

Board of Education Regular Meeting  
Monday, May 8, 2017 8:00 PM

Board Room  
1301 Centennial Avenue  
Utica, NE 68456-0187

## **Agenda**

1. MEETING CALL TO ORDER
  1. Reading of Public Meeting Notice
    1. Open Meetings Act
  2. Roll Call
  3. Consent Agenda
    1. Additions/Deletions and Agenda Approval
    2. Consider Minutes of Previous Meeting(s) and Their Approval
    3. Consider Current Bills and Their Approval
    4. Consider Activity Accounts and Treasurer's Report
  4. Introduction of Guests; Invite Comments
2. OLD BUSINESS
  1. BOARD RETREAT
3. NEW BUSINESS
  1. CONSIDER REQUEST OF CENTENNIAL FCCLA
  2. CONSIDER REQUEST OF CENTENNIAL FBLA
  3. DISCUSSION AND POSSIBLE ACTION ON REFINANCING 2013 BONDS
  4. CONSIDER NOMINEE FOR CENTENNIAL SCHOOL FOUNDATION BOARD OF DIRECTORS
  5. CONSIDER APPROVAL FOR PURCHASE - ITEMS COSTING \$500 OR MORE
  6. CONSIDER PRICES FOR ADMISSION TO SCHOOL EVENTS & HOT LUNCH
  7. CONSIDER RATES FOR MILEAGE, LODGING, AND MEALS - TRIPS
  8. TEACHER EVALUATION INSTRUMENT
  9. EXTRA DUTY ASSIGNMENTS FOR THE 2017-18 SCHOOL YEAR
  10. CONSIDER COURSE APPROVAL FOR HORIZONTAL MOVEMENT
  11. CONSIDER APPROVAL OF TECHNOLOGY REQUESTS
  12. CONSIDER BIDS FOR A NEW FOOTBALL/TRACK CONCESSION STAND AND RESTROOMS
  13. CONSIDER CONTINUING THE BEFORE AND AFTER SCHOOL PROGRAM
  14. 50TH ANNIVERSARY PLANNING COMMITTEE
  15. DISCUSSION OF LEGISLATIVE ISSUES
  16. STUDENT AND STAFF RECOGNITION
  17. BOARD MEMBER REPORTS
  18. ADMINISTRATOR REPORTS
4. ADJOURN

# CENTENNIAL PUBLIC SCHOOL

1301 Centennial Avenue  
P.O. Box 187  
Utica, NE 68456-0187  
402-534-2321  
FAX 402-534-2291

Tim DeWaard  
Superintendent  
402-534-2291

Colin Bargaen  
Secondary Principal

Dean Davis  
Activities Director

Marni Parrack  
Elementary Principal

Bob Fish  
Counselor

John McClarnen  
Special Services

## CENTENNIAL BOARD OF EDUCATION REGULAR MEETING April 10, 2017

Notice of meeting was published in York News Times on March 28, 2017.

Meeting was called to order at 8:00 p.m. with five board members present. Heine arrived at 8:07 pm. Administrators present were Mr. DeWaard, Mr. Bargaen, and Mrs. Parrack. Guests were Linda Luebbe, Jacob Polk and Preston Stuhr.

In lieu of dissent, the consent agenda was accepted as presented.

Linda Luebbe, chairperson for the 50<sup>th</sup> Anniversary Planning Committee, presented preliminary plans.

Motion made by Heine, seconded by Richters, to approve the textbook purchases for 2017-2018 school year. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Cast, seconded by Avery, to approve Abby Smith as a new hire for Family Consumer Science. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Heine, seconded by Tonniges, to accept the resignation of John McClarnen with regrets and best wishes. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Richters, seconded by Cast, to approve the Banking in Schools Program. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Tonniges, seconded by Avery, to approve the bid to update locker room showers from Bryant Air Conditioning & Heating and Vasa Construction not to exceed \$60,000. Members polled: Avery, for; Cast for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Richters, seconded by Avery, to approve the bid from APMS Inc. to recoat the elementary playground at a cost of \$8,040. Members polled; Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Heard discussion of legislative issues.

Motion made by Richters, seconded by Cast, to approve the 4000 POLICY SECTION INCLUDING 4001 NONDISCRIMINATION; 4002 DRUG FREE WORKPLACE; 4003 DRUG POLICY REGARDING DRIVERS; 4004 EMPLOYMENT OF RELATIVES, DOMESTIC PARTNERS AND SIGNIFICANT OTHERS; 4005 COMMUNICATION BETWEEN THE BOARD AND DISTRICT EMPLOYEES; 4006 INSURANCE; 4007 PERSONNEL RECORDS; 4008 OUTSIDE EMPLOYMENT; 4009 RESTRICTIONS ON EMPLOYEES RECEIVING GRATUITIES; 4010 INCLEMENT WEATHER; 4011 FAMILY MEDICAL AND MILITARY LEAVE; 4012 STAFF INTERNET AND COMPUTER USE; 4014 EMPLOYMENT-RELATED SEXUAL HARASSMENT; 4015 PROHIBITION AGAINST EMPLOYMENT OF BOARD MEMBERS; 4016 JURY DUTY/SERVICE AS WITNESS IN COURT; 4017 RELATIONS WITH EMPLOYEE COLLECTIVE BARGAINING ASSOCIATIONS; 4018 CORPORAL PUNISHMENT; 4019 WORKPLACE INJURY PREVENTION AND SAFETY COMMITTEE; 4020 OWNERSHIP OF COPYRIGHTED WORKS; 4022 CERTIFICATION AND ENDORSEMENTS; 4023 PROFESSIONAL ETHICS; 4024 TEACHERS' RIGHTS, RESPONSIBILITIES AND DUTIES; 4025 SUPERINTENDENT; 4027 PART-TIME CERTIFIED EMPLOYEES; 4028 SUBSTITUTE TEACHERS; 4029 SALARY SCHEDULE FOR CERTIFICATED EMPLOYEES; 4030 EVALUATION OF CERTIFICATED EMPLOYEES; 4031 EVALUATION OF PROBATIONARY CERTIFIED EMPLOYEES; 4032 PROFESSIONAL GROWTH; 4034 STAFF HANDBOOK; 4037 REDUCTION IN FORCE; 4038 CLASSIFIED STAFF DEFINED; 4039 EMPLOYMENT OF CLASSIFIED STAFF; 4041 STAFF DRESS AND APPEARANCE; 4042 EMPLOYEE SOCIAL SECURITY NUMBERS; 4043 PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS; 4044 POLITICAL ACTIVITY BY STAFF MEMBERS; 4045 MILK EXPRESSION; 4046 INTERNET SEARCHES REGARDING POTENTIAL EMPLOYEES; 4047 IMPLEMENTATION OF STUDENT ASSISTANCE TEAM PROCESS; 4048 ASSESSMENT ADMINISTRATION AND SECURITY; 4050 OVERTIME AND COMPENSATORY TIME; 4051 STAFF AND DISTRICT SOCIAL MEDIA USE; 4052 JOB REFERENCES TO PROSPECTIVE EMPLOYERS; 4053 CONFLICT OF INTEREST; 4054 REPORTING CHILD ABUSE OR NEGLECT; 4056 RESIGNATION OF CERTIFICATED STAFF; 4057 SUPERINTENDENT EVALUATION; 4058 CONFIDENTIALITY IN COUNSELING AND GUIDANCE; 4059 SUICIDE PREVENTION TRAINING; AND 4060 SCHOOL VEHICLE USE Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges for. Motion carried 6-0.

Heard update on Centennial Choice

Heard update from Building and Grounds Committee

Motion made by Heine, seconded by Richters, to commend Devin Johansen and Logan Johansen for achieving the Eagle Scout rank in Boy Scouts and to also commend William Wilton for being elected as the First Vice President for the Nebraska FCCLA. Members polled: Avery, for; Cast, for; Heine, for; Paxson, for; Richters, for; Tonniges, for. Motion carried 6-0.

Heard Board Member reports.

Heard Administrator reports.

Meeting adjourned at 11:20 p.m.

Douglas Tonniges, Secretary  
Centennial Board of Education

DT:mr

## Board Report for Newspaper

MAY 2017

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
AMAZON.COM	TEXTBOOKS	78.63
APPLE	SUPPLIES	1,254.00
AUTO VALUE PARTS STORES	PARTS/SUPPLIES	1,201.43
AUTO-JET MUFFLER CORP	PARTS	141.06
BARJENBRUCH, CRAIG	REIMBURSEMENT	46.88
BARJENBRUCH, JORDAN	REIMBURSEMENT	20.50
BARTH, BARBARA	TeamMates	151.42
BAXTER	PARTS	241.50
BEAVER HARDWARE	PARTS	34.86
BLACK HILLS ENERGY	FUEL	6,562.64
BLUE RIVER POWER AND RENTAL	PARTS	738.80
BREITKREUTZ, JESSICA	REIMBURSEMENT	92.18
BROWN & SAENGER	SUPPLIES	245.00
BUSS, JANICE	REIMBURSEMENT	516.78
CAPITOL ONE COMMERCIAL	SUPPLIES	510.38
CAROLINA BIOLOGICAL SUPPLY	SUPPLIES/TEXTBOOKS	216.78
CDW GOVERNMENT, INC	SUPPLIES	191.58
CENTENNIAL ACTIVITY FUND	DISTRICT REIMBURSEMENT	8,235.76
CENTENNIAL ELEMENTARY	REIMBURSEMENT	430.98
CENTRAL NEBRASKA REHABILITATION SERVICES	PHYSICAL THERAPY	10,282.80
CENTRAL VALLEY AG	FUEL	4,720.69
CORNHUSKER CLEANING SYSTEMS, INC	TIRES/PARTS	156.88
CORNHUSKER INT. TRUCKS INC	EQUIP/MAIN	2,442.37
CULLIGAN OF CRETE	SUPPLIES	265.75
DAS STATE ACCOUNTING	TELEPHONE	238.96
DAVID CITY PUBLIC SCHOOLS	PSYCH SERVICES	4,618.71
DIETZE MUSIC HOUSE	SHEET MUSIC/EQUIP	27.76
DURFEE, MARNI	REIMBURSEMENT	264.78
EASY TIME CLOCK, INC	FEES	27.75
EDUCATIONAL SERVICE UNIT #5	SERVICES	15.00
EDUCATIONAL SERVICE UNIT 9	STAFF DEV	438.00
EGAN SUPPLY CO	SUPPLIES	953.48
ESU #6	CONTRACTED SERVICES/SUPPLIES	6,340.00
FILEWAVE, INC	SOFTWARE	1,050.00
FILTER CARE OF NEBRASKA	SUPPLIES	30.35
FOWLER, JARRETT	REIMBURSEMENT	1,268.25
GIERHAN, BRENDA	REIMBURSEMENT	65.00
GOVCONNECTION, INC	COMPUTER EQUIPMENT	409.09
H & S PLUMBING AND HEATING	MAINTENANCE	362.50
HARLEY, ANNE	REIMBURSEMENT	233.54
HENRY, SHANNON	CONTRACTED SERVICES	7,956.02
HERPOLSHEIMERS, INC	PARTS	45.48
HIRERIGHT LLC	PHYSICAL/TESTING	279.40
INSIGHT PUBLIC SECTOR, INC	COMPUTER HARDWARE	169.58
J.W. PEPPER & SON, INC	SHEET MUSIC	25.99

## Board Report for Newspaper

MAY 2017

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
KONICA MINOLTA BUSINESS SOLUTIONS	EQUIP MAIN	1,873.58
KSB SCHOOL LAW	LEGAL SERVICE	833.66
MATHESON TRI-GAS INC	SUPPLIES	197.01
MEMORIAL HEALTH CARE SYSTEMS	PHYSICALS	944.50
MILLER SEED & SUPPLY	SUPPLIES	380.25
MOGUL, CONNER	FEES	230.00
NAEIR	FREIGHT	72.16
NANTKES, JENNIFER	CONTRACTED SERVICES	1,018.86
NCECBVI	PSYCH SERVICES	385.00
NE COUNCIL OF SCHOOL ADMIN	FEES	125.00
NE DEPT OF HEALTH & HUMAN SERV	COMMODITIES	20.00
NORTHWEST EVALUATION ASSOCIATION	STAFF DEV	150.00
NSNA SCHOOL HEALTH CONFERENCE	STAFF DEV	170.00
PAC N SAVE	FOOD/SUPPLIES	16.70
PAPER 101	SUPPLIES	5,355.39
PAYFLEX	FEES	118.80
POSTMASTER	PERMIT FEE	225.00
POTTER REPAIR	REPAIRS	347.39
PRACHEIL, MOLLY	REIMBURSEMENT	33.00
PRECISION DIESEL, INC	PARTS	126.17
PRESTO-X CO	EXT FEE	101.44
PROVIDENCE WORKING CANINES	SERVICES	259.51
RADIO ENGINEERING INDUSTRIES	RADIO SUPPLIES	202.86
RECYCLING ENTERPRISES OF NE, INC	RECYCLING	40.00
SEWARD COUNTY PPD	ELECTRICITY	7,774.22
SLADKY, ASHLEE	REIMBURSEMENT	121.19
SUDRLA, PATTY	CONTRACTED SERVICES	2,659.61
TESAR, DANIEL	REIMBURSEMENT	600.92
TRUCK CENTER COMPANIES	PARTS	1,103.83
UNITE PRIVATE NETWORKS, LLC	LEASE	561.48
UTICA PARTS & SERVICE	REPAIRS	185.65
VERIZON WIRELESS	CELL PHONE	232.50
VILLAGE OF UTICA	WATER/SEWER	1,306.87
WALMART COMMUNITY/RFCSLLC	SUPPLIES	82.39
WINDSTREAM	TELEPHONE	487.35
YORK GENERAL HOSPITAL	SERVICES	266.17
YORK NEWS TIMES	ADV/PRINTING	177.90

Fund Total: 92,385.65

Checking Account Total: 92,385.65

**BUILDING FUND**

ANIXTER, Inc	458.95
BOK Financial	13,512.50
Centennial Activity Fund	624.16
Midwest Tennis & Track	23,078.00
TOTAL	\$ 37,673.61

**CENTENNIAL ELEMENTARY ACTIVITY ACCOUNT**

Apr-17

<b>ACCOUNT</b>	<b>Mar-17 BALANCE</b>	<b>RECEIPTS</b>	<b>DISBURSEMENTS</b>	<b>Apr-17 BALANCE</b>
BOOKS	\$194.60	\$143.00	\$143.00	\$194.60
BOXTOPS	\$3,633.69			\$3,633.69
PICTURES	\$1,461.67			\$1,461.67
GENERAL	\$4,269.92	\$778.41	\$220.37	\$4,827.96
BACKPACK	\$12,249.73	\$2,500.00	\$3,764.07	\$10,985.66
READING CLASSIC				
<b>TOTAL</b>	<b>\$21,809.61</b>	<b>\$3,421.41</b>	<b>\$4,127.44</b>	<b>\$21,103.58</b>

<b>Elementary Activity Bank Balance:</b>	<b>\$21,256.85</b>
<b>Outstanding Checks:</b>	<b>\$153.27</b>
<b>Balance:</b>	<b>\$21,103.58</b>

