and other good and valuable consideration, the receipt which is hereby acknowledged.

POLICY REVIEW PHASE

The parties agree as follows:

Section 1. Purpose

NASB agrees to perform the services enumerated in Section 2.02 of this Agreement for the purpose of assisting the Board to review and analyze the condition of its Board Policy Manual.

In consideration for NASB's services, the Board agrees to perform the duties enumerated in Section 2.01 and make payment according to Section 6.

Section 2. Respective Duties

2.01 The Board shall:

- A. Provide NASB with its current Board Policy Manual;
- B. return this contract to NASB within 60 days of receipt; and
- C. Designate a member of administrative staff (typically the superintendent or superintendent's secretary) to serve as liaison with NASB for the duration of the Agreement, and so advise NASB.

2.02 NASB shall:

- A. Review the Board's current policy for adequacy and efficiency as an instrument to reflect the board's collective judgment with respect to school governance.
- B. Examine the policies with respect to their consistent use of terms and their method of organization.
- C. Deliver recommendations for specific policy language deletion, addition or revision to meet requirements of current laws and regulations, and to align the manual with best current district practices. In the event a mandatory policy is missing, a sample will be provided.
- D. Deliver up to ten copies of the Policy Review Report to the Board no later than ninety days from receipt of the signed Policy Review Service and Customization Agreement and requested materials from the Board unless extended by mutual agreement of the parties.
- E. Submit one copy of the Policy Review Report to the Board, if it wishes, on CD-ROM.
- F. Provide NASB's policy consultant to review the Policy Review Report with the Board, if requested.

POLICY CUSTOMIZATION PHASE

The parties agree as follows:

Section 3. Purpose

NASB agrees to assist the Board in the creation of a customized policy manual by providing policy development services to the Board. The customized policy manual will consist exclusively of policy statements and will not include revision, editing or modification of any other documents or publications, such as school manuals or handbooks, administrative rules, regulations, procedures, exhibits or forms. However, where NASB has samples of such materials available, they will be provided upon request for use in the district's operations.

Section 4. NASB Duties

NASB shall:

4.01. review existing Board policies, pertinent Board minutes, materials, handbooks, administrative procedures, current contracts, negotiated agreements, and other relevant existing policy information made available to NASB in the preparation of the customized policy manual. The review of the Board's negotiated agreements will be addressed solely to insure the operational consistency of the documents and will not include analysis of the issues negotiated in the collective bargaining process.

4.02. revise, codify and organize policies in a format developed by NASB and implement the recommendations of the Policy Review Report.

4.03. provide up to three in-district consultations by the policy consultant to review language of proposed new policies: The three in-district consultations are at the option of the Board, and shall be no more than three hours each in length.

4.04. provide the Board with up to ten printed copies of the initial draft policy manual within 120 days after receipt of materials requested pursuant to Section 4.01 above and the completion of the language-review consultations described in 4.03 above, whichever is later.

4.05. edit the initial draft of the customized policy manual with the Board during the thirty days following receipt of the initial draft back from the district.

4.06. provide up to two in-district consultations of no more than three hours each in length by the policy consultant if requested by the board to review the initial draft of the customized policy manual with the Board and/or Superintendent. Any additional in-district consultations by the policy consultant will be billed to the Board for the cost of mileage reimbursed at the current NASB rate upon completion of the manual.

4.07. provide the Board with up to twelve printed copies and up to 4 CD-ROMs flash drives of the final customized policy manual within a reasonable period of time, not to exceed thirty days, following receipt of the board's edits to the initial draft of the customized policy manual. NASB reserves the right to charge and collect reasonable copy, materials and postage fees to cover its costs for requests for additional copies of a policy or policies, or requests for special mailing services, when agreed in writing.

Section 10. Contract Relationship

The members of the board of education of the Board are members of NASB, and as a service to its members, NASB is, as an independent contractor, providing the services under this Agreement in order to promote the economy and efficiency of the Board's operations. Neither party shall be responsible to any third person, have the authority to bind the other, or otherwise be authorized to act in any way as a representative of the other unless otherwise expressly agreed to in writing, signed by both parties hereto.

Section 11. Indemnification

The Board agrees to defend, indemnify, and hold harmless NASB from any and all claims, loss, damages, and attorneys' fees incurred as a result of any claim against the Board arising out of or premised upon any policy provided pursuant to this Agreement.

Section 12. Agreement Execution

This Agreement has been duly authorized, executed and delivered by the parties hereto and constitutes a legal, valid and binding obligation of such parties. Each individual signatory hereto represents and warrants that they are duly authorized to execute this Agreement on behalf of their principal.

Section 13. Initiation of Agreement

This Agreement shall take effect immediately upon its execution.

Nebraska Association of School Boards

Twin River Public School District

James Luebbe, NASB Dir. of Policy Services

School Board President

Date

Date

John M. Guthery
Thomas M. Haase
James B. Gessford
Rex R. Schultze***
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann*
R.J. Shortridge*
Jeanette Stull
Corey L. Stull*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight****
Charles Kaplan



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.
233 SOUTH 13TH STREET, SUITE 1400
LINCOLN, NEBRASKA 68508
TELEPHONE (402) 476-9200 • FAX (402) 476-0094
www.perrylawfirm.com

Of Counsel
Richard D. Sievers
C. Kelley Baker

*Also Admitted in Iowa
**Also Admitted in Kansas
***Also Admitted in Wyoming
****Also Admitted in Colorado

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

September 14, 2016

John Weidner, Superintendent
Twin River Public Schools
816 Willard Avenue
PO Box 640
Genoa, NE 68640-0640

RE: School Board Policy Book

Dear Mr. Weidner:

I am writing in response to your request for a proposal for the preparation of new school board policies for the Twin River Public Schools. Our firm has developed a "template" school board policy book to meet the requirements of state and federal law and, where applicable, case law. The template policies include all of the most recent updates. The policies cover school district operations and student and personnel issues and give policy guidance to address legal obligations and protect students, staff and property.

The template policy book is divided into nine (9) separate sections, 1000 - Community Relations; 2000 - Administration; 3000 - Business; 4000 - Personnel; 5000 - Students; 6000 - Instruction; 7000 - New Construction; 8000 - Board Policies; and 9000 - By-Laws (Board of Education).

Initially, we provide you with the complete set of policies. We conform the policies to your school by inserting provisions specific to your District, such as your graduation requirements. You and the Board then review the policies, making changes as determined appropriate by your Board. We answer any questions you might have about specific policies or whether changes you are proposing should be made. Upon the revisions or changes being made, the Board would then take action to adopt the policies (this may be done either all at once or section by section). You send us any changes made; we incorporate those into your policy book and insert the date of adoption.

Upon adoption of the complete policy book, our office places the entire policy book on a disk formatted for MS-Word. We would also give you ten (10) hard copies in 3-ring binders.

The cost for the template policy book, and our assistance in the review of each section throughout the foregoing process, is \$7,500, plus expenses of reproduction, mailing and the like. Except for expenses, the billing occurs when the policy service is completed or six months after the commencement of the project.

Since 2006, we have provided nearly all ESUs in the State, including ESU 7 with an annual update to respond to changes in state and federal laws or regulations. The policy numbers for the new policies correspond to those in our policy template.

We look forward to the possibility of working with your school district on this project.

Sincerely,

PERRY, GUTHERY, HAASE
& GESSFORD, P.C., L.L.O.


Gregory H. Perry