

Board of Education Special Meeting
Tuesday, November 27, 2018 6:00 PM
High School Library
P.O. Box 8400
Ravenna, NE 68869-8400

1. Call to Order and Roll Call - Open Meeting Law
2. Excuse Absent Board Members
3. The Pledge of Allegiance
4. Recitation of School Mission Statement: Preparing Students Today to Succeed Tomorrow: Family-Community-School
5. Approval of Agenda
6. Information and Action Items
 1. Negotiations with REA @ 6:30 PM (Executive Session)
7. Superintendent's Report (Executive Session)
8. Adjournment

4013 Grievance Procedure

Definition of Grievance. A grievance is an allegation by an employee or group of employees that there has been a violation of a provision of the negotiated agreement or a policy of the board of education.

Procedural Steps. The procedure for handling grievances is as set forth below.

Step 1 - Oral Notice to Principal. The grievant shall initiate the grievance by presenting it to his or her principal or immediate supervisor within seven (7) days from the date that the grievant knew or should have known of the incident giving rise to the grievance.

Step 2 - Written Grievance to the Principal. If the grievance is not resolved to the satisfaction of the grievant within five (5) days of the meeting with the principal, the grievant representative may present the grievance in writing to the principal.

The principal shall schedule a meeting within three (3) days of receipt of the written grievance to discuss the elements of the grievance. The principal shall submit his or her determination in writing to the grievant within five (5) days of the meeting.

Step 3 - Written Appeal to the Superintendent of Schools. If the determination of the principal is not satisfactory to the grievant, the grievant may appeal it to the superintendent of schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the superintendent of schools within five (5) days of receipt of the principal's determination.

The superintendent of schools or a designee shall hold a formal meeting within seven (7) days of receiving the written appeal. The superintendent of schools or a designated representative shall make a written determination regarding the grievance within five (5) days of the date of the meeting.

Step 4 - Appeal to the Board of Education. If the determination of the superintendent of schools is not satisfactory to the grievant, the grievant may appeal it to the board within five (5) days of receipt of the superintendent's decision. The board

shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The board shall notify the grievant of its decision within five (5) days of hearing the grievance.

Written Presentation. All grievances presented at Step 2 and subsequent steps of the procedure shall set forth in writing all facts giving rise to the grievance, the provision(s) of the Agreement or policy alleged to have been violated, the names of the grievant(s), the names of all witnesses, and the remedy sought by the grievant. All grievances at Step 2 and appeals at Step 3 and Step 4 shall be signed and dated by the aggrieved employee. All written answers submitted by the district shall be signed and dated by the appropriate district representative.

Grievance Meetings or Hearings. All meetings and hearings conducted under this procedure up to and including Step 3 shall be conducted in private and shall include only the administration's representatives, the grievant, the grievant's representatives, and witnesses as necessary.

Association Representation. A grievant shall have the right to have an Association representative present to represent the grievant at each level of the grievance procedure.

Reprisals. No reprisals of any kind shall be taken against any employee who uses this grievance procedure in good faith.

Withdrawal of a Grievance. A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party.

Advanced Step Filing. A grievance shall be filed initially at the level at which the decision resulting in the grievance was made.

Time Limitations. Time limitations herein are critical. All references to days are to calendar days. No grievance shall be accepted by the district unless it is submitted or appealed within the time limits set forth in this Agreement. If at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not submitted in a timely manner at Step 1 or Step 2, it shall be deemed to be waived. If the grievance is not appealed to Step 3 in a timely manner, it shall be deemed to have been settled in accordance with the

district's Step 2 determination. If the district fails to answer within the time limits set forth in this Agreement, the grievance shall automatically proceed to the next step.

When the deadline for taking an action falls on a Saturday, a Sunday or a legal holiday, the time for taking the action shall be extended to the next working day.

Requirement to Grieve. This grievance procedure is not discretionary and cannot be waived except through the express written consent of the board. No administrator or board member, individually, has the authority to waive the requirements of this procedure. Any grievance covered by this procedure but not raised pursuant to the requirements herein, including any grievance abandoned, will be forfeited.

Bad Faith or Serial Filings. The purpose of the grievance procedure is to resolve complaints and grievances regarding covered matters at the lowest level possible within the chain of command. Grievances filed without any intention to attempt to resolve the issues raised; for the purpose of adding administrative burden; or for purposes inconsistent with the professional obligations of district staff members may be dismissed by the superintendent without providing final resolution other than noting the dismissal on a basis in this section.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Study of Coaching Positions by Requested Activities

Purpose of Study

Several activity sponsors have approached the administration indicating they believed they were “short staffed” in their respective activity. The Board wishes to explore how the staffing of Ravenna Public Schools activities compares with other schools in the agreed upon salary array. All activity sponsors were contacted by the activities director and the superintendent early in the 2018-19 school year and asked to reflect on the current staffing level of their program, determine if it was adequate at the current level, and were included in this study, if they believed they were understaffed in their activity compared to other schools within the array. The summary information for those activity sponsors requesting to be included in this study appears below.

Boys Basketball

Ravenna: 1 head, 1 assistant

Amherst: 1 head, 2 assistants

Centura: 1 head, 2 assistants

Gibbon: 1 head, 2 assistants

Loup City: 1 head, 2 assistants (coop with Arcadia)

Pleasanton: 1 head, 1 assistant

St. Paul: 1 head, 2 assistants

Shelton: 1 head, 1 assistant

Wood River: 1 head, 2 assistants

Summary: 6 of 9 of the schools in the array have 2 paid assistant coaches. Adding an additional assistant coach would cost approximately \$2,397.50 (or 7% of base salary).

Cross Country

Ravenna: 1 head, 1 assistant-Coaching both high school and junior high

Amherst: 1 head, 1 assistant-Coaching both high school and junior high

Centura: 1 head, 1 assistant-Coaching both high school and junior high

Gibbon: 1 head, 1 assistant-Coaching both high school and junior high

Loup City: 1 head, 1 assistant-Coaching both high school and junior high (coop with Arcadia)

Pleasanton: No program

St. Paul: 1 head, 1 assistant-Coaching both high school and junior high

Shelton: 1 head, Coaching both high school and junior high

Wood River: 1 head, 1 assistant-Coaching both high school and junior high

Summary: 7 of 9 of the schools in the array have 2 paid coaches. Some schools reported having additional assistant coaches, but these were volunteer assistant coaches (non-paid).

Track

Ravenna: 4 total; assigned by specialty area and not disaggregated by high school or junior high

Amherst: 6 total; 4 high school & 2 junior high

Centura: 7 total; 4 high school & 3 junior high

Gibbon: 8 total; 5 high school & 3 junior high

Loup City: 9 total; 5 high school & 4 junior high (coop with Arcadia)

Pleasanton: 5 total; 3 high school & 2 junior high

St. Paul: 5 total; assigned by specialty area and not disaggregated by high school or junior high

Shelton: 7 total; 4 high school & 3 junior high

Wood River: 8 total; 4 high school & 4 junior high

Summary: The number of track coaches assigned varies greatly across the array. However, all schools have at least 5 track coaches. The request from coach Schirmer would be to add two more coaches. The cost of adding one additional assistant coach would be approximately \$1712 (or 5% of base salary).

Wrestling

Ravenna: 3 total; 2 high school & 1 junior high

Amherst: 2 total; 2 coaching both high school and junior high

Centura: 3 total; 2 high school & 1 junior high

Gibbon: 2 total; 2 coaching both high school and junior high

Loup City: 4 total; 2 high school & 2 middle school (coop with Arcadia)

Pleasanton: 2 total; coaching both high school and junior high

St. Paul: 2 total; 2 coaching both high school and junior high

Shelton: 2 total; coaching both high school and junior high

Wood River: 3 total; 2 high school & 1 junior high

Summary: 5 of 9 of the schools have 2 coaches coaching both junior high and high school; 4 or 9 of the schools have 3 or more coaches on their coaching staff.

ORIGINAL

D. Emergency Leave/Bereavement Leave

Emergency leave may be granted when the absence is not covered under another leave. Up to five (5) days may be granted with notification and approval of administration. Emergency would include the following: death in the immediate family (spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, son-in-law, or daughter-in-law), **should the death of a spouse or child cause sickness (physical, emotional, or mental) the language of sick leave may be used;** b. court appearances beyond personal leave days.

A maximum of five (5) additional sick leave days may be used as emergency leave if needed.

E. Bereavement Leave

A maximum of five (5) sick leave days may be used each year as bereavement leave to allow a staff member to attend the funeral of a friend or relative not in the immediate family.

PROPOSED

D. Emergency Leave

Up to five (5) days emergency leave may be granted with notification and approval of administration. Emergency leave can be used for the following: death in the immediate family (spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, son-in-law, or daughter-in-law).

E. Bereavement Leave

A maximum of five (5) sick leave days may be used each year as bereavement leave to allow a staff member to attend funeral services and for the purpose of bereavement. Should the death of a spouse or child cause sickness (physical, emotional, or mental), the staff member may be entitled to use other leave as provided by law or this Agreement.

RATIONALE

The "Emergency Leave" section seems to exist to allow for additional sick leave time due to "(physical, emotional, or mental)" illness resulting from the death of immediate family. Its purpose is to allow teaching staff 5 days of emergency leave for the bereavement of immediate family and to use sick leave during any corresponding period of "bereavement related illness." This language referencing sick leave is no longer necessary, as staff who are ill for any reason are allowed to use their sick leave, for any type of illness (physical, emotional, mental) resulting from any cause.

In short, it is extraneous language that is not needed. If a staff member is ill for any reason, they can access their sick leave and they can utilize any other leave they are afforded by the Negotiate Agreement and by the law.

Additionally, when the schools in the array comparison were examined to see if the use of "Emergency Days" was a prevalent practice among these schools, it was determined that it was not. St. Paul is the only other school in the agreed upon comparability array that offers "Emergency Days".

The proposed language of the section simply entitled, "Bereavement Days" allows staff to access up to five days of sick leave for bereavement purposes annually for immediate family, extended family, friends, and acquaintances. Furthermore, it clarifies that additional sick leave, other leave provided by the Negotiated Agreement, and FMLA Leave can be used if illness (physical, emotional, mental) develops in conjunction with bereavement.

The leave provided by the "Emergency Leave" provision allowing staff to use sick leave for court appearances is confusing. As the current language suggests, it was put into the agreement in case a staff member needed to appear in court and had already exhausted their personal leave days. There are provisions recently added to the "Negotiated Agreement," namely the language regarding "Full Dock Days," that would allow a staff member to attend a court hearing, if they needed to do so and had exhausted all of their personal leave. Additionally, if they were appearing in court because of adoption, the FMLA would allow for such job protected leave. Additionally, jury duty is an excused absence from work, as per Nebraska state statute. The purpose of sick leave is clear by its nature and should probably not have been used for court appearance.

Attached is a leave balance sheet of an actual employee to help negotiators further understand how the "emergency leave" days are currently administered. It has an "A" in the upper right hand corner. Currently, staff are afforded 5 days of emergency leave, 2 days of personal leave, 5 days of professional leave, and 10 days of sick leave per year. Currently, if a staff member has a death in the family, it has been considered as emergency leave. In such instances, leave for bereavement purposes has been taken from the 5 days of emergency leave and no bereavement time has been deducted from the employee's sick leave bank, provided the bereavement lasted no longer than the 5 days allotted under the emergency leave provision.

Since the beginning of the 2015-16 year through October 12, 2018, the following 17 emergency days, for the following purposes, have been used, with the balance for all of these days coming from staff members' "emergency leave" and with no deduction from their sick leave balances: wife's grandmother's funeral (1 day); court to settle family estate (2 days); step grandmother's death (1 day); grandparent of husband's funeral (1 day); wife's grandmother's funeral (1 day); husband's grandfather's funeral (1 day); grandmother's death (1); father in law's death (2); grandparent in law's death (2 days); father's death (5 days).

Attached and labeled "B" is a comparability study of the schools in the array that shows the number of schools in the array comparison that have "emergency leave" in their negotiated agreements. The study shows that only one, St. Paul, has emergency leave. Attached and labeled "C" is a copy of the language

regarding "emergency leave" from St. Paul's negotiated agreement. It clearly states that emergency leave is NOT its own separate bank of leave, but in fact, the emergency leave is actually sick leave that can be used for "emergency purposes". The study clearly shows that "emergency leave" is not the prevalent practice in the agreed upon negotiations array of schools.

Attached and labeled "D" is a study of the schools in the array that details how the different schools in the array administer bereavement leave. After running the study, the superintendent reviewed the "bereavement language" in all of the negotiated agreements for all of the school in the array. The notations on the study were made by the superintendent. The study shows that all of the schools in the array, with the exception of Loup City, deduct bereavement leave from their sick leave. Loup City uses a "Personal Time Off" (PTO) model for leave, where staff use PTO for illness, bereavement, and personal leave. The comparability study and examination of the negotiated agreements in the array show that deducting leave for bereavement purposes from sick leave is prevalent practice within the array schools.