<b>Elementary Activity Savings Account</b>	<b>\$2,964.66</b>
<b>Interest on Activity Savings Account</b>	<b>\$1.45</b>
<b>Other</b>	
<b>Total in Savings:</b>	<b>\$2,966.11</b>

April 30, 2017

	April 1 Balance	Received	Expenditures	May 1 Balance
ART	\$4.09			\$4.09
ATHLETICS	\$30,047.57	\$75.00	\$2,445.38	\$27,677.19
BAND TRIP	\$10,415.09			\$10,415.09
BOOSTER CLUB	\$0.00			\$0.00
BOYS BASKETBALL	\$2,910.56		\$1,585.00	\$1,325.56
BRONCO STORE	\$1,399.56	\$642.94	\$138.80	\$1,903.70
C CLUB	\$419.02			\$419.02
CLASS '14	\$0.00			\$0.00
CLASS '17	\$1,460.54		\$1,795.51	-\$334.97
CLASS '18	\$3,228.59	\$1,220.00	\$1,117.03	\$3,331.56
CLASS '19	\$5,090.89		\$2,233.75	\$2,857.14
CLASS '20	\$454.60			\$454.60
CONC. MAN.	\$3,189.13	\$292.49		\$3,481.62
CONCESSIONS	\$40,220.99	\$3,962.50	\$1,416.47	\$42,767.02
CROSS COUNTRY	\$140.53			\$140.53
DANCE TEAM	\$1,776.24			\$1,776.24
DIST. EVENTS	\$6,671.91			\$6,671.91
DRAMA	\$9,124.17	\$64.69		\$9,188.86
FBLA	-\$837.60	\$4,350.00	\$10,486.00	-\$6,973.60
FCA	-\$39.95			-\$39.95
FCCLA	\$2,844.47	\$210.00	\$48.56	\$3,005.91
DISTRICT 2 FCCLA	\$510.09			\$510.09
FFA	\$10,150.73	\$1,374.00	\$4,384.30	\$7,140.43
FOOTBALL	\$1,927.84			\$1,927.84
GENERAL	\$70,609.20	\$77,460.47	\$140,088.98	\$7,980.69
GIRLS BASKETBALL	\$1,101.48			\$1,101.48
GOLF	\$10.22			\$10.22
INSTR.	-\$3,867.35	\$528.00	\$48.00	-\$3,387.35
JH GIRLS B-BALL	\$1,813.70			\$1,813.70
JH YEARBOOK	-\$52.77			-\$52.77
LIBRARY	\$748.09			\$748.09
MAT GIRL	\$374.72			\$374.72
NHS	\$40.10			\$40.10
ONE ACT	-\$25.54			-\$25.54
SCIENCE	\$390.81			\$390.81
SHOP/TECH	\$2,025.68			\$2,025.68
SHOW CHOIR	\$1,124.65			\$1,124.65
SOFTBALL	\$2,304.84			\$2,304.84
SPANISH CLUB	\$0.00			\$0.00
SPEECH	-\$430.50	\$28.00		-\$402.50
ST. COUN.	\$26.14		\$265.22	-\$239.08
STUDENT FEES	\$0.00			\$0.00
TRACK	\$439.23			\$439.23
VOCAL	-\$3,716.77	\$1,295.81	\$129.00	-\$2,549.96
VOLLEYBALL	\$3,013.76			\$3,013.76
WRESTLING	\$1,562.82			\$1,562.82
WT. ROOM	\$4,492.66	\$200.00		\$4,692.66
YEARBOOK	-\$15,615.79	\$239.00	\$7,530.09	-\$22,906.88
	\$197,478.44	\$91,942.90	\$173,712.09	\$115,709.25

CENTENNIAL BANK BALANCE \$123,446.75  
 OUTSTANDING CHECKS \$7,737.50  
 OUTSTANDING DEPOSITS

Total \$115,709.25



Year To Date

	Sept. 1, 2016 Balance	Received	Expenditures	YTD Balance
ART	\$4.09	\$0.00	\$0.00	\$4.09
ATHLETICS	-\$18,854.94	\$91,202.30	\$44,670.17	\$27,677.19
BAND TRIP	\$7,360.68	\$8,945.76	\$5,891.35	\$10,415.09
BOOSTER CLUB	\$11,000.00	\$9,150.00	\$20,150.00	\$0.00
BOYS BASKETBALL	\$19.84	\$6,328.66	\$5,022.94	\$1,325.56
BRONCO STORE	\$1,878.83	\$2,009.57	\$1,984.80	\$1,903.70
C CLUB	\$419.02	\$0.00	\$0.00	\$419.02
CLASS '14	\$1,115.46	\$0.00	\$1,115.46	\$0.00
CLASS '17	\$1,140.06	\$405.00	\$1,880.03	-\$334.97
CLASS '18	\$3,513.29	\$1,572.55	\$1,754.28	\$3,331.56
CLASS '19	\$0.00	\$5,090.89	\$2,233.75	\$2,857.14
CLASS '20	\$0.00	\$454.60	\$0.00	\$454.60
CONC. MAN,	\$188.08	\$3,293.54	\$0.00	\$3,481.62
CONCESSIONS	\$34,469.60	\$44,743.57	\$36,446.15	\$42,767.02
CROSS COUNTRY	\$450.30	\$20.00	\$329.77	\$140.53
DANCE TEAM	\$1,776.24	\$0.00	\$0.00	\$1,776.24
DIST. EVENTS	\$6,168.69	\$15,309.00	\$14,805.78	\$6,671.91
DRAMA	\$7,720.49	\$3,522.09	\$2,053.72	\$9,188.86
FBLA	\$1,001.24	\$6,183.82	\$14,158.66	-\$6,973.60
FCA	-\$39.95	\$0.00	\$0.00	-\$39.95
FCCLA	\$2,797.73	\$1,985.98	\$1,777.80	\$3,005.91
DISTRICT 2 FCCLA	\$113.89	\$585.00	\$188.80	\$510.09
FFA	\$10,901.15	\$26,679.65	\$30,440.37	\$7,140.43
FOOTBALL	\$4,969.84	\$1,178.00	\$4,220.00	\$1,927.84
GENERAL	\$59,024.71	\$587,264.29	\$638,308.31	\$7,980.69
GIRLS BASKETBALL	\$419.48	\$722.00	\$40.00	\$1,101.48
GOLF	\$10.22	\$0.00	\$0.00	\$10.22
INSTR.	-\$1,792.46	\$3,082.70	\$4,677.59	-\$3,387.35
JH GIRLS B-BALL	\$1,819.70	\$601.50	\$607.50	\$1,813.70
JH YEARBOOK	-\$52.77	\$0.00	\$0.00	-\$52.77
LIBRARY	\$761.58	\$519.94	\$533.43	\$748.09
MAT GIRL	\$1,700.43	\$150.00	\$1,475.71	\$374.72
NHS	\$40.10	\$0.00	\$0.00	\$40.10
ONE ACT	-\$25.54	\$0.00	\$0.00	-\$25.54
SCIENCE	\$390.81	\$0.00	\$0.00	\$390.81
SHOP/TECH	\$1,925.68	\$100.00	\$0.00	\$2,025.68
SHOW CHOIR	-\$598.67	\$3,413.19	\$1,689.87	\$1,124.65
SOFTBALL	\$5,679.24	\$0.00	\$3,374.40	\$2,304.84
SPANISH CLUB	\$0.00	\$0.00	\$0.00	\$0.00
SPEECH	-\$458.14	\$174.64	\$119.00	-\$402.50
ST. COUN.	-\$503.24	\$3,373.96	\$3,109.80	-\$239.08
STUDENT FEES	\$0.00	\$0.00	\$0.00	\$0.00
TRACK	\$250.50	\$1,235.00	\$1,046.27	\$439.23
VOCAL	-\$2,496.01	\$5,153.72	\$5,207.67	-\$2,549.96
VOLLEYBALL	\$13,534.24	\$1,142.31	\$11,662.79	\$3,013.76
WRESTLING	\$1,394.93	\$4,529.87	\$4,361.98	\$1,562.82
WT. ROOM	\$3,392.66	\$1,300.00	\$0.00	\$4,692.66
YEARBOOK	-\$21,707.11	\$6,803.96	\$8,003.73	-\$22,906.88
	\$140,823.97	\$848,227.16	\$873,341.88	\$115,709.25
			Total	\$115,709.25

