Schuyler Community Schools
Board of Education Regular Meeting
Monday, September 14, 2015 6:30 PM
Schuyler Central High School Music Room
120 W. 20th St.
Schuyler, NE 68661-2400

I. Budget Hearing
Discussion: Budget hearing opened at 6:30 PM. Comments were welcomed regarding the proposed 15-16 SCS Budget. There was no increase in the 15-16 budget from the 14-15 budget even with the 1.7 million cut in State Aid. The hearing closed at 6:36 PM

II. Levy Setting Hearing
Discussion: The Levy Setting hearing opened at 6:36 PM for the purpose of receiving comments, support, opposition, criticism, suggestions or observations from taxpayers. The levy was set just slightly lower than the 14-15 levy. The hearing closed at 6:40 PM

III. Call Meeting to Order
Discussion: All board members present. In addition the following were in attendance: Dr. Hoesing, Principals Burton and Comley; Assistant Principal Kovar; Directors Vrba and Gibbons; and Student Council School Board Representative Cameron Harding. President Brabec read the District Mission Statement and stated the meeting was preceded by advance notice declared the meeting to be in open session.

III.A. Pledge of Allegiance
Discussion: All those present participated in the Pledge of Allegiance.

III.B. Declaration of Open Meeting

IV. Approval of Consent Agenda

IV.A. Agenda

IV.B. Minutes

IV.C. Acceptance of Claims

IV.C.1. Bills of $5,000 or more

IV.D. Financial

IV.E. Other Listed Reports

V. Public Forum - We ask that all presentation be limited in their length.

V.A. Recognition of visitors and guests

V.B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)

V.C. Student Representative's Report

VI. Action Items

VI.A. Budget, finance, negotiations, and personnel

VI.A.1. Consider, Discuss, and take action to approve the 2015-16 proposed budget as advertised
Discussion: Even though there was a substantial decrease in State Aid and a continuing need to be proactive as the district enrollment grows, the tax levy remains at 95 cents.

VI.A.2. Discuss, consider, and take action to approve the 2015-16 property tax resolution as presented.

VI.B. Americanism: Curriculum, Assessment, and Instructional Programs

VI.B.1. Consider, discuss, and take action to approve the 2015-16 certificated staff evaluation system.

Discussion: The district is continually working to improve the education students receive and this staff evaluation helps teachers to do a more thorough job by helping them develop and grow in needed areas. It is more than an evaluation system of check boxes; it is a professional development system which helps teachers reach benchmarks-a growth model which goes along with our growth mindset.

VI.B.2. Consider, discuss, and take action to approve the use of "local Substitutes" for the 2015-16 school year.

Discussion: Substitutes are limited to 45 intermittent days per school year per individual school district. The law requires that the School Board take action on this matter each year by validating local substitute teachers' certificates.

VI.C. Board Policy, Handbooks, and Support Programs

VI.C.1. Consider, discuss, and take action to approve 2nd reading of policy 804.02

VI.C.2. Consider, discuss, and take action to approve the EMC Return To Work Protocol

Discussion: This protocol was recommended by our insurance policy with EMC. This is a procedure; not a policy regarding Workmans' Compensation Claims.

VII. Discussion Items and Reports

VII.A. Rec Center Project Update

Discussion: Superintendent Hoesing asked that as many Board members as possible be in attendance for the SCS Recreation Center groundbreaking on Wednesday, September 16 at 12:00 PM. Following at 1:00 PM will be the first pre-construction meeting.

VII.B. Principals Reports

VII.C. Directors Reports

Discussion: There are 50 students on a waiting list for the After-School Program so work is being done to add staff in order to accommodate all the students.

VII.D. Superintendent's Report

Discussion: Regarding the cost update, almost all bills have been received for the Schuyler Preschool renovation. Board members are reminded of the NASB State Convention to be held in November.

VII.E. Board Member/Committee Reports

Discussion: Brian Vavricek, representing the SCS Foundation, complimented the administration for taking an active part in the Labor Day festivities. The plan is to partner with the Chamber of Commerce again next September.

VIII. Correspondence Items

Discussion: Items of correspondence were received from Cindy Wachter. The Gallup Survey would like our student population to participate in one of their surveys with the resulting information to be shared with the District. Also received was information on an opening on the NASB Region 16 Board of Directors. Two names were submitted; there was a recommendation by the Board to endorse one of them.

IX. Adjournment

Prepared by: Christina Bywater, Secretary to the Board

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
Statement of Publication

Schuyler Community Schools (19-0123) in Colfax County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 14 day of September, 2015 at 6:30 o'clock, PM, at Schuyler Central High School Library Annex for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers 2013-2014 (1)	Actual/Estimated Disbursements & Transfers 2014-2015 (2)	Budgeted Disbursements & Transfers 2015-2016 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
General	$ 17,466,706.00	$ 19,999,792.00	$ 19,999,792.00	$ 2,575,000.00	$ 10,262,185.00	$ 124,369.64	$ 12,436,976.64
Depreciation	$ 779,256.00	$ 849,307.00	$ 850,000.00		$ 850,000.00		
Employee Benefit	$ 190,030.00	$ 145,560.00	$ 145,560.00	$ -	$ 145,560.00		
Contingency	$ -	$ -	$ -		$ -		
Activities	$ 296,527.00	$ 500,000.00	$ 500,000.00	$ -	$ 500,000.00		
School Lunch	$ 887,277.00	$ 1,026,851.00	$ 1,027,000.00	$ -	$ 1,027,000.00		
Bond	$ 406,318.00	$ 575,000.00	$ 575,000.00	$ 450,000.00	$ 524,949.00	$ 5,051.02	$ 505,102.02
Special Building	$ 193,628.00	$ 1,875,000.00	$ 1,875,000.00		$ 1,210,818.00	$ 6,708.90	$ 670,890.90
Qualified Capital Purpose Undertaking	$ 358,630.00	$ 1,230,000.00	$ 2,250,000.00	$ 400,000.00	$ 2,149,703.00	$ 5,053.50	$ 505,350.50
Cooperative	$ -	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00		
Student Fee	$ 13,400.00	$ 50,000.00	$ 50,000.00	$ -	$ 50,000.00		
	$ -	$ -	$ -	$ -	$ -		
TOTALS	$ 20,591,772.00	$ 26,401,510.00	$ 27,422,352.00	$ 3,425,000.00	$ 16,870,215.00	$ 141,183.06	$ 14,118,320.06

Total Personal and Real Property Tax Requirement For Bonds

$ 505,102.02

Total Personal and Real Property Tax Requirement for ALL Other

$ 13,613,218.04

2015-2016
STATE OF NEBRASKA
SCHOOL DISTRICT BUDGET FORM

County-District #: 19-0123 Class #: III

Schuyler Community Schools

TO THE COUNTY BOARD AND COUNTY CLERK OF

Colfax County

This budget is for the Period SEPTEMBER 1, 2015 through AUGUST 31, 2016

Upon Filing, The School Certifies the Information Submitted on this Form to be Correct:

AMOUNT OF PERSONAL AND REAL PROPERTY TAX REQUIRED FOR:	Principal and Interest on Bonds	All Other Purposes	TOTAL
General Fund		$ 12,436,976.64	$ 12,436,976.64
Bond Fund(s) *[If More Than 1 Bond Fund - Total All Together]*	$ 505,102.02		$ 505,102.02
Special Building Fund		$ 670,890.90	$ 670,890.90
Qualified Capital Purpose Undertaking Fund		$ 505,350.50	$ 505,350.50
Total All Funds	$ 505,102.02	$ 13,613,218.04	$ 14,118,320.06

Outstanding Bonded Indebtedness as of September 1, 2015
(Include Bond Fund(s) and Qualified Capital Purpose Undertaking Fund)

$ 10,640,000.00	Principal
$ 3,605,248.75	Interest
$ 14,245,248.75	**Total Outstanding Bonded Indebtedness**

Total Certified Valuation (All Counties) $ 1,309,155,163

*(Certification of Valuation(s) from County Assessor **MUST** be attached)*

Report of Joint Public Agency & Interlocal Agreements

Was this Subdivision involved in any Interlocal Agreements or Joint Public Agencies for the reporting period of July 1, 2014 through June 30, 2015?

[X] YES [ ] NO

*If **YES**, Please submit Interlocal Agreement Report by December 31, 2015.*

Report of Trade Names, Corporate Names & Business Names

Did the subdivision operate under a separate Trade Name, Corporate Name, or other Business Name during the period of July 1, 2014 through June 30, 2015?

[ ] YES [X] NO

If YES, Please submit Trade Name Report by December 31, 2015.

Has your School District held a successful election to override the levy limits provided in Statute 77-3442, which is in effect for 2014-2015 school fiscal year?

[ ] YES [ ] NO

County Clerk's Use Only

APA Contact Information

Auditor of Public Accounts

Telephone: (402) 471-2111 **FAX:** (402) 471-3301

Website: www.auditors.nebraska.gov

Questions - E-Mail: Deann.Haeffner@nebraska.gov

Submission Information - Adopted Budget Due by 9-20-2015

1. Auditor of Public Accounts - PO Box 98917 - Lincoln, NE 68509

Submit Adobe PDF Document via Website:

http://www.auditors.nebraska.gov/

2. County Board (SEC. 13-508), C/O County Clerk
3. Nebraska Dept. of Education

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # 19-0123
Schuyler Community Schools

2015-2016 BUDGET ADOPTED

	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	NECESSARY CASH RESERVE (Column 8)	TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9)
General	2,219,256.00	10,262,185.00	12,312,607.00	22,574,792.00	1,798,565.00	18,201,227.00	19,999,792.00	2,575,000.00	22,574,792.00
Depreciation	467,208.00	850,000.00		850,000.00			850,000.00		850,000.00
Employee Benefit	35,401.00	145,560.00		145,560.00			145,560.00	-	145,560.00
Contingency	-	-		-			-		-
Activities	204,817.00	500,000.00		500,000.00			500,000.00	-	500,000.00
School Lunch	81,346.00	1,027,000.00		1,027,000.00			1,027,000.00	-	1,027,000.00
Bond	523,949.00	524,949.00	500,051.00	1,025,000.00			575,000.00	450,000.00	1,025,000.00
Special Building	1,306,318.00	1,210,818.00	664,182.00	1,875,000.00			1,875,000.00		1,875,000.00
Qualified Capital Purpose Undertaking	1,933,953.00	2,149,703.00	500,297.00	2,650,000.00			2,250,000.00	400,000.00	2,650,000.00
Cooperative	-	150,000.00		150,000.00			150,000.00	-	150,000.00
Student Fee	31,634.00	50,000.00		50,000.00			50,000.00	-	50,000.00
				-					-
TOTAL ALL FUNDS	6,803,882.00	16,870,215.00	13,977,137.00	30,847,352.00	1,798,565.00	18,201,227.00	27,422,352.00	3,425,000.00	30,847,352.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

PERSONAL AND REAL PROPERTY TAX RECAP	General Fund	Bond Fund(s) [Total Of All Bond Funds]	Special Building Fund	Qualified Capital Purpose Undertaking Fund
PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	12,312,607.00	500,051.00	664,182.00	500,297.00
COUNTY TREASURER'S COMMISSION AT 1% (Line B)	124,369.64	5,051.02	6,708.90	5,053.50
DELINQUENT TAX ALLOWANCE (If over 5% of Line A, see Instructions) (Line C)	-	-	-	-
TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B + Line C) (Line D)	12,436,976.64	505,102.02	670,890.90	505,350.50

CERTIFIED STATE AID	MOTOR VEHICLE TAXES
$ 4,062,848.00	$ 455,000.00

COUNTY TREASURER'S BALANCE, 9-1-2015			
2,033,833.00	102,400.00	1,306,318.00	1,933,953.00

BUDGET STATEMENT

County-District # 19-0123

Schuyler Community Schools

2014-2015 ACTUAL/ESTIMATED								
	TOTAL BEGINNING BALANCE (Column 1)	**TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES** (Including Beginning Balances) (Column 2)	**PERSONAL AND REAL PROPERTY TAXES** (Column 3)	**TOTAL RESOURCES AVAILABLE** (Col 2 + Col 3) (Column 4)	**TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION** (Column 5)	**TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION** (Column 6)	**TOTAL DISBURSEMENTS & TRANSFERS** (Col 5 + Col 6) (Column 7)	**TOTAL ENDING BALANCE** (Col 4 - Col 7) (Column 8)
General	2,245,217.00	11,983,938.00	10,235,110.00	22,219,048.00	1,798,565.00	18,201,227.00	19,999,792.00	2,219,256.00
Depreciation	866,515.00	1,316,515.00		1,316,515.00			849,307.00	467,208.00
Employee Benefit	50,961.00	180,961.00		180,961.00			145,560.00	35,401.00
Contingency	-	-		-			-	-
Activities	234,817.00	704,817.00		704,817.00			500,000.00	204,817.00
School Lunch	58,177.00	1,108,197.00		1,108,197.00			1,026,851.00	81,346.00
Bond	562,300.00	603,300.00	495,649.00	1,098,949.00			575,000.00	523,949.00
Special Building	1,725,007.00	2,680,507.00	500,811.00	3,181,318.00			1,875,000.00	1,306,318.00
Qualified Capital Purpose Undertaking	1,455,136.00	2,670,886.00	493,067.00	3,163,953.00			1,230,000.00	1,933,953.00
Cooperative	-	150,000.00		150,000.00			150,000.00	-
Student Fee	25,634.00	81,634.00		81,634.00			50,000.00	31,634.00
				-				-
TOTAL ALL FUNDS	7,223,764.00	21,480,755.00	11,724,637.00	33,205,392.00	1,798,565.00	18,201,227.00	26,401,510.00	6,803,882.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

MOTOR VEHICLE TAXES	
$	**455,000.00**

ACTUAL RESOURCES AND DISBURSEMENTS

County-District # 19-0123

Schuyler Community Schools

2013-2014 ACTUAL								
	TOTAL BEGINNING BALANCE (Column 1)	**TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES** (Including Beginning Balances) (Column 2)	**PERSONAL AND REAL PROPERTY TAXES** (Column 3)	**TOTAL RESOURCES AVAILABLE** (Col 2 + Col 3) (Column 4)	**TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION** (Column 5)	**TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION** (Column 6)	**TOTAL DISBURSEMENTS & TRANSFERS** (Col 5 + Col 6) (Column 7)	**TOTAL ENDING BALANCE** (Col 4 - Col 7) (Column 8)
General	2,084,512.00	10,521,987.00	9,189,936.00	19,711,923.00	1,332,479.00	16,134,227.00	17,466,706.00	2,245,217.00
Depreciation	1,344,252.00	1,645,771.00		1,645,771.00			779,256.00	866,515.00
Employee Benefit	120,425.00	240,991.00		240,991.00			190,030.00	50,961.00
Contingency	-	-		-			-	-
Activities	175,843.00	531,344.00		531,344.00			296,527.00	234,817.00
School Lunch	61,186.00	945,454.00		945,454.00			887,277.00	58,177.00
Bond	324,259.00	480,576.00	488,042.00	968,618.00			406,318.00	562,300.00
Special Building	1,655,315.00	1,699,887.00	218,748.00	1,918,635.00			193,628.00	1,725,007.00
Qualified Capital Purpose Undertaking	1,080,695.00	1,330,378.00	483,388.00	1,813,766.00			358,630.00	1,455,136.00
Cooperative	-	-		-			-	-
Student Fee	23,823.00	39,034.00		39,034.00			13,400.00	25,634.00
				-				-
TOTAL ALL FUNDS	$ 6,870,310.00	17,435,422.00	10,380,114.00	27,815,536.00	1,332,479.00	16,134,227.00	20,591,772.00	7,223,764.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

MOTOR VEHICLE TAXES	
$	**461,704.00**

CORRESPONDENCE INFORMATION

ENTITY OFFICIAL ADDRESS

If no official address, please provide address where correspondence should be sent

NAME	**Schuyler Community Schools**
ADDRESS	**401 Adam Street**
CITY & ZIP CODE	**Schuyler, NE 68661**
TELEPHONE	**(402) 352-3527**
WEBSITE	**http://www.schuylercommunityschools.org/**

	BOARD CHAIRPERSON	CLERK/TREASURER/SUPERINTENDENT/OTHER	PREPARER
NAME	Richard Brabec	Marlene Hartman	Daniel J. Hoesing
TITLE /FIRM NAME	Chairperson		
TELEPHONE	(402) 615-1554	(402) 352-3527	(402) 352-3527
EMAIL ADDRESS	rich_brabec@cargill.com	dan.hoesing@schuylerwarriors.org	dan.hoesing@schuylerwarriors.org

For Questions on this form, who should we contact (please √ one): Contact will be via email if supplied.

[ ] Board Chairperson

[ ] Clerk / Treasurer / Superintendent / Other

[x] Preparer

SCHEDULE A GENERAL FUND LID EXCLUSIONS

County-District # 19-0123

Schuyler Community Schools

Line No.		2015-2016 Amount Budgeted To Spend
1	Repairs to Infrastructure Damaged by a Natural Disaster: (List repair)	
2		
3		
4		
5		
6		
7		
8		
9	**Total Repairs to Infrastructure Damaged by a Natural Disaster** (Lines 1 through 8)	$ -
10	**Judgments:** (List the types of judgments obtained against your School District to the extent such judgment is not paid by liability insurance)	
11		
12		
13		
14		
15		
16		
17	**Total Judgments** (Lines 11 through 16)	$ -
18	**Distance Education Courses**	
19	**Voluntary Termination Agreements**	$ 494,992.00
20	**Retirement Contribution Increase** (Through Fiscal Year 2016-2017)	$ 271,113.00
21	**Total General Fund Lid Exclusions - To LC-2 Form** (Line 9 + Line 17 + Line 18 + Line 19 + Line 20)	$ 766,105.00

Schedule B - Exclusions From the Levy Limitation

County-District # 19-0123

Schuyler Community Schools

Line No.		General Fund (Column A)	Bond Fund (Column B)	Special Building Fund (Column C)	Qualified Capital Purpose Undertaking Fund (Column D)
1	Total Personal and Real Property Taxes (From Page 2, Property Tax Recap, Line D)	$ 12,436,976.64	$ 505,102.02	$ 670,890.90	$ 505,350.50
2	**Exclusions:**				
3	Voluntary termination agreements with certificated employees:				
4					
5	Special Building Fund projects commenced prior to April 1, 1996:				
6					
7					
8					
9					
10	Judgments not paid by liability insurance:				
11					
12					
13					
14	Lease-purchase contracts approved prior to July 1, 1998:				
15					
16					
17					
18					
19					
20					
21					
22	Bonded indebtedness approved according to law and secured by a levy on property:				
23	Bond Principal *		$ 325,000.00		$ 2,000,000.00
24	Bond Interest *		$ 250,000.00		$ 250,000.00
25	**Total Exclusions before 1% County Treasurer's Commission** (Lines 4 through 24)	$ -	$ 575,000.00	$ -	$ 2,250,000.00
26	1% County Treasurer's Commission on Exclusions (.01 X Line 25)	$ -	$ 5,808.08	$ -	$ 22,727.25
27	**Total Exclusions (Line 25 + Line 26)**	$ -	$ 580,808.08	$ -	$ 2,272,727.25
28	Total Personal and Real Property Tax Requirement Subject to the Levy Limitation (Line 1 minus Line 27)	$ 12,436,976.64	$ -	$ 670,890.90	$ -

* Taxes levied by a school district on or after April 2, 2008, for the payment of the principal of, premium of, or interest on such a general obligation bond of such school district and the payment of all costs associated with membership in a risk management pool shall be subject to the levy limit.

Schedule C - Levy Limit Calculation

School Name: Schuyler Community Schools

NOTE: This Schedule is not provided for levy setting purposes.

County-District # 19-0123

Line No.		District Property Tax Request LESS Exclusions (Should agree to Line 28 of Schedule B) **(Column A)**	District Assessed Valuation **(Column B)**	Levy Subject to Limitation [(Column A / Column B) x 100] **(Column C)**
1	**General Fund**	12,436,976.64	1,309,155,163.00	0.950000
2	**Bond Fund**	-	1,309,155,163.00	-
3	**Bond Fund K-8**		1,309,155,163.00	-
4	**Bond Fund 9-12**		1,309,155,163.00	-
5	**Bond Fund**		1,309,155,163.00	-
6	**Special Building Fund**	670,890.90	1,309,155,163.00	0.051246
7	**Qualified Capital Purpose Undertaking Fund**	-	1,309,155,163.00	-
8	**Qualified Capital Purpose Undertaking Fund K-8**		1,309,155,163.00	-
9	**Qualified Capital Purpose Undertaking Fund 9-12**		1,309,155,163.00	-
10	**Learning Community General Fund Levy**			
11	**Learning Community Special Building Levy**			
12	**Total Levy Subject to Limitation** (Total of Lines 1 through 11)			1.001246

NOTE: If the **total** levy, per this Schedule (Line 12, Column C), is $1.05, or less, the levy limitation per State Statute Section 77-3442 has been met.

If Line 12, Column C, is greater than $1.05 and you did not hold a successful election to override the levy, you are in violation of the levy lid. The school district must reduce property taxes to meet the levy limitation.

If Line 12, Column C, is greater than $1.05 and you held a successful election to override the levy, which is in effect for the 2012-2013 school fiscal year, you must attach a copy of the election ballot and the certified election returns to your budget.

Qualified Capital Purpose Undertaking Fund levy. A district may only exceed the maximum levy of five and one-fifth cents per one hundred dollars of taxable valuation in any year if (i) the taxable valuation of the district is lower than the taxable valuation in the year in which the district last issued capital purpose undertaking bonds or (ii) such maximum levy is insufficient to meet the annual principal and interest obligations for all capital purpose undertaking bonds. (Statute 79-10,110).

Learning Community Member Schools - The total levy, which must be $1.05 or less, includes the Learning Community General Fund, Learning Community Special Building Fund, School District General Fund, and School District Special Building Fund.

NOTE: The sole purpose of this Schedule is to determine if the School District has met the levy limitation. This Schedule is not provided for levy setting purposes. Please note that because the property tax request (per this Schedule) does not include the property tax request attributable to the exclusion items, the levy (per this Schedule) may not reflect the levy set by your County Board of Equalization.

REMINDER: School districts that have combined levies greater than $1.20 or the combined levies that exceeded the maximum levy approved at a special election may be subject to petitions for the free holding of territory. Combined levies do not include levies for bonded indebtedness approved by the voters of a school district or levies for the refinancing of such bonded indebtedness.

Superintendent Pay Transparency Notice—Proposed Contract (*Name of current or new superintendent*)

Notice is hereby given that Schuyler Community Schools has approval of a proposed superintendent employment contract/contract amendment on its agenda for the board meeting to be held on January 12, 2015 at 6:30 pm at the Schuyler Central High School Library Annex in Schuyler, Nebraska.

After the 2015/16 school year, how many years remain on the contract: (Column F must be completed if additional years remain on contract.) **2**

The estimated costs to the district for the 2015/16 year and future years are listed below:

	2015/16 Base Pay, Additional Compensation & Benefits	Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
Base Pay for the Total FTE	$ 152,000.00	$ 152,000.00	$ 304,000.00
Compensation for activities outside of the regular salary:			
• *Extended contracts / Activities outside of regular salary*	$ -		$ -
• *Bonus/Incentive/Performance Pay*	$ -		$ -
• *Stipends*	$ -		$ -
• *All other costs not mentioned above*	$ -		$ -
Benefits and Payroll Costs Paid by district:			
• *Insurances (Health, Dental, Life, Long Term Disability)*	$ 18,970.00	18970	$ 37,940.00
• *Cafeteria Plan Stipend*			$ -
• *Cash in lieu of insurance*			$ -
• *Employee's share of retirement, deferred compensation, FICA and Medicare* ***if paid by the district***			$ -
• *District's share of retirement, FICA and Medicare*	$ 26,643.00	$ 26,643.00	$ 53,286.00
• *IRS value of housing allowance*			$ -
• *IRS value of vehicle allowance*			$ -
• *Additional leave days*			$ -
• *Annuities*			$ -
• *Service credit purchase*			$ -
• *Association / Membership dues*	$ 776.00	$ 776.00	$ 1,552.00
• *Cell Phone/Internet reimbursement*	$ 480.00	$ 480.00	$ 960.00
• *Relocation reimbursement*			$ -
• *Travel allowance/reimbursement*			$ -
• *Mileage Allowance*			$ -
• *Educational tuition assistance*			$ -
• *All other benefit costs not mentioned above*			$ -
Totals:	**$ 198,869.00**	**$ 198,869.00**	**$ 397,738.00**

Instructions for Completing Schedule D -Superintendent Pay Transparency Act Notice

Schedule D is provided to collect current and future costs to a school district for the services of the school superintendent in accordance with LB 470.

To complete Schedule D, enter the following information (where applicable) into highlighted cells on Schedule D. Row 1 & 2 have been provided to assist with the school publication requirements of LB 470, they are not a required part of this form and may be left incomplete.

Cell Reference	*Item*	*Description*
F4	Contract Length	The number of years that remain until end of the contract.
E11	Base Pay	The total base pay before any deductions.
F14	Extended Contracts	Amount paid if number of days in contract increase. Include extra duty pay, e.g. coaching.
F15	Bonus, Incentive or Performance Pay	Amount paid if specific conditions listed in the contract are met.
F16	Stipends	Additional compensation for additional hours, days worked, or extra duty pay (sports or activities).
F17	All other costs not listed above	Any other additional compensation paid by the district.
F20	Insurance	District cost for health-related insurance (e.g., Health, Dental, Life, Long Term Disability (% rate of salary + benefits)
F21	Cafeteria Plan Stipend	District contribution to the individual's plan. Includes individual's or family deductible.
F22	Cash in lieu of insurance	Amount paid by the district for not participating in the district insurance plan(s).
F24	Employee's share of retirement...	Amount paid by district to cover retirement contribution, deferred compensation, FICA and Medicare traditionally paid by an employee.
F25	District share of retirement...	Amount paid by district for the employer share of retirement (9.8778%), FICA (6.2% up to $117,000) and Medicare (1.45%).
F26	IRS value of housing allowance	Amount equal to the fair market rental value of the housing (purchased or provided).
F27	IRS value of vehicle allowance	Amount equal to annual cost of a vehicle – sole use for superintendent (purchased or provided).
F28	Leave days	Estimated leave days used (e.g. 3-year average); additional leave days included in contract; value of unused leave balance from previous year.
F29	Annuities	Amount paid by the district to purchase annuities.
F30	Service Credit Purchase	Amount paid by district to purchase additional school retirement credit.
F31	Association / Membership Dues	Cost of all memberships and fees paid by district.
F32	Cell Phone/Internet Reimbursement	Cost of cell phone and internet bills reimbursed by district.
F33	Relocation reimbursement	Cost of all moving expenses for relocation reimbursed by the district.
F34	Travel allowance reimbursement	Cost transportation paid by the district; projected or based on previous year's travel; (e.g. mileage, fuel, per diem rate).
F34	Mileage allowance	Monthly mileage allowance paid by district
F36	Educational tuition assistance	Amount to be paid by district for cost of job-related tuition.
F37	All other benefit costs not listed above	Employee's share of any other benefit if paid by the district (e.g. stipends for expenses).

Individual Fund Pages Following This Page

These Fund Pages **DO NOT** need to be submitted.

THESE PAGES ARE FOR YOUR USE ONLY !

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	GENERAL FUND	Function Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	All Instruction Except Special Education Instructional Programs	1100	10,237,852.00	11,262,094.00	10,712,094.00
3	Special Education Instructional Programs	1200	1,329,511.00	1,797,005.00	1,697,005.00
4	Support Services - Pupils	2100/2150	735,915.00	909,083.00	909,083.00
5	Support Services - Staff	2200	461,557.00	515,415.00	615,415.00
6	Board of Education	2310	54,284.00	66,919.00	66,919.00
7	Executive Administration Services	2320	362,994.00	392,721.00	372,721.00
8	District Legal Services	2330		2,000.00	2,000.00
9	Office of the Principal	2400	815,070.00	981,399.00	831,399.00
10	General Administration - Business Services	2510	386,522.00	98,800.00	98,800.00
11	Vehicle Acquisition & Maintenance	2520	31,130.00	36,400.00	36,400.00
12	Maintenance and Operation of Building(s) & Site(s)	2600	1,544,921.00	1,591,256.00	1,591,256.00
13	Regular Pupil Transportation	2750	56,611.00	58,760.00	58,760.00
14	School Age Special Education Pupil Transportation	2760	2,968.00	1,560.00	1,560.00
15	Community Services	3000	50,961.00	60,000.00	60,000.00
16	State Categorical Programs	3500	171,756.00	185,400.00	415,400.00
17	Federal Programs	4000	1,069,918.00	1,790,820.00	2,280,820.00
18	Debt Services	5000	8,984.00	108,160.00	108,160.00
19	Summer School	6000	42,290.00	42,000.00	42,000.00
20	Adult Education	7000			
21	Transfers to _____ Fund	8000	20,000.00	100,000.00	100,000.00
22	Interfund Loan/Repayment to _____ Fund				
23	Early Retirements or Terminations		83,462.00		
24					
25					
26					
27					
28					
29					
30	Total Disbursements & Transfers (Including SPED)		17,466,706.00	19,999,792.00	
31	Total Special Education Disbursements		1,332,479.00	1,798,565.00	1,798,565.00
32	Total Non-Special Education Disbursements & Transfers		16,134,227.00	18,201,227.00	18,201,227.00
33	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Including SPED)				19,999,792.00
34	NECESSARY CASH RESERVE				2,575,000.00
35	TOTAL REQUIREMENTS				22,574,792.00

BUDGET STATEMENT AND CERTIFICATION OF TAX County-District # **19-0123**

Line No.	GENERAL FUND	Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
36	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
37	Cash Balance, 9-1		245,664.00	170,772.00	185,423.00
38	Investments, 9-1				
39	County Treasurer's Balance, 9-1		1,838,848.00	2,074,445.00	2,033,833.00
40	Total Beginning Balance		2,084,512.00	2,245,217.00	2,219,256.00
41	LOCAL SOURCES				
42	Carline Tax	1115	18,859.00	15,000.00	15,000.00
43	Public Power District Sales Tax	1120	7,499.00	3,000.00	3,000.00
44	Motor Vehicle Taxes	1125	461,704.00	455,000.00	455,000.00
45	Tuition Received from Other Districts	1210/15/30			
46	Tuition Received from Individuals	1220/40	11,891.00	7,500.00	7,500.00
47	Other Tuition	1250/60/70			
48	Transportation Received from Other Districts	1310/30			
49	Transportation Received from Individuals	1320/40			
50	Interest	1410	22,666.00	20,000.00	20,000.00
51	Local License Fees/Court Fines	1610/20	4,215.00	3,500.00	3,500.00
52	Community Service Activities	1810	3,292.00	3,000.00	3,000.00
53	Other Local Receipts	1910/20/90	4,780.00	2,000.00	2,000.00
54	Contributions and Donations	3133	2,901.00		
55	Other Local Receipts		3,040.00		
56	COUNTY AND ESU SOURCES				
57	Fines and License Fees	2110	137,974.00	125,000.00	125,000.00
58	Other County Sources	2130			
59	ESU Receipts	2210	4,487.00	2,000.00	2,000.00
60					
61					
62	STATE SOURCES				
63	State Aid	3110	5,150,787.00	5,819,615.00	4,062,848.00
64	Special Education Programs	3120	659,434.00	658,000.00	658,000.00
65	Special Education Transportation	3125	9,631.00	8,150.00	8,150.00
66	Homestead Exemption	3130	93,592.00		
67	Payments for High Ability Learners	3135	8,451.00	8,450.00	8,450.00
68	Payments for Wards of the State or Court	3160/61			
69	Pro-Rate Motor Vehicles	3180	24,884.00	21,000.00	21,000.00
70	Other State Appropriations	3145/55/ 65/75/85			

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	GENERAL FUND	Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
71	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
72	State Apportionment	3200	225,975.00	211,000.00	211,975.00
73	In-Lieu-of School Land Tax	3300			
74	State Categorical Programs	3500	158,454.00	155,000.00	155,000.00
75	Other State Receipts	3990	8,837.00	3,000.00	3,000.00
76	Property Tax Credit		327,086.00		
77	FEDERAL SOURCES				
78	Title I (Includes NCLB Title I)	4200	451,263.00	485,000.00	485,000.00
79	Innovation Education Program Strategies (Includes NCLB Title V)	4300	40,335.00	40,000.00	40,000.00
80	Title VI-B, Birth to Age 5 Special Education	4400	300,370.00	356,171.00	356,171.00
81	Medicaid in Public Schools	4450	12,416.00	10,000.00	10,000.00
82	Medicaid Administrative Activities in Public Schools	4455	70,549.00	60,000.00	60,000.00
83	Title 8 (Impact Aid)	4500			
84	Other Federal Non-Categorical Receipts	4600			
85					
86	Vocational Education (Carl Perkins)	4700	6,196.00	5,000.00	5,000.00
87	Other Federal Categorical Receipts ((Includes all other NCLB Programs)	4800/4900	121,023.00	293,750.00	293,750.00
88	ARRA-ESEA School Improvement Grant	4899		826,985.00	886,985.00
89	Grants from Corporations & Other Private Interests	4995		84,600.00	84,600.00
90				57,000.00	57,000.00
91	NON-REVENUE SOURCES				
92	Tax Anticipation Notes	5150			
93	Long Term Loans	5200			
94	Insurance Adjustments	5300	5,385.00		
95	Sale of Property	5400			
96	Transfers from _____ Fund	5500	65,668.00		
97	Cash Balance from Dissolved/Merged Districts	5610			
98	Non-Resident High School Tuition Funds	5650			
99	Other Non-Revenue Receipts	5690	13,831.00		
100	Learning Community Property Taxes				
101	Interfund Loan/Repayment From _____ Fund				
102	Total Available Resources Before Property Taxes		10,521,987.00	11,983,938.00	10,262,185.00
103	Personal and Real Property Taxes	1110	9,189,936.00	10,235,110.00	12,312,607.00
104	TOTAL RESOURCES AVAILABLE		19,711,923.00	22,219,048.00	22,574,792.00
105	Less: Disbursements & Transfers		17,466,706.00	19,999,792.00	
106	BALANCE FORWARD		2,245,217.00	2,219,256.00	

PROPERTY TAX RECAP

1. Tax from Line 103	12,312,607.00
2. Compute County Treasurer's Commission at 1% of tax requirement.	124,369.64
3. Delinquent Tax Allowance (If over 5% of line 103, see instructions.)	
4. Total Personal and Real Property Tax Requirement	12,436,976.64

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 104 must agree with TOTAL REQUIREMENTS on line 35 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	DEPRECIATION FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Re-Appropriated Funds			849,307.00	850,000.00
3	Support Services Business		779,256.00		
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		779,256.00	849,307.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				850,000.00
14	TOTAL REQUIREMENTS				850,000.00
15	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
16	Cash Balance, 9-1		1,344,252.00	866,515.00	467,208.00
17	Investments, 9-1				
18	Total Beginning Balance		1,344,252.00	866,515.00	467,208.00
19	LOCAL SOURCES				
20	Interest	1410	1,519.00		
21					
22	NON-REVENUE SOURCES				
23	Transfers from General Fund	5500	300,000.00		382,792.00
24	Re-Appropriated Funds			450,000.00	
25					
26					
27	TOTAL RESOURCES AVAILABLE		1,645,771.00	1,316,515.00	850,000.00
28	Less: Disbursements & Transfers		779,256.00	849,307.00	
29	BALANCE FORWARD		866,515.00	467,208.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 27 must agree with TOTAL REQUIREMENTS on line 14 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX County-District # **19-0123**