***NOTE: A copy of the "bereavement language" for all schools in the negotiations array is available upon request from the superintendent.**

Employee ID [Redacted] [Redacted]



| | | | | | | |
|----------------|-----------|-----------|---------------|------------|----------------|-----------|
| Name & Address | ACA 1095s | ACA Hours | Custom Fields | Deductions | Direct Deposit | Emergency |
|----------------|-----------|-----------|---------------|------------|----------------|-----------|

Applies To: pr hr

Leave ID [Dropdown] [Close]

Start Date [Dropdown]

End Date [Dropdown]

Active

Beginning Balance [Text Box]

Maximum Balance [Text Box]

Units Per Pay Period [Text Box]

Maximum Earned [Text Box]

Carry Over Maximum [Text Box]

Carry Over Balance

Hide on Check & in Web Link

Unit of Tracking [Text Box]

| Start Date / End Date | Earned / Taken | Comments | Posted | Pending Approval | Batch Description |
|-----------------------|----------------|----------|--------|------------------|-------------------|
| | .00 / .00 | | | | |

Leave Detail

| Employee Leaves | | | | | | | | | | | | | |
|------------------------|------------|-------------------|-------------------------------------|-------------------|---------------|--------------|----------------|----------------------|------------------|-------------|---------------|-----------------|-------------|
| End Date | Leave ID / | Leave Description | Active | Beginning Balance | Posted Earned | Posted Taken | Posted Balance | Unposted or Approved | Pending Approval | Unsubmitted | Total Balance | Maximum Balance | Units Pay F |
| Start Date: 08/10/2018 | | | | | | | | | | | | | |
| 08/09/2019 | EMERG | Emergency | <input checked="" type="checkbox"/> | 40.00 | .00 | .00 | 40.00 | .00 | .00 | .00 | 40.00 | | |
| 08/09/2019 | PERSONAL | Personal | <input checked="" type="checkbox"/> | 16.00 | .00 | .00 | 16.00 | .00 | .00 | .00 | 16.00 | | |
| 08/09/2019 | PROFESS | Professional | <input checked="" type="checkbox"/> | 40.00 | .00 | .00 | 40.00 | .00 | .00 | .00 | 40.00 | | |
| 08/09/2019 | SICK | Sick | <input checked="" type="checkbox"/> | 120.00 | .00 | .00 | 120.00 | .00 | .00 | .00 | 120.00 | | |

Paid Leave - Emergency

2018.2019

| School | Offered | Days/Year | Max Days | Contract or Policy | Req. Approval |
|---------------------------------|---------|-----------|----------|---------------------------|---------------|
| Amherst Public Schools | | | | | |
| Centura Public Schools | | | | | |
| Gibbon Public Schools | | | | | |
| Loup City Public Schools | | | | | |
| Pleasanton Public Schools | | | | | |
| Shelton Public Schools | | | | | |
| St. Paul Public Schools | Yes | 5.0 | | Policy from sick leave | No |
| Wood River Rural Public Schools | | | | | |
| <hr/> | | | | | |
| MEAN | | 5.0 | | | |
| MEDIAN | | 5.0 | | | |

ST. PAUL PUBLIC SCHOOLS
NEGOTIATED AGREEMENT
ADOPTED 2/12/2018

C

I. FRINGE BENEFITS

1. Sick Leave: First and Second-year teachers will be allowed 15 working days of sick leave at full pay. All other teachers will be allowed 10 working days of sick leave at full pay, accumulative to sixty days. Also see Emergency Leave.
2. Emergency Leave: Up to five days of emergency leave, such as serious illness, injury, (the doctor specifies the patient is critically ill, or injured and hospitalized) or death in the immediate family may be applied towards the sixty days of sick leave. Family includes spouse, children, parents, grandparents, father-in-law, mother-in-law, brothers, sister, brothers-in-law, sister-in-law, grandchildren, grandparents-in-law, nieces, and nephews of same.
3. Personal Leave: Each teacher will be allowed two days of personal leave per year, accumulative to a total of five. This includes the provision that two consecutive days, or a single day before or after a holiday or school vacation period, will be granted only with administrative approval.
4. Professional Leave: Each teacher will be allowed two days of professional leave with exceptions being considered on an individual basis with administrative approval. The activities would include workshops, etc., which would enhance the capabilities of the individual and directly benefit the school system.
5. Long Term Disability Insurance: The LTD insurance becomes effective after 60 calendar days. The 60-day waiting period will include full pay for unused accumulated days of sick leave, and one-half pay (50%) for the remaining working days in the 60-day period. The LTD insurance and Social Security will pay 60% of the monthly salary up to \$5000 for the length of disability, or until the insured reaches 70 years of age. The teachers will pay the premium and be reimbursed by the school district.
6. Health Insurance: For the 2017-2018 school year, the school district shall utilize the Educators Health Alliance (EHA), through Blue Cross Blue Shield (\$900 deductible) and shall pay; \$633.84 per month for full single medical coverage (including single dental coverage-option 5) for each teacher, employee and spouse coverage of \$1,269.13 per month (which includes single dental on the employee coverage-option 5), employee and child(ren) coverage of \$1,124.76 per month (which includes single dental on the employee coverage-option 5) or employee and family coverage of \$1,684.82 per month (which includes single dental on the employee coverage-option 5). Married couples who are both employed by the school district will receive family coverage at a value of \$1,684.82 per month plus \$102.53 for family dental. No changes in coverage or premiums for the 2018-2019 school year.

7. Vision Insurance:

For the 2017-2018 and 2018-2019 school years, the school district shall offer Vision Insurance through National Insurance Services. VSP Choice Option 1 with \$180 Elective Contact and Frame Allowance. The cost for coverage paid by the employer is as follows: Employee \$8.94 per month, Employee + One \$14.30 per month, Employee + Child(ren) \$14.60 per month, or Employee + Family \$23.54 per month.

8. Tuition Reimbursement:

The district shall reimburse a teacher for the cost of tuition for as many as three (3) education-related graduate level course hours. Graduate hours must be earned from an accredited College or University. The maximum reimbursement per hour shall be \$100.00. This is a maximum tuition reimbursement of \$300 per year for an individual teacher. This tuition reimbursement shall be limited to the first fifteen (15) teachers that apply each year. The teacher must pay for the tuition initially. Upon completion of the course with a grade of "B" (3.0 on a 4.0 scale) or above, the teacher must submit a receipt for the tuition payment and a final grade card evidencing successful completion of the course. The reimbursement shall be limited to the actual tuition costs, exclusive of additional fees, lab costs, and other course related expenses. The tuition reimbursement program shall be limited to a lifetime maximum of nine (9) graduate credit hours per teacher. Teachers shall apply in writing to the Superintendent of Schools. The tuition reimbursement shall be granted on a first come, first served basis. The date of application for participation in the program shall be used in determining the first fifteen applicants.

II. SCHEDULES

1. Base Salary:

\$34,550 for 2017-2018 and \$34,900 for 2018-2019 (Salary Schedule - See Attachments).

2. Experience:

Teachers new to the St. Paul system will generally be placed at a maximum of step 6 for experience gained at other schools. When it becomes necessary to secure the services of a qualified teacher, the board of education may place the teacher higher than step 6 or grant other compensation (e.g. payment of a signing bonus, payment of moving expenses). When placing a teacher higher than step 6, the board may grant the teacher only his/her years of actual teaching experience, and shall be limited by the number of steps in the column which accurately reflects the teacher's educational achievement. The school district shall notify the president and chief negotiator of the St. Paul Education Association whenever it places a newly-hired teacher higher than step 6 or pays additional compensation such as a signing bonus or moving expenses.

3. Schedule Change:

There will be no reduction in salaries of existing staff members due to the adoption of any new salary schedule.

4. Horizontal Movement:

All graduate hours earned after receiving the BA degree will be given full credit on the salary schedule.



Paid Leave - Bereavement

2018.2019

| School | Offered | Days/Year | Max Days | Contract or Policy | Req. Approval |
|---------------------------------|---------|-----------|----------|--|---------------|
| Amherst Public Schools | Yes | | | Policy <i>taken from sick leave & see sick leave</i> | No |
| Centura Public Schools | Yes | 5.0 | | Policy <i>taken from sick as needed</i> | No |
| Gibbon Public Schools | Yes | 2.0 | | Policy <i>taken from sick leave add'l from sick leave</i> | No |
| Loup City Public Schools | Yes | | | <i>taken from PTO Days - sick, bereavement, personal</i> Taken from unspecified and sick leave, no limit. | No |
| Pleasanton Public Schools | Yes | 1.0 | | Contract <i>taken out of sick</i> Sick days are used for defined type of bereavement. | No |
| Shelton Public Schools | Yes | | | <i>from sick or pers</i> | No |
| St. Paul Public Schools | Yes | 5.0 | | Policy <i>taken from sick leave from sick leave</i> | No |
| Wood River Rural Public Schools | Yes | | | Policy <i>sick leave see sick leave</i> | No |
| <hr/> | | | | | |
| MEAN | | 3.25 | | | |
| MEDIAN | | 3.5 | | | |

North Star Negotiations

Ravenna Public Schools, 10-0069

2019-2020

Midpoint Analysis

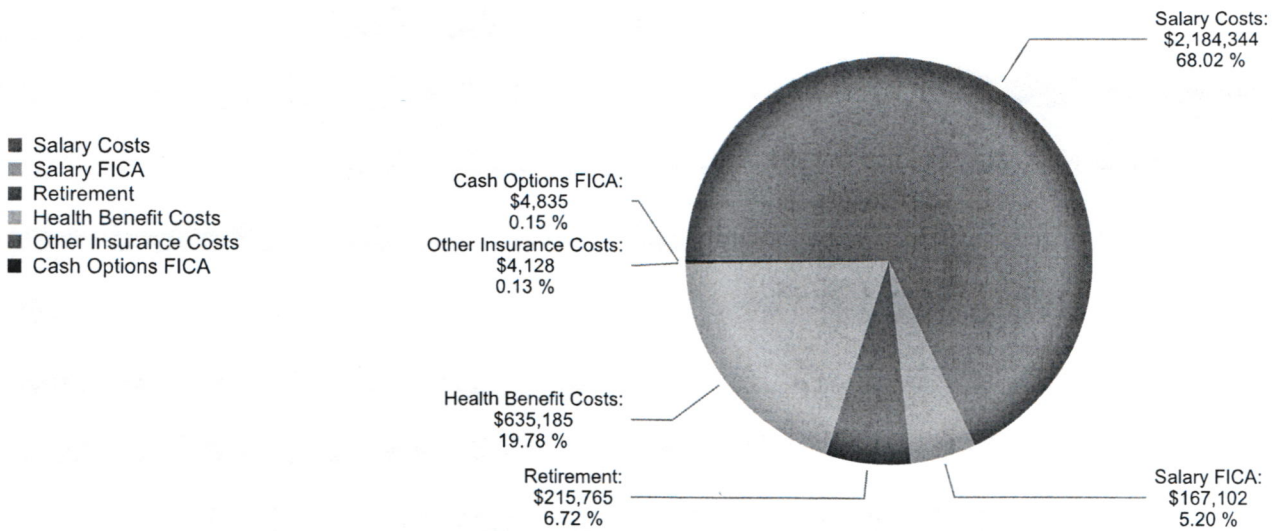
11/3/2018

| 2018-2019 Ravenna Public Schools Comparison Results: | | | | | | | |
|--|---------------|----------------|---------------|----------------|------------------|------------------|---|
| | Contract Days | Staff Index | Base Salary | Benefit Costs | Schedule Costs | Total Costs | Percentile |
| Current Costs | 185 | 62.4491 | 34,250 | 644,148 | 2,513,782 | 3,157,929 | View Current Costs Projections 98.34% |
| Comparable Benchmark | 185 | 62.4491 | 34,978 | 644,148 | 2,567,211 | 3,211,359 | View Comparable Projections <input type="text" value="100%"/> |
| Difference | | | +728 | 0 | +53,429 | +53,429 | +1.66% |
| Compensation Range | Base Salary | | 98% | 34,103 | 100% | 34,978 | 102% 35,853 |
| | Total Costs | | 98% | 3,147,132 | 100% | 3,211,359 | 102% 3,275,586 |

[Download Contract](#)

The Benchmark data contains adjustments, made via its Schedule Costs link (which is the Staff Summary page).

Calculated Comparable Benchmark for Ravenna Public Schools



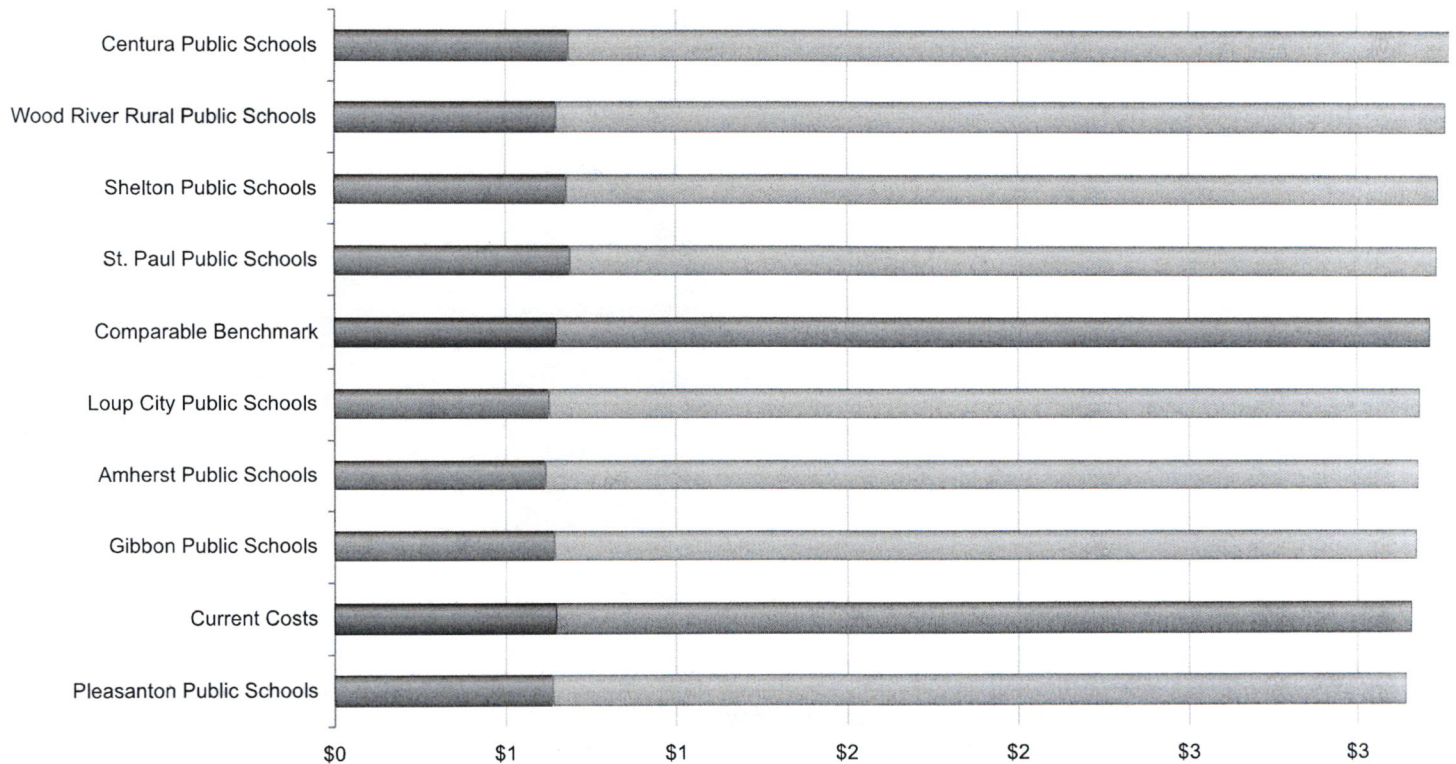
| 2018-2019 Ravenna Public Schools Changed Data Rows: | | | | | | | |
|---|---------------|-------------|-------------|---------------|----------------|-------------|------------|
| | Contract Days | Staff Index | Base Salary | Benefit Costs | Schedule Costs | Total Costs | Percentile |

No Changed Data Rows have been added.