May 2017  
April Bank Statement

**CENTENNIAL PUBLIC SCHOOL INVESTMENTS**

FUND	BANK	TYPE OF INVESTMENT	INT. RATE AMOUNT	INT.REC
Lunch Fund	First Bank of Utica	Checking 180000	\$6,477.47	
			<u>\$6,477.47</u>	
		Total		\$16.99
Depreciation Fund	Farmers & Merchants	MMA 436 949	\$147,700.17	
			<u>\$147,700.17</u>	
		Total		\$1.55
Unemployment Ins.	Cornerstone Bank	Certificate 66245	\$53,836.29	
	Cornerstone Bank	MMA 81190	\$10,806.44	
			<u>\$64,642.73</u>	
		Total		\$166.54
Building Fund	First Bank of Utica	Checking 18 064 6	\$412,975.38	
		Qualified Cap Bond 180554	\$154,975.82	
			<u>\$567,951.20</u>	
		Total		\$62.20
General Fund	Farmers & Merchants	MMA 436 436	\$92,907.47	\$10.69
	Farmers & Merchants	CD 71455 24mo	\$124,714.88	\$0.00
	Farmers & Merchants	19 mo 2-2016	\$121,518.16	
	First Bank of Utica	CD16282	\$123,301.92	\$0.00
	Cornerstone Bank	MMA 300079871	\$56,359.18	\$8.11
	Cornerstone Bank	CD 613277 36mo 02/17/2020	\$132,354.07	\$0.00
	Cornerstone Bank	CD 71241 16 mo 12/05/2017	\$131,824.05	
	York State, Gresham	MMA 1027291	\$55,665.80	\$6.18
	York State, Gresham	CD 5204	\$192,661.79	\$352.32
	York State, Gresham	CD 5215	\$130,058.41	\$0.00
	First Bank of Utica	PayFlex Acct	\$12,455.55	
			<u>\$1,173,821.28</u>	\$377.30
		Total		\$102.95
	First Bank of Utica	Checking 180505	\$463,152.95	
			<u>\$463,152.95</u>	
		Total Invested All Accounts Combined		<u>\$2,423,745.80</u>

Total amount invested at Farmers & Merchants ..... \$486,840.68  
 Total amount invested at First Bank of Utica ..... \$1,173,339.09  
 Total amount invested at Cornerstone Bank, Waco ..... \$385,180.03  
 Total amount invested at York State, Gresham ..... \$378,386.00  
 Total Invested \$2,423,745.80

The Centennial FBLA chapter attended the State Leadership Conference in Omaha, on April 6<sup>th</sup> – 8<sup>th</sup>. The students did an excellent job of representing Centennial, and we had four students who qualified to represent Nebraska at the FBLA National Leadership Conference this summer in Anaheim, CA.

**Justin Heine** qualified in the Agribusiness competition.

**Preston Stuhr** and **Garrett Richters** qualified in the Virtual Business Challenge competition.

**Logan Johansen** qualified in the Microsoft Office Specialist – Excel competition.

The dates of the conference are June 27<sup>th</sup> – July 3<sup>rd</sup>. The state of Nebraska FBLA organization organizes a travel package for all state members and advisers who qualify for nationals that includes flights, hotels, transportation. The approximate cost for us to attend this conference would be \$1,280/person for a total of \$6,400. We ask that you consider providing the funds to allow us to represent Centennial at the national level. Centennial FBLA has qualified students for national events for the past 5 years and this would be another excellent opportunity for our students to represent our school at the national level. The students would greatly appreciate if you would allow them to pursue this opportunity.

Thanks,

Mr. Barjenbruch

# Centennial Public School

## Teacher Evaluation Instrument

Based on Centennial Public School's Principles of Learning

Teacher:	Assignment:
Status:	Years in System:
Date:	# of Students in Class:
Class Observed:	

**1. Foundational Knowledge:** The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

*M42-49. Planning and Preparation:*

42. Effective Scaffolding of Information within Lessons; 43: Lessons within Units; 44: Attention to Established Content Standards; 45: Use of Available Traditional Resources; 46: Use of Available Technology; 47: Needs of English Language Learners; 48: Needs of Students Receiving Special Education; 49: Needs of Students Who Lack Support for School

*M55-60. Collegiality and Professionalism:*

55: Promoting Positive Interactions with Colleagues; 56: Promoting Positive Interactions about Students and Parents; 57: Seeking Mentorship for Areas of Need or Interest; 58: Mentoring Other Teachers and Sharing Ideas and Strategies; 59: Adhering to District and School Rules and Procedures; 60: Participating in District and School Initiatives

<b>Comments:</b>
<b>Strengths:</b>
<b>Needs Improvement:</b>
<b>Suggestions/Recommendations - Timeline:</b>

Does Not Meet District Standards	Meets District Standards
----------------------------------	--------------------------



## 2. Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

*M1. Provide clear learning goals and scales*

*M42-49. Planning and Preparation:*

42. Effective Scaffolding of Information within Lessons; 43: Lessons within Units; 44: Attention to Established Content Standards; 45: Use of Available Traditional Resources; 46: Use of Available Technology; 47: Needs of English Language Learners; 48: Needs of Students Receiving Special Education; 49: Needs of Students Who Lack Support for School

*M2. Track student progress*

Comments:
Strengths:
Needs Improvement:
Suggestions/Recommendations - Timeline:

Does Not Meet District Standards	Meets District Standards
----------------------------------	--------------------------



### 3. The Learning Environment

The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

*M42-49. Planning and Preparation:*

42. Effective Scaffolding of Information within Lessons; 43: Lessons within Units; 44: Attention to Established Content Standards; 45: Use of Available Traditional Resources; 46: Use of Available Technology; 47: Needs of English Language Learners; 48: Needs of Students Receiving Special Education; 49: Needs of Students Who Lack Support for School

*M4. Establish and maintain classroom rules and procedures*

*M26. Manage response rates*

*M6. Identify critical information*

*M8. Preview new content*

*M9. Chunk content into digestible bites*

*M11. Students elaborate on new information*

*M12. Students record and represent knowledge*

Comments:
Strengths:
Needs Improvement:
Suggestions/Recommendations - Timeline:

Does Not Meet District Standards	Meets District Standards
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#### 4. Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.

- M24. Notice when students are not engaged*
- M36. Understand student interests and backgrounds (Building Relationships)*
- M6. Identify critical information*
- M8. Preview new content*
- M14. Review content*
- M19. Students practice skills, strategies and processes*
- M9. Chunk content into digestible bites*
- M11. Students elaborate on new information*
- M12. Students record and represent knowledge*
- M17. Students examine similarities and differences*
- M18. Students examine errors in reasoning*

Comments:
Strengths:
Needs Improvement:
Suggestions/Recommendations - Timeline:

Does Not Meet District Standards	Meets District Standards
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## 5. Assessment

The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

*M3. Celebrate success*

*M2. Track student progress*

Comments:
Strengths:
Needs Improvement:
Suggestions/Recommendations - Timeline:

Does Not Meet District Standards	Meets District Standards
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## 6. Professionalism, Vision, and Collaboration

The teacher acts as an ethical and responsible member of the professional community. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

*M55-60. Collegiality and Professionalism:*

55: Promoting Positive Interactions with Colleagues; 56: Promoting Positive Interactions about Students and Parents; 57: Seeking Mentorship for Areas of Need or Interest; 58: Mentoring Other Teachers and Sharing Ideas and Strategies; 59: Adhering to District and School Rules and Procedures; 60: Participating in District and School Initiatives

Comments:
Strengths:
Needs Improvement:
Suggestions/Recommendations - Timeline:

Does Not Meet District Standards	Meets District Standards
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# Centennial Public School

## Principles of Learning

(Adapted from the Nebraska Teacher Framework/Marzano Teacher Evaluation Model Alignment Guide)

Principles of Learning	Indicators	Marzano Elements
<p><b>1. Foundational Knowledge:</b></p> <p>The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.</p>	<p><b>The Teacher:</b></p> <p>a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.</p> <p>b) Understands research-based instructional approaches, strategies, assessments, and interventions.</p> <p>c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.</p> <p>d) Understands the effect of cultural and societal influences on learning for each student.</p> <p>e) Understands how national, state, and local standards impact teaching.</p> <p>f) Understands the components of an effective curriculum.</p> <p>g) Accepts responsibility for the growth of student learning, development, and achievement.</p>	<p>Domain 2: Planning and Preparing</p> <p>42: Effective Scaffolding of Information within Lessons</p> <p>43: Lessons within Units</p> <p>44: Attention to Established Content Standards</p> <p>45: Use of Available Traditional Resources</p> <p>46: Use of Available Technology</p> <p>47: Needs of English Language Learners</p> <p>48: Needs of Students Receiving Special Education</p> <p>49: Needs of Students who Lack Support for Schooling</p> <p>Domain 3: Reflecting on Teaching</p> <p>50: Identifying Areas of Pedagogical Strength and Weakness</p> <p>51: Evaluating the Effectiveness of Individual Lessons and Units</p> <p>52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p> <p>53: Developing a Written Growth and Development Plan</p> <p>54: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>Domain 4: Collegiality and Professionalism</p> <p>55: Promoting Positive Interactions with Colleagues</p> <p>56: Promoting Positive Interactions about Students and Parents</p> <p>57: Seeking Mentorship for Areas of Need or Interest</p> <p>58: Mentoring Other Teachers and Sharing Ideas and Strategies</p> <p>59: Adhering to District and School Rules and Procedures</p> <p>60: Participating in District and School Initiatives</p>



Principles of Learning	Indicators	Marzano Elements
<p><b>2. Planning and Preparation</b></p> <p>The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.</p>	<p><b>The Teacher:</b></p> <p>a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.</p> <p>b) Designs and adapts lessons based on student progress, assessment results, and interests.</p> <p>c) Uses a variety of appropriate, research-based teaching strategies.</p> <p>d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.</p> <p>e) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>1: Providing Clear Learning Goals and Scales</p> <p>2: Tracking Student Progress</p> <p>36: Understanding Students' Interests and Background</p> <p>Domain 2: Planning and Preparing</p> <p>42: Effective Scaffolding of Information within Lessons</p> <p>43: Lessons within Units</p> <p>44: Attention to Established Content Standards</p> <p>45: Use of Available Traditional Resources</p> <p>46: Use of Available Technology</p> <p>47: Needs of English Language Learners</p> <p>48: Needs of Students Receiving Special Education</p> <p>49: Needs of Student Who Lack Support for Schooling</p> <p>Domain 3: Reflecting on Teaching</p> <p>51: Evaluating the Effectiveness of Individual Lessons and Units</p> <p>52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p>



Principles of Learning	Indicators	Marzano Elements
<p><b>3. The Learning Environment</b></p> <p>The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</p>	<p><b>The Teacher:</b></p> <p>a) Establishes relationships that result in a positive learning climate of openness respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.</p> <p>b) Ensures a safe and accessible environment.</p> <p>c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.</p> <p>d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the development of students as individuals.</p> <p>e) Establishes high expectations that cultivate each learner’s self- motivation and encourage pride in his/her genuine accomplishments.</p> <p>f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>Design Question 2: Helping Students Interact with New Knowledge (elements 6-13)</p> <p>Design Question 5: Engaging Students (elements 24-32)</p> <p>Design Question 6: Establishing Rules and Procedures (elements 4-5)</p> <p>Design Question 7: Recognizing Adherence to Rules and Procedures (elements 33-35)</p> <p>Design Question 8: Establishing and Maintaining Effective Relationships with Students (elements 36-38)</p> <p>Design Question 9: Communicating High Expectations for All Students (elements 39-41)</p> <p>Domain 2: Planning and Preparing</p> <p>42: Effective Scaffolding of Information within Lessons</p> <p>43: Lessons within Units</p> <p>44: Attention to Established Content Standards</p> <p>45: Use of Available Traditional Resources</p> <p>46: Use of Available Technology</p> <p>47: Needs of English Language Learners</p> <p>48: Needs of Students Receiving Special Education</p> <p>49: Needs of Students Who Lack Support for School</p>



Principles of Learning	Indicators	Marzano Elements
<p><b>4. Instructional Strategies</b></p> <p>The teacher uses effective instructional strategies to ensure growth in student achievement.</p>	<p><b>The Teacher:</b></p> <p>a) Uses a range of developmentally appropriate instructional strategies, modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs to meet learning goals.</p> <p>b) Communicates effectively with students to promote and support high expectations for achievement.</p> <p>c) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.</p> <p>d) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.</p> <p>e) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.</p> <p>f) Uses existing and emerging technologies as needed to support and promote student learning.</p> <p>g) Implements engaging learning experiences that draw upon family and community resources.</p>	<p>Domain 1: Classroom Strategies and Behaviors</p> <p>Design Question 2: Helping Students Interact with New Knowledge (Elements 6-13)</p> <p>Design Question 3: Helping Students Practice and Deepen New Knowledge (Elements 14-20)</p> <p>Design Question 4: Helping Students Generate and Test Hypotheses (Elements 21-23)</p> <p>Design Question 8: Establishing and Maintaining Effective Relationships with Students (Elements 36-38)</p> <p>Design Question 9: Communicating High Expectations for All Students (Elements 39-41)</p>



Principles of Learning	Indicators	Marzano Elements
<p><b>5. Assessment</b></p> <p>The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.</p>	<p><b>The Teacher:</b></p> <p>a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.</p> <p>b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.</p> <p>c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.</p> <p>d) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.</p> <p>e) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.</p> <p>f) Compiles and reports assessment data to accurately document student progress over time.</p>	<p>Domain 1. Classroom Strategies and Behaviors            Design Question 1: Communicating Learning Goals and Feedback (elements 1-3)            Design Question 2: Helping Students Interact with New Knowledge (element 13)</p> <p>Domain 3: Reflecting on Teaching            51: Evaluating the Effectiveness of Individual Lessons and Units            52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors</p>



Principles of Learning	Indicators	Marzano Elements
<p><b>6. Professionalism, Vision, and Collaboration</b></p> <p>The teacher acts as an ethical and responsible member of the professional community. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.</p>	<p><b>The Teacher:</b></p> <p>a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.</p> <p>b) Actively pursues meaningful professional development.</p> <p>c) Contributes to and advocates for the profession.</p> <p>d) Protects the established rights and confidentiality of students and families.</p> <p>e) Adheres to school policies, procedures, and regulations.</p> <p>f) Models ethical behavior in accordance with established standards.</p> <p>g) Maintains accurate records, documentation, and data.</p> <p>h) Actively participates in the development and implementation of school's vision, mission, and goals for teaching and learning.</p> <p>i) Contributes to the continuous school improvement process.</p> <p>j) Establishes and maintains collaborative professional relationships.</p> <p>k) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.</p> <p>e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.</p>	<p>Domain 1: Classroom Strategies and Behaviors Design Question 9: Communicating High Expectations for All Students (Elements 39-41)</p> <p>Domain 3: Reflecting on Teaching 50: Identifying Areas of Pedagogical Strength and Weakness 51: Evaluating the Effectiveness of Individual Lessons and Units 52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors 53: Developing a Written Growth and Development Plan 54: Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p>Domain 4: Collegiality and Professionalism 55. Promoting Positive Interactions with Colleagues 56. Promoting Positive Interactions about Students and Parents 57: Seeking Mentorship for Areas of Need or Interest 58: Mentoring Other Teachers and Sharing Ideas and Strategies 59. Adhering to District and School Rules and Procedures 60: Participating in District and School Initiatives</p>







## NEBRASKA DEPARTMENT OF EDUCATION

### *TEACHER & PRINCIPAL PERFORMANCE FRAMEWORK*

*Adopted by the Nebraska State Board of Education  
November 9, 2011*

## Introduction to the Nebraska Teacher & Principal Performance Framework

State educational policymakers across the nation are embracing educator effectiveness reforms as one of the keys to improving teaching and learning. These reforms should be predicated on clear criteria that define effective practice for teachers and principals.

**Developing Nebraska's Performance Framework.** In January 2011, the Nebraska State Board of Education authorized the drafting of possible performance standards for teachers and principals. This process began with the formation of a forty-member committee drawn from thirteen of the state's educational stakeholder groups representing teachers, principals, higher education representatives, school board members, and parents. The purpose of this committee was to prepare a set of draft performance practices for consideration by the State Board.

The committee's development of Effective Practices and Example Indicators was informed by the profession's national standards. For teachers, these include the 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Framework for Teaching developed by Charlotte Danielson. For principals, these include the Interstate School Leaders Licensure Consortium (ISLLC) 2008 policy standards. In addition, standards developed by other states served as a valuable resource.

The purpose of the Nebraska Teacher and Principal Performance Framework is to define effective practices in order to improve teaching and learning. The Practices address the roles of teachers and principals, defined as those educators whose primary task is working directly with students in a school setting. Local districts may wish to create Effective Practices for educational specialists not covered by the Nebraska Teacher and Principal Performance Framework.

**Structuring the Performance Framework.** Following the structure of Nebraska's curriculum standards, the Teacher and Principal Performance Framework is organized into two elements: a broad Effective Practice statement followed by several Example Indicators. The Indicators are designed to be examples that clarify and develop the Effective Practices; they are not an exhaustive list and can be enhanced by local districts as they use the Framework.

The Framework is designed to encompass a broad range of effective practices that characterize our state's best teachers and principals. In addition, embedded throughout the Framework are four essential themes: high expectations for student learning, a commitment to teacher and principal accountability for results, awareness of the individual circumstances of each student in light of the increasing diversity of our state's population, and the integration of technology.

**A Guiding Framework.** The Nebraska Teacher and Principal Performance Framework is intended to be a useful resource that provides a definition of effective practice to voluntarily guide local districts, institutions of higher education, and state and local policymakers as we strive together to ensure Nebraska's continuing commitment to improve educational achievement for all of our children. The State Board reaffirms its fundamental view that curriculum and instruction are best left to individual districts, and that the Nebraska Department of Education should serve as a resource for districts in that regard.

# Nebraska's Performance Framework for Teachers

## The Effective Practices:

### (1) Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

#### Example Indicators

##### **The Teacher:**

- a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.
- b) Understands research-based instructional approaches, strategies, assessments, and interventions.
- c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.
- d) Understands the effect of cultural and societal influences on learning for each student.
- e) Understands how national, state, and local standards impact teaching.
- f) Understands the components of an effective curriculum.
- g) Accepts responsibility for the growth of student learning, development, and achievement.

### (2) Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

#### Example Indicators

##### **The Teacher:**

- a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.
- b) Designs and adapts lessons based on student progress, assessment results, and interests.
- c) Uses a variety of appropriate, research-based teaching strategies.
- d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.
- e) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

### **(3) The Learning Environment**

**The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.**

#### **Example Indicators**

##### **The Teacher:**

- a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.
- b) Ensures a safe and accessible environment.
- c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.
- d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.
- e) Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.
- f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.

### **(4) Instructional Strategies**

**The teacher uses effective instructional strategies to ensure growth in student achievement.**

#### **Example Indicators**

##### **The Teacher:**

- a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.
- b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.
- c) Communicates effectively with students to promote and support high expectations for achievement.
- d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.
- e) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.
- f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.
- g) Uses existing and emerging technologies as needed to support and promote student learning.
- h) Implements engaging learning experiences that draw upon family and community resources.

## **(5) Assessment**

**The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.**

### **Example Indicators**

#### **The Teacher:**

- a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.
- b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.
- c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.
- d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.
- e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.
- f) Compiles and reports assessment data to accurately document student progress over time.

## **(6) Professionalism**

**The teacher acts as an ethical and responsible member of the professional community.**

### **Example Indicators**

#### **The Teacher:**

- a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.
- b) Actively pursues meaningful professional development.
- c) Contributes to and advocates for the profession.
- d) Protects the established rights and confidentiality of students and families.
- e) Adheres to school policies, procedures, and regulations.
- f) Models ethical behavior in accordance with established standards.
- g) Maintains accurate records, documentation, and data.

### **(7) Vision and Collaboration**

**The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.**

#### **Example Indicators**

##### **The Teacher:**

- a) Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
- b) Contributes to the continuous school improvement process.
- c) Establishes and maintains collaborative professional relationships.
- d) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.
- e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

# Nebraska's Performance Framework for Principals

## The Effective Practices:

### (1) Vision for Learning

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

#### Example Indicators

##### **The Principal:**

- a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

### (2) Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

#### Example Indicators

##### **The Principal:**

- a) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
- b) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- c) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
- d) Uses technology to increase school efficiency and effectiveness.
- e) Revises the school improvement plan based on a systematic review of progress toward its goals.
- f) Uses the continuous improvement plan to guide professional development within the school community.

### **(3) Instructional Leadership**

**The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.**

#### **Example Indicators**

##### **The Principal:**

- a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
- d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

### **(4) Culture for Learning**

**The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.**

#### **Example Indicators**

##### **The Principal:**

- a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
- d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
- g) Leads an ongoing assessment of the school climate and culture.



### **(5) Systems Management**

**The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.**

#### **Example Indicators**

##### **The Principal:**

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.

### **(6) Staff Leadership**

**The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.**

#### **Example Indicators**

##### **The Principal:**

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision.
- b) Develops and supports an effective learning environment for teachers and other staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school's staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

### **(7) Developing Relationships**

**The principal promotes and supports productive relationships with students, staff, families, and the community.**

#### **Example Indicators**

##### **The Principal:**

- a) Builds relationships that support the school and its vision.
- b) Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
- c) Encourages active family and community participation in the learning process to enhance student achievement.
- d) Strengthens the educational program by soliciting information from families and community members.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
- g) Strives to develop understanding and respect for others among students and staff.

### **(8) Professional Ethics and Advocacy**

**The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.**

#### **Example Indicators**

##### **The Principal:**

- a) Treats others with dignity and respect.
- b) Protects the established rights and confidentiality of students and staff.
- c) Seeks to make decisions that are just, fair, and equitable.
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- g) Responds to the political, social, economic, legal and cultural environment in which the school exists.

## Nebraska Teacher & Principal Performance Framework Stakeholders

**Becky Schnabel**, Coordinator of Student Services - University of Nebraska, Omaha, Representing the Nebraska Council on Teacher Education

**Bob Uhing**, Administrator - Educational Service Unit 1, Representing the Educational Service Unit Coordinating Council

**Brian Hale**, Director - Nebraska Association of School Boards

**Brian Halstead**, Assistant Commissioner - Nebraska Department of Education

**Carla Noerrlinger**, Director of Research and Special Projects - Omaha Public Schools

**Cindy Serfass**, Freshman Study Center Director - Westside High School, Representing the Nebraska State Education Association

**Dan Ernst**, Associate Executive Director - Nebraska Council of School Administrators

**Donlynn Rice**, Curriculum and Instruction Administrator - Nebraska Department of Education

**Fran Marymee**, Speech Language Pathologist - Educational Service Unit 9, Representing the Nebraska State Education Association

**Janice Garnett**, Assistant Superintendent - Omaha Public Schools

**Jay Sears**, Representing Nebraska State Education Association Instructional Advocacy

**Jim Havelka**, Havelka Educational Services, LLC, Nebraska Department of Education Contractor

**Joan Reznicek**, Superintendent - Red Cloud Community Schools, Representing Nebraska Rural Community Schools Association

**Jodi Kupper**, Dean of the School of Education - Peru State College, Representing the Nebraska Professional Practices Commission

**John Spatz**, Assistant Executive Director - Nebraska Association of School Boards

**Jon Fisher**, Administrator - Educational Service Unit 4, Representing the Educational Service Unit Coordinating Council

**Jon Habben**, Executive Director - Nebraska Rural Community Schools Association

**Kent Mann**, Principal - Grand Island Senior High, Representing the Nebraska Council of School Administrators

**Larry Dlugosh**, Educational Administration Chairperson/Professor - University of Nebraska, Lincoln

**Marilyn Peterson**, Data and Federal Programs Administrator - Nebraska Department of Education

**Matt Blomstedt**, Executive Director - Educational Service Unit Coordinating Council

**Mike Dulaney**, Executive Director - Nebraska Council of School Administrators

**Pat Madsen**, Adult Program Services Specialist - Nebraska Department of Education

**Pat Roschewski**, Director of Statewide Assessment - Nebraska Department of Education

**Renee Hyde**, Assistant Superintendent - Papillion LaVista Public Schools, Representing the Nebraska Association of Personnel Administrators

**Roger Breed**, Commissioner - Nebraska Department of Education

**Scott Swisher**, Deputy Commissioner - Nebraska Department of Education

**Sharon Katt**, Adult Program Services Administrator - Nebraska Department of Education

**Steve Sexton**, Superintendent - Fremont Public Schools, Representing the Greater Nebraska Schools Association

**Tiffany Heese**, Principal - Winnebago Elementary School, Representing the Nebraska State Education Association

**Tim Kwapnioski**, Principal - Bel Air Elementary, Norfolk Public Schools, Representing the Nebraska Council of School Administrators Legislative Committee

## Nebraska Teacher & Principal Performance Framework Drafting Committee

**Nancy Biggs**, Associate Superintendent of Human Resources - Lincoln Public Schools, Representing the Nebraska Association of Personnel Administrators

**Chad Boyer**, Principal - Washington Elementary, Norfolk Public Schools, Representing the Nebraska Council of School Administrators

**Brenda Brokenicky**, Fremont Parent Teacher Association, Representing the Nebraska Parent-Teacher Association

**Diana Casey**, 3rd Grade Teacher - Ashland Park-Robbins Elementary, Omaha Public Schools, Representing the Nebraska State Education Association

**Kathy Danek**, President District 1 -Lincoln Public Schools Board of Education, Representing the Nebraska Association of School Boards

**Larry Dlugosh**, Educational Administration Chairperson/Professor - University of Nebraska, Lincoln

**Kevin Eairleywine**, Executive Director of Human Resources and Administrative Operations - Fremont Public Schools, Representing the Nebraska Council of School Administrators

**David Engle**, Representing the Greater Nebraska Schools Association

**Rod Engel**, Principal - Hamlow Elementary, Waverly Public Schools, Representing the Nebraska Council of School Administrators

**Linda Freye**, Kindergarten Teacher - Maxey Elementary, Lincoln Public Schools, Representing the Nebraska State Education Association

**Deborah Frison**, Principal - Omaha Burke High School, Representing Omaha Public Schools

**Brian Hale**, Director - Nebraska Association of School Boards

**Brian Halstead**, Assistant Commissioner - Nebraska Department of Education

**Dave Ludwig**, Administrator - Educational Service Unit 2, Representing the Educational Service Unit Coordinating Council

**Carol McClain**, Special Education Consultant - Nebraska Department of Education

**Sharon Katt**, Adult Program Services Administrator - Nebraska Department of Education

**Amy Kelly**, High Ability Learner Liaison - Raymond A. Watson Elementary, Hastings Public Schools, Representing the Nebraska State Education Association

**Jodi Kupper**, Dean of the School of Education - Peru State College, Representing the Nebraska Professional Practices Commission

**Renee Hyde**, Assistant Superintendent - Papillion LaVista Public Schools, Representing the Nebraska Association of Personnel Administrators

**Charles Isom**, Superintendent - Superior Public Schools, Representing the Nebraska Rural Community Schools Association

**Jim Havelka**, Havelka Educational Services, LLC, Nebraska Department of Education Contractor

**Tiffany Heese**, Principal - Winnebago Elementary School, Representing the Nebraska State Education Association

**Matt Heibel**, Principal - Lincoln Lutheran High School, Representing K-12 Non-Public Schools

**Trish Guinan**, Director of Member Rights - Nebraska State Education Association

**Rhonda Jindra**, Staff Development Educational Service Unit 1, Representing the Educational Service Unit Coordinating Council

**Don Loseke**, Accreditation and School Improvement Management Consultant - Nebraska Department of Education

**Robert Michl**, Principal - Freeman Public Schools, Representing the Nebraska Council of School Administrators

**Jennifer Mitzelfelt**, Fremont Parent-Teacher Association, Representing the Nebraska Parent-Teacher Association

(Continued page 7)

## Nebraska Teacher & Principal Performance Framework Drafting Committee

**Mark Murphy**, Elementary Principal - Centennial Public Schools, Representing the Nebraska Council of School Administrators

**Beth Zillig**, Title 1 Consultant - Nebraska Department of Education

**Kevin Peters**, Certification Director - Nebraska Department of Education

**Carol Rempp**, Multicultural/Diversity Education Coordinator - Nebraska Department of Education

**Donlynn Rice**, Curriculum and Instruction Administrator - Nebraska Department of Education

**Keith Rohwer**, Dean of Teacher Education - Midland Lutheran College, Representing the Nebraska Council on Teacher Education

**Jay Sears**, Representing the Nebraska State Education Association Instructional Advocacy

**Ed Scantling**, Dean - University of Nebraska - Kearney, Representing Colleges/Universities

**Mary Schlieder**, High School Teacher - Norris Public Schools, Representing the Nebraska State Education Association

**Randy Schlueter**, Principal - Beatrice Middle School, Representing the Nebraska Council of School Administrators

**Becky Schnabel**, Coordinator of Student Services - University of Nebraska - Omaha, Representing the Nebraska Council on Teacher Education

**Neil Schnoor**, Dean of the School of Education and Counseling - Wayne State College, Representing Colleges/Universities

**Cindy Serfass**, Freshman Study Center Director - Westside High School, Representing the Nebraska State Education Association

**Rob Slauson**, Principal - Southwest High School, Lincoln Public Schools, Representing the Nebraska Council of School Administrators

**Dean Tickle**, Principal - Lexington Middle School, Representing the Nebraska Council of School Administrators

**For More Information Contact:**



**NEBRASKA DEPARTMENT OF EDUCATION**

**Curriculum, Instruction, and Innovation**

Donlynn Rice, Curriculum Administrator

301 Centennial Mall South

Lincoln, NE 68509

Phone: 402.471.3240 Fax: 402.471.0117

Email: [donlynn.rice@nebraska.gov](mailto:donlynn.rice@nebraska.gov)

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

The negotiated agreement between the CEA and Board of Education requires, in part, teacher to obtain advance approval from the administration/Board of Education for courses applicable to horizontal movement on the salary schedule.

Please complete this form and return to Tim DeWaard at your earliest convenience. Forms must be received the Wednesday prior to the Board meeting in order to be considered by the Board that month.

TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
PSY 511	Psychological Found. of Teaching and Learning	3	Concordia	Grad	Masters of Literacy w/ Reading Specialist Endorse
<u>Course Description:</u> A study of selected theories of learning and their implications for the classroom setting. Applications of Christian setting. psychological principles and research to instructional situations with an emphasis on those that involve a					

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 511	Word Study: Decoding, Comp. & Fluency	3	Concordia	Grad	Literacy
<u>Course Description:</u> This course will examine recent research-based instructional practices regarding phonics, vocabulary, spelling and fluency. Special emphases include: phonemic awareness, print awareness, alphabetic knowledge, alphabetic principle, decoding, reading practice with decodable text, irregular and high frequency words, fluency, development spelling and comprehension. The graduate candidate will research current theory, instructional practice and assessment related to each of the word study components within specific literacy developmental stages.					

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Grad. Level</u>	<u>Program Applies</u>
EDUC 565	The Young Child: Language & Literacy Development	3	Concordia	Grad	Literacy
<u>Course Description:</u> A foundations course in developmental reading for teachers of younger children (ages three through grade 3), emphasizing the characteristics of young children, oral language development, developing reading interests, the integration of all language arts in the beginning reading program, and current issues in teaching the young child to read.					

The addition of this course(s) would make me eligible for horizontal movement effective with the 2017-2018 school year.

Thank you for considering this request.

Sincerely,

Megan W McBride  
(Signed)

4/16/2017  
(Date)

CENTENNIAL PUBLIC SCHOOL

COURSE APPROVAL FORM

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Please complete this form and return to Tim DeWaard at your earliest convenience. Forms must be received the Wednesday prior to the Board meeting in order to be considered by the Board that month.

TO: The Centennial Administration and Board of Education

I hereby request advance approval of the following course(s). It is understood that said approval would allow me to apply this course(s) for horizontal movement on the salary schedule.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 622	Teaching Writing Grades PK-12	3	Concordia	Grad.	Masters of Literacy w/ Reading Specialist Endorse

Course Description:

A close examination of the writing of children and youth, and the techniques for teaching writing. Special emphasis on the relationship of writing to literature, reading, language, and the other language arts.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 635	Survey of Contemporary Lit from PK-12	3	Concordia	Grad	Masters of Literacy w/ Reading Specialist Endorse

Course Description:

A survey of contemporary literature for readers from pre-kindergarten level through grade 12. Candidates will become familiar with contemporary youth poetry and fiction, explore societal issues in literature, develop skills of literary analysis, and connect the use of literature to research in literary study and literacy learning.

<u>Course No.</u>	<u>Course Title</u>	<u>Hrs.</u>	<u>College</u>	<u>Undergrad. or Grad. Level</u>	<u>Planned Grad. Program Applies</u>
EDUC 520	Literacy Assessment & Intervention	3	Concordia	Grad	Masters of Literacy w/ Reading Specialist Endorse

Course Description:

This course emphasizes the assessment and intervention process involving "striving" readers from diverse ability, cultural and linguistic backgrounds. Special emphases include: identification of literacy difficulties, formal and informal assessment tools, evaluation, data analysis and appropriate intervention.

The addition of this course(s) would make me eligible for horizontal movement effective with the 2018-2019 school year.

Thank you for considering this request.

Sincerely,

Megan W. McBride  
(Signed)

May 1, 2017  
(Date)



**Secondary Principal's Report  
May 8, 2017**

- 1. Graduation will take place Saturday, 5/13, with 42 students in the class of 2017 & 1 honorary member...**
  
- 2. What's been going on - SNC Track @ Centennial (5/1), Honors Night (5/1), & Athletic Awards Night (4/28)...**
  
- 3. On April 28th our freshmen were out of school...**
  
- 4. Upcoming Events:**
  - i. National Honor Society Induction tomorrow, 5/9 at 6:15PM**
  - ii. JH/HS Awards Music Concert tomorrow, 5/9, at 7PM**
  - iii. District TR @ Central City, 5/11**
  - iv. District Go @ Crooked Creek (Lincoln Lutheran), 5/16**
  - v. May 18<sup>th</sup> will be the last day of school...**

## SUPERINTENDENT'S REPORT

May 8, 2017

1. The 2017 Nebraska School Law Seminar will be held on Friday, June 9<sup>th</sup> in Kearney at the Holiday Inn. Registration begins at 7:30 a.m., conference at 8:00 a.m. and it should be finished up around 4:00 p.m. If you would like me to register you, just let me know. They will also hold a NASB Member Golf Outing on Thursday, June 8<sup>th</sup> at the Kearney Country Club at 11:00 a.m.
2. The last day of school is scheduled for May 18<sup>th</sup> with a dismissal at noon. Another year has flown by and I want to again thank the staff and school board for their work in making a difference in student's lives.
3. It's never too early to start planning to attend the National School Boards Association Conference which will be held in San Antonio on April 7-9, 2018. Registration opens on September 1<sup>st</sup> and housing opens around October 15<sup>th</sup>.
4. Aaron graduates from Hastings College on May 20<sup>th</sup>, so I will be taking a vacation day on Friday, May 19<sup>th</sup>.



## **Board of Education Meeting**

### **Special Education Summary**

May 8, 2017

- I. Summer School
  - A. Projected Attendance
  - B. Staffing
  - C. Preschool Update
  
- II. Birth to 3
  - A. New Referrals / Services
  - B. Transition to Preschool
  - C. Sixpence Referrals
  
- III. Preschool – New Student Orientation
  - A. May 12
  - B. 2 separate sessions for 3's and 4's
  - C. Staff utilization

## Elementary Principal's Report

Marni Parrack

May 5, 2017

1. Elementary Activities from 4/11 - 5/18
  - a. Kindergarten Roundup (4/28)
  - b. 2nd Graders to Seward (4/25)
  - c. Family Game Night (4/27)
  - d. Staff Appreciation
  - e. **NeSA Testing Completed**
  - f. 3rd Grade Field Trip (5/2)
  - g. 4th Graders to Capitol (5/5)
  - h. Elementary Dance Party (5/11)
  - i. Elementary Field Day (5/12)
  - j. Preschool Orientation (5/12)
  - k. Kindergarten Graduation (5/15)
  - l. Final PRIDE/Awards Assembly (5/17)
  - m. Picnic Lunch (5/18)
  
2. Enrollment as of 5/5/2017:
  - Preschool 3s: 18
  - Preschool 4s: 22
  - Kindergarten: 29
  - 1st Grade: 29
  - 2nd Grade: 21
  - 3rd Grade: 31
  - 4th Grade: 27
  - 5th Grade: 31
  - 6th Grade: 30

Total Enrollment: PreK-6 - 238

Total Enrollment: K-6 - 198