

Board of Education Regular Meeting  
Monday, May 9, 2016 5:00 PM  
Jr/Sr High School Library, Room 407  
611 West 7th Street  
Wayne, Nebraska 68787

- I. Call the Meeting to Order
  - I.a. Pledge of Allegiance
  - I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, including Early Learning Center, Wayne Public Library, and Wayne Post office.
  - I.c. Action on Absence and Roll Call
  - I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.
  - I.e. Consent Agenda
    - I.e.I. Approval of Minutes of Previous Meetings
    - I.e.II. Approval of Financial Reports and Claims
  - I.f. Personnel
- II. Communications from the Public and requested presentations - Policy 1209
  - II.a. Community Facility Task Force Report - Mr. Lenihan
- III. Action Items
  - III.a. Old Business
    - III.a.I. Second Reading of Policy 2201 - Administration - Employment of Principals and Other Administrative Personnel
    - III.a.II. Second Reading of Policy 2202 - Administration - Evaluation of Principals and Other Certificated Administrative Personnel
    - III.a.III. Second Reading of Policy 4006 - Personnel - Certificated - Release from Contract
    - III.a.IV. Second Reading of Policy 4010 - Personnel - Certificated Employees

III.a.V. Second Reading of Policy 5002 - Students - Parent Involvement

III.a.VI. Second Reading of Early Learning Center Handbook

III.b. New Business

III.b.I. Health Insurance Quote

III.b.II. Dental Insurance Quote

III.b.III. AdvancED Accreditation Fee

III.b.IV. First Reading of 2016-17 Jr/Sr Handbook

III.b.V. Classified Staff Salary Schedule 2016-2017

III.b.VI. Gym Doors Quote

III.b.VII. TS Gold Kindergarten Assessing

III.b.VIII. High School Social Studies Textbooks Quote

III.b.IX. Policy Review Service

III.b.X. Gift Acceptance from Wayne Athletics Boosters

IV. Administration and Board Committee Reports:

IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. Line Item Budget

IV.a.I.2. AdvancED Report

IV.a.I.3. End of Year Teacher In-Service and Staff Appreciation

IV.a.I.4. NSAA Update

IV.a.I.5. Lower Elkhorn NRD update

IV.a.II. High School Principal

IV.a.III. Special Education Director

IV.a.IV. Elementary Principal

IV.a.V. Junior High Principal/A.D.

IV.b. Board Committees

IV.b.I. Foundation and Community Relations - Ken Jorgensen, Rod Garwood, Carolyn Linster, Mark Lenihan, Rocky Ruhl, Lindsay McLaughlin

IV.b.II. Curriculum and Americanism - Wendy Consoli, Carolyn Linster, Jeryl Nelson, Misty Bear

IV.b.III. Facility/Safety - Travis Meyer, Scott Hammer, Ken Jorgensen, Rod Garwood, Mark Hanson

IV.b.IV. Policy/Title IX - Wendy Consoli, Scott Hammer, Jeryl Nelson, Russ Plager

IV.b.V. Finance (Inc. Transportation & Budget) - Mark Lenihan, Scott Hammer, Rod Garwood, Ken Jorgensen, Rochelle Nelson

IV.b.VI. Negotiations - Jeryl Nelson, Carolyn Linster, Wendy Consoli, Mark Lenihan

V. Boardsmanship

V.a. Graduation

V.b. School Law Seminar, June 9-10, Kearney, NE

V.c. Honor Coffee - 6:30 p.m.

V.d. Summer Retreat - July 11, 2016 - 3:00 p.m.

VI. Future Agenda Items

VI.a. Breakfast and Lunch Rates for 2016-2017

VI.b. Second Reading of 2016-17 Jr/Sr High School Handbook

VI.c. Substitute Teacher Rates for 2016-17

VI.d. First Reading of Elementary Handbook 2016-17

VI.e. Second Budget Work Session

VII. Executive Session (If Needed)

VIII. Action Taken from Executive Session (If Needed)

IX. Adjournment

**Minutes**  
**Board of Education Regular Meeting**  
**April 11, 2016**

The regular meeting of the Wayne Board of Education was held at the Jr/Sr High School Library, Wayne, Nebraska, on Monday, April 11, 2016 at 5:00 PM. Notice of the meeting and place of agenda was posted at the Wayne High School, Wayne Elementary School, Early Learning Center, Wayne Post Office, and Wayne Public Library, online: [meeting.nasbonline.org](http://meeting.nasbonline.org). A copy of the Nebraska Open Meetings Act was displayed for the public to read.

**Attendance Taken at 5:01 PM:**

Present Board Members:

Mrs. Wendy Consoli  
Mr. Rod Garwood  
Mr. Scott Hammer  
Mr. Ken Jorgensen  
Dr. Carolyn Linster  
Dr. Jeryl Nelson

**I. Call the Meeting to Order**

Discussion:

The meeting was called to order at 5:01 p.m.

**I.a. Pledge of Allegiance**

**I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, including Early Learning Center, Wayne Public Library, and Wayne Post Office.**

**I.c. Action on Absence and Roll Call**

**I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.**

**Motion Passed:** Motion to approve agenda, as presented, passed with a motion by Mr. Rod Garwood and a second by Mr. Ken Jorgensen. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

**I.e. Consent Agenda**

**Motion Passed:** Motion to approve consent agenda, as presented, passed with a motion by Mrs. Wendy Consoli and a second by Mr. Scott Hammer. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

**I.e.I. Approval of Minutes of Previous Meetings**

**I.e.II. Approval of Financial Reports and Claims**

**I.f. Personnel**

**I.f.I. 0.5 FTE Art/HAL Position**

**Motion Passed:** Motion to offer a 0.5 FTE contract to Sonya Tompkins, for HAL (High Ability Learner) and Elementary Art for the 2016-17 school year, passed with a motion by Mr. Ken Jorgensen and a second by Mr. Scott Hammer. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The school has received a HAL grant which will be used as extra duty funding for this position. The Board is very impressed with the work Mrs. Tompkins is doing.

**II. Communications from the Public and requested presentations**

Discussion:

Mr. Roger Brandt spoke to the Board on concerns of the rise in the busing costs. He also voiced that he would like to be at the next Community Facility Task Force Meeting, which is April 25, 2016.

**II.a. Principals/Appraisal Committee Teacher Reps - Teacher Appraisals**

Discussion:

Mr. Lenihan thanked the principals and teachers for the time that has been put into this. He also thanked the teachers for their feedback on this process. The forms will become Administrative Regulations to Policy 4010. This evaluation process will take place throughout the school year. The evaluations will include observations from the Administration and a survey from students. It was emphasized that the evaluations are an improvement plan for the teachers.

**III. Action Items**

**III.a. Old Business**

**III.a.I. Second Reading of Policy 5314 - Homeless Children and Youth**

**Motion Passed:** Motion to approve the second reading of Policy 5314 - Homeless Children and Youth, as presented, passed with a motion by Mr. Rod Garwood and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

This is a mandated policy. The corrections were needed after the NCLB monitoring visit.

**III.a.II. Second Reading of Unified Sports - Bowling**

**Motion Passed:** Motion to approve the second reading of the AIM form for Unified Sports - Bowling, as presented, passed with a motion by Mr. Rod Garwood and a second by Dr. Jeryl Nelson. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

Mr. Lenihan has been in contact with the bowling alley and they are excited to be a part of this. WCS has applied for a \$1000 grant to help with student participation fees. This sport gives students with disabilities opportunities to participate in sports. There will be district and state tournaments. Mr. Ruhl stated that there are schools in our area who will be participating in this as well, so there will not be a lot of travel time involved. NSAA will allow student athletes to be in dual sports to participate on the bowling teams.

### **III.b. New Business**

#### **III.b.I. Athletic Training Services for 2016-2017**

**Motion Passed:** Motion to approve the contract with Providence Medical Center for Athletic Training Services for the 2016-17 school year with a \$40,000 fee for services passed with a motion by Mr. Rod Garwood and a second by Mr. Ken Jorgensen. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

Mr. Lenihan recommended the Board approve the contract with Providence Medical Center for Athletic Training for the 2016-2017 school year. WCS is fortunate to have a trainer on staff. It was stressed that this is not a convenience to the schools, but a need for our student athletes. The Board would like Mr. Lenihan and Mr. Ruhl to look into options for the upcoming school years to maintain the quality of athletic services that WCS currently has. Mr. Lenihan and the Board thanked Tim Ellis for the work he has done with the coaches and athletes.

#### **III.b.II. Last Day of School for 2015-2016 School Year**

**Motion Passed:** Motion to approve final days of school as recommended passed with a motion by Mr. Ken Jorgensen and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The last day of school for the Seniors will be Tuesday, May 10, 2016, with a noon dismissal. Graduation is Saturday, May 14, 2016. Friday, May 20, 2016, will be the last day of school for K-11 students. This will also be noon dismissal. Early Learning Center's last day of school will be Friday, May 13, 2016, with graduation on Tuesday, May 17, 2016. The last day for teachers will be Tuesday, May 24, 2016.

### **III.b.III. First Reading of Early Learning Center Handbook 2016-2017**

**Motion Passed:** Motion to approve first reading of Early Learning Center Handbook as recommended passed with a motion by Mr. Rod Garwood and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The handbook for the Early Learning Center was approved. Changes include: School hours for the 4-year-old classes will be 7:45-3:00 on Monday and Wednesday and 7:45-11:45 on Friday; 3-year-old classes will be 7:45-3:00 on Tuesday and Thursday; transportation changes; In-Kind hours for the families that may not qualify for Sliding Fees, and Sick Policy.

### **III.b.IV. Early Learning Center Sliding Fee Scale**

**Motion to Amend Passed:** To amend the motion from: "Motion to approve the Early Learning Center Sliding Fee Scale for 2016-17, as presented" to: "Motion to approve the Early Learning Center Sliding Fee Scale for 2016-17, with Item 1d removed, as presented" passed with a motion by Dr. Jeryl Nelson and a second by Mr. Rod Garwood. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The Board noted that item 1d on the Sliding Fee Scale 2016-17 should be removed. The motion was amended and approved. The family income amounts are taken from the HUD Housing guidelines.

### **III.b.V. Computer Lab Replacement Quote**

**Motion Passed:** Motion to approve the quote from HP for \$ 25,331.02 for desk top replacements in the high school computer lab 205, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mr. Scott Hammer. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes

Dr. Jeryl Nelson                      Yes

Discussion:

The Board approved the quote for desk top replacement computers for the high school computer lab 205. The money for the replacements is budgeted in the general fund.

**III.b.VI. Director's Salaries for 2016-2017**

**Motion Passed:** Motion to approve the Director's salaries for 2016-17, as presented, passed with a motion by Mr. Rod Garwood and a second by Mr. Scott Hammer. Motion carried with five yes votes, one abstain.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Abstain

Discussion:

Mr. Lenihan met with the Finance Committee to discuss the Director's salaries. The Board approved the salaries for the Directors as presented.

**III.b.VII. First Reading of Policy 2202 - Administration - Evaluation of Principals and Other Certificated Administrative Personnel**

**Motion Passed:** Motion to approve the First Reading of Policy 2202 - Administration - Evaluation of Principals and Other Certificated Administrative Personnel, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

This policy outlines the evaluations of Administrative and certificated staff. This does not include the Superintendent.

**III.b.VIII. First Reading of Policy 4010 - Personnel - Certificated Employee's**

**Motion Passed:** Motion to approve the First Reading of the revisions to Policy 4010 - Personnel - Certificated Employee's passed with a motion by Mrs. Wendy Consoli and a second by Dr. Jeryl Nelson. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

This policy outlines the evaluations of Certificated Employees. This is a revision to the current policy.

**III.b.IX. First Reading of Policy 2201 - Administration - Employment of Principals and Other Administrative Personnel - Revision**

**Motion Passed:** Motion to approve the First Reading of the revision to Policy 2201 - Administration - Employment of Principals and Other Administrative Personnel, as presented, passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

This policy is a revision to the current policy. The length of contracts is outlined in this policy.

**III.b.X. First Reading of Policy 4006 - Personnel - Certificated - Release from Contract - Revision**

**Motion Passed:** Motion to approve the First Reading of the revision to Policy 4006 - Personnel - Certificated - Release from Contract, as presented, passed with a motion by Mr. Ken Jorgensen and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

This is a revision of the current policy. The wording has been changed to say that certificated employees "should not expect to be released from their contract" after April 15.

**III.b.XI. First Reading of Policy 5002 - Students-Parent Involvement - Revision**

**Motion Passed:** Motion to approve the first reading of the revision of Policy 5002 - Parent Involvement, as presented passed with a motion by Mr. Ken Jorgensen and a second by Dr. Jeryl Nelson. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

This policy is reviewed annually. It was reviewed last year but there are changes needed by the Nebraska Department of Education. This gives an explanation for each item listed in the policy.

#### **IV. Administration and Board Committee Reports:**

**IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.**

##### **IV.a.I. Superintendent**

###### **IV.a.I.1. Community Facility Task Force**

Discussion:

The Advisory committee met on Monday, March 21, 2016. There was representation from Wayne Community Schools, Wayne State College, and the Ag community. The groups addressed questions and reported back to Mr. Lenihan. It was stressed that this was an advisory committee to the Superintendent. The next meeting will be Monday, April 25, 2016, at 6:30 p.m.

###### **IV.a.I.2. Preschool Update**

Discussion:

Mr. Lenihan discussed an article about the importance and need of preschools in Nebraska. The article states that results came from a survey sent out by University of Nebraska's Buffet Early Childhood Institute.

###### **IV.a.I.3. NRCSA Planning Service**

Discussion:

It was discussed to have NRCSA Planning Service work with the Board at the summer retreat. They would help establish the long range goals and strategic planning.

###### **IV.a.I.4. ELL Update**

Discussion:

Mr. Lenihan discussed how the ELL percentages have grown in WCS from past years. He also discussed the proficiency on NeSA scores from the ELL students, comparing past years.

###### **IV.a.I.5. Legislative Update**

Discussion:

There is not much to update at this time. Mr. Lenihan will keep the Board informed as updates become available. The Board recessed at 6:30 p.m. for the Honor Coffee.

##### **IV.a.II. High School Principal**

Discussion:

The Board reconvened at 7:11 p.m. Mr. Hanson addressed the Board with NeSA testing updates. Prom is April 16, with Mrs. Stewart as the new Junior class sponsor. Chamber Coffee for the Senior recognition is May 6. Graduation is May 14 and Mr. Hanson invited all of the Board to be in attendance on the stage.

##### **IV.a.III. Special Education Director**

Discussion:

Mrs. Bear reported the Week of the Young Child is this week. Parent Advocacy Council for migrant families will be Tuesday, April 19, at the Early Learning Center. Registrations for the 2016-17 school year are still being accepted. May 6 is the date of the Spring Sprints, with a rain date of May 13.

##### **IV.a.IV. Elementary Principal**

Discussion:

Mr. Plager is working with the Rotary Club on the installation of bike racks at the Elementary School. He has applied to be a school-wide title program. Kindergarten Round-Up was a success.

#### **IV.a.V. Junior High Principal/A.D.**

Discussion:

Mr. Ruhl told the board that NeSA testing is moving along well. Seventh grade orientation will be Monday, April 18, beginning at 6:30. Changes to the Jr/Sr handbook are being discussed. Thank you to the Boosters for donating money to help purchase gym equipment.

#### **IV.b. Board Committees**

##### **IV.b.I. Foundation and Community Relations - Ken Jorgensen, Rod Garwood, Carolyn Linster, Mark Lenihan, Rocky Ruhl, Lindsay McLaughlin**

Discussion:

Dr. McLaughlin told the Board there was a great turnout for the Alumni tournament. She thanked all who helped with this. Devil Dash is June 11, 2016.

##### **IV.b.II. Curriculum and Americanism - Wendy Consoli, Carolyn Linster, Jeryl Nelson, Misty Bear**

Discussion:

Looked at our Long Range Curriculum plan. Looking at Social Studies textbook recommendations in May.

##### **IV.b.III. Facility/Safety - Travis Meyer, Scott Hammer, Ken Jorgensen, Rod Garwood, Mark Hanson**

Discussion:

Lunch tables will be here early this summer. We are looking at donating some of the old tables to the Fairgrounds. Mr. Meyer thanked the Board for the purchase of the tables and all of the equipment that has been purchased to do his job well. Hope to have a gym door quote for the May meeting.

##### **IV.b.IV. Policy/Title IX - Wendy Consoli, Scott Hammer, Jeryl Nelson, Russ Plager**

Discussion:

The committee has gone over all of the policies. Discussed School Board Policy Book proposal through PGH&G Law Firm. They will organize our policies and keep them updated for the school.

##### **IV.b.V. Finance (Inc. Transportation & Budget) - Mark Lenihan, Scott