Regular Meeting of the Shelton Public Schools Board of Education
Monday, May 16, 2022
the Elementary Conference Room
7:30 PM Central

1. Call to order and roll call

2. Routine matters

   2.a. Review and approve minutes

   2.b. Review and approve claims

3. Request to address the Board of Education

4. Reports

   4.a. Financial Report

   4.b. Board Report

   4.c. Superintendent's Report

   4.d. Principal's Report

5. New Business

   5.a. Consideration to approve the resignation of Tess Kirshner at the end of the 2021-22 school year.

   5.b. Information and discussion regarding a Visa Check Card Program through Exchange Bank with school logo

   5.c. Discussion regarding the staff wellness survey and self reflection

   5.d. Consideration to approve classified staff wages for the 22-23 school year

   5.e. Discussion and possible revision of superintendent evaluation goals

6. Old Business

7. Adjournment

Regular Meeting of the Shelton Public Schools Board of Education
Monday, April 11, 2022
the Elementary Conference Room
7:30 PM

President Lewis called the Regular Meeting of the Shelton Public Schools Board of Education to order at 7:30 PM on Monday, April 11, 2022 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2003. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

 1. Call to order and roll call

Joe Berglund: Present, Kay Johnson: Present, Chris Lewis: Present, Russ Muhlbach: Present, Emmy Power: Present, Lisa Stewart: Present. Present: 6.

Two visitors were present. Administrators Gannon, Kenton and Meyer were present.

2. Routine matters

2.a. Review and approve minutes

Motion made by Lisa Stewart seconded by Kay Johnson to approve minutes of the regular meeting of the Board of Education from 3/14/22. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

2.b. Review and approve claims

Motion made by Emmy Power seconded by Joe Berglund to approve claims 54910-54959 in the amount of $251,041.29 plus regular payroll. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

3. Request to address the Board of Education

There were no requests to address the board of education.

4. Reports

4.a. Financial Report

Dr. Gannon gave an update on the financial status of the District.

4.b. Board Report
There were no board committee meetings to report on.

4.c. Superintendent's Report

Dr. Gannon and Seth are putting together a list of summer projects; most are deep cleaning and routine maintenance. Discussed adding underground sprinklers to the playground. A donation should cover most of the cost. Working on a solution for the drain issue in Mr. Roper's room. Both teacher contracts and staff survey data from NASB should be available for board review and approval in the May meeting.

4.d. Principal's Report

Enrollment is 282 Students. Kindergarten Registration was March 25th, expecting a class of 17. All formal evaluations are completed. Shelton TeamMates attended the Red/White Spring Football Game, thank you to Ms. Hubbert and mentors who volunteered to go. Mr. Kenton shared the sponsored trip schedule as well as feedback from the Title I survey.

5. New Business

5.a. Information regarding the Buffalo County Comprehensive Plan Survey Dr. Gannon

shared information regarding the Buffalo County Comprehensive plan survey

5.b. Consideration to approve the Interlocal Agreement for the purchase of natural gas and related services (CJUMP)

Dr. Gannon gave options for the natural gas suppliers. The board did not approve the CJUMP as Dr. Gannon didn't recommend since rates went up; She will review rates and choose the least expensive option.

5.c. Consideration to approve the consortium of funds for Title IIA and Title III funds with ESU 10

Motion made by Chris Lewis seconded by Lisa Stewart to approve the consortium of funds for Title IIA and Title III funds with ESU 10. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

5.d. Consideration to approve a contract for Sierra McQuade for the 7-12 ELA position for the 2022-2023 school year.

Motion made by Emmy Power seconded by Lisa Stewart to approve a contract for Sierra

McQuade for the 7-12 ELA position for the 2022-2023 school year. Vote: Passed Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

5.e. Consideration to approve the resignation of Casey Petersen

Motion made by Russ Muhlbach seconded by Joe Berglund to approve the resignation of Casey Petersen effective at the end of this school year. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

5.f. Discussion regarding classified salaries and comparison to similar districts Dr.

Gannon shared data comparing classified staff salaries across the TVC district.

5.g. Review and/or revise policies 5006-5010

Motion made by Chris Lewis seconded by Russ Muhlbach to approve Policy 5006: SCHOOL WELLNESS; Policy 5009: WORKPLACE INJURY PREVENTION AND SAFETY COMMITTEE; and Policy 5010: STUDENT ASSISTANCE TEAM PROCESS as amended; and Policy 5007: CONFIDENTIALITY IN COUNSELING AND GUIDANCE and Policy 5008: SUICIDE PREVENTION TRAINING as presented. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

6. Old Business

6.a. Considerations to approve changes to the Shelton Return To School Plan

Motion made by Lisa Stewart seconded by Joe Berglund to approve the revised plan for the Shelton Return to School plan. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

7. Adjournment

Motion made by Chris Lewis seconded by Lisa Stewart to adjourn at 9:26 PM. Vote: Passed
Joe Berglund: Yea, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea
Yea: 6, Nay: 0

Respectfully Submitted,
Emmy Power, Secretary

Petty Cash Reimbursement - 4-12-2022

Date	Check #	Vendor	Cost		Program	Amount
4/12/2022	3413	Sam's Club - Juniors - Prom	$	134.80	Juniors	$372.93
4/20/2022	3414	Bank of America			Fuel	$467.57
		Credit Card #1495			Music	$25.35
		Music	$	25.35	Sec. Periodical	$19.99
		Sec. Periodical	$	19.99	ELEM SPED	$136.24
		Fuel	$	191.53	Weights	$84.98
		Credit Card # 3923			Admin Supplies	$9.95
		ELEM SPED	$	9.99	Athletics	$637.07
		Fuel	$	118.63	Postage	$60.00
		Weights	$	84.98	Paying Agent Fee	$200.00
		Credit Card #8527				
		Athletics	$	637.07		
		Fuel	$	157.41		
		Admin Supplies	$	9.95		
4/27/2022	3415	Shelton Postage	$	60.00		
4/27/2022	3416	Capital One - Walmart Card				
		Junior	$	238.13		
		ELEM SPED	$	126.25		
4/29/2022	3417	Bok Financial	$	200.00		
		Total	$	2,014.08		$2,014.08

Activity   GF
$1094.98 $919.10

$2,014.08

Shelton Public Schools

Check Register Report by Check Number

Bank: [All]; Bank Account: [All]; Begin Check Number: 54965; End Check Number: 55026; Check Status: Paid; Created On: 5/6/2022 3:38:51 PM

Bank	Account Number				
Cornerstone Bank	031038968				

Paid Date	Check Number	Type	Vendor Name	Amount	Check Status
5/16/2022	54965	Payroll Liability	Aflac	$2,115.86	Paid
5/16/2022	54966	Payroll Liability	Blue Cross Blue Shield	$55,514.61	Paid
5/16/2022	54967	Payroll Liability	Colonial Life & Accident Insurance Co	$39.75	Paid
5/16/2022	54968	Payroll Liability	Companion Insurance Company	$109.50	Paid
5/16/2022	54969	Payroll Liability	Credit Management Services, Inc.	$216.18	Paid
5/16/2022	54970	Payroll Liability	Dist. 19 Payroll Acct.	$6,618.14	Paid
5/16/2022	54971	Payroll Liability	District 19 Payroll Acct.	$44,486.44	Paid
5/16/2022	54972	Payroll Liability	Horace Mann Life Insurance Co	$50.00	Paid
5/16/2022	54973	Payroll Liability	Payroll Account - Dist 19	$600.00	Paid
5/16/2022	54974	Payroll Liability	Principal Life Insurance Co	$940.69	Paid
5/16/2022	54975	Payroll Liability	Shelton School Payroll Acct.	$39,517.18	Paid
5/16/2022	54976	Payroll Liability	Vision Service Plan	$513.68	Paid
5/6/2022	54977	Accounts Payable	Ask Supply Co., LLC	$1,930.82	Paid
5/6/2022	54978	Accounts Payable	Black Hills Energy	$4,167.78	Paid
5/6/2022	54979	Accounts Payable	Cash-wa Distributing Co.	$379.85	Paid
5/6/2022	54980	Accounts Payable	Chartwells Dining Services	$144.00	Paid
5/6/2022	54981	Accounts Payable	Clipper Publishing Co., Inc.	$1,841.27	Paid
5/6/2022	54982	Accounts Payable	Communications Engineering, Inc.	$739.20	Paid
5/6/2022	54983	Accounts Payable	Culligan	$45.00	Paid
5/6/2022	54984	Accounts Payable	DAS State Accounting - Central Finance	$453.03	Paid
5/6/2022	54985	Accounts Payable	Design Affluent	$463.95	Paid
5/6/2022	54986	Accounts Payable	Eakes Office Solutions	$540.89	Paid
5/6/2022	54987	Accounts Payable	Educational Service Unit #10	$23,308.91	Paid
5/6/2022	54988	Accounts Payable	Egan Supply Co.	$2,156.80	Paid
5/6/2022	54989	Accounts Payable	Frontline Technologies Group, LLC	$3,723.02	Paid
5/6/2022	54990	Accounts Payable	Heartland Disposal, Inc.	$299.00	Paid
5/6/2022	54991	Accounts Payable	Holmes Plbg & Htg Supply Co.	$281.15	Paid
5/6/2022	54992	Accounts Payable	Hometown Leasing	$653.27	Paid
5/6/2022	54993	Accounts Payable	J.W. Pepper & Son, Inc.	$21.00	Paid
5/6/2022	54994	Accounts Payable	Jones School Supply Co.	$38.98	Paid
5/6/2022	54995	Accounts Payable	Jostens, Inc.	$278.73	Paid
5/6/2022	54996	Accounts Payable	K & K	$1,741.24	Paid
5/6/2022	54997	Accounts Payable	Kelly Supply Company	$92.37	Paid
5/6/2022	54998	Accounts Payable	KSB School Law PC LLO	$390.00	Paid
5/6/2022	54999	Accounts Payable	L and N Enterprises	$235.00	Paid
5/6/2022	55000	Accounts Payable	Language Testing International, Inc	$60.00	Paid
5/6/2022	55001	Accounts Payable	Larry's Market	$53.47	Paid
5/6/2022	55002	Accounts Payable	Masters True Value	$600.50	Paid
5/6/2022	55003	Accounts Payable	Matheson Tri-Gas, Inc.	$76.10	Paid
5/6/2022	55004	Accounts Payable	MCI	$56.23	Paid
5/6/2022	55005	Accounts Payable	Menards	$112.94	Paid
5/6/2022	55006	Accounts Payable	Meyer, Jenette L	$75.00	Paid
5/6/2022	55007	Accounts Payable	Nebraska Central Telephone Co	$318.32	Paid
5/6/2022	55008	Accounts Payable	Nebraska Pubilc Power Dist.	$3,645.13	Paid
5/6/2022	55009	Accounts Payable	Nebraskaland Tire	$1,720.00	Paid
5/6/2022	55010	Accounts Payable	Nova Fitness Equipment	$255.00	Paid
5/6/2022	55011	Accounts Payable	Platinum Awards & Gifts	$389.86	Paid
5/6/2022	55012	Accounts Payable	Roe, Rebecca S	$175.50	Paid
5/6/2022	55013	Accounts Payable	Shelton FFA Chapter	$100.00	Paid