Array School Comparison Information:

| School | Contract Days | Staff Index | Base Salary | Benefit Costs | Schedule Costs | Total Costs | Adj Benefit Costs | Adj Schedule Costs | Adj Total Costs | Percentile |
|---|---------------|-------------|-------------|---------------|----------------|-------------|-------------------|--------------------|-----------------|------------|
| Centura Public Schools | 185 | 63.2086 | 35,400 | 684,191 | 2,653,866 | 3,338,057 | 684,191 | 2,630,716 | 3,314,906 | 103.22% |
| Wood River Rural Public Schools | 185 | 62.7950 | 35,400 | 645,281 | 2,611,384 | 3,256,665 | 645,281 | 2,611,384 | 3,256,665 | 101.41% |
| Shelton Public Schools | 185 | 64.8191 | 33,625 | 675,352 | 2,571,241 | 3,246,593 | 675,352 | 2,562,380 | 3,237,731 | 100.82% |
| St. Paul Public Schools | 185 | 62.0517 | 34,950 | 687,630 | 2,546,549 | 3,234,179 | 687,630 | 2,546,549 | 3,234,179 | 100.71% |
| Loup City Public Schools | 185 | 63.1853 | 34,475 | 627,099 | 2,555,318 | 3,182,417 | 627,099 | 2,555,318 | 3,182,417 | 99.10% |
| Amherst Public Schools | 182 | 61.4197 | 34,900 | 616,799 | 2,529,630 | 3,146,429 | 616,927 | 2,560,622 | 3,177,549 | 98.95% |
| Gibbon Public Schools | 185 | 61.9150 | 34,800 | 639,800 | 2,531,140 | 3,170,940 | 639,800 | 2,531,140 | 3,170,940 | 98.74% |
| <i>Ravenna</i> Pleasanton Public Schools | 182 | 61.2525 | 34,275 | 634,073 | 2,466,250 | 3,100,323 | 634,073 | 2,506,903 | 3,140,976 | 98.34% |

Subject and Array School Comparison
(scale is millions of dollars)



Descriptive Statistics:

| 8 Records | Contract Days | Staff Index | Base Salary | Benefit Costs | Schedule Costs | Total Costs | Adj Benefit Costs | Adj Schedule Costs | Adj Total Costs | Percentile |
|------------------------|---------------|-------------|-------------|---------------|----------------|-------------|-------------------|--------------------|-----------------|------------|
| Array Average | 184.25 | 62.5809 | 34,728 | 651,278 | 2,558,172 | 3,209,450 | 651,294 | 2,563,126 | 3,214,420 | 100.10% |
| Array High | 185 | 64.8191 | 35,400 | 687,630 | 2,653,866 | 3,338,057 | 687,630 | 2,630,716 | 3,314,906 | 103.22% |
| Array Low | 182 | 61.2525 | 33,625 | 616,799 | 2,491,525 | 3,100,323 | 616,927 | 2,508,792 | 3,140,976 | 97.81% |
| Adj Total Costs | | | Mean | 3,214,420 | Median | 3,208,298 | Midpoint | 3,211,359 | | |

Information from the Contract Settlement Form, both For you And your School peer array, is used To come up With the information in this Negotiation Module. If you feel your information Is Not accurate please go to the Contract Settlement Form And correct it. If you feel a peer's information is inaccurate, please contact Sparq Data Solutions.

Sparq Data Solutions Inc. | 1311 Stockwell Street | Lincoln, NE 68502 | (402) 817-0120 | (800) 422-4572
 Copyright © 2013-2018. Sparq Data Solutions Inc. - All Rights Reserved.
 Data used throughout the program comes from the Contract Settlement Form.
 Have a question? Ask Sparq Data Solutions. Or view the User Manual.

North Star Negotiations

Ravenna Public Schools, 10-0069

2019-2020

2019-2020 Projections

11/3/2018

2019-2020 Projections:

| | Contract Days | Staff Index | Base Salary | Benefit Costs | Schedule Costs | Total Costs | \$ Increase | % Increase |
|-----------------------------|---------------|----------------|---------------|----------------|------------------|------------------|-------------|------------|
| Current Costs | 185 | 62.4491 | 34,250 | 644,148 | 2,513,782 | 3,157,929 | | |
| <i>Comparable Benchmark</i> | 185 | 62.4491 | 34,978 | 644,148 | 2,567,211 | 3,211,359 | \$53,430 | 1.69% |
| Projection for \$34,250 | 185 | 63.7303 | 34,250 | 672,690 | 2,565,352 | 3,238,042 | \$80,113 | 2.54% |
| Projection for \$34,300 | 185 | 63.7303 | 34,300 | 672,690 | 2,569,097 | 3,241,787 | \$83,858 | 2.66% |
| Projection for \$34,350 | 185 | 63.7303 | 34,350 | 672,690 | 2,572,842 | 3,245,532 | \$87,603 | 2.77% |
| Projection for \$34,400 | 185 | 63.7303 | 34,400 | 672,690 | 2,576,587 | 3,249,277 | \$91,348 | 2.89% |
| Projection for \$34,450 | 185 | 63.7303 | 34,450 | 672,690 | 2,580,332 | 3,253,022 | \$95,093 | 3.01% |
| Projection for \$34,500 | 185 | 63.7303 | 34,500 | 672,690 | 2,584,077 | 3,256,767 | \$98,838 | 3.13% |
| Projection for \$34,550 | 185 | 63.7303 | 34,550 | 672,690 | 2,587,822 | 3,260,512 | \$102,583 | 3.25% |
| Projection for \$34,600 | 185 | 63.7303 | 34,600 | 672,690 | 2,591,567 | 3,264,257 | \$106,328 | 3.37% |
| Projection for \$34,650 | 185 | 63.7303 | 34,650 | 672,690 | 2,595,312 | 3,268,002 | \$110,073 | 3.49% |
| Projection for \$34,700 | 185 | 63.7303 | 34,700 | 672,690 | 2,599,057 | 3,271,747 | \$113,818 | 3.60% |
| Projection for \$34,750 | 185 | 63.7303 | 34,750 | 672,690 | 2,602,802 | 3,275,492 | \$117,563 | 3.72% |
| Projection for \$34,800 | 185 | 63.7303 | 34,800 | 672,690 | 2,606,547 | 3,279,237 | \$121,308 | 3.84% |
| Projection for \$34,850 | 185 | 63.7303 | 34,850 | 672,690 | 2,610,292 | 3,282,982 | \$125,053 | 3.96% |

| | | | | | | | | |
|-------------------------|-----|---------|--------|---------|-----------|-----------|-----------|-------|
| Projection for \$34,900 | 185 | 63.7303 | 34,900 | 672,690 | 2,614,037 | 3,286,728 | \$128,798 | 4.08% |
| Projection for \$34,950 | 185 | 63.7303 | 34,950 | 672,690 | 2,617,782 | 3,290,473 | \$132,543 | 4.20% |
| Projection for \$35,000 | 185 | 63.7303 | 35,000 | 672,690 | 2,621,527 | 3,294,218 | \$136,288 | 4.32% |
| Projection for \$35,050 | 185 | 63.7303 | 35,050 | 672,690 | 2,625,272 | 3,297,963 | \$140,033 | 4.43% |
| Projection for \$35,100 | 185 | 63.7303 | 35,100 | 672,690 | 2,629,017 | 3,301,708 | \$143,778 | 4.55% |
| Projection for \$35,150 | 185 | 63.7303 | 35,150 | 672,690 | 2,632,763 | 3,305,453 | \$147,523 | 4.67% |
| Projection for \$35,200 | 185 | 63.7303 | 35,200 | 672,690 | 2,636,508 | 3,309,198 | \$151,268 | 4.79% |

Information from the Contract Settlement Form, both For you And your School peer array, is used To come up With the information in this Negotiation Module. If you feel your information Is Not accurate please go to the Contract Settlement Form And correct it. If you feel a peer's information is inaccurate, please contact Sparq Data Solutions.

Sparq Data Solutions Inc. | 1311 Stockwell Street | Lincoln, NE 68502 | (402) 817-0120 | (800) 422-4572
 Copyright © 2013-2018. Sparq Data Solutions Inc. - All Rights Reserved.
 Data used throughout the program comes from the Contract Settlement Form.
 Have a question? Ask Sparq Data Solutions. Or view the User Manual.

REA & BOE Negotiations Ground Rules 2018-19

Negotiations between the Ravenna Teachers Association (REA) and the Ravenna Board of Education (BOE) shall be conducted with the following ground rules:

- 1) Any or all of the ground rules may be temporarily suspended by either parties. These ground rules simply serve as a guide. They are not part of the “Negotiated Agreement” and are non-binding. They are provided as a courtesy to help define expectations and to clarify roles for the negotiations process.
- 2) No offers or counter offers will be made by either party until the BOE and the REA agree upon the array schools contained in the salary array comparison.
- 3) No offers or counter offers will be made by either parties until the BOE and the REA agree upon the salary array comparison.
- 4) Either party may request a negotiations meeting. The time and place must be agreed upon by both parties.
- 5) After both parties agree upon the salary array comparison, the REA will make the initial offer for any proposed changes to the “Negotiated Agreement”.
- 6) Minutes of each negotiations meeting will be kept by the superintendent.
- 7) Minutes of each negotiations meeting will be disseminated after the REA leadership and BOE leadership have had the opportunity to review the meeting minutes and verify the written minutes of each meeting as a correct reflection of what transpired during the meeting.
- 8) All agreements on individual items reached at the negotiations table are tentative until the entire “Negotiated Agreement” is signed by both parties.
- 9) Final agreements based on the negotiations process will be reduced to writing and submitted to the whole BOE and REA membership for final approval.
- 10) Upon final approval of changes by both the REA and the BOE, the “Negotiated Agreement” will be modified by the superintendent and the modified “Negotiated Agreement” will be disseminated to the BOE Leadership and the REA Leadership for final review and approval.
- 11) If either the BOE or the REA does not wish to continue to negotiate on a particular item. The BOE or REA will extend the courtesy of informing the other party that a final offer for that particular item of negotiation is final or that they do not wish to consider it as part of the negotiations process.

Items to be addressed before the next negotiations meeting:

- 1) Array schools wishing to be included in the salary array comparison need to be provided to the superintendent by the REA.
- 2) Any discrepancies regarding those schools being requested to be included in the array comparison need to be resolved by the REA and the Board of Education.
- 3) A salary comparability array will be prepared by the superintendent.
- 4) The salary array comparisons prepared by the REA and by the superintendent need be shared with each other, and the REA’s placement within the salary array comparison needs to be agreed upon by the REA and by the Board of Education. (in lieu of this, a simple

confirmation by the REA that the correct FTE is being calculated by the superintendent will suffice)

- 5) The meeting date and time for the next negotiations meeting will be set by mutual agreement between the REA and the Board of Education.



Taytem Nye



NHSBF, 321 Victory Lane, Lincoln, NE. 68528, 402-475-3469, www.nhsbf.com

9/24/2018

Dom Reicks
Ravenna
41750 Carthage Rd.
Ravenna, NE 68869-9802

Dear Dom Reicks,

As you are aware, last year during the NSAA voting process a proposal was brought forward in an effort to make traditional high school bowling an NSAA recognized varsity sport. Although the vote fell short, some great discussion occurred about the benefits of high school bowling, as well as the opportunities it provides to an underserved student population.

During this process, we received some great feedback from many of you regarding the proposal. We have worked closely with several athletic directors and the NSAA over this past summer to refine the proposal for the upcoming season. The major changes include:

- A simplified set of bylaws
- An expanded "supplemental" section which provides additional insight into competition format, team structure and other general details
- A second version of the proposal that allows for bowling specific dual participation

On behalf of the thousands of Nebraska high school athletes that compete in bowling, we ask that you please take a moment to review the enclosed proposal document. If you have questions, please contact me directly at the number above or via email at jlosito@nhsbf.com.

Thank you for taking the time to consider this request.

Respectfully,

John Losito, Commissioner
Nebraska High School Bowling Federation

NSAA Bowling Proposal

This proposal deals with: Yearbook – Article 3.11.3

1. The section/paragraph/sentence indicates what is to be added/deleted/changed to the current Bylaw/Approved Ruling:

[Indicate ADDITIONS in all capital letters. Indicate (changes/deletions) in parenthesis.]

3.11.2 – Baseball

3.11.3 - BOWLING

(3.11.4 – Cross Country)

(3.11.5 – Football)

(3.11.6 – Golf)

(3.11.7 – Soccer)

(3.11.8 – Softball)

(3.11.9 – Swimming)

(3.11.10 – Tennis)

(3.11.11 – Track)

(3.11.12 – Volleyball)

(3.11.13 – Wrestling)

2. The section/paragraph/sentence that needs to be added/deleted/changed would read as follows:

3.11.3 - Boys and Girls Bowling

3.11.3.1 - Boys and Girls bowling shall be conducted during the winter sports season.

3.11.3.2 – The bowling season shall begin with the first day of winter practice as permitted by NSAA rules, and end with the state championship.

3.11.3.3.1 – Competition will begin the third week after the start of the winter practice.

3.11.3.3.2 – State competition will be based on eight teams.

NSAA Bowling Proposal – Supplemental Information

This supplemental information is provided to help athletic directors assess the potential impact of adding high school bowling, as well as answer basic questions about the program.

A projected breakdown of the costs for fielding both a boys and girls team for the winter season;

| <u>Costs for One Team</u> | | <u>Costs for Boys and Girls Teams</u> | |
|---------------------------|------------------------|---|---------------------------|
| Uniforms | \$150-\$350 | Uniforms | \$300-\$700 |
| Equipment* | \$500 | Equipment* | \$1000 |
| Transportation** | \$3,000-\$4500 | Transportation** | \$3,000-\$4500 |
| Lineage Fees*** | \$1000 (max) | Lineage Fees | \$2000 (max) |
| Coaching**** | \$1,000 – \$3000 | Coaching*** | \$1,000 - \$4,000 |
| Total | \$5650 - \$9150 | Total for Boys and Girls Teams - | \$7,300 - \$12,200 |

*Each bowling center has equipment available—free of charge—for any student athlete that requires it. The equipment costs are primarily for teaching and training aids.

**Boys and Girls teams compete at the same time and venue minimizing transportation costs. The meet schedule is determined based on bowling center availability. Most matches will take place on Saturday mornings, but some matches may take place after school or early evening during the week.

*** The Nebraska Bowling Proprietors Association has agreed to a five-year deal where a team(s) may use a facility for no more than \$1000/team. This is based on a varsity team consisting of six athletes, with three hours of practice on two lanes per week, as well as regular season match competition. District and state competition is not included in this amount.

****A salary range is offered because coaching salaries vary based on district, with coaching stipends often determined through the school districts' collective bargaining agreements.

Rationale for the proposal to add Boys and Girls Bowling to the list of NSAA Sports:

1. During the 2017 Fall Season, there were approximately 900 student athletes competing in high school bowling competition during the season.
2. During the 2016-2017 season, 86% of participants in Nebraska High School Bowling Federation (NHSBF) competition were not involved in ANY other varsity sport activity at their school. Bowling provides an opportunity to connect schools with students otherwise not involved in extracurricular activities.
3. Bowling provides opportunities for athletic competition for students who may not have the ability to compete in other sports. Students can be highly competitive regardless of age, size, strength, or gender limitations.
4. No officials are needed for oversight.
5. Bowling proprietors across the state—as part of the Nebraska State Bowling Proprietors Association (NSBPA)—have agreed there will be no alcohol consumption allowed on the bowling center concourse during sanctioned high school competition. A signed agreement by the NSBPA is available upon request.
6. The NSBPA has also agreed that a maximum lineage charge of \$1000/team will be agreed to for five years, and covers all practice and match lineage, as well as shoe rental. A signed agreement by the NSBPA is available upon request.
7. There are currently 32 states that offer high school varsity bowling, including neighboring states of Iowa and Kansas.

NSAA Bowling Proposal – Hypothetical Bowling Manual

Season:

The length of the Traditional Sports, Bowling season shall be 12 weeks and run in accordance to existing schedules. The number of practices, practice times, contest specifics, and other details will be decided locally by the school district.

| | <u>Future Dates</u> | | | |
|-------------|-----------------------|----------------------|-----------------------------|----------------------------|
| Year | First Practice | First Contest | District Tournaments | State Championships |
| 2019-20 | November 18 | December 5 | January 31 | February 14 |
| 2020-21 | November 16 | December 3 | January 29 | February 12 |

The season starts the first day of practice. The first date for practice is Monday of Week 20 of the NFHS Standardized Calendar. The first date for a contest is Thursday of Week 22 of the Standardized Calendar. The season ends with the state tournament.

Meet Limitations:

Each school may schedule a maximum of 14 meets during the regular season. Multiple, area schools may bowl at one site, similar to a track/cross country meet. This should limit travel time/expenses.

Permissible Meets:

Teams playing Traditional Sports, Bowling shall be allowed to schedule the following meets:

- Single Meet - two schools playing 6 games on one day.
- Doubleheader - two schools playing 12 games on one day.
- Triangular - three schools playing two pre-determined meets in one day.
- Tournament - 4 or more schools where winners continue to advance or compete until a champion is determined (straight bracket or pool play with championship criteria).

Rescheduled Meets:

Rescheduling regular meets after district or state competition begins is prohibited.

Format:

The Baker format is an exciting and truly team-based method of bowling. A Baker Game is when multiple bowlers bowl one game. Team members alternate frames of one game; meaning the same bowler never bowls back to back frames.

Three Player/Trio Baker Game Format

Athlete 1 Athlete 2 Athlete 3

| | | | | | | | | | |
|----|----|----|----|----|----|----|-----|-----|-----|
| | | | | | | | | | |
| 8- | 5/ | 35 | 81 | 71 | X | 9/ | X | X | 8/6 |
| 8 | 21 | 29 | 38 | 46 | 66 | 86 | 114 | 134 | 150 |

Team Composition: Teams are comprised of up to five members. Three members will compete in any given game, with up to two substitutes, per team.

Order: The bowling order (bowler 1, bowler 2, bowler 3) for Baker is set each game (1 game = 10 frames). Coaches may change their order from one game to another.

Substitutions: A coach may substitute players at any time (frame) during the game. Once a player has been substituted for, he/she may not re-enter the current game.

Games/Winner: Each Trio team will bowl 6 Baker games within each meet. The winner of the meet will be decided by total pinfall. This means that the total score from all 6 games for each team is added together and the team with the most pins wins the event.

Lanes: All team members bowl on the same lane. After three games, teams shall switch lanes with one another for equal competition. In an effort to stay on the same schedule, teams shall not start a new game until their opponent has finished their current game.

Score Sheets/Information: Coaches/Administration shall pre-communicate their team information including: team composition and substitutions, bowling order, and shoe orders. All scoring discrepancies should be reported to the score monitor or the event administrator.

Official: The administrator in charge during regular season events and district competition will serve as the head official regarding any disputes. During state competition, the NSAA will have personnel in place.

Coaching: All coaches should remain outside of the lane area unless assistance with accommodations is needed. There are no restrictions on when a coach may communicate and coach participants.

Playing Rules:

All contests shall be conducted under the official bowling rules of the United States Bowling Congress.

Tie-Breaking Procedure:

Sudden death. In a bracket setting, the higher seed gets the choice of lane and whether to bowl first or second. In other meet formats, a coin flip will determine who decides on lane and order.

Each team gets one delivery. Higher pinfall wins the tie breaker. Eligible players for the sudden death is limited to those players that participated in the immediately preceding game. The order for participating in sudden death may be determined by the coach, however no player may compete in the tie-breaking process a second time, until all of the team members that had participated in the preceding game has had an opportunity to compete in sudden death. The pins are cleared and re-set following each tie-breaker delivery.

Dress Code:

It is recommended that players wear school uniforms during play. The following shall apply during tournament play:

All bowlers must wear similar shirts of the same color. Consideration should be made to include a number or name on the back of the shirts. Bowlers should also wear full length slacks. These slacks may be of any color as long as they are similar to that of the rest of the team and do not have any tears or holes in them. Bowlers may NOT wear shorts, skirts, jeans or hats. Bowlers out of uniform will not be allowed to bowl until they are able to comply with the rules. Proper shoes are required.

Participants must keep their uniforms on while in the competition area. Coaches should wear either a team uniform or appropriate coaching apparel in school colors or the colors of black, white, gray or khaki.

Suspended Game Policy:

A regular season game called for any reason where a winner cannot be determined, or any game called at any time for mechanical failure (i.e., lights, electrical issues, etc.) prior to becoming an official game will be treated as a suspended game. If the game is to be completed it will be continued from the point of suspension with the lineup and order of each team exactly the same as the lineup and order at the moment of suspension and subject to the rules of the game. Both schools involved in the game must agree to the suspension.

Last Date for Playing Regular Season Games:

All scheduled and postponed regular season meets must be played prior to the start of district competition. Once district competition begins, no regular season meets shall be permitted.

DISTRICT & STATE CHAMPIONSHIPS

Classification of Schools:

All registered teams will be placed into one class for competition.

District Assignment Procedure:

All schools shall be placed into eight districts. District assignment will be based on geographic location starting west and moving east with consideration also given to north and south to reduce travel.

Each school may register one trio team for district competition. Each team will bowl 12 games at districts, highest total pinfall will determine the district champion.

DISTRICT CHAMPIONSHIP INFORMATION

District Championships:

The district championship winning teams will advance based on total pinfall during a 12 game Baker trio game. The district winner qualifies for the state championship. The championship director and the Executive Director of the NSAA will make any decisions regarding a change in format, schedule, or dates if necessary.

District Dates:

Will be conducted on the Friday of week 30 of the NSAA calendar.

Eligible Player:

Players listed on the district entry form will be eligible to play in district or state tournament games. No more than two substitutes can be listed on the entry form. If changes are needed on the entry form, inform your district director as soon as possible. Anyone substituted must be eligible according to all NSAA rules. School administrators will need to verify the substitution. Once the tournament begins no substitution may be made unless an athlete is injured or ill, which a physician must verify.

Bowling Balls:

Participants should keep no more than one bowling ball at any one time on the ball return. All bowling balls must adhere to USBC Rule 3 and be in compliance with the terms and conditions regarding ball material, weight, size, markings, holes, balance, and hardness.

NOTE: A bowling ball with an offensive brand name will not be permitted for use by a high school bowler in NSAA interscholastic regular season and post-season events. There are a multitude of bowling balls for use by our high school bowlers that do not have offensive language printed on them.

Awards:

The winner of each district tournament will receive a district champion plaque. The runner-up will receive a district runner-up plaque.

State Qualifiers:

Each district tournament champion qualifies for the state tournament.

STATE CHAMPIONSHIP INFORMATION

Date:

The Friday in week 32 (???) of the NSAA Calendar

Seeding:

Teams in the state championship will be seeded according to their total pinfall during the "pre-tournament" seeding round. Each of the eight state qualifiers will bowl twelve games during this round with the highest total pinfall seeded #1, next highest #2, #3, etc.

Format:

Once seeds are determined an eight team bracket will be made. Teams will bowl a best-of-five Baker game against their opponent. The first team to win three Baker games in their bracket advances to the next round, single elimination. Tie-breaking procedures apply.

Suspension of Play:

Should play during the State Championships be suspended, play will resume where it was when it stopped.

Postponement of Play:

Should inclement weather threaten the Championship, the decision to postpone play will be made by the Championship Directors. The revised schedule will be worked out and the coaches will be notified during a meeting with Championship officials.

Team Pass Gate:

No player or coaches' passes will be issued for this year's state championship. Players and coaches must enter through the team pass gate. Only players and coaches listed on the official team roster, as submitted to the NSAA on December 1st will be allowed access to the state championship site free of charge through the team pass gate. Each team shall be allowed no more than 8 individuals (5 players, 3 individuals made of coaches & bench personnel).

Awards:

The winner and runner-up in the state championships will receive trophies. Members of the state championship team will receive gold medals and the championship team's coach will receive a special award. Members of the state runner-up team will receive silver medals.

Parent Survey. Thank you for completing the following brief survey.
All Surveys are confidential.

Age of children (circle all that apply) Pre K—1st 2nd—3rd 4th—6th 7th-8th 9th-12th

- 1.) I have a safe place for my child(ren) after school? Yes No
 - 2.) I think this school would benefit from an after school program? Yes No
 - 3.) I would use the after school program for my children? Yes No
 - 4.) I know someone that could benefit from the after school program? Yes No
 - 5.) I Would support an after school program, financially, or by other donations? Yes No
 - 6.) What time would be a good time to end the program every day? Yes No
- 5:00 p.m. _____ 5:30 p.m. _____ 6:00 p.m. _____ Other: _____

Comments: _____

Thank You!

Dear Parent,

We are asking all of the parents in Ravenna Public School District to complete a brief survey. This will aid the school in better serving families for the next school year. Please complete the survey and return it as a postcard. Thank you for your participation, this will aid us in assessing the needs of families.

Sincerely,

Dr. Ken Schroeder
Superintendent
Ravenna Public Schools

Parent Survey. Thank you for completing the following brief survey.
All Surveys are confidential.

Age of children (circle all that apply) Pre K—1st 2nd—3rd 4th—6th 7th-8th 9th-12th

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Comments: _____

Thank You!

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Sincerely,

Dr. Ken Schroeder
Superintendent
Ravenna Public Schools

Hello Teachers!!

We are excited to announce that we are exploring after school programming options. We need your input to help us further examine our options. Currently surveys have been sent to parents and we ask that staff fill out this survey to complete our next step in researching our student needs.

1. Do you have school aged children that attend Ravenna Public Schools?
_____ Yes _____ No

2. If No: Proceed to question 4, If Yes: Age of children (circle all that apply)

Pre K—1st 2nd—3rd 4th—6th 7th-8th 9th-12th

3. Would you like your children to participate in an after school program?
_____ Yes _____ No

4. I think this school would benefit from an after school program?
_____ Yes _____ No

5. I would like to be considered for a position at the after school program?
_____ Yes _____ No

6. I have 3-5 students in my classroom that could benefit from the after school program?
_____ Yes _____ No

7. I Would support an after school program, financially, or by other donations?
_____ Yes _____ No

8. What time would be a good time to end the program every day?

5:00 p.m. _____ 5:30 p.m. _____ 6:00 p.m. _____ Other: _____

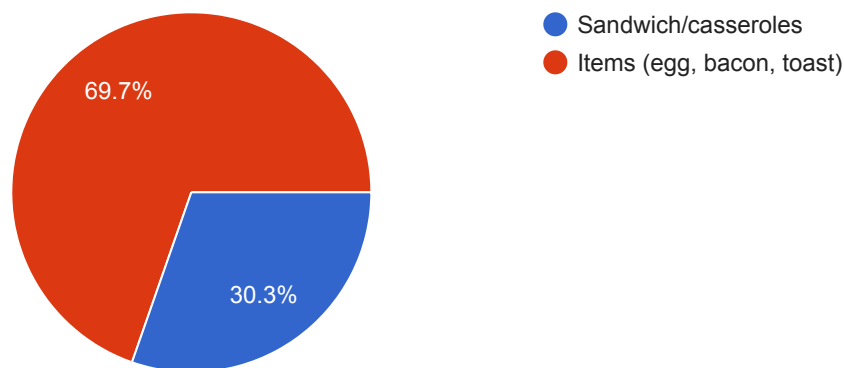
Comments:

Opaa! Food Service Survey

201 responses

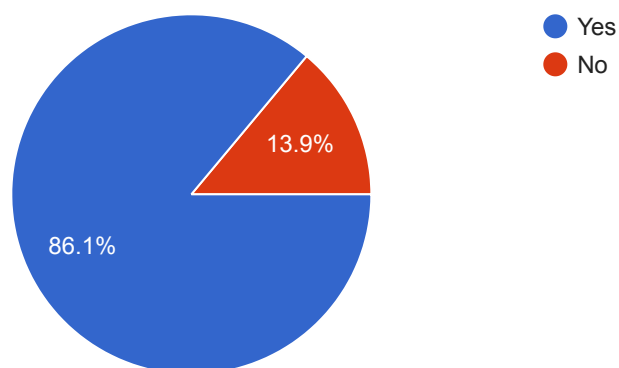
Do you like the breakfast sandwiches and casseroles or would you prefer them split up into separate items and served as egg, bacon, toast?

201 responses



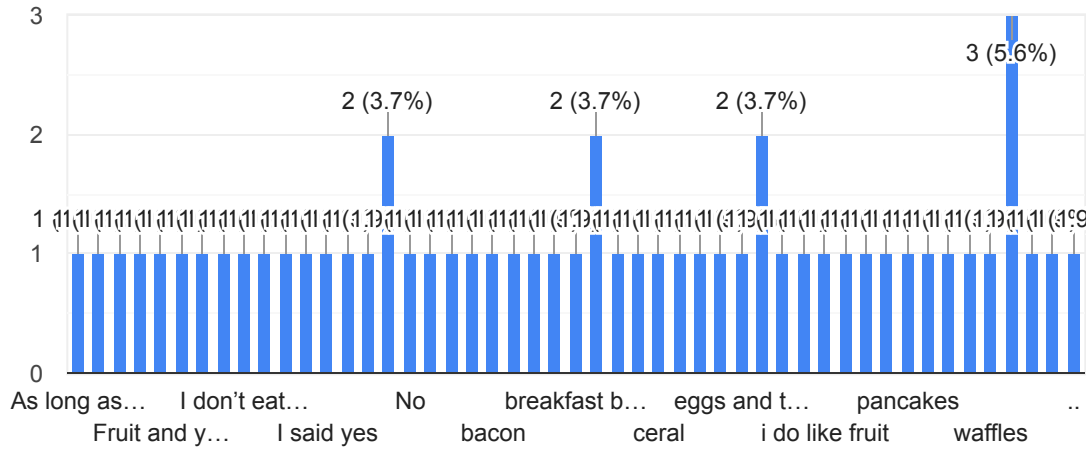
Do you enjoy sweets (cinnamon rolls, muffins, French toast) for breakfast?

201 responses



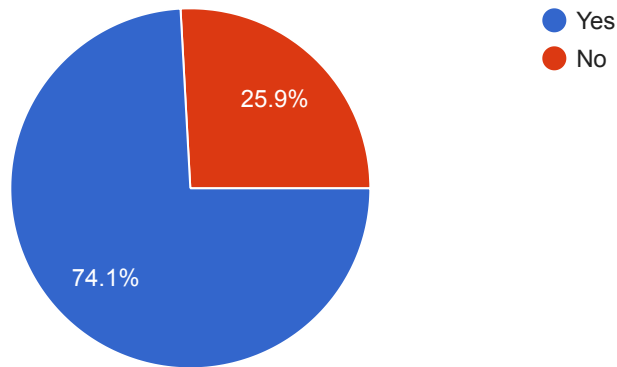
If you answered "No" to the question: Do you enjoy sweets for breakfast? What would you like instead?

54 responses



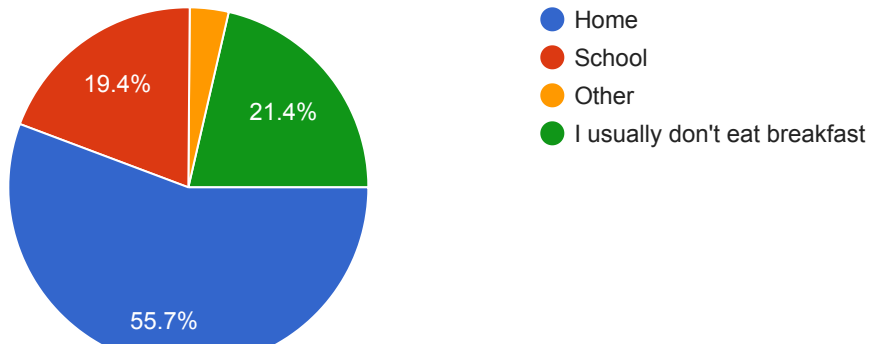
Do you think the choices on the menu repeat too often?

201 responses



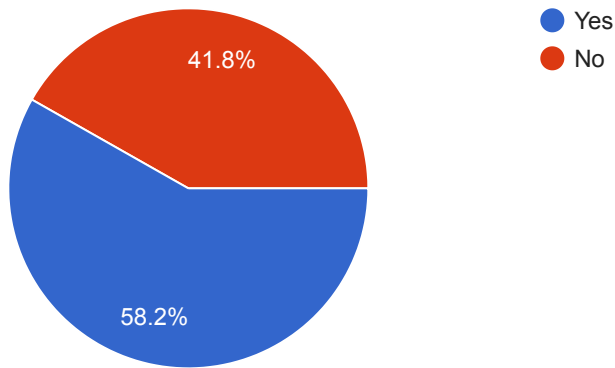
Do you eat breakfast at...?

201 responses



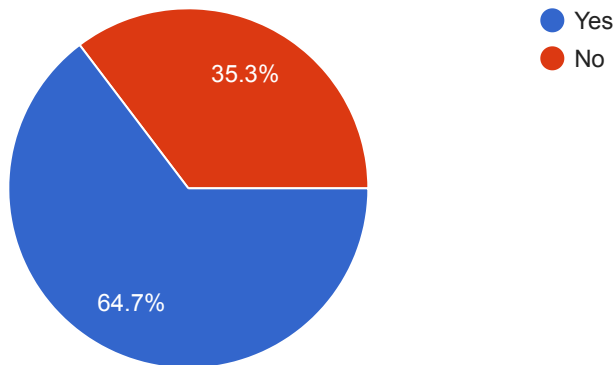
Do you think there are too many chicken choices the menu?

201 responses



Do you enjoy Pizza Friday?

201 responses



Do you have a favorite Pizza you would like for lunch?

166 responses

no

pepperoni

cheese

Cheese

cheese pizza

hamburger

pepperoni pizza

Sausage

No

Taco Pizza

Supreme

Pepperoni

Pepperoni

No

beef

supreme

Spinach and cheese pizza

pepperoni

taco

Hamburger

Cheese Tony Pizza

hamburger pizza

suprem

hamburger

Hamburger

the chicken cheese and jalapeno

taco pizza...bring it back

All meat pizza with choice of olives.

Chicken Bacon Ranch

CHEESE

supreme

I think no pizza

chicken bacon ranch melt

I think there should be more than just pep and cheese pizza. Like maybe sausage or pepper.

Spinach and cheese pizza

chesse

I like the cheese pizza that is cut in to triangles.

Mini pizzas split in half from dollar genrel.

none

Plain cheese

Maybe like not the same things every week. Chicken patty wednesday is digusting, even worse, repetitive.

supreme!

candida bacon

None

cake

brownies

ice cream

Cheese Pizza

Chicken Backn Ranch

Pepperoni pizza

jalapeño pizza.

Hambugar

mexican pizza

toni pizza

tacos

olive pizza

little ceasers

anykind

tonys pizza

because it is to often we have pizza

Peperoni and cheese

supreme pizza

I like supprime

tony's

peperoni pizza.

supream

cheese

pepperoni pizza

too much pizza every friday

My favorite pizza is the Jalapeno one or the triangle cheese one that is warm and fresh looking.

The triangle one

No, it's all good.

chees

peporoni

breakfast

canadion bacon

mushroom

chicken bacon ranch

Chicken Bacon Ranch Pizza

pineapple pizza

bacon

chicken ranch

triangle chees pizza

Jalapeno popper

cheas

ya pizzahut

buffalo chicken or supreme

pineapple and Canadian bacon

Chicken Bacon Ranch

OOPA SUCKS

Chicken bacon ranch

Supreme

I don't like the pizza.

the sqaure pizza

No I don't like any of the pizza

Keep the Triangle kind, the square stuff isn't very good

teh cheese but not the homemade one

I am unable to eat dairy so this question really doesn't apply to me.

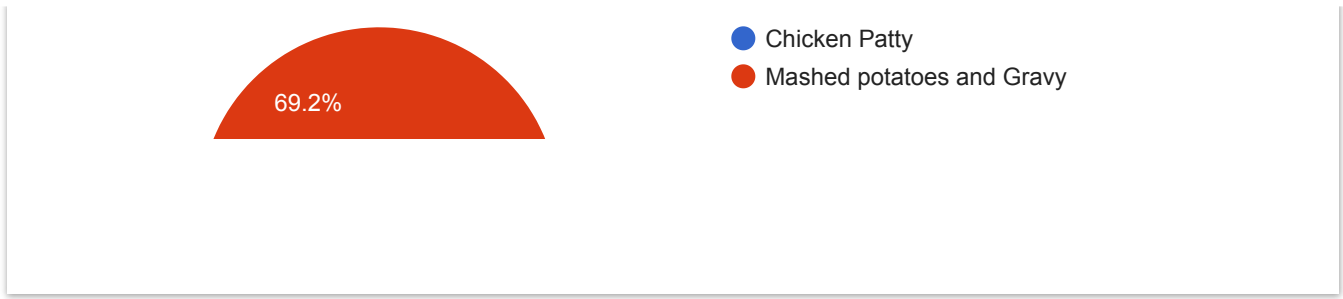
peppperoni with REAL pepporoni

the greasy triangle pizza not the pizza we have been having

OTHER (13)

On Chicken Patty Wednesday do you like the patty or the mashed potato and gravy?

201 responses



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Google Forms

AQUESTT

for Nebraska

Purpose of Presentation

- The Ravenna Board of Education recently conducted a self-assessment and set board goals in conjunction with that self-assessment.
- One of the “growth areas” the board identified was to become more knowledgeable of the assessment systems being used by the school district.
- They want to gain a better understanding of how the various assessment systems work.
- They have requested that the administration provide information, updates, and training regarding these assessment systems.
- The purpose of acquiring this knowledge of the assessment systems is to be able to use the information gathered from the assessment systems to make informed decisions about educational program evaluations and allocation of resources within the school district.
- **Board Goal: To understand assessment systems currently in place and use information from these assessment systems to lead the district.**

AQUESTT

for Nebraska

**Accountability for a Quality Education
System Today & Tomorrow**

What is AQuESTT?

- It is a system of accountability for all Nebraska School Districts.
- It includes accountability, assessment (NSCAS/NWEA), accreditation, career education, and data to create a system of evaluation & improvement for schools.
- It helps NDE satisfy the need for a system of state accountability required by state statute.
- It helps NDE satisfy the federal requirement for a system of accountability as governed by the ESSA (Every Student Succeeds Act).
- ***It is evolving and it is a “moving target”.***
- It is a system of classification and designation.

Indicators Use to Classify & Designate Schools

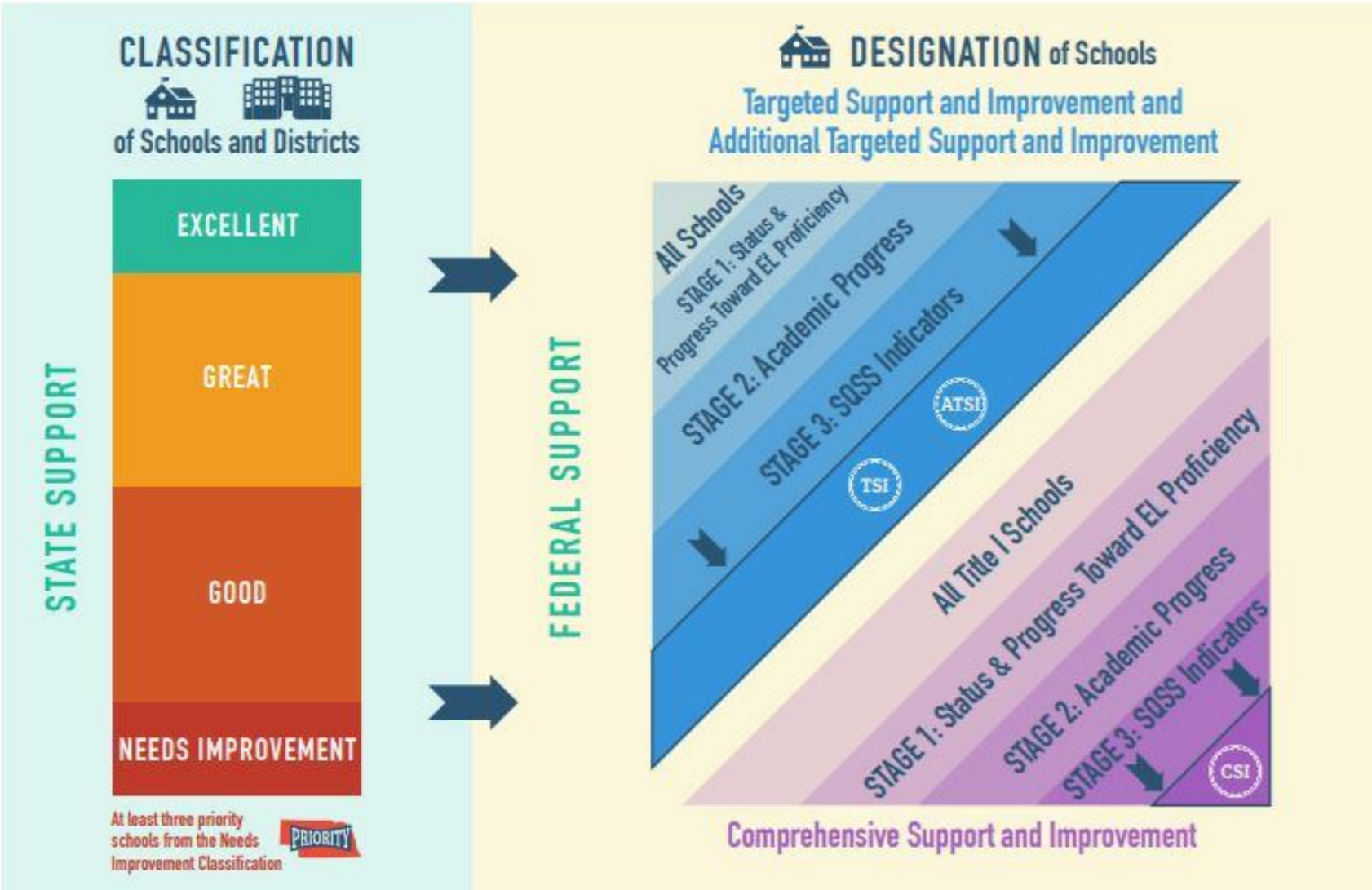
- Indicators are simply the measurements (metrics) that NDE has chosen to use to measure how well a school is doing.
- These NDE AQuESTT indicators are aligned to the performance indicators that the ESSA sets forth, namely:
 - Academic Achievement
 - Academic Progress
 - English Language Proficiency and Progress Toward Language Proficiency
 - Graduation Rate
 - School Quality or Student Success

***The board requested to know more information about assessment. However, it is important to know that assessment data is only part of how NDE and ESSA will classify our school. The board really needs to understand the “whole picture,” namely, AQuESTT.**

Indicators Used to Classify Schools

| | | | | | |
|------------------------|----------------------|--------------------------------------|---|--------------------------------------|---|
| ESSA Indicator: | Academic Achievement | Academic Progress | English Language Proficiency and Progress | Graduation Rate | School Quality or Student Success |
| AQuESTT Metric: | Status | Growth, Improvement, Non-Proficiency | Progress Towards English Language Proficiency | 4- and 7-Year Cohort Graduation Rate | Chronic Absenteeism, Science, Evidence-based Analysis |

Classification System



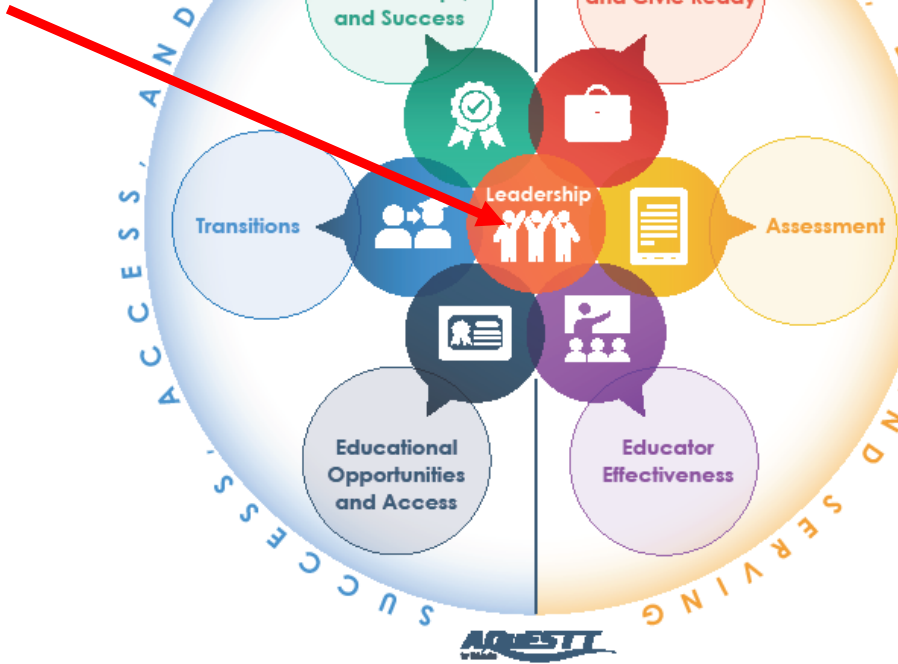
6-Tenets of AQuESTT

- AQuESTT has six tenets:
 - College, Career, and Civic Ready
 - Assessment
 - Educator Effectiveness
 - Educational Opportunities & Access
 - Transitions
 - Positive Partnerships, Relationships, and Success

The AQuESTT Framework



THIS IS US



Indicators Use to Classify Schools

| | | | | | |
|------------------------|----------------------|--------------------------------------|---|--------------------------------------|---|
| ESSA Indicator: | Academic Achievement | Academic Progress | English Language Proficiency and Progress | Graduation Rate | School Quality or Student Success |
| AQuESTT Metric: | Status | Growth, Improvement, Non-Proficiency | Progress Towards English Language Proficiency | 4- and 7-Year Cohort Graduation Rate | Chronic Absenteeism, Science, Evidence-based Analysis |

EBA-Evidence Based Analysis of Ravenna's Work in the 6 AQuESTT Tenets

- The entire teaching staff had the opportunity to offer input on how the school district is addressing the 6 AQuESTT tenets.
- Each board member was sent a copy of the 2018 EBA submitted to NDE by the Ravenna Public Schools Administrative Team. There is also a copy attached to the November 12, 2018, board agenda.
- This EBA details the work the school district's staff is doing in each of the 6 AQuESTT tenets.

Pause-Reflect-Discuss

- **Board Goal: To understand assessment systems currently in place and use information from these assessment systems to lead the district.**
- How can we use these 6 tenets to guide our work as a school system?
- Board Members-After reading the 2018 EBA, do you feel like you have a good understanding of the work that is currently being done in these 6 areas?
- Board Members-Are there specific tenets that you would like more information about, regarding the work we are currently doing as a district?
- Board Members-Are there specific tenets that you reflect on and question whether or not the school as a whole could do a better job in addressing?

Indicators Use to Classify Schools

| | | | | | |
|------------------------|----------------------|--------------------------------------|---|--------------------------------------|--|
| ESSA Indicator: | Academic Achievement | Academic Progress | English Language Proficiency and Progress | Graduation Rate | School Quality or Student Success |
| AQuESTT Metric: | Status | Growth, Improvement, Non-Proficiency | Progress Towards English Language Proficiency | 4- and 7-Year Cohort Graduation Rate | Chronic Absenteeism, Science, Evidence-based Analysis |

What is the timeline?

- **August 15, 2018**
 - 2017-2018 Early Data (Membership, Staff, EL, SPED, etc.) published to NEP public website
- **November 13, 2018**
 - Assessment, Cohort, Dropout, AQuESTT Raw Classification data published to NEP secure (district only view, no public)
- **December 17, 2018**
 - 2017-2018 Full Data (AQuESTT Classifications, Assessment, ESSA data, and updated NEP layout) published to NEP Preview website (district and media only view, password protected)
- **December 21, 2018**
 - 2017-2018 Full Data (AQuESTT Classifications, Assessment, ESSA data, and updated NEP layout) published to NEP Public website

What will the EBA Classification Look Like?

- As mentioned earlier, it is a “moving target”.
- There have been drafts released of what it might look like and what it might look like in the future.
- The important thing to keep in mind is that the 6 tenets will be represented in the AQuESTT classification, but what constitutes the measurement of these 6 tenets will continue to evolve.
- A sample of what it might look like is...

Nebraska Education Profile

2017-2018

Search NEP

NEBRASKA HIGH SCHOOL

School Classification

EXCELLENT

GREAT

GOOD

NEEDS IMPROVEMENT

School District

Nebraska Public Schools

Educational Service Unit

20

Legislative District

22

School Snapshot

AQUESTT Classification

About Our School

Compare



Beginning Status

GREAT

NSCAS English Language Arts & Mathematics Proficiency

SUCCESS, ACCESS, AND SUPPORT



Positive Partnerships, Relationships, and Success

Coming in 2019!



Transitions

Four-year Graduation

98%

Extended Graduation

100%



Educational Opportunities and Access

Chronic Absenteeism Reduction

Yes

Progress Towards EL Proficiency

N/A

TEACHING, LEARNING, AND SERVING



College, Career, and Civic Ready

Coming in 2019!



Assessment

Individual Score Growth

3%

Score Improvement

Yes

Non-Proficiency Reduction

Yes

Science Proficiency Status

92%

Science Score Improvement

Yes



Educator Effectiveness

Coming in 2019!



Evidence-based Analysis

2018 School EBA Total Score

115/120

SCHOOL ERA REPORT

Resources to know more...

- <https://aquestt.com/>
- Lane Carr, Director of Accountability & AQuESTT (402-471-2295)

AQUESTT

Questions?



Thank you for your participation. To exit, please close your web browser.

Below is a summary of your responses

[Download PDF](#)



Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting AQuESTT processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. This information will also guide the prioritization of statewide investments towards AQuESTT Systems of Support.

Your responses should be reflective of RAVENNA PUBLIC SCHOOLS during the 2017-2018 school year.

It is important that you provide an accurate and honest response. Please give thoughtful consideration to school processes that provide support or evidence for your selections. Completion of the EBA does NOT require you to assemble or submit such evidence. However, the Nebraska Department of Education reserves the right to request evidence for your selections. Your responses will be publicly displayed on school and district profiles.

To assist you, please use this guide as you complete the EBA: [Technical Assistance Guide](#)

As you move through the EBA, your responses will be saved automatically. There is no need to click any sort of "save" button. If you must close your web browser before completing the EBA, simply return and complete any remaining items.

If you have any questions, please direct an email to nde.aquestt@nebraska.gov for support.



POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

To begin, the next five questions ask about specific policies, practices, and procedures related to Positive Partnerships, Relationships, and Success.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [1-PPRS](#)

[Rubric \(District\)](#)

| | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| 1. The school district partners with community groups and support services for the academic success and healthy social and emotional development for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The school district implements strategies to increase family attendance and participation at school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. The school district implements data-informed strategies for measuring and addressing student engagement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Partnerships with community groups and support services

Each year the local fire department comes to school to conduct fire safety lessons. The firefighters come in uniform and speak to the students about how to prevent fires in the home, as well as, what to do in the event of a fire. Members of the Buffalo County Sheriff's department provide the 1st and 2nd grade classes information on the 911 system, in addition we partner with the Buffalo County Sheriff's department to provide DARE to the sixth grade class. The school works with the local VFW and VFW Ladies Auxiliary organizations to provide Veteran's Day and Loyalty Day programs. A local biking organization dubbed the Santa Riders works with the school to provide gifts and food to families in need during Christmas, they also come to school with Santa to deliver treats to each student in school. Ravenna is fortunate to have an active Lions Club. The club provides health screenings for all students k-12. The Lions have also helped students get glasses when the family can't afford them. Ravenna Elementary is supported by the Foster Grandparent Program. The local bank comes to school each year in recognition of National Savings Day and provides the students information on how to save money and how the bank works. To promote the after school programs provided by the public library we added a bus stop at the library to allow students easy access to the library and it's programs. Our FFA Chapter works closely with many local business and agencies to provide Farm Safety Day each year. For our annual Reading Fun Night we invite community leaders to be special readers these people include the mayor, police chief, local clergy, businessmen, etc. Many local business have supported our Life Skills program. One of the local churches works with the school to provide a Family Game Night. This event is very popular and is completely secular. The school has a working contract with The Center for Psychological Services. This organization provides free weekly counseling to students. Or public library provides after school programs, one of the most popular is Lego club. One of our town bus stops is at the public library so this makes it very easy for kids to participate. Students in preschool, 5th and 6th grade visited our local assisted living/retirement facility to play games with the residents. This is very well received. Finally our parent organization, Jr. Jays TAK club (Taking Action for Kids) is very active. This year they gave each teacher \$100 to purchase items for their classrooms. They also organized a fun night where students came to school in the evening and played games, watched movies, and ate pizza. This event was very popular with over 100 kids attending. In addition they provided treats for the kids during our annual field day, provided prizes for our reading challenges, and provided teachers a meal during parent-teacher conferences. Throughout the year our school partners with numerous community and support groups here is a list of partnerships that we have: Doane College University of Nebraska at Kearney The City of Ravenna Buffalo County Our local VFW The local American Legion ESU 10 Vocational Rehabilitation Ravenna School Foundation The Ravenna Public Library Farmers Cooperative Town & Country Bank Ravenna Super Foods The Ravenna News Howard County Hall County The Ravenna Senior Center The Ravenna Chamber of Commerce Mr. B's Tees The Ravenna Booster Club The Center for Psychological Services Richard Young Region III Behavioral Services Central Community College Stuhr Museum Career Fair Center for Psychological Services Seneca Retirement Village Good Samaritan Retirement Village

2. Strategies for family attendance and participation

Ravenna Elementary has an annual Reading Fun Night and book fair and Family Game Night. Both events are very popular and well attended. The first grade has a Poetry Night and a Thanksgiving Play each year. The second grade present a research program on the Rainforest and we have a science fair each year which involves the 5th and 6th grades. Ravenna Elementary host a Grandparents Day program every year which is well attended. Ravenna Elementary has a process in which we send home postcards for students that have done things "The Ravenna Way". The school host both Kindergarten and DARE graduations. Kindergarten and preschool open houses are also very well attended. Another way for families to be involved is through membership of our parent organization Jr Jays TAK Club (Taking Action for Kids). Many classes send home weekly newsletters, as well as, school and class specific Facebook and Twitter accounts. In addition to phone calls and emails some teachers use communication apps like Bloomz and RemindIt. Throughout the year our school has numerous activities and strategies that we use to encourage family attendance and participation here is a list: Academic Awards Banquet Athletic Awards Banquet Music Awards Banquet Homecoming Parade Community Play Performances(Winter & Spring) Community Music Concerts(Fall, Winter, & Spring) Parent/Teacher Conference(Fall & Spring) Invite Parents to Volunteer As Sponsors for Class or Activity Trips Community Is Invited to Attend Pep-Rallies Orientation Night Weekly Positive Postcards Art Show Reading Fun Night Poetry Night Fine Arts Awards Night/Show Graduation Family Game Night Infinite Campus Information Updates/Reminders Veterans Day Celebration Memorial Day Celebration

3. Clear expectations for safe, clean, and healthy schools

Ravenna Public Schools implemented a schoolwide behavior model. We have clearly articulated expectations for the classrooms, lunchroom, rest rooms, and hallways. Teachers use templates called Behavior Matrixes to explicitly teach these expectations. These matrices are used for teaching and re-teaching the expectations. We worked with ESU 10 and created the model following the MTSS approach. We have a leadership team consisting of teachers, paras, support staff, and administration. We called the model "The Ravenna Way". In addition to several PD days with the entire staff throughout the year the Leadership Team met several times. We provided this training to all staff including custodial, kitchen and bus drivers. We also did a book study with The Art and Science of Teaching by Robert Marzano in which we focused on expectations, relationships, and rules and procedures. Schoolwide expectations are clearly posted all over the building. As part of the behavior model we adopted a new social curriculum titled Connect With Kids. Beyond behavior our school nurse does hand washing demonstrations with the younger students and signage is posted in the restroom. The school nurse also does growth and development with the 4-6 grade students. We do dental care, bus safety, fire safety, farm safety, bike safety, and 911 presentations. We also work with the Lions Club to do health screens for all students. Our custodial staff does a great job of keeping the school neat and tidy. Throughout the year our school addresses the expectation for having safe, clean, and healthy schools in a variety of ways here is a list: Student Handbook Staff Handbook District Wide Multi-Tiered Systems of Support Model District Behavior Expectations District Wide Social and Emotional Learning Curriculum that is taught every Wednesday MTSS Academic and Behavioral Expectations Student behavior expectations are reviewed and evaluated every Friday The administration holds staff and students accountable for maintaining a safe, clean, and healthy environment by enforcing our handbook policies and behavior expectations.

4. Measuring and addressing student engagement

Teachers chart progress especially in reading and math and set goals for the students to foster growth. All teaching staff are trained in APL, Marzano, and ALP (Academic Literacy Program). We use both formative and summative assessments to measure student growth such as Checking for Understanding, Check Outs, Unit Test, AimsWeb progress monitoring, and MAP testing. We use MAP data three times a year to monitor student growth and identify areas of need at both the grade level and individual level. AimsWeb data is gathered 3 times a year to monitor growth for both reading and math. In addition it is used to progress monitor students that have been identified at risk. Grade level meetings for Reading Mastery are held twice a month. Mobymax is used to help create individualized skill work for students. The Teacher-Student game is regularly used to encourage and monitor adherence to classroom expectations and student engagement. Throughout the year our school addresses the expectation for having safe, clean, and healthy schools in a variety of ways here is a list: Student Handbook Staff Handbook District Wide Multi-Tiered Systems of Support Model District Behavior Expectations District Wide Social and Emotional Learning Curriculum that is taught every Wednesday MTSS Academic and Behavioral Expectations Student behavior expectations are reviewed and evaluated every Friday The administration holds staff and students accountable for maintaining a safe, clean, and healthy environment by enforcing our handbook policies and behavior expectations.

5. Strategies to support all students in monitoring and managing learning

Teachers review MAP scores with students and help them set goals for the next MAP cycle. Teachers chart progress especially in reading and math and set goals for the students to foster growth. Students are asked to evaluate their behavior every other week with the "Thumb-o-meter". This provides students the opportunity to reflect on their own behavior as well as the behavior of their peers. "Fist to Five" is a strategy that is used in most classrooms to have students self-reflect on their learning and understanding. Throughout the year our school uses a variety of strategies to support all students in monitoring and managing learning here is a list: Every Friday students are required to participate in a self and class evaluation of their performance in each class throughout the week. Our staff has been trained in a variety of student engagement strategies that they use during daily instruction: A.P.L., A.L.P., and Marzano's Art of Science and Teaching are examples. Administration completes periodic walk through observations for the purpose of measuring student engagement. Teachers continuously monitor student engagement, but not always in a formalized or data-driven way. Through the MAPS testing students have an opportunity to evaluate their growth on academic concepts. This happens for three test cycles per school year. Students have an one on one discussion with an ACCESS teacher about concerns in a certain area of the testing. Students and teacher can discuss the areas where the student is struggling in an academic area to identify what steps could be taken to improve the test scores. Students have progress/grade monitoring that takes place on a weekly basis during their "access" class. We run a weekly eligibility list every Tuesday. Embedded paraprofessional support is available throughout the day. Curriculum alignment and subject area meetings happen throughout the year. Our MTSS process provides staff and students with the opportunity to refer students to the MTSS team for additional support when necessary. Problem Solving Team meetings occur every Wednesday morning to address individual student needs for any students that have been referred to the team. Roundtable meetings to plan strategies to support the student are implemented at that time. Our school district has a K-12 Behavior Integrationist to provide students with additional support.



POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

AQuESTT Systems of Support: Positive Partnerships, Relationships, and Success

The next section asks about Systems of Support related to Positive Partnerships, Relationships, and Success. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

| | Type of Support (check all that apply) | | | Exemplary Model |
|---|--|-------------------------------------|--------------------------|-------------------------------------|
| | Technical Support | Professional Development | Other Resources | Willing to Share |
| 1. Partnerships with community groups and support services | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Strategies for family attendance and participation | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Clear expectations for safe, clean, and healthy schools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. Measuring and addressing student engagement | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Strategies to support all students in monitoring and managing learning | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

3. Clear expectations for safe, clean, and healthy schools

MTSS Ravenna Way.JPG



TRANSITIONS

The next five questions ask about policies, practices, and procedures related to student Transitions.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [2-TRANS Rubric \(District\)](#)

| | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. The school district follows a systematic process to support on-time grade completion for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The school district follows a systematic process for addressing the educational needs of highly mobile students. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The school district follows a systematic process to identify and support students at risk of dropping out. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. The school district implements processes to help all incoming students be prepared for elementary, middle, and high school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to support on-time grade completion

We have an active MTSS Problem Solving Team. This team meets weekly to review students that have academic or behavioral concerns. The Team meets with individual classroom teachers to discuss strategies and develop a plan, monitor progress, and help make decisions to best serve students. All teachers are expected to correctly fill out the necessary paperwork and be an intricate part of the team when problem solving around a student. Students that don't make adequate progress are referred on to the MDT process. Throughout the year our school uses a variety of strategies to support on time grade completion here is a list: We publish a weekly eligibility list Students have weekly grade/progress monitoring during their "access" class period. We have an online learning system, Edmentum, that allows for students to recover credit if necessary. Yearly scheduling meetings and grade completion credit monitoring/planning session with our school counselor. Students are provided with opportunities to review their transcripts and progress toward grade completion multiple times throughout the year during their "access" period. Any student found to be "at-risk" of not graduating on time will meet with the Principal and School Counselor to develop a plan for graduating on time and making up credit if necessary. We use the I.E.P. team to develop plans for and Special Education student that may need extra support. We have a multi-tiered systems of support model in place that provides students that are referred to the team with support strategies. We use an online curriculum, Edmentum, to allow students the opportunity for credit recovery, as well as, provide the opportunity for summer school for credit recovery. The school has implemented alternative educational programming for students when it has been necessary for the student to continue to make adequate progress toward grade completion. The school also implemented a work-based learning program that has assisted students acquire elective credit.

2. Process for addressing the needs of highly mobile students

We have a document that we fill out when a student moves out of our district. When they move in we usually get in contact with the student's previous teachers. Placement testing in Reading when students move in to the district. We provide Tier II interventions for all students that need additional support beyond the classroom. Until recently we had a very low mobility rate, while it is still fairly low it has grown over the last few years. We have a fairly low mobility rate at RHS thus, we do not have a need for a lot of support for addressing the needs of highly mobile students. We have a weekly MTSS problem solving team that meets to discuss any at-risk students or students that are referred to the team, this would include any student that is highly mobile. The team will determine what level of support is needed in an attempt to meet the student's needs. We have I.E.P. team meetings for any Special Education student that would be determined highly mobile and use the team to make educational planning decisions for the student.

3. Process to identify and support students at risk of dropping out

Throughout the year our school uses a variety of strategies to identify and support students that are at risk of dropping out here is a list: The school district uses the BEISY, a behavior screening tool, to identify students at risk. Students are continually being monitored weekly for attendance and grades. Letters are sent to parents or guardians if a student is struggling academically or with attendance and a meeting may be set up to determine what can be done to help the student be successful. We publish a weekly eligibility list. Students have weekly grade/progress monitoring during their "access" class period. We have an online learning system, Edmentum, that allows for students to recover credit if necessary. Yearly scheduling meetings and graduation credit monitoring/planning session with our school counselor. Students are provided with opportunities to review their transcripts and progress toward graduation multiple times throughout the year during their "access" period. Any student found to be "at-risk" of not graduating on time will meet with the Principal and School Counselor to develop a plan for graduating on time and making up credit if necessary. We use the I.E.P. team to develop plans for and Special Education student that may need extra support. We can also use the I.E.P. team to make changes/modifications to a student's schedule or educational placement. We have a multi-tiered systems of support model in place that provides students that are referred to the team with support strategies. The school has implemented alternative educational programming for students when it has been necessary for the student to continue to make adequate progress toward graduation. The school also implemented a work-based learning program that has assisted students acquire elective credit.

4. Processes to ensure the preparedness of incoming students

We offer free preschool for both 3 and 4 year olds. We also have a good relationship with HeadStart with many students attending Head Start in the morning and our preschool in the afternoon. We offer a preschool "jump start" program in the summer, all students with IEPs and some peer models attend a two week program prior to the start of the school year to help the students prepare for school. In addition to kindergarten and preschool registration in the spring we have orientation days for both programs prior to the start of the year. The Kindergarten teachers work closely with the preschool teacher, Head Start staff, and special education staff to ensure all students have a clean transition into elementary school using preschool checklisting standards/qualifications for kindergarten. We make plans for special education students, including several meetings with support staff, teachers, and parents. In the past, and if possible, kindergarten teachers will attend preschool jump start summer school to begin forming relationships with incoming Kindergarten students. Kindergarten teachers also visit the preschool classes through the year to begin forming relationships with students. Throughout the year our school uses a variety of strategies for helping incoming students prepare for middle school, here is a list: We host a step up day. Fifth and sixth grade students transition to different classrooms as part of their daily schedule. Not as often as middle school students do, but this is in an effort to prepare them for the transitions from class to class that they will experience as part of middle school. We host a 6th grade student walk through of the middle school and the end of the school year. We have a staff sixth to seventh grade transition meeting. Our sixth grade students receive transition lessons during the second semester. The school counselor offers provides several lessons on transition to the sixth graders. We have a required student orientation night at the beginning of the school year to help students with the transition from sixth to seventh grade.

5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

We have a transition meeting between the 6th grade staff and the JH staff. We have transition lessons with the 6th grade class that also includes a tour and a Q/A session between 6th and 7th grade students and the secondary principal. Transition forms completed by current teachers which includes supports and strategies used to ensure student success. Throughout the year our school uses a variety of strategies for helping incoming students prepare for middle school, here is a list: We host a step up day. Fifth and sixth grade students transition to different classrooms as part of their daily schedule. Not as often as middle school students do, but this is in an effort to prepare them for the transitions from class to class that they will experience as part of middle school. We host a 6th grade student walk through of the middle school and the end of the school year. We have a staff sixth to seventh grade transition meeting Our sixth grade students receive transition lessons during the second semester. The school counselor offers provides several lessons on transition to the sixth graders. We have a required student orientation night at the beginning of the school year to help students with the transition from sixth to seventh grade. As we are a seventh through twelfth grade campus the transition from middle school to high school is fairly seamless. We have a required student orientation night at the beginning of the school year to help students prepare for the upcoming school year and provide information. Eighth grade students receive classroom lessons on graduation requirements and class registration. All students are required to meet with the school counselor in order to register and complete educational planning for the next year. We have the EducationQuest Foundation speak to them about the college planning process and what kind of classes to sign up for in high school. Incoming students are paired with a "buddy" from our student council to help them out with questions that they might have and to provide them support as they transition to our school. All students are required to have a yearly educational planning meeting with the school counselor. Students are counseled on a weekly basis during their "access" classes about their current and future educational plans. Students are required to complete job shadows. Special Education students work with Vocational Rehabilitation to plan and prepare for college or work. Students are provided with opportunities to attend career fairs, college visits, career readiness testing, job training/coaching. Students complete Career Exploration evaluations. We have the EducationQuest Foundation speak to them about the college planning process and what kind of classes to sign up for in high school. We are working through the reVision process with N.D.E. to ensure that we are doing the best that we can do in terms of preparing our students to be career or college ready. Our school counselor hosts several college planning and scholarship application meetings throughout the year. We host a career fair. All students are required to take the Pre-ACT and ACT exams. Our guidance counselor takes students on a variety of college visits, has college representatives visit the school, and helps students set-up college visits.



TRANSITIONS

AQuESTT Systems of Support: Transitions

The next section asks about Systems of Support related to student Transitions. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

| | Type of Support (check all that apply) | | | Exemplary Model |
|---|--|-------------------------------------|--------------------------|--------------------------|
| | Technical Support | Professional Development | Other Resources | Willing to Share |
| 1. Process to support on-time grade completion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Process for addressing the needs of highly mobile students | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Process to identify and support students at risk of dropping out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Processes to ensure the preparedness of incoming students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



EDUCATIONAL OPPORTUNITIES AND ACCESS

The next five questions ask about policies, practices, and procedures related to Educational Opportunities and Access.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [3-EDOP](#)

[Rubric \(District\)](#)

| | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. The school district offers students before school or after school opportunities for expanded learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The school district supplements in-person classroom instruction with digital learning opportunities for students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. The school district has an embedded process to develop, implement, review, and modify a Targeted Improvement Plan (TIP) within its school improvement process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. The school district aligns educational opportunities to the needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. The school district evaluates the effectiveness of new educational programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Before or after school opportunities

Teachers tell students that they can come in before and after school for help. We offer both summer school and a jump start program for students that have not met growth goals in reading and math. HAL program is after school, we support Catch for Kids programs which meets weekly after school to promote healthy living. We have a Youth Center located on school property for students in grades 5-12. At the Youth Center student can play games, hang with friends, and purchase snacks. In addition Ravenna has a youth bowling league that is not associated with the school but one of our town stops is located near the bowling alley so students can go to bowling right after school. The public library host a Lego Club, the library is a town bus stop so students can easily get to the library. We have all types of extracurricular activities and clubs for students to participate in if they choose.(Football, Volleyball, Cross Country, Golf, Basketball, Wrestling, Track, Choir, Swing Choir, Band, Pep Band, One-Act, Spring Play, Robotics, Science Olympiad, H.A.L., Little Buddies Mentorships, etc.) Our students are typically provided with before or after school extended learning opportunities on an as needed basis or as determined by our MTSS problem solving team. Our staff members routinely work with students to schedule these extended learning opportunities. We offered a Tuesday/Thursday after school study hall in our Middle School special education room with tutors for any student that would be need of help. We offer an after school program in our youth center. The program is voluntary and students are not provided with structured study time or support, but it is a place on site that allows them to study/work on homework with supervision.

2. Supplementing in-person classroom instruction with digital learning opportunities

Students in grades 1-6 all have Chromebooks. In addition kindergarten and first grade have tablets and/or iPads. All classrooms are equipped with SmartBoards or whiteboard projectors. As a school that is 1:1 in grades 1-12, we offer opportunities to learn from a digitally. We use online science curriculum and our social studies curriculum has online components as well. Our math and language arts curriculum, as well as, our SEL, health, library skills, and typing classes all use a digital platforms. Studies weekly and Science curriculum both have online resources the students use, in addition, the students use computers to learn more about topics throughout the year. Students use Moby Max to help provide individualized lessons and skill work in reading and math. Some teachers have received PD in Blended Learning and utilize the concepts in the classroom. Throughout the year our school uses a variety of strategies to supplement in-person classroom instruction with digital learning opportunities, here is a list: We use Edmentum digital classroom to allow students in need of credit recovery to have the opportunity to earn credit in the digital class. This can be implemented if a student needs credit in order to graduate. We have distance learning classes and offer several online college classes(English, F.C.S., Spanish, Math, Chinese, Agriculture). Our staff has used virtual field trips along with numerous other digital learning strategies this year.

3. Processes relating to a Target Improvement Plan (TIP)

Our CIP goal is to increase understanding of main idea and detail and drawing conclusions. As a school we are working towards this goal. This is not just a reading goal. This is being taught and practiced in all areas and all classrooms. All teachers are trained in APL, Marzano, and ALP for vocabulary, writing, and reading strategies. We recently adopted Write Source for writing, handwriting, and other language skills. All teachers are trained in Reading Mastery curriculum. The MTSS Problem Solving Team meets weekly to address learning and behavioral needs of students who demonstrate a need for supports. Grade level Reading Mastery meetings are held twice a month. MAP scores and the Learning Continuum are used to determine which students are in need of assistance in meeting goals and what areas we need work on as a whole group. Throughout the year our school uses a variety of continuous improvement strategies to support the learning of all students, here is a list: All staff are trained in both A.L.P. and A.P.L. learning strategies and staff has been trained in the Marzano model. This provides our staff with numerous engagement strategies that are data driven and research based. Our staff is continuously attending trainings and professional development opportunities at ESU 10. Our Continuous Improvement Team meets on a monthly basis at a minimum to ensure that we are working toward the continuous improvement of all students. We have used our Multi-Tiered Systems of support throughout the year to provide teachers with the opportunity to refer students to our MTSS Leadership team for extra support either academically or behaviorally.

4. Aligning educational opportunities to the needs of all students

We are a data driven school that uses the data we collect to make sure that we are giving students the educational opportunities that they need. We look at MAP data, Aimsweb data, reading mastery data and unit assessment data to help make sure that all students are getting what they need. Evaluation of MAP data (which is adaptive to the abilities of each student) allows teachers to offer lessons and differentiation to meet the needs of each student in the classroom. We provide Tier 2 interventions and leveled programs. The Problem Solving Team meets weekly and monitors the progress of students. We use data from MAP, AimsWeb, Reading Mastery, and progress monitoring to guide instructional decisions. While this is a great strength in reading we need to improve in math. Throughout the year our school uses a variety of strategies to align educational opportunities to meet the needs of all students, here is a list: Either through the I.E.P. or M.T.S.S. Problem Solving process we have altered student schedules and/or implemented support strategies to meet their needs on an as needed basis as determined by the teams and the administration. In class, our teachers often modify assignments and differentiate instruction to meet the needs of all students as determined by the I.E.P. process or the MTSS problem solving team. The majority of modifications and accommodations in our building occur through the I.E.P. team or via the M.T.S.S. referral process.

5. Evaluating new educational programs

We have reading meetings and we evaluate how students are doing on a bimonthly basis in addition we progress monitor with Reading Mastery, Curriculum is evaluated using data from standardized tests as well as MAP data to monitor gains or deficiencies in curriculum and programs. We look at the research of a program before implementing it. With the implementation of Reading Mastery, we have the data to evaluate how the program is working for our students. Typically when evaluating new programs/curriculum we always reach out to ESU 10 and glean information from their experts. Particularly in terms of any new programming or curriculum that we are considering. We always strive to collect as much information as we can about any new program before we implement it to ensure that we are making the best decision for our students and school district. We also provide students as staff with end of year surveys that allow them to provide the administrative team with feedback about the effectiveness of all of our programs, not just the new ones. The school district is currently reviewing, revising, and aligning all K-12 curriculum on a planned and systematic basis with the support of ESU 10 staff/content area experts.



EDUCATIONAL OPPORTUNITIES AND ACCESS

AQuESTT Systems of Support: Educational Opportunities and Access

The next section asks about Systems of Support related to Educational Opportunities and Access. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

| | Type of Support (check all that apply) | | | Exemplary Model |
|--|--|-------------------------------------|--------------------------|--------------------------|
| | Technical Support | Professional Development | Other Resources | Willing to Share |
| 1. Before or after school opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Supplementing in-person classroom instruction with digital learning opportunities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Processes relating to a Target Improvement Plan (TIP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Aligning educational opportunities to the needs of all students | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Evaluating new educational programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



COLLEGE, CAREER, AND CIVIC READY

The next five questions ask about policies, practices, and procedures related to College, Career, and Civic Readiness.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [4-CCCR](#)

[Rubric \(District\)](#)

| | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. The school district utilizes a fully developed and written curriculum aligned to the Nebraska Content Area Standards . | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The school district integrates the Nebraska Career Readiness Standards into all content areas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. The school district curriculum is systematically reviewed and modified through a collaborative process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. The school district partners to provide students with expanded learning opportunities including career-related field trips, service learning, work-based learning, or internships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Curriculum development and alignment to Content Area Standards

As a staff, we make sure that all of our curriculum is aligned before we pick a new curriculum. We then make sure as we are teaching that we are meeting all of the standards. Any gaps identified are also addressed by using additional resources. When looked at our alignment for ELA standards. We found the gaps and decided to add Write Source to fill those gaps. We also began a similar process for science, including training on the new Science standards. Each of our departments is responsible for periodic and systematic reviews of their curriculum development and the alignment of the curriculum with content area standards. For example, our E.L.A. and Science departments are in the process of completing alignment review this summer. We have reached out to ESU 10 to help us through this process to ensure that we are completing the process with validity and fidelity. Math and Social Studies will complete the process prior to the start of the 2019-2020 school year. All of our departments use content area standards to drive, develop, and implement curriculum and instruction. The school district is currently reviewing, revising, and aligning all K-12 curriculum on a planned and systematic basis with the support of ESU 10 staff/content area experts.

2. Integration of Career Readiness Standards into all content areas

We integrate several career readiness standards throughout our day including: Communicating effectively by answering questions in complete sentences, problem solving strategies for math, as well as social problem solving, critical thinking, use of technology, and working in groups to promote teamwork. Also in guidance class the 5th and 6th grade classes do a career research project. Our school counselor meets with all students on an individual basis to determine their interest in relation to the career readiness standards. We are in year two of the reVision process working with N.D.E. to ensure that we are integrating career readiness standards into all of our content areas.

3. Systematic and collaborative curriculum review

Ravenna Public Schools has a curricular adoption schedule that is in concert with the NDE schedule for standards review, revision, and adoption. Money is budgeted yearly to provide necessary resources to align to the Nebraska State Standards. When we looked at our alignment for ELA standards. We found some gaps and decided to add Write Source to fill those gaps. We also began a similar process for science, including training on the new Science standards. Each of our departments is responsible for periodic and systematic reviews of their curriculum development and the alignment of the curriculum with content area standards. This happens throughout the year during subject area team meetings, as well as, more formally with year curriculum reviews. For example, our E.L.A. and Science departments are in the process of completing alignment review this summer. We have reached out to ESU 10 to help us through this process to ensure that we are completing the process with validity and fidelity. Math and Social Studies will complete the process prior to the start of the 2019-2020 school year. All of our departments use content area standards to drive, develop, and implement curriculum and instruction. The school district is currently reviewing, revising, and aligning all K-12 curriculum on a planned and systematic basis with the support of ESU 10 staff/content area experts.

4. Partnerships for expanded learning opportunities

Career development lessons with the guidance counselor. Throughout the year our school partners with numerous community and support groups here is a list of partnerships that we have: Doane College University of Nebraska at Kearney The City of Ravenna Buffalo County Our local VFW The local American Legion ESU 10 Vocational Rehabilitation Ravenna School Foundation The Ravenna Public Library Farmers Cooperative Town & Country Bank Ravenna Super Foods The Ravenna News Howard County Hall County The Ravenna Senior Center The Ravenna Chamber of Commerce Mr. B's Tees The Ravenna Booster Club The Center for Psychological Services Richard Young Region III Behavioral Services Central Community College Stuhr Museum Career Fair Center for Psychological Services Seneca Retirement Village Good Samaritan Retirement Village We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We have also implemented a work-based learning experience class during the 2017-2018 school year.

5. Career awareness, exploration, and preparation instruction

As early as kindergarten, our students are researching careers and doing projects in language arts and writing. Our students also explore career opportunities in guidance class in the 5th and 6th grade. In addition the 4th grade does The Way to Go program. Throughout the year our school partners with numerous community and support groups here is a list of partnerships that we have: Doane College University of Nebraska at Kearney The City of Ravenna Buffalo County Our local VFW The local American Legion ESU 10 Vocational Rehabilitation Ravenna School Foundation The Ravenna Public Library Farmers Cooperative Town & Country Bank Ravenna Super Foods The Ravenna News Howard County Hall County The Ravenna Senior Center The Ravenna Chamber of Commerce Mr. B's Tees The Ravenna Booster Club The Center for Psychological Services Richard Young Region III Behavioral Services Central Community College Stuhr Museum Career Fair Center for Psychological Services Seneca Retirement Village Good Samaritan Retirement Village We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We have also implemented a work-based learning experience class during the 2017-2018 school year.



COLLEGE, CAREER, AND CIVIC READY

AQuESTT Systems of Support: College, Career, and Civic Ready

The next section asks about Systems of Support related to College, Career, and Civic Readiness. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

| | Type of Support (check all that apply) | | | Exemplary Model |
|---|--|-------------------------------------|--------------------------|--------------------------|
| | Technical Support | Professional Development | Other Resources | Willing to Share |
| 1. Curriculum development and alignment to Content Area Standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Integration of Career Readiness Standards into all content areas | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Systematic and collaborative curriculum review | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Partnerships for expanded learning opportunities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Career awareness, exploration, and preparation instruction | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



ASSESSMENT

The next five questions ask about policies, practices, and procedures related to Assessment.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [5-ASSESS](#)

[Rubric \(District\)](#)

| | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 1. The school district has a process to ensure assessments in use are reliable, valid, and appropriate for the students being assessed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Written standards-driven grading policies are shared with students and parents. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to ensure reliable, valid, and appropriate assessments

All teachers are trained in APL, Marzano’s Art and Science of Teaching, and ALP strategies to not only increase and evaluate student engagement, but also allow for frequent formative assessment. Timely summative assessments are given at intervals prescribed by the curriculum. MAP data (given three times a year) gives teachers information on student’s strengths and needs. In addition to MAP data we use AimsWeb, Reading Mastery Checkout & Mastery Test data, along with in curriculum assessments. Our staff has been trained in A.P.L., A.L.P., and now Marzano instructional learning strategies and models. Our staff uses state content area standards to drive curriculum, instruction, and assessments. We also use M.A.P.S., NSCASS, Pre-ACT, an ACT assessments, which are endorsed by the state department of education.

2. Utilizing balanced assessment system

All teachers are trained in APL, Marzano's Art and Science of Teaching, and ALP strategies to not only increase and evaluate student engagement, but also allow for frequent formative assessment. Timely summative assessments are given at intervals prescribed by the curriculum. MAP data (given three times a year) gives teachers information on student's strengths and need. In addition to MAP data we use AimsWeb, Reading Mastery Checkout & Mastery Test data, along with in curriculum assessments. Aside from M.A.P.S., NSCASS, Pre-ACT, ACT and AimsWeb, teachers utilize many assessments both MAPS, NSCASS, Pre-ACT, and ACT testing results are released as soon as it is able to be.

3. Sharing assessment results in a timely manner

Feedback is immediate with MAPS and AimsWeb assessments. The results are mailed home and/or shared at conferences. Assessment results are also shared with students as part of our goal setting procedure. Data is entered and available usually within a week to staff and sent home with report cards. We have a parent letter that explains what the MAP test is and how we use the results. In addition to MAP and Aims data we also share report cards, and progress reports. Teachers are able to share student assessment results immediately after AIMS, Reading Mastery, and MAPS assessments, State testings is shared when it become available to the public. State testing is also shared in the newspapers and at school board meetings for all stakeholders. Grades are updated each Friday. Students and parents have access to student accounts/grades through Infinite Campus. Content area grades and M.A.P.S. results are discussed with students in their Access periods. formatively and summatively: tests, quizzes, presentations, discussions, etc.

4. Establishing and sharing grading policies and standards

Kindergarten and first grade have standards (progress) based reports. The grading policy is articulated in the student handbook. Teachers share their grading policies at the beginning of the term. Lesson plans made available to public via teacher website Curriculum and standards are available to students and parent via the website. Students, parents, and teachers are able to access Infinite Campus our student information system. Our student handbook is available to all stakeholder both online and in print form at the school.

5. Utilizing perceptual data

Results of last perceptual data was used to drive The Ravenna Way, our newly implemented behavior model. It was also used to determine the need for a behavioral interventionist. We also use the BEISY as a screener for externalizing and internalizing students. Thumb -O-Meter data was collected weekly by all students to determine both their personal and the class' adherence to the classroom expectations established with The Ravenna Way. Students and staff are required to participate in a perceptual data survey at the end of each school year. That survey data is then reviewed by administration and staff. The administration uses that perceptual data to derive decisions. As an example the survey indicated that last year students and staff both believed that our school culture and climate was not all that great. Thus, we used that perceptual data to implement some culture and climate building activities into the schedule this year. We had a staff v. student basketball and Seniors v. staff dodgeball game. Both were outstanding climate and cultural building activities. Student and Parent input is requested and thoughtfully considered. Stakeholders are granted meetings if requested. The school makes adjustments based on perceptual data.



ASSESSMENT

AQuESTT Systems of Support: Assessment

The next section asks about Systems of Support related to Assessment. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

| | Type of Support (check all that apply) | | | Exemplary Model |
|---|--|-------------------------------------|--------------------------|--------------------------|
| | Technical Support | Professional Development | Other Resources | Willing to Share |
| 1. Process to ensure reliable, valid, and appropriate assessments | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Utilizing balanced assessment system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sharing assessment results in a timely manner | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Establishing and sharing grading policies and standards | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Utilizing perceptual data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



EDUCATOR EFFECTIVENESS

In the final section, the next five questions ask about policies, practices, and procedures related to Educator Effectiveness.

To what extent does your school district perform the following?

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [6-EDEFF](#)

[Rubric \(District\)](#)

| | Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. The school district utilizes data-informed strategies for measuring and addressing teacher engagement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The school district utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF) . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. The school district utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals . | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The school district develops an annual professional learning plan that supports continuous improvement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5. The school district technology infrastructure meets the teaching and learning needs of faculty and staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Measuring and addressing teacher engagement

Teachers are observed several times throughout the year, formally and informally. The observations are shared with the teacher. We conduct walkthroughs, Learning Walks, evaluations, and professional development with Marzano's Art and Science of Teaching. We measure teacher engagement in a variety of ways throughout the year. We use informal walk-through observation where we are looking at student and teacher engagement particularly looking for APL, ALP, Marzano teaching and learning strategies being used. We also used yearly or semester formal evaluation to measure and address teacher engagement. Our district is in the process of changing our formal evaluation method to align with the Nebraska Evaluation Model for Teachers and Principals. We will have it in place for the 2019-2020 school year.

2. Utilizing a research-based instructional model aligned to the NTPPF

School-wide use of APL and ALP instructional strategies and a 2 year commitment to a Marzano book study "The Art and Science of Teaching". We have spent the past two years implementing the Marzano model as our instructional model. We also use A.P.L. and A.L.P. instructional strategies models.

3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

We have a formal evaluation every year, some teachers are evaluated twice a year. We are in the process of developing a new evaluation model that is aligned to the Nebraska Evaluation Model for Teachers and Principals and plan to have it completed for the 2019-20 school year. Our formal evaluation process is not completely aligned to the Nebraska Evaluation Model for Teachers and Principals. However, beginning with the 2019-2020 school year our formal evaluation will be completely aligned with the NEMTP.

4. Developing a professional learning plan to support continuous improvement

Ravenna Public Schools has planned in-service days which are aligned to the current needs of the staff and students. This year we have received professional development on Marzano's Art and Science of Teaching, The MTSS model, 3:1 positive to negative interactions, Behavior Specific Praise, and the STOIC model. Our administrative team meets regularly, weekly, throughout the year and as a part of these meetings develop our professional learning plan to support continuous improvement of our staff. We are partnering with ESU 10 and their Marzano Trainers for continuous professional learning.

5. Technology to support teaching and learning

Each student in grades 1-12 have a chromebook or computer. Our IT personnel does a great job of getting the teachers what they need and answering questions and fixing problems. All classroom have sound field systems and projectors. Wireless access points are efficient and we rarely have problems accessing the internet. We are a 1:1 school district, all of our classrooms are equipped with projectors and smartboards. We have a full-time I.T. director that is available year round to support staff with any technology support needs that may arise.



EDUCATOR EFFECTIVENESS

AQuESTT Systems of Support: Educator Effectiveness

The next section asks about Systems of Support related to Educator Effectiveness. The items below correspond with the numbered statements in the previous section.

This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.

Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

For definitions on each type of support, please click here: [Defining Support Types](#)

| | Type of Support (check all that apply) | | | Exemplary Model |
|---|--|-------------------------------------|--------------------------|-------------------------------------|
| | Technical Support | Professional Development | Other Resources | Willing to Share |
| 1. Measuring and addressing teacher engagement | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Utilizing a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Developing a professional learning plan to support continuous improvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Technology to support teaching and learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



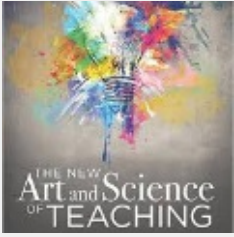
EDUCATOR EFFECTIVENESS

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

Please upload resources showcasing your model of best practice, including any comments you may have, for the following:

2. Utilizing a research-based instructional model aligned to the NTPPF

Marzano's Art and Science of Teaching.jpg



You have now completed the AQuESTT Evidence-Based Analysis (EBA).

Click on the "Submit" button below to transmit your responses to the Nebraska Department of Education. Please review all of your responses carefully as you will not be able to make any changes upon clicking the "Submit" button.

Once the EBA has been submitted, you will receive a confirmation email indicating that your responses have been received. A summary of your final responses will be displayed on the next page.

#NDE 02-1873

For more information about the EBA, please contact:
Data, Research and Evaluation | NDE.AQuESTT@nebraska.gov

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