Line No.	EMPLOYEE BENEFIT FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Re-Appropriated Funds		190,030.00	145,560.00	145,560.00
3					
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		190,030.00	145,560.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				145,560.00
14	NECESSARY CASH RESERVE				
15	TOTAL REQUIREMENTS				145,560.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		120,425.00	50,961.00	35,401.00
18	Investments, 9-1				
19	Total Beginning Balance		120,425.00	50,961.00	35,401.00
20	LOCAL SOURCES				
21	Interest	1410	38.00		
22					
23	NON-REVENUE SOURCES				
24	Transfers from General Fund	5500	120,528.00		110,159.00
25	Re-Appropriated Funds			130,000.00	
26					
27					
28	TOTAL RESOURCES AVAILABLE		240,991.00	180,961.00	145,560.00
29	Less: Disbursements & Transfers		190,030.00	145,560.00	
30	BALANCE FORWARD		50,961.00	35,401.00	

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	CONTINGENCY FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Legal Services	317			
3	Judgments/Settlements	643			
4					
5					
6					
7	Transfers to General Fund	755			
8	Total Disbursements & Transfers		-	-	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				-
10	TOTAL REQUIREMENTS				-
11	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
12	Cash Balance, 9-1				
13	Investments, 9-1				
14	Total Beginning Balance		-	-	-
15	LOCAL SOURCES				
16	Interest	1410			
17					
18	NON-REVENUE SOURCES				
19	Transfers from General Fund	5500			
20					
21	TOTAL RESOURCES AVAILABLE		-	-	-
22	Less: Disbursements & Transfers		-	-	
23	BALANCE FORWARD		-	-	

2014-2015 Budgeted Calculation of Maximum Total Disbursements & Transfers

$ 19,999,792.00 x .05 = 999,989.60

(Total Budget of Disbursements & Transfers-General Fund) (Column 3, Line 9 may not exceed this amount)

[From General Fund (Page 1 of 3) Line 33]

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 21 must agree with TOTAL REQUIREMENTS on line 10 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # __-____

Line No.	ACTIVITIES FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Support Services - Pupils		296,527.00	500,000.00	500,000.00
3					
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		296,527.00	500,000.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				500,000.00
14	NECESSARY CASH RESERVE				
15	TOTAL REQUIREMENTS				500,000.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		175,843.00	234,817.00	204,817.00
18	Investments, 9-1				
19	Total Beginning Balance		175,843.00	234,817.00	204,817.00
20	LOCAL SOURCES				
21	Interest	1410	206.00		
22	Activities Receipts	1710	335,295.00	295,000.00	295,183.00
23					
24					
25	NON-REVENUE SOURCES				
26	Transfers from General Fund	5500	20,000.00		-
27	Re-Appropriated Funds			175,000.00	
28	TOTAL RESOURCES AVAILABLE		531,344.00	704,817.00	500,000.00
29	Less: Disbursements & Transfers		296,527.00	500,000.00	
30	BALANCE FORWARD		234,817.00	204,817.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX County-District # **19-0123**

Line No.	SCHOOL LUNCH FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Salaries	100		384,851.00	385,000.00
3	Employee Benefits	200		150,000.00	150,000.00
4	Purchased Services	300		5,000.00	5,000.00
5	Supplies & Materials (Excluding Food)	400		30,000.00	30,000.00
6	Food	470		450,000.00	450,000.00
7	Capital Outlay (New & Replacement)	500			
8	Other Expenditures			7,000.00	7,000.00
9	Suppport Services - Pupils		887,277.00		
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		887,277.00	1,026,851.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				1,027,000.00
14	NECESSARY CASH RESERVE				
15	TOTAL REQUIREMENTS				1,027,000.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		61,186.00	58,177.00	81,346.00
18	Investments, 9-1				
19	Total Beginning Balance		61,186.00	58,177.00	81,346.00
20	LOCAL SOURCES				
21	Interest	1410	9.00	20.00	20.00
22	Sale of Lunches/Milk	1720	154,890.00	150,000.00	150,000.00
23	Other Receipts		5,290.00	5,000.00	5,000.00
24	STATE SOURCES				
25	State Reimbursement	3150	5,461.00	5,000.00	5,000.00
26					
27	FEDERAL SOURCES				
28	Federal Reimbursement	4800	715,670.00	700,000.00	700,000.00
29	Re-Appropriated Funds			190,000.00	
30	NON-REVENUE SOURCES				
31	Transfers from General Fund	5500			85,634.00
32	Other Non-Revenue Receipts		2,948.00		
33	TOTAL RESOURCES AVAILABLE		945,454.00	1,108,197.00	1,027,000.00
34	Less: Disbursements & Transfers		887,277.00	1,026,851.00	
35	BALANCE FORWARD		58,177.00	81,346.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 33 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	BOND FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Bond - Refunded	610			
3	Bond - Principal	610	275,000.00	325,000.00	325,000.00
4	Bond - Interest	620	130,818.00	250,000.00	250,000.00
5	Bond Fees		500.00		
6	Transfers to General Fund	755			
7	Interfund Loan/Repayment To _____ Fund				
8	Total Disbursements & Transfers		406,318.00	575,000.00	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				575,000.00
10	NECESSARY CASH RESERVE				450,000.00
11	TOTAL REQUIREMENTS				1,025,000.00
12	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
13	Cash Balance, 9-1		174,259.00	454,536.00	421,549.00
14	Investments, 9-1				
15	County Treasurers Balance, 9-1		150,000.00	107,764.00	102,400.00
16	Total Beginning Balance		324,259.00	562,300.00	523,949.00
17	LOCAL SOURCES				
18	Carline Tax	1115	998.00		
19	Interest	1410	1,434.00		
20					
21					
22	STATE SOURCES				
23	Homestead Exemption	3130	4,781.00		
24	Pro-Rate Motor Vehicle	3180	1,316.00	1,000.00	1,000.00
25	In-Lieu-Of School Land Tax	3300			
26	Property Tax Credit		28,578.00		
27	NON-REVENUE SOURCES				
28	Sales of Bonds (Re-funding)	5100			
29	Transfers from General Fund	5500			
30	Transfer from Qualified Purpose Undertaking Fund		119,210.00		
31	Re-Appropriated Funds			40,000.00	
32	Total Available Resources Before Property Taxes		480,576.00	603,300.00	524,949.00
33	Personal and Real Property Taxes	1110	488,042.00	495,649.00	500,051.00
34	TOTAL RESOURCES AVAILABLE		968,618.00	1,098,949.00	1,025,000.00
35	Less: Disbursements & Transfers		406,318.00	575,000.00	
36	BALANCE FORWARD		562,300.00	523,949.00	

PROPERTY TAX RECAP

1. Tax From Line 33	500,051.00
2. Compute County Treasurer's Commission at 1% of tax requirement.	5,051.02
3. Delinquent Tax Allowance (If over 5% of line 33, see instructions.)	
4. Total Personal and Real Property Tax Requirement.	505,102.02

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.

School District Total Debt Outstanding as of September 1, 2015

The district officers of any school district in Nebraska shall have power, on the terms and conditions set forth in sections 10-702 to 10-716, to issue the bonds of the district for the purpose of (1) purchasing a site for and erecting thereon a schoolhouse or schoolhouses or a teacherage or teacherages, or for such purchase or erection, or purchasing an existing building or buildings for use as a schoolhouse or schoolhouses, including the site or sites upon which such building or buildings are located, and furnishing the same, in such district, (2) retiring registered warrants, and (3) paying for additions to or repairs for a schoolhouse or schoolhouses or a teacherage or teacherages.

School districts also have the ability to issue bonds as set forth in State Statute Section 79-10,110 for the purpose of paying amounts necessary for the abatement of environmental hazards, accessibility barrier elimination, or modifications for life safety code violations, indoor air quality, or mold abatement and prevention.

The District has the following debt outstanding as of September 1, 2015:
(Include Bond fund(s) and Qualified Capital Purpose Undertaking Fund)

Fiscal Year	Principal	Interest	Total
2015-2016	$ 300,000.00	$ 247,052.50	$ 547,052.50
2016-2017	$ 310,000.00	$ 246,000.00	$ 556,000.00
2017-2018	$ 330,000.00	$ 361,357.50	$ 691,357.50
2018-2019 and thereafter	$ 9,700,000.00	$ 2,750,838.75	$ 12,450,838.75
Total All Years	**$ 10,640,000.00**	**$ 3,605,248.75**	**$ 14,245,248.75**

BUDGET STATEMENT AND CERTIFICATION OF TAX County-District # **19-0123**

Line No.	SPECIAL BUILDING FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Purchased Services	300		650,000.00	650,000.00
3	Capital Outlay (New Only)	500		150,000.00	150,000.00
4	Site Acquisition & Improvements	510		940,000.00	940,000.00
5	Building Acquisition & Improvement	520	193,628.00	110,000.00	110,000.00
6				25,000.00	25,000.00
7	Loan Repayment	610/620			
8	Transfers to General Fund	755			
9	Interfund Loan/Repayment To _____ Fund				
10	Total Disbursements & Transfers		193,628.00	1,875,000.00	
11	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				1,875,000.00
12	TOTAL REQUIREMENTS				1,875,000.00
13	BEGINNING BALANCES & RECEIPTS				
14	Cash Balance, 9-1		1,570,315.00		
15	Investments, 9-1				
16	County Treasurer's Balance, 9-1		85,000.00	1,725,007.00	1,306,318.00
17	Total Beginning Balance		1,655,315.00	1,725,007.00	1,306,318.00
18	LOCAL SOURCES				
19	Carlline Tax	1115	487.00	500.00	500.00
20	Interest	1410	4,096.00	4,000.00	4,000.00
21					
22					
23	STATE SOURCES				
24	Homestead Exemption	3130	1,888.00	1,000.00	
25	Pro-Rate Motor Vehicles	3180	665.00		
26	In-Lieu-Of School Land Tax	3300			
27	Property Tax Credit		6,650.00		
28	FEDERAL SOURCES				
29	Total Federal Receipts	4000			
30	NON-REVENUE SOURCES				
31	Sale of Bonds	5100			
32	Long Term Loans	5200			
33	Sale of Property	5400			
34	Other Non-Revenue Receipts		30,786.00		
35	Re-Appropriated Funds			950,000.00	(100,000.00)
36	Total Available Resources Before Property Taxes		1,699,887.00	2,680,507.00	1,210,818.00
37	Personal and Real Property Taxes	1110	218,748.00	500,811.00	664,182.00
38	TOTAL RESOURCES AVAILABLE		1,918,635.00	3,181,318.00	1,875,000.00
39	Less: Disbursements & Transfers		193,628.00	1,875,000.00	
40	BALANCE FORWARD		1,725,007.00	1,306,318.00	

PROPERTY TAX RECAP	
1. Tax From Line 37	664,182.00
2. Compute County Treasurer's Commission at 1% of tax requirement.	6,708.90
3. Delinquent Tax Allowance (If over 5% of Line 37, see instructions.)	
4. Total Personal and Real Property Tax Requirement.	670,890.90

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 38 must agree with TOTAL REQUIREMENTS on line 12 in the Adopted Column.

Special Building Fund

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND	Object/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Building & Site Improvement	520			
3	Bond - Refunded	610			
4	Bond - Principal	610		990,000.00	2,000,000.00
	Bond - Interest	620	238,420.00	240,000.00	250,000.00
6	Transfers to General Fund	755	119,710.00		
7	Bond Fees		500.00		
8	Total Disbursements & Transfers		358,630.00	1,230,000.00	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				2,250,000.00
10	NECESSARY CASH RESERVE				400,000.00
11	TOTAL REQUIREMENTS				2,650,000.00
12	BEGINNING BALANCES & RECEIPTS				
13	Cash Balance, 9-1		1,015,695.00		
14	Investments, 9-1				
15	County Treasurers Balance, 9-1		65,000.00	1,455,136.00	1,933,953.00
16	Total Beginning Balance		1,080,695.00	1,455,136.00	1,933,953.00
17	LOCAL SOURCES				
18	Carline Tax	1115	994.00	100.00	100.00
18	Interest	1410	3,878.00	15,000.00	15,000.00
20					
21	STATE SOURCES				
22	Homestead Exemption	3130	4,950.00		
23	Pro-Rate Motor Vehicle	3180	1,310.00	650.00	650.00
24	In-Lieu-Of School Land Tax	3300			
25	Property Tax Credit		17,297.00		
26	FEDERAL SOURCES				
27	Total Federal Receipts	4000	221,254.00	200,000.00	200,000.00
28	NON-REVENUE SOURCES				
29	Qualified School Construction Bonds	5100			
30	Long Term Loans	5200			
31	Re-Appropriated Funds			1,000,000.00	
32	Total Available Resources Before Property Taxes		1,330,378.00	2,670,886.00	2,149,703.00
33	Personal and Real Property Taxes	1110	483,388.00	493,067.00	500,297.00
34	TOTAL RESOURCES AVAILABLE		1,813,766.00	3,163,953.00	2,650,000.00
35	Less: Disbursements & Transfers		358,630.00	1,230,000.00	
36	BALANCE FORWARD		1,455,136.00	1,933,953.00	

	PROPERTY TAX RECAP
1. Tax From Line 33	500,297.00
2. Compute County Treasurer's Commission at 1% of tax requirement.	5,053.50
3. Delinquent Tax Allowance (If over 5% of line 33, see instructions.)	
4. Total Personal and Real Property Tax Requirement.	505,350.50

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.

Qualified Capital Purpose Undertaking Fund

BUDGET STATEMENT AND CERTIFICATION OF TAX County-District # **19-0123**

Line No.	COOPERATIVE FUND	Function/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS				
2	All Instruction	1100/1200		100,000.00	100,000.00
3	Support Services - Pupils	2100/2150		20,000.00	20,000.00
4	Support Services - Staff	2200		30,000.00	30,000.00
5	Executive Administration Services	2320			
6	Office of the Principal	2400			
7	General Administration - Business Services	2510			
8	Community Services	3000			
9	State Categorical Programs	3500			
10	Federal Programs	4000			
11	Summer School	6000			
12	Adult Education	7000			
13					
14	Total Disbursements		-	150,000.00	
15	TOTAL BUDGET OF DISBURSEMENTS				150,000.00
16	NECESSARY CASH RESERVE				
17	TOTAL REQUIREMENTS				150,000.00
18	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
19	Cash Balance, 9-1				-
20	Investments, 9-1				
21	Total Beginning Balance		-	-	-
22	LOCAL SOURCES				
23	Tuition Received from Districts	1210/30			150,000.00
24					
25	STATE SOURCES				
26	State Non-Categorical Programs	3100			
27	State Categorical Programs	3500			
28					
29	FEDERAL SOURCES				
30	Federal Programs	4000			
31					
32					
33	NON-REVENUE SOURCES				
34	Transfers from General Fund	5500			
35	Re-Appropriated Funds			150,000.00	
36	TOTAL RESOURCES AVAILABLE		-	150,000.00	150,000.00
37	Less: Disbursements		-	150,000.00	
38	BALANCE FORWARD		-	-	

NOTE: Pages should only be filled out by the school acting as the fiscal agent for the Cooperative. All schools show payment for services in the General Fund.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 36 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # **19-0123**

Line No.	STUDENT FEE FUND	Function/ Source Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS				
2	Extracurricular Activities Fees			40,000.00	40,000.00
3	Postsecondary Education Fees				
4	Summer or Night School Fees			10,000.00	10,000.00
5	Support Services - Students		13,400.00		
6					
7					
8					
9					
10					
11					
12					
13					
14	Total Disbursements		13,400.00	50,000.00	
15	TOTAL BUDGET OF DISBURSEMENTS				50,000.00
16	NECESSARY CASH RESERVE				
17	TOTAL REQUIREMENTS				50,000.00
18	BEGINNING BALANCES & RECEIPTS				
19	Cash Balance, 9-1		23,823.00	25,634.00	31,634.00
20	Investments, 9-1				
21	Total Beginning Balance		23,823.00	25,634.00	31,634.00
22	LOCAL SOURCES				
23	Interest	1410			
24	Extracurricular Activities Fees	1741	14,131.00	15,000.00	17,366.00
25	Postsecondary Education Fees	1742			
26	Summer or Night School Fees	1743	1,080.00	1,000.00	1,000.00
27					
28					
29					
30	NON-REVENUE SOURCES				
31	Re-Appropriated Funds			40,000.00	
32					
33					
34	TOTAL RESOURCES AVAILABLE		39,034.00	81,634.00	50,000.00
35	Less: Disbursements		13,400.00	50,000.00	
36	BALANCE FORWARD		25,634.00	31,634.00	

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

Notice of Special Hearing To Set Final Tax Request

Schuyler Community Schools (19-0123) in Colfax County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 14 day of September 2015 at 6:35 o'clock PM, at Schuyler Central High School Library Annex for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

	2014/15 Budget Information			***2015/16 Budget Information***	
Fund	2014-2015 Property Tax Request	2014 Tax Rate	Property Tax Rate (2014-2015 Request **Divided By** 2015 Valuation)	2015-2016 Proposed Property Tax Request	Proposed 2015 Tax Rate
General Fund	11,231,819.47	0.950000	0.857944	12,436,976.64	0.950000
Bond Fund(s) K - 12	506,918.18	0.042876	0.038721	505,102.02	0.038582
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund _____			0.000000		0.000000
Special Building Fund	505,869.69	0.042787	0.038641	670,890.90	0.051246
Qualified Capital Purpose Undertaking Fund K - 12	506,128.28	0.042809	0.038661	505,350.50	0.038601
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

Board of Education Regular Meeting
September 14, 2015 6:30 PM
Schuyler Central High School Media Center

I. Budget Hearing	Rich Brabec, Chuck Misek, Brian Vavricek
II. Levy Setting Hearing	Rich Brabec, Chuck Misek, Brian Vavricek
III. Call Meeting to Order	Rich
A. Pledge of Allegiance	Rich
B. Declaration of Open Meeting	Rich
IV. Approval of Consent Agenda	
A. Agenda	
B. Minutes	
C. Acceptance of Claims	
1. Bills of $5,000 or more	
D. Financial	
E. Other Listed Reports	
V. Public Forum - We ask that all presentation be limited in their length.	
A. Recognition of visitors and guests	Rich
B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)	
C. Student Representative's Report	Rosbin Ravanales
VI. Action Items	
A. Budget, finance, negotiations, and personnel	Chuck Misek, Rich Brabec, Brian Vavricek
1. Consider, Discuss, and take action to approve the 2015-16 proposed budget as advertised	Rich Brabec, Chuck Misek, Brian Vavricek
2. Discuss, consider, and take action to approve the 2015-16 property tax resolution as presented.	Rich Brabec, Chuck Misek, Brian Vavricek
B. Americanism: Curriculum, Assessment, and Instructional Programs	Virginia Semerad, Holly Hild, Rich Brabec
1. Consider, discuss, and take action to approve the 2015-16 certificated staff evaluation system.	Virginia Semerad, Holly Hild, Rich Brabec
2. Consider, discuss, and take action to approve the use of "local Substitutes" for the 2015-16 school year.	Virginia Semerad, Holly Hild, Rich Brabec
C. Board Policy, Handbooks, and Support Programs	Holly Hild, Brian Vavricek, Rich Brabec
1. Consider, discuss, and take action to approve 2nd reading of policy 804.02	Virginia Semerad, Holly Hild, Rich Brabec
2. Consider, discuss, and take action to approve the EMC Return To Work Protocol	Virginia Semerad, Holly Hild, Rich Brabec
VII. Discussion Items and Reports	
A. Rec Center Project Update	Chuck Misek, Eric Cerny, Virginia Semerad
B. Principals Reports	Building Principals

C. Directors Reports — Directors
D. Superintendent's Report — Dan
E. Board Member/Committee Reports — Board Members

VIII. Correspondence Items

IX. Adjournment

Board of Education Regular Meeting
August 10, 2015 6:30 PM
Schuyler Central High School Media Center

Attendance Taken at 6:30 PM:

Present Board Members:
Richard Brabec
Eric Cerny
Holly Hild
Virginia Semerad
Brian Vavricek

Absent Board Members:
Chuck Misek

Updated Attendance:
Virginia Semerad was updated to present at: 6:45 AM

I. Call Meeting to Order

Discussion:
President Brabec called the meeting to order. Board members present were Vavricek, Cerny, Brabec, and Hild. Semerad and Misek were absent. Others present were Superintendent Hoesing, Principal Grammer, SPED Director Vrba, and Curriculum Director Gibbons.

I.A. Pledge of Allegiance

Discussion:
All present participated in the Pledge of Allegiance.

I.B. Declaration of Open Meeting

Discussion:
President Brabec read the Mission Statement and stated that notice of this meeting was given in advance and declared the meeting to be in open session.

II. Approval of Consent Agenda

Motion Passed: Motion to approve the consent agenda passed with a motion by Brian Vavricek and a second by Eric Cerny.

4 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Absent
Brian Vavricek	Yes

II.A. Agenda
II.B. Minutes
II.C. Acceptance of Claims
II.C.1. Bills of $5,000 or more
II.D. Financial
II.E. Other Listed Reports

III. Public Forum - We ask that all presentation be limited in their length.
III.A. Recognition of visitors and guests
III.B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)

IV. Action Items
IV.A. Americanism: Curriculum, Assessment, and Instructional Programs
IV.A.1. Consider, discuss, and take action to approve the superintendent as the 2015-16 Title IX Coordinator and district representative for all local, state, and federal programs.

Discussion:
All schools must have a Title IX Coordinator. In addition, all staff must be trained in Title IX awareness.

Motion Passed: Motion to appoint the superintendent as Title IX Coordinator and district representative for all local, state, and federal programs. passed with a motion by Brian Vavricek and a second by Richard Brabec.

4 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Absent
Brian Vavricek	Yes

IV.B. Board Policy, Handbooks, and Support Programs
IV.B.1. Consider, discuss, and take action to approve 2nd reading of the 2015-16 board policy additions and revisions.

Motion Passed: Motion to approve 2nd reading of 2015-16 new and revised policies. passed with a motion by Richard Brabec and a second by Brian Vavricek.

4 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Absent
Brian Vavricek	Yes

IV.B.2. Consider, discuss, and take action to approve first reading of policy 804.02.

Discussion:
This policy reflects the change in LB365 which allows any or all school records to be stored electronically. Data is kept in two off-site locations in addition to the school's server.

Motion Passed: Motion to approve first reading of revised Board Policy 804.02. passed with a motion by Holly Hild and a second by Eric Cerny.

4 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Absent
Brian Vavricek	Yes

IV.C. Budget, finance, negotiations, and personnel
IV.C.1. Consider, discuss, and take action to approve new hire recommendations

Motion Passed: Motion to approve the administrative recommendation to hire Amy Mendez for the middle school para educator position. passed with a motion by Richard Brabec and a second by Brian Vavricek.

4 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Absent
Brian Vavricek	Yes

V. Discussion Items and Reports
V.A. Update on the Rec. Center Project Bid Process

Discussion:
Bids were opened on Wednesday, August 5. Seven firms submitted bids; all were over the projected $1.4 million cost. Work will continue with the low bidder to cut costs on the submitted bid. A budget workshop will be held August 26th at 6:00 PM to make transfers and prepay bills on this year's budget.
V.B. Discuss 2015-16 Activity Passes

Discussion:
A change in the sale of activity passes for the 15-16 school year will allow SCHS and SMS students to either pay a $10 student fee or apply for a waiver which would allow the student to pay a $5 student fee or receive the student pass at no charge. SES students would pay $10 for an activity pass; an adult annual activity pass would remain $50 or $20 for a seasonal activity pass. A Senior Citizen pass will be reduced $10 to sell for $20 for an annual activity pass or $10 for a seasonal activity pass.
V.C. Directors Reports

Discussion:
Mr. Gibbons reported on the NePAS program (Nebraska Performance Accountability System and its replacement program, AQUESTT (Accountability for a Quality Education System Today and Tomorrow. This new program, based on six tenets, will rate NE schools into one of four categories: Needs Improvement, Good, Great, and Excellent.
V.D. Superintendent's Report

Discussion:
Superintendent Hoesing shared the Level I-IV Point Awards that four of the School Board members will be receiving at area NSAB meetings. The 15-16 Back-

to-School staff schedule will begin on August 11 with new teacher training and conclude on August 14 with an all-district meeting.

V.E. Board Member/Committee Reports

Discussion:
The SCS Foundation met on August 3 at 12:00 PM. The Golf Tournament fundraiser was very well received. Tickets for the Labor Day Dance sponsored by the Foundation will be pre-sold at the District meeting on Friday, August 14.

VI. Correspondence Items

VII. Adjournment

Motion Passed: Motion to adjourn at 7:30 PM. passed with a motion by Eric Cerny and a second by Brian Vavricek.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Yes
Holly Hild	Yes
Chuck Misek	Absent
Virginia Semerad	Yes
Brian Vavricek	Yes

Board of Education Special Meeting
August 26, 2015 6:30 PM
Schuyler Central High School Media Center

Attendance Taken at 6:30 PM:

Present Board Members:
Richard Brabec
Holly Hild
Chuck Misek
Virginia Semerad
Brian Vavricek

Absent Board Members:
Eric Cerny

I. Call Meeting to Order
I.A. Pledge of Allegiance
I.B. Declaration of Open Meeting

II. Approval of Consent Agenda

Motion Passed: Motion to approve the consent agenda passed with a motion by Chuck Misek and a second by Virginia Semerad.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Absent
Holly Hild	Yes
Chuck Misek	Yes
Virginia Semerad	Yes
Brian Vavricek	Yes

II.A. Agenda
II.B. Acceptance of Claims
II.B.1. Year End Bills
II.C. Financial
II.D. Other Listed Reports

III. Public Forum - We ask that all presentation be limited in their length.
III.A. Recognition of visitors and guests

Discussion:
Others present were David Gibbons and Jason Reif, representing Biermann Construction.
III.B. Other topics (limited to 5 minutes - subject to guidelines of the Board Participation Policy)

IV. Action Items
IV.A. Building, Grounds, and Transportation
IV.A.1. Consider, discuss, and take action to approve the Rec. Center Project and accept Bierman Contracting, Inc. bid proposal.

Motion Passed: Motion to accept the bid for the construction of the Rec. Center from Bierman Contracting, Inc. passed with a motion by Brian Vavricek and a

second by Chuck Misek.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Absent
Holly Hild	Yes
Chuck Misek	Yes
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.B. Governance: Public Relations, Technology, and Planning
IV.B.1. Consider, discuss, and take action to approve an inter-local agreement with the City of Schuyler.

Motion Passed: Motion to approve an inter-local agreement with the City of Schuyler for the construction program. passed with a motion by Richard Brabec and a second by Virginia Semerad.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Absent
Holly Hild	Yes
Chuck Misek	Yes
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.B.2. Consider, discuss, and take action to approve inter-local agreement with Central Nebraska Community Services

Motion Passed: Motion to approve an inter-local agreement with the Central Nebraska Community Services for early childhood services. passed with a motion by Holly Hild and a second by Brian Vavricek.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Absent
Holly Hild	Yes
Chuck Misek	Yes
Virginia Semerad	Yes
Brian Vavricek	Yes

IV.C. Budget, finance, negotiations, and personnel
IV.C.1. Consider, discuss, and take action to approve end of year fund transfer recommendations.

Motion Passed: Motion to approve year-end transfers of $400,000 to the depreciation fund,and $20,000 to Activities fund, school lunch fund and cooperative fund. passed with a motion by Richard Brabec and a second by Virginia Semerad.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Absent

Holly Hild	Yes
Chuck Misek	Yes
Virginia Semerad	Yes
Brian Vavricek	Yes

V. Budget Workshop

VI. Adjournment

Motion Passed: Motion to adjourn at 8:25 PM. passed with a motion by Holly Hild and a second by Brian Vavricek.

5 Yeas - 0 Nays.

Richard Brabec	Yes
Eric Cerny	Absent
Holly Hild	Yes
Chuck Misek	Yes
Virginia Semerad	Yes
Brian Vavricek	Yes

_____
Board Secretary

SCHUYLER COMMUNITY SCHOOLS
MONTHLY DISBURSEMENT REPORT
For the month of September 2015

GENERAL FUND

Check #	Date	Vendor	Description	Amount
00034059	9/14/2015	Advanced Fire & Safety	maintenance & service	1771.35
00034060	9/14/2015	AED Brands	pads	605.30
00034061	9/14/2015	Aegis Therapies	PT services	1695.80
00034062	9/14/2015	Allied Insurance	Bond	100.00
00034063	9/14/2015	SYNCB/AMAZON	supplies	3069.49
00034064	9/14/2015	Americom Communications	service	320.00
00034065	9/14/2015	B-D Construction	repair roof leaks	130.00
00034066	9/14/2015	Barone Security Systems	service	931.72
00034067	9/14/2015	Bernina Sewing Studio	starter kit	969.99
00034068	9/14/2015	BOMGAARS	supplies	353.15
00034069	9/14/2015	Carolina Biological Supply Co	supplies	62.89
00034070	9/14/2015	Cascio Music Co, Inc	supplies	391.11
00034071	9/14/2015	Caseys General Stores, Inc	gas	134.71
00034072	9/14/2015	Cenex Fleetcard	gas	572.72
00034073	9/14/2015	CenturyLink	telephones	1601.05
00034074	9/14/2015	Central Nebraska Rehab Services	SPED ot services	464.00
00034075	9/14/2015	CHI Health	BLS class	150.00
00034076	9/14/2015	City Of Schuyler	yard wastekey	125.00
00034077	9/14/2015	Columbus Marching Festival	marching festival	175.00
00034078	9/14/2015	Columbus Screen Printing, Inc	six pence shirts	2540.00
00034079	9/14/2015	Columbus Telegram	ads	1966.81
00034080	9/14/2015	Computer Information Concepts	internet	209.85
00034081	9/14/2015	Continental Fire Sprinkler Company	annual inspection	495.00
00034082	9/14/2015	Continuum Retail Energy Services, LLC	gas	1121.30
00034083	9/14/2015	Cornhusker Public Power District	electricity	815.44
00034084	9/14/2015	Creative Teaching Press	awards	35.85
00034085	9/14/2015	Culligan Water Conditioning	equip rent	88.00
00034086	9/14/2015	D & K Products	supplies	287.49
00034087	9/14/2015	Emily Delp	hearing consultation	238.28
00034088	9/14/2015	Department Of Utilities	electricty/water/sewer	27956.12
00034089	9/14/2015	Didier Grocery	supplies	41.96
00034090	9/14/2015	Discovery Education	science & social studies	6370.00
00034091	9/14/2015	Discount School Supply	supplies	1082.21
00034092	9/14/2015	DS Pumping Services Inc	pump septic tanks	1050.00
00034093	9/14/2015	Eagle Communications	service	575.00
00034094	9/14/2015	Eakes Office Products Center	copies	8164.11
00034095	9/14/2015	eBackpack, inc	license	137.50
00034096	9/14/2015	EliteFTS.com	supplies	4737.80
00034097	9/14/2015	Epic sports	floor sleeves	247.54
00034098	9/14/2015	Educational Service Unit #7	audiometer calibrations	379.74
00034099	9/14/2015	FP Mailing Solutions	postage meter	443.40
00034100	9/14/2015	Fremont Sanitation	services	763.49
00034101	9/14/2015	Fremont Winnelson Co	supplies	447.54
00034102	9/14/2015	Craig Frerichs	install gym floor sleeves	196.60
00034103	9/14/2015	Frontier	telephone	75.00
00034104	9/14/2015	GE Capital	apple ipad wifi	67118.14
00034105	9/14/2015	Heartland Communications	shipping costs of data equip	1157.60
00034106	9/14/2015	Hometown Leasing	copiers	797.90
00034107	9/14/2015	J & B Auto Parts	supplies	79.27
00034108	9/14/2015	Jackson Services Inc	services	828.73
00034109	9/14/2015	John's Tire Sales & Services	service	44.95
00034110	9/14/2015	J W Pepper & Sons Inc.	music	542.74
00034111	9/14/2015	Karel And Seckman	professional services	393.75
00034112	9/14/2015	Kroeger Body Shop	windshield repair	739.00
00034113	9/14/2015	Luis O Lucar	video service	405.00
00034114	9/14/2015	Marriott	ncsa/nases	99.00
00034115	9/14/2015	Matheson Trigas	welding supplies	170.68
00034116	9/14/2015	Menards	supplies	2381.09
00034117	9/14/2015	Midwest Education Grants	21st century grant	3538.25
00034118	9/14/2015	Midwest Storage Company	storage	400.00
00034119	9/14/2015	Minorities & Success	minority job posting	2495.00
00034120	9/14/2015	Mueller Sprinklers	sprinklers at high school	722.09

Check #	Date	Vendor	Description	Amount
00034121	9/14/2015	Nasco	supplies	266.42
00034122	9/14/2015	National Association for Music Education	membership	121.00
00034123	9/14/2015	Nebraska Council of School Administrators	fall conference	80.00
00034124	9/14/2015	NCS Pearson Inc	Qi user access to 4-6 tests	3115.70
00034125	9/14/2015	Nebraska Department of Education	CITW workshop	30.00
00034126	9/14/2015	Nebraska Link Holding LLC	ethernet	585.90
00034127	9/14/2015	Nebraska Safety Center	level I bus driving course	450.00
00034128	9/14/2015	Novicki	inspection of fire extinguishe	68.25
00034129	9/14/2015	Nebraska State Bandmaster's Association	State Marching contest	175.00
00034130	9/14/2015	Omaha World-herald	ads	379.40
00034131	9/14/2015	One Source	background checks	120.00
00034132	9/14/2015	Omaha Public Power District	electricity	741.21
00034133	9/14/2015	Pearson Education	books	1084.99
00034134	9/14/2015	Presto-X	services	280.00
00034135	9/14/2015	Qc Supply, Llc	supplies	243.87
00034136	9/14/2015	Quill	deskplate	22.17
00034137	9/14/2015	Really Good Stuff, Inc	supplies	349.34
00034138	9/14/2015	Reinecke Motor Co.	service	3113.46
00034139	9/14/2015	School Research Nexus	research fee	5550.00
00034140	9/14/2015	School Security Services	first installment	8188.75
00034141	9/14/2015	School Specialty, Inc	ez grader	2207.26
00034142	9/14/2015	Schuyler Coop Association	gas	334.10
00034143	9/14/2015	Schuyler Lumber Company, Inc.	supplies	289.08
00034144	9/14/2015	Schuyler Sun	39 wk subscription	26.95
00034145	9/14/2015	SCS ACTIVITY FUND	shirt	30.00
00034146	9/14/2015	Staples Advantage	supplies	960.10
00034147	9/14/2015	Sunbelt Rentals Inc	equip rental	98.85
00034148	9/14/2015	TAESE	conferences	30.00
00034149	9/14/2015	Teacher Innovation Inc	supplies	576.00
00034150	9/14/2015	The Thompson Co	preschool snacks	215.69
00034151	9/14/2015	The Thompson Company	food for pbs night	2116.44
00034152	9/14/2015	Verizon Wireless	telephone	509.44
00034153	9/14/2015	Visa	supplies	289.89
00034154	9/14/2015	VISA	supplies	29.07
00034155	9/14/2015	Visa	supplies	1994.43
00034156	9/14/2015	VISA	supplies	18.00
00034157	9/14/2015	Visa	supplies	577.32
00034158	9/14/2015	WageWorks	monthly fees	290.00
2016-001	9/14/2015	Paola Acosta	mileage	148.34
2016-002	9/14/2015	Jeff Black	bus license permit	7.69
2016-003	9/14/2015	Amanda O'Malley	mileage	117.30
2016-004	9/14/2015	Gerry Reinsch	mileage	48.30
2016-005	9/14/2015	Dan Rinkol	cables	10.61
2016-006	9/14/2015	Darli Vrba	rooms for sped conference	356.86
2016-007	9/14/2015	Mark Wemhoff	school bus permit	8.50
TOTAL GENERAL FUND DISBURSEMENTS				**$192,258.18**
SPECIAL BUILDING FUND				
00001159	9/14/2015	Americom Communications	preschool phones	4527.50
00001160	9/14/2015	BOMGAARS	supplies	81.21
00001161	9/14/2015	Electrical Engineering & Equipment Co	supplies	831.88
00001162	9/14/2015	Fremont Winnelson Co	supplies	236.57
00001163	9/14/2015	Johnstone Supply	supplies	109.84
00001164	9/14/2015	Menards	supplies	22.85
00001165	9/14/2015	Schuyler Lumber Company, Inc.	supplies	318.11
TOTAL SPECIAL BUILDING FUND				**$6,127.96**
STUDENT FEE FUND				
00000295	9/14/2015	Pump It up Of Omaha	down payment	50.00
00000296	9/14/2015	Up-Front Footwear, Inc	band supplies	314.55
TOTAL STUDENT FEE FUND				**364.55**
COOPERATIVE FUND				
00003001	9/14/2015	Homestead Bank	rent - resource & educ room	**700.00**

SCHUYLER COMMUNITY SCHOOLS
MONTHLY DISBURSEMENT REPORT
For the month of September 2015

GENERAL FUND

Check #	Date	Vendor	Description	Amount
00034139	9/14/2015	School Research Nexus	research fee	5550.00
00034090	9/14/2015	Discovery Education	science & social studies	6370.00
00034094	9/14/2015	Eakes Office Products Center	copies	8164.11
00034140	9/14/2015	School Security Services	first installment	8188.75
00034088	9/14/2015	Department Of Utilities	electricty/water/sewer	27956.12
00034104	9/14/2015	GE Capital	apple ipad wifi	67118.14
TOTAL GENERAL FUND DISBURSEMENTS				**$123,347.12**

SPECIAL BUILDING FUND

00001159	9/14/2015	Americom Communications	preschool phones	4527.50

REVENUE REPORT	2011-12	%	2012-13	%	2013-14	%	2014-15	%
September Total	**$2,972,868.38**	**18.07%**	**$3,243,881.77**	**20.05%**	**$3,265,998.95**	**18.78%**	**$3,689,300.73**	**17.69%**
Local/County	$2,365,384.97	26.82%	$2,721,553.23	29.79%	$2,722,697.71	27.36%	$2,959,876.38	25.25%
State	$552,137.62	8.10%	$486,165.87	8.37%	$517,078.69	8.34%	$581,961.52	8.41%
Federal	$54,732.30	6.97%	$35,044.21	2.85%	$26,108.00	2.12%	$147,462.83	6.66%
Other	$613.49	1.98%	$1,118.46	22.37%	$114.55	2.29%	$0.00	0.00%
October Total	**$785,233.43**	**22.84%**	**$800,294.79**	**25.00%**	**$849,385.19**	**23.67%**	**$819,772.20**	**21.62%**
Local/County	$183,867.79	28.90%	$269,910.85	32.75%	$259,569.32	29.96%	$225,585.97	27.18%
State	$561,687.62	16.34%	$493,020.87	16.85%	$523,529.69	16.79%	$588,572.52	16.92%
Federal	$38,471.69	11.88%	$35,048.93	5.70%	$349.10	2.15%	$3,548.58	6.82%
Other	$1,206.33	5.87%	$2,314.14	68.65%	$65,937.08	1321.03%	$2,065.13	206513.00%
November Total	**$729,594.34**	**27.28%**	**$681,651.52**	**29.21%**	**$670,719.61**	**27.53%**	**$704,918.79**	**25.00%**
Local/County	$118,026.85	30.24%	$95,304.63	33.79%	$112,741.80	31.10%	$98,109.77	28.01%
State	$552,137.62	24.44%	$483,165.87	25.17%	$515,078.69	25.09%	$581,961.52	25.33%
Federal	$59,129.73	19.41%	$97,466.14	13.62%	$35,415.49	5.03%	$24,291.13	7.92%
Other	$300.14	6.84%	$5,714.88	182.95%	$7,483.63	1470.71%	$556.37	262150.00%
December Total	**$890,744.44**	**32.69%**	**$862,123.68**	**34.54%**	**$800,090.95**	**32.13%**	**$894,606.37**	**29.29%**
Local/County	$98,406.54	31.35%	$272,803.54	36.78%	$192,538.93	33.03%	$226,629.75	29.95%
State	$646,837.62	33.93%	$569,949.87	34.98%	$607,161.69	34.89%	$655,231.52	34.80%
Federal	$142,948.83	37.62%	$3,417.77	13.90%	$0.00	5.03%	$7,379.81	8.25%
Other	$2,551.45	15.07%	$15,952.50	502.00%	$390.33	1478.51%	$5,365.29	798679.00%
January total	**$1,468,935.43**	**41.62%**	**$1,292,143.75**	**42.52%**	**$2,125,248.63**	**44.35%**	**$1,840,957.36**	**38.12%**
Local/County	$773,645.01	40.12%	$665,610.57	44.07%	$1,194,008.87	45.03%	$1,173,520.62	39.96%
State	$647,367.62	43.43%	$572,198.87	44.83%	$606,631.69	44.67%	$655,231.52	44.27%
Federal	$47,377.37	43.66%	$44,861.18	17.55%	$324,573.84	31.44%	$11,844.10	8.79%
Other	$545.43	16.83%	$9,473.13	691.46%	$34.23	1479.20%	$361.12	834791.00%
February Total	**$1,156,853.11**	**48.65%**	**$1,220,138.54**	**50.07%**	**$1,148,504.60**	**50.96%**	**$1,728,208.84**	**46.41%**
Local/County	$283,067.17	43.33%	$252,933.44	46.84%	$247,669.25	47.52%	$255,338.86	42.14%
State	$865,700.40	56.13%	$845,016.92	59.37%	$891,484.60	59.05%	$1,030,379.73	59.16%
Federal	$7,882.60	44.67%	$3,615.29	17.84%	$8,725.67	32.15%	$442,490.25	28.78%
Other	$202.94	17.48%	$118,572.89	3062.92%	$625.08	1491.70%	$0.00	834791.00%
March total	**$1,089,119.94**	**55.27%**	**$1,555,657.68**	**59.68%**	**$1,088,408.12**	**57.22%**	**$1,211,095.78**	**52.21%**
Local/County	$419,165.91	48.08%	$452,827.33	51.79%	$322,560.66	50.76%	$425,766.41	45.77%
State	$647,826.62	65.64%	$575,647.87	69.28%	$628,728.00	69.19%	$664,297.52	68.76%
Federal	$22,003.40	47.47%	$526,637.48	60.66%	$136,430.87	43.25%	$120,632.85	34.23%
Other	$124.01	17.88%	$545.00	3073.82%	$688.59	1505.47%	$399.00	874691.00%
April Total	**$1,341,308.74**	**63.42%**	**$1,171,427.67**	**66.92%**	**$1,633,241.15**	**66.61%**	**$1,863,742.31**	**61.15%**
Local/County	$606,887.10	54.96%	$549,372.21	57.81%	$1,008,894.58	60.89%	$998,263.70	54.29%
State	$650,143.62	75.18%	$534,523.87	78.48%	$608,417.69	79.01%	$684,985.53	78.66%
Federal	$83,063.69	58.05%	$87,131.59	67.75%	$13,969.09	44.39%	$180,493.08	42.38%
Other	$1,214.33	21.80%	$400.00	3081.82%	$1,959.79	1544.67%	$0.00	874691.00%
May Total	**$3,658,422.12**	**85.66%**	**$3,940,649.71**	**91.28%**	**$3,932,891.88**	**89.23%**	**$4,708,506.23**	**83.73%**
Local/County	$3,014,145.73	89.13%	$3,090,817.05	91.64%	$3,268,977.47	93.74%	$3,823,961.03	86.91%
State	$640,348.62	84.57%	$723,278.87	90.93%	$609,889.66	88.85%	$663,745.52	88.25%
Federal	$71.13	58.06%	$110,514.87	76.73%	$48,453.34	48.33%	$220,669.22	52.35%
Other	$3,856.64	34.24%	$16,038.92	3402.60%	$5,571.41	1656.09%	$130.46	887737.00%
June Total	**$1,185,589.05**	**92.87%**	**$1,127,680.84**	**98.25%**	**$1,133,300.30**	**95.75%**	**$1,148,776.66**	**89.24%**
Local/County	$247,284.43	91.94%	$490,950.58	97.02%	$316,040.03	96.91%	$300,080.50	89.47%
State	$658,335.57	94.23%	$612,293.90	101.47%	$666,530.56	99.60%	$700,820.48	98.38%
Federal	$252,507.08	90.24%	$23,735.41	78.66%	$149,047.80	60.45%	$146,450.68	58.97%
Other	$27,461.97	122.83%	$700.95	3416.62%	$1,681.91	1689.73%	$1,425.00	1030237.00%
July Total	**$253,253.81**	**94.40%**	**$175,787.22**	**99.33%**	**$211,749.74**	**96.97%**	**$389,401.73**	**91.10%**
Local/County	$133,184.89	93.45%	$136,849.87	98.52%	$77,114.79	97.69%	$332,808.51	92.31%
State	$6,125.00	94.32%	$0.00	101.47%	$6,837.50	99.71%	$35,084.52	98.89%
Federal	$68,890.73	99.01%	$35,598.85	81.56%	$127,411.04	70.82%	$21,073.17	59.92%
Other	$45,053.19	268.16%	$3,338.50	3483.39%	$386.41	1697.46%	$435.53	1073790.00%
August Total	**$497,051.31**	**97.43%**	**$587,272.25**	**102.96%**	**$439,373.88**	**99.50%**	**$617,773.93**	**94.07%**
Local/County	$243,922.95	96.21%	$310,399.36	101.92%	$358,946.75	101.29%	$377,791.04	95.53%
State	$0.00	94.32%	$0.00	101.47%	$41,490.58	100.38%	$0.00	98.89%
Federal	$218,304.47	126.83%	$229,726.99	100.24%	$38,925.14	73.99%	$216,848.53	69.72%
Other	$34,823.89	380.50%	$47,145.90	4426.31%	$11.41	1697.69%	$23,134.36	3387226.00%
Total Received	**$16,028,974.10**	**97.43%**	**$16,658,709.42**	**102.96%**	**$17,298,913.00**	**99.50%**	**$19,617,060.93**	**94.07%**
Total Budgeted	**$16,452,447.00**		**$16,179,118.00**		**$17,386,713.00**		**$20,854,313.00**	
Local/County Budgeted	$8,821,000.00		$9,134,315.00		$9,953,110.00		$11,721,501.00	
State Budgeted	$6,815,626.00		$5,809,931.00		$6,199,437.00		$6,919,305.00	
Federal Budgeted	$784,821.00		$1,229,872.00		$1,229,166.00		$2,213,506.00	
Others Budgeted	$31,000.00		$5,000.00		$5,000.00		$1.00	
Over/Under	(423,472.90)	**-2.57%**	**479,591.42**	**2.96%**	(87,800.00)	**-0.50%**	(1,237,252.07)	**-5.93%**

EXPENDITURE REPORT	2011-12	%	2012-13	%	2013-14	%	2014-15	%
September Total	**$1,759,164.66**	**10.43%**	**$1,849,309.87**	**10.70%**	**$1,617,997.97**	**9.11%**	**$1,586,003.98**	**7.93%**
Payroll and Benefits	$1,109,493.87	8.20%	$1,227,892.31	8.69%	$1,283,591.68	8.75%	$1,293,637.93	7.79%
Accounts Payable	$649,670.79	19.49%	$621,417.56	19.70%	$334,406.29	10.83%	$292,366.05	8.60%
October Total	**$1,299,400.64**	**18.13%**	**$1,333,822.76**	**18.41%**	**$1,401,716.38**	**17.00%**	**$1,610,650.56**	**15.98%**
Payroll and Benefits	$1,091,566.40	16.26%	$1,143,367.18	16.78%	$1,181,349.20	16.79%	$1,258,567.43	15.37%
Accounts Payable	$207,834.24	25.73%	$190,455.58	25.73%	$220,367.18	17.97%	$352,083.13	18.95%
November Total	**$1,384,552.47**	**26.34%**	**$1,445,993.76**	**26.77%**	**$1,536,909.02**	**25.65%**	**$1,478,880.75**	**23.38%**
Payroll and Benefits	$1,093,862.55	24.34%	$1,150,477.61	24.91%	$1,198,104.30	24.96%	$1,271,292.91	23.03%
Accounts Payable	$290,689.92	34.45%	$295,516.15	35.10%	$338,804.72	28.95%	$207,587.84	25.06%
December Total	**$1,279,880.67**	**33.93%**	**$1,357,283.75**	**34.62%**	**$1,344,398.22**	**33.22%**	**$1,446,578.00**	**30.61%**
Payroll and Benefits	$1,098,299.05	32.46%	$1,148,765.66	33.04%	$1,185,882.01	33.04%	$1,244,464.16	30.53%
Accounts Payable	$181,581.62	39.90%	$208,518.09	41.71%	$158,516.21	34.08%	$202,113.84	31.00%
January total	**$1,247,065.16**	**41.32%**	**$1,264,922.47**	**41.94%**	**$1,312,879.88**	**40.61%**	**$1,416,599.92**	**37.69%**
Payroll and Benefits	$1,079,676.90	40.44%	$1,120,649.98	40.97%	$1,177,040.50	41.05%	$1,257,022.65	38.10%
Accounts Payable	$167,388.26	44.92%	$144,272.49	46.28%	$135,839.38	38.48%	$159,577.27	35.70%
February Total	**$1,295,196.27**	**49.00%**	**$1,311,064.49**	**49.52%**	**$1,403,873.80**	**48.51%**	**$1,618,399.15**	**45.79%**
Payroll and Benefits	$1,101,865.39	48.58%	$1,137,572.54	49.02%	$1,191,361.71	49.17%	$1,256,823.51	45.67%
Accounts Payable	$193,330.88	50.72%	$173,491.95	51.78%	$212,512.09	45.37%	$361,575.64	46.33%
March total	**$1,268,120.61**	**56.52%**	**$1,325,835.62**	**57.19%**	**$1,349,916.60**	**56.11%**	**$1,463,652.98**	**53.10%**
Payroll and Benefits	$1,101,146.24	56.71%	$1,153,519.72	57.18%	$1,198,109.22	57.33%	$1,290,767.24	53.45%
Accounts Payable	$166,974.37	55.73%	$172,315.90	57.24%	$151,807.38	50.29%	$172,885.74	51.42%
April Total	**$1,294,787.02**	**64.19%**	**$1,280,538.15**	**64.60%**	**$1,330,513.12**	**63.60%**	**$1,488,270.17**	**60.55%**
Payroll and Benefits	$1,106,418.33	64.89%	$1,130,521.26	65.17%	$1,181,684.00	65.38%	$1,261,959.40	61.05%
Accounts Payable	$188,368.69	61.39%	$150,016.89	62.00%	$148,829.12	55.11%	$226,310.77	58.07%
May Total	**$1,321,231.78**	**72.03%**	**$1,350,912.94**	**72.41%**	**$1,454,410.75**	**71.79%**	**$1,433,181.09**	**67.71%**
Payroll and Benefits	$1,112,271.54	73.10%	$1,159,091.91	73.37%	$1,192,409.39	73.51%	$1,266,060.96	68.68%
Accounts Payable	$208,960.24	67.66%	$191,821.03	68.08%	$262,001.36	63.60%	$167,120.13	62.99%
June Total	**$1,401,973.35**	**80.34%**	**$1,500,316.16**	**81.09%**	**$1,478,554.44**	**80.11%**	**$1,786,307.10**	**76.64%**
Payroll and Benefits	$1,081,601.05	81.09%	$1,147,558.00	81.49%	$1,188,929.32	81.61%	$1,281,344.42	76.40%
Accounts Payable	$320,372.30	77.27%	$352,758.16	79.26%	$289,625.12	72.98%	$504,962.68	77.84%
July Total	**$1,288,886.37**	**87.98%**	**$1,340,066.51**	**88.84%**	**$1,318,578.29**	**87.53%**	**$1,917,135.16**	**86.23%**
Payroll and Benefits	$1,039,447.31	88.77%	$1,119,731.82	89.41%	$1,163,519.86	89.54%	$1,259,810.39	83.99%
Accounts Payable	$249,439.06	84.75%	$220,334.69	86.24%	$155,058.43	78.00%	$657,324.77	97.17%
August Total	**$1,447,832.80**	**96.56%**	**$1,326,233.19**	**96.51%**	**$1,916,892.73**	**98.32%**	**$2,304,800.20**	**97.75%**
Payroll and Benefits	$1,082,327.56	96.77%	$1,188,034.58	97.82%	$1,215,792.69	97.82%	$1,253,854.19	91.54%
Accounts Payable	$365,505.24	95.72%	$138,198.61	90.62%	$701,100.04	100.71%	$1,050,946.01	128.09%
Total Expended	**$16,288,091.80**	**96.56%**	**$16,686,299.67**	**96.51%**	**$17,466,641.20**	**98.32%**	**$19,550,459.06**	**97.75%**
Total Budgeted	**$16,867,821.00**		**$17,290,444.00**		**$17,764,736.00**		**$19,999,791.00**	
Payroll and Benefits	$13,535,040.00		$14,135,441.00		$14,677,899.00		$16,599,826.53	
Accounts Payable	$3,332,781.00		$3,155,003.00		$3,086,837.00		$3,399,964.47	
Over/Under	(579,729.20)	**3.44%**	(604,144.33)	**3.49%**	(298,094.80)	**1.68%**	(449,331.94)	**2.25%**

2014-15 School Year

01	General Fund	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	SPED Expenditures	1,798,565.00	102,442.05	172,922.76	169,245.45	171,446.92	174,786.55	168,728.74	172,024.69	175,611.35	117,916.45	232,296.58	149,609.86	228,981.81	2,036,013.21	(237,448.21)	113.20%
	Non-SPED Expenditures	18,201,226.00	1,483,561.93	1,437,727.80	1,309,635.30	1,275,131.08	1,241,813.37	1,449,670.41	1,291,628.29	1,312,658.82	1,315,264.64	1,554,010.52	1,767,525.30	2,075,818.39	17,514,445.85	686,780.15	96.23%
	Total Expenditures	19,999,791.00	1,586,003.98	1,610,650.56	1,478,880.75	1,446,578.00	1,416,599.92	1,618,399.15	1,463,652.98	1,488,270.17	1,433,181.09	1,786,307.10	1,917,135.16	2,304,800.20	19,550,459.06	449,331.94	97.75%
	Total Receipts	20,854,313.00	3,689,300.73	819,772.20	704,918.79	894,606.37	1,840,957.36	1,728,165.99	1,211,138.63	1,863,769.39	4,708,506.23	1,148,776.66	389,401.73	617,773.93	19,617,088.01	1,237,224.99	94.07%
	Monthly Inter-Fund Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	Cash Balance	**170,773.80**	**2,274,070.55**	**1,483,192.19**	**709,230.23**	**157,258.60**	**581,616.04**	**691,382.88**	**438,868.53**	**814,367.75**	**4,089,692.89**	**3,452,162.45**	**1,924,429.02**	**237,402.75**			

02	Depreciation Fund	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	849,307.00	160,611.97	56,398.40	0.00	5,694.98	0.00	0.00	0.00	122,300.00	23,900.00	0.00	0.00	0.00	368,905.35	480,401.65	43.44%
	Receipts	400,000.00	150.25	129.98	149.76	127.06	114.94	107.30	165.50	113.33	146.58	94.25	80.94	400,126.81	401,506.70	(1,506.70)	100.38%
	Loan to General Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		**Outstanding**		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00		
	Cash Balance	**866,514.27**	**706,052.55**	**649,784.13**	**649,933.89**	**644,365.97**	**644,480.91**	**644,588.21**	**644,753.71**	**522,567.04**	**498,813.62**	**498,907.87**	**498,988.81**	**899,115.62**			

03	Employee Benefit	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	145,560.00	12,660.07	14,812.49	19,655.28	6,544.25	17,151.59	11,830.60	9,578.32	10,461.28	12,190.71	3,640.99	5,401.34	4,347.13	128,274.05	17,285.95	88.12%
	Receipts	95,695.00	37,607.47	7,873.14	7,881.46	7,873.13	7,806.64	7,814.72	7,806.64	7,806.39	7,814.70	7,806.39	7,806.64	7,694.73	123,592.05	(27,897.05)	129.15%
	Cash Balance	**50,961.20**	**75,908.60**	**68,969.25**	**57,195.43**	**58,524.31**	**49,179.36**	**45,163.48**	**43,391.80**	**40,736.91**	**36,360.90**	**40,526.30**	**42,931.60**	**46,279.20**			

04	QCPUF	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,230,000.00	0.00	0.00	0.00	119,710.00	0.00	0.00	0.00	0.00	0.00	119,210.00	3,393.62	0.00	242,313.62	987,686.38	19.70%
	Receipts	501,067.00	154,074.36	9,793.12	113,560.93	8,839.00	51,013.59	8,689.70	17,462.75	42,568.09	288,042.99	10,709.58	6,020.51	15,136.35	725,910.97	(224,843.97)	144.87%
	Cash Balance	**1,348,689.37**	**1,502,763.73**	**1,512,556.85**	**1,626,117.78**	**1,515,246.78**	**1,566,260.37**	**1,574,950.07**	**1,592,412.82**	**1,634,980.91**	**1,923,023.90**	**1,814,523.48**	**1,817,150.37**	**1,832,286.72**			

05	Activities	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	500,000.00	45,003.44	46,774.86	16,626.64	44,063.28	18,226.54	51,708.14	20,031.05	26,715.51	45,824.37	38,661.82	1,513.34	10,725.86	365,874.85	134,125.15	73.17%
	Receipts	295,568.00	49,075.00	33,655.38	34,245.70	21,642.35	25,345.34	16,516.96	37,288.34	47,849.13	34,039.09	8,055.24	7,369.12	32,683.57	347,765.22	(52,197.22)	117.66%
	Cash Balance	**234,817.39**	**238,888.95**	**225,769.47**	**243,388.53**	**220,967.60**	**228,086.40**	**192,895.22**	**210,152.51**	**231,286.13**	**219,500.85**	**188,894.27**	**194,750.05**	**216,707.76**			

06	School Lunch	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,026,851.00	70,346.31	108,763.90	102,106.14	96,021.71	73,535.66	97,738.76	88,552.53	101,477.76	97,905.24	57,667.34	36,959.32	31,342.29	962,416.96	64,434.04	93.73%
	Receipts	891,700.00	64,406.53	117,431.39	108,095.46	91,320.14	86,634.98	95,406.23	94,037.37	109,702.90	92,522.68	61,600.12	17,291.44	44,334.44	982,783.68	(91,083.68)	110.21%
	Cash Balance	**58,177.29**	**52,237.51**	**60,905.00**	**66,894.32**	**62,192.75**	**75,292.07**	**72,959.54**	**78,444.38**	**86,669.52**	**81,286.96**	**85,219.74**	**65,551.86**	**78,544.01**			

07	Bond	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	575,000.00	0.00	0.00	0.00	355,133.75	0.00	0.00	0.00	0.00	0.00	64,908.75	29,281.27	0.00	449,323.77	125,676.23	78.14%
	Receipts	501,849.00	144,070.52	14,350.88	8,830.33	8,589.42	43,236.79	12,628.88	19,947.55	41,909.48	139,992.51	18,103.52	36,392.70	14,760.06	502,812.64	(963.64)	100.19%
	Cash Balance	**454,536.18**	**598,606.70**	**612,957.58**	**621,787.91**	**275,243.58**	**318,480.37**	**331,109.25**	**351,056.80**	**392,966.28**	**532,958.79**	**486,153.56**	**493,264.99**	**508,025.05**			

08	Special Building	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,875,000.00	26,926.74	16,095.64	54,361.77	212.13	0.00	2,400.00	0.00	708,162.26	18,563.73	54,093.47	266,923.98	256,881.31	1,404,621.03	470,378.97	74.91%
	Receipts	500,811.00	59,559.61	4,032.08	51,437.27	7,947.80	49,376.51	7,712.40	16,827.99	742,560.17	271,206.86	313,804.16	212,427.46	16,280.13	1,753,172.44	(1,252,361.44)	350.07%
	Loan Balance to Gen. Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		**Outstanding**		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00		
	Cash Balance	**1,683,873.18**	**1,716,506.05**	**1,704,442.49**	**1,701,517.99**	**1,709,253.66**	**1,758,630.17**	**1,763,942.57**	**1,780,770.56**	**1,815,168.47**	**2,067,811.60**	**2,327,522.29**	**2,273,025.77**	**2,032,424.59**			

09	Student Fees	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	50,000.00	146.39	1,669.21	2,256.30	700.60	2,366.00	1,060.55	1,600.27	1,195.58	1,594.93	2,676.25	1,262.50	683.45	17,212.03	32,787.97	34.42%
	Receipts	22,677.00	2,597.80	3,988.60	454.25	1,234.00	662.25	516.00	1,099.40	2,499.50	5,516.80	130.10	0.00	0.00	18,698.70	3,978.30	82.46%
	Cash Balance	**25,634.39**	**28,085.80**	**30,405.19**	**28,603.14**	**29,136.54**	**27,432.79**	**26,888.24**	**26,387.37**	**27,691.29**	**31,613.16**	**29,067.01**	**27,804.51**	**27,121.06**			

00	Coopertive Fund	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures														0.00	0.00	#DIV/0!
	Receipts													20,000.00	20,000.00	(20,000.00)	#DIV/0!
	Cash Balance													**20,000.00**			

	Cash Balance	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Cash Balance	**4,893,977.07**	**7,193,120.44**	**6,348,982.15**	**5,704,669.22**	**4,672,189.79**	**5,249,458.48**	**5,343,879.46**	**5,166,238.48**	**5,566,434.30**	**9,481,062.67**	**8,922,976.97**	**7,337,896.98**	**5,897,906.76**			

2013-14 School Year

01	General Fund	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	SPED Expenditures	1,729,389.00	116,667.96	142,679.28	151,706.31	147,301.66	146,374.14	147,110.83	152,304.02	151,331.20	150,292.36	142,008.17	149,709.85	103,958.99	1,701,444.77	27,944.23	98.38%
	Non-SPED Expenditures	16,035,347.00	1,501,394.02	1,259,037.10	1,385,202.71	1,197,096.56	1,166,505.74	1,256,762.97	1,197,612.58	1,179,181.92	1,348,199.43	1,336,546.27	1,168,868.44	1,812,933.74	15,809,341.48	226,005.52	98.59%
	Total Expenditures	17,764,736.00	1,618,061.98	1,401,716.38	1,536,909.02	1,344,398.22	1,312,879.88	1,403,873.80	1,349,916.60	1,330,513.12	1,454,410.75	1,478,554.44	1,318,578.29	1,916,892.73	17,466,705.21	298,030.79	98.32%
	Total Receipts	17,386,713.00	3,265,998.95	849,385.19	670,719.61	800,090.95	2,125,248.63	1,148,504.60	1,088,408.12	1,633,241.15	3,932,891.88	1,133,300.30	211,749.74	532,359.59	17,391,898.71	(5,185.71)	100.03%
	Monthly Inter-Fund Loan	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
	Cash Balance	**245,580.30**	**1,893,517.27**	**1,341,186.08**	**474,996.67**	**-69,310.60**	**743,058.15**	**487,688.95**	**226,180.47**	**528,908.50**	**3,007,389.63**	**2,662,135.49**	**1,555,306.94**	**170,773.80**			

02	Depreciation Fund	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,344,945.00	728,822.01	0.00	1,447.00	13,675.00	14,166.00	0.00	0.00	0.00	0.00	0.00	21,146.04	0.00	779,256.05	565,688.95	57.94%
	Receipts	693.27	230.77	107.39	141.78	110.03	105.79	137.59	105.01	101.65	143.06	105.08	97.43	300,133.01	301,518.59	(300,825.32)	43492.23%
	Loan to General Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	**Outstanding**		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	Cash Balance	**1,344,251.73**	**615,660.49**	**615,767.88**	**614,462.66**	**600,897.69**	**586,837.48**	**586,975.07**	**587,080.08**	**587,181.73**	**587,324.79**	**587,429.87**	**566,381.26**	**866,514.27**			

03	Employee Benefit	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	329,770.00	5,278.86	82,273.30	15,304.35	9,379.99	17,895.39	9,347.41	8,242.85	5,480.13	11,848.34	9,404.07	11,388.80	4,186.68	190,030.17	139,739.83	57.63%
	Receipts	209,344.91	28,390.81	8,392.48	8,405.76	8,392.48	8,392.68	8,400.65	8,362.68	8,362.34	8,370.72	8,362.34	8,362.68	8,370.66	120,566.28	88,778.63	57.59%
	Cash Balance	**120,425.09**	**143,537.04**	**69,656.22**	**62,757.63**	**61,770.12**	**52,267.41**	**51,320.65**	**51,440.48**	**54,322.69**	**50,845.07**	**49,803.34**	**46,777.22**	**50,961.20**			

04	QCPUF	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,225,009.00	0.00	119,210.00	0.00	119,710.00	0.00	0.00	0.00	0.00		119,210.00	0.00	0.00	358,130.00	866,879.00	29.23%
	Receipts	496,747.00	139,633.01	10,819.26	114,450.56	8,548.22	57,989.65	9,087.22	14,796.85	50,759.69	280,397.51	14,670.50	2,107.41	16,569.50	719,829.38	(223,082.38)	144.91%
	Cash Balance	**986,989.99**	**1,126,623.00**	**1,018,232.26**	**1,132,682.82**	**1,021,521.04**	**1,079,510.69**	**1,088,597.91**	**1,103,394.76**	**1,154,154.45**	**1,434,551.96**	**1,330,012.46**	**1,332,119.87**	**1,348,689.37**			

05	Activities	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	500,000.00	24,385.27	47,298.43	25,014.38	33,319.53	21,958.64	21,240.33	26,825.68	16,170.44	49,457.08	10,829.72	13,806.66	4,915.80	295,221.96	204,778.04	59.04%
	Receipts	324,156.65	42,028.99	57,616.39	26,174.35	37,087.69	20,644.67	22,388.30	18,835.03	34,858.05	41,325.32	8,310.45	6,139.03	44,896.84	360,305.11	(36,148.46)	111.15%
	Cash Balance	**175,843.35**	**193,487.07**	**203,805.03**	**204,965.00**	**208,733.16**	**207,419.19**	**208,567.16**	**200,576.51**	**219,264.12**	**211,132.36**	**208,613.09**	**200,945.46**	**240,926.50**			

06	School Lunch	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,026,851.00	76,175.24	85,855.61	102,724.57	83,723.61	67,498.50	89,322.96	83,313.76	91,399.82	90,893.45	50,362.47	34,051.12	31,955.98	887,277.09	139,573.91	86.41%
	Receipts	965,664.86	72,255.58	100,201.83	104,685.23	89,563.73	72,539.08	94,758.84	85,343.94	93,732.36	87,077.91	44,791.10	13,428.09	25,890.55	884,268.24	81,396.62	91.57%
	Cash Balance	**61,186.14**	**57,266.48**	**71,612.70**	**73,573.36**	**79,413.48**	**84,454.06**	**89,889.94**	**91,920.12**	**94,252.66**	**90,437.12**	**84,865.75**	**64,242.72**	**58,177.29**			

07	Bond	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	575,028.00	0.00	0.00	0.00	340,683.75	0.00	0.00	0.00	0.00	0.00	65,633.75	0.00	0.00	406,317.50	168,710.50	70.66%
	Receipts	499,920.00	132,290.19	131,294.08	9,334.79	8,617.31	57,868.62	21,067.22	15,014.42	50,829.13	156,067.74	27,522.73	3,970.42	16,840.70	630,717.35	(130,797.35)	126.16%
	Cash Balance	**230,136.33**	**362,426.52**	**493,720.60**	**503,055.39**	**170,988.95**	**228,857.57**	**249,924.79**	**264,939.21**	**315,768.34**	**471,836.08**	**433,725.06**	**437,695.48**	**454,536.18**			

08	Special Building	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	1,875,185.00	547.89	4.70	337.83	0.00	0.00	0.00	0.00	0.00	0.00	164,635.89	15,241.73	220,860.30	401,628.34	1,473,556.66	21.42%
	Receipts	191,059.00	111,916.86	8,976.21	3,285.38	4,328.66	28,219.72	4,480.79	6,551.74	19,776.81	65,815.81	118,975.41	1,126.29	131,703.96	505,157.64	(314,098.64)	264.40%
	Loan Balance to Gen. Fund	0.00	0.00	0.00	0.00	(700,000.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	**Outstanding**		
	Loan Repayment from GF	0.00	0.00	0.00	0.00	700,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		
	Cash Balance	**1,580,343.88**	**1,691,712.85**	**1,700,684.36**	**1,703,631.91**	**1,707,960.57**	**1,736,180.29**	**1,740,661.08**	**1,747,212.82**	**1,766,989.63**	**1,832,805.44**	**1,787,144.96**	**1,773,029.52**	**1,683,873.18**			

09	Student Fees	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Expenditures	13,500.00	259.80	57.00	3,126.10	246.75	1,034.35	2,255.53	860.17	1,277.09	942.50	1,463.07	444.00	1,433.58	13,399.94	100.06	99.26%
	Receipts	11,500.00	2,187.50	3,010.05	771.00	1,726.39	1,282.00	795.00	514.00	1,977.85	1,867.50	0.00	0.00	1,080.00	15,211.29	(3,711.29)	132.27%
	Cash Balance	**23,823.04**	**25,750.74**	**28,703.79**	**26,348.69**	**27,828.33**	**28,075.98**	**26,615.45**	**26,269.28**	**26,970.04**	**27,895.04**	**26,431.97**	**25,987.97**	**25,634.39**			

	Cash Balance	Budgeted/Beginning	September	October	November	December	January	February	March	April	May	June	July	August	Year to Date	Balance	% Spent/Rec
	Cash Balance	**4,768,579.85**	**6,109,981.46**	**5,543,368.92**	**4,796,474.13**	**3,809,802.74**	**4,746,660.82**	**4,530,241.00**	**4,299,013.73**	**4,747,812.16**	**7,714,217.49**	**7,170,161.99**	**6,002,486.44**	**4,900,086.18**			

Current Cash Balance Report

ALL Data

Date: 08/01/2015 thru 08/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACADEMIC					
1100 CONSORTIUM PAYROLL	232.84	0.00	0.00	0.00	232.84
1200 DISTANCE LEARNING	0.00	0.00	0.00	0.00	0.00
1500 ARC EQUIP SPEC.ED.	0.00	0.00	0.00	0.00	0.00
A ACADEMIC Totals:	232.84	0.00	0.00	0.00	232.84
B ATHLETIC					
2100 BASKETBALL B	140.96	0.00	0.00	0.00	140.96
2150 BASKETBALL G	-199.73	0.00	0.00	199.73	0.00
2200 CROSS COUNTRY B & G	621.60	0.00	0.00	0.00	621.60
2250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
2300 FOOTBALL	-211.60	0.00	0.00	211.60	0.00
2350 GOLF B	190.60	0.00	0.00	96.56	287.16
2375 GOLF G	748.50	0.00	0.00	0.00	748.50
2400 SOFTBALL	1,938.55	0.00	360.00	0.00	1,578.55
2450 SOCCER B	-1,493.39	0.00	0.00	1,493.39	0.00
2500 SOCCER G	268.77	0.00	0.00	0.00	268.77
2600 TRACK	-1,727.23	0.00	0.00	1,727.23	0.00
2650 TRACK G	0.00	0.00	0.00	0.00	0.00
2700 VOLLEYBALL	111.61	0.00	0.00	0.00	111.61
2750 WRESTLING	-9,834.04	0.00	0.00	9,834.04	0.00
2755 WEIGHT ROOM EQUIPMENT	343.01	0.00	0.00	0.00	343.01
2800 SMS ATHLETICS	2,701.01	0.00	0.00	0.00	2,701.01
2850 LAUNDRY	0.00	0.00	0.00	0.00	0.00
2900 GENERAL	38,290.50	20,272.38	0.00	-19,022.58	39,540.30
2950 MEDICAL	1,100.00	0.00	0.00	0.00	1,100.00
2970 BOOSTER CLUB DONATION	-1,181.24	0.00	0.00	1,181.24	0.00
2975 AYSO DONATION	0.00	0.00	0.00	0.00	0.00
B ATHLETIC Totals:	31,807.88	20,272.38	360.00	-4,278.79	47,441.47
C DISTRICT					
3100 ADULT EDUCATION	2,455.84	0.00	0.00	0.00	2,455.84
3110 COLLEGE CREDIT	-243.85	0.00	0.00	243.85	0.00
3200 GENERAL	4,152.72	754.98	85.90	0.00	4,821.80
3300 FINES	829.67	0.00	0.00	0.00	829.67
3400 HIGH SCHOOL--- BOOK FINES	4,024.16	0.00	0.00	0.00	4,024.16
C DISTRICT Totals:	11,218.54	754.98	85.90	243.85	12,131.47
D DEPARTMENTS					
4000 BAND	4,159.00	0.00	0.00	0.00	4,159.00
4025 Musical	5,902.96	0.00	0.00	0.00	5,902.96
4050 VOCAL	181.40	0.00	0.00	0.00	181.40
D DEPARTMENTS Totals:	10,243.36	0.00	0.00	0.00	10,243.36
E UNIFORMS & EQUIPMENT					
4500 BAND (UNIFORM DEP)	828.18	0.00	0.00	0.00	828.18
4550 CHEERLEADER UNIFORM	0.00	0.00	0.00	0.00	0.00
4600 DANCE TEAM UNIFORM	0.00	0.00	0.00	0.00	0.00
4650 FLAG CORPS	-14.86	0.00	0.00	14.86	0.00
4700 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
4750 BAND PARENTS	0.00	0.00	0.00	0.00	0.00
4770 AMBASSADORS	1,839.30	0.00	0.00	0.00	1,839.30
E UNIFORMS & EQUIPMENT Totals:	2,652.62	0.00	0.00	14.86	2,667.48
F CLUBS ORGANIZATIONS					
5000 ART	1,279.92	0.00	0.00	0.00	1,279.92
5005 ATHS	573.39	0.00	0.00	0.00	573.39
5050 CHEERLEADERS	450.17	1,083.50	-288.89	-347.50	1,475.06

Current Cash Balance Report

ALL Data

Date: 08/01/2015 thru 08/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5100 DRAMATICS, SPEECH	-230.96	0.00	0.00	230.96	0.00
5105 One Act	-497.55	0.00	0.00	497.55	0.00
5125 NEWSPAPER	-56.77	0.00	0.00	56.77	0.00
5150 DANCE TEAM	4,611.22	626.50	7,162.88	1,925.16	0.00
5175 EMERGENCY RESPNSE TEAM	138.77	0.00	0.00	0.00	138.77
5200 FFA	4,817.80	0.00	289.86	0.00	4,527.94
5250 FCCLA	1,913.64	0.00	0.00	0.00	1,913.64
5300 CULTURAL UNITY	910.83	0.00	0.00	0.00	910.83
5350 NATIONAL HONOR SOCIETY	674.86	267.00	0.00	0.00	941.86
5400 S-CLUB	404.34	0.00	150.00	0.00	254.34
5450 SADD	0.00	0.00	0.00	0.00	0.00
5500 SCIENCE & mATH cLUB	4,731.44	0.00	0.00	0.00	4,731.44
5510 SCIENCE TRIP	31.26	0.00	0.00	0.00	31.26
5515 MONSANTO SCIENCE	0.00	0.00	0.00	0.00	0.00
5525 SCIENCE FAIR	663.22	0.00	0.00	0.00	663.22
5550 STUDENT COUNCIL	6,206.28	0.00	553.88	0.00	5,652.40
5575 504 R ACTIVITY FUND	319.22	0.00	0.00	0.00	319.22
5600 RICHLAND ACTIVITY FUND	2,326.55	0.00	0.00	0.00	2,326.55
5610 FISHER 24 ACTIVITY FUND	2,502.78	0.00	0.00	0.00	2,502.78
5620 SCHUYLER ELEMENTARY SCHOOL	1,281.26	314.00	0.00	0.00	1,595.26
5621 SES FELICIATIONS	550.75	0.00	152.25	0.00	398.50
5622 SES FIELD DAY	7,380.40	0.00	0.00	0.00	7,380.40
5623 SES Vocal Music Club	484.65	0.00	0.00	0.00	484.65
5624 SES LIBRARY	1,266.65	0.00	0.00	0.00	1,266.65
5625 SES FIRST GRADE	0.00	0.00	0.00	0.00	0.00
5626 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
5627 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
5628 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
5629 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
5649 ELECTRIC CAR	0.00	0.00	0.00	0.00	0.00
5650 BRAINSTORMING	31.88	0.00	0.00	0.00	31.88
5675 TEEN MOM'S	133.86	0.00	0.00	0.00	133.86
5700 A.S.K.	1,434.83	0.00	700.00	0.00	734.83
5725 STUDENT COUNCIL MAKE A WISH	1,442.11	0.00	0.00	0.00	1,442.11
5750 FELLOWSHIP CHRISTIANS FOR ATHLETICS	103.13	0.00	0.00	0.00	103.13
5775 INDUSTRIAL TECH ACCOUNT	69.95	0.00	0.00	0.00	69.95
5800 SHEEL CREEK WATER TESTING	0.00	0.00	0.00	0.00	0.00
5825 PRESCHOOL	100.00	0.00	0.00	0.00	100.00
5900 SMS GENERAL ACTIVITY	1,097.37	256.00	0.00	0.00	1,353.37
5901 SMS STUDENT COUNCIL	2,791.45	0.00	0.00	0.00	2,791.45
5902 SMS LIBRARY	5,530.14	300.00	0.00	0.00	5,830.14
5903 SMS RESOURCE ROOM	3,686.58	0.00	0.00	0.00	3,686.58
5904 SMS BAND CLUB	309.97	0.00	0.00	0.00	309.97
5905 SMS TEACHER POP 7702463	-158.20	0.00	0.00	158.20	0.00
5906 SMS SADD	165.62	0.00	0.00	0.00	165.62
5907 SMS ENTREPRENEURSHIP	114.49	0.00	0.00	0.00	114.49
F CLUBS ORGANIZATIONS Totals:	59,587.30	2,847.00	8,719.98	2,521.14	56,235.46
G CONCESSION/VENDING					
6000 CONCESSION	2,941.92	0.00	628.95	0.00	2,312.97
6010 Imp. Fund-10%	4,001.13	0.00	0.00	0.00	4,001.13
6100 SCHS PEPSI 7701503	-450.23	307.41	0.00	450.23	307.41
6200 STUDENT POP	4,282.82	1.34	0.00	0.00	4,284.16
6300 TEACHER POP	2,934.95	105.04	0.00	0.00	3,039.99

Current Cash Balance Report

ALL Data

Date: 08/01/2015 thru 08/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
6400 S-CLUB JUICE	386.98	1.34	0.00	0.00	388.32
6500 MAINTENANCE	3,310.90	3.99	0.00	0.00	3,314.89
6600 MILK MACHINE - FCCLA	171.53	0.00	0.00	0.00	171.53
G CONCESSION/VENDING Totals:	17,580.00	419.12	628.95	450.23	17,820.40
H SALES					
5908 SMS Teammates	0.00	0.00	0.00	0.00	0.00
7000 HORTICULTURE	-1,008.60	0.00	0.00	1,008.69	0.09
7010 HOUSE CONSTRUCTION	1,057.45	0.00	0.00	0.00	1,057.45
7020 RENTAL HOUSE	4,350.69	400.00	0.00	0.00	4,750.69
7050 MANUFACTURING	-40.02	0.00	0.00	40.02	0.00
7100 VIDEO FUND	0.00	0.00	0.00	0.00	0.00
7150 BBB CLUB ACCOUNT	3,209.75	0.00	0.00	0.00	3,209.75
7200 GBB CLUB ACCOUNT	758.55	0.00	0.00	0.00	758.55
7215 BOYS GOLF CLUB ACCT.	-96.56	0.00	0.00	0.00	-96.56
7225 GIRLS GOLF CLUB ACCOUNT	694.70	396.99	0.00	0.00	1,091.69
7250 WRESTLING CLUB ACCOUNT	2,560.00	0.00	0.00	0.00	2,560.00
7275 WRESTLING AIDS	774.17	0.00	0.00	0.00	774.17
7300 BSOC CLUB ACCOUNT	483.66	0.00	0.00	0.00	483.66
7325 GSOC CLUB ACCOUNT	2,613.38	0.00	0.00	0.00	2,613.38
7350 G/B CROSS COUNTRY CLUB	1,057.03	0.00	0.00	0.00	1,057.03
7400 FOOTBALL CLUB ACCOUNT	6,884.15	6,225.00	0.00	0.00	13,109.15
7450 VOLLEYBALL CLUB ACCT.	2,030.87	235.00	462.87	0.00	1,803.00
7500 SB CLUB ACCOUNT	1,566.88	300.00	0.00	0.00	1,866.88
7550 STUDENT PURCHASES	177.78	250.00	250.00	0.00	177.78
7575 PROJECT S	0.00	0.00	0.00	0.00	0.00
7600 TR. CLUB ACCT	229.61	0.00	0.00	0.00	229.61
7650 BAKESHOP	0.00	0.00	0.00	0.00	0.00
H SALES Totals:	27,303.49	7,806.99	712.87	1,048.71	35,446.32
I CLASSES					
5630 SES POP FUND	961.00	0.00	0.00	0.00	961.00
8000 CLASS OF 1998	0.00	0.00	0.00	0.00	0.00
8005 CLASS OF 1954	0.00	0.00	0.00	0.00	0.00
8050 CLASS OF 1999	0.00	0.00	0.00	0.00	0.00
8075 CLASS OF 2000	0.00	0.00	0.00	0.00	0.00
8100 CLASS OF 2000/01	0.00	0.00	0.00	0.00	0.00
8150 CLASS OF 2001/02	0.00	0.00	0.00	0.00	0.00
8200 CLASS OF 2003	0.00	0.00	0.00	0.00	0.00
8205 CLASS OF 2004	0.00	0.00	0.00	0.00	0.00
8210 Class of 2005	0.00	0.00	0.00	0.00	0.00
8215 CLASS OF 2006	0.00	0.00	0.00	0.00	0.00
8220 CLASS OF 2007	0.00	0.00	0.00	0.00	0.00
8225 Class 2008	0.00	0.00	0.00	0.00	0.00
8230 CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
8235 CLASSES OF 2010	0.00	0.00	0.00	0.00	0.00
8240 CLASS OF 2011	0.00	0.00	0.00	0.00	0.00
8245 CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
8250 ALUMNI ACCOUNT	1,386.24	0.00	0.00	0.00	1,386.24
8255 CLASSES OF 2013	719.22	0.00	0.00	0.00	719.22
8260 CLASS 2014	382.63	0.00	0.00	0.00	382.63
8265 CLASS OF 2015	219.65	0.00	0.00	0.00	219.65
8270 CLASS OF 2016	448.74	0.00	0.00	0.00	448.74
8275 CLASS OF 2017	1,305.62	0.00	0.00	0.00	1,305.62
8280 CLASS 2018	189.74	0.00	0.00	0.00	189.74

Current Cash Balance Report

ALL Data

Date: 08/01/2015 thru 08/31/2015

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
I CLASSES Totals:	5,612.84	0.00	0.00	0.00	5,612.84
J YEARBOOK					
8500 1998-99	0.00	0.00	0.00	0.00	0.00
8550 1999-00	0.00	0.00	0.00	0.00	0.00
8555 2000-2001	0.00	0.00	0.00	0.00	0.00
8560 YEARBOOK	1,435.52	0.00	0.00	0.00	1,435.52
8600 MISC. YEARBOOK	0.00	0.00	0.00	0.00	0.00
J YEARBOOK Totals:	1,435.52	0.00	0.00	0.00	1,435.52
K MISCELLANEOUS					
9000 STUDENT COUNCIL SCHOOL IMPROVMENT	1,304.25	0.00	0.00	0.00	1,304.25
9025 SAVE THE CHILDREN	300.00	0.00	0.00	0.00	300.00
9030 AFTERSCHOOL PROGRAM	9,680.00	394.75	0.00	0.00	10,074.75
9050 FELICITATIONS	12.46	175.00	20.00	0.00	167.46
9075 KEY DEPOSITS	200.00	0.00	0.00	0.00	200.00
9100 BLOOD MOBILE	270.43	0.00	100.16	0.00	170.27
9115 LUNCH CARD	1,734.05	0.00	0.00	0.00	1,734.05
9125 TMH	40.00	0.00	50.00	0.00	-10.00
9150 PRINCIPAL	1,512.03	13.35	0.00	0.00	1,525.38
9175 Technology Fee	11,107.76	0.00	48.00	0.00	11,059.76
K MISCELLANEOUS Totals:	26,160.98	583.10	218.16	0.00	26,525.92
L SCHOLARSHIPS/MEMORIALS					
9200 TOUR	0.00	0.00	0.00	0.00	0.00
9500 JOHNSONS SILENT AUCTION	914.68	0.00	0.00	0.00	914.68
L SCHOLARSHIPS/MEMORIALS Totals:	914.68	0.00	0.00	0.00	914.68
Report Totals:	194,750.05	32,683.57	10,725.86	0.00	216,707.76

SCHUYLER COMMUNITY SCHOOLS
Treasurer's Report
Fiscal Year 2015

GENERAL FUND	Aug-15	YTD 2014-15
Beginning Cash Balance	**1,867,975.61**	**94,940.11**
Receipts:		
Colfax county Local District Tax	369,019.49	10,146,586.49
Butler county Local District Tax	8,309.24	1,039,187.15
Tuition Received - Preschool		0.00
Interest	286.01	2,829.87
License Fees		4,340.00
Rent of Facility		2,707.00
Curriculum Receipts		0.00
Other Local Receipts		1,500.00
ESU Receipts	176.30	496.30
State Aid		5,819,615.16
Special Education		565,431.00
SPED Transportation		4,117.00
State Apportionment		272,787.98
Distant Ed Incentive		0.00
Six Pence		167,041.76
Other State Receipts		6,668.00
High Ability Learner		6,611.00
Title 1 Part A	90,079.00	681,974.00
Title I part B		0.00
Title II, Part A - Staff		15,591.00
Title IIA - ESU consortium		7,925.34
SPED IDEA Base	11,176.00	101,090.00
Title II, Part A - consortium		0.00
SPED Preschool		4,373.00
SPED IDEA, Part B Enroll		235,120.00
SPED Ed IDEA CEIS	31,458.00	107,434.00
Medicaid in the Public Schools - MIPS	27.20	16,341.39
NASB MEDICAID Reimbursements	9,415.75	43,105.54
Carl Perkins Fund		5,880.00
E-Rate Reimbursement		6,376.86
Title III		88,131.00
Title III Immigrant	22,724.00	22,724.00
21st Century Grant	51,968.58	174,248.67
EducationQuest Grant		750.00
Buffett Foundation	21,429.75	54,308.00
Scott Foundation Grant - Child Well Being	1,704.61	1,704.61
Insurance Adjustments		0.00
Sale of Property		2,725.00
Other Non Revenue		7,254.08
Transfers in		0.00
Total Receipts	**617,773.93**	**19,616,975.20**
Non-program Receipts		
Non-program Receipts		19,540.62
Lunch Fund Reimbursements	18,812.88	265,526.81
Subtotal	**18,812.88**	**285,067.43**
Transfers from CD		
Transfers IN/OUT Money Market Accounts	1,689,000.00	16,955,500.00
Total Receipts & Transfers	**2,325,586.81**	**36,857,542.63**
General Fund Cash	**4,193,562.42**	**36,952,482.74**
General Fund Disbursements	-2,304,800.20	-19,544,895.79
Transfers In/Out Money Market Accounts	-1,707,812.88	-17,226,637.61
Prior Period Adjustment (Voided Checks)		0.00
Total Disbursements	**-4,012,613.08**	**-36,771,533.40**
Ending Book Balance	**180,949.34**	**180,949.34**
INVESTMENT ACCOUNTS BALANCES:		
GENERAL FUND CD's (BALANCE CARRIED F	**75,947.81**	**75,833.69**
CD Cashed out		**0.00**

Interest on CD		**114.12**
Total CD BALANCE	**75,947.81**	**75,947.81**
TOTAL GENERAL FUND CASH BALANCE	**256,897.15**	**256,897.15**
SPECIAL BUILDING FUND		
Beginning Cash Balance	**2,273,025.77**	**1,683,873.18**
Colfax County Tax Collection	14,458.68	356,829.28
Butler County Tax Collection	283.64	37,444.40
School Project Support Donations		330.00
Sale of Property		51.00
Interest	459.93	4,329.88
REC building Project	1,077.88	264,143.88
Sale of Property		100,044.00
Non-revenue receipts		0.00
Total before non-program receipts	**16,280.13**	**763,172.44**
Non-program Receipts/transfers	240,000.00	3,425,000.00
Total Monthly Receipts	**256,280.13**	**4,188,172.44**
Cashed CD's		0.00
Total Building Fund Cash	**2,529,305.90**	**5,872,045.62**
Disbursements & Transfers:		
Total Expenditures	**(256881.31)**	(414621.03)
Non-program Expenditures	(240000.00)	(3425000.00)
Total Disbursements	**(496,881.31)**	**(3,839,621.03)**
Ending Balance	**2,032,424.59**	**2,032,424.59**
Special Building Fund Investment Accounts		
CD's Beginning Balance (58367, 800012315, 800012315)		**0.00**
CD's Purchased		0.00
CD's Purchased with Bond Dollars		0.00
Interest on CD		0.00
Total Special Building Fund Investments		**0.00**
Total Special Building Fund	**2,032,424.59**	**2,032,424.59**
BOND FUND ACCOUNT		
Beginning Balance Pinnacle Bank	**493,264.99**	**454,536.18**
New Bond K-3 2007 tax collections	14,717.83	486,765.81
Interest	42.23	426.50
audit correction & taxes from revalued prop		15,620.33
Total	**14,760.06**	**502,812.64**
Bond Payment	**0.00**	-420,042.50
Expenditures		**-29,281.27**
Balance 2007 bonds	**508,025.05**	**508,025.05**
Beatrice Bank Holding funds		**0.00**
Total Bond Fund Balance	**508,025.05**	**508,025.05**
DEPRECIATION FUND SAVINGS		
Beginning Balance Checking accounts	**413,903.67**	**781,556.28**
Receipts	400,000.00	400,108.33
Interest on Money Market Account	83.92	1,228.33
Total	**813,987.59**	**1,182,892.94**
Disbursements		-368,905.35
Transfers		0.00
Ending Balance Cash account/Money Market Ac	**813,987.59**	**813,987.59**
DEPRECIATION FUND INVESTMENTS:		
Beginning Balance (800011254, 800012522, 583	**85,085.14**	**84,957.99**
CD's		
Interest	42.89	170.04
Ending Balance Investments	**85,128.03**	**85,128.03**
Total Depreciation Funds	**899,115.62**	**899,115.62**

QUALIFIED CAPTIAL PURPOSE BONDS		
Beginning balance	1,817,150.37	**1,348,689.37**
PINNACLE BANK (initial deposit+interest)		
Colfax County Tax Collections	14,466.14	452,798.39
Butler County Tax Collections	283.80	48,006.65
Interest & Transfers	386.41	4,090.59
US Treasury Receipts		221,015.34
Transfers		0.00
Payments/Transfer of interest		0.00
Disbursements		-242,313.62
Pinnacle Bank Account Balance	**15,136.35**	**483,597.35**
Fund Balance	**1,832,286.72**	**1,832,286.72**
EMPLOYEE BENEFITS FUND		
Beginning Balance	**29,701.74**	**37,756.05**
Deposits	7,686.39	123,559.00
Total Revenue	**37,388.13**	**161,315.05**
Disbursements & Transfers:	-4,347.13	-128,274.05
Ending Balance	**33,041.00**	**33,041.00**
EMPLOYEE BENEFITS FUND INVESTMENTS:		
Beginning Balance (800010018; 55375)	**13,229.86**	**13,205.15**
SCS CD's	8.34	33.05
Ending Balance	**13,238.20**	**13,238.20**
Total Employee Benefits Funds Investments	13,238.20	13,238.20
Total Employee Benefits Funds	**46,279.20**	**46,279.20**
SCS STUDENT FEES		
Beginning Balance	**27,804.51**	**25,634.39**
Receipts	**0.00**	18,698.70
Total	**27,804.51**	**44,333.09**
Disbursements	-683.45	-17,212.03
Ending Balance	**27,121.06**	**27,121.06**
SCS ACTIVITY FUND		
Beginning Balance	**194,750.05**	**234,817.39**
Receipts	32,683.57	347,765.22
Total	**227,433.62**	**582,582.61**
Disbursements	-10,725.86	-365,874.85
Ending Balance	**216,707.76**	**216,707.76**
Lunch Fund		
Beginning Balance Checking accounts	**65,551.86**	**58,177.29**
Receipts	44,268.90	982,710.48
Interest	0.54	8.20
non-program receipts	65.00	65.00
Total Cash	**109,886.30**	**1,040,960.97**
Disbursements	-31,277.29	-940,411.92
non-program expenses	-65.00	-22,005.04
Total Expenditures	-31,342.29	-962,416.96
Total Lunch Funds	**78,544.01**	**78,544.01**

Submitted By:

Charles P. Misek, Treasurer

SCHUYLER COMMUNITY SCHOOLS

Revenue Summary Report

FY 2015

For the Month of August 2015

Account	BUDGET 2014-15	Aug-15	2014-15 YTD TOTALS	Percent Collected
Tax Collections	11,718,501.39	377,328.73	11,185,773.64	95.45%
Interest earned on Local Receipts	1,000.00	23.55	2,526.28	252.63%
CD Interest	5,000.00	262.46	389.32	7.79%
License Fee	3,500.00		300.00	8.57%
Community Service Activities	3,000.00		2,067.00	68.90%
Other Local Receipts	9,500.00		6,180.00	65.05%
ESU Receipts	2,000.00	176.30	496.30	24.82%
State Aid	5,819,615.00		5,819,615.16	100.00%
Sp Ed Programs	678,000.00		565,431.00	83.40%
Sp Ed Transportation	3,150.00		4,117.00	130.70%
State Apportionment	211,000.00		272,787.98	129.28%
High Ability Learner	8,540.00		6,611.00	77.41%
Six Pence	175,000.00		167,041.76	95.45%
Other State	3,000.00		6,668.00	0.00%
Title I, Part A		90,079.00		0.00%
Title I, part B	485,000.00		591,895.00	0.00%
Title I - School Improvement Grant	826,985.00		-	0.00%
Title IIA	40,000.00		21,639.00	54.10%
Title IIA, ESU7 Consortium	-		1,877.34	0.00%
IDEA, to age 5	92,576.00	11,176.00	101,090.00	0.00%
Sp Ed - Base	4,373.00		4,373.00	100.00%
Sp Ed-Part B Funds Enrollment	261,367.00		235,120.00	89.96%
Sp Ed - CEIS	56,000.00	31,458.00	107,434.00	191.85%
Medicaid In Public Schools	5,000.00	27.20	16,341.39	326.83%
NASB NEBMAC MEDICAID	57,855.00	9,415.75	43,105.54	74.51%
Carl Perkins	5,000.00		5,880.00	117.60%
E-Rate Reimbursement	57,000.00		6,376.86	11.19%
Title III	237,750.00		88,131.00	37.07%
Title III Immigrant		22,724.00	22,724.00	0.00%
21st Century Grant		51,968.58	174,248.67	0.00%
Save the Children Buffett Foundation	84,600.00	21,429.75	54,308.00	64.19%
Education Quest	-		750.00	0.00%
Scott Grant - Child Well Being		1,704.61	1,704.61	
Debt Services			-	0.00%
Insurance Adjustments	-		-	0.00%
Sale of Property	-		2,725.00	0.00%
Other Non Revenue Receipts			7,254.08	0.00%
Total Program Receipts	**20,854,312.39**	**617,773.93**	**19,526,981.93**	93.64%
Non Program Receipts				
Non Program Receipts	-		19,540.62	
Lunch Payroll or Reimbursement	-	18,812.88	266,026.81	
	-			
Total Receipts	**20,854,312.39**	**636,586.81**	**19,812,549.36**	
Total Budgeted Beginning Cash	1,720,479.00			
Total Resources Available	**22,574,791.39**			
Audit adjustments				
OTHER FUND RECEIPTS				
Depreciation Fund Receipts	-	400,126.81	401,506.70	
Employee Benefits Fund Receipts	95,695.00	7,694.73	123,592.05	129.15%
Qualified Capital Purpose Fund	501,067.00	15,136.35	725,910.97	144.87%
Activities Fund Receipts	295,568.00	32,683.57	347,765.22	117.66%
Lunch Fund Receipts	943,930.00	44,334.44	982,783.58	104.12%
Bond Fund	366,849.00	14,760.06	502,812.64	137.06%
Special Bldg Fund	606,311.00	16,280.13	1,973,172.44	325.44%
Cooperative Fund	150,000.00	20,000.00	20,000.00	13.33%
Student Fee Receipts	23,677.00	-	18,698.70	78.97%
TOTAL OTHER FUND RECEIPTS	**2,983,097.00**	**551,016.09**	**5,096,242.30**	
Beginning Balances	4,252,871.00			
TOTAL SCS FUND RECEIPTS	**29,810,759.39**	**1,187,602.90**	**24,908,791.66**	
Transfer				
General Fund	-	1,689,000.00	16,955,000.00	
Depreciation Fund			-	
Employee Benefits			-	
Qualified Capital Purpose Fund			-	
Activity Fund			-	
Lunch Fund			-	
Bond Fund			-	
Special Building Fund		240,000.00	2,215,000.00	
Student Fees Fund			-	
TOTAL TRANSFERS		**1,929,000.00**	**19,170,000.00**	
TOTAL SCS RECEIPTS WITH TRANSFERS		**3,116,602.90**	**44,078,791.66**	

SCHUYLER COMMUNITY SCHOOLS
EXPENDITURE SUMMARY
FISCAL YEAR 2015
Monthly Expenditures

Account	2014-15 Budget	Aug-15	YTD 2014-15	Percent 2014-15
Regular Instructional Programs	11,262,094.48	1,045,030.97	10,572,127.21	93.87%
Special Education Instructional Programs	1,372,824.96	228,826.62	1,662,682.04	121.11%
Support Services-Pupils	909,082.72	73,540.56	768,724.27	84.56%
Support Services-Staff	515,414.64	37,588.41	569,971.38	110.59%
General Administration	461,639.31	37,852.56	412,258.99	89.30%
Office Of The Principal	981,399.12	53,082.34	760,394.41	77.48%
Support Services-Business	98,800.00	10,518.44	119,788.82	121.24%
Vehicle Acquisition & Maintenance	36,400.00	400,919.70	429,770.85	1180.69%
Support Services-Maintenance & Operation	1,591,256.16	125,961.93	1,493,583.96	93.86%
Support Services-Pupil Transportation	60,320.00	3,201.55	51,381.33	85.18%
Community Services	60,000.00	966.68	43,774.70	72.96%
State Categorical Programs	185,400.00	31,431.33	238,228.57	128.49%
Federal Programs	2,215,000.00	181,224.06	2,090,703.74	94.39%
Debt Service	108,160.00	797.90	243,531.38	
Summer School	42,000.00	13,857.15	13,924.44	33.15%
Transfers	100,000.00	60,000.00	60,000.00	60.00%
Total Program Expenditures	**19,999,791.39**	**2,304,800.20**	**19,530,846.09**	**97.66%**
Non Prog. Expenditures - Misc			19,540.62	
Non Prog. Expenditures - Lunch		18,812.88	265,526.81	
Total Expenditures	**19,999,791.39**	**2,323,613.08**	**19,815,913.52**	
Budgeted Cash Reserve	2,575,000.00			
Total Requirements	**22,574,791.39**	**2,323,613.08**	**19,815,913.52**	
OTHER FUND DISBURSEMENTS				
Depreciation Fund Disbursements	849,307.00	-	368,905.35	43.44%
Employee Benefits Fund Disbursements	145,560.00	4,347.13	128,274.05	88.12%
Qualified Capital Purpose Fund	1,230,000.00	-	242,313.62	19.70%
Activities Fund Disbursements	500,000.00	10,725.86	365,874.85	73.17%
Lunch Fund Disbursements	1,026,851.00	31,342.29	962,416.96	93.73%
Bond Fund	575,000.00	-	449,323.77	78.14%
Special Bldg Fund Disbursements	1,875,000.00	256,881.31	454,621.03	24.25%
Cooperative	150,000.00	-	-	0.00%
Student Fee Disbursements	50,000.00	683.45	17,212.03	34.42%
	6,401,718.00	303,980.04	2,988,941.66	46.69%
Other fund Cash Reserves	225,000.00			
TOTAL DISTRICT'S DISBURSEMENTS	**29,201,509.39**	**2,627,593.12**	**22,804,855.18**	
Transfer funds				
General Fund		1,689,000.00	16,955,500.00	
Depreciation Fund			-	
Employee Benefits			-	
Qualified Capital Purpose Fund			-	
Activity Fund			-	
Lunch Fund Transfers			-	
Bond Fund			-	
Special Building Fund		240,000.00	3,385,000.00	
Student Fees Fund		-	-	
Transfer funds		**1,929,000.00**	**20,340,500.00**	
TOTAL DISTRICT EXPENDITURES		**4,556,593.12**	**43,145,355.18**	

SCHUYLER COMMUNITY SCHOOLS
LUNCH PROGRAM
BUDGET TO ACTUAL
FISCAL YEAR 2015

Receipts:	**Budget 2014-15**	**August 2015**	**YTD Actual 2014-15**	**% of Budget**
Sale of Meals	210000.00	17042.60	164409.37	78.29%
Summer Lunch meals	10000.00		0.00	0.00%
Interest	200.00	0.54	8.20	4.10%
State Reimbursement	7500.00		5000.96	66.68%
Federal Reimbursement	664000.00	7125.98	791826.37	119.25%
Other Non-Revenue Income	0.00	100.32	1473.78	0.00%
Transfer	52230.00	20000.00	20000.00	38.29%
Non-program receipts	0.00	65.00	65.00	0.00%
Total Receipts	**943930.00**	**44334.44**	**982,783.68**	**104.12%**
Beginning Cash	82921.00			
Transfer between accts				
Total Receipts & Beg. Cash	**1026851.00**			
Expenditures				
Regular Salaries	375000.00	20939.74	300715.42	80.19%
Subs	9851.00		8871.16	90.05%
Employee Benefits	150000.00	10324.55	132514.06	88.34%
Contracted Services	5000.00		1166.38	23.33%
Gas & Van Service	3500.00		3125.25	89.29%
Food	450000.00		471502.26	104.78%
Supplies & Materials	30000.00		42926.28	143.09%
Equipment	0.00		0.00	0.00%
Miscellaneous	3500.00	13.00	1531.15	43.75%
Non-program Expenditures	0.00	65.00	65.00	0.00%
Total Expenditures	**1026851.00**	**31342.29**	**962,416.96**	**93.73%**
Necessary Cash Reserves	**0.00**			
TOTAL REQUIREMENTS	**1026851.00**			
Transfers back between accts				
Revenue over Expenses		**12,992.15**	**20,366.72**	

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
Statement of Publication

Schuyler Community Schools (19-0123) in Colfax County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 14 day of September, 2015 at 6:30 o'clock, PM, at Schuyler Central High School Library Annex for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers 2013-2014 (1)	Actual/Estimated Disbursements & Transfers 2014-2015 (2)	Budgeted Disbursements & Transfers 2015-2016 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
General	$ 17,466,706.00	$ 19,999,792.00	$ 19,999,792.00	$ 2,575,000.00	$ 10,262,185.00	$ 124,369.64	$ 12,436,976.64
Depreciation	$ 779,256.00	$ 849,307.00	$ 850,000.00		$ 850,000.00		
Employee Benefit	$ 190,030.00	$ 145,560.00	$ 145,560.00	$ -	$ 145,560.00		
Contingency	$ -	$ -	$ -		$ -		
Activities	$ 296,527.00	$ 500,000.00	$ 500,000.00	$ -	$ 500,000.00		
School Lunch	$ 887,277.00	$ 1,026,851.00	$ 1,027,000.00	$ -	$ 1,027,000.00		
Bond	$ 406,318.00	$ 575,000.00	$ 575,000.00	$ 450,000.00	$ 524,949.00	$ 5,051.02	$ 505,102.02
Special Building	$ 193,628.00	$ 1,875,000.00	$ 1,875,000.00		$ 1,210,818.00	$ 6,708.90	$ 670,890.90
Qualified Capital Purpose Undertaking	$ 358,630.00	$ 1,230,000.00	$ 2,250,000.00	$ 400,000.00	$ 2,149,703.00	$ 5,053.50	$ 505,350.50
Cooperative	$ -	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00		
Student Fee	$ 13,400.00	$ 50,000.00	$ 50,000.00	$ -	$ 50,000.00		
	$ -	$ -	$ -	$ -	$ -		
TOTALS	$ 20,591,772.00	$ 26,401,510.00	$ 27,422,352.00	$ 3,425,000.00	$ 16,870,215.00	$ 141,183.06	$ 14,118,320.06

Total Personal and Real Property Tax Requirement For Bonds

$ 505,102.02

Total Personal and Real Property Tax Requirement for ALL Other

$ 13,613,218.04

Notice of Special Hearing To Set Final Tax Request

Schuyler Community Schools (19-0123) in Colfax County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 14 day of September 2015 at 6:35 o'clock PM, at Schuyler Central High School Library Annex for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

	2014/15 Budget Information			***2015/16 Budget Information***	
Fund	2014-2015 Property Tax Request	2014 Tax Rate	Property Tax Rate (2014-2015 Request **Divided By** 2015 Valuation)	2015-2016 Proposed Property Tax Request	Proposed 2015 Tax Rate
General Fund	11,231,819.47	0.950000	0.857944	12,436,976.64	0.950000
Bond Fund(s) K - 12	506,918.18	0.042876	0.038721	505,102.02	0.038582
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund _____			0.000000		0.000000
Special Building Fund	505,869.69	0.042787	0.038641	670,890.90	0.051246
Qualified Capital Purpose Undertaking Fund K - 12	506,128.28	0.042809	0.038661	505,350.50	0.038601
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

2015-16
PROPERTY TAX REQUEST RESOLUTION
FOR
COLFAX COUNTY SCHOOL DISTRICT #123

WHEREAS, public notice was given at least five days in advance of a special hearing called for the purpose of discussing and approving or modifying the District's Tax Request for the 2015-16 school fiscal year for the General Fund, Bond Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund of Colfax County School District # 123; and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter "the Board") of Colfax County School District #123 (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information, and evidence from persons in attendance at such Special Hearing; and,

WHEREAS the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2015-16 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at **$ 12,436,976.64**; (2) the Tax Request for the Bond Fund should be, and hereby set at **$ 505,102.02;** (3) the Tax Request for the Special Building Fund should be, and hereby is set at **$ 670,890.90;** and (4) the Tax Request for the Qualified Capital Purpose Undertaking Fund should be, and hereby is set at **$ 505,350.50**.

It is so moved by_____and seconded

by_____this 14th day of September, 2015.

Roll Call vote as follows:

Rich Brabec	YES	NO
Eric Cerny	YES	NO
Holly Hild	YES	NO
Chuck Misek	YES	NO
Virginia Semerad	YES	NO
Brian Vavricek	YES	NO

The undersigned herewith certifies, as Secretary of the Board of Education of Colfax County School District #123, that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

Virginia Semerad, Secretary
Colfax County School District #123
A/K/A Schuyler Community Schools

ATTEST:

Richard Brabec, President
Colfax County School District #123
A/K/A Schuyler Community Schools

CERTIFICATION

The undersigned hereby certifies that the above motion is authentic and truly and accurately reflects the formal official action taken therein, on the date as reflected, and that such findings, motion and resolution adopt the Schuyler Community Schools property tax request or levy, according to law, and that the County Board of Equalization shall set the levy for Schuyler Community School system according to the modification and tax request set forth therein and in the attached Exhibit "A" in accordance with the law.