Date	Check #	Type	Payee	Amount	Status
5/6/2022	55014	Accounts Payable	Shelton School Petty Cash	$919.10	Paid
5/6/2022	55015	Accounts Payable	SiteOne Landscape Supply, LLC	$849.21	Paid
5/6/2022	55016	Accounts Payable	SPORT SAFE Testing Service, Inc.	$365.00	Paid
5/6/2022	55017	Accounts Payable	Student Assurance Services,	$661.00	Paid
5/6/2022	55018	Accounts Payable	Supreme School Supply Co.	$67.34	Paid
5/6/2022	55019	Accounts Payable	SYNCB/AMAZON	$382.80	Paid
5/6/2022	55020	Accounts Payable	The Sherwin-Williams Co.	$145.88	Paid
5/6/2022	55021	Accounts Payable	University Of Nebraska - Lincoln	$260.00	Paid
5/6/2022	55022	Accounts Payable	Village Of Shelton	$990.12	Paid
5/6/2022	55023	Accounts Payable	Warther Woodworking	$139.90	Paid
5/6/2022	55024	Accounts Payable	Kevin Willis	$841.49	Paid
5/6/2022	55025	Accounts Payable	Woodward Disposal Service, Inc.	$25.00	Paid
5/6/2022	55026	Accounts Payable	Yanda's Music	$34.00	Paid
Sub Total				**$207,966.18**	
Grand Total				**$207,966.18**	

Shelton Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 05/01/2022; End Date: 05/31/2022; Bank: [All]; Sort By Element: FUND;
Account Expression: ([FUND] = "01") ; Created On: 5/6/2022 3:33:28 PM

Check Date	Check Number	Payee	Type	Amount
05/06/2022	54977	Ask Supply Co., LLC	Accounts Payable	$1,930.82
05/06/2022	54978	Black Hills Energy	Accounts Payable	$4,167.78
05/06/2022	54979	Cash-wa Distributing Co.	Accounts Payable	$379.85
05/06/2022	54980	Chartwells Dining Services	Accounts Payable	$144.00
05/06/2022	54981	Clipper Publishing Co., Inc.	Accounts Payable	$1,841.27
05/06/2022	54982	Communications Engineering, Inc.	Accounts Payable	$739.20
05/06/2022	54983	Culligan	Accounts Payable	$45.00
05/06/2022	54984	DAS State Accounting - Central Finance	Accounts Payable	$453.03
05/06/2022	54985	Design Affluent	Accounts Payable	$463.95
05/06/2022	54986	Eakes Office Solutions	Accounts Payable	$540.89
05/06/2022	54987	Educational Service Unit #10	Accounts Payable	$23,308.91
05/06/2022	54988	Egan Supply Co.	Accounts Payable	$2,156.80
05/06/2022	54989	Frontline Technologies Group, LLC	Accounts Payable	$3,723.02
05/06/2022	54990	Heartland Disposal, Inc.	Accounts Payable	$299.00
05/06/2022	54991	Holmes Plbg & Htg Supply Co.	Accounts Payable	$281.15
05/06/2022	54992	Hometown Leasing	Accounts Payable	$653.27
05/06/2022	54993	J.W. Pepper & Son, Inc.	Accounts Payable	$21.00
05/06/2022	54994	Jones School Supply Co.	Accounts Payable	$38.98
05/06/2022	54995	Jostens, Inc.	Accounts Payable	$278.73
05/06/2022	54996	K & K	Accounts Payable	$1,741.24
05/06/2022	54997	Kelly Supply Company	Accounts Payable	$92.37
05/06/2022	54998	KSB School Law PC LLO	Accounts Payable	$390.00
05/06/2022	54999	L and N Enterprises	Accounts Payable	$235.00
05/06/2022	55000	Language Testing International, Inc	Accounts Payable	$60.00
05/06/2022	55001	Larry's Market	Accounts Payable	$53.47
05/06/2022	55002	Masters True Value	Accounts Payable	$600.50
05/06/2022	55003	Matheson Tri-Gas, Inc.	Accounts Payable	$76.10
05/06/2022	55004	MCI	Accounts Payable	$56.23
05/06/2022	55005	Menards	Accounts Payable	$112.94
05/06/2022	55006	Meyer, Jenette L	Accounts Payable	$75.00
05/06/2022	55007	Nebraska Central Telephone Co	Accounts Payable	$318.32
05/06/2022	55008	Nebraska Public Power Dist.	Accounts Payable	$3,645.13
05/06/2022	55009	Nebraskaland Tire	Accounts Payable	$1,720.00
05/06/2022	55010	Nova Fitness Equipment	Accounts Payable	$255.00
05/06/2022	55011	Platinum Awards & Gifts	Accounts Payable	$389.86
05/06/2022	55012	Roe, Rebecca S	Accounts Payable	$175.50
05/06/2022	55013	Shelton FFA Chapter	Accounts Payable	$100.00
05/06/2022	55014	Shelton School Petty Cash	Accounts Payable	$919.10
05/06/2022	55015	SiteOne Landscape Supply, LLC	Accounts Payable	$849.21
05/06/2022	55016	SPORT SAFE Testing Service, Inc.	Accounts Payable	$365.00
05/06/2022	55017	Student Assurance Services,	Accounts Payable	$661.00
05/06/2022	55018	Supreme School Supply Co.	Accounts Payable	$67.34
05/06/2022	55019	SYNCB/AMAZON	Accounts Payable	$382.80
05/06/2022	55020	The Sherwin-Williams Co.	Accounts Payable	$145.88
05/06/2022	55021	University Of Nebraska - Lincoln	Accounts Payable	$260.00
05/06/2022	55022	Village Of Shelton	Accounts Payable	$990.12
05/06/2022	55023	Warther Woodworking	Accounts Payable	$139.90
05/06/2022	55024	Willis Repair, LLC	Accounts Payable	$841.49
05/06/2022	55025	Woodward Disposal Service, Inc.	Accounts Payable	$25.00
05/06/2022	55026	Yanda's Music	Accounts Payable	$34.00
Sub Total				**$57,244.15**

DISTRICT 19 FINANCIAL STATUS AS OF April 30,2022

<u>CASH RESERVES:</u>

GENERAL FUND CASH RESERVE	(4/29/2022 Interest + $283.91)	$239,456.76
SPECIAL BUILDING CASH RESERVE	(4/29/2022 Interest + $53.16)	$67,465.82

TOTAL CASH RESERVE ACCOUNTS:	**$306,922.58**

<u>SAVINGS:</u>

GENERAL FUND CR SAVINGS 5882	$150,888.32
	$150,888.32

UNEMPLOYMENT SAVINGS #5891	$26,564.84
VEH/BUS ACQ. Savings #9457	$42,219.24
TECHNOLOGY ACQ SAVINGS # 5918	$51,212.50
PARKING LOT DEPR. SAVINGS #5909	$70,316.08
BAND UNIFORM SAVINGS #5900	$0.10
HVAC Savings #9475	$67,002.47

TOTAL DEPRECIATION SAVINGS:	**$257,315.23**
TOTAL SAVINGS:	**$408,203.55**
TOTAL OF DISTRICT FUNDS:	**$715,126.13**

TAXES:	GENERAL	BUILDING	FUND TOTALS:	
BUFFALO	$101,984.33	$303.37	GENERAL	$390,345.08
HALL	$39,779.26	$0.00	DEPRECIATION	$257,315.23
ADAMS	$1,031.33	$9.02	LUNCH	$38,114.31
KEARNEY	$0.00	$0.00	SPECIAL BLDG	67,465.82
TOTAL TAXES	**$142,794.92**	**$312.39**		

Net Wages	$	151,695.77
General Fund Expenditures	$	57,244.15
Employee - Liabilities	$	93,273.18

Receipts for May 2022	$	191,210.07

SHELTON PUBLIC SCHOOLS: GENERAL FUND MONTHLY COMPARISION

	2020-21	2021-22			2020-21	2021-22
Sept. Expenditures Reported @ Board Mtg	$221,441.00	$238,035.00	Mar. Expenditures Reported @ Board Mtg		202,274.00	$101,329.00
Sept. Net Payroll	$154,292.00	$152,435.00	Mar. Net Payroll		151,673.00	$244,426.00
Sept. EOM Expenditures	-	-	Mar. EOM Expenditures		-	-
Total Sept. Expenditures	$ 375,733.00	$ 390,470.00	Total Mar. Expenditures		353,947.00	$345,755.00
Percent of Budget Spent	5.08%	5.21%	Accumulated Totals		$ 2,559,255.00	$ 2,174,543.00
Cash On Hand	$ 1,279,562.89	$1,454,002.00	Percent of Budget Spent		4.79%	4.62%
			Cash On Hand		$ 670,187.00	$ 911,789.00
Oct. Expenditures Reported @ Board Mtg	220,279.00	$241,803.00				
Oct. Net Payroll	153,801.00	$150,362.00	April Expenditures Reported @ Board Mtg		204,634.00	$57,244.00
Oct. EOM Expenditures			April Net Payroll		153,248.00	$244,969.00
Total Oct. Expenditures	$374,080.00	$392,165.00	April EOM Expenditures		-	-
Accumulated Totals	$ 749,813.00	$ 782,635.00	Total April Expenditures		357,882.00	302,213.00
Percent of Budget Spent	5.06%	5.24%	Accumulated Totals		$ 2,917,137.00	$ 2,476,756.00
Cash On Hand	$ 1,238,265.00	$1,201,721.00	Percent of Budget Spent		4.84%	4.03%
			Cash On Hand		$ 651,643.00	$ 715,126.00
Nov. Expenditures Reported @ Board Mtg	$225,593.00	$94,208.00	May Expenditures Reported @ Board Mtg		251,846.00	
Nov. Total Payroll	$157,908.00	$267,463.00	May Net Payroll		154,483.00	
Nov. EOM Expenditures	-	-	May EOM Expenditures		-	-
Total Nov. Expenditures	$383,501.00	$361,671.00	Total May Expenditures		406,329.00	
Accumulated Totals	$ 1,133,314.00	$1,144,306.00	Accumulated Totals		$ 3,323,466.00	$ 2,476,756.00
Percent of Budget Spent	5.19%	4.83%	Percent of Budget Spent		5.50%	0.00%
Cash On Hand	$ 946,507.90	$909,822.00	Cash On Hand		$ 1,435,584.00	
			June Expenditures Reported @ Board Mtg		230,250.00	
Dec. Expenditures Reported @ Board Mtg	217,069.00	$86,223.00	June Net Payroll		145,871.00	
Dec. Total Payroll	152,404.00	$245,586.00	June EOM Expenditures		-	-
Dec. EOM Expenditures			Total June Expenditures		376,121.00	-
Total Dec. Expenditures	369,473.00	331,809.00	Accumulated Totals		$ 3,699,587.00	$ 2,476,756.00
Accumulated Totals	$ 1,502,787.00	$ 1,241,631.00	Percent of Budget Spent		5.09%	0.00%
Percent of Budget Spent	5.00%	4.43%	Cash On Hand		$ 1,425,759.00	
Cash On Hand	$ 667,873.95	$ 686,300.00				
			July Expenditures Reported @ Board Mtg		286,319.00	
Jan. Expenditures Reported @ Board Mtg	197,420.00	$49,418.00	July Net Payroll		146,403.00	
Jan. Net Payroll	148,885.00	$243,555.00	July EOM Expenditures			-
Jan. EOM Expenditures	-		Total July Expenditures		432,722.00	
Total Jan. Expenditures	$346,305.00	$292,613.00	Accumulated Totals		$ 4,132,309.00	$ 2,476,756.00
Accumulated Totals	$ 1,849,092.00	$ 1,534,244.00	Percent of Budget Spent		5.86%	0.00%
Percent of Budget Spent	4.69%	3.91%	Cash On Hand		$ 1,110,707.00	
Cash On Hand	$ 801,434.00	$ 993,449.00				
			August Expenditures Reported @ Board Mtg		$217,765.00	
Feb. Expenditures Reported @ Board Mtg	$206,032.00	$52,409.00	August Net Payroll		$171,935.00	
Feb. Net Payroll	$150,184.00	$242,135.00	August EOM Expenditures		-	
Feb. EOM Expenditures		-	Total August Expenditures		389,700.00	
Total Feb. Expenditures	356,216.00	294,544.00	Accumulated Totals		$ 4,522,009.00	$ 2,476,756.00
Accumulated Totals	$ 2,205,308.00	$ 1,828,788.00	BUDGET		$7,389,889.00	$7,491,037.00
Percent of Budget Spent	4.82%	3.93%	TOTAL % OF BUDGET SPENT =		62.21%	
Cash On Hand	$ 759,347.00	$ 1,050,940.00	Cash On Hand		$ 785,296.00	

Transfers from Savings
- 20-21 transferred $211,300 from savings to pay regular bills and payroll
- 21-22 transferred $144,700 from savings to pay regular bills and payroll
- This is a different of $66,600- things are trending in the right direction
- Depending on what valuations do (anticipating they will go up) we can expect to transfer less next year to continue the positive trend

Over the summer the board will need to decide if they would like to transfer the money from the general fund back to the general fund savings accounts we borrowed from

Also anticipate transferring a similar amount as last year from general fund to activities (approximately $55,000)

Another thing for the board to be thinking about is if you want to put any money into depreciation. Last year we didn't put money in depreciation in an effort to build up the cash reserve. We are building up cash reserve but it is happening slowly. We can expect that at some point next year, there will be a need to transfer from savings to pay bills and payroll again.
- One of the more pressing needs will be to get back on a schedule with classroom upgrades. Several rooms have not had the lighting, ceiling tiles, and carpet replaced.
- One option we would have is to begin taxing in the special building fund for the room renovations. Seth is estimating large rooms like Kropp's and the kindergarten room cost about $20,000 to upgrade, while smaller rooms like Mrs. Potter's cost about $9,000 for upgrades.
  - Just remember that general fund and special building have to equal $1.05.

Superintendent Report for May 2022

Summer Projects
See attached summer project list.

TVC
The TVC Executive Committee will meet to discuss and vote on Giltner joining the conference. In previous meetings all schools seemed in favor of Giltner joining. This would make us a 10 school conference. I would anticipate this passing in our May meeting.

Transportation
This month we will make a payment out of our transportation depreciation fund to purchase the Giltner bus. We should have the bus by the end of May.

Human Resources
I will begin interviews for the custodial position the week of May 23. We hope to have someone hired by the end of the month with a start date toward the middle of July for training.

- Considerations- if a candidate does not need health insurance, may consider giving them a higher hourly wage to attract quality candidates.

Respectfully Submitted,

Dr. Gannon

Spring and Summer Project List - 2022

- ☐ Transition pieces for carpet
- ☐ Carpet hallway between elementary and high school
- ☐ Science Room drain
- ☐ Library door (stop rubbing)
- ☐ Gates around football field
- ☐ Repair fence around football field
- ☐ Sprinklers on elementary playground

  - ☐ Tilly's $8,262.00 (paid out of Shelton Foundation)

- ☐ Till and grade elementary playground (plant new grass)
- ☐ Put up new basketball hoops on playground- maybe best to just put in new posts as well
- ☐ Move goalposts on the football field ($4,000 out of special building fund)
- ☐ Mulch around greenhouse
- ☐ Drain south of greenhouse
- ☐ Drainage south of weight room
- ☐ Drainage elementary playground
- ☐ Rock south of greenhouse (need estimate on cost for the rock)
- ☐ Clean up garage area
- ☐ New faucets in Science room
- ☐ New faucets in art room
- ☐ New faucet in lunchroom bathroom
- ☐ Replace broken windows around old gym
- ☐ Rack for volleyball equipment in the gym
- ☐ New chair and table racks (old gym under stage)
- ☐ Organize back landing (to store new chair and table racks as well as shooting machines)
- ☐ Create volleyball storage room
- ☐ Make and install district and conference plaques
- ☐ Make lost and found areas
- ☐ Start design and planning trophy cases in new commons, Academic wall, art wall, etc.
- ☐ Measure parking lot
- ☐ Re-number all rooms and windows according to the new school map
- ☐ Dust off duct work in new gym
- ☐ Clean under bleachers in both gyms
- ☐ Deep clean both bleachers in both gyms
- ☐ Grease bleachers in both gyms
- ☐ Check and tighten nuts and bolts in new gym
- ☐ Deep clean all vans and buses

- ☐ Old Commons- paint the wall that used to behind the pop machine, paint the wood base that the pop machine sat
- ☐ Paint crosswalks and parking areas
- ☐ Edge sidewalks around football field
- ☐ Trim the tree on the playground

Total Estimated Cost:

To: Board of Education
From: Jeff Kenton
Date: May 16, 2022
Re: Board Report

- Current Enrollment: 282 Students
    - PK-6 = 168
    - 7-12 = 113
- All formal evaluations have been completed. I am working on finishing up paraprofessional evaluations.
- I have also completed my coursework to be certified for a PK-12 Principalship. I was previously holding a provisional license for the 7-12 principalship.
- State Track
    - Christian Bly (800 & 4x8)
    - Riley Bombeck (high jump)
    - Xavier Hellerich (4X8)
    - Zach Myers (high jump & long jump)
    - Coby Reutzel (4x8)
    - Sebastian Sauceda (3200)
    - Steven Snyder (3200 & 4x8)
    - Emmilly Berglund (shot put and discuss)
    - Vinna Garcia (100 hurdles)
    - Mayte Mesa (3200 x 1600)
    - MaKenna Willis (shot put)
- Summer School
    - 7th-12th graders who need to attend summer school for credit recovery have been mailed letters.
    - Will not have an official number of students until the second semester ends.
    - Planning on starting with summer school for JH/HS students right away in May
    - Elementary Smart Start Summer School will begin in July and run for four weeks.
- Fall Sports
    - JHVB, JHFB, Varsity Football
        - Some game times will be a little different than what we have been used to in the past.
        - There will be JHVB and JHFB games that will be played in the afternoon.
        - Varsity Football games on Thursday nights and a couple of games played on Friday afternoons.

Respectfully Submitted,
Jeff Kenton

May 1, 2022

Shelton Public Schools
210 9th St
Shelton, NE 68876

Dear Dr. Gannon, Mr. Kenton, Mrs. Meyer, and the Shelton Board of Education

It is with a heavy heart that I must submit my letter of resignation at the end of the school year.

It has been an honor to teach here, and I truly enjoyed working with the administration, staff, and students. I am so grateful for the opportunities you have provided me. I will forever be a Bulldog at heart.

Sincerely,

Tess Kirschner

Exchange Bank Letter of Agreement for
School Branded Visa Check Card Program

Dated: Monday April 11th, 2022.

The Exchange Bank School Branded Visa Check Card Program is an agreement between Shelton Public Schools, 210 9th Street, Shelton, Nebraska 68876 and Exchange Bank. By executing this Agreement, the Shelton Public Schools agrees to allow Exchange Bank to be the exclusive/sole provider of Shelton Public Schools branded Visa Check Cards. As part of this Program, Shelton Public Schools grants to Exchange Bank the right to use the school mascot, name, artwork, and likeness in the design of a unique debit card plastic, and in all supporting marketing materials including, but not limited to, newspaper ads, direct mail pieces, banners and brochures. Shelton Public Schools and Exchange Bank, and each of them, agree to seek the pre-approval of the other party herein for any and all marketing materials or content containing said other parties name, artwork, and likeness for and related to the School Visa Check Card Program.

In return, Exchange Bank agrees to pay to Shelton Public Schools five percent (5%) of the Interchange Income earned by Exchange Bank from qualifying transactions. Said payments will be made within thirty (30) days following the end of each fiscal quarter.

This Agreement may be terminated by either party at any time. Provided, however, that in consideration of the capital expended by Exchange Bank in starting this program, Shelton Public Schools shall be prohibited from entering into any agreement for branded Visa Check Cards, or the like, for a period of twelve (12) months from the date of this Agreement.

The laws of the State of Nebraska shall govern this Agreement and the exclusive venue for the pursuit of any legal proceeding or remedy arising out of this Agreement shall be Buffalo County, Nebraska. The parties hereto acknowledge that this Agreement sets forth the entire agreement of the parties hereto, that all prior statements, representations and covenants are merged herein, and that any other agreements not expressly stated herein are void and have no further force and effect. The Parties agree that this Agreement may not be amended or modified except by a subsequent, written agreement executed by the parties hereto.

Shelton Public Schools   Exchange Bank

_____   _____
By   By
Authorized Representative   Authorized Representative

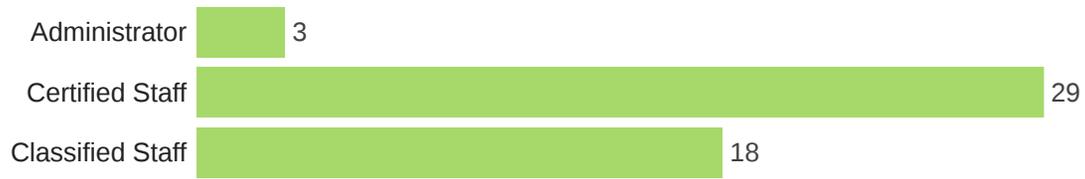est. 1894

EXCHANGE BANK
relationships you can bank on.®

SHELTON
PUBLIC SCHOOLS

VISA

Shelton Well-Being Survey
with Certified Staff Self-Evaluation
April 2022

ONLINE
SURVEYS
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Well-Being

Please indicate your position:

Position	Count
Administrator	3
Certified Staff	29
Classified Staff	18

Please indicate the building/level that is the main focus of your position:

Building/Level	Count
Preschool	2
Elementary	12
Junior High	2
High School	14
All-District	19
Other:	1

Indicate how often you generally feel _____ at work.

All Responses

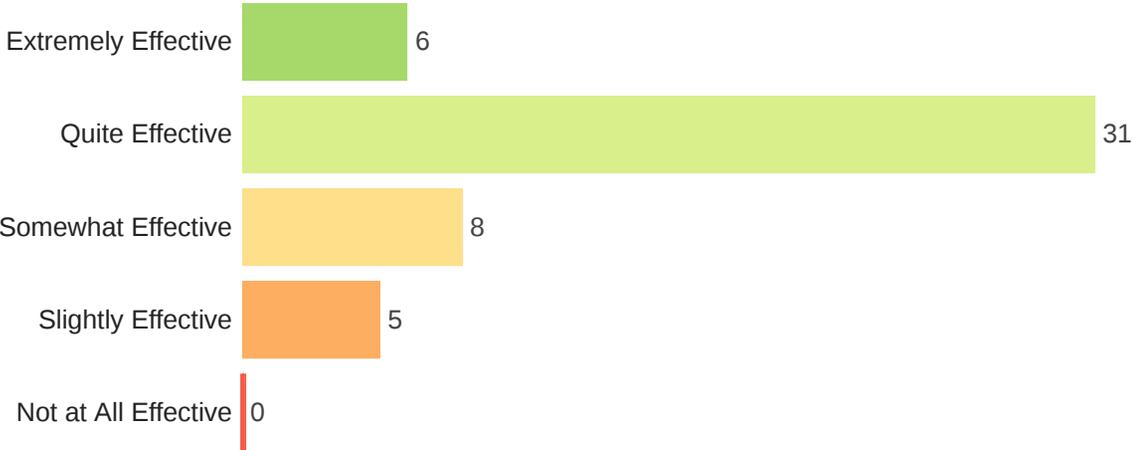| Feeling	Almost Always	Frequently	Once in a While	Sometimes	Almost Never
Engaged	16	21		13	
Excited	5	21	3	21	
Exhausted	6	17	8	15	4
Frustrated	4	19	10	14	3
Happy	10	26	1	13	
Hopeful	11	15	6	17	1
Overwhelmed	6	11	7	21	5
Proud	9	24	3	14	
Stressed Out	8	15	6	17	4
Worried	2	11	11	17	9

● Almost Always   ● Frequently   ● Once in a While   ● Sometimes   ● Almost Never

How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?
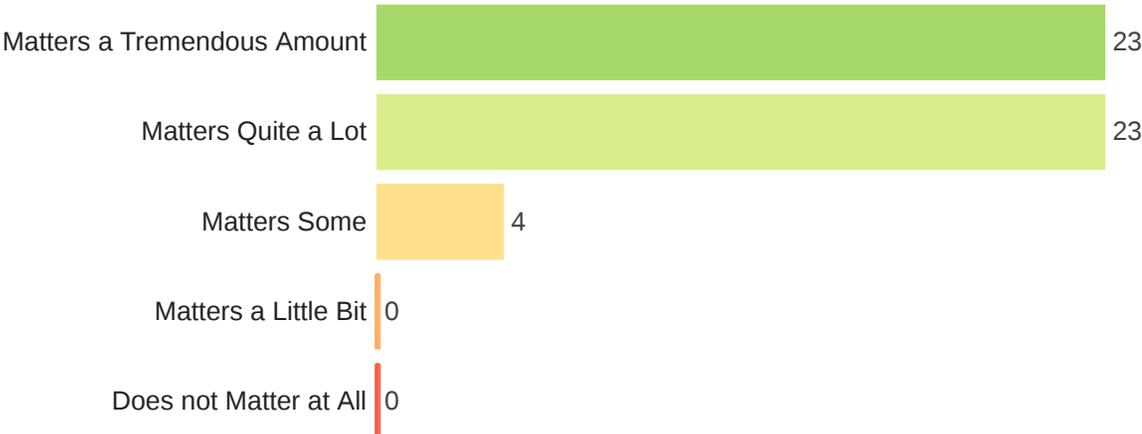
All Responses

Rating	Count
5 - Excellent	5
4	23
3	18
2	4
1 - Poor	0
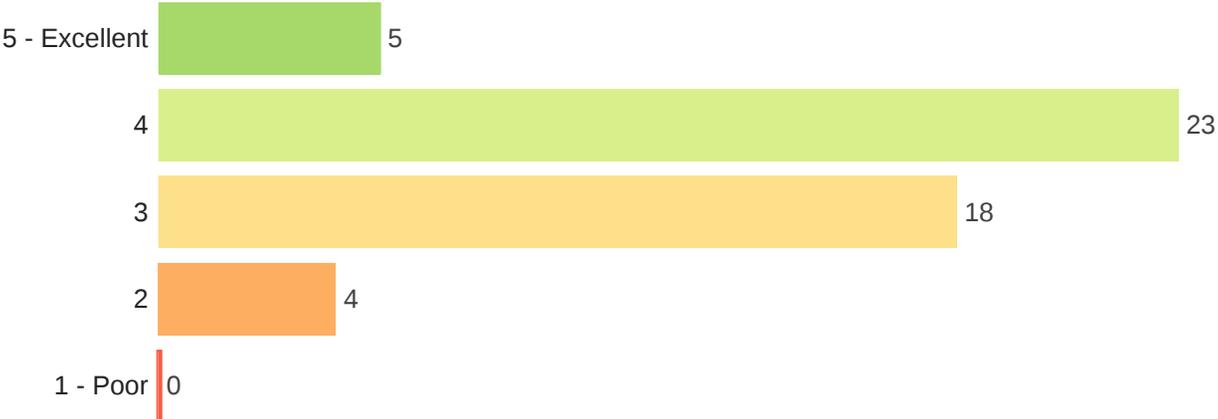
How effective do you feel at your job right now?

All Responses

Response	Count
Extremely Effective	6
Quite Effective	31
Somewhat Effective	8
Slightly Effective	5
Not at All Effective	0

How much does your work matter to you?

All Responses

Response	Count
Matters a Tremendous Amount	23
Matters Quite a Lot	23
Matters Some	4
Matters a Little Bit	0
Does not Matter at All	0

How meaningful for you is the work that you do?

All Responses

|	
Extremely Meaningful	23
Quite Meaningful	22
Somewhat Meaningful	5
Slightly Meaningful	0
Not at All Meaningful	0
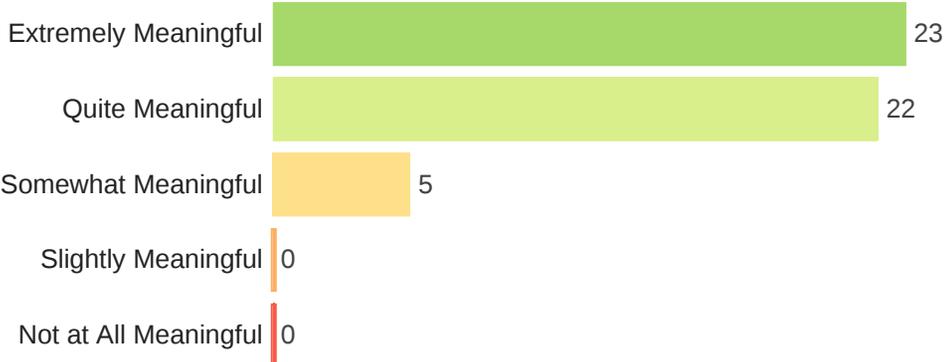
Overall, how satisfied are you with your job right now?

All Responses

12%

34%

44%

8% 2%
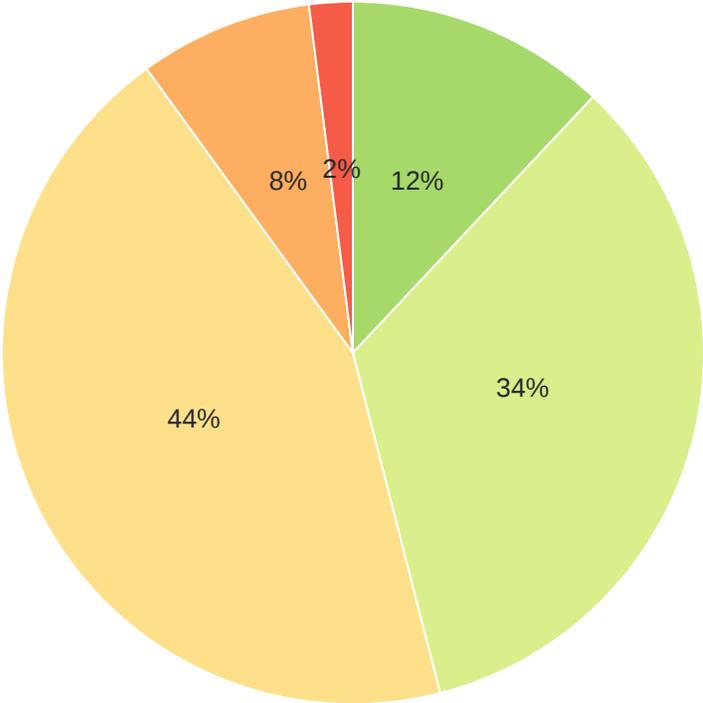
- Extremely Satisfied
- Quite Satisfied
- Somewhat Satisfied
- Slightly Satisfied
- Not at All Satisfied

How much time per week on average do you spend on school related activities outside of school hours?
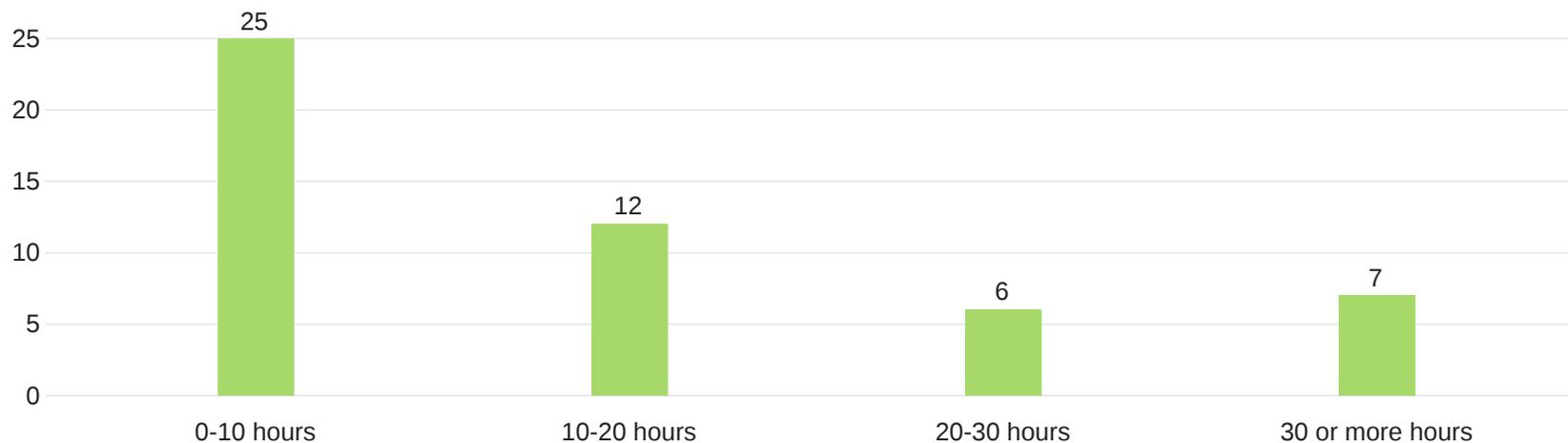

Please explain how you are spending the time outside of school hours on the school related activities:

Field	Choice Count	Field	Choice Count
Lesson Planning	21	Committee Meetings	1
Grading	17	Data Reports	1
Attend / Prepare for School Activities	13	Developing Reports	1
Coaching / Sponsor Activity	11	District Assessments	1
Curriculum Development	6	Gold Data Entry	1
Communication with Parents (Phone/Email)	5	MDT Meeting	1
Email Communication	5	Meeting w/ Staff	1
Research	4	Meetings	1
IEPs	3	Progress Reports	1
Paperwork	2	Scheduling Meetings	1
Parent Meetings	2	Scheduling Substitutes	1
Professional Development	2	Success Criteria	1
Attend Board Meetings	1	Supervising Concession	1
Attendance Records	1	Supervising Weight Room	1
Bullentin Boards	1	SYTC	1
BWC	1	Taking Tickets	1
CIP	1	Technology Issue	1

What do you need as an educator for your own social-emotional, mental-health well-being?

Field	Choice Count
Preparation Time	8
Support from Admin	7
Staff Appreciation from Admin/Board	6
Accountability for Staff	5
Communication	3
Positive School Morale / Culture	3
Professional Development	3
Time Off / Time for Self	3
Consistency	2
Prioritizing Teaching over "Extra Duties"	2
Recognition / Rewards	2
Develop My Own Organizational Skills	1
Effective Administration	1
Holding Students Accountable	1
Positive Feedback	1
Productive Staff Meetings	1
Teacher Autonomy in the Classroom	1
Wholeness Healing	1

Effective teaching is recognized in my school.

All Responses
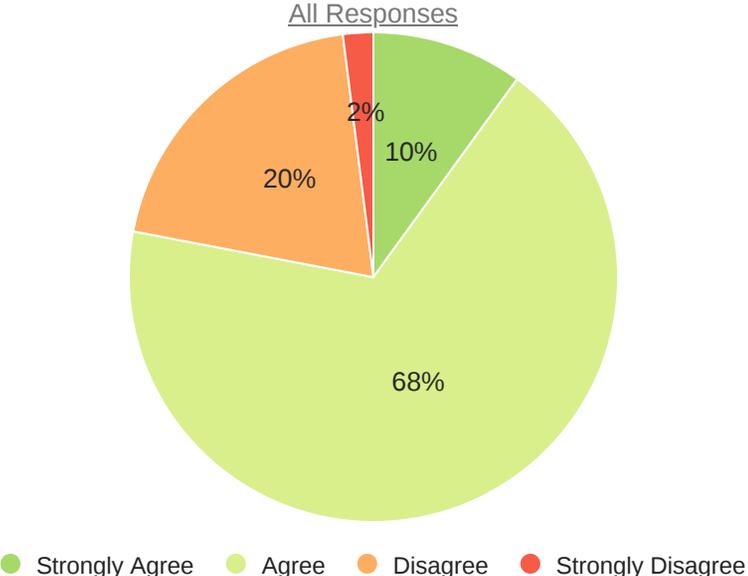
Field	Choice Count	
Strongly Agree	10%	5
Agree	68%	34
Disagree	20%	10
Strongly Disagree	2%	1
Total		50

● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

What has helped you most in managing work-related stress?

Field	Choice Count	Field	Choice Count
Talking / Venting	14	Have Little to No Stress	2
Exercise	9	Music	2
Time with Family / Friends	7	Student Success	2
Counseling / Therapy / Mental Health Support	6	Avoid Teacher's Lounge	1
Attend Church / Faith	5	Collaborating with Students	1
Breaks from Work	4	District Provided Counseling	1
Self-Care in Free Time	4	Educating Myself on Effective Stress Management Skills	1
Support from Admin / Co-Workers	4	Having Time to Finish Things	1
I'm Not Managing My Stress Well	3	Prioritizing My Work	1
Organization / Complete Task List	3	Sleep	1
Work & Personal Life Boundaries	3	Staying Busy	1
Communication	2	Working on Home Projects	1
Encouraging Positivity	2		

What word would you use to describe the culture in the <u>school district</u>?

All Responses

Response	Count
Collaborative	1
Empowering	0
Purposeful	6
Safe	3
Supportive	12
Critical	8
Dishonest	0
Fearful	1
Secretive	14
Self-Preservation	5
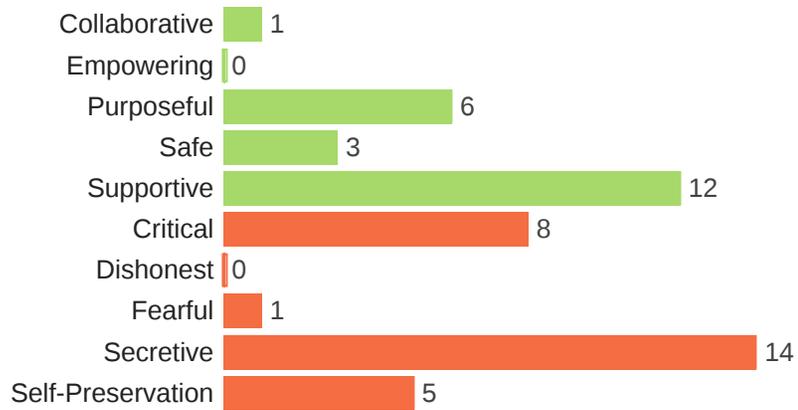
What word would you use to describe the culture in your <u>building/level</u>?

All Responses

Response	Count
Collaborative	2
Empowering	0
Purposeful	3
Safe	2
Supportive	7
Critical	5
Dishonest	1
Fearful	0
Secretive	8
Self-Preservation	3
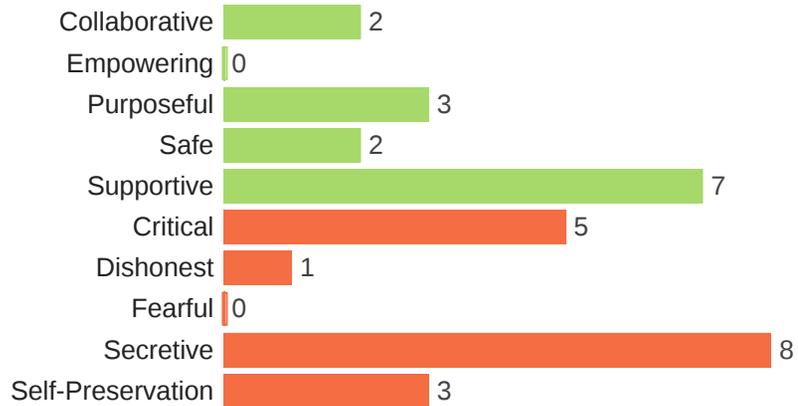
Please assess the following statements:
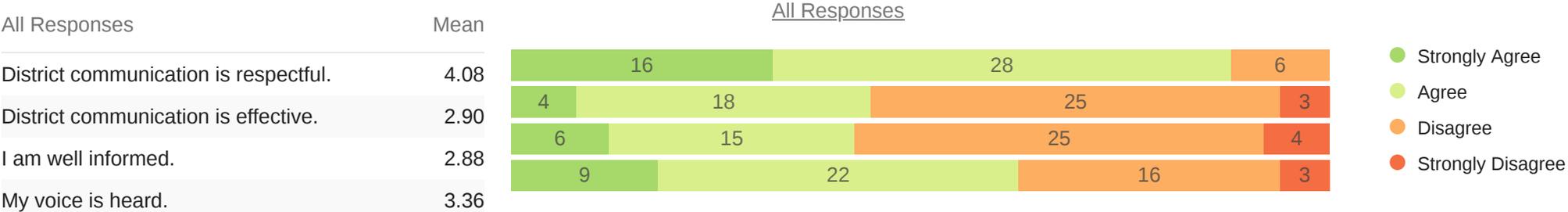
All Responses	Mean
District communication is respectful.	4.08
District communication is effective.	2.90
I am well informed.	2.88
My voice is heard.	3.36

All Responses

- ● Strongly Agree
- ● Agree
- ● Disagree
- ● Strongly Disagree

All Responses	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Communication between staff and administrators within the district is respectful.	32%	16	56%	28	12%	6	0%	0	50
Communication between staff and administrators within the district is effective.	8%	4	36%	18	50%	25	6%	3	50
I am well informed.	12%	6	30%	15	50%	25	8%	4	50
My voice is heard.	18%	9	44%	22	32%	16	6%	3	50

If communication is not effective, please explain:

Field	Choice Count
I don't receive the pertinent information that impacts my classroom	13
Other: (please specify)	9
I rarely receive communication from administration	8
There are too many sources/locations to look through	1
I am overloaded with too many emails from administration	0
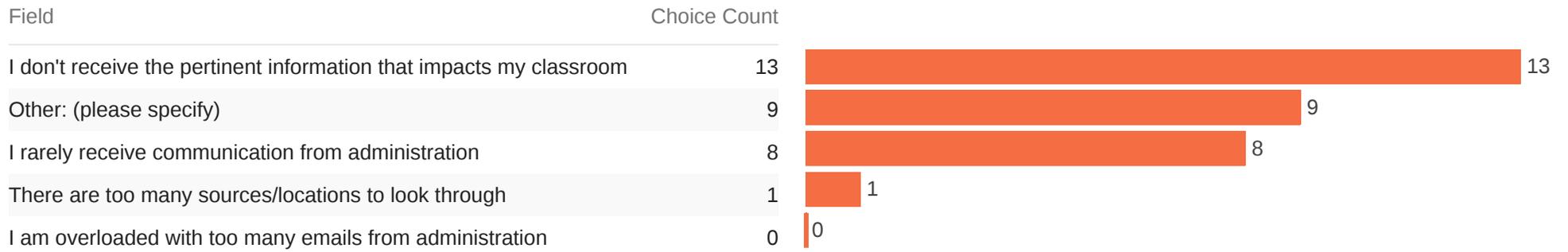
| Other:	Choice Count
Need timely communication	2
Administration does not always share the information we need	1
Including preschool in communications	1
Lacking communication from Administration on how issues raised are being addressed	1
Need clear communication on administrative decisions	1
Recieve emails from staff (not admin) that don't apply to me	1
Support for elementary vs high school is lacking	1

Please respond to the following statements:

All Responses	Mean
Communication between certified staff members and classified staff members is effective.	3.56
Communication between staff and parents is effective.	3.48

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree

All Responses	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
Communication between certified staff members and classified staff members is effective.	4%	2	72%	36	24%	12	0%	0	50
Communication between staff and parents is effective.	6%	3	66%	33	26%	13	2%	1	50

Consider the dynamic between you and your <u>colleagues</u> and assess the following statements:
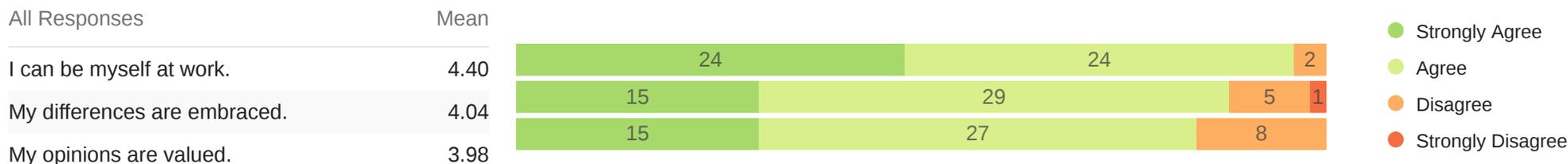
All Responses	Mean
I can be myself at work.	4.40
My differences are embraced.	4.04
My opinions are valued.	3.98

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree

All Responses	Strongly agree		Agree		Disagree		Strongly disagree		Total
I can be myself at work.	48%	24	48%	24	4%	2	0%	0	50
My differences are embraced.	30%	15	58%	29	10%	5	2%	1	50
My opinions are valued.	30%	15	54%	27	16%	8	0%	0	50

Consider the dynamic between you and administration and assess the following statements:
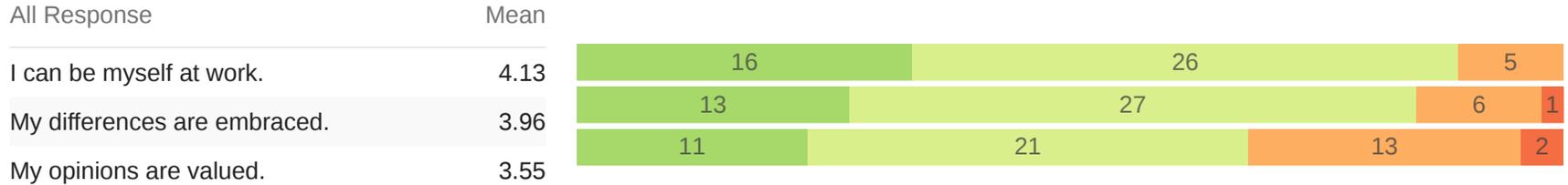
All Response	Mean
I can be myself at work.	4.13
My differences are embraced.	3.96
My opinions are valued.	3.55

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Stacked bars:
- I can be myself at work.: 16, 26, 5
- My differences are embraced.: 13, 27, 6, 1
- My opinions are valued.: 11, 21, 13, 2

All Responses	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I can be myself at work.	34%	16	55%	26	11%	5	0%	0	47
My differences are embraced.	28%	13	57%	27	13%	6	2%	1	47
My opinions are valued.	23%	11	45%	21	28%	13	4%	2	47

I feel safe at school.

All Responses

Pie chart:
- 32%
- 64%
- 4%

Legend: Strongly agree · Agree · Disagree
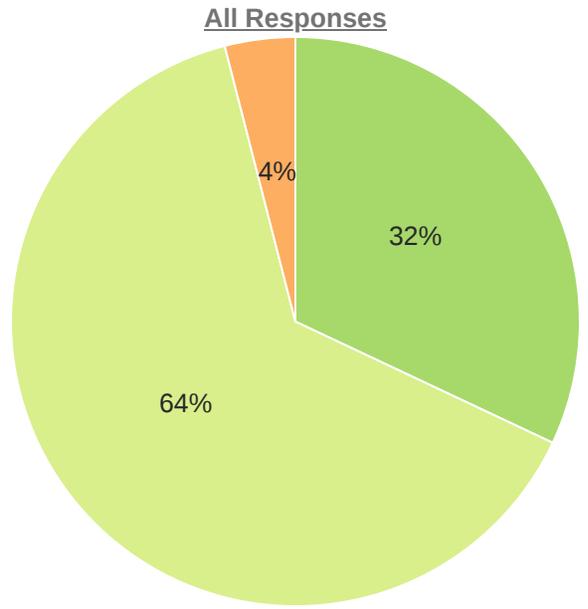
All Responses	Choice Count	
Strongly Agree	32%	16
Agree	64%	32
Disagree	4%	2
Strongly Disagree	0%	0
Total		50

Does the culture in the district promote the following for students:

Field	Mean	Strongly Agree	Agree	Disagree	Strongly Disagree
Academics over Extra Curriculars	3.16	4	25	17	4
Accountability and Structure for Students	2.92	2	23	19	6
Consistent Expectations for Students	2.46	2	13	26	9
High Expectations for Students	3.24	2	29	17	2
Positive Relationships with Students	3.94	9	36	3	2
Respect for Students	4.00	9	37	3	1
Value All Students Equally	3.38	10	20	19	1
Parent / Guardian Involvement	3.78	3	40	7	

- ● Strongly Agree
- ● Agree
- ● Disagree
- ● Strongly Disagree

Does the culture in the district promote the following for staff:

Field	Mean	Strongly Agree	Agree	Disagree	Strongly Disagree
Consistent Expectations for Staff	3.04	2	27	13	8
High Expectations for Staff	3.58	7	30	11	2
Professionalism in the Workplace	3.88	7	37	5	1
Respect for Staff	3.70	5	35	10	
Teacher Collaboration	3.68	5	35	9	1
Value Teacher / Staff Opinions and Ideas	2.96	4	20	22	4

- ● Strongly Agree
- ● Agree
- ● Disagree
- ● Strongly Disagree

Does the culture of the district promote the following:

Field	Mean
Cohesion Across Buildings / Levels	2.64
Consistent Policy Enforcement	2.54
Learning-Centered Environment	3.86
Effectively Address Behavior	2.52
Feedback & Communication	3.32
Inclusive Decision-Making	2.90
Positive School Morale	2.86
Data-Driven Decision-Making	3.68
Transparency on Challenges / Needs	3.02
Trust and Collaboration	3.16
Positivity	3.38
Sense of Belonging	3.52
Teamwork	3.60
Unified Vision	3.34

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Are there areas about the culture/climate in the district that you did not have the opportunity to address in the above questions?

Field	Choice Count
No	16
Eliminate Favoritism	5
Improve Communication / Collaboration Among Staff	4
Value Teacher Opinions & Ideas	3
Consistent Expectations for Staff	2
Consistent Policy Enforcement	2
Improve School Morale/Culture	2
Increase Autonomy in Classroom	2
Increase Student Accountability	2
Individual Recognition	2
Negativity Among Staff	2
Prioritize Student Learning	2
Dedicate sufficient time to implement programs/changes effectively	1
Disconnect from Admin on High School level Instruction	1
Enforce Grievance Process for All Community Members	1
Hiring Quality Candidates	1
Need More Time and Support to Meet High Expectations	1
Prioritize Students in All Decision-Making	1

Nebraska Teacher and Principal Performance Standards (NTPPS)
Teacher Rubrics

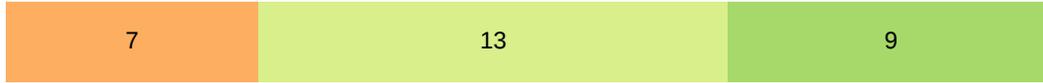| Planning and Preparation	Planning and Preparation			
	The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.			
	Ineffective	Developing	Effective	Highly Effective
a. Standards Alignment	Does not prioritize district and state standards or appropriate pacing of the curriculum when planning, resulting in barriers to vertical alignment and appropriate pacing of curriculum	Recognizes the importance of district and state standards, engages in purposeful collaboration, and seeks necessary resources to build on experiences to ensure vertical alignment and appropriate pacing of curriculum	Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum	Leads efforts to develop, test, model, or promote processes to evaluate, select, and implement evidence-based curriculum and collaborates with colleagues to strengthen the vertical alignment and pacing of the curriculum
b. Lessons	Does not plan lessons that align with the locally determined curriculum or access high quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement	Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in developing lessons that align with the high quality, locally determined curriculum and instructional materials	Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives	Uses the locally determined curriculum and high quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives
c. Instructional Materials	Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging	Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging	Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences	Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals

d. Integration of Experiences	Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction	Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in differentiating instruction	Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	Leads efforts to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, base on students' abilities, cultural norms, and personal, family, and community experiences
e. Learning Communities	Does not recognize how data-centered collaboration with peers and professional learning informs planning and preparation, resulting in barriers to utilizing strategies that improve instruction and learning	Recognizes the knowledge to be gained from data-centered collaboration with peers and professional learning, and utilizes those connections for support in establishing student expectations	Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning	Leads efforts to develop, test, model, or promote school-wide processes to strengthen data-centered peer collaboration and professional learning that aligns with the school's vision, mission, and goals
f. Culturally Responsive Data Use	Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs	Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs	Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Leads efforts to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs

a. Standards Alignment

9	14	6

b. Lessons

7	13	9

c. Instructional Materials

2	6	15	6

d. Integration of Experiences

10	13	6

e. Learning Communities

11	15	3

f. Culturally Responsive Data Use

	11	15	2

● Ineffective   ● Developing   ● Effective   ● Highly Effective

The Learning Environment	The Learning Environment
	The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.

	Ineffective	Developing	Effective	Highly Effective
a. Student Relationships	Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support	Recognizes the importance of building relationships with students that foster trust, mutual respect, and support, engages in purposeful collaboration, and seeks necessary access to high quality resources to improve interactions with students	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	Leads efforts to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support
b. Student Experiences	Is not responsive to students' diverse personal experiences, resulting in barriers to academic success	Recognizes the importance of student academic growth and achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in responding to each student's diverse personal experiences	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, and inclusivity, where students value each others' diverse personal experiences
c. Collaborative Learning Environment	Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, linguistic, physical strengths and needs of students	Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in using collaborative classroom practices	Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs	Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs

d. Routines, Procedures, and Conduct	Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in being responsive to student needs	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents and the educational community in a sustained collaborative communication process
e. Student Ownership	Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress	Recognizes the importance of setting and maintaining high expectations for students, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in cultivating an environment where students reflect on and take ownership of their own learning behaviors	Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress	Leads efforts to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress

The Learning Environment
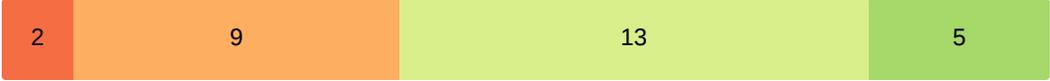
a. Student Relationships

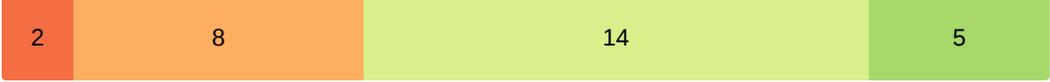| 7	11	11

b. Student Experiences

6	19	4

c. Collaborative Learning Environment

7	17	5

d. Routines, Procedures, and Conduct

2	9	13	5

e. Student Ownership

2	8	14	5

● Ineffective ● Developing ● Effective ● Highly Effective

Instructional Strategies	Instructional Strategies			
	The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.			
	Ineffective	Developing	Effective	Highly Effective
a. Evidenced-Based Strategies	Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives	Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies
b. Resources	Does not use evidence-based, district-supported resources or multimodal tools, resulting in barriers to creating rigorous learning experiences that impact student growth, development, and achievement	Recognizes the importance of using evidence-based, district-supported resources and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to create engaging learning experiences that challenge each student	Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student engagement is connected to the use of evidence-based, district-supported resources and multimodal instructional tools
c. Cultural Responsiveness	Does not provide instruction that is responsive to each student's abilities, cultural norms, and personal, family, and community experiences, resulting in barriers to implementation of evidence-based, district-supported instructional strategies	Recognizes the importance of responding to each student's abilities, cultural norms, and personal, family, and community experiences, engages in purposeful collaboration, and seeks necessary access to high quality resources to identify, implement, and evaluate evidence-based, district-supported instructional strategies	Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences	Leads efforts to develop, test, model, or promote evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences

d. Differentiation	Does not use observation or assessment data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs	Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of observation and assessment data to respond to each student's strengths and needs	Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs	Leads efforts to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and assessment data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs
e. Meaningful Learning	Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse and inquiry, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes that locally determined curriculum and district-supported high quality instructional materials must connect to meaningful learning, engages in purposeful collaboration, and seeks necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry	Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials	Leads efforts to mentor colleagues in high quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the locally determined curriculum and district-supported high quality instructional materials
f. Cultural Competence	Does not demonstrate cultural responsiveness, resulting in barriers to implementation of strategies that confront and eliminate institutional bias and student marginalization	Recognizes the importance of cultural responsiveness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization	Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization	Leads efforts to develop, test, or promote processes that foster an understanding within the educational community of cultural competence and responsiveness and models the implementation of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization

Instructional Strategies

a. Evidence-Based Strategies

Developing	Effective	Highly Effective
6	18	5

b. Resources

Developing	Effective	Highly Effective
8	19	2

c. Cultural Responsiveness

Ineffective	Developing	Effective	Highly Effective
	7	16	5

d. Differentiation

Ineffective	Developing	Effective	Highly Effective
	6	15	7

e. Meaningful Learning

Developing	Effective	Highly Effective
6	20	3

f. Cultural Competence

Developing	Effective	Highly Effective
7	18	4

● Ineffective   ● Developing   ● Effective   ● Highly Effective

Assessment		

Assessment

The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

	Ineffective	Developing	Effective	Highly Effective
a. Balanced Assessment	Does not utilize formative, interim, and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impacts student growth, development, and achievement	Recognizes the importance of utilizing formative, interim, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that the assessment is aligned with district and state standards, learning goals, and instructional objectives	Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives.	Leads efforts to develop, test, model, or promote the use of a balanced assessment system aligned and connected to district and state standards, learning goals, and instructional objectives to measure student progress
b. Bias and Marginalization	Does not use a variety of district-supported, classroom-based assessments, resulting in barriers to an unbiased learning environment	Recognizes the importance of allowing students the opportunity to demonstrate understanding, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the implementation of district-supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization	Uses a variety of district-supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding	Leads efforts to develop, test, model, or promote reflection on how assessment practices and assessment bias impact institutional bias and student marginalization
c. Data Use	Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time	Recognizes the importance of responding to students' strengths and needs, engages in purposeful collaboration, and seeks necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Analyzes formative, interim, and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time

d. Data Analysis	Does not analyze assessment data, resulting in barriers to instruction that aligns with each student's strengths and needs	Recognizes the importance of analyzing assessment data individually and collaboratively, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the alignment of instruction to each student's strengths and needs	Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction	Leads efforts to develop, test, model, or promote processes that integrate formative, interim, and summative assessment data and ensure school-wide instructional alignment
e. Student Feedback	Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals	Recognizes the importance of enabling students to assess, monitor and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in providing students with constructive, specific, and frequent feedback	Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals	Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their own progress toward learning goals
f. Communicating Student Progress	Does not accurately document or communicate student progress, resulting in barriers to stakeholder engagement	Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders	Provides substantive, specific information about student progress over time in order to enhance students', parents', teachers', administrators', and other relevant stakeholders' understanding of student learning

a. Balanced Assessment

6	18	5

b. Bias and Marginalization

	6	17	5

c. Data Use

9	17	3

d. Data Analysis

9	18	2

e. Student Feedback

	9	13	6

f. Communicating Student Progress

6	19	4

● Ineffective　　● Developing　　● Effective　　● Highly Effective

Professionalism	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Ineffective	Developing	Effective	Highly Effective
a. Policies, Procedures, & Regulations	Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district		Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district	Leads efforts to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed
b. Relationships	Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being	Recognizes the importance of the development of relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being	Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families and the larger community in an effort to support and enhance each student's academic success and well-being	Seeks feedback from students, colleagues, administrators, families, and the larger community to develop and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being
c. Professional Growth	Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students	Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high quality resources to support professional growth and leadership development	Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community	Leads efforts to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the learning community

d. Expectations	Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement	Recognizes the importance of maintaining high expectations of self in lesson preparedness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support reflection of professional practice to improve student learning	Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness	Leads efforts to develop, test, model, or promote processes for reflection of professional practice and high expectations for lesson preparedness
e. Mission, Vision, & Continuous Improvement	Does not support the shared mission, vision, and goals of the school, resulting in barriers to the continuous improvement of the school and professional community	Recognizes the importance of the school's shared mission, vision, and continuous improvement, engages in purposeful collaboration, and seeks necessary access to high quality resources to contribute to the school and professional community	Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community	Leads efforts to develop, test, model, or promote processes to advocate for and contribute to the shared mission, vision, and continuous improvement of the school and professional community
f. Shared Responsibility	Does not collaborate with students, families, colleagues, and the larger community, resulting in barriers to culturally responsive interactions that impact student growth, development, and achievement	Recognizes the importance of a shared responsibility for the growth of student learning, development, achievement through culturally responsive interactions, engages in purposeful collaboration, and seeks necessary access to high quality resources to support collaboration with students, families, colleagues, and the larger community	Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement	Leads efforts to develop, test, model, or promote processes to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement
g. Rights and Confidentiality	Does not communicate with or protect the confidentiality of students, families, colleagues, and the larger community, resulting in a possible violation of a person's established rights	Recognizes the importance of communication, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the protection of the established rights and confidentiality of students, families, colleagues, and the larger community	Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community	Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties

Professionalism

a. Policies, Procedures, & Regulations

2	19	8

b. Relationships

	18	10

c. Professional Growth

3	19	7

d. Expectations

	3	21	4

e. Mission, Vision, & Continuous Improvement

	7	15	6

f. Shared Responsibility

	5	16	7

g. Rights and Confidentiality

4	19	6

● Ineffective   ● Developing   ● Effective   ● Highly Effective

Staff Well-being Survey Summary

Areas of Strength
- 37 staff indicated they are highly engaged in their work
- 36 staff indicated they feel happy
- 46% of staff indicated being quite satisfied or extremely satisfied
- 78% of staff indicated effective teaching is recognized
- 42 staff indicated they feel like they can be themselves at work
- 40 staff indicated their differences are embraced

Areas of Growth
- 22 staff indicated district communication is effective
- 13 staff indicated they do not receive pertinent information that impacts their classroom
- 15 staff indicated consistent expectations for students
- 24 staff indicated teacher opinions and ideas are valued

Next Steps
- Marcia Herring will facilitate staff focus groups with returning staff on May 19. The purpose of the focus groups is to go over the survey results, and also get staff input and potential solutions for the areas of growth indicated above.
- Once we have the additional information gathered from Marcia, the admin team will meet to develop a plan for communication for the 22-23 school year.
- If needed, the admin team will engage in professional development over the summer to improve communication and leadership techniques.

Year 2022-2023			
FICA	7.65%	Single	$8,843.16
Retirement	9.88%	Employee-Child	$16,959.60
		Employee- Spouse	$19,251.36
		Employee-Family	$25,850.04

Name/Position	22-23 Wage	Hours Worked	Benefits	Total Comp	Hourly Change
Bookkeeper					
Meyer, Missy	$21.69	2080	$25,850.04	$70,965.24	3.30%
Office Assistant/Translator					
Bernal Pardo, Maritza	$18.38	1433.75		$26,352.33	5.00%
Office Manager					
Sutton, Sandy	$20.66	1433.75		$29,621.28	3.30%
Custodial					
Jensen, Seth	$23.45	2080	$25,850.04	$74,626.04	0.00%
Lauber, Roxanne	$18.00	2080	$25,850.04	$63,290.04	10.80%
New Custodian	$25.00	2080		$52,000.00	
Cooks					
Bombeck, Sue	$21.28	1536	$19,251.36	$51,937.44	3.30%
Galvan, Loni	$11.88	1144		$13,590.72	3.30%
Johnson, Kayla	$11.88	1144		$13,590.72	3.30%
Pardo Ruiz, Laura	$11.88	1144		$13,590.72	3.30%
Bus Drivers					
New bus driver	$82.00	178		$14,596.00	1.65%
Spellman, Denise	$82.00	178		$14,596.00	1.65%
Alternative Education					
Cheney, Amy	$17.85	1246		$22,241.10	5.00%
SPED Paras					
Gibbs, Carolyn	$18.81	1246		$23,437.26	3.30%
Gibbs, Carolyn - SPED	$31.54	176		$5,551.04	1.65%
Johnson, April	$14.76	1246		$18,390.96	3.30%
Jurgens, Randa	$13.89	1246		$17,306.94	3.30%
Moeller, Brenda	$19.80	1246		$24,670.80	3.30%
Moore, Donita	$18.06	1246		$22,502.76	3.30%

Library Para					
Muhlbach, Dayle	$19.12	1246		$23,823.52	5.00%
Nurse					
Cornelius, Jackie	$31.93	546		$17,433.78	3.30%
Totals	**$533.86**	**25955.5**	**$96,801.48**	**$614,114.68**	

Current Year 2020-2021	
Salaries	$517,313.20
FICA	$39,574.46
Retirement	$51,110.54
Benefits	$96,801.48
Total District Costs	**$704,799.68**

Notes
because she has taken on addition
3rd year frozen
higher hourly wage, this increase would
benefits are not needed to attract
because she has gone above and

because Dee Dee took on extra

Year 2021-2022			
FICA	7.65%	Single	$8,673.72
Retirement	9.88%	Employee-Child	$16,046.52
		Employee- Spouse	$18,215.04
2.96%		Employee-Family	$24,458.52

Name/Position	21-22 Wage	Hours Worked	Benefits	Total Comp	Hourly Change
Bookkeeper					
Meyer, Missy	$21.00	2080	$24,458.52	$68,138.52	23.50%
Office Assistant/Translator					
Bernal Pardo, Maritza	$17.50	1433.75		$25,090.63	
Office Manager					
Sutton, Sandy	$20.00	1433.75		$28,675.00	11.50%
Custodial					
Jensen, Seth	$23.45	2080	$24,458.52	$73,234.52	0.00%
Lauber, Roxanne	$16.20	2080	$24,458.52	$58,154.52	2.85%
Lehn, Dennis	$25.11	2080	$24,458.52	$76,687.32	2.85%
Cooks					
Bombeck, Sue	$20.60	1536	$18,215.04	$49,856.64	2.85%
Slagle, Bev	$12.96	1144		$14,826.24	2.85%
Galvan, Loni	$11.50	1144		$13,156.00	0.00%
Johnson, Kayla	$11.50	1001		$11,511.50	0.00%
Pardo Ruiz, Laura	$11.50	344.5		$3,961.75	0.00%
Bus Drivers					
Lehn,Dennis	$81.00	178		$14,418.00	1.25%
Spellman, Denise	$81.00	178		$14,418.00	1.25%
Alternative Education					
Moore, Donita	$17.48	1246		$21,780.08	2.85%
SPED Paras					
Cheney, Amy	$17.00	623		$10,591.00	0.00%
Gibbs, Carolyn	$18.21	1246		$22,689.66	2.85%
Gibbs, Carolyn - SPED	$31.00	176		$5,456.00	2.85%
Hawks, Carlie	$13.83	630		$8,712.90	
Johnson, April	$14.29	1246		$17,805.34	2.85%
Jurgens, Randa	$13.45	1176		$15,817.20	0.00%

Moeller, Brenda	$19.17	1246		$23,885.82	2.85%
Ropers, Dori	$14.29	1246		$17,805.34	2.85%
Library Para					
Muhlbach, Dayle	$18.21	1246		$22,689.66	2.85%
Nurse					
Cornelius, Jackie	$30.91	546		$16,876.86	2.85%
Totals	**$561.16**	**27340**	**$116,049.12**	**#########**	**4.07%**

Current Year 2020-2021	
Salaries	#########
FICA	$39,794.49
Retirement	$51,394.71
Benefits	#########
Total District Costs	**#########**

:

Year 2020-2021			
FICA	7.65%	Single	$8,435.00
Retirement	9.88%	Employee-Child	$15,605.00
		Employee- Spouse	$17,714.00
		Employee-Family	$23,786.00

Name/Position	20-21 Wage	Hours Worked	Benefits	Total Comp
Bookkeeper				
Lacey, LeAnne	$34.43	2080	$17,714.00	$89,328.40
Meyer, Missy	$17.00	2080	$23,786.00	$59,146.00
Secretary Secondary				
Rodriguez, Vicki	$21.94	1534.5	$9,000.00	$42,666.93
Secretary - Elem				
Sutton, Sandy	$17.71	1433.75		$25,391.71
Custodial				
Jensen, Seth	$23.45	2080	$23,786.00	$72,562.00
Lauber, Roxanne	$15.75	2080	$23,786.00	$56,546.00
Lehn, Dennis	$24.41	2080	$23,786.00	$74,558.80
Cooks				
Bombeck, Sue	$20.03	1536	$17,714.00	$48,480.08
Slagle, Bev	$12.60	1144		$14,414.40
Smallcomb, Jill	$11.30	430.5		$4,864.65
Bus Drivers				
Lehn,Dennis	$80.00	178		$14,240.00
Spellman, Denise	$80.00	178		$14,240.00
Alternative Education				
Moore, Donita	$17.00	1246		$21,182.00
SPED Paras				
Gibbs, Carolyn	$17.71	1246		$22,066.66
Gibbs, Carolyn - SPED	$30.00	176		$5,280.00
Hawks, Carlie	$13.45	1246		$16,758.70
Johnson, April	$13.89	1246		$17,306.94
Moeller, Brenda	$18.64	1246		$23,225.44
Ropers, Dori	$13.89	1246		$17,306.94
Smallcomb, Jill	$13.45	430.5		$5,790.23
Library Para				
Muhlbach, Dayle	$17.71	1246		$22,066.66
Nurse				
Cornelius, Jackie	$30.05	546		$16,407.30

Totals	**$544.41**	**26709.25**	**$139,572.00**	#########

Current Year 2020-2021

Salaries	#########
FICA	$41,635.72
Retirement	$53,772.67
Benefits	#########
Total District Costs	#########

SHELTON
Performance Objectives Evaluation Instrument
2021-2022

#1 - BUDGET

- Review the last 2 years budget cycle to understand the current cash reserve balance and develop a plan to increase the cash reserve by 1 month operating costs by July or August 20-21.
- Create a 5 year facility and transportation strategic plan that highlights future needs that can be planned in the budget. (QCPUF)
    - Provide an overview of current depreciation accounts and make recommendations for additions or revisions from the current list
- Look at dollars invested in staff professional development to determine impact on student learning and opportunities.

ASSESSMENT BASED ON EVIDENCE FOR SHANNA IN THIS AREA:

Exemplary	Proficient	Developing	Needs Improvement

FEEDBACK / COMMENTS:

#2 - COMMUNICATION

- Create a timely and consistent communication mechanism on hot topics or relevant information at least twice a month for the Board of Education.
- Utilize district wide communication and social media to provide timely information as it relates to the planning for and recovering from COVID-19. The communication will be consistent so parents know where to go to find information.
- Develop a system that ensures the updating of the school website to represent current information.
  - o Develop systems for posting to social media (Facebook) that are efficient and sustainable.
- Create a visible presence in the school at activities and local organizations.
  - o Village board meetings, coffee shops, etc.

ASSESSMENT BASED ON EVIDENCE FOR SHANNA IN THIS AREA:

Exemplary	Proficient	Developing	Needs Improvement

FEEDBACK / COMMENTS:

#3 - EXPECTATIONS AND ACCOUNTABILITY

- Create or update scheduling of maintenance and routine cleaning and disinfection to mitigate the spread of COVID 19.
- Create roles and responsibilities to determine if the current staffing is sustainable (all roles in the district). Provide roles and responsibilities by September 2020. Provide first update in November in regard to how the roles and responsibilities are playing out.
  - Continue to develop collaborative relationships between all staff to maximize opportunities for students.

ASSESSMENT BASED ON EVIDENCE FOR SHANNA IN THIS AREA:

Exemplary	Proficient	Developing	Needs Improvement

FEEDBACK / COMMENTS:

OVERALL ASSESSMENT BASED ON EVIDENCE FOR SHANNA:

Exemplary	Proficient	Developing	Needs Improvement

OVERALL SUMMARY FEEDBACK / COMMENTS: