

**Regular Meeting of the Shelton Public Schools Board of Education**  
**Monday, May 13, 2024**  
**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. Elementary Principal's Report
  - 4.e. Secondary Principal's Report
5. New Business
  - 5.a. Consideration to approve the superintendent contract for the 24-25 school year.
  - 5.b. Discussion and action regarding minimum instructional hours for Rule 10
  - 5.c. Review and/or possibly revise the Shelton Return to Learn Plan as part of the 6 month review process for ESSER III
  - 5.d. Consideration to approve an update to K-6 Math materials to the 2nd edition of Eureka
  - 5.e. Consideration to approve CKLA Writing Studio in grades K-5 to supplement and support our school improvement goal in the area of writing.
  - 5.f. First read on Policy 3032: Selection and Review of Library Media
  - 5.g. Consideration to review and/or revise Policy 7028 Staff Internet and Computer Use

5.h. Consideration to amend the 24-25 school calendar to accommodate hosting the TVC/FKC wrestling tournament

5.i. Consideration to designate shop equipment as surplus to be sold or discarded.

6. Old Business

6.a. Consideration to approve the NTPPS Teacher Evaluation tool to begin using in the 24-25 school year

6.b. Consideration to approve the classified salaries for the 24-25 school year

7. Adjournment

**Regular Meeting of the Shelton Public Schools Board of Education**  
**Monday, April 15, 2024**  
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 15, 2024 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

Kay Johnson: Present, Chris Lewis: Present, Russ Muhlbach: Present, Emmy Power: Present, Lisa Stewart: Present, Dana Tompkin: Absent. Present: 5, Absent: 1.

Dr. Gannon, Mrs. Meyer and Mr. Kenton were present as well as 1 visitor.

Motion made by Chris Lewis seconded by Russ Muhlbach to excuse Dana Tompkin from the April 15, 2024 meeting. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

2. Routine matters

2.a. Review and approve minutes

Motion made by Emmy Power seconded by Lisa Stewart to review and approve minutes from the March 18, 2024 regular board meeting. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

2.b. Review and approve claims

Motion made by Lisa Stewart seconded by Emmy Power to review and approve claims #56466 to 56518 in the amount of \$218,959.64 plus regular payroll. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

3. Request to address the Board of Education

No requests were made to address the board.

4. Reports

#### 4.a. Financial Report

Dr. Gannon reported on the financial health of the district.

#### 4.b. Board Report

Buildings and grounds met with Dr. Gannon and Seth Jensen about possibly purchasing a new mower. Numerous bids were collected and reviewed for consideration.

#### 4.c. Superintendent's Report

Dr. Gannon shared a list of priority items to address aging building and ground projects. An update on projects completed and in progress was also available that included the installation of shot clocks in both gyms and the ordering of the new wheelchair lift.

#### 4.d. Secondary Principal's Report

Mrs. Meyer reported that the ACT for juniors has been completed and NSCAS testing is underway. Bulldog Big Deal Day was a success, with students completing community service, cleaning up around the school, the community and helping some individual patrons as well.

#### 4.e. Elementary Principal's Report

Mr. Kenton gave an update on the MTSS process and how tiered support is geared toward helping our students be successful. Preschool registration indicates that we will have 2 full classes next year, while kindergarten enrollment for 24-25 is currently at 16 students.

#### 5. New Business

##### 5.a. Information regarding a new teacher evaluation tool for 24-25

Dr. Gannon introduced a possible new teacher evaluation tool for the board to review prior to the May board meeting.

##### 5.b. Consideration to approve a new mower for buildings and grounds

Motion made by Russ Muhlbach seconded by Chris Lewis to approve the purchase for a new mower from Buffalo Outdoor Power LLC for \$15,941.00. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

##### 5.c. Consideration to approve a contract for Pamela Moritz as a Special Education Teacher for the 24-25 school year.

Motion made by Chris Lewis seconded by Emmy Power to approve the teaching contract for Pamela Moritz for the 2024-2025 school year as presented. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy

Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

5.d. Consideration to approve teacher contracts for returning staff for the 24-25 school year.

Motion made by Chris Lewis seconded by Lisa Stewart to approve teacher contracts for the 2024-2025 school year. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

5.e. Discussion regarding hourly wages for classified staff for the 24-25 school year

The board discussed possible classified staff salaries for the 2024-2025 school year.

6. Old Business

7. Adjournment

Motion made by Emmy Power seconded by Kay Johnson to adjourn at 9:11 pm. Vote: Passed

Dana Tompkin: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea  
Yea: 5, Nay: 0, Absent: 1

Respectfully Submitted,  
Lisa Stewart, Secretary

**Special Board Meeting**  
**Monday, April 1, 2024**  
the Elementary Conference Room  
7:00 PM

President Lewis called the Special Board Meeting to order at 7:00 PM on Monday, April 1, 2024 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

Kay Johnson: Present, Chris Lewis: Present, Russ Muhlbach: Present, Emmy Power: Present, Lisa Stewart: Present, Dana Tompkin: Present. Present: 6.

Dr. Gannon was present as well as Matthew Dix and Kevin Hansen representing CEI Security and Sound. Joining via Zoom call were Phil Fenton and Justin Miller representing Prime Secured.

2. Routine Matters

2.a. Consideration to approve security camera bid for the ESSER III Security Camera project.

Prime Secured and CEI Security and Sound both presented more in depth presentations on their bids and answered numerous questions from the board regarding both platforms.

Motion made by Russ Muhlbach seconded by Dana Tompkin to to approve the bid for card access, cameras and video intercoms from Prime Secured for \$100,372.14 plus any additional annual licensing fees that ESSER III will allow. Vote: Passed

Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea  
Yea: 6, Nay: 0

3. Adjournment

Motion made by Kay Johnson seconded by Chris Lewis to to adjourn at 10:01 pm. Vote: Passed

Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea  
Yea: 6, Nay: 0

Respectfully Submitted,  
Lisa Stewart, Secretary

**Special Board Meeting**  
**Tuesday, April 30, 2024**  
the Elementary Conference Room  
7:33 AM

President Lewis called the Special Board Meeting to order at 7:33 AM on Tuesday, April 30, 2024 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

Kay Johnson: Present, Chris Lewis: Present, Russ Muhlbach: Present, Emmy Power: Present, Lisa Stewart: Present, Dana Tompkin: Present. Present: 6.

2. Requests to address the board of education

No requests to address the board of education.

3. Consideration to approve the resignation of Pamela Moritz for the 24-25 school year

Motion made by Chris Lewis seconded by Kay Johnson to approve the resignation of Pamela Moritz for the 24-25 school year. Vote: Passed

Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea  
Yea: 6, Nay: 0

4. Adjournment

Motion made by Lisa Stewart seconded by Emmy Power to adjourn at 7:36 am. Vote: Passed

Kay Johnson: Yea, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea  
Yea: 6, Nay: 0

Respectfully Submitted,  
Lisa Stewart, Secretary



**Petty Cash Reimbursement - 3/27/2024-3507**

Date	Check #	Vendor	Cost	Program	Amount
3/27/2024	3505	University of NE -Year 1 Training	\$ 360.00	Professional Development	\$360.00
4/15/2024	3506	UNK-NE Cultural Conference	\$ 90.00	Dues/Fees	\$90.00
4/26/2024	3507	Capital One	\$ 10.34	Elem SPED	\$ 10.34
		<b>Total</b>	<b>\$ 460.34</b>		\$460.34
		General Fund		Activity Fund	
		\$460.34			

# Shelton Public School

## Check Register Report by Check Number

Bank: [All]; Bank Account: [All]; Begin Check Number: 56522; End Check Number: 56577; Check Status: Paid; Created On: 5/8/2024 3:48:13 PM

Bank	Account Number				
Cornerstone Bank	031038968				
Paid Date	Check Number	Type	Vendor Name	Amount	Check Status
5/13/2024	56522	Payroll Liability	Aflac	\$2,043.12	Paid
5/13/2024	56523	Payroll Liability	Blue Cross Blue Shield	\$55,379.87	Paid
5/13/2024	56524	Payroll Liability	Companion Insurance Company	\$109.50	Paid
5/13/2024	56525	Payroll Liability	Credit Management Services, Inc.	\$214.53	Paid
5/13/2024	56526	Payroll Liability	Dist. 19 Payroll Acct.	\$6,829.79	Paid
5/13/2024	56527	Payroll Liability	District 19 Payroll Acct.	\$45,956.91	Paid
5/13/2024	56528	Payroll Liability	Horace Mann Life Insurance Co	\$200.00	Paid
5/13/2024	56529	Payroll Liability	Payroll Account - Dist 19	\$225.00	Paid
5/13/2024	56530	Payroll Liability	Principal Life Insurance Co	\$771.36	Paid
5/13/2024	56531	Payroll Liability	Shelton School Payroll Acct.	\$41,827.23	Paid
5/13/2024	56532	Payroll Liability	Vision Service Plan	\$525.35	Paid
5/8/2024	56533	Accounts Payable	AMAX Contracting, Inc.	\$122.88	Paid
5/8/2024	56534	Accounts Payable	Amazon Capital Services, Inc.	\$1,015.85	Paid
5/8/2024	56535	Accounts Payable	BB's Parts & Service	\$172.39	Paid
5/8/2024	56536	Accounts Payable	Builders How-to Warehouse	\$27.94	Paid
5/8/2024	56537	Accounts Payable	Business Card	\$576.85	Paid
5/8/2024	56538	Accounts Payable	Cash-wa Distributing Co.	\$163.00	Paid
5/8/2024	56539	Accounts Payable	Clipper Publishing Co., Inc.	\$928.33	Paid
5/8/2024	56540	Accounts Payable	Comfy Bowl, Inc.	\$340.00	Paid
5/8/2024	56541	Accounts Payable	Computer Hardware, Inc.	\$1,219.00	Paid
5/8/2024	56542	Accounts Payable	Copper Penny Station, LLC	\$1,922.39	Paid
5/8/2024	56543	Accounts Payable	Culligan	\$47.00	Paid
5/8/2024	56544	Accounts Payable	Eakes Office Solutions	\$908.74	Paid
5/8/2024	56545	Accounts Payable	Educational Service Unit #10	\$28,341.99	Paid
5/8/2024	56546	Accounts Payable	ESU Coordinating Council	\$1,035.00	Paid
5/8/2024	56547	Accounts Payable	Harris School Solutions	\$255.80	Paid
5/8/2024	56548	Accounts Payable	Heartland Disposal, Inc.	\$457.56	Paid
5/8/2024	56549	Accounts Payable	Hobby Lobby Stores, Inc	\$145.27	Paid
5/8/2024	56550	Accounts Payable	Holmes Plbg & Htg Supply Co.	\$384.28	Paid
5/8/2024	56551	Accounts Payable	Hometown Leasing	\$653.27	Paid
5/8/2024	56552	Accounts Payable	J.W. Pepper & Son, Inc.	\$28.00	Paid
5/8/2024	56553	Accounts Payable	Jack Lederman Company	\$92.80	Paid
5/8/2024	56554	Accounts Payable	Jensen, Seth A	\$36.49	Paid
5/8/2024	56555	Accounts Payable	KSB School Law PC LLO	\$252.00	Paid
5/8/2024	56556	Accounts Payable	Larry's Market	\$112.95	Paid
5/8/2024	56557	Accounts Payable	Loup Valley Lighting, Inc.	\$232.20	Paid
5/8/2024	56558	Accounts Payable	Todd C. Sutton	\$5,459.00	Paid
5/8/2024	56559	Accounts Payable	Masters True Value	\$121.83	Paid
5/8/2024	56560	Accounts Payable	Matheson Tri-Gas, Inc.	\$81.50	Paid
5/8/2024	56561	Accounts Payable	MCI	\$65.90	Paid
5/8/2024	56562	Accounts Payable	Menards	\$513.04	Paid
5/8/2024	56563	Accounts Payable	Nebraska Central Telephone Co	\$267.62	Paid
5/8/2024	56564	Accounts Payable	Nebraska Public Power Dist.	\$3,240.95	Paid
5/8/2024	56565	Accounts Payable	One Source The Background Check	\$17.00	Paid
5/8/2024	56566	Accounts Payable	Optum	\$150.00	Paid
5/8/2024	56567	Accounts Payable	Perma-Bound	\$1,286.48	Paid
5/8/2024	56568	Accounts Payable	Pope, Jeanne M	\$460.00	Paid

5/8/2024	56569	Accounts Payable	Powerschool Holdings LLC	\$2,166.09	Paid
5/8/2024	56570	Accounts Payable	Prime Secured	\$56,811.20	Paid
5/8/2024	56571	Accounts Payable	School Health Corporation	\$7.39	Paid
5/8/2024	56572	Accounts Payable	Shelton School Lunch Fund	\$4.57	Paid
5/8/2024	56573	Accounts Payable	Shelton School Lunch Program	\$100.00	Paid
5/8/2024	56574	Accounts Payable	Shelton School Petty Cash	\$460.34	Paid
5/8/2024	56575	Accounts Payable	Village Of Shelton	\$962.23	Paid
5/8/2024	56576	Accounts Payable	Woodward Disposal Service, Inc.	\$26.50	Paid
5/8/2024	56577	Accounts Payable	Yanda's Music	\$245.90	Paid
<b>Sub Total</b>				<b>\$266,002.18</b>	
<b>Grand Total</b>				<b>\$266,002.18</b>	

# Shelton Public School

## Check Listing Report

Accounting Cycle: FY23-24; Begin Date: 05/01/2024; End Date: 05/30/2024; Bank: [All]; Sort By Element: FUND; Account Expression: ([FUND] = "01") ; Created On: 5/8/2024 3:44:28 PM

Check Date	Check Number	Payee	Type	Amount
05/08/2024	56533	AMAX Contracting, Inc.	Accounts Payable	\$122.88
05/08/2024	56534	Amazon Capital Services, Inc.	Accounts Payable	\$1,015.85
05/08/2024	56535	BB's Parts & Service	Accounts Payable	\$172.39
05/08/2024	56536	Builders How-to Warehouse	Accounts Payable	\$27.94
05/08/2024	56537	Business Card	Accounts Payable	\$576.85
05/08/2024	56538	Cash-wa Distributing Co.	Accounts Payable	\$163.00
05/08/2024	56539	Clipper Publishing Co., Inc.	Accounts Payable	\$928.33
05/08/2024	56540	Comfy Bowl, Inc	Accounts Payable	\$340.00
05/08/2024	56541	Computer Hardware, Inc.	Accounts Payable	\$1,219.00
05/08/2024	56542	Copper Penny Station, LLC	Accounts Payable	\$1,922.39
05/08/2024	56543	Culligan	Accounts Payable	\$47.00
05/08/2024	56544	Eakes Office Solutions	Accounts Payable	\$908.74
05/08/2024	56545	Educational Service Unit #10	Accounts Payable	\$28,341.99
05/08/2024	56546	ESU Coordinating Council	Accounts Payable	\$1,035.00
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05/08/2024	56549	Hobby Lobby Stores, Inc	Accounts Payable	\$145.27
05/08/2024	56550	Holmes Plbg & Htg Supply Co.	Accounts Payable	\$384.28
05/08/2024	56551	Hometown Leasing	Accounts Payable	\$653.27
05/08/2024	56552	J.W. Pepper & Son, Inc.	Accounts Payable	\$28.00
05/08/2024	56553	Jack Lederman Company	Accounts Payable	\$92.80
05/08/2024	56554	Jensen, Seth A	Accounts Payable	\$36.49
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05/08/2024	56556	Larry's Market	Accounts Payable	\$112.95
05/08/2024	56557	Loup Valley Lighting, Inc.	Accounts Payable	\$232.20
05/08/2024	56558	M&K Electric	Accounts Payable	\$5,459.00
05/08/2024	56559	Masters True Value	Accounts Payable	\$121.83
05/08/2024	56560	Matheson Tri-Gas, Inc.	Accounts Payable	\$81.50
05/08/2024	56561	MCI	Accounts Payable	\$65.90
05/08/2024	56562	Menards	Accounts Payable	\$513.04
05/08/2024	56563	Nebraska Central Telephone Co	Accounts Payable	\$267.62
05/08/2024	56564	Nebraska Public Power Dist.	Accounts Payable	\$3,240.95
05/08/2024	56565	One Source The Background Check Company	Accounts Payable	\$17.00
05/08/2024	56566	Optum	Accounts Payable	\$150.00
05/08/2024	56567	Perma-Bound	Accounts Payable	\$1,286.48
05/08/2024	56568	Pope, Jeanne M	Accounts Payable	\$460.00
05/08/2024	56569	PowerSchool Group, LLC	Accounts Payable	\$2,166.09
05/08/2024	56570	Prime Secured	Accounts Payable	\$56,811.20
05/08/2024	56571	School Health Corporation	Accounts Payable	\$7.39
05/08/2024	56572	Shelton School Lunch Fund	Accounts Payable	\$4.57
05/08/2024	56573	Shelton School Lunch Program	Accounts Payable	\$100.00
05/08/2024	56574	Shelton School Petty Cash	Accounts Payable	\$460.34
05/08/2024	56575	Village Of Shelton	Accounts Payable	\$962.23
05/08/2024	56576	Woodward Disposal Service, Inc.	Accounts Payable	\$26.50
05/08/2024	56577	Yanda's Music	Accounts Payable	\$245.90
<b>Sub Total</b>				<b>\$111,919.52</b>

**DISTRICT 19 FINANCIAL STATUS AS OF April 30,2024**

**CASH RESERVES:**

GENERAL FUND CASH RESERVE	(4/30/2024 Interest + \$1,919.05)	\$521,213.33
SPECIAL BUILDING CASH RESERVE	(4/30/2024 Interest + \$243.48)	\$73,248.52

**TOTAL CASH RESERVE ACCOUNTS: \$594,461.85**

**SAVINGS:**

GENERAL FUND CR SAVINGS 5882	\$299,619.68
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**\$299,619.68**

UNEMPLOYMENT SAVINGS #5891		\$25,945.53
VEH/BUS ACQ. Savings #9457		\$15,016.83
TECHNOLOGY ACQ SAVINGS # 5918		\$395.44
PARKING LOT DEPR. SAVINGS #5909		\$543.54
BAND UNIFORM SAVINGS #5900		\$0.10
HVAC Savings #9475		\$52,886.72

**TOTAL DEPRECIATION SAVINGS: \$94,788.16**

**TOTAL SAVINGS: \$394,407.84**

**TOTAL OF DISTRICT FUNDS: \$988,869.69**

<b><u>TAXES:</u></b>	<b><u>GENERAL</u></b>	<b><u>BUILDING</u></b>	<b><u>FUND TOTALS:</u></b>	
BUFFALO	\$131,172.74	\$105.97	GENERAL	\$820,833.01
HALL	\$23,843.43	\$0.00	DEPRECIATION	\$94,788.16
ADAMS	\$381.38	\$6.43	LUNCH	\$14,039.78
KEARNEY	\$0.00	\$0.00	SPECIAL BLDG	73,248.52
<b>TOTAL TAXES</b>	<b>\$155,397.55</b>	<b>\$112.40</b>		

<b>Net Wages</b>	\$ 165,127.14
<b>Employee - Liabilities</b>	\$ 94,296.09
<b>General Fund Expenditures</b>	\$ 111,919.52
<b>Receipts for April 2024</b>	\$ 260,091.86

**988869**

	2022-23	2023-24		2022-23	2023-24
Sept. Expenditures Reported @ Board Mtg	\$94,052.00	\$93,109.00	Mar. Expenditures Reported @ Board Mtg	\$51,047.00	\$66,590.00
Sept. Net Payroll	\$241,594.00	\$253,040.00	Mar. Net Payroll	\$252,300.00	\$254,187.00
Sept. EOM Expenditures			Mar. EOM Expenditures		
Total Sept. Expenditures	<b>335,646.00</b>	<b>346,149.00</b>	Total Mar. Expenditures	<b>\$303,347.00</b>	<b>\$320,777.00</b>
Percent of Budget Spent	4.92%	5.08%	Accumulated Totals	<b>\$2,250,396.00</b>	<b>\$2,327,702.00</b>
Cash On Hand	<b>\$1,539,367.00</b>	<b>\$1,813,436.00</b>	Percent of Budget Spent	4.45%	4.71%
			Cash On Hand	<b>\$1,042,928.00</b>	<b>\$1,116,607.00</b>
Oct. Expenditures Reported @ Board Mtg	\$84,336.00	\$77,028.00			
Oct. Net Payroll	\$240,976.00	\$257,895.00	April Expenditures Reported @ Board Mtg	\$65,530.00	\$111,920.00
Oct. EOM Expenditures			April Net Payroll	\$242,787.00	\$259,423.00
Total Oct. Expenditures	<b>325,312.00</b>	<b>334,923.00</b>	April EOM Expenditures		
Accumulated Totals	<b>\$660,958.00</b>	<b>\$681,072.00</b>	Total April Expenditures	<b>\$308,317.00</b>	<b>\$371,343.00</b>
Percent of Budget Spent	4.77%	4.91%	Accumulated Totals	<b>\$2,558,713.00</b>	<b>\$2,699,045.00</b>
Cash On Hand	<b>\$1,356,701.00</b>	<b>\$1,651,848.00</b>	Percent of Budget Spent	4.52%	5.45%
			Cash On Hand	<b>\$1,056,228.00</b>	<b>\$988,870.00</b>
Nov. Expenditures Reported @ Board Mtg	\$68,926.00	\$80,361.00	May Expenditures Reported @ Board Mtg	\$71,765.00	
Nov. Total Payroll	\$245,884.00	\$265,893.00	May Net Payroll	\$243,409.00	
Nov. EOM Expenditures			May EOM Expenditures		
Total Nov. Expenditures	<b>314,810.00</b>	<b>346,254.00</b>	Total May Expenditures	<b>\$315,174.00</b>	<b>\$0.00</b>
Accumulated Totals	<b>\$975,768.00</b>	<b>\$1,027,326.00</b>	Accumulated Totals	<b>\$2,873,887.00</b>	<b>\$2,699,045.00</b>
Percent of Budget Spent	4.62%	5.08%	Percent of Budget Spent	4.62%	0.00%
Cash On Hand	<b>\$1,097,486.00</b>	<b>\$1,336,760.00</b>	Cash On Hand	<b>\$1,788,144.00</b>	
Dec. Expenditures Reported @ Board Mtg	\$88,189.00	\$84,480.00	June Expenditures Reported @ Board Mtg	\$90,172.00	
Dec. Total Payroll	\$243,477.00	\$260,095.00	June Net Payroll	\$235,878.00	
Dec. EOM Expenditures			June EOM Expenditures		
Total Dec. Expenditures	<b>331,666.00</b>	<b>344,575.00</b>	Total June Expenditures	<b>\$326,050.00</b>	<b>\$0.00</b>
Accumulated Totals	<b>1,307,434.00</b>	<b>1,371,901.00</b>	Accumulated Totals	<b>\$3,199,937.00</b>	<b>\$2,699,045.00</b>
Percent of Budget Spent	4.87%	5.05%	Percent of Budget Spent	4.78%	0.00%
Cash On Hand	<b>\$972,329.00</b>	<b>\$1,060,414.00</b>	Cash On Hand	<b>\$1,888,548.00</b>	
Jan. Expenditures Reported @ Board Mtg	\$72,612.00	\$52,939.00	July Expenditures Reported @ Board Mtg	\$29,600.00	
Jan. Net Payroll	\$245,094.00	\$262,406.00	July Net Payroll	\$234,445.00	
Jan. EOM Expenditures			July EOM Expenditures		
Total Jan. Expenditures	<b>\$317,706.00</b>	<b>\$315,345.00</b>	Total July Expenditures	<b>\$264,045.00</b>	<b>\$0.00</b>
Accumulated Totals	<b>1,625,140.00</b>	<b>1,687,246.00</b>	Accumulated Totals	<b>\$3,463,982.00</b>	<b>\$2,699,045.00</b>
Percent of Budget Spent	4.66%	4.63%	Percent of Budget Spent	3.87%	0.00%
Cash On Hand	<b>\$1,162,754.00</b>	<b>\$1,365,897.00</b>	Cash On Hand	<b>\$1,568,869.00</b>	
Feb. Expenditures Reported @ Board Mtg	\$73,729.00	\$62,555.00	August Expenditures Reported @ Board Mtg	\$187,330.00	
Feb. Net Payroll	\$248,180.00	\$257,124.00	August Net Payroll	\$267,007.00	
Feb. EOM Expenditures			August EOM Expenditures		
Total Feb. Expenditures	<b>\$321,909.00</b>	<b>\$319,679.00</b>	Total August Expenditures	<b>\$454,337.00</b>	<b>\$0.00</b>
Accumulated Totals	<b>1,947,049.00</b>	<b>2,006,925.00</b>	Accumulated Totals	<b>\$3,918,319.00</b>	<b>\$2,699,045.00</b>
Percent of Budget Spent	4.72%	4.69%	<b>BUDGET</b>	<b>\$6,817,360.00</b>	<b>\$7,889,587.00</b>
Cash On Hand	<b>\$1,331,775.00</b>	<b>\$1,536,630.00</b>	<b>TOTAL % OF BUDGET SPENT =</b>	0.5747560639	
			Cash On Hand	<b>\$1,247,293.00</b>	

# **Superintendent Report for May 2024**

## **ESSER III Funds**

- After the security camera projects, curriculum purchases, and summer school expenses we will be left with around \$54,000 in ESSER III funds.
- One thing the board could consider is the purchase of a Ford Expedition. The COVID connection is the additional vehicle that would allow for social distancing if that were necessary when transporting students. This would allow us to stay on track with our vehicle rotation schedule and also save money in our vehicle savings account.
  - I attached quotes for a basic 2024 model. One quote includes 4-wheel drive and the other does not.
  - Kenesaw Motors recommends waiting a couple of months and reaching out again in July to get pricing for a 2025 model.

## **Wheel Chair Lift**

- A consultant from the wheelchair lift company came out to do a pre-service inspection with Seth. After looking at the current lift again, he has reservations about turning that into the platform. He said he can't guarantee it would be up to code. His concern is that perhaps at some safety inspection, we would be asked to replace it. He told Seth that the original plan was to pay about \$1,000 in material costs and free labor to build up the platform. He said if we could find another \$2,000 we could purchase a platform for \$3,000 that is up to code and ensure the project is done correctly.
  - Cornerstone bank donated \$4,500 for the score table, but because the cost was lower than originally planned (\$500 for the used table, and then costs to replace the mascots) we would likely have at least \$3,000 left of that donation to put in a new platform.

Respectfully submitted,

Dr. Gannon



Preview Order 9000 - K1F 4x2 XL Max: Order Summary Time of Preview: 04/30/2024 14:56:16 Receipt: NA

Dealership Name: Kenesaw Motor Co.

Sales Code : F53651

Dealer Rep. JON DENKERT Type Fleet Vehicle Line Expedition Order Code 9000  
 Customer Name SHELTON Priority Code G2 Model Year 2024 Price Level 425

DESCRIPTION	MSRP	INVOICE DESCRIPTION	MSRP	INVOICE
K1F0 EXPEDITION XL MAX 4X2	\$58555	\$56213 2ND RW VINYL 40/20/40 BENCH	\$0	\$0
TOTAL BASE VEHICLE	\$58555	\$54659 17" STEEL WHEELS	\$0	\$0
ICONIC SILVER METALLIC	\$0	\$0 PRICE CONCESSION INDICATOR	\$0	\$0
XL CLOTH BUCKET SEATS	\$0	\$0 REMARKS TRAILER	\$0	\$0
BLACK ONYX	\$0	\$0 3RD ROW 60/40 POWERFOLD SEAT	\$815	\$766
EQUIPMENT GROUP 102A	\$-3240	\$-3046 FRONT LICENSE PLATE BRACKET	\$0	\$0
.CONTROLTRAC WITH 3.73 ELSO	\$0	\$0 SPECIAL FLEET ACCOUNT CREDIT	\$0	\$-1554
.3.5L ECOBOOST V6 ENGINE	\$0	\$0 FUEL CHARGE	\$0	\$13.52
.10SPD AUTO TRANS W/SLCT5HFT	\$0	\$0 PRICED DORA	\$0	\$0
.P265/70R17 A/T OWL TIRES	\$0	\$0 ADVERTISING ASSESSMENT	\$0	\$0
.3.73 RATIO REGULAR AXLE	\$0	\$0 DESTINATION & DELIVERY	\$1995	\$1995
RUNNING BOARD5,PLATFORM	\$405	\$381		

	MSRP	INVOICE
TOTAL BASE AND OPTIONS	\$58530	\$54768.52
DISCOUNTS	NA	NA
TOTAL	\$58530	<u>\$54768.52</u>

ORDERING FIN: QP785 END USER FIN: QP785

INCENTIVES

Acc. Code ID :10 Contract/Ref # :05-313R Bid Date :06/06/23State : NE

DISCOUNTS:

\$-2600.00

\$52,168.52

Customer Name:  
Customer Address:

Customer Email:

Customer Phone:

4X2

Customer Signature

Date

*This order has not been submitted to the order bank.*

*This is not an invoice.*



Preview Order 9000 - K1G 4x4 XL Max: Order Summary Time of Preview: 04/30/2024 14:55:00 Receipt: NA

Dealership Name: Kenesaw Motor Co.

Sales Code : F53651

Dealer Rep.	JON DENKERT	Type	Fleet	Vehicle Line	Expedition	Order Code	9000
Customer Name	SHELTON	Priority Code	G2	Model Year	2024	Price Level	425

DESCRIPTION	MSRP	INVOICE DESCRIPTION	MSRP	INVOICE
K1G0 EXPEDITION XL MAX 4X4	\$61555	\$59093 .3.73 RATIO REGULAR AXLE	\$0	\$0
TOTAL BASE VEHICLE	\$61555	\$57489 2ND RW VINYL 40/20/40 BENCH	\$0	\$0
ICONIC SILVER METALLIC	\$0	\$0 17" STEEL WHEELS	\$0	\$0
XL CLOTH BUCKET SEATS	\$0	\$0 PRICE CONCESSION INDICATOR	\$0	\$0
BLACK ONYX	\$0	\$0 REMARKS TRAILER	\$0	\$0
EQUIPMENT GROUP 102A	\$-3240	\$-3046 FRONT LICENSE PLATE BRACKET	\$0	\$0
.CONTROLTRAC WITH 3.73 ELSD	\$0	\$0 SPECIAL FLEET ACCOUNT CREDIT	\$0	\$-1604
.SKID PLATES	\$0	\$0 FUEL CHARGE	\$0	\$13.52
.3.5L ECOBOOST V6 ENGINE	\$0	\$0 PRICED DORA	\$0	\$0
.10SPD AUTO TRANS W/SLCTSHFT	\$0	\$0 ADVERTISING ASSESSMENT	\$0	\$0
.P265/70R17 A/T OWL TIRES	\$0	\$0 DESTINATION & DELIVERY	\$1995	\$1995
			MSRP	INVOICE
TOTAL BASE AND OPTIONS			\$60310	\$56451.52
DISCOUNTS			NA	NA
TOTAL			\$60310	<u>\$56451.52</u>

ORDERING FIN: QP785 END USER FIN: QP785

INCENTIVES

Acc. Code ID :10 Contract/Ref # :05-315R Bid Date :06/06/23State : NE

DISCOUNTS:

\$-2600.00

**\$53,851.52**

Customer Name:  
Customer Address:

Customer Email:  
Customer Phone:

4x4

Customer Signature

Date

*This order has not been submitted to the order bank.*

*This is not an invoice.*

To: Board of Education  
From: Jeff Kenton  
Date: May 13, 2024  
Re: Board Report

- Current Enrollment: 172 Students
- School Drills Held (2023-2024 School Year)
  - Bus Evacuation Drill
  - Fire Drills
  - Hold-In-Place Drill
  - Lockdown Drills
  - Tornado Drill
- The majority of NSCAS Testing has been completed
  - A few students have make-up tests to complete
- Summer School
  - Parent Letters have been mailed out.
  - Elementary Summer School will have a two-week session in June and a two-week session in July
    - June 3rd - 13th
    - July 15th - 25th

**Respectfully Submitted,  
Jeff Kenton**

To: Board of Education  
From: Jenette Meyer  
Date: May 13, 2024  
Re: Board Report

7-12 Enrollment: 111

#### The Schedule for 2024-2025

- Mrs. Pope and Miss Hubbert are working with ESU10 to get the PowerScheduler to build the schedule.

#### New Students for 24-25 School Year

- We have had four high school students Option in Shelton for the 2024-2025 school year. They have met the NSAA deadline and will be eligible to participate in all NSAA Sanctioned activities for the 24-25 school year.
- Two sophomores
- One junior
- One senior

#### Graduation

- 14 students graduated on May 4th from Shelton
  - Completed all graduation requirements
  - 40 hours of community service
  - Passed the U.S. Citizenship test
- One student graduated on May 10th from Project Search

#### State Qualifiers

- JH Track - High Jump: Mateo R.; 4x800 Relay: Adan G., Cale P., LeTavion D., and Mateo R.
  - State is at Gothenburg on May 11, 2024
- HS Track - Pole Vault: Susie C.; Triple Jump: Erin G.; 4x400 Relay: Jalyn B., Addison B., Susie C., and Erin G.; 100 m Hurdles: Susie C., 300 m Hurdles: Addison B.
  - State at Burke on May 17-18, 2024

#### Semester Test Schedule

- Friday, May 17th and Monday May 20th

Respectfully submitted,  
Jenette Meyer

## **SUPERINTENDENT'S CONTRACT OF EMPLOYMENT SHELTON PUBLIC SCHOOLS**

THIS CONTRACT is made by and between the **Board of Education of Shelton Public Schools**, legally known as **Buffalo County School District 10-0019**, and referred to as "the Board" and "the District" respectively, and Shanna Gannon, referred to herein as "the Superintendent". In accordance with its action taken and recorded in the minutes of a duly advertised board meeting, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

**Section 1. Term of Contract.** The Superintendent shall be employed for a period of one year(s) beginning on July 1, 2024, and expiring on June 30, 2025. References to "contract year" shall mean the period from July 1<sup>st</sup> through June 30<sup>th</sup> and shall consist of all days except Saturdays and Sundays and any holidays included on the School District calendar or leave days listed in Section 11.

**Section 2. Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular January 2025 board meeting (and each January thereafter)** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular December meeting** of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular **January** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

**Section 3. Salary.** The Superintendent's salary for the 2024-2025 contract year shall be \$132,000.00 which shall be paid in 12 equal monthly installments beginning in the month of July 2024. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting a new contract, requiring a hearing, or extending the term of this contract.

**Section 4. Deductions.** This contract shall conform to the statutes and regulations governing deductions from compensation and shall be subject to the School Employees Retirement Act. The Superintendent

authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Superintendent or the value of property or money entrusted to the Superintendent or owed by the Superintendent to the District during the course of or as a result of the Superintendent's employment, if such property or money have not properly been returned to the District. The District shall withhold other deductions as the Superintendent and Board may agree.

**Section 5. Professional Status.** The Superintendent affirms that the Superintendent is not under contract with any other board of education covering any part or all of the term provided in this contract. Throughout the contract term, the Superintendent will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which the Superintendent will register and maintain on file in the District's central administrative office. This contract shall not be valid and the Board will not compensate the Superintendent for any service performed prior to the date that the Superintendent registers the certificate. The Superintendent represents that: (1) all information provided in connection with the Superintendent's application for employment with the District was true and accurate at the time of application, and if there is or has been a material change in such information, the Superintendent will advise the Board immediately; (2) the Superintendent has never been convicted of or plead no contest to a felony as defined in Title 92, Chapter 21, Sections 003.11 and 003.13 of the Nebraska Administrative Code ("Rule 21"), or any offense involving moral turpitude, abuse, neglect, or sexual misconduct, as defined in Title 92, Chapter 21, Sections 003.12 and 003.13 of the Nebraska Administrative Code; and (3) the Superintendent has not had any professional licenses or certificates suspended or revoked.

**Section 6. Superintendent's Duties.** The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote the Superintendent's time, skill, labor and attention to all required duties throughout the contract term. The Superintendent shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board assigns. By agreement with the Board, the Superintendent may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations as long as they do not interfere with carrying out the Superintendent's duties and obligations to the District.

**Section 7. Board-Superintendent Relationship.** The Board shall be primarily responsible for formulating and adopting policy. The Superintendent shall be the chief administrative officer for the District and shall be responsible for implementing Board policy. The Superintendent shall organize the administrative and supervisory staff, and select, place, and

transfer personnel with the concurrence of the Board. The Superintendent is responsible for administering the instruction of students and the business affairs of the District. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

**Section 8. Cancellation or Mid-Term Amendment.** The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Superintendent's continued performance of the Superintendent's duties; (m) any arrest, criminal charge, or criminal conviction of Superintendent or the failure to report the same; (n) any filing against the Superintendent under NEB. REV. STAT. § 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying District records or documents; (p) misrepresentation of fact to the District and its personnel in the conduct of its official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the District except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes. The parties agree that the Superintendent's failure to comply with the obligations in the Renewal of Contract or Evaluation provisions of this contract shall constitute a material breach of this contract.

**Section 9. Disability.** If the Superintendent is unable to perform any of the Superintendent's duties by reason of illness, accident or other disability beyond the Superintendent's control, and the disability continues for a period longer than his or her accumulated sick leave, or if the disability is permanent, irreparable, or of such a nature as to make performance of the Superintendent's duties impossible, the Board may initiate action to cancel this contract, whereupon the respective rights, duties and obligations of the parties hereunder shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the District.

**Section 10. Transportation.** The Board shall provide the Superintendent with transportation or reimburse the Superintendent for mileage required in the performance of official duties at the rate approved by the Board.

**Section 11. Fringe Benefits.** The Board shall provide the Superintendent with the following fringe benefits:

- a. Health Insurance.** Health insurance that is available to certificated staff through the District's health insurance carrier at the level for which the Superintendent qualifies.
- b. Dental Insurance.** Dental insurance that is available to certificated staff through the District's health insurance carrier at the level for which the Superintendent qualifies.
- c. Life Insurance.** Term life insurance with a total death benefit of Fifty-Thousand Dollars (\$50,000) .
- d. Disability Insurance.** The Superintendent shall purchase long-term disability insurance from the District's carrier at the Superintendent's own expense.
- e. Sick Leave.** The Superintendent shall be entitled to thirteen (13) days of sick leave per year which may accumulate to a total of forty (40) days. Sick leave may only be used for personal illness or as otherwise provided in District policy. If the Superintendent qualifies for disability pay under the long-term disability policy, the Superintendent shall be required to take the disability pay instead of sick leave pay. The Superintendent shall keep complete and accurate records of sick days accrued and used and shall provide the Board with a report of accumulated sick days at least quarterly and upon request. The Superintendent shall not be compensated for unused days of sick leave upon the ending of employment with the District.
- f. Vacation.** The Superintendent shall have twenty (20) vacation days for the initial contract year which the Superintendent may use at times the Superintendent chooses so long as the absence does not interfere with the proper performance of the Superintendent's duties. Any extended vacation period while school is in session will require advance approval by the Board, and the parties will

cooperate in arranging vacation time so as to cause the least inconvenience to the normal operation of the District. After the initial contract year, the Board shall give the Superintendent the number of vacation days necessary to restore the total to twenty (20) days. For example, if the Superintendent uses 12 days of vacation one year, the Board will provide the Superintendent with 12 days the following year to bring the total vacation days back to 20. The Superintendent shall develop a system for recording use of vacation days and shall keep such records current and on file in the District's central office. The Superintendent shall keep complete and accurate records of all vacation days and shall provide the Board of Education with a report of accumulated vacation days at least quarterly and upon request. The Board may require the Superintendent to use vacation days and shall compensate the Superintendent for unused vacation days upon the conclusion of employment at a rate of **\$100.00** per day.

- g. Professional Development.** The Superintendent is expected to continue and seek professional development and to participate in relevant learning experiences. With the approval of the Board, the Superintendent may attend appropriate professional meetings at the local, state, regional and national level; and the Board will pay for valid expenses of attendance. If the Superintendent attends a national convention and does not return following the initial year of employment as Superintendent, the Superintendent agrees to repay the District in full for national convention expenses paid by the District.
- h. Professional Dues.** The District will pay the annual dues for the Superintendent's membership in the following organizations: Nebraska Council of School Administrators (NCSA) and \_\_\_\_\_.
- i. Expense Reimbursement.** The Board shall pay or reimburse the Superintendent for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that (1) such payment or expense is authorized by the Local Government Miscellaneous Expenditures Act (NEB. REV. STAT. § 13-2201

*et seq.*) or some other provision of law, and (2) the Superintendent shall secure the prior approval of the Board before incurring any such expense when the anticipated aggregate expense of any single event is \$750.00 or more.

- j. Moving Expenses.** The Superintendent shall be reimbursed up to \$3,000 for all actual and necessary moving expenses for which he or she provides documentation.

**Section 12. No Penalty for Release or Resignation.** There shall not be a penalty for the release or resignation of the Superintendent from this contract; provided no resignation shall become effective until the expiration of the contract unless it is accepted by the Board, and the Board shall fix the date at which the resignation shall take effect.

**Section 13. Compensation Upon Termination and Credit for Accrued Vacation.** Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary paid but not earned prior to the date of termination of this contract.

**Section 14. Evaluation.** The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the **regular December meeting**. The Superintendent shall: remind the Board members in writing of this provision no later than its **regular November meeting**; make the Superintendent evaluation an agenda item for the regular **December** Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.

**Section 16. Legal Actions.** The Board will support the Superintendent if there is a legal dispute caused by carrying out the Superintendent's duties properly. If a legal action, including a professional practice complaint, is threatened or filed against the Superintendent as a result of the Superintendent's performance of duties or position as the Superintendent of the District, the Board will provide the Superintendent with a legal defense to the maximum extent permitted by law so long as the

Superintendent acted in good faith and in a manner which the Superintendent reasonably believed to be in or not opposed to the best interests of the District and, with respect to any criminal action or proceeding, had no reasonable cause to believe that the Superintendent's conduct was unlawful.

**Section 17. Physical or Mental Examination.** The Superintendent agrees that, at the request of the Board, the Superintendent will have a comprehensive physical and/or mental examination performed by one or more licensed physicians or psychologists of the Board's choosing during the term of this contract. In deference to the requirements of state and federal law, the physician's report to the Board must address whether the Superintendent is able to perform the "essential functions" of the position.

**Section 18. Disciplinary Action.** The parties agree that the Board president may place the Superintendent on paid leave by delivering written notice of the same when the Board president determines it is in the best interests of the District to do so. The paid leave shall continue unless and until a majority of the Board determines otherwise at a duly convened meeting. The Board may suspend the Superintendent without pay for a period not to exceed thirty (30) working days. Prior to suspending the Superintendent without pay, the Board president or secretary shall deliver a written notice to the Superintendent advising the Superintendent of the alleged reasons for the proposed action and provided the opportunity to present the Superintendent's version of the facts. Within seven calendar days after receipt of such notice, the Superintendent may make a written request to the secretary of the school board for a due process hearing under section 79-832. If such a request is not delivered within such time, the action of the Board shall become final.

**Section 19. Governing Laws.** The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contract.

**Section 20. Amendments to be in Writing.** This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

**Section 21. Severability.** If any portion of this contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of the remaining provisions of this contract.

IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

**Executed by the Board this \_\_\_ day of \_\_\_\_\_, 2024.**

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

**Executed by the Superintendent this \_\_\_\_ day of \_\_\_\_\_, 2024.**

Shanna Gannon, Superintendent \_\_\_\_\_

## **Minimum Hours Rule 10**

We dismissed 2.5 hours early Monday, May 6, 2024 due to forecasted severe weather that was supposed to hit around dismissal time. This does put us 2.5 hours below the minimum standard. After emailing the Rule 10 director at NDE, he said the school board can sign an affidavit permitting us to end the year without making those hours up. Typically, I would say we should make-up hours when we fall below the minimum, but because this is happening so close to the end of the school year, it may be difficult for families to adjust.

The board has 3 options:

1. Extend the school day next week. Basically, we would need to add about 4 minutes to each period for the high school for 5 days to make up the 2.5 hours.
2. Come on Wednesday, May 22 for 2.5 hours.
3. Board signs an affidavit stating they will allow us to fall below the minimum number of instructional hours due to the tight timeline of school being dismissed for summer.

**AFFIDAVIT**

STATE OF NEBRASKA            )  
  ) ss.  
COUNTY OF BUFFALO         )

1. My name is Lisa Stewart. I am a school board member at Shelton Public Schools. More specifically, I am the secretary of the school board.
2. I am submitting this affidavit pursuant to NEB. REV. STAT. § 79-213.
3. As a board member, I am generally familiar with the requirement that a school year for elementary grades (other than Kindergarten) include at least 1,032 instructional hours and that a school year for high school grades include at least 1,080 instructional hours.
4. Due to school dismissals caused by severe storm conditions during the 2023-24 school year, the school district is unable to meet the instructional hours requirement during the allotted school days and hours as agreed between Shelton Public Schools and the Shelton Education Association. I also have concerns about the ability of families to adjust their schedules to an extended school year this close to the end of the school year. The school district will be 2.5 hours short of each instructional hour requirement.
5. On behalf of Shelton Public Schools, I hereby request permission from the Nebraska State Board of Education to offer 1,029.5 instructional hours for elementary grades (other than Kindergarten) and 1,077.5 instructional hours for all high school grades for the 2023-24 school year.

Further affiant sayeth not.

\_\_\_\_\_  
Lisa Stewart  
School Board Member and Secretary  
Shelton Public Schools

Subscribed and sworn to before me this \_\_\_\_ day of May 13, 2024.

\_\_\_\_\_  
Notary Public

# Shelton Public Schools

## Return To School Plan

The purpose of this document is to outline the protocols Shelton Public Schools will follow for in-person learning in the 2023-24 school year. The return-to-school protocols were created to create a safe and predictable environment that can be used by parents, students, staff, and the community during the COVID-19 pandemic. **The district realizes that COVID-19 is unpredictable and as a result, these protocols may need to be modified as needed to ensure the safety of all staff, students, and patrons.**

Participants in the focus group used to develop the Return to School Plan include:

Megan Schnerigner- School Psychologist  
Matt Walter- K-12 PE/7-12 History  
Ryan Province- 7-12 Business/Athletic Director  
Seth Jensen- Head Custodian/ Transportation  
Stephanie Flint- Guidance Counselor  
Jeanne Pope- Technology and Assessment Coordinator  
Jackie Cornelius- School Nurse  
Joni Thornburg- Elementary Teacher  
Sue Bombeck- Former Head of Nutrition Services  
Sandy Sutton- Office Manager  
Jeff Kenton- PK-6 Principal  
Jenette Meyer-Secondary Principal

### Maintaining Health and Safety

Mitigation strategies listed below are required in the District's plan. By checking the box before each time, Shelton agrees to include information in the plan to address the components listed below:

- ✓ Universal and correct wearing of masks
- ✓ Modifying facilities to allow for physical distancing (e.g., including using of cohorts/podding)
- ✓ Handwashing and respiratory etiquette
- ✓ Cleaning and maintaining healthy facilities, including improving ventilation
- ✓ Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments
- ✓ Diagnostic and screening tests
- ✓ Efforts to provide vaccinations to school communities
- ✓ Appropriate accommodations for children with disabilities with respect to health and safety policies
- ✓ Coordination with state and local health officials. In the event of respiratory illness symptoms, the recommendation is to stay home until symptoms are resolved and the individual is fever-free for 24 hours. Including the need for support and technical assistance to implement strategies consistent to the greatest extent possible, with relevant CDC guidance.

## Universal and Correct Wearing of Masks

Green, yellow, orange, and red will be based on the percentage of students and staff absent due to any illness for a three-day period. Anyone with an alternate diagnosis from a doctor or a COVID-19 negative test will not be counted in the illness percentages. In the event that a new variant becomes a threat, this plan and protocols will be revisited.

0% people absent due to illness	2% people absent due to illness	4% people absent due to illness	5% people absent due to illness
In the green zone, students and staff are not required to wear masks but may do so if they choose.	In the yellow zone, students and staff will be encouraged to wear masks, but not required.	In the orange zone students will socially distance when possible and masks are recommended but not required.	In the red zone, students and staff will be highly recommended to mask at all times in school and at school activities.

## Modifying Facilities to Allow For Physical Distancing

Students will not be cohorted or socially distanced unless there is a significant increase of COVID-19 cases in our area.

In the green zone, students and staff will not be required to socially distance.	In the yellow zone, students and staff will be encouraged to maintain social distance when eating food, singing, or while not wearing masks.	In the orange zone, students and staff will be encouraged to maintain social distance whenever possible.	In the red zone, students and staff will be encouraged to maintain social distance when eating food or singing if unmasked.
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## Handwashing and Respiratory Etiquette

In the green zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms and common areas.	In the yellow zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms, common areas, and as students enter the building.	In the orange zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms, common areas, and as students enter the building.	In the red zone, students and staff will be encouraged to frequently wash/sanitize hands. Hand sanitizer will be available in all classrooms, common areas, and as students enter the building.
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## Cleaning and Maintaining Healthy Facilities

In the green zone, students and staff will have access to disinfectant spray in the classroom to clean and sanitize classroom furniture and materials as needed.	In the yellow zone, staff and students will disinfect desks and other high touch surfaces between classes. Custodians will spray classrooms with the disinfectant sprayer daily.	In the orange zone, staff and students will disinfect desks and other high touch surfaces between classes. Custodians will spray classrooms with the disinfectant sprayer daily.	In the red zone, staff and students will disinfect desks and other high touch surfaces between classes. Custodians will spray classrooms with the disinfectant sprayer daily.
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## Contact Tracing And Quarantine

Shelton Public Schools will work with local health departments to assist with contact tracing as needed. Students and staff testing positive for COVID-19 will stay home until symptom-free.

Students or staff who come in direct contact with someone who has tested positive for COVID-19 at school will be notified and should be monitored for symptoms. If students or staff begin to experience symptoms they will stay home and follow the isolation protocol.

**Isolation Protocol is defined as:**

Any student or staff member who has a positive diagnosis of COVID-19, or is exhibiting symptoms of COVID-19 following direct exposure to a person who tested positive for COVID-19, will be excluded from school for a **minimum** of 5 days following the onset of symptoms or a positive test for COVID-19 unless a negative COVID-19 test is provided from a doctor. If symptoms are present, Day 0 of isolation is the day of symptom onset, regardless of when you tested positive; Day 1 is the first full day after your symptoms started. If you have no symptoms present, Day 0 is the day you were tested (not the day you received your positive test result); Day 1 is the first full day following the day you were tested. If you develop symptoms within 10 days of when you were tested, the clock restarts at day 0 on the day of symptom onset.

If you have symptoms and your symptoms are improving, you may end isolation and return to school after day 5 if you are fever-free for 24 hours without the use of fever-reducing medication. If your symptoms are not improving, continue to isolate until you are fever-free for 24 hours without the use of fever-reducing medication and your symptoms are improving. If you had no symptoms but had a positive test result, you may end isolation after day 5.

If a household member is positive all members of the household should monitor for symptoms and stay home if they begin to show symptoms.

## Diagnostic and Screening Testing

Shelton Public Schools will not provide or conduct testing for COVID-19.

## Appropriate Accommodations For Children With Disabilities

Students' IEP teams will determine appropriate accommodations for students with disabilities and communicate those to the student's educational team as appropriate.

## Efforts To Provide Vaccinations to School Communities

Shelton will work with local health departments to provide a location for health departments to administer COVID-19 vaccinations as well as use district communication platforms to share information regarding vaccine clinics to the school community. Students and staff will not be required to be vaccinated.

## Coordination With State and Local Health Officials

Shelton Public Schools will work in cooperation with state and local health officials. The superintendent will attend webinars put on by the Governor, Education Commissioner, and Two Rivers Health Department to stay abreast of current information.

## Ensuring Continuity of Services

Shelton will ensure continuity of services by providing in-person instruction. The school calendar will continue to serve as a guide to indicate when school is in session. Students will be expected to attend school in person on the days when school is in session unless they are home due to illness.

In addition, Shelton has purchased high-quality instructional materials that offer virtual access for students who need to learn from home at any point during the school year. These high-quality instructional materials also provide opportunities for acceleration to support students who may have gaps in their knowledge. All students will have equitable access to rigorous grade-level content.

Beginning in the fall of the 2021-22 school year and each year after, 7th graders will complete a study skills course that not only supports their transition to secondary education but also teaches them important skills for both in-person and virtual learning. The purpose of this course is to give students the necessary skills to be well organized, prepared to ask questions in class, study in effective ways, and have ownership of their progress and learning.

## Public Comment Requirements

The plan is reviewed every 6 months during a monthly board of education meeting at which time the public is welcome to give feedback on the plan during the public comment period.

## Uniform Format

Shelton ensures this plan is in an understandable and uniform format by using the template provided by the Nebraska Department of Education. This plan will be posted on the website in both English and Spanish to ensure that it is easy for all parents and students to access. Any parent who wishes to have the plan explained to them verbally may schedule a meeting with district administrators and a translator will be provided if needed.

Reviewed: 8/15/22, 3/13/23

Revised: 3/14/22, 10/16/23, 11/13/23



every child  
is capable of  
greatness

**Great Minds Quote**

Date April 18, 2024  
Expiration Date July 16, 2024  
Prepared By Jonathan Lyskawa  
Email jonathan.lyskawa@greatminds.org

Quote Number 00371189  
Contact Name Jeff Kenton  
Phone (308) 647-6558  
Email jkenton@sheltonbulldogs.org

Bill to Name Jeff Kenton  
Bill To 210 9Th St  
Shelton, NE 68876

Ship to Name Jeff Kenton  
Ship To 210 9TH ST  
SHELTON, NE 68876

End User

**Make Payment to:**  
Great Minds PBC Tax ID: 84-3785772  
**Mail payment to:**  
Great Minds PBC  
P.O. Box 200283  
Pittsburgh, PA 15251-0283

**Phone:** 202.223.1854  
**Email:** ordertracking@greatminds.org

**Wire/ACH** details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discount	Total Price
Grade 1					
Eureka Math Squared Grade 1 Teacher Edition Set: Units of Ten Modules 1-6	978-1-64929-037-3	2.00	\$170.00	0.00%	\$340.00
Eureka Math Squared Grade 1 Learn, Apply, & Digital Bundle: Units of Ten Modules 1-6	978-1-64929-018-2	30.00	\$43.26	0.00%	\$1,297.80
Grade 2					
Eureka Math Squared Grade 2 Learn, Apply, & Digital Bundle: Ten Tens, Modules 1-6	978-1-64929-019-9	18.00	\$43.26	0.00%	\$778.68
Eureka Math Squared Grade 2 Teacher Edition Set: Ten Tens, Modules 1-6	978-1-64929-038-0	1.00	\$170.00	0.00%	\$170.00

Grade 3					
Eureka Math Squared Grade 3 Learn, Apply, & Digital Bundle: Units of Any Number Modules 1-6	978-1-64929-020-5	17.00	\$43.26	0.00%	\$735.42
Eureka Math Squared Grade 3 Teacher Edition Set: Units of Any Number Modules 1-6	978-1-64929-039-7	1.00	\$170.00	0.00%	\$170.00
Grade 4					
Eureka Math Squared Grade 4 Teacher Edition Set: Fractional Units Modules 1-6	978-1-64929-040-3	1.00	\$170.00	0.00%	\$170.00
Eureka Math Squared Grade 4 Learn, Apply, & Digital Bundle: Fractional Units Modules 1-6	978-1-64929-021-2	23.00	\$43.26	0.00%	\$994.98
Grade 5					
Eureka Math Squared Grade 5 Learn, Apply, & Digital Bundle: Fractions are Numbers Modules 1-6	978-1-64929-022-9	19.00	\$43.26	0.00%	\$821.94
Grade 6					
Eureka Math Squared Grade 6 Learn & Digital Bundle: Ratios and Rates Modules 1-6	978-1-64929-029-8	28.00	\$35.02	0.00%	\$980.56
Eureka Math Squared Grade 6 Teacher Edition Set: Ratios and Rates Modules 1-6	978-1-64929-042-7	1.00	\$170.00	0.00%	\$170.00

<b>Eureka Math Kits - Manipulative</b>	<b>ISBN</b>	<b>Quantity</b>	<b>List Price</b>	<b>Discount</b>	<b>Total Price</b>
Grade K					
Eureka Math Squared - Complete Manipulative Kit, Grade K	GM-602210	1.00	\$710.00	0.00%	\$710.00
Grade 1					
Eureka Math Squared - Complete Manipulative Kit, Grade 1	GM-602211	1.00	\$680.00	0.00%	\$680.00
Grade 2					
Eureka Math Squared - Complete Manipulative Kit, Grade 2	GM-602212	1.00	\$530.00	0.00%	\$530.00
Grade 3					
Eureka Math Squared - Complete Manipulative Kit, Grade 3	GM-602213	1.00	\$675.00	0.00%	\$675.00
Grade 4					
Eureka Math Squared - Complete Manipulative Kit, Grade 4	GM-602214	1.00	\$320.00	0.00%	\$320.00
Grade 5					

Eureka Math Squared - Complete Manipulative Kit, Grade 5	GM-602215	1.00	\$315.00	0.00%	\$315.00
Grade 6					
Eureka Math Squared - Complete Manipulative Kit, Grade 6	GM-602216	1.00	\$200.00	0.00%	\$200.00

PD - Services	ISBN	Quantity	List Price	Discount	Total Price
Grade Multiple					
Eureka Math Squared - On-Site PD Support Services - Full Day	GM-03574	1.00	\$3,900.00	0.00%	\$3,900.00

Manipulative	\$3,430.00
Kit	\$6,629.38
Services	\$3,900.00

Solution Subtotal	\$13,959.38
Discount	(\$0.00)
Shipping and Handling	\$905.34
<b>*Pre-Tax Solution Total</b>	<b>\$14,864.72</b>
Estimated Sales Tax	\$0.00
Estimated S&H Tax	\$0.00
<b>Total Solution:</b>	<b>\$14,864.72</b>

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

*\*Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.*



# Price Quote

## Amplify

55 Washington Street, Suite 800  
 Brooklyn, NY 11201  
 Phone: (800) 823-1969  
 Fax: (646) 403-4700

Quote #: Q-361751-1  
 Date: 4/10/2024  
 Expires On: 5/10/2024

### Customer Contact Information

Jeff Kenton  
 Shelton School District 19  
 308-647-6558  
 jkenton@sheltonbulldogs.org

### Amplify Contact Information

Laina Armbruster  
 Inside Sales Representative  
 (602) 359-1477  
 larmbruster@amplify.com

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
CKLA GK Writing Studio Kit	1.00	\$199.00	\$199.00
CKLA 2nd Ed GK Writing Studio Dig Exp Teacher License - 1yr (2024-2025)	1.00	\$0.00	\$0.00
CKLA G1 Writing Studio Kit	1.00	\$199.00	\$199.00
CKLA 2nd Ed G1 Writing Studio Dig Exp Teacher License - 1yr (2024-2025)	1.00	\$0.00	\$0.00
CKLA G2 Writing Studio Kit	1.00	\$199.00	\$199.00
CKLA 2nd Ed G2 Writing Studio Dig Exp Teacher License - 1yr (2024-2025)	1.00	\$0.00	\$0.00
CKLA G4 Writing Studio Kit	1.00	\$199.00	\$199.00
CKLA 2nd Ed G4 Writing Studio Dig Exp Teacher License - 1yr (2024-2025)	1.00	\$0.00	\$0.00
CKLA G5 Writing Studio Kit	1.00	\$199.00	\$199.00
CKLA 2nd Ed G5 Writing Studio Dig Exp Teacher License - 1yr (2024-2025)	1.00	\$0.00	\$0.00
<b>TOTAL</b>			<b>\$995.00</b>

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL PRICE
Amplify CKLA Writing Studio Companion Training for Teachers (1/2 Day Remote)	1.00	\$750.00	\$750.00
<b>TOTAL</b>		<b>\$750.00</b>	<b>\$750.00</b>

SHIPPING AND HANDLING	SHIPPING COST	TOTAL PRICE
Amplify Shipping and Handling	\$79.60	\$79.60

**GRAND TOTAL** **\$1,824.60**

## Scope and Duration

### Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

### License and Services Term:

- Licenses: 07/01/2024 until 06/30/2025.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

### Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

## How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](http://amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

### **Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

### **If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](http://amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

### **If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

### **If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

## Terms & Conditions

- 1. Scope.** These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's [Acceptable Use Policy](https://amplify.com/acceptable-use) available at [amplify.com/acceptable-use](https://amplify.com/acceptable-use) ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.
- 2. License.** Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.
- 3. Restrictions.** Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).
- 4. Reservation of Rights.** SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must

promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see [amplify.com/virtual-patent-marking](https://www.amplify.com/virtual-patent-marking)).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's [Privacy Policy](https://www.amplify.com/customer-privacy) at [amplify.com/customer-privacy](https://www.amplify.com/customer-privacy) ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the [Privacy Policy](https://www.amplify.com/customer-privacy) available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at [amplify.com/privacy-security](https://www.amplify.com/privacy-security) aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at [amplify.com/customer-requirements](https://www.amplify.com/customer-requirements).

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE

ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. **Limitation of Liability.** IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. **Term/Termination.** This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. **Miscellaneous.** This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!



## **Policy 3032: Selection and Review of Library Media**

The board approves curriculum and curriculum-related materials for the district with input from administrators and staff. Those processes are covered in other board policies. Staff members seeking to procure materials for use during instruction must follow board policy, practices, and directives. Those items are not covered by this policy.

The district procures library books and other media available to students that are not part of a specific class or curriculum. For purposes of this policy, those will be called library materials. This policy addresses the selection and review of library materials, regardless of their source. This policy applies regardless of whether library materials are purchased using district funds, donated, or shared at no cost to the district.

**No Right to Materials.** The board supports having excellent educational opportunities for students, including the availability of library materials used to enrich the educational experience. However, the board and administration are responsible for considering materials based on a variety of factors and legal obligations. There is no right to force any material to be included or excluded. Staff requesting library materials do so only within the course and scope of their employment with the district.

**Selection Process.** The selection and approval of new library materials must comply with the district's general requisition, donation, and budgeting requirements. To ensure materials selected are appropriate for the district's students and consistent with the district's legal obligations, the following process applies to the selection of library materials.

**[OPTION 1: PRINCIPAL OR SUPERINTENDENT REVIEW]** The school librarian, media specialist, or any individual requesting library materials is responsible for submitting the request in writing to the building principal or to the superintendent if there is no principal assigned to the building. The request must include the following

1. Name of the book, material, or resource;
2. The author, publisher, and supplier of the material;
3. The physical medium (*i.e.*, book, magazine, video, game, digital subscription, etc.);
4. The cost of the material;
5. A summary of the content of the material, including how it supports age-appropriate learning objectives, enriches the curriculum, and/or supports student development and learning;
6. The material's accolades, such as presence on best seller lists, awards won, and recommendations from professional library journals and organizations with a focus on K-12 school library materials; and
7. Whether any of the content in the material represents a perspective that may not be universal, such as a political, religious, or social perspective for which disagreement or differences of opinion exist. The summary should include a description of these items.

The building principal or superintendent will review the library material request and inform the requester whether the material will be accepted or denied. Materials which require expenditure of district funds will be processed consistently with the district's purchasing and procurement policies and practices. There is no appeal from this determination.

**[OPTION 2: COMMITTEE REVIEW]** The superintendent will establish a library material review committee on an as-needed basis, consisting of at least one administrator, one teacher, and the librarian or media specialist. If the district has no assigned librarian or media specialist, then the committee will include two administrators and a teacher. The superintendent may appoint any teacher he or she deems appropriate based on availability and expertise related to the requested materials.

The school librarian, media specialist, or any individual requesting inclusion of library materials is responsible for submitting the request in writing to the library material review committee. The request must include the following

1. Name of the book, material, or resource;
2. The author, publisher, and supplier of the material;
3. The physical medium (*i.e.*, book, magazine, video, game, digital subscription, etc.);
4. The cost of the material;
5. A summary of the content of the material, including how it supports age-appropriate learning objectives, enriches the curriculum, and/or supports student development and learning;
6. The material's accolades, such as presence on best seller lists, awards won, and recommendations from professional library journals and organizations with a focus on K-12 school library materials; and
7. Whether any of the content in the material represents a perspective that may not be universal, such as a political, religious, or social perspective for which disagreement or differences of opinion exist. The summary should include a description of these items.

The committee will review the requested materials within the timeframe established by the superintendent. In the event the committee does not agree on a particular request, the administrator makes the final determination. There is no appeal from this determination.

**[OPTION 3: BOARD COMMITTEE REVIEW—DISCOURAGED, BUT LAWFUL]**. The school librarian, media specialist, or any individual requesting library materials is responsible for submitting the request in writing to the superintendent. The superintendent will review the request(s) with the curriculum committee of the board, who will make a recommendation to the board for approval or denial of the request.

The request must include the following:

1. Name of the book, material, or resource;
2. The author, publisher, and supplier of the material;
3. The physical medium (*i.e.*, book, magazine, video, game, digital subscription, etc.);
4. The cost of the material;

5. A summary of the content of the material, including how it supports age-appropriate learning objectives, enriches the curriculum, and/or supports student development and learning;
6. The material's accolades, such as presence on best seller lists, awards won, and recommendations from professional library journals and organizations with a focus on K-12 school library materials; and
7. Whether any of the content in the material represents a perspective that may not be universal, such as a political, religious, or social perspective for which disagreement or differences of opinion exist. The summary should include a description of these items.

There is no appeal from the determination of the board.

**Requested Review of Library Materials.** A concerned parent of a current student or patron living within the school district boundaries may request the review of a specific library material (*i.e.*, a specific book, magazine, etc.) or a portion of a specific library material. The parent or patron must first discuss their concern with the building principal and explain their concern regarding the library material. If there is no principal assigned to that building, the parent or patron should discuss their concern with the superintendent. The board believes most concerns will be resolved in this manner.

**[OPTION 1: SUPERINTENDENT REVIEW]** If the parent or patron is dissatisfied after the informal review and discussion with the relevant administrator, they may request a review in writing. To request a review, the individual must complete the Library Material Review Request form and submit it to the superintendent.

The superintendent will review the request within a reasonable time after receiving it. The superintendent may consult with the school's librarian or media specialist, staff, and legal counsel at his or her discretion. The superintendent may decide to remove the material, keep the material, restrict access to the material to students based on age or grade level, or make any other determination the superintendent deems appropriate. The superintendent's decision regarding the review will be communicated to the requester in writing.

The decision of the superintendent is final, and the board will not hear any appeal regarding the review of library material.

**[OPTION 2: BOARD COMMITTEE REVIEW]** If the parent or patron is unsatisfied after the informal review and discussion with the relevant administrator, they may request a review in writing. To request a review, the individual must complete the Library Material Review Request form and submit it to the superintendent.

The superintendent will review the request with the board curriculum committee within a reasonable time after receiving it. The committee may consult with or seek input from the school's librarian or media specialist, staff, and legal counsel at its discretion. The committee will make a recommendation to the board to remove the material, keep the material, restrict access to the material to students based on age or grade level, or make any other determination or recommendation the committee deems appropriate. The board will review the request, consider the committee's recommendation, and make a determination regarding the requested review. The

decision regarding the review will be communicated to the requester in writing by the superintendent.

The decision of the board is final, and there is no appeal regarding the review of library material.

**Additional Rules for Library Media Review.** Unless the superintendent decides otherwise, the library material will remain in circulation while a review is pending. Unless otherwise required by law, no library material will be reviewed again within 4 years after a requested review is completed. Any parent or patron requesting review of multiple library materials may only request a maximum of 5 materials to be reviewed at one time, and a new request cannot be submitted until the prior review is completed and notice of the determination is provided to the requesting party. Nothing in this policy prohibits the superintendent or their designee from reviewing library material outside of the review process contained in this policy and taking any action the superintendent or their designee deems appropriate.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **POLICY ~~7030~~ 7028: STAFF INTERNET AND COMPUTER USE**

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

### **I. Staff Expectations in Use of the Internet**

#### **Acceptable Use While on Duty or on School Property**

Staff shall be restricted to using the Internet to conduct research for instructional purposes.

Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.

Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.

Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet are not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

#### **Unacceptable Use While on Duty or on School Property**

Staff shall not access obscene or pornographic material.

Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.

Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.

The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.

Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

### **II. School Affiliated Websites**

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website that identifies the school district by name or that uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies on their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

### **III. Enforcement**

#### **Methods of Enforcement**

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum-related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

#### **B. Any violation of school policy and rules may result in that staff member facing:**

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;

2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

#### **IV. Off-Duty Personal Use**

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education “Rule 27”), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school’s internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

Adopted on: 06/08/09

Revised on: 08/08/16, 07/09/18

Reviewed on:



# Calendar



Original

March 25						
Sa	Su	M	Tu	W	Th	F
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
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April 25						
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27	28	29	30			
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May 25						
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24	25	26	27	28	29	30
31						
00	1.00					15.00

  

June 25						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
00	0.00					0.00

**Important Dates**

August 5	Conditioning For Fall Sports
August 12	Fall Sports Practice Begins
August 8 & 12	Teacher Professional Learning
August 13	Teacher Work Day (NO SCHOOL) <span style="float: right;">Elementary Open House</span>
August 14	First Day of 1st Semester - (11:30 EARLY OUT)
August 26	First Day of PK
September 2	NO SCHOOL - Labor Day
September 25	Parent-Teacher Conferences 4:00pm-8:00pm (2:30 EARLY OUT)
September 26	Parent-Teacher Conferences 8:00am-12:00pm (NO SCHOOL)
September 27	NO SCHOOL
October 8	1st Qtr. Ends <span style="float: right;">43 days</span>
October 17	Teacher Professional Development (NO SCHOOL)
October 18	Teacher Work Day (NO SCHOOL)
November 7-8	Fall break (NO SCHOOL)
Nov. 28-Dec. 1	Thanksgiving Vacation
December 20	2nd Qtr. Ends (2:30 EARLY OUT) <span style="float: right;">41 days</span>
December 23-January 3	Winter Break <span style="float: right;">Gym Moratorium Dec. 22-26</span>
January 6	Teacher Professional Development (NO SCHOOL)
January 7	Teacher Work Day (NO SCHOOL)
January 8	First Day of 2nd Semester
February 12	Parent-Teacher Conferences 4:00pm-8:00pm (2:30 EARLY OUT)
February 13	Parent-Teacher Conferences 8:00am-12:00pm (NO SCHOOL)
February 14	No School
March 6-7	Spring Break (NO SCHOOL)
March 14	3rd Qtr. Ends <span style="float: right;">42 days</span>
March 10	Teacher Professional Development (NO SCHOOL)
March 11	Teacher Work Day (NO SCHOOL)
April 12	Prom
April 18-21	Spring Holiday (NO SCHOOL)
May 2	Activities Banquet
May 10	Graduation 3:00 pm
May 21	4th Qtr Ends (2:30 EARLY OUT) <span style="float: right;">47 days</span>
May 22	Teacher Check-out Day
May 23-28	Potential snow days if needed

**Parent Teacher Conferences**

September 25	4:00pm-8:00pm
September 26	8:00am-12:00pm
February 12	4:00pm-8:00pm
February 13	8:00am-12:00pm

**2:30 Early Out - School Improvement**

Aug. 14, 21, 28, Sept 4, 11, 18, 25, Oct. 2, 9, 16, 23, 30, Nov. 6, 13, 20 Dec. 4, 11, 18, 20  
Jan. 8, 15, 22, 29 Feb. 5, 12, 19, 28, Mar. 5, 12, 19, 26 Apr. 2, 9, 16, 23, 30 May 7, 14, 21, 22

**11:30 Early Out**

Aug. 14, Nov. 27

**Teach Professional Development Day - NO SCHOOL**

Aug. 8 & 12, Oct. 17, Jan. 6, Mar. 10

**Teacher Work Day - No School**

Aug. 13, Oct. 18, Jan. 7, March 11

**NO SCHOOL**

Sept. 2, Sept. 27, Nov. 7-8, 28-29 Dec. 23-Jan. 7  
Feb. 14, Mar. 6-7, 29, April 18-21

Students	Teachers
84.00	90.00
89.00	95.00

Amended

Day 2: Sunday

Calendar

25



March 25						
Su	M	Tu	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					
2.00					17.00	

  

April 25						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
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May 25						
Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1.00					15.00	

  

June 25						
Su	M	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
0.00					0.00	

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Nov. 28-Dec. 1	2nd Qtr. Ends (2:30 EARLY OUT)	41 days
December 20		
December 23-January 3	Winter Break	Gym Moratorium Dec. 22-26
January 6	Teacher Professional Development (NO SCHOOL)	
January 7	Teacher Work Day (NO SCHOOL)	
January 8	First Day of 2nd Semester	
February 6	No School FKCVTV Wrestling Meet	
February 13	Parent-Teacher Conferences 4:00pm-8:00pm (2:30 EARLY OUT)	
February 14	Parent-Teacher Conferences 8:00am-12:00pm (NO SCHOOL)	
March 6-7	Spring Break (NO SCHOOL)	
March 14	3rd Qtr. Ends	42 days
March 10	Teacher Professional Development (NO SCHOOL)	
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**11:30 Early Out**

Aug. 14, Nov. 27

**Teacher Professional Development Day - NO SCHOOL**

Aug. 8 & 12, Oct. 17, Jan. 6, Mar. 10

**Teacher Work Day - No School**

Aug. 13, Oct. 18, Jan. 7, March 11

**NO SCHOOL**

Sept. 2, Sept. 27, Nov. 7-8, 28-29 Dec. 23-Jan. 7 Feb. 6, Mar. 6-7, 29, April 18-21

Totals	Students	Teachers
1st Semester	84.00	90.00
2nd Semester	89.00	95.00

TVC/FKC Wrestling Tournament: February 6, 2025 in Shelton

Would not be able to have school this day.

Amended calendar:

- Moves the teacher comp day following P/T conferences to February 6
- Moves P/T conferences from Wed/Thurs to Thurs/Friday
- February 12 becomes a 3:30 dismissal with February 13 as a 2:30 dismissal

Item	Quantity	Last Day of Use	Working?	Recommendation	Notes
Hand Saws	10	Prior to 2016	Yes	Sell or Toss	Some of the wood handles are engraved with "Shelton" - not sure if that would make them appealing to some or not.
Vertical Panel Saw	1	Prior to 2016	Unknown	Sell	Never been used since the start of the ag program, new saw like this sells for \$2100 online <a href="https://safetyspeed.com/products/machines/vertical-panel-saws/6480-20c-vertical-panel-saw/">https://safetyspeed.com/products/machines/vertical-panel-saws/6480-20c-vertical-panel-saw/</a>
Metal Chop Saw	1	2024	Yes	Replace	Used frequently but very much out of date - concerned for student safety
Millermatic MIG Welder	1	2022	Yes	Sell	With only three welding booths and 2-4 students per welding class, we don't necessarily need three MIG welders, two is sufficient. Custodial staff has expressed interest in having this in their garage area.
RAM Co Shop Press	1	Prior to 2016	Unknown	Sell	Never been used - honestly because I don't know how or what to use it for.
large grinding wheel	1	2022	Yes	Replace	Could have use if it didn't compete with electrical outlet capacity
Air Hose Reel	1	2023	No	Replace	This was on the list for last year with the air compressor but was never replaced, still is patched together with duct tape.
Small grinding wheel	1	2024	Yes	Replace	Guards are falling off/non-existent. This is a need for TIG welding which we have been doing more of (needed to grind the Tungsten electrode)
Miller ARC Welder	1	2024	yes	Replace	Works, but not nearly as well as our Lincoln TIG/ARC welder. Could eventually benefit from purchasing another of those eventually to have more capabilities.
Marquette ARC Welder	2	Prior to 2016	Unknown	Sell or Toss	No idea if these work - VERY outdated and taking up space
OxyAcetylene Torch	1	2020	yes	Sell	Cart does not work - needs replaced. Miss Horak feels uncomfortable using this type of equipment so it goes unused- would prefer the plasma torch. Custodians have expressed interest in having it for their use.
DeWalt Chop Saw	2	Prior to 2016	Yes	Sell	These work as far as I know - no need to have 3 when we don't have woodworking.
Delta Band Saw	1	Prior to 2016	No	Toss	Seth tried to fix this when I first got here - motor is bad.
Dewalt Scroll Saw	1	2021	No	Toss	Last time that a student was using it, it stopped working and hasn't been able to turn on since.
Rikon Lathe	1	2021	Yes	Sell	Works - but not something that I'm teaching or that I'm incredibly comfortable teaching. Hasn't been used since Jacob Snyder graduated.
Rockwell Wood Jointer	1	Prior to 2016	Unknown	Sell or Toss	No Idea if this works - I don't even know how to use it.
Rockwell Delta Wood Sanding Machine	1	2021	Yes	Sell or Toss	Works but students have to physically push on the sanding belt to get it to go - we've tried to fix it but have had no luck. Not much need without woodworking but every now and then it has had it's use.
Delta Drill Press	1	Prior to 2016	Unknown	Sell or Toss	We have another drill press so we've never tried or needed this second one.
Rockwell Lathe	1	Prior to 2016	Yes	Sell or Toss	No need for a large lathe - Ms. Horak thinks they are dangerous so students do not use.
Antique Smoothing Planes	6	Prior to 2016	Yes	Toss	No use for these - not sure if there is a market for them.
Dewalt Planing Machine	1	2020	Yes	Sell or Toss	Works but falling apart in places
Corded Power Tools	Many	2020	Yes	Sell or Toss	These work, but not well.

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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.

### 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## b. Lessons

- |   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
|---|---|--|--|

Evaluator Comments:

## c. Instructional Materials&nbsp;nbsp;

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"><li>- Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
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Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## d. Integration of Experiences

- |  |   |  |   |
|--|---|--|---|
| <p>- 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</p> | <p>- 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</p> | <p>- Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction</p> | <p>- 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</p> |
|--|---|--|---|

Evaluator Comments:

## e. Learning Communities

- |  |   |   |  |
|--|---|---|--|
| <p>- 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</p> | <p>- 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</p> | <p>- 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</p> | <p>- 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</p> |
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Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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.

### 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

Evaluator Comments:

### 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## Instructional Strategies

The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.

### 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

Evaluator Comments:

### 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## c. Cultural Responsiveness

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|--|--|--|--|
| <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
|--|--|--|--|

Evaluator Comments:

## d. Differentiation

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
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Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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.

### 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## b. Bias and Marginalization

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>- Does not use a variety of district-supported, classroom-based assessments, resulting in barriers to an unbiased learning environment</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- Leads efforts to develop, test, model, or promote reflection on how assessment practices and assessment bias impact institutional bias and student marginalization</li></ul> |
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Evaluator Comments:

## c. Data Use

- |   |  |  |   |
|---|--|--|---|
| <ul style="list-style-type: none"><li>- Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
|---|--|--|---|

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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.

### a. Policies, Procedures, & Regulations

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>- Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district</li> </ul>              | <ul style="list-style-type: none"> <li>- Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district</li> </ul>                 |
| <ul style="list-style-type: none"> <li>- Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district</li> </ul> | <ul style="list-style-type: none"> <li>- 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</li> </ul> |

Evaluator Comments:

### b. Relationships

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- 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</li> </ul>                          | <ul style="list-style-type: none"> <li>- 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</li> </ul> |
| <ul style="list-style-type: none"> <li>- 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</li> </ul> | <ul style="list-style-type: none"> <li>- 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</li> </ul>   |

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

## 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

Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## e. Mission, Vision, & Continuous Improvement

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
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Evaluator Comments:

## f. Shared Responsibility

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> | <ul style="list-style-type: none"><li>- 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</li></ul> |
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Evaluator Comments:

# Shelton Public Schools NTPPS Teacher Framework Evaluation Tool

## 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

Evaluator Comments:

This appraisal is based upon formal visits, observations, and/or conferences, as well as other informal observations and conferences. The teachers signature indicates that he or she has seen the report and has been given a copy. It does not necessarily imply agreement with the contents thereof. A written response by the teacher may be attached.

Conference Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Teacher: \_\_\_\_\_