Authorized Office of Schuyler Community Schools

Schuyler Community Schools
Certificated Employee Evaluation Handbook

Updated Fall 2015

STRIVE • COMMIT



SUCCEED

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Schuyler Community Schools

Mission Statement:

Strive • Commit • Succeed

Vision Statement:

Schuyler Community Schools, in partnership with students, parents, and the community is committed to educating students to become skilled, knowledgeable and responsible citizens in a global society.

Statement of Purpose:

In his book, *Effective Supervision: Supporting the Art and Science of Teaching*, Robert J. Marzano explains the purpose of teacher supervision and evaluation systems: "**the purpose of supervision should be the enhancement of teachers' pedagogical skills, with the ultimate goal of enhancing student achievement.**" (p. 2) Research clearly shows that student achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers (Marzano, 2011).

Therefore, the goal of teacher supervision and evaluation is:

- To improve the skill level of all teachers
- To ensure that all students learn the academic and life skills necessary for responsible living
- To identify, promote, reinforce, and share information with others about quality teaching performance.
- To assist the Certificated Employee to analyze professional performance related to expected standards.
- To ensure that only effective teaching practices continue in the classroom
- To identify areas of professional development which will improve student achievement.
- To provide opportunities for Certificated Employees to plan long-range professional development.
- To provide assurance to the Board of Education and district patrons that staff are accountable for quality instruction and student achievement
- To satisfy legal and statutory requirements in the areas of instructional performance, classroom organization and management, and personal and professional conduct.

Board Policy

- This handbook is written in support of Schuyler Community Schools Board Policy 406.08. The superintendent of Schuyler Community Schools may make changes to evaluation forms as he/she deems necessary.

Guidance For Administering Schuyler Community School's Evaluation Procedures

1. Prior to the beginning of each school year, Schuyler Community Schools' administrators will be trained to use the district's evaluation procedures. Our goal is to enhance the teaching ability of all our instructors to ensure that our students are getting an enriched education.

   These are the steps to ensure effective implementation:

   - Review each component of the Certificated Employee Evaluation Handbook.
   - Share the latest research that is linked to positive strategies that are implemented during Certificated Employee evaluations.

- Share professional experiences that maybe helpful to the administrative team in the area of Certificated Employee evaluation.
- Review and modify the Certificated Employee Evaluation Handbook based on research and professional experiences.
- Conduct an Inter-Rater Reliability review.

2. The evaluation procedures and forms will be distributed to all Certificated Employees and all administrators annually. Evaluators will meet with certified staff early in the school year to explain the evaluation procedures as described in this document. All forms can be found online at https://www.effectiveeducators.com/

3. Formal observations are prearranged and last for an instructional period and include a pre and post-observation conference. Observations will be for a full instructional period in the case of probationary certificated employees and for a duration determined by the observer in the case of permanently certificated employees. Informal observations are less than a full instructional period in duration, but somewhat longer than a walk-through. Informal observations may be pre-announced or unannounced. Walk-through observations are brief classroom or work space visits, generally five to 10 minutes in duration for the purpose of monitoring the teaching and learning process. Such observations are generally unannounced.

4. All conferences and observations are designed as minimums. Either the Certificated Employee or the administrator may request additional conferences, formal observations and/or informal observations in order to improve communication, instruction, enhance professional development and/or appraise Certificated Employee performance more effectively.

5. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct.

Certificated Employee Evaluation Procedures

1. The evaluation procedures and forms will be distributed to all Certificated Employees and administrators annually. All certificated employees to be evaluated will be notified annually in writing. Administrators will meet with employees new to the district early in the school year to explain the evaluation procedures as described in this document. The formal and informal observations and all district evaluation forms will be discussed.

2. Probationary Certificated Employees will be formally observed at least once each semester and informally observed as necessary each year during the probationary phase of employment. A summative evaluation and conference based on formal and informal observations will be completed once each semester of the probationary phase. At the conclusion of the third year, self-evaluation strategies will be discussed for the coming year as Certificated Employees enter the Permanent Certificated Employee phase.

3. The formal evaluation process for Permanent Certificated Employees will occur once a year. The Permanent Certificated Employee will be observed once formally and informally as necessary based on administrative discretion. A summative evaluation and conference based on the formal and informal observations will be completed by May 15.

4. Evaluation of the expectations will be based on a performance scale with five levels: Not Using, Beginning, Developing, Applying and Innovating.

5. Certificated employees will be assigned to one of three tracks. Track 1 is for Probationary Certificated Employees, Track 2 is for most Permanent Certificated Employees and Track 3 is for identified staff members that need specific professional assistance. Certificated employees that do not score a minimum percentage of time as applying or innovating will be identified as Track 3.

Implementation Year	Probationary Certificated Employees	Permanent Certificated Employees
Year 1	55%	65%
Year 2	60%	70%
Year 3	65%	75%

6. Certificated employees at schools that are involved in a School Improvement Grant may have additional evaluation procedures that are requirements of the Grant.

Time Line for Formal Phase

Probationary Certificated Employees:

August:	Review of Evaluation Procedures
August-April:	Formative (Informal) Observations (as necessary based on administrative discretion)
August-December:	One Formal Observation and Self-Reflective Conference
January-April:	One Formal Observation and Self-Reflective Conference
February-April 15:	Summative Evaluation Conference and Report
April 15:	Recommendation to the Board of Education

Permanent Certificated Employees:

August:	Review of Evaluation Procedures
August-May:	Formative (Informal) Observations (as necessary based on administrative discretion)
April 15:	Recommendation to the Board of Education

The Certificated Employee's Tracks of Evaluation

Track 1
(Initial staff development)

Who: Probationary Certificated Employees

Purpose:

1. Develop initial competence
2. Ensure that elements of effective instruction are understood and demonstrated.
3. Provide support for implementing effective instructional strategies.
4. Provide accountability for employment decisions.

Components:

1. Classroom observation.
2. Reflection.
3. Annual evaluation cycle.
4. Mentor support.

Track 2
(Professional growth)

Who: Most permanent certificated employees

Purpose:

1. Continued growth and development.
2. Enhance professional growth.
3. Improve student achievement.
4. Provide feedback of professional issues.
5. Focus on school improvement initiatives.

Components:

1. Classroom observation.
2. Reflection.
3. Multiple-year evaluation cycle.
4. Individual professional growth plans.

Track 3
(Specific Staff Development)

Who: Identified Certificated Employees: Those needing specific professional guidance.

Purpose:

1. Remediate and return to Track 2.
2. Provide focused assistance on effective instructional strategies.
3. Provide greater structure for needed improvement activities.
4. Provide due process for disciplinary action.

Components:

1. Awareness phase (Certificated employee is made aware of deficiencies.)
2. Assistance phase (Certificated employee is provided with remedial actions and a timeline for showing improvement.)
3. Disciplinary phase, if needed. (The Certificated employee is assigned consequences for non-improvement as provided by applicable sections of Article 8, Chapter 79 of the Nebraska Revised Statutes.)
4. Focused classroom observations on identified deficient areas.
5. Specific training in deficient areas will be required.

Schuyler Community Evaluation System Checklist

Certificated Employee:_____ **School year:**_____

Track 1: Probationary

Year 1

___ Pre-observation conference

___ Beginning of the year observations

___ Post-observation planning & reflection conference

___ Observation report

___ Pre-observation conference 2

___ Observation 2

___ Post-observation planning & reflection conference 2

___ Observation report 2

___ Evaluation planning conference

___ Summative evaluation report

Year 2

___ Pre-observation conference

___ Beginning of the year observations

___ Post-observation planning & reflection conference

___ Observation report

___ Pre-observation conference 2

___ Observation 2

___ Post-observation planning & reflection conference 2

___ Observation report 2

___ Evaluation planning conference

___ Summative evaluation report

Year 3

___ Pre-observation conference

___ Beginning of the year observations

___ Post-observation planning & reflection conference

___ Observation report

___ Pre-observation conference 2

___ Observation 2

___ Post-observation planning & reflection conference 2

___ Observation report 2

___ evaluation planning conference

___ summative evaluation report

Track 2: Year 1 Cycle

___ Informal Observations

Referral to Track 3:

Date:

___ Improvement Plan developed

Track 2: Year 2 Cycle

___ Pre-observation conference

___ Observation

___ Self-reflection conference

___ Observation report

___ Summative Evaluation Report

Planning Conference Structured Interview Form A

Name of Teacher:_____ Name of Observer:_____

Instructions: This document provides guiding questions specific to each of the three lesson segments from Domain 1 of The Marzano Teacher Evaluation Model. Use it to guide your thinking as you plan your lesson. To use it as part of the evaluation procedure, complete the form and submit to your observer prior to an observation. Use this completed document as a point of discussion during the pre-conference in conjunction with Planning Conference Form B, and attaching lesson plans, assessments, scoring guides, and/or rubrics.

Classroom Demographics
Briefly describe the students in your classroom (e.g. number of students, gender, special needs, etc.)
Answer:

Involving Routine Events
What will I do to establish learning goals, track student progress, and celebrate success for this lesson?
Answer:
What will I do to establish or maintain classroom rules and procedures for this lesson?
Answer:

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Reviewing Content		
Please consider the following questions as appropriate for the lesson being observed.		
What will I do to help students effectively interact with new knowledge?	**What will I do to help students practice new knowledge?**	**What will I do to help students generate and test hypotheses about new knowledge?**
Answer:	Answer:	Answer:

Enacted on the Spot
What will I do to engage students in the lesson?
Answer:
What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?
Answer:
What will I do to establish and maintain effective relationships with students during this lesson?
Answer:
What will I do to communicate high expectations to students within the lesson?
Answer:
How will this lesson be organized as part of a cohesive unit?
Answer:

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2014 Marzano Teacher Evaluation Model
Learning Map

Learning Sciences MARZANO CENTER

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit, is contained in Domain 2: Planning and Preparing.

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2014 Marzano Teacher Evaluation Model
Learning Map

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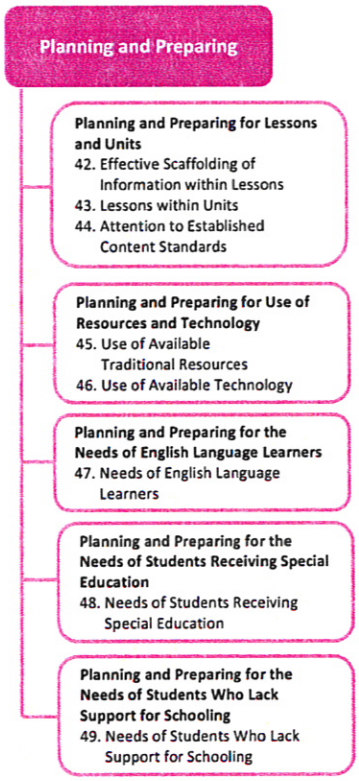
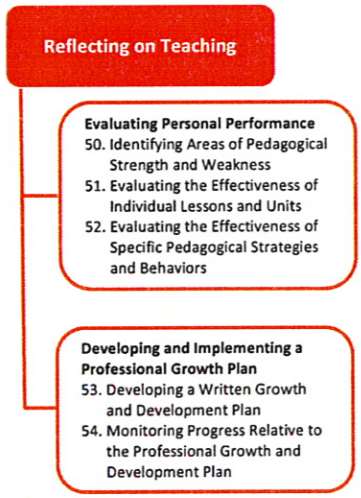
LEARNING AND PERFORMANCE MANAGEMENT

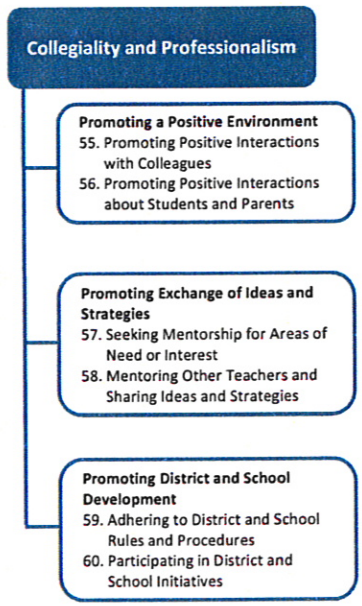
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



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

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

Element 1: Providing Clear Learning Goals and Scales (Rubrics)	
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.	
Teacher Evidence	**Student Evidence**
❒ Teacher has a learning goal posted so all students can see it. ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. ❒ Teacher makes reference to the learning goal throughout the lesson. ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it. ❒ Teacher makes reference to the scale or rubric throughout the lesson.	❒ When asked, students can explain the learning goal for the lesson. ❒ When asked, students can explain how their current activities relate to the learning goal. ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric.

Scale

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

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Schuyler Community Schools
Notice of Professional Deficiency
Documentation Form

Staff member:_____ Position:_____ Date:_____

1. List the Effective Teaching Indicators, which are not being met:

2. Description of the Problem (state the incident or concern, including time, place, and names of the people involved):

3. Administrative Expectations and Support (What plan of action will be taken to correct the problem? What assistance will be provided to the staff member to aid in removing deficiency?)

4. Staff Member's Comments (may attach additional sheets for comments):

Staff's member's signature:_____ Date:_____

Evaluator's signature:_____ Date:_____

Schuyler Community Schools
Intensive Assistance Plan of Action

Staff Member:_____ Position:_____ Date:_____

1. Describe the present condition(s) that needs to be improved. (The plan shall include the objectives to be accomplished.)

2. Action steps for achieving the objectives:

3. Assistance that will be provided (who, what, when, how):

4. Time line for achieving the objectives:

5. Type and frequency of feedback:

6. Evaluation criteria:

Staff member's signature:_____ Date:_____

Evaluator's signature:_____ Date:_____

Superintendent's signature:_____ Date:_____

Appendix:

A. Professional Expectations of SCS Certificated Employees

1. Select an objective at the correct level of difficulty (description of the learner after instruction):
   - Write task analysis: identify essential information, sequence information, use appropriate language
   - Design diagnostic activities: formal diagnosis, informal diagnosis, inferential diagnosis
   - Utilize Bloom's taxonomy or Webb's Depth of Knowledge

2. Teach to the objective:
   - Formulate an objective: specify desired learning and behavior
   - Develop relevant and congruent Certificated Employee actions: provide relevant information, ask relevant questions, provide relevant activities
   - Respond to learners' efforts

3. Track student progress:
   - Monitor student behaviors: elicit overt responses (thinking), check student responses (doing)
   - Interpret responses
   - Act: move on, model, practice, re-teach, or abandon
   - Use a variety of formative and summative assessments.

4. Use without abuse the principals of learning:
   - Motivation (ability of learner to maintain focus on task with an intent to learn)
     - Level of concern: proximity, manipulate time, manipulate materials, visibility and accountability
     - Feeling tone: pleasant, unpleasant, neutral
     - Success: difficulty and effort
     - Interest: relevant to self, vivid, novel
     - Knowledge of results: specific and immediate
   - Retention (ability of learner to remember learning or recall events relevant to instructional objective)
     - Meaning: relevance to learner, structured task, use of mnemonic devices
     - Degree of original learning: how well something was learned originally
     - Feeling tone: pleasant, unpleasant, neutral
     - Transfer: using past learning to aid and assist learning a new skill
     - Practice: how much, how often, how long, how well
   - Transfer (ability of learner to use or apply past learning)
     - Similarity: environment, feelings, activities
     - Association: compare/contrast with others
     - Degree of original learning: practice, novel, vivid, modeling, meaning
     - Identification of essential and varied elements: categorization, identification of critical attributes, preliminary practice, generalization

5. Rate + degree of learning:
   - Active participation: mental involvement or engagement with what is to be learned
   - Anticipatory set: ability of learner to relate prior learning into a focus on upcoming learning
   - Reinforcement: increase in learner behavior based on interaction of learner and environment
   - Closure: ability of learner to summarize the learning

6. Demonstrating knowledge of content and pedagogy:
   - Knowledge of content: demonstrates content knowledge and makes connections between the content and all relevant disciplines
   - Knowledge of prerequisite relationships: reflects an understanding of prerequisite relationships among topics and contents in lessons
   - Knowledge of content-related pedagogy: searches for "best practice" and anticipates student misconceptions

7. Demonstrating knowledge of students:
   - Knowledge of characteristics of age group; understands the typical developmental characteristics of age group and exceptional students
   - Knowledge of students' varied approaches to learning: understands the different approaches to learning that different students exhibit
   - Knowledge of students' skills and knowledge: displays an understanding of students' skills and knowledge, including those with special needs
   - Knowledge of students' interests and cultural heritage: displays a knowledge of interests or cultural heritage of each student

8. Selecting instructional goals:
   - Goals have value: establish high expectations, and relates to conceptual understanding and the importance of learning
   - Goals are clear: writes goals in the form of student learning that permit viable methods of assessment
   - Goals are suitable for diverse students; takes into account the varying needs of students
   - Goals have balance: ensures that several different types of learning are utilized and included integration of the subject matter

9. Demonstrating knowledge of resources:
   - Resources for teaching: uses the district's curriculum as the basis for planning and writing learning units
   - Resources for students: uses resources available through the school, district, and community and knows how to access those resources for students
   - Personal resources: utilizes personal resources as appropriate

10. Designing coherent instruction:
    - Learning activities: provide relevant instructional goals which reflect recent professional research
    - Instructional materials and resources: supports the instructional goals and engages students in meaningful learning
    - Instructional groups: varies appropriate instructional goals
    - Lesson and unit structure: clearly defines structure and has reasonable time allocations

11. Assessing student learning:
    - Alignment exists between what is planned, taught, and assessed
    - Criteria and standards; has a clear understanding which is clearly communicated to students
    - Use for planning: uses assessment results to plan and modify instruction for individuals and groups of students
    - Variety: uses a variety of assessments strategies

12. Creating an environment of respect and rapport:
    - Certificated Employee interaction with students: demonstrates respect and an awareness of cultural norms
    - Student interaction: promotes students to student interactions which are polite and respectful

13. Establishing a culture for learning:
    - Importance of the content: show enthusiasm for the content and conveys its importance
    - Student pride in work: encourages students to demonstrate pride and quality in their work
    - Expectations for learning and achievement: conveys high expectations for achievement through instructional goals and activities, interactions, and environment
    - Means for success: provides a means for individual students to meet with success
    - Self-expression: encourages students to express themselves
    - Respects opinions: listens to students and respects their opinion

14. Managing classroom procedures:
    - Management of instructional groups: is organized so students are productively engaged at all times
    - Management of transitions: transitions smoothly, with little loss of instructional time
    - Management of materials and supplies: provides routines for handling materials and supplies smoothly, with little loss of instructional time
    - Performance of professional duties: performs professional duties efficiently, limiting loss of instructional time
    - Supervision of volunteers and paraeducators: engages paraeducators and/or volunteers productively and independently during class time

15. Managing student behavior:
    - Expectations for student behavior: establishes rules and expectations that are clear, fair and conducive to learning
    - Monitoring of student behavior: is alert to student behavior at all times
    - Response to student misbehavior: responds to misbehavior appropriately and respects students' dignity: communicates discipline procedures and misbehaviors with parents and administrators

16. Organizing physical space:
    - Safety: assures that classroom is safe and conducive to teaching
    - Accessibility to learning and use of physical resources: uses physical resources optimally, and all learning is equally accessible for all students

17. Communicating clearly and accurately:
    - Directions and procedures: uses directions and procedures that are clear to students and contain an appropriate level of detail
    - Oral and written language: uses spoken/written language and vocabulary that are clear and age appropriate

18. Using questioning and discussion techniques:
    - Quality of questions: asks questions of high quality, with adequate response time and containing a variety of thinking levels
    - Discussion techniques
    - Student participation: engages all students in discussion and encourages students to formulate many questions

19. Engaging students in learning:
    - Representation of content: links content to the students' prior knowledge and experience
    - Activities and assignments: develops instruction appropriately designed to engage students in constructing meaning
    - Grouping of students: uses instructional grouping patterns to enhance engagement in learning
    - Instructional materials: chooses materials to increase student engagement

- Structure and pacing: organizes activities around lessons that have a clearly defined pace and structure
- Variety of strategies: uses a variety of instructional strategies to meet the needs of a variety of learners

20. Providing feedback to students:
    - Quality: accurate, constructive and specific: provides feedback that is of consistently high quality and specific to each student
    - Timeliness: provides feedback in a timely manner

21. Demonstrating flexibility and responsiveness:
    - Lesson adjustment: demonstrates flexibility and responsiveness by adjusting the lesson when appropriate
    - Response to students: successfully accommodates students' questions, comments, or interests
    - Persistence: persists in seeking strategies that may help students who have difficulty learning

22. Reflecting on teaching:
    - Accuracy: make accurate assessments on the effectiveness of lessons
    - Use in future teaching: brainstorms alternative strategies which may be tried in the future

23. Maintaining accurate records:
    - Student completion of assignments: maintains information on student completion of assignments
    - Student progress in learning: maintains appropriate records of student progress
    - Non-instructional records: maintains accurate on non-instructional records (attendance, field trips, etc.)

24. Communicating with families:
    - Information about the instructional program: provides information to parents, as appropriate, regarding the instructional program
    - Information about individual students: communicates with parents about student progress on a regular basis and is available to respond
    - Engagement of the families in the instructional program: makes consistent efforts to engage families in the instructional program
    - Conference skills: conducts conferences professionally

25. Contributing to the school and district:
    - Relationships with colleagues: develops and maintains relationship with colleagues that demonstrate support and cooperation
    - Service to school, district, and/or community: participates in school district and/or community activities, projects, and events

26. Growing and developing professionally:
    - Enhancement of content and pedagogical skills: seeks out opportunities for professional development to enhance knowledge and skill
    - Service to profession: seeks ways to make contributions to the profession

27. Showing professionalism:
    - Service to students: is proactive in identifying and providing for students' needs
    - Advocacy: works with other professionals as an advocate for students to ensure a fair opportunity to succeed
    - Decision making: works collaboratively with colleagues in making decisions
    - Role model: presents self as a positive role model for all

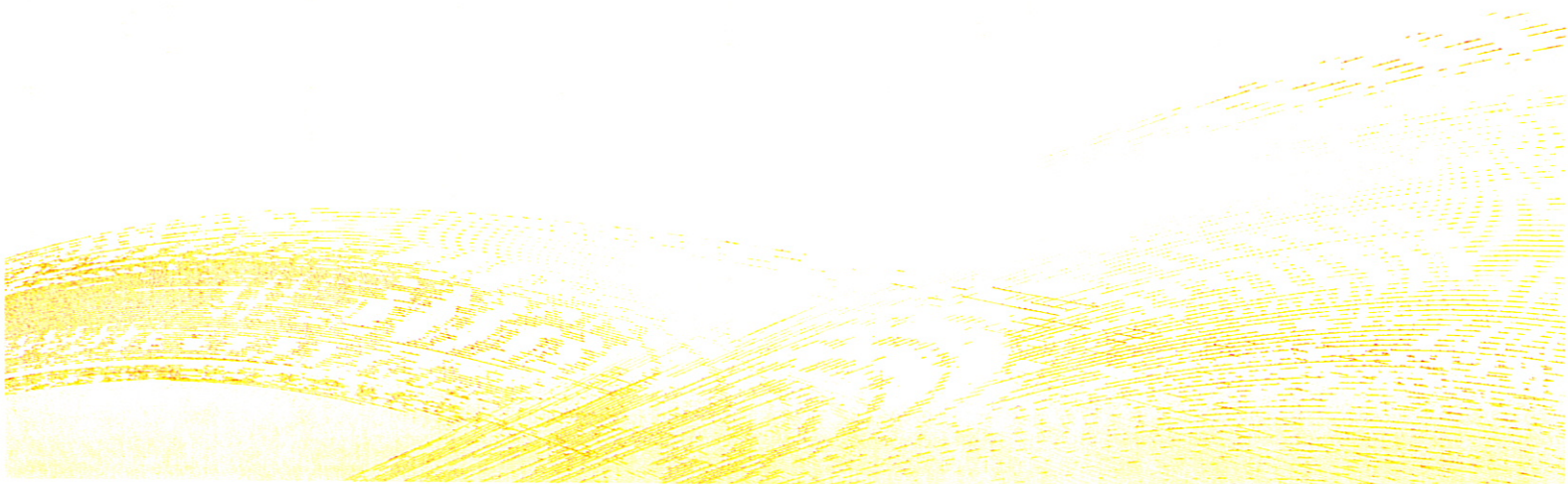
28. Utilizing technology:
    - Curriculum resource: uses technology as a resource to support the curriculum
    - Communication: utilizes technology to communicate with colleagues, students, and parents
    - Instruction: provides opportunities for students to use technology for learning
    - Student use: encourages and guides students in the use of available technology

Learning Sciences MARZANO CENTER TEACHER & LEADER EVALUATION

Learning Sciences International LEARNING AND PERFORMANCE MANAGEMENT

APPENDIX B

Updated Teacher Observation Protocol for the 2014 Marzano Teacher Evaluation Model



Marzano Protocol: Lesson Segment Involving Routine Events

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)

The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Example Teacher Evidence

- ☐ Teacher has a learning goal and/or target posted for student reference
- ☐ The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- ☐ Teacher makes reference to the learning goal or target throughout the lesson
- ☐ Teacher has a scale that builds a progression of knowledge from simple to complex
- ☐ Teacher relates classroom activities to the scale throughout the lesson
- ☐ Teacher has goals or targets at the appropriate level of rigor
- ☐ Performance scales include application of knowledge

Example Student Evidence

- ☐ Students can explain the learning goal or target for the lesson
- ☐ Students can explain how their current activities relate to the learning goal or target
- ☐ Students can explain the levels of performance, from simple to complex, in the scale
- ☐ Student artifacts demonstrate students know the learning goal or target
- ☐ Student artifacts demonstrate students can identify a progression of knowledge

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides rigorous learning goals and performance scales or rubrics that describe levels of performance.	Provides rigorous learning goals and performance scales or rubrics and monitors the extent to which students understand the learning goal and/or targets and levels of performance.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing rigorous learning goals and performance scales (rubrics)	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance?	In addition to providing a rigorous learning goal accompanied by a performance scale or rubric that describes levels of performance, how can you monitor the extent to which students understand the learning goal and/or targets and the levels of performance?	How might you adapt and create new strategies for providing rigorous learning goals and/or targets and performance scales or rubrics that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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2. Tracking Student Progress

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

Example Teacher Evidence

- ☐ Teacher helps students track their individual progress on the learning goal or target
- ☐ Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- ☐ Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

Example Student Evidence

- ☐ Students can describe their status relative to the learning goal using the scale or rubric
- ☐ Students systematically update their status on the learning goal
- ☐ Students take some responsibility for providing evidence in reference to their progress on the scale
- ☐ Artifacts and data support that students are making progress toward a learning goal

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment.	Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Tracking student progress	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you facilitate tracking of student progress using a formative approach to assessment?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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3. Celebrating Success

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

Example Teacher Evidence

- ☐ Teacher acknowledges students who have achieved a certain score on the scale or rubric
- ☐ Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- ☐ Teacher acknowledges and celebrates the final status and progress of the entire class
- ☐ Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause
  - Academic praise

Example Student Evidence

- ☐ Students show signs of pride regarding their accomplishments in the class
- ☐ Students take some responsibility for celebrating their individual status and that of the whole class
- ☐ Student surveys indicate they want to continue making progress

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Celebrating success	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal or target.

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Design Question #6: What will I do to establish and maintain classroom rules and procedures?

4. Establishing Classroom Routines

The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Example Teacher Evidence

- ☐ Teacher involves students in designing classroom routines and procedures
- ☐ Teacher actively teaches student self-regulation strategies
- ☐ Teacher uses classroom meetings to review and process rules and procedures
- ☐ Teacher reminds students of rules and procedures
- ☐ Teacher asks students to restate or explain rules and procedures
- ☐ Teacher provides cues or signals when a rule or procedure should be used
- ☐ Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence

- ☐ Students follow clear routines during class
- ☐ Students describe established rules and procedures
- ☐ Students describe the classroom as an orderly place
- ☐ Students recognize cues and signals by the teacher
- ☐ Students regulate their behavior while working individually
- ☐ Students regulate their behavior while working in groups

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes expectations regarding rules and procedures.	Establishes expectations regarding rules and procedures and monitors the extent to which students understand rules and procedures.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Establishing classroom routines	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you establish expectations regarding rules and procedures?	In addition to establishing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How might you adapt and create strategies for establishing expectations, rules, and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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5. Organizing the Physical Layout of the Classroom

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

Example Teacher Evidence

- ☐ The physical layout of the classroom has clear traffic patterns
- ☐ The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- ☐ The physical layout of the classroom provides easy access to materials and centers
- ☐ The classroom is decorated in a way that enhances student learning
  - Bulletin boards relate to current content (e.g., word walls)
  - Student work is displayed

Example Student Evidence

- ☐ Students move easily about the classroom
- ☐ Individual students or groups of students have easy access to materials that make use of long-term projects
- ☐ Students make use of materials and learning centers
- ☐ Students can easily focus on instruction
- ☐ Students can easily access technology
- ☐ Transition time is minimized due to layout of classroom

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes the physical layout of the classroom to facilitate movement and support learning.	Organizes the physical layout of the classroom to facilitate movement and support learning and monitors the extent to which students have easy access to materials in an environment that supports learning.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing the physical layout of the classroom	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize the physical layout of the classroom to facilitate movement and support learning?	In addition to organizing the physical layout of the classroom to facilitate movement and support learning, how can you monitor that students have easy access to materials in an environment that supports learning?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and support learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

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Marzano Protocol: Lesson Segment Addressing Content

Design Question #2: What will I do to help students effectively interact with new knowledge?

6. Identifying Critical Content

The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

Example Teacher Evidence

- ☐ Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- ☐ Teacher identifies differences between the critical and non-critical content
- ☐ Teacher continuously calls students' attention to accurate critical content
- ☐ Teacher integrates cross-curricular connections to critical content

Example Student Evidence

- ☐ Students can describe the level of importance of the critical content addressed in class
- ☐ Students can identify the critical content addressed in class
- ☐ Students can explain the difference between critical and non-critical content
- ☐ Formative data show students attend to the critical content (e.g., questioning, artifacts)
- ☐ Students can explain the progression of critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students critical versus non-critical content and portrays a clear progression of information.	Signals to students critical versus non-critical content and portrays a clear progression of information and monitors the extent to which students are attending to critical versus non-critical content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you signal to students critical versus non-critical content and portray a clear progression of information?	In addition to signaling to students critical versus non-critical content and portraying a clear progression of information, how might you monitor the extent to which students attend to critical content?	How might you adapt and create new strategies for identifying critical content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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7. Organizing Students to Interact with New Content

The teacher organizes students into appropriate groups to facilitate the processing of new content.

Example Teacher Evidence

- ❒ Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- ❒ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ❒ Teacher organizes students into ad hoc groups for the lesson
- ❒ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- ❒ Students move and work within groups with an organized purpose
- ❒ Students have an awareness of the power of interpretations
- ❒ Students avoid negative thinking
- ❒ Students take various perspectives
- ❒ Students interact responsibly
- ❒ Students appear to know how to handle controversy and conflict resolution
- ❒ Students actively ask and answer questions about the content
- ❒ Students add their perspectives to discussions
- ❒ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of new content.	Organizes students into appropriate groups to facilitate the processing of new content and monitors the extent to which groups process.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to interact with new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into small groups to facilitate the processing of new content?	In addition to organizing students into small groups to facilitate the processing of new content, how can you monitor the extent to which groups process?	How might you adapt and create new strategies for organizing students to interact with new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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8. Previewing New Content

The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

Example Teacher Evidence

- ☐ Teacher facilitates identification of the basic relationship between prior ideas and new content
- ☐ Teacher uses preview questions before reading
- ☐ Teacher uses K-W-L strategy or variation of it
- ☐ Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- ☐ Teacher has students brainstorm
- ☐ Teacher uses anticipation guide
- ☐ Teacher uses motivational hook/launching activity
  - Anecdote
  - Short multimedia selection
  - Simulation/demonstration
  - Manipulatives
- ☐ Teacher uses digital resources to help students make linkages
- ☐ Teacher uses strategies associated with a flipped classroom

Example Student Evidence

- ☐ Students can identify basic relationships between prior content and upcoming content
- ☐ Students can explain linkages with prior knowledge
- ☐ Students make predictions about upcoming content
- ☐ Students can provide a purpose for what they are about to learn
- ☐ Students cognitively engage in previewing activities
- ☐ Students can explain how prior standards or goals link to the new content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge and analyze new content.	Engages students in previewing activities that require students to access prior knowledge and analyze new content and monitors the extent to which students access prior knowledge and analyze new content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Previewing new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in previewing activities that require them to access prior knowledge and analyze new content?	In addition to engaging students in previewing activities that require students to access prior knowledge and analyze new content, how can you also monitor the extent to which students are accessing prior knowledge and analyze new content?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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9. Chunking Content into "Digestible Bites"

Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

Example Teacher Evidence

- ☐ During a verbal presentation, the teacher stops at strategic points
- ☐ While utilizing multi-media, the teacher stops at strategic points
- ☐ While providing a demonstration, the teacher stops at strategic points
- ☐ While students are reading information or stories orally as a class, the teacher stops at strategic points
- ☐ Teacher uses appropriate questioning to determine if content chunks are appropriate
- ☐ Teacher uses formative data to break content into appropriate chunks

Example Student Evidence

- ☐ Students can explain why the teacher is stopping at various points
- ☐ Students appear to know what is expected of them when the teacher stops at strategic points
- ☐ Students can explain clear conclusions about chunks of content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Chunking content into "digestible bites"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Breaks input experiences into small chunks based on student needs.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Chunking content into "digestible bites"	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you break input experiences into small chunks based on student needs?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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10. Helping Students Process New Content

The teacher systematically engages student groups in processing and generating conclusions about new content.

Example Teacher Evidence

- ☐ Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Teacher uses informal strategies to engage group members in actively processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ☐ Teacher facilitates group members in generating conclusions

Example Student Evidence

- ☐ Students can explain what they have just learned
- ☐ Students volunteer predictions
- ☐ Students voluntarily ask clarification questions
- ☐ Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next
- ☐ Students generate conclusions about the new content
- ☐ Students can verbally summarize or restate the new information

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages student groups in processing new content to generate conclusions.	Engages student groups in processing new content to generate conclusions and monitors the extent to which the processing enhances student understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students process new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage student groups in processing new content?	In addition to engaging student groups in processing new content, how can you monitor the extent to which the processing enhances student understanding?	How might you adapt and create new strategies for processing new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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11. Helping Students Elaborate on New Content

The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

Example Teacher Evidence

- ☐ Teacher asks questions that require students to make elaborative inferences about the content
- ☐ Teacher asks students to provide evidences for their inferences
- ☐ Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

Example Student Evidence

- ☐ Students volunteer answers to inferential questions
- ☐ Students provide evidence for their inferences
- ☐ Student artifacts demonstrate students can make elaborative inferences
- ☐ Students can identify basic relationships between ideas and how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in answering inferential questions and providing evidence for their inferences.	Engages students in answering inferential questions and providing evidence for their inferences and monitors the extent to which students elaborate and provide evidence on what was explicitly taught.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students elaborate on new content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in answering inferential questions and providing evidence for their inferences?	In addition to engaging students in answering inferential questions and providing evidence for their inferences, how can you monitor the extent to which students elaborate and provide evidence on what was explicitly taught?	How might you adapt and create new strategies for elaborating on new content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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12. Helping Students Record and Represent Knowledge

The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Example Teacher Evidence

- ☐ Teacher asks students to summarize the information they have learned
- ☐ Teacher asks students to generate notes that identify critical information in the content
- ☐ Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- ☐ Teacher asks students to represent new knowledge through various types of models
  - Mathematical
  - Visual
  - Linguistic (e.g., mnemonics)
- ☐ Teacher facilitates generating and manipulating images of new content

Example Student Evidence

- ☐ Student summaries and notes include critical content
- ☐ Student nonlinguistic representations include critical content
- ☐ Student models and other artifacts represent critical content
- ☐ Students can explain main points of the lesson
- ☐ Student explanations of mental images represent critical content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models.	Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors the extent to which students organize and summarize the important content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students record and represent knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that help them record and represent their knowledge in understanding of important content using a variety of models?	In addition to engaging students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, how can you monitor the extent to which students organize and summarize important content?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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13. Helping Students Reflect on Learning

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

Example Teacher Evidence

- ☐ Teacher asks students to state or record what they are clear about and what they are confused about
- ☐ Teacher asks students to state or record how hard they tried
- ☐ Teacher asks students to state or record what they might have done to enhance their learning
- ☐ Teacher utilizes reflection activities to cultivate a growth mindset
- ☐ Teacher utilizes reflection activities to cultivate resiliency
- ☐ Teacher utilizes reflection activities to avoid negative thinking
- ☐ Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence

- ☐ Students can explain what they are clear about and what they are confused about
- ☐ Students can describe how hard they tried
- ☐ Students can explain what they could have done to enhance their learning
- ☐ Student actions and reflections display a growth mindset
- ☐ Student actions and reflections display resiliency
- ☐ Student actions and reflections avoid negative thinking
- ☐ Student reflections involve examining logic of learning and the learning process

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students reflect on learning	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in reflecting on their own learning and the learning process?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what things are most important to pay attention to?
- What are the main points of this lesson?

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Design Question #3: What will I do to help students practice and deepen new knowledge?

14. Reviewing Content

The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Example Teacher Evidence

- ☐ Teacher begins the lesson with a brief review of content
- ☐ Teacher systematically emphasizes the cumulative nature of the content
- ☐ Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity

Example Student Evidence

- ☐ Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Students can articulate the cumulative nature of the content
- ☐ Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review that highlights the cumulative nature of the content.	Engages students in a brief review that highlights the cumulative nature of the content and monitors the extent to which students can recall critical content.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Reviewing content	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in a brief review of content that highlights the cumulative nature of the content?	In addition to engaging students in a brief review that highlights the cumulative nature of the content, how can you monitor the extent to which students can recall critical content?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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15. Organizing Students to Practice and Deepen Knowledge

The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

Example Teacher Evidence

- ☐ Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- ☐ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- ☐ Teacher provides guidance regarding group interactions
- ☐ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- ☐ Students explain how the group work supports their learning
- ☐ While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
  - Students actively ask and answer questions about the content
  - Students add their perspective to discussions
- ☐ Students move and work within groups with an organized purpose
- ☐ Students have an awareness of the power of interpretations
- ☐ Students avoid negative thinking
- ☐ Students take various perspectives
- ☐ Students interact responsibly
- ☐ Students appear to know how to handle controversy and conflict resolution
- ☐ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge.	Organizes students into groups that appropriately facilitate practicing and deepening knowledge and monitors the extent to which the group work extends their learning.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students to practice and deepen knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students into groups to practice and deepen knowledge?	In addition to organizing students into groups to practice and deepen knowledge, how can you also monitor the extent to which the group work extends their learning?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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16. Using Homework

The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

Example Teacher Evidence

- ❒ Teacher utilizes strategies associated with a flipped classroom
- ❒ Teacher communicates a clear purpose and gives directions for homework
- ❒ Teacher extends an activity that was begun in class to provide students with more time
- ❒ Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- ❒ Teacher utilizes homework assignments that allow students to access and analyze content independently

Example Student Evidence

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

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using homework	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you assign homework that is designed to deepen knowledge of content or practice a skill, strategy, or process?	In addition to assigning homework that is designed to deepen knowledge of content or practice a skill, strategy, or process, how can you also monitor the extent to which the homework extends student learning?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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17. Helping Students Examine Similarities and Differences

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

Example Teacher Evidence

- ☐ Teacher engages students in activities that require students to examine similarities and differences
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
  - Identifying basic relationships between ideas that deepen knowledge
  - Generating and manipulating mental images that deepen knowledge
- ☐ Teacher asks students to summarize what they have learned from the activity
- ☐ Teacher asks students to linguistically and non-linguistically represent similarities and differences
- ☐ Teacher asks students to explain how the activity has added to their understanding
- ☐ Teacher asks students to draw conclusions after the examination of similarities and differences
- ☐ Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

Example Student Evidence

- ☐ Students can create analogies and/or metaphors that reflect their depth of understanding
- ☐ Student comparison and classification activities reflect their depth of understanding
- ☐ Student artifacts indicate that student knowledge has been extended as a result of the activity
- ☐ Student responses indicate that they have deepened their understanding
- ☐ Students can present evidence to support their explanation of similarities and differences
- ☐ Students navigate digital resources to find credible and relevant information to support similarities and differences

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine similarities and differences	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine similarities and differences related to content.	Engages students in activities that require them to examine similarities and differences related to content and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine similarities and differences	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that require them to examine similarities and differences related to content?	In addition to engaging students in examining similarities and differences related to content, how can you monitor the extent to which students are deepening their knowledge?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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18. Helping Students Examine Their Reasoning

The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

Example Teacher Evidence

- ☐ Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- ☐ Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Teacher asks students to examine logic of errors in procedural knowledge
- ☐ Teacher asks students to analyze errors to identify more efficient ways to execute processes
- ☐ Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- ☐ Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Student Evidence

- ☐ Students can describe errors or informal fallacies in content
- ☐ Students can explain the overall structure of an argument presented to support a claim
- ☐ Student artifacts indicate students can identify errors in reasoning or make and support a claim
- ☐ Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
- ☐ Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine their reasoning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them.	Engages students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them and monitors the extent to which it deepens student understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students examine their reasoning	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in activities that require them to examine and defend their own reasoning or the logic of information as presented to them?	In addition to engaging students in examining and defending their own reasoning or the logic of information as presented to them, how can you monitor the extent to which students are deepening their knowledge?	How might you adapt and create new strategies for helping students examine their own reasoning or the logic of information presented to them that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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19. Helping Students Practice Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Example Teacher Evidence

- ❒ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ❒ Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- ❒ Teacher employs "worked examples"
- ❒ Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- ❒ Teacher models the skill, strategy, or process

Example Student Evidence

- ❒ Students perform the skill, strategy, or process with increased confidence
- ❒ Students perform the skill, strategy, or process with increased competence
- ❒ Student artifacts or formative data show fluency and accuracy is increasing
- ❒ Students can explain mental models

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students practice skills, strategies, and processes	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When content involves a skill, strategy, or process, engages students in practice activities.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which it increases fluency or deepens understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students practice skills, strategies, and processes	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in practice activities when content involves a skill, strategy, or process?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency or deepening understanding?	How might you adapt and create new strategies for helping students practice that increase fluency and address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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20. Helping Students Revise Knowledge

The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

Example Teacher Evidence

- ☐ Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- ☐ Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ☐ Teacher has students explain how their understanding has changed
- ☐ Teacher guides students to identify alternative ways to execute procedures

Example Student Evidence

- ☐ Students make corrections and/or additions to information previously recorded about content
- ☐ Students can explain previous errors or misconceptions they had about content
- ☐ Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- ☐ Student revisions demonstrate alternative ways to execute procedures

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Helping students revise knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions.	Engages students in revising their knowledge of previous content by correcting errors and misconceptions and monitors the extent to which these revisions deepen their understanding.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Helping students revise knowledge	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in the revision of previous content by correcting errors and misconceptions?	In addition to engaging students in revising previous content by correcting errors and misconceptions, how can you monitor the extent to which these revisions deepen student understanding?	How might you adapt and create new strategies for revising knowledge of content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

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Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing Students for Cognitively Complex Tasks

The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypotheses.

Example Teacher Evidence

- ☐ Teacher establishes the need to generate and test hypotheses for short- or long-term tasks
- ☐ Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating
- ☐ Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence

- ☐ Students describe the importance of generating and testing hypotheses about content
- ☐ Students explain how groups support their learning
- ☐ Students use group activities to help them generate and test hypotheses
- ☐ While in groups, students interact in explicit ways to generate and test hypotheses
  - Students actively ask and answer questions about the content
  - Students add their perspectives to discussions
- ☐ Students move and work within groups with an organized purpose
- ☐ Students have an awareness of the power of interpretations
- ☐ Students avoid negative thinking
- ☐ Students take various perspectives
- ☐ Students interact responsibly
- ☐ Students appear to know how to handle controversy and conflict resolution
- ☐ Students attend to the cognitive skill(s)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into groups to facilitate working on cognitively complex tasks.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group work results in students engaging in cognitively complex tasks.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Organizing students for cognitively complex tasks	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you organize students in groups to facilitate working on cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group work results in students engaging in cognitively complex tasks?	How might you adapt and create new strategies for organizing students to engage in cognitively complex tasks that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

Example Teacher Evidence

- ❒ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
- ❒ Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources

Example Student Evidence

- ❒ Students participate in tasks that require them to generate and test hypotheses
- ❒ Students can explain the hypothesis they are testing
- ❒ Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- ❒ Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
  - Identify how one idea relates to others

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking.	Engages students in cognitively complex tasks requiring hypothesis generation and testing and analysis of their own thinking and monitors the extent to which students are generating and testing hypotheses and analyzing their own thinking.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Engaging students in cognitively complex tasks involving hypothesis generation and testing	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking?	In addition to engaging students in cognitively complex tasks involving hypothesis generation and testing and analysis of their own thinking, how can you monitor the extent to which students are generating and testing hypotheses and analyzing their own thinking?	How might you adapt and create new strategies for engaging students in cognitively complex tasks involving hypothesis generation and testing that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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23. Providing Resources and Guidance for Cognitively Complex Tasks

The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

Example Teacher Evidence

- ☐ Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- ☐ Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- ☐ Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students
  - Digital
  - Technical
  - Human
  - Material

Example Student Evidence

- ☐ Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- ☐ Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- ☐ Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing resources and guidance for cognitively complex tasks	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	In addition to acting as a guide and resource provider as students engage in cognitively complex tasks, how can you monitor the extent to which students request and use guidance and resources?	How might you adapt and create new strategies for providing resources and guidance for cognitively complex tasks that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made in your understanding of the content?

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Marzano Protocol: Lesson Segment Enacted on the Spot

Design Question #5: What will I do to engage students?

24. Noticing When Students are Not Engaged

The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Example Teacher Evidence

- ☐ Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- ☐ Teacher notices when the energy level in the room is low or students are not participating
- ☐ Teacher takes action or uses specific strategies to re-engage students

Example Student Evidence

- ☐ Students appear aware of the fact that the teacher is noticing their level of engagement
- ☐ Students increase their level of engagement when the teacher uses engagement strategies
- ☐ Students explain that the teacher expects high levels of engagement
- ☐ Students report that the teacher notices when students are not engaged

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Scans the room and notices when students are not engaged and takes action.	Scans the room and notices when students are not engaged and takes action and monitors the extent to which students re-engage.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Noticing when students are not engaged	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you scan the room, notice when students are not engaged, and then take action to engage students?	In addition to scanning the room, noticing when students are not engaged, and taking action, how can you monitor the extent to which students re-engage?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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25. Using Academic Games

The teacher uses academic games to cognitively engage or re-engage students.

Example Teacher Evidence

- ☐ Teacher uses academic games that focus on or reinforce important concepts
- ☐ Teacher uses academic games that create generalizations or test principles
- ☐ Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- ☐ Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- ☐ Teacher uses friendly competition along with classroom games
- ☐ Teacher develops conative skills during academic games
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

Example Student Evidence

- ☐ Students engage in the games with some enthusiasm
- ☐ Students can explain how the games keep their interest and help them learn or remember content
- ☐ Students appear to take various perspectives when engaged in academic games
- ☐ Students interact responsibly during academic games
- ☐ Students handle controversy and conflict during academic games

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using academic games	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses academic games to maintain student engagement.	Uses academic games to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using academic games	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use academic games to maintain student engagement?	In addition to using academic games to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for using academic games to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement through questioning processes.

Example Teacher Evidence

- ☐ Teacher uses appropriate wait time
- ☐ Teacher uses a variety of activities that require all students to respond
  - Response cards
  - Students use hand signals to respond to questions
  - Choral response
- ☐ Teacher uses technology to keep track of student responses
- ☐ Teacher uses response chaining
- ☐ Teacher increases response rates by requiring students to back up responses with evidence

Example Student Evidence

- ☐ Multiple students, or the entire class, respond to questions posed by the teacher
- ☐ Students can describe their thinking about specific questions posed by the teacher
- ☐ Students engage or re-engage in response to teacher's use of questioning techniques

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses response rate techniques to maintain student engagement through questioning processes.	Uses response rate techniques to maintain student engagement through questioning processes and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Managing response rates	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use response rate techniques to maintain student engagement through questioning processes?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for managing response rates to maintain student engagement in questions that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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27. Using Physical Movement

The teacher uses physical movement to maintain student engagement in content.

Example Teacher Evidence

- ❒ Teacher facilitates movement to learning stations or to work with other students
- ❒ Teacher has students move after brief chunks of content engagement
- ❒ Teacher has students stand up and stretch or do related activities when their energy is low
- ❒ Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- ❒ Teacher has students physically act out or model content to increase energy and engagement
- ❒ Teacher uses give-one-get-one activities that require students to move about the room

Example Student Evidence

- ❒ Student behavior shows physical movement strategies increase cognitive engagement
- ❒ Students engage in the physical activities designed by the teacher
- ❒ Students can explain how the physical movement keeps their interest and helps them learn

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using physical movement	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use physical movement to maintain student engagement?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies using physical movement to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

Example Teacher Evidence

- ❒ Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- ❒ Teacher employs crisp transitions from one activity to another
- ❒ Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence

- ❒ Students stay engaged when the pace of the class is not too fast or too slow
- ❒ Students quickly adapt to transitions and re-engage when a new activity is begun
- ❒ Students describe the pace of the class as not too fast or not too slow

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses pacing techniques to maintain student engagement.	Uses pacing techniques to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use pacing techniques to maintain student engagement?	In addition to pacing techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for maintaining a lively pace that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Example Teacher Evidence

- ☐ Teacher enthusiastically demonstrates depth of content knowledge
- ☐ Teacher demonstrates importance of content by relating it to authentic, real-world situations
- ☐ Teacher describes personal experiences that relate to the content
- ☐ Teacher signals excitement for content by
  - Physical gestures
  - Voice tone
  - Dramatization of information
- ☐ Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence

- ☐ Students say that the teacher "likes the content" and "likes teaching"
- ☐ Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways.	Demonstrates intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating intensity and enthusiasm	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you demonstrate intensity and enthusiasm by sharing a deep level of content in a variety of ways?	In addition to demonstrating intensity and enthusiasm by sharing a deep level of content knowledge in a variety of ways, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement in content.

Example Teacher Evidence

- ☐ Teacher structures mini-debates about the content
- ☐ Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- ☐ Teacher has students reveal sources of evidence to support their positions
- ☐ Teacher has students examine multiple perspectives and opinions about the content
- ☐ Teacher elicits different opinions on content from members of the class
- ☐ Teacher develops conative skills during friendly controversy
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

Example Student Evidence

- ☐ Students engage or re-engage in friendly controversy activities with enhanced engagement
- ☐ Students describe friendly controversy activities as "stimulating," "fun," and "engaging"
- ☐ Students explain how a friendly controversy activity helped them better understand the content
- ☐ Students appear to take various perspectives while engaged in friendly controversy
- ☐ Students interact responsibly during friendly controversy
- ☐ Students appropriately handle controversy and conflict while engaged in friendly controversy

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using friendly controversy	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses friendly controversy techniques to maintain student engagement.	Uses friendly controversy techniques to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using friendly controversy	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use friendly controversy techniques to maintain student engagement?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for using friendly controversy to maintain student engagement that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate content being presented in class to their personal interests.

Example Teacher Evidence

- ❒ Teacher is aware of student interests and makes connections between these interests and class content
- ❒ Teacher structures activities that ask students to make connections between the content and their personal interests
- ❒ Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- ❒ Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

Example Student Evidence

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

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Providing opportunities for students to talk about themselves	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

Example Teacher Evidence

- ☐ Teacher systematically provides interesting facts and details about the content
- ☐ Teacher encourages students to identify interesting information about the content
- ☐ Teacher engages students in activities like "Believe it or not" about the content
- ☐ Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content

Example Student Evidence

- ☐ Student attention increases when unusual information is presented about the content
- ☐ Students explain how the unusual information makes them more interested in the content
- ☐ Students explain how the unusual information deepens their understanding of the content

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses unusual or intriguing and relevant information about the content.	Uses unusual or intriguing and relevant information about the content and monitors the extent to which these activities enhance student engagement.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Presenting unusual or intriguing information	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use unusual or intriguing and relevant information about the content?	In addition to using unusual or intriguing and relevant information about the content, how can you monitor the extent to which these activities enhance student engagement?	How might you adapt and create new strategies for using unusual or intriguing and relevant information about the content that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that make you bored?

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Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

33. Demonstrating "Withitness"

The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Example Teacher Evidence

- ☐ Teacher physically occupies all quadrants of the room
- ☐ Teacher scans the entire room, making eye contact with all students
- ☐ Teacher recognizes potential sources of disruption and deals with them immediately
- ☐ Teacher proactively addresses inflammatory situations

Example Student Evidence

- ☐ Students recognize that the teacher is aware of their behavior
- ☐ Students interact responsibly
- ☐ Students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses behaviors associated with "withitness."	Uses behaviors associated with "withitness" and monitors the extent to which it affects student behavior.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating "withitness"	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use behaviors associated with "withitness"?	In addition to using behaviors associated with "withitness," how can you monitor the extent to which it affects student behavior?	How might you adapt and create new strategies for using behaviors associated with "withitness" that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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34. Applying Consequences for Lack of Adherence to Rules and Procedures

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

Example Teacher Evidence

- ☐ Teacher reminds students of self-regulation strategies
- ☐ Teacher provides nonverbal signals when student behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head "no"
- ☐ Teacher provides verbal signals when student behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- ☐ Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
- ☐ Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
- ☐ Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she has broken)

Example Student Evidence

- ☐ Students demonstrate use of self-regulation strategies
- ☐ Students cease inappropriate behavior when signaled by the teacher
- ☐ Students accept consequences as part of the way class is conducted
- ☐ Students describe the teacher as fair in application of rules

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly applies consequences for not following rules and procedures.	Consistently and fairly applies consequences for not following rules and procedures and monitors the extent to which rules and procedures are followed.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Applying consequences for lack of adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly apply consequences for not following rules and procedures?	In addition to consistently and fairly applying consequences for not following rules and procedures, how can you monitor the extent to which rules and procedures are followed?	How might you adapt and create new strategies for consistently and fairly applying consequences for not following rules and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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35. Acknowledging Adherence to Rules and Procedures

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

Example Teacher Evidence

- ☐ Teacher acknowledges when students use self-regulation strategies
- ☐ Teacher provides nonverbal signals that a rule or procedure has been followed
  - Smile
  - Nod of head
  - "High five"
- ☐ Teacher gives verbal cues that a rule or procedure has been followed
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to a rule or procedure
- ☐ Teacher notifies the home when a rule or procedure has been followed
- ☐ Teacher uses tangible recognition when a rule or procedure has been followed
  - Certificate of merit
  - Token economies

Example Student Evidence

- ☐ Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- ☐ Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- ☐ Students describe the teacher as appreciative of their good behavior
- ☐ Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- ☐ The number of students adhering to rules and procedures increases

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Consistently and fairly acknowledges adherence to rules and procedures.	Consistently and fairly acknowledges adherence to rules and procedures and monitors the extent to which actions affect student behavior.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Acknowledging adherence to rules and procedures	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you consistently and fairly acknowledge adherence to rules and procedures?	In addition to consistently and fairly acknowledging adherence to rules and procedures, how can you monitor the extent to which actions affect student behavior?	How might you adapt and create new strategies for consistently and fairly acknowledging adherence to rules and procedures that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How well did you follow classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

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Design Question #8: What will I do to establish and maintain effective relationships with students?

36. Understanding Students' Interests and Backgrounds

The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

Example Teacher Evidence

- ☐ Teacher relates content-specific knowledge to personal aspects of students' lives
- ☐ Teacher has side discussions with students about events in their lives
- ☐ Teacher has discussions with students about topics in which they are interested
- ☐ Teacher builds student interests into lessons
- ☐ Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence

- ☐ Students describe the teacher as someone who knows them and/or is interested in them
- ☐ Students respond when the teacher demonstrates understanding of their interests and backgrounds
- ☐ Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- ☐ Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and backgrounds	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses students' interests and backgrounds during interactions with students.	Uses students' interests and backgrounds during interactions with students and monitors the climate of acceptance and community in the classroom.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Understanding students' interests and backgrounds	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use students' interests and backgrounds during interactions with students?	In addition to using students' interests and backgrounds during interactions with students, how can you monitor the climate of acceptance and community in the classroom?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

Example Teacher Evidence

- ☐ Teacher compliments students regarding academic and personal accomplishments
- ☐ Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- ☐ Teacher engages in informal conversations with students that are not related to academics
- ☐ Teacher uses humor with students when appropriate
- ☐ Teacher smiles and nods to students when appropriate
- ☐ Teacher uses "high five"-type signals when appropriate
  - Pat on shoulder
  - Thumbs up
  - "High five"
  - Fist bump
  - Silent applause
- ☐ Teacher encourages students to share their thinking and perspectives

Example Student Evidence

- ☐ Students describe the teacher as someone who cares for them
- ☐ Students respond positively to verbal interactions with the teacher
- ☐ Students respond positively to nonverbal interactions with the teacher
- ☐ Students readily share their perspectives and thinking with the teacher

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.	Uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative and monitors the quality of relationships in the classroom.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Using verbal and nonverbal behaviors that indicate affection for students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative?	In addition to using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative, how can you monitor the quality of relationships in the classroom?	How might you adapt and create new strategies for using verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

Example Teacher Evidence

- ☐ Teacher does not exhibit extremes in positive or negative emotions
- ☐ Teacher does not allow distractions to change the focus on academic rigor
- ☐ Teacher addresses inflammatory issues and events in a calm and controlled manner
- ☐ Teacher interacts with all students in the same calm and controlled fashion
- ☐ Teacher does not demonstrate personal offense at student misbehavior

Example Student Evidence

- ☐ Students describe the teacher as not becoming distracted by interruptions in the class
- ☐ Students are settled by the teacher's calm demeanor
- ☐ Students describe the teacher as in control of himself/herself and in control of the class
- ☐ Students say that the teacher does not hold grudges or take things personally

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Displaying objectivity and control	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Behaves in an objective and controlled manner.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Displaying objectivity and control	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you behave in an objective and controlled manner?	In addition to behaving in an objective and controlled manner, how can you monitor the effects on the classroom climate?	How might you adapt and create new strategies for behaving in an objective and controlled manner that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How accepted and welcomed did you feel in class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

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Design Question #9: What will I do to communicate high expectations for all students?

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

Example Teacher Evidence

- ❒ The teacher provides low expectancy students with nonverbal indications that they are valued and respected
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- ❒ The teacher provides low expectancy students with verbal indications that they are valued and respected
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- ❒ Teacher does not allow negative comments about low expectancy students
- ❒ When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- ❒ The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions

Example Student Evidence

- ❒ Students say that the teacher cares for all students
- ❒ Students treat each other with respect
- ❒ Students avoid negative thinking about their thoughts and actions

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating value and respect for low expectancy students	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.	Exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content and monitors the impact on low expectancy students.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Demonstrating value and respect for low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content, how can you monitor the impact?	How might you adapt and create new strategies for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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40. Asking Questions of Low Expectancy Students

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

Example Teacher Evidence

- ☐ Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- ☐ Teacher makes sure low expectancy students are asked complex questions that require conclusions at the same rate as high expectancy students

Example Student Evidence

- ☐ Students say that the teacher expects everyone to participate
- ☐ Students say that the teacher asks difficult questions of every student

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Asking questions of low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation?	How might you adapt and create new strategies for asking questions of low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

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41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

Example Teacher Evidence

- ☐ Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- ☐ Teacher probes low expectancy students to provide evidence of their conclusions
- ☐ Teacher asks low expectancy students to examine the sources of their evidence
- ☐ When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
- ☐ Teacher asks low expectancy students to further explain their answers when they are incorrect

Example Student Evidence

- ☐ Students say that the teacher won't "let you off the hook"
- ☐ Students say that the teacher "won't give up on you"
- ☐ Students say that the teacher helps them think about and analyze their incorrect answers
- ☐ Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

Scale

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

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Probing incorrect answers with low expectancy students	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you probe incorrect answers of low expectancy students in the same manner as high expectancy students?	In addition to probing incorrect answers of low expectancy students in the same manner as high expectancy students, how can you monitor the level and quality of responses?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Student Interviews

Student Questions:

- How does your teacher demonstrate that he/she cares about and respects you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

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C. Comparison of the Marzano Model with the Nebraska Frameworks.

The Marzano Causal Teacher Evaluation Model contains 60 elements within four Domains (Classroom Strategies and Behaviors; Planning and Preparing; Reflecting on Teaching; Collegiality and Professionalism)

Nebraska Teacher Performance Framework – Effective Practices	**Nebraska Teacher Performance Framework – Example Indicators**	**Marzano Model – Domains, Design Questions, and elements**
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.	**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.	Domain 2: Planning and Preparing 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 Student Who Lack Support for Schooling Domain 3: Reflecting on Teaching 50: Identifying Ares 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 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
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.	**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. (d) Integrates a variety of resources, including technology,	Domain 1: Classroom Strategies and Behaviors 1: Providing Clear Learning Goals and Scales 2: Tracking Student Progress 36: Understanding Students' Interests and Background Domain 2: Planning and Preparing 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 Student Who Lack Support for Schooling Domain 3: Reflecting on Teaching 51: Evaluating the Effectiveness of Individual Lessons and Units 52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

	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.	**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.	Domain 1: Classroom Strategies and Behaviors Design Question 2: Helping Students Interact with New Knowledge (elements 6-13) Design Question 5: Engaging Students (elements 24-32) Design Question 6: Establishing Rules and Procedures (elements 4-5) Design Question 7: Recognizing Adherence to Rules and Procedures (elements 33-35) Design Question 8: Establishing and Maintaining Effective Relationships with Students (elements 36-38) Design Question 9: Communicating High Expectations for All Students (elements 39-41) Domain 2: Planning and Preparing 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 Student Who Lack Support for Schooling

4. Instructional Strategies The teacher uses effective instructional strategies to ensure growth in student achievement.	**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.	Domain 1: Classroom Strategies and Behaviors Design Question 2: Helping Students Interact with New Knowledge (elements 6-13) Design Question 3: Helping Students Practice and Deepen New Knowledge (elements 14-20) Design Question 4: Helping Students Generate and Test Hypotheses (elements 21-23) Design Question 8: Establishing and Maintaining Effective Relationships with Students (elements 36-38) Design Question 9: Communicating High Expectations for All Students (elements 39-41)
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.	**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.	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) Domain 3: Reflecting on Teaching 51: Evaluating the Effectiveness of Individual Lessons and Units 52: Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

	(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.	**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.	Domain 3: Reflecting on Teaching 50: Identifying Ares 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 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
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.	**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	Domain 1: Classroom Strategies and Behaviors Design Question 9: Communicating High Expectations for All Students (elements 39-41) Domain 3: Reflecting on Teaching 50: Identifying Ares 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 Domain 4: Collegiality and Professionalism

	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.	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

FOR NEBRASKA CERTIFICATION

LOCAL SUBSTITUTE TEACHING CERTIFICATE

The Local Substitute Teaching Certificate is valid for three years and **is limited to 45 days of teaching in any school year**. This type of certificate is valid for teaching **only in the school system requesting** the issuance. This certificate requires a **minimum of 60 semester credit hours of college coursework** with at least **one course in professional Education** and one course or narrative in **Human Relations Training.**

The following documents must be submitted for the **Local Substitute Teaching** certificate:

- **Application form and non-refundable application fee, completed on-line** at www.education.ne.gov/tcert along with payment on-line OR complete the Application form from the Supporting Forms link at www.education.ne.gov/tcert and submit payment by check or money order. **AND**

- Complete the **residences in Nebraska** for the immediate past five years on the on-line application **OR Record of Residence Form OR** complete two fingerprint cards provided by the Teacher Certification office (request at nde.tcertweb@nebraska.gov) and the non-refundable fingerprint processing fee **AND**

- **Official Transcripts** indicating 60 semester credit hours of college coursework to include **a professional education course**. A professional education course is any course with an education prefix or a course in child psychology, child growth and development, classroom management, school organization, child abuse and neglect, observation of children or in general terms, anything dealing with children, schools, or education.**AND**

- Official transcripts for a pre-approved course to meet the **Human Relations Training** requirement OR a written, verified, **narrative** of your employment experience which provided you with the opportunity to acquire the six skills **NOTE:** The Temporary Certificate valid for **SIX MONTHS** will be issued if this requirement has not been met. **AND**

- **Written request from the Superintendent for issuance** of the certificate. This request must be signed by the Superintendent or the personnel director of the school system. Include a **statement** indicating that the issuance of the certificate is approved or requested by the local governing board.

Return to Work Programs

AN EMPLOYER'S GUIDE

EMC INSURANCE

Return to Work Programs

An Employer's Guide

Next to accident prevention, an early return to work program is one of the best management tools a business can implement to control workers' compensation costs and reduce losses.

A return to work program is an organized system designed to bring injured or disabled employees safely back into the work environment as soon as they are medically capable. Transitional work duties are matched to an injured worker's abilities for a specific time frame, allowing them to rejoin the workplace earlier and helping to reduce your costs.

Benefits of a timely and medically-approved return to work program can include:

- Reduced workers' compensation premium and experience modification factor
- Reduced operations costs, such as overtime pay, retraining, rehiring, loss of production while the position is not filled
- Reduced indemnity payments as the employee is back at work earning at least part of their wages
- Improved communication between employer and employee

Effective return to work programs have been shown to reduce the chance that an employee will become totally and permanently disabled. A program can also give your organization more control and reduce overall medical costs because injured employees are seen regularly by their physicians and monitored on the job. EMC can help organizations of all sizes and types
to develop a return to work program.

A successful return to work program benefits both the employer and the employee. *Count on EMC*® to help get you started.

For more information on return to work programs and other loss control services, contact your independent insurance agent or access EMC's Risk Improvement Department by phone at (515) 345-2520 or email at losscontrol@emcins.com.

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Common Questions About Early Return to Work Programs

What is a return to work program?

A return to work program is designed to provide appropriate work for employees who are injured or ill. The employee's participation continues until he/she has fully recovered.

Who is it for?

A return to work is ideal for employees unable to perform their normal and customary job functions due to illness or injury.

How does it work?

A return to work program establishes tasks that are medically approved, temporary and transitional for assignment during a worker's recovery period.

What key points do I need to know about return to work programs?

- A return to work program should be set up before it is needed.
- Written policies and procedures should be formalized and presented to the workplace.
- Detailed functional job descriptions are necessary for return to work determinations.
- Training of employees and supervisors is crucial—supervisors MUST support the program.
- Transitional work assignments are based on a functional match between job demands and the worker's current abilities and restrictions.
- Transitional work assignment may change several times during the worker's medical recovery.
- Return to work guidelines can be applied to both workers' compensation cases and general health situations, including off-the-job injuries.
- Work tasks must be meaningful, not busy work.
- A return to work program is an interim step in the employee's medical recovery process.

What are the goals of a return to work program?

- Return the employee to full duty as soon as medically possible.
- Promote healing by involving the employee in work projects, keeping him/her active in a medically-approved way.
- Keeps employees "in touch" with their jobs, coworkers and workplace management.
- Save money towards future insurance costs.

Why is a return to work program a mutual benefit for both employer and employee?

- The employer minimizes costs while retaining the use of a trained employee.
- The employee comes back to work and avoids loss of wages and a long-term absence.

What kind of results can an effective return to work program produce?

- Increased productivity—injured workers remain on the job instead of being at home.
- Increased worker morale—employees feel productive and valued by the employer.
- Potential savings—a reduced experience modification factor may reduce insurance premiums.

Six Steps for Implementing a Return to Work Program

STEP ONE: Analyze Positions and Complete Written Job Descriptions

- Conduct a functional job analysis for all regular positions. Create written job descriptions for each position, identifying the essential job functions.
- Review injury data from the past one to two years, such as your injury records or EMC's claims records, to identify problem jobs that should be addressed first by your return to work efforts. Look for jobs affected by lost-time injuries, such as musculoskeletal injuries, multiple injuries and trauma, and jobs where task activities include lifting, balancing, use of ladders, overhead lifting and reaching, repetitive motion and postures, awkward postures or climbing.
- Construct an organization-wide return to work program policy statement.
- Include employees and supervisors in the functional job analysis process to achieve consensus and validation of job descriptions.

Question: Who completes this step?	*Answer: The employer completes this step with help from EMC loss control and claims representatives.*

STEP TWO: Identify Transitional Jobs With Accompanying Job Descriptions

- Identify and document some predetermined modified tasks that meet typical medical restrictions, such as lifting, walking, standing, overhead reaching, one-handed duties, bending and sitting. It's important to identify these tasks and job descriptions before they are needed.
- Don't forget to consider seasonal tasks, "rainy day" projects and other meaningful tasks that need to be done (such as inventory or data logs).

Question: Who identifies transitional jobs?	*Answer: Supervisors and management staff identify these transitional jobs, with help from EMC.*

STEP THREE: Identify Medical Providers

- Interview local occupational health physicians and physical therapy staff to determine whether or not they are able to meet the informational needs of your company. Talk with your insurance adjuster to help ensure these services are compatible with claims handling procedures.
- Share your written essential functional job descriptions with your selected medical providers and offer tours of your facilities.

Question: Who selects appropriate medical providers?	*Answer: The employer selects medical providers, with assistance from EMC.*

STEP FOUR: Appoint a Coordinator

- Designate an in-house workers' compensation coordinator and set up return to work reporting formats, letters and other documentation.
- A variety of staff may be appropriate for this position—common designees include occupational health nurses, human resource representatives or safety managers.
- The coordinator must be readily accessible to injured workers, supervisors, the claims adjuster and medical providers so communications are effective and timely.

Question: Who selects this coordinator?	*Answer: Upper management chooses the in-house coordinator.*

STEP FIVE: Train Supervisors and Employees

- All supervisors and employees must understand what to do when an injury occurs and what step-by-step processes they should follow.
- Training should include receipt of your written return to work policy and details on when it will become effective.
- Instruct supervisors on the importance of their roles in the return to work process and how to avoid overstepping their boundaries as supervisors.
- Get employee buy-in to the return to work program by broadcasting the program benefits, the medical providers involved and reporting responsibilities of all parties.
- Make the essential functional job descriptions of both regular and alternative duty assignments available to employees.
- Encourage cooperation and communication.
- Communicate with your EMC claims and loss control team when questions arise.
- Set up regular claims conferences with your EMC claims representatives.

Question: Who provides the training and coordinates communications?	*Answer: Training and communications are provided by your in-house coordinator, the EMC claims adjuster and EMC loss control representatives.*

STEP SIX: Review and Adjust Program Components

- Regularly review and update functional job descriptions.
- Regularly communicate return to work and safety results to all employees.
- Survey supervisors, workers and medical providers about the ease of forms and other communications.
- Brainstorm improvements with your in-house coordinator, supervisors, employees and upper management.

Question: Who follows up on this ongoing task and determines success?	*Answer: This ongoing task is shared by upper management, supervisors, the in-house coordinator and EMC staff.*

Return to Work Program Assistance from EMC

We can help you:

- Review a two- to four-year history of injury/illness in the workplace to identify types of injury.
- Note if particular jobs or functions contribute to the pattern. This has the added benefit of helping you identify areas that should be examined for permanent modifications or added safety features.
- Create a well-defined corporate policy about use of return to work programs to establish a sense of value among employees and supervisors.
- Complete functional job analysis of regular job positions, starting with the most problematic.
- Identify transitional duty areas and tasks by analyzing job descriptions, and identify modifications for common injuries and restrictions.
- Identify occupational medicine clinics that handle workers' compensation injuries. With our Select Provider program, we can also interview clinic staff and doctors to set up an account.
- Share job descriptions with treating physicians and offer tours of your facility.
- Create reporting and other written formats for supervisors and employees.
- Train employees and supervisors on what to do when an injury occurs.
- Provide guidance for the appointment of an in-house workers' compensation coordinator.
- Help you understand your state's workers' compensation laws and first report responsibilities.
- Set up regular claims conferences with your adjuster.
- Modify job descriptions as needed.
- Regularly communicate return to work and safety results to employees.

Injury Prevention and Management

An Integrated System



For any employer, keeping employees safe and productive are primary concerns. An integrated approach to injury prevention and management can help you minimize the number, severity and cost of those injuries as well as the loss of productivity that occurs when employees are injured.

Key "pieces" of a good injury prevention and management system include:

- **Safety**—A good safety program should be at the center of your system to help identify and control the risk of injury in your operations. A good program should include investigation of accidents to determine root causes and prevent them from recurring. Safety should be integrated into all parts of your organization's operations and be part of your workplace culture.
- **Hiring Practices**—Good hiring practices can help you hire skilled, knowledgeable and physically capable employees who are suited for the job. Detailed functional job descriptions are a key element in the hiring process. If job descriptions contain information on the physical demands of key tasks, then post-offer prework screening can be used to help hire only workers who are physically capable of doing the job.
- **Select Provider**—Good reporting, prompt medical attention and excellent communication are at the heart of effective workers' compensation claim handling. EMC's Select/Preferred Provider program is a two-part program that helps you organize your response to an initial workplace injury/illness. EMC helps you create procedures and reports that instruct the workers' compensation team (injured employee, employer, treating physician and claims adjuster) of their roles and responsibilities, so everyone knows where to start and what is expected. Additionally, where permitted by law, we'll help you select a designated/preferred medical provider. By designating a physician or clinic to handle workplace injuries and illnesses, the injured employee receives consistent, quality medical care with a focus on returning to work.
- **Return to Work**—When workers become injured or ill, expenses can add up quickly due to lost time, medical costs and the hiring of replacement workers. A return to work program is designed to bring injured employees back to work safely and as soon as possible in a medically approved and accommodated capacity. Benefits can include reductions in workers' compensation costs and experience modification factors, reduced temporary total disability and other insurance payments, reduced likelihood of employees becoming totally or permanently disabled and improved communication with the employee (a factor shown to reduce the frequency of attorney involvement).
- **Health and Wellness**—The majority of healthcare costs stem from preventable diseases. By adopting healthier lifestyles, employees can decrease their risk factors for chronic disease, which may result in lower healthcare expenses for your organization. Health and wellness programs are focused on preventing employees from developing chronic conditions that drive these higher costs. Benefits of implementing a successful wellness program may include lower healthcare costs, increased productivity, reduced presenteeism and absenteeism, fewer injuries and reduced workers' compensation costs.

Additional Information

TECH SHEET

EMC Insurance Companies

Return to Work Programs

Getting Started

The Bureau of Labor Statistics reports that over five million workers are injured on the job each year, and of those injured, more than 1.4 million fail to return to work.

An early return to work (RTW) program is an organized system that aims to bring injured or disabled employees safely back to work as soon as they are able. Transitional work duties are matched to the injured worker's abilities for a specific time frame, allowing the worker to rejoin the workplace sooner—an advantage to both the employer and the employee.

Benefits of Return to Work Programs

RTW programs can help your organization effectively manage situations that involve workers' compensation and employee health concerns. Benefits of a timely and medically-approved return to work program may include:

- Reduced costs associated with replacing the injured or ill employee (overtime pay, retraining, rehiring and lost time)
- Reduced insurance payments because the employee is on the job and earning at least part of their wages during the recovery period
- Reduced medical costs because injured employees are regularly seen by their physicians during the RTW program and abilities are monitored on the job
- Positive effect on workers' compensation premiums and experience modification rate

RTW programs also help the injured employee. Employees participating in RTW programs continue to live a productive lifestyle during their recovery period and feel more valued by their employer. They are also less likely to become totally or permanently disabled.

Satisfaction with the RTW program can also reduce the legal costs of a workers' compensation claim because RTW program employees are less likely to engage attorney services.



Communication Roles

An effective RTW program facilitates immediate and informative communication between employee and employer, which allows medical, employment and claim decisions to be made in a timely manner. The following communicators play important roles in an effective RTW program:

Claims Adjuster—communicates with the employer, the injured/ill employee, the RTW in-house coordinator, medical providers and others involved with the claim and the RTW program. The adjuster is keenly interested in the RTW process in an effort to keep workers on the job and manage claims costs.

RTW In-House Coordinator—contacts the claims adjuster, the supervisor and the injured employee within 24 hours of the reported accident and maintains these lines of communication.

Continued

Supervisor—communicates directly with the injured worker. Supervisors may be the first to know and report about the employee's injury, and they may remain the first line of communication afterwards. Working with the RTW in-house coordinator, the supervisor may be the primary source of information for the employee about work-related questions and the development of meaningful transitional duty job descriptions.

Injured/Ill Employee—asks many questions about workers' compensation and other health benefits, claims procedures and RTW policies. The relationships between supervisors, employees, the RTW in-house coordinator and the claims adjuster are key to maintaining effective communications during an employee's return to work.

Before Implementing a RTW Program

- Analyze job duties for all regular positions through functional job analysis and complete written job descriptions.
- Identify transitional duty areas before they are needed and complete job descriptions of those meaningful tasks.
- Identify occupational medicine and therapy providers in your area where work injuries can be medically treated.
- Interview physicians and physical therapy staff to determine if they are able to meet the informational needs of your company. Talk with your insurance adjuster to ensure these services are compatible with claims handling procedures.
- Share written job descriptions with medical providers and offer them tours of your company to help them fully understand the dynamics of each job position.
- Appoint an in-house workers' compensation coordinator and set up return to work reporting formats, letters and other documentation.
- Train and educate supervisors and employees on steps to take when an injury occurs.
- Understand your state's workers' compensation laws and reporting responsibilities.
- Review and update the RTW protocols regularly. They must be compatible with state workers' compensation laws and federal legislation, including the Americans with Disabilities Act.
- Communicate with your EMC claims and loss control team when questions arise.

For Additional Information

EMC Services: www.emcins.com or email losscontrol@emcins.com

- Return to Work Programming Assistance

EMC Tech Sheets: www.emcins.com

- Return to Work Programs—Job Accommodations & Implementation

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TECH SHEET

Return to Work Programs

Job Accommodations and Implementation

EMC Insurance Companies®

As you attempt to return an injured or ill worker to work as part of your return to work (RTW) program, it may be necessary to make modifications to that employee's job to help him/her meet the demands of the position. These job accommodations may be short- or long-term, and they often change as the employee's abilities change. Accommodations don't have to be expensive—in fact, research has shown that 20 percent of all job accommodations cost nothing.

Job accommodations allow the employee to return to a productive position in the workplace sooner and often benefit the organization as well. It is estimated that for every dollar an employer spends for a disability-related job accommodation, the company saves $34 in the form of reduced insurance payments, eliminated training of replacement employees and increased productivity.

Incorporating Accommodations

Employers should work with the injured employee to come up with possible job accommodations. These suggested accommodations and job duties should be discussed with the treating physician before the worker actually returns to work. Examples of accommodations for employees with restrictions might include the following:

- Making the physical environment accessible (for instance, installing a ramp into a building or department)
- Modifying existing equipment or acquiring new equipment to match an employee's abilities
- Modifying regular job duties or the hours worked based on medical restrictions
- Partial work hours and/or duties for a transitional job description on a temporary basis (which can become regular duties, if necessary and feasible)
- Job sharing (exchanging pieces of a job that cannot be performed by the injured employee with the job of another employee)



- Reassignment of a worker to a vacant position of equivalent status and salary that better fits the restrictions

Employees performing temporary transitional duties should understand those duties are part of a rehabilitation program and that they will be expected to return to their normal duties as soon as medically able. Written documentation from the treating physician about the employee's medical restrictions, abilities and medical approval for specific duty should be shared with the employer and the employee. The employee should be presented with a written offer of transitional duty, including a written description of the tasks and work hours assigned. The employee should be asked to acknowledge the transitional job offer by signing and dating the form and to also indicate their acceptance or rejection of the offer in writing.

Continued

Monitoring Accommodations

The restricted employee's successful completion of transitional duties should be reviewed daily and then weekly by the supervisor with input from the employee, the in-house RTW coordinator and safety personnel. This consistent communication ensures the transitional duties are consistent with the treating physician's recommendations and approval.

At each follow-up examination, the medical provider should be updated on the employee's modified/transitional job performance levels. In turn, the medical provider should communicate any changes to the employee's restrictions so the employer can make sure the level of accommodations is still appropriate.

Employees with medical limitations should be directed not to work outside of their restrictions, and coworkers should be trained not to ask them to do so. Any problems the employee encounters in completing modified tasks should be reported to a supervisor immediately.

For Additional Information

EMC Services: www.emcins.com or email losscontrol@emcins.com

- Return to Work Programming Assistance
- Medical Management Services
- Select Physician Program

EMC Tech Sheets: www.emcins.com

- Employee Job Descriptions
- Return to Work Programs—Getting Started
- Select Provider Program

Job Accommodation Network: www.jan.wvu.edu

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TECH SHEET

Prework Screening Programs

EMC Insurance Companies

Hiring qualified employees is one of the most important business decisions an employer can make; however, it can also be one of the most difficult. A prework screening program can help determine which applicants are best qualified for specific tasks.

A prework screen (PWS) is a management tool that can help an employer assess a job candidate's ability to safely assume and/or resume work duties. The PWS is designed by a physical therapist using information the employer provides. Traditionally, a PWS is conducted after a conditional job offer has been made. It consists of a series of objective tasks that assess a worker's ability to perform the physical demands of a job. A PWS can also be used in transitional return to work (RTW) situations where an employee has been issued medical restrictions related to work activity.

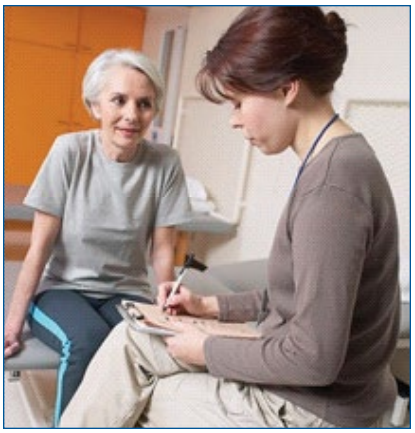
Laying the Groundwork for a PWS Program

To create a PWS for a specific job, a physical therapist needs accurate job description information that provides objective task data. (See the resources listed at the end of this document for help with preparing job descriptions.)

Choosing a Physical Therapist

During a PWS, a physical therapist can help identify limitations or conditions exhibited by a candidate that could create a higher risk of injury on the job.

A PWS should be conducted using methods consistent with the American with Disabilities Act (ADA), the Equal Employment Opportunity Commission (EEOC) regulations and all other applicable state and federal laws and regulations. Employers should pick a therapist who:



- Is properly trained in PWS testing and design methods and understands legal requirements
- Can perform functional job analysis and work with loss control representatives
- Understands the world of work and is a skilled communicator
- Is geographically close to the employer's job site(s)
- Has experience in both occupational and nonoccupational treatments

Following a PWS, the therapist gives the employer the worker's pass/fail results for each tested area, as well as any suggestions for additional training for the worker (i.e., proper lifting techniques). The employer is also informed of medical reasons or other reasons the test may have been halted.

Continued

Prework Screening Programs

Benefits of Prework Screens

There are many benefits that come from conducting PWS as part of the hiring process:

- Improved work efficiencies and safety by matching the right worker with the job
- Reduced workers' compensation costs due to injury prevention
- Easier return to work transition for injured employees
- Avoidance of hiring prejudice

EMC Can Help

EMC can provide assistance to commercial policyholders setting up a PWS program. Our loss control process includes:

- Researching past work-related injuries to identify patterns of injury
- Analyzing job tasks in your workplace and providing guidance to help you develop job descriptions on which a PWS will be based
- Identifying physical therapists who can appropriately conduct a PWS, help you create testing criteria and track your data over time

For more information on setting up a prework screening program at your company, contact your EMC loss control representative or your independent insurance agent. You can also email losscontrol@emcins.com.

For Additional Information

EMC Tech Sheets: www.emcins.com

- Return to Work Programs—Parts I and II
- Employee Job Descriptions: The Primary Employment Document

EMC Loss Prevention Information Manual: www.emcins.com

- Employment Practices section

Department of Labor: www.dol.gov

Equal Employment Opportunity Commission: www.eeoc.gov

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TECH SHEET

Select Provider Program

EMC Insurance Companies®

Prompt reporting, quality medical attention, and excellent communication are essential to successful cost management for workers' compensation claims. EMC's Select Provider Program helps organizations manage the process by providing educational tools to improve claim handling procedures, selecting qualified and reputable medical providers, and defining return-to-work policies and procedures.

By targeting the efficiency of the claims handling process, this successful program helps avoid the major communication mistakes that can damage employer-employee relationships. Using the step-by-step techniques outlined in the program, employers will assist employees in finding prompt medical care, which improves employee satisfaction and positively impacts the bottom line.

Controlling Costs

A key to controlling workers' compensation costs is knowing what to do when an injury is first reported. EMC's Select Provider Program assists an organization in managing the first 24 to 48 hours of a workers' compensation claim by:

- Providing employee reporting procedures for a work-related injury or illness.
- Collecting accurate information about the injury or illness.
- Assisting employees in finding prompt, appropriate, and organized medical care.
- Reporting the injury to EMC claims adjusters in a timely and well-documented manner.

Medical Facilities

It is important to designate qualified, convenient medical facilities for injured employees to access. EMC has identified medical providers throughout the country that provide quality medical care while maintaining excellent lines of communication among all parties. Select Provider Program forms and materials are customized for each organization to assist in the initial referral and reporting process.



Communication

It is reassuring for everyone involved when both the employees and employers know what to do when a workplace injury or illness occurs. In the Select Provider Program, employees are educated on the specific procedures to follow when an injury report needs to be made. The program procedures are designed to be used by the organization's management staff to assist the employee through the process of initial referral to medical care and return to work.

Return to Work Policies

Every organization should have a documented return-to-work policy. This policy should outline the organization's commitment to providing a safe and healthy workplace and its pledge to provide access to prompt, quality medical care to injured employees. The policy should also establish the organization's guidelines to return injured employees to productive employment as soon as medically possible.

A return-to-work policy should include wording that communicates the organization's plan to make all reasonable efforts to provide modified or transitional work until the injured employee is able to return to normal duties. It is equally important to note that all transition work is temporary and intended to facilitate a return to regular work duties when medically feasible.

Continued

Supervisor's Responsibilities

When an employee is injured on the job, the supervisor has some very important duties and responsibilities to facilitate the employee's medical treatment, the return-to-work program, and accident investigation. It is critical that all employees who are injured at work immediately report the incident to their supervisor. Upon that notification, the supervisor should complete the following:

- Obtain immediate medical attention for the injured worker.
- Call the medical facility or physician prior to the employee's arrival and alert the medical staff of the injury/illness and approximate arrival time.
- Follow the organization's requirements for reporting job-related illnesses and injuries.
- Complete an incident/accident investigation report.

Once the employee has been medically cleared to return to work in transitional duties (sometimes referred to as "light duty"), the supervisor, injured employee, and workers' compensation administrator should review the information provided by the treating physician and jointly determine if appropriate work is available. Following an injured employee's return to work, the supervisor and workers' compensation administrator should monitor the injured employee's progress to assure that all restrictions are carefully followed and assist to resolve any difficulties. Employees should be instructed to immediately report any difficulties with performing assigned tasks to their supervisor. Supervisors must always keep in mind that, although the employee may only be performing a portion of their pre-injury duties, it is of far greater benefit to the organization for the employee to be back on the job doing some work, than to be away from the job doing no work at all.

For Additional Information

EMC Insurance Companies: www.emcins.com

- Loss Prevention Information Manual – Accident Investigation
- Technical Information Sheets – Accident Investigation, Return to Work Programs, Employee Job Descriptions

Incident/Accident Investigation Reports

One of the primary purposes of Incident/Accident Investigation Reports is to determine what actions are needed to eliminate or mitigate the hazards that have caused or contributed to an employee injury. The information gathered in these reports is very important to improving safety at the organization. The reports should emphasize prevention of future injuries, not blame the employee for what has already occurred by using phrases such as "employee should be more careful." The reports should ultimately strive to identify the root cause of the accident and provide recommendations to eliminate or mitigate those root causes. Incident/accident reports should be completed within 24 hours of the incident, as information and facts may be forgotten by the employees and witnesses if too much time has passed.

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TECH SHEET

Wellness Programs in the Workplace

EMC Insurance Companies

According to the CDC, approximately 33% of all deaths in the United States (about 800,000 deaths each year) are caused by just three modifiable health-damaging behaviors—tobacco use, lack of physical activity and poor eating habits.

Starting a wellness program can help your employees decrease their risk factors for chronic disease, which may also result in lower healthcare expenses for your organization. Other potential benefits of an effective wellness program include decreased absenteeism, improved productivity and morale and fewer employee injuries.

Types of Wellness Programming

Wellness initiatives can range from simply distributing educational materials to hosting health screenings or creating incentive programs that encourage changes in specific health behaviors. Examples of possible wellness program components include:

- **Group programs**—smoking cessation, fitness classes (or subsidize gym membership fees), health fairs
- **Individual programs**—personal health coach, flu shots, health risk assessments
- **Seminars and workshops**—stress management, nutrition education
- **Community involvement**—blood drives, charity walk/run events
- **General employee safety**—injury prevention, ergonomics, back care

Choose programming that will interest and engage your employees. It can be as easy as planning a walking route around your facility or hosting a class about first aid and CPR.

Getting Your Program Started



Here are some general steps to follow when starting a wellness program in the workplace:

- **Management commitment**—get management buy-in and determine what resources will be available for the program.
- **Develop a wellness committee**—choose individuals from a variety of personnel levels and departments to help guide your wellness initiatives.
- **Run the numbers**—collect data before the program, during the implementation and after the program is concluded. Sources for this information include employee surveys or organization-wide insurance statistics.
- **Develop an operating plan**—describe your desired outcomes and address the return on investment (ROI) for the program.

Continued

- **Choose interventions**—select the programs you would like to incorporate into your overall wellness programming strategy.
- **Provide a supportive environment**—make healthier food available in your facility's cafeteria or vending machines, provide opportunities for physical activities and consider ergonomics at your workplace.
- **Evaluation**—after a program is implemented, determine what worked well and what changes should be made. Obtain employee feedback to help guide future programming decisions.

Wellness programs or their individual features, may be subject to a number of state and federal laws; including, but not limited to, ERISA, HIPAA, FMLA, COBRA and income tax laws. Neither Employers Mutual Casualty Company nor any of its affiliated insurance companies (collectively, EMC) represent or warrant that any wellness program complies with applicable state or federal laws. EMC shall not be construed to be or relied on as providing any tax or legal advice. EMC shall not be liable for damages, fines, penalties or fees that you may incur due to the failure of any wellness program you implement to comply with any applicable law. EMC recommends that you consult with your own tax and legal advisors prior to implementing any wellness program.

For Additional Information

American Dietetic Association: www.eatright.org

Centers for Disease Control and Prevention: www.cdc.gov

Healthy People 2010: www.healthypeople.gov

National Center on Physical Activity and Disability: www.ncpad.org

National Governors Association: www.nga.org

- Creating Healthy States: Building Healthy Worksites

National Wellness Institute: www.nationalwellness.org

President's Council on Physical Fitness and Sports: www.fitness.gov

U.S. Department of Labor: www.dol.gov

- Wellness Program Analysis

Wellness Councils of America: www.welcoa.org

Well Steps: www.wellsteps.com

- ROI Calculator

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TECH SHEET

Employee Job Descriptions

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The core foundation of any business is the worker, the job tasks and producing a product or providing a service. By correctly matching workers to jobs for which they are qualified, employers can improve safety, while decreasing the costs of doing business. Properly identifying and documenting your organization's specific work activities with employee job descriptions is a wise investment of time that can help you better manage your workplace.

What is a job description?

A job description is a written document that outlines specific measurable job functions by defining the critical demands of the job, as well as other requirements, conditions and qualifications (including mental and physical tasks, working environment, job hazards, safety and other equipment used, and educational levels).

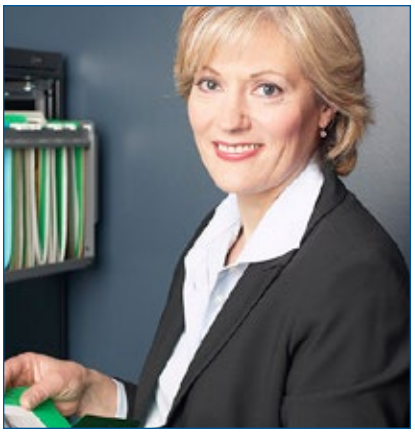
With job descriptions in place, employers have objective and quantifiable information to use in their employment decision-making. Job descriptions can be used to develop pre-work screenings as part of the hiring process, to ensure new workers are qualified for the position. When evaluating a worker's performance, a job description becomes the baseline for comparison, allowing a more unbiased assessment.

If a worker is injured on or off the job, job description information is useful to both the employer and treating physician when considering a modified, transitional or full return to work. Job descriptions should be updated regularly to reflect changing employee tasks.

A job description is an informational tool that can be useful in many ways and can become the basis for:

- Decision-making in hiring and retaining employees
- Completing employee performance evaluations
- Arranging job modification and return-to-work placements for injured/ill employees

How information is gathered, written



Job descriptions are written based on objective data gathered during a process called job analysis. Employers can be trained to complete a job analysis and write job descriptions, or outside analysts can be hired for this purpose.

A job analysis or job description will usually include:

- Position title and company name
- Department or work location
- Reporting lines
- Supervisory status (does position supervise others?)
- Job summary and purpose
- Essential functions
- Nonessential functions
- Minimum qualifications (physical and cognitive)
- Educational levels required
- Description of workplace environment
- Materials and equipment used on the job
- Personal protective equipment used
- Signatures or approvals
- Name of evaluator and date of job analysis/ description

Continued

TECH SHEET

Employee Job Descriptions

Workers' comp and employee illness

In workers' compensation situations, employers deal with insurance representatives, medical providers, sometimes legal counsel and, of course, their employees. The job description assists insurance adjusters in making a full assessment of the claim and investigating return-to-work options. Insurance adjusters can make timely inquiries with the treating physician, therapists, employer and employee about specific modifications that would allow the injured worker to return to work when appropriate.

Physicians want to review the job description, especially when asked to make informed medical opinions about a worker's return to work (in a full or modified capacity) or when prescribing a rehabilitation plan. Physical and occupational therapists use job descriptions as clinical planning tools for injured workers in their work conditioning programs and functional capacity testing.

An employer with an effective job description program in place is also in a better position to deal with discrimination claims, including those related to the Americans with Disabilities Act of 1990 (ADA), the Family Medical Leave Act of 1993 (FMLA) and other state and federal regulations. While job description programs are not required, they do help document job-related information, which can improve compliance with these regulations.

Benefits of up-to-date job descriptions

- Workers' job-related responsibilities are well documented and defined, based on objective information
- Employees have information explaining their current job functions, qualifications and responsibilities, as well as any other jobs to which they may advance
- Employers have a factual basis for completing employee evaluations, delivering corrective action, assigning key responsibilities and creating specific training
- Appropriate pre-work screens can be developed to help match workers to jobs for which they are suited
- When employees are injured or ill, job descriptions can be used by the employer, employee, insurance adjuster and medical providers to make decisions about a modified, transitional or full return to work
- Employers have a basis for documenting task changes for existing positions or to help develop job descriptions for new positions

For Additional Information

U.S. Department of Justice: www.ada.gov

U.S. Department of Labor: www.dol.gov

Equal Employment Opportunity Commission: www.eeoc.gov

EMC Insurance Companies: www.emcins.com

- EMC Loss Prevention Information Manual – Employment Practices
- Tech Sheets

Home Office: 717 Mulberry • Des Moines, IA 50309 • 800-447-2295 • **www.emcins.com**

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TECH SHEET

Online Loss Control Services

EMC Insurance Companies

As an EMC commercial policyholder, you have access to a variety of free online services at www.emcins.com.

Reliable Information

Tech Sheets—Get the information you need quickly with these short and to-the-point documents that provide detailed information on specific hazards and loss control topics.

Loss Prevention Information Manual—When you need more in-depth information, review this collection of documents that fully outlines loss control topics and can help you develop required written programs.

Safety Talks—Easily access over 1,000 toolbox talks for your next safety meeting, or use as handouts or training aids.

Loss Control Forms—Download our fillable PDF forms, which include accident investigation forms, crane inspection reports and forms to notify EMC Insurance Companies of the closing or reopening of fire sprinkler system valves.

Loss Control Insights—Read the quarterly publication for our commercial policyholders that focuses on hot topics in safety and current loss control techniques.

Training Assistance

Online Training—Train employees when it's convenient for you with these self-directed sessions on topics including defensive driving and bloodborne pathogens. You can also register for the Training Management System, which tracks your organization's training records.

Safety Videos—Check out a training video from our library of nearly 500 titles. All you pay is return shipping.

Safety Signs and Posters—Order free safety posters and signs from our collection, or download them instantly and print from your own computer.



Training Certificates—Recognize the success of your employees with a training certificate you can customize and print.

Safe Driver Awards—Reward safe drivers who are not involved in preventable accidents with this program, which provides congratulatory gifts at specified safe driving anniversaries.

Planning and Protection

Employment Practices Liability Tools—Help protect your organization with resources for managing employment risks, such as discrimination, wrongful termination and harassment.

Disaster Planning Tools—Plan ahead to keep your organization running in the event of a business interruption. We've partnered with the Insurance Institute for Business & Home Safety to offer the Open for Business series, which provides resources that help you create a business continuity plan.

Ergonomics and Wellness Tools—Access our NIOSH Lifting Equation tool or download computer workstation posture handouts. You'll also find stretching instruction booklets designed for office workers and other employees.

Continued

To access the services listed:

1. Visit **www.emcins.com**.
2. Select **Loss Control** from the menu.
3. Navigate the site using the left-hand menus or the quick links at the bottom of the page. You can browse by topic, industry or service type.

Some of these resources will require an EMC policy number. If you do not know your policy number, contact your agent.



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For more information, contact
the Home Office Risk Improvement Department:

EMC Insurance Companies
717 Mulberry
Des Moines, IA 50309

losscontrol@emcins.com
www.emcins.com

count on EMC INSURANCE

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SCHUYLER CENTRAL HIGH SCHOOL

The start of school year has been positive and successful for both students and staff. The first two days of school, we had class meetings with each grade level outlining our new programs, expectations, and changes for the school year. One of the new programs is the revamped Focus Program, which is up and running and the students and teachers are making adjustments to the program.

Another new program and staff member to the district, is our new Resource Officer, Ms. Sidnee Pavel. She works with students who are tardy or unexcused absent from school. She also assists teachers in the building with students who are struggling in class. She has been a great asset and resource to our building and a resource for teachers to go to. This position is a joint position between the school district and the county attorney's office. The county attorney's office filed for and received a grant for this resource position. She will be working with students 6th through 12th grade. Already we are seeing a decline in tardies and absences at the high school.

Our new staff this year have started off well and are working hard and adapting to Schuyler Central High School. They have been matched with a mentor in the building which are a support and a go to person within the building. Our new staff this year are: Katherine Bertrand, Counselor; Dana Garrison, Agriculture teacher/FFA Sponsor; Lewis Evans, Social Studies Teacher; Jason Friesen, Social Studies Teacher; Kelsey Piper, Science Teacher; Ethan Hutton, Science Teacher/Paraprofessional; and Elizabeth Johnson, Math Teacher. Again, adapting and building rapport with our students.

As the year begins there are many upcoming events including multiple sporting events, One Act Play, vocal and band contests/concerts, and in September we will begin preparation for MAP testing. Teachers and Administrators have been and are working hard to improve and do what's best for all students at SCHS.

A successful homecoming week will already have been completed the week before the September board meeting.

Schuyler Central High School Enrollment numbers

- **9th Grade – 135**
- **10th Grade – 133**
- **11th Grade – 132**
- **12th Grade – 110**

Total Enrollment - 510
(2014 – 2015 Enrollment—470)
Increase of 40 students

Dave Gibbons
Curriculum, Instruction and Assessment
School Improvement Coordinator
Student Services Director
Board Report August 2015

Curriculum Assessment & Accountability – Here are our overall percentages of students proficient on the NeSA Assessments.

Reading

	2012	2013	2014	2015	2015 State
3rd	87%	87%	92%	82%	82%
4th	54%	82%	75%	85%	81%
5th	50%	67%	87%	81%	83%
6th	64%	56%	75%	84%	81%
7th	68%	59%	79%	64%	82%
8th	60%	68%	65%	74%	79%
11th	58%	63%	61%	68%	69%

Math

	2012	2013	2014	2015	2015 State
3rd	89%	89%	91%	86%	78%
4th	50%	85%	85%	91%	77%
5th	45%	79%	88%	77%	76%
6th	50%	36%	52%	79%	72%
7th	55%	52%	61%	62%	73%
8th	48%	61%	60%	63%	68%
11th	49%	52%	37%	44%	62%

After School Program – The after school program started August 31 at SES and SMS. We currently have 144 students participating at SES and about 30 participating at SMS. We have 50 students on a waiting list so we are working add staff in order to accommodate all the students.

School Improvement Grant – We have started year 2 of our grant at the Middle School. Staff has continued to work with Discovery Education and CTAC. We have had trainers and consultants in the building three times already this year. This year we are adding a communications class and equipment is being purchased for that. We have also added a new teacher evaluation system. Teachers will also be working on Student Learning Objectives as a part of this grant.

Events › **AMM**

2015 Area Membership Meetings

Training | Recognition | Networking

Valentine | Gering | Kearney | York | Omaha | Norfolk | North Platte | Nebraska City | Fremont



To Register:

- Go to www.NASBonline.org, and log in using your username and password
- If you do not have a username and password or have forgotten it, please contact NASB at 800-422-4572 for assistance.
- $20 cancellation fee by the registration deadline. No refunds after the deadline.

Registration fees for the meetings and dinner are as follows:

NASB MEMBER	$70
CANCELLATION FEE	$20

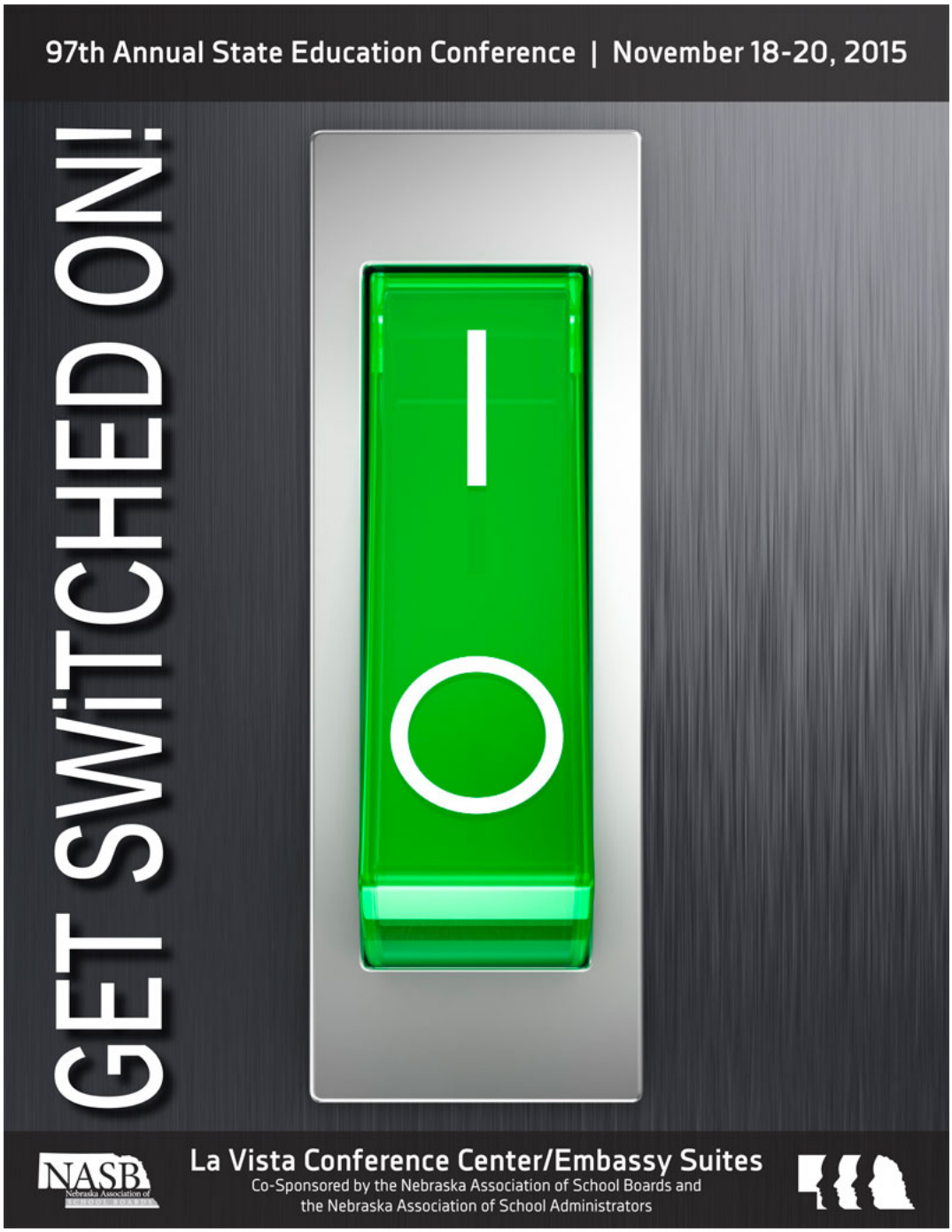
15 Awards of Achievement points can be earned



Downloadable PDF

AUGUST 25 - VALENTINE **Valentine Community Schools | 431 N. Green Street** **Dinner at Peppermill | 502 E. Highway 20** **REGISTER BY AUGUST 17**	**SEPTEMBER 23 - NORFOLK** **Lifelong Learning Center | 801 E. Benjamin Avenue** **REGISTER BY SEPTEMBER 16**
AUGUST 26 - GERING **Gering Civic Center | 1050 M. Street** **REGISTER BY AUGUST 17**	**SEPTEMBER 30 - NORTH PLATTE** **Sandhills Convention Center | 2102 S. Jeffers Street** **REGISTER BY SEPTEMBER 23**
AUGUST 27 - KEARNEY **Holiday Inn | 110 S. 2nd Avenue** **REGISTER BY AUGUST 17**	**OCTOBER 7 - NEBRASKA CITY** **Nebraska City Public Schools | 215 N. 12th Street** **Dinner at Steinhart Lodge | 125 Steinhart Park Road** **REGISTER BY SEPTEMBER 30**
SEPTEMBER 9 - YORK **York High School | 1005 Duke Drive** **Dinner at Chances R | 124 W. 5th Street** **REGISTER BY SEPTEMBER 2**	**OCTOBER 14 - FREMONT** **Fremont Middle School | 540 Johnson Road** **Dinner at Fremont Golf Club | 2710 N. Somers Avenue** **REGISTER BY OCTOBER 7**
SEPTEMBER 16 - OMAHA **Omaha Marriott | 10220 Regency Circle** **REGISTER BY SEPTEMBER 9**	

Events ▸ **StateConference**



REGiSTERiNG FOR THE CONFERENCE!

REGISTRATION FOR THE 2015 STATE EDUCATION CONFERENCE WILL OPEN WEDNESDAY, SEPTEMBER 16, 2015

To register, Go to the NASB website at www.NASBonline.org and log in using your username and password, and click the State Education Conference link. *If you do not have a username and password or have forgotten it, please contact NASB at 800-422-4572.*

Registration fees for the conference are as follows:

REGISTER SEPTEMBER 16 THROUGH NOVEMBER 6	$175	NON-MEMBER REGISTRATION	$540
REGISTER NOVEMBER 7 THROUGH ONSITE	$200	CANCELLATION FEE (PRIOR TO 11/7)	$40

- No Refunds After 11/7 -

Submit a Registration - Opens September 16th

HOTEL RESERVATiONS!

TO RESERVE ACCOMMODATIONS AT THE CONFERENCE HOTELS YOU MUST FIRST REGISTER FOR THE CONFERENCE AS DESCRIBED ABOVE.

- To qualify for a room, you must complete your conference registration between September 16 and September 25, 2015. Once your conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel Room Request Form. The code will not be activated until Monday, September 28, 2015. TWO NIGHT MINIMUM STAY RESERVATIONS WILL BE GIVEN PRIORITY AT THE ON-SITE HOTELS.

COMPLETE THE CONFERENCE HOTEL ROOM REQUEST FORM

- Multiple attendees can be listed on one room request form. Form must be submitted in the original excel format, not pdf.

THE EMBASSY SUITES, LA VISTA WILL ACT AS THE HOUSING AGENT FOR ALL PROPERTIES. EVERY EFFORT WILL BE MADE TO FULFILL EACH REQUEST FORM'S HOTEL PREFERENCE TO THE BEST OF THEIR ABILITY. RESERVATIONS WILL BE MADE IN THE ORDER THAT EMAILS WITH VALID NASB REGISTRATION CODES ARE RECEIVED BY DAVID SCOTT. ALL REQUEST FORMS SUBMITTED BETWEEN SEPTEMBER 28 AND OCTOBER 16, 2015 ARE GUARANTEED TO HAVE ROOMS ASSIGNED TO THEM AT ONE OF THE FOLLOWING:

EMBASSY SUITES, LA VISTA | $149 per night | 12520 Westport Parkway, La Vista
COURTYARD BY MARRIOTT, LA VISTA | $149 per night | 12560 Westport Parkway, La Vista
HAMPTON INN & SUITES, LA VISTA | $149 per night | 12331 Southport Parkway, La Vista ***
EMBASSY SUITES, DOWNTOWN/OLD MARKET | $149 per night | 555 South 10th Street, Omaha ***
OMAHA MARRIOTT, REGENCY | $149 per night | 10220 Regency Circle, Omaha ***
FAIRFEILD INN | $139 per night | 465 Olson Drive, Papillion ***
MY PLACE | $139 per night | 7823 South 123rd Plaza, La Vista ***

*Complimentary shuttle service to and from all hotels listed above will be available through the new Travel Concierge, located at the Embassy Suites Conference Center.****

A RESERVATION AT ONE OF THE ABOVE IS NOT REQUIRED TO ATTEND THE STATE EDUCATION CONFERENCE

SUBMIT THE HOTEL REQUEST TO RESERVE ROOMS AT THE CONFERENCE HOTELS

Email the form to david.scott@hilton.com beginning at 10:00AM Central Standard Time, 9:00AM Mountain Standard Time on Monday, September 28, 2015. You will be notified via email within 7 days of where your hotel reservation has been made.

SCHEDULE AT A GLANCE

PRE-CONFERENCE SESSiONS!
WEDNESDAY, NOVEMBER 18
1:00 TO 4:00PM

OPENiNG KEYNOTE SPEAKER!
THURSDAY, NOVEMBER 19
8:00 TO 9:30AM

A - BREAKOUT SESSiONS!
THURSDAY, NOVEMBER 19
9:45 TO 10:45AM

B - BREAKOUT SESSiONS!
THURSDAY, NOVEMBER 19
11:15AM TO 12:15PM

THURSDAY LUNCHEON KEYNOTE SPEAKER!
THURSDAY, NOVEMBER 19
12:30 TO 2:00PM

C - BREAKOUT SESSiONS!
THURSDAY, NOVEMBER 19

PRE-CONFERENCE SESSiONS!

WEDNESDAY, NOVEMBER 18 | 1:00 TO 4:00PM

2015 GREEN SCHOOLS SUMMIT

There are many ways to "Go Green". Find out the innovative approaches taking shape across Nebraska to advance reduction in district costs, increase STEM skills and engagement, of both school staff and students, and engage students in 21st century civic responsibilities. Join us at The 2015 Green Schools Summit to learn how you can develop more energy-efficient, innovative and healthy schools in your own district. Hear from experts on STEM, service learning, and community partnerships. Sponsored by The USGBC Nebraska Flatwater Chapter and The UNO Center for Urban Sustainability.

Presenters include: Catherine Lang & Greg Adams | Accelerate Nebraska; Lasha Goodwin | Eureka, Inc.; Ron Azoulay | Nebraska Loves Public Schools; Greg Fripp | Executive Director, Whispering Roots; Dr. Deepak Khazanchi | UNO Prof. of Information Systems/ Quantitative Analysis; Professor Steve Rodie | Director, UNO Center for Urban Sustainability; Craig Moody | Verdis Group

**Optional Morning Bus Tour and Lunch Speaker (9:00 AM to 12:30 PM)*

*Tour Benson West Elementary and Omaha Northwest High School with Dr. Steve Rodie, Center for Urban Sustainability. Then enjoy lunch at the Sage Student Bistro at Metro Community College listening to Clayton Chapman of The Grey Plume, a James Beard 2015 Restaurant and Chef Award Semifinalists, awarded Nation's Greenest Restaurant, and Nation's Most Sustainable Restaurant. The bus will return by 1:00 PM for the pre-conference session. *($25 Additional Charge)*

CRADLES TO CAREERS

Schools are responsible to educate and shape the lives of students from birth to age 21, cradles to careers. This innovative 3-part collaborative pre-conference will explore all stages of learning for Nebraska children. First, see how early care and education can launch children on a positive trajectory in life, emphasizing that interactions between children and their caregivers are the primary engine of change in early childhood. Next, learn about Expanded Learning Opportunities (ELOs) in Nebraska, and how improving access to Nebraska's afterschool and summer learning programs helps build school-community partnerships. Finally, see the unveiling of the new Nebraska Work-Based Learning Manual designed to create more opportunities for effective work-based learning as an integral component of

2:15 TO 3:15PM

D - BREAKOUT SESSiONS!
THURSDAY, NOVEMBER 19
3:30 TO 4:30PM

E - BREAKOUT SESSiONS!
FRiDAY, NOVEMBER 20
9:15 TO 10:15AM

F - BREAKOUT SESSiONS!
FRiDAY, NOVEMBER 20
10:30 TO 11:30AM

FRiDAY LUNCHEON KEYNOTE SPEAKER!
FRiDAY, NOVEMBER 20
11:45AM TO 1:15PM

high school curricula. This manual provides guidance for all aspects of work-based learning from job shadow to internships, and will include employers describing the employability skills they are seeking and a presentation from schools implementing effective work-based learning programs.

Why the Early Years of Life Matter
Presenter: Samuel J. Meisels | Buffett Early Childhood Institute

Expanded Learning Opportunities in Nebraska Schools
Presenter: Jeff Cole | Beyond School Bells

A New Look for Work-Based Learning
Presenter: Rich Katt | NDE

EXHiBiTOR RECEPTiON! | WEDNESDAY, NOVEMBER 18 | 4:00 TO 6:00PM

THE ANN MACTiER AWARD WiLL BE PRESENTED AT THE THURSDAY LUNCHEON!

NASB DELEGATE ASSEMBLY | FRiDAY, NOVEMBER 21 | 8:00 TO 9:30AM

SUPERiNTENDENT OF THE YEAR WiLL BE RECOGNiZED AT THE FRiDAY LUNCHEON!

KEYNOTE SPEAKERS



DAVID HORSAGER | "THE TRUST EDGE"

Thursday Morning Opening Speaker | 8:00 to 9:30AM

David Horsager is a business strategist, keynote speaker and author of the National Bestseller, The Trust Edge: How Top Leaders Gain Faster Results, Deeper Relationships, and a Stronger Bottom Line. Trust is a fundamental, bottom line issue. Without it, leaders lose teams, salespeople lose sales, and organizations lose reputation, retention of good people, relationships and revenue. But with trust, individuals and organizations enjoy greater creativity, productivity, freedom, and results. Through academic research and firsthand experience, David Horsager has learned what it takes to gain – and keep – The Trust Edge. Dave combines humor and illustrations with business insight and analysis. He will show you how the little things, done consistently, add up to huge results. Attendees will walk away with concrete steps they can immediately use to improve their lives and careers.

KARL MECKLENBURG | "SIX KEYS TO SUCCESS"



Thursday Luncheon speaker | 12:30 to 2:00PM

Karl Mecklenburg rose from a college football walk-on and twelfth round draft choice to an NFL career that included three Super Bowl and six Pro Bowl appearances. The former Bronco's captain spent his entire twelve year career in Denver and makes Colorado his home now. Mecklenburg was arguably the most versatile player in the NFL playing all seven defensive front positions often in the course of a single game. As an author and speaker Mecklenburg's stories of teamwork and leadership are humorous and inspiring. He approaches his speaking career with the same intelligence, passion, and intensity that punctuated his great football career. The lessons life in the NFL taught him about teamwork, courage, dedication, desire, honesty and forgiveness, and goal setting are his "Six Keys to Success".



DR. JOANNE OWENS-NAUSLAR | "BE A POSSIBILITARIAN"

Friday Luncheon Speaker | 11:45AM to 1:15PM

JoAnne Owens-Nausler has spent forty-five years promoting the benefits of healthy living and is considered one of the nations' most vocal personalities on issues of physical activity for children and the potential for school success. Dr. Jo taught in Newcastle, WY for five years and later served on a school board in Nebraska. She will use her knowledge and experience of schools and learning to bring a dynamic closing keynote address. Possibilitarians look the options and consider the possibilities. Be prepared to laugh, learn, share and leave the conference with at least two take-a-ways and two give-a-ways.

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BREAKOUT SESSION TRACKS

BOARDSMANSHiP: A2, C2, C3, D3, F3 | BONDS: A6, B6, C6
CAREER & COLLEGE READiNESS: D2, D6, E4, E6, F5 | COMMUNiCATiON: A8, C4, D4
COMMUNiTY ENGAGEMENT : A6, D1 | CURRiCULUM: A7, C7, D2, E1 | EARLY CHiLDHOOD EDUCATiON: A7
FACiLiTiES: B7, C6 | FiNANCE: A3, B7, B8, C5, C7 | FOUNDATiONS: D7
LEGAL: A5, B3, B5, C3, C5, D3, D5, F3 | LEGiSLAT iVE AND ADVOCACY: A1, A3, B1
MANAGEMENT : B4, B8, C2, C8, D4, D5, F1, F2, F3, F4, F6 | NEW BOARD MEMBER: A2, D3, E3, F3
POLiCY: C3 | SCHOOL CULTURE: A4, A8, F1 | SCHOOL SAFETY: A5, F2 | STUDENTS: A8, B2, C1, D1
TECHNOLOGY: C7, C8, D2, D4, E3, E5, F6 | VENDOR: E2, F2 | WELLNESS: C1

BREAKOUT SESSiONS!

Session A Session B Session C Session D Session E Session F

A - BREAKOUT SESSIONS | THURSDAY, NOVEMBER 19 | 9:45 to 10:45AM	
A1	**STATE BOARD OF EDUCATION ROUND TABLE**
	State Board of Education members and Commissioner will share their education vision, priorities and issues in this informative session. Make plans to attend this session and bring your questions. ***PRESENTERS: State Board of Education & Commissioner Blomstedt***
A2	**WALK IN MY SHOES**
	The role of the board is to ensure a quality education is provided in an effective and safe learning environment. Guaranteeing that everyone is on this page should be easy – right? Right; however, we need to address the differing opinions among board members or the strained board superintendent relationship, disgruntled staff, and a community that does not agree with the goal the board is working toward. Attendees will be engaged in reacting to and critiquing scenarios, discussion related to conflict management and resolution, sharing their own personal experiences and learning how to head off some of the common pitfalls facing the board. ***PRESENTERS: Marcia Herring & Shari Becker | NASB***
A3	**MAKE LEMONADE – WHEN A BOND GIVES YOU LEMONS, MAKE LEMONADE!**
	Chadron Public Schools will share their process, experience, and successes with a Legislative Committee. A Legislative Committee was formed following a $1.6 million loss in state aid and a $12 million dollar bond that was defeated by 70%, Board and community members worked together to form a legislative committee to positively work on solutions for school funding and property tax issues. *PRESENTERS: Tom Menke, Jim O'Rourke, Dr. Caroline Winchester, Sandy Roes, Terri Haynes | Chadron Public Schools*
A4	**IT'S A GOOD TIME TO BE A TIGER - FOSTERING ENGAGEMENT ON THE PART OF ALL KEY STA KEHOLDERS**
	Learn how East Butler Public Schools and Bryant Elementary of Kearney Public Schools foster engagement of all key school community stakeholders: students, staff, parents & volunteers. Through provision and promotion of a weekly intervention based on the tenants of MissionMonday.com a pronounced impact can be made on school *climate. We don't wait to catch our students being good. We consistently give them a plan to display the kind of citizenship we desire. We don't rely on random acts of kindness. We have a plan for consistent and intentional validation. We will teach you how we launched, promoted, and continue to support this program as well as the rationales behind it.* ***PRESENTERS: Sam Stecher | East Butler Public Schools, Mark Johnson | Kearney Public Schools***
A5	**LEGAL ISSUES IN HANDLING THE DISRUPTIVE PATRONS OR PARENTS AND EFFECTIVE WAYS TO SAY NO TO SCHOOL GUESTS**
	Today, schools are increasingly experiencing unwanted visitors--from community members who believe they have a right to access "public property," to parents who believe they have the right to supervise their student's education, to sex offenders who move into town and want to attend the football game, and everywhere in between. In this session attorneys will walk through case illustrations, real world examples and practical suggestions to help you deal with unwanted visitors. ***PRESENTERS: Greg Perry & Justin Knight | Perry Law Firm***
A6	**ENGAGING YOUR COMMUNITY DURING A BOND ISSUE**

	Grand Island Public Schools passed a $69.9 million bond issue in September 2014. To do so, the district relied on keeping the community involved. This presentation will look at three key ways GIPS succeeded in community engagement to pass the bond issue: Community meetings: GIPS held multiple open meetings throughout the bond issue process, not only to inform the public but to rely on them to help find solutions to put before voters. Social media: GIPS leveraged it's growing social media presence to move informed voters into activists. Grassroots campaign: Rather than use solely advertising, school officials and yard signs, the GIPS Vote Yes committee enlisted an army of supporters to literally go door-to-door talking about the need. This presentation will discuss the ways GIPS accomplished goals in these three key areas and will help any district looking to pass a bond issue understand the impact of these components of the campaign. ***PRESENTERS: Jack Sheard & Rob Winter	Grand Island Public Schools***
A7	**HOW TO CREATE STRONG EARLY CHILDHOOD PROGRAMS IN YOUR DISTRICT**
	By the time children arrive at their first day of kindergarten, the quality of their earliest learning experiences have already done much to determine their degree of linguistic competence, ability to interact well with others, and healthy curiosity about the world around them. Learn various strategies of what is necessary for you to create strong early childhood programs in your district. ***PRESENTERS: Becky Veak & Jen Goettemoeller	First Five Nebraska***
A8	**DEVELOPING POSITIVE SCHOOL CULTURE BY PARTNERING WITH STUDENTS**
	Waverly High School students collaborate with staff to establish a positive school culture. Our goal at WHS is to build a culture from within by educating students on what leadership is, how students can use their strengths to have a positive impact on others, and to understand the important role they play in their school. Through this development, students are empowered to lead and connect with each other. Learn how a high school has created a process for leadership development used to enhance school culture and deepen the high school experience. **PRESENTER: Ryan Ricenbaw	Waverly High School**
**B - BREAKOUT SESSiONS!	THURSDAY, NOVEMBER 19	11:15AM TO 12:15PM**	
B1	**LEGISLATIVE UPDATE**
	This presentation will discuss the upcoming legislative session, highlights from the 2015 session and the Education Committee's interim studies. ***PRESENTER: Senator Kate Sullivan	Education Committee Chairperson***
B2	**STUDENT VOICES**
	This session will feature students from several Nebraska high schools. These young people will share their perspectives on a variety of issues that are important to the leaders of tomorrow. ***PRESENTER: Lynn Johnson	Arlington Public Schools***
B3	**HOT TOPICS**
	This presentation will provide an update on school law topics, including the First Amendment, students and teachers behaving badly, pregnancy, and more. School attorneys will take you through new school law cases, statutes, and twists on old ones from the past year. ***PRESENTERS: Steve Williams & Bobby Truhe, KSB School Law***
B4	**UPDATE FROM NSAA**
	Attendees interested in high school athletics and activities, attend this breakout session to find out what is new within the Nebraska School Activities Association. *PRESENTERS: NSAA Representatives*
B5	**BOARD MEMBER AUTHORITY – WHAT CAN I REALLY DO?**
	Board members must know what authority they have and what they don't. What paperwork they are allowed to see and what they are not, etc. This session will review various legal issues involved in an individual board member's authority as well as the necessary balances that must exist between both other board members and the administration. *PRESENTERS: Josh Schauer & Derek Aldridge	Perry Law Firm*
B6	**GETTING ANALYTICAL: USING VOTER ANALYTICS TO ASSIST WITH PASSING A BOND ISSUE**
	Getting Analytical: Using Voter Analytics to Assist with Passing a Bond Issue. In its simplest form, any election is won by gaining more "yes" votes than "no" votes. In this session, we will describe how Fort Calhoun and other school districts employed voter analytics to gain an advantage in this process. We will outline the process that Fort

	Calhoun used during their bond issue election and share experiences from other recent elections. We will explain how to obtain the voter file for your district and what the raw voter data looks like. We will explain how you can sort the data into usable information that you can use to target your message and lay out a plan to most effectively reach the target audience. In addition to the analytics, we will provide best practices and supporting information from previous elections. ***PRESENTERS: Steve Dethlefs | Fort Calhoun Community Schools, Mark Pfister | Boyd Jones Construction***
B7	**THE PACK PROJECT-FACILITIES UPGRADES WITH LITTLE MONEY, BUT A LOT OF DESIRE**
	Do students, faculty members, staff members, board members, or community members have a strong desire to create top-notch facilities in your district, but little money is currently available to accomplish the goal? Then come and join us for a conversation about how the Plattsmouth Community Schools developed some of the best outdoor facilities in the Midwest, with minimal resources. We installed synthetic turf on the marching band/soccer/football field, built a new baseball/softball field with a synthetic turf infield, and installed a 1-mile community walking trail around the campus. At the same time, the District resurfaced the track and runways. Come ready to engage in conversation and take detailed notes about our unique approach to funding the Plattsmouth Activities Complex for Kids (PACK) Project. *PRESENTERS: Dr. Richard E. Hasty & Mary Caverzagie | Plattsmouth Community Schools*
B8	**ARE YOUR TEACHER CONTRACT NEGOTIATIONS A WIN-WIN?**
	Information is power – in this session you'll learn how contract negotiations software can ensure you're making the best decision in all stages of the negotiation process. Utilize data collected from all school districts and ESUs across Nebraska, to see if you're being as competitive as possible. Learn about tools enabling you to access salary and benefit information, comparison reports, negotiated agreements, and placement calculations in real-time. ***PRESENTERS: Craig Caples | NETS, Jeff Edwards | Nebraska City Public Schools, Tim Heckenlively | Falls City Public Schools***
C - BREAKOUT SESSiONS! | THURSDAY, NOVEMBER 19 | 2:15 TO 3:15PM	
C1	**ENHANCING ACADEMIC SUCCESS THROUGH A HEALTHY SCHOOL ENVIRONMENT**
	Nutrition and Physical Activity are essential behaviors to maximize academic achievement. Learn about the latest research and strategies to impact student health, wellness and achievement. In this session we will highlight the importance of school breakfast and its impact on student health, hunger, and academics and hear from a superintendent about the impact breakfast has made in their district. We will share opportunities and strategies to add physical activity to the school day without detracting from academics and hear from a group of students who are leading the charge in their school every day. ***PRESENTERS: Beth Bruck-Upton | Midwest Dairy Council, Mark Adler | Ralston Public Schools***
C2	**TRANSFORMING SUPERINTENDENT EVALUATION AND BOARD SELF-ASSESSMENT**
	Superintendent Evaluation and Board Self-Assessment are vehicles by which the board ensures growth and improved learning for all students. This course offers board members practical experience in understanding the process of superintendent evaluation as well as board self-assessment. Learn how evaluation can be used to improve the board's functions, build positive working relationships, and to benefit growth and improved student learning. Attendees will learn about various assessment tools and the protocol and procedures to ensure an effective and purposeful process. ***PRESENTERS: Shari Becker & Marcia Herring | NASB***
C3	**TRANSGENDER STUDENTS AND STAFF**
	Transgender student and staff issues are affecting more schools daily, from facility use to activity participation. We will give you an update on the legal developments and report on some cases involving school boards who required students to use the bathrooms and locker rooms of their assigned sex at birth. If your district has or might develop a policy addressing transgender students and staff, this presentation will provide you with the things the board should consider. ***PRESENTER: Bobby Truhe, KSB School Law***
C4	**COMMUNICATING YOUR MESSAGE EFFECTIVELY - LEARN HOW TO TELL YOUR DISTRICT STORY**
	Are you reaching your target audiences with your district message? Do you know who your audiences are? Do you have a focused, consistent message? This presentation will walk participants step-by-step through the process one school district used to identify their audiences and define their school district brand into one consistent message. A District brand is so much more than your logo or colors. Your brand is how you operate as an organization. Do you know what your staff, parents and community say about your school district? This presentation will walk you through how you define who you are as a school district and how you begin to communicate that message in a way that your audiences will listen. Participants will leave with a step by step guide for how to determine their message and communicate that message effectively. Participants will also gain in-depth knowledge of what branding means for school districts. ***PRESENTERS: Annette Eyman | Papillion-La Vista School District***

C5	**SHOW ME THE MONEY – NEGOTIATING WITH POWER**
	It has been four years since the Legislature passed LB397 which put into statute the long established Commission of Industrial Relations concept of "total compensation." School boards now have the unprecedented ability to negotiate with the power of knowing the cost of employing teachers. Generally, only the board will have access to this information and the use of it in negotiations. We will explain ways to obtain this information and to use it to your advantage in developing bargaining strategies and negotiating for the 2016-17 contract year. ***PRESENTERS: Rex Schultze & Kelley Baker | Perry Law Firm***
C6	**PASSING THE BOND ISSUE MAY BE THE EASY PART: LESSONS LEARNED FROM CONSTRUCTION**
	The reputations of district leaders are on the line during major construction projects as the community watches the process closely. During this presentation both North Bend Central and York Board of Education members and superintendents share their experiences using two prevalent approaches to large-scale construction projects. The two districts will showcase both the design-bid-build and the construction manager at-risk process, as well as the critical role school leaders play through the enjoyable but time-consuming and challenging construction process. ***PRESENTER: Dan Endorf | North Bend Central, Mike Lucas | York Public Schools***
C7	**ONLINE EDUCATION IS THE NEW "DISTANCE LEARNING"**
	In an era of tight budgets, accountability, and a growing need to prepare students for the rigors of post-secondary education it has never been more important for schools to find a way to share resources and collaborate in an effort to better serve students. York and Seward have partnered up to offer an all online AP Environmental Science class by sharing the instructor, student enrollment, and finances. Administration from both schools will share details regarding initial discussions that led to the partnership, costs, and how together they were able to provide an additional college-prep course offering at minimal cost to students - altogether making something possible collaboratively that would have been difficult to accomplish independently. ***PRESENTERS: Mitch Bartholomew & Aaron Plas | York Public Schools, John Schwartz | Seward High School***
C8	**ASPIRE TO BE A 21ST CENTURY BOARD BY EMBRACING TECHNOLOGY**
	As the world becomes more and more digital, see the benefits of incorporating a paperless board meeting system to improve your overall efficiency. Discover the cost savings, time savings, improved document organization, greater staff efficiency, improved accessibility and availability of information, and instant search capabilities. This session will explore the benefits of the system for board members, administrators and office personnel. ***PRESENTERS: Craig Caples | NASB, John Skretta | Norris School District, Travis Miller | Bayard Public Schools***
D - BREAKOUT SESSIONS! | THURSDAY, NOVEMBER 19 | 3:30 TO 4:30PM	
D1	**STUDENT LEADERSHIP CLASS**
	Beatrice Senior High School has implemented a Leadership/Civic Responsibility class to help students of all backgrounds develop group and individual leadership skills. Students work with their peers and adults in a setting that provides real-life experiences and gives them the support and structure necessary to deal effectively with those experiences. Students are given the opportunity to make a difference in their school and community. In its first year, the class has been a part of numerous school and community activities, with one of them being the Homestead National Monument Quarter launch which hosted over 2,000 people. This breakout session will include students who can fully explain the experiences they've had in this class and how the class has helped them sharpen their leadership skills. ***PRESENTER: Joan Doyle-Workman & Students | Beatrice High School***
D2	**BLUEPRINT -- A BRAND NEW DIGITAL ENTREPRENEURSHIP CURRICULUM**
	"Blueprint" was developed for use on any PC or tablet. This is a fully interactive, digital curriculum developed for high school youth. This experiential curriculum covers every Career Readiness and Entrepreneurship Standard for the State of Nebraska and also all of the national standards. Blueprint is a new way to deliver entrepreneurial, financial and economic literacy and business planning classes. Youth are immediately engaged as they view the various videos included in the curriculum, work the interactive activities and complete all of their homework on-line. Join us as we demonstrate how to use this fun and educational new offering. *PRESENTER: Nancy Eberle | Nebraska Extension*
D3	**WHAT BOARD MEMBERS NEED TO KNOW ABOUT SPECIAL EDUCATION**
	Good board members make policy and let their administration implement it. But when it comes to special education, board members often have questions about SPED decisions and their role in the process. Why do you get a monthly bill for thousands of dollars when that student doesn't even attend the school?! When students kick and bite teachers, why don't we expel them?! This presentation will provide board members with the special education basics needed to help and support their administrators and staff in this complex area.

	PRESENTERS: Steve Williams & Bobby Truhe, KSB School Law
D4	**ALLIGATOR INFESTED WATER - SURVIVING SOCIAL MEDIA ATTACKS**
	From fake Twitter accounts to blogs based on woeful inaccuracies to Purple Penguins, districts today face the mounting challenge of communicating the message of education in an environment where critics generate negativity. This session will describe the journey that began with a training session on inclusive classrooms and morphed into an international incident that seemed out of control. Within the context of the story will be how this occurred, strategies employed to deal with the media and community, and valuable lessons learned. Attendees will depart with actionable strategies in the event their school or district is next. ***PRESENTER: Steve Joel	Lincoln Public Schools***
D5	**CHANGING THE CULTURE OF CONTACT SPORTS – IT'S NOT JUST FOOTBALL ANYMORE**
	This session will discuss the changing landscape in all youth activities involving contact, collisions and concussions. It will address the challenges facing coaches, training staff and parents in evaluating and recognizing concussions or symptoms of concussions or brain injuries, especially in sports not traditionally considered "contact sports". ***PRESENTERS: Rex Schultze & Derek Aldridge	Perry Law Firm***
D6	**CREATING OPPORTUNITIES IN CAREER EDUCATION**
	Career academies are exploding across Nebraska. This session will provide an update on career education program offerings, dealing with teacher shortages and the career education teaching permit, new online delivery opportunities and new business/industry and postsecondary partnerships. Innovative opportunities in career education will be shared by schools implementing new models and components of career education. We will also provide the latest update on Rule 47 State approved Career Academies, current research on effectiveness of career academies and proven models for successful implementation. ***PRESENTER: Rich Katt	NDE***
D7	**LEAVE A LEGACY: SETTING YOUR BOARD UP FOR THE FUTURE**
	Someday, the seat you fill on your local board will be filled by someone else. Do your part now to make sure the person in that seat remains as strong and dedicated to your community, and your students as you are. As a state we need to keep our communities viable, and that starts through finding great leaders at the local level. A good school board means hiring a good Superintendent, empowering him or her to make the best decisions for education, which makes for a strong school and a strong community. This session will focus on how to identify potential school board candidates in your community to keep your board strong. ***PRESENTERS: Nebraska Public Leadership Foundation Representatives***
**E - BREAKOUT SESSiONS!	FRiDAY, NOVEMBER 20	9:15 TO 10:15AM**	
E1	**TIER 3 BEHAVIOR PLANNING**
	Lincoln Public Schools has changed their approach to dealing with students who need tier 3 behavior supports in a separate in district placement. Lincoln Public Schools has worked with the company Success Schools to transform student behavior. This session will discuss how we implemented the behavior program, the data to support this type of implementation and testimonials from parents, teachers and administrators. We will also discuss how we support students who have mental health needs and behavior needs associated with Autism, ADHD, conduct disorders, emotional disorders and others. ***PRESENTERS: Teri Ourada, Jenny Fundus, & Jane Stavem	Lincoln Public Schools***
E2	**DAKTRONICS SPORTS MARKETING (VENDOR SESSION)**
	Daktronics Sports Marketing (DSM) provides marketing and sales services to help generate advertising and sponsorship revenue. DSM's core philosophy is to develop maximized revenue potential within each school facility by strategically designing and installing video, scoring, timing, and concourse design components. Daktronics Sports Marketing is an in-house sports marketing division of Daktronics that provides customized, unique marketing services to help schools fund new scoreboards, video boards, and other Daktronics equipment. DSM can help you raise advertising and sponsorship revenue to purchase Daktronics video boards, score boards, sound systems and more! ***PRESENTER: Chris Popowski	Daktronics***
E3	**DIGITAL CITIZENSHIP: A PAIN IN THE APP!**
	Attend this session to learn more about digital citizenship and social media for schools. Whether it's cyberbullying, sexting, or bomb threats, this attorney presentation and discussion of the newest issues related to technology is a can't-miss for today's board members. ***PRESENTER: Karen Haase	KSB School Law***

E4	**SMALL LEARNING COMMUNITIES AND CAREER & TECHNICAL EDUCATION FOR ALL!**
	In September of 2013, the Kearney Public Schools passed a bond issue to build a new high school. As part of the process, Kearney High participated in the NDE reVISION process and is designing the new school around Small Learning Communities (SLCs) based on the Nebraska Career Education Model. All students at Kearney High will participate in SLCs and the school will be the first in Nebraska to be a wall-to-wall model. ***PRESENTER: Jay Dostal | Kearney High School***
E5	**IS YOUR DISTRICT READY??? – TECHNOLOGY AND SCHOOLS**
	There are new and exciting technology developments occurring in many schools across the country; is your district ready? This session will explore some of these new developments and technologies as well as various legal issues. ***PRESENTER: Jim Gessford | Perry Law Firm***
E6	**CAREER EDUCATION : BRINGING THE RIGHT PEOPLE TO THE TABLE**
	Grand Island Public Schools opened the Career Pathways Institute in 2013. CPI gives students great opportunities to jump start a career, but what jump started CPI? The district was able to bring the right mix of people together to determine the needs, the structure and the plan for career education in the community. Beyond that, GIPS was able to get consensus on all of this and move forward with a new curriculum, new building and new solution for the community's workforce needs. This presentation will explain how the district went about getting community, business and school leaders all on board with a common goal and vision, which was crucial to the program's success. ***PRESENTERS: Robin Dexter | Grand Island Public Schools***
F - BREAKOUT SESSiONS! | FRiDAY, NOVEMBER 20 | 10:30 TO 11:30AM	
F1	**BUILDING AND SUSTAINING SCHOOL CULTURE: MAKING THE CHANGE**
	Educators know intuitively that a positive school culture leads to higher student achievement; furthermore educational research supports this common sense idea. So how, then, do schools build a positive school culture? At Milford Public Schools we are building and reinforcing a positive school culture through the use of an overarching theme. "Everyone has a story . . . make yours worth telling." Students are supported as they write their story by our PK-12, district-developed, character education/discipline model - Eagle Pride. This model gives us the vocabulary and protocols needed to do what is best for our kids. The success we have had flows from everyone working toward a common goal while recognizing that school culture is always a work in progress. ***PRESENTERS: TJ Meyer, Cameron Soester, Mark Olson, Brandon Mowinkel & Kevin Wingard | Milford Public Schools***
F2	**SCREENING CONTRACTORS (VENDOR SESSION)**
	Have you ever considered the background of the contractors who work in your school buildings? Attend this session to learn about the importance of screening contractors including providing figures on what percentage of contractors on average go unscreened. Representatives from Millard Public Schools will share what steps they have taken to further secure their schools. Topics include: 1. Better Vendor Screening 2. What percent of contractors follow the rules? 3. What is One Source's solution? This session will also describe One Source Certified Contractors program, a service that is included in our clients' accounts at no charge. ***PRESENTER: Nick Jasa | One Source, The Background Check Company, and representatives from Millard Public Schools***
F3	**HIRING A SUPERINTENDENT**
	Hiring a superintendent is one of a school board's most important duties. Whether your district is hiring or not, this is important information for all board members to know. What can you do in closed session? Are applications public records? How should you negotiate with candidates? Attorneys will answer these and other questions relating to hiring a superintendent. ***PRESENTERS: Bobby Truhe & Karen Haase | KSB School Law***
F4	**THE GOOD, THE BAD, AND THE BLAMEWORTHY: THE ROLE OF THE PPC IN NEBRASKA EDUCATION**
	The Nebraska Professional Practices Commission is a panel of 12 governor-appointed educators who have the power to reprimand and admonish certificated members of the education profession and recommend suspension or revocation of certification to the Nebraska State Board for violations of ethical or professional standards. The Commission convenes several times yearly and operates under the Nebraska Administrative Code Title 95 Chapter 1. Its members review petitions filed by the Commissioner when probable cause exists to believe a violation of Rule 27 (Regulations and Standards for Professional Practice Criteria) may have occurred. Recent cases referred to the Commission include educators who have contributed to the delinquency of minors and engaged in test fraud. This session will focus on a summary by the PPC Clerk of the important professional functions fulfilled by the Commission and observations about serving on the PPC from two recent Superintendent Appointees. ***PRESENTERS: Andy Rikli | Papillion-La Vista School District, John Skretta | Norris School District, Kathi Vontz | Nebraska Professional Practices Commission***

F5	**reVISION: ESTABLISHING A CLEAR VISION FOR NEBRASKA CAREER EDUCATION**
	The reVISION process will ensure that Nebraska students leave high school with the knowledge and skills required for employment in local/ regional businesses, and it will also provide opportunities for students to experience a smoother transition from high school to postsecondary education. reVISION plays a key part in developing a talent pipeline for economic growth and workforce development in Nebraska. As a result of completing the reVISION process, the gap between education and economic development is bridged, and local schools are educating and training a qualified workforce that meets regional industry needs. This session will highlight the reVISION process and provide information for local schools interested in completing the process. ***PRESENTERS: Cory Epler & Rich Katt | Nebraska Department of Education***
F6	**TWITTER FOR SCHOOL LEADERS**
	This session will exhibit ways that school leaders can successfully use Twitter to engage their students, staff, parents, and community. York Public Schools also uses Twitter as a professional development tool. Visit this session and see actual "tweets" and messages that YPS has sent out and learn the backstory behind them. Twitter can absolutely help school leaders manage the perception of their school districts. ***PRESENTER: Mike Lucas | York Public Schools***

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9/14/2015

TRANSFERS WITHIN THE DISTRICT

Last Name First Name	First Name	Transferring School Year	Date Transfer Requested	Grade Entering	SCS Resident School Building	SCS Transfering to Building

OPTIONS OUT / IN

Last Name First Name	First Name	Option School Year	Date Transfer Requested	Grade Entering	Resident District	Option district
Gomaz	Kevin	15-16	8/7/2015	10	SCS/SCHS	Columbus Public
Rocheford	Benjamin	15-16	8/10/2015	K	SCS/Fishers	Clarkson

CANCELED OPTIONS:

Last Name First Name	First Name	Option School Year	Date canceled		Resident District	Option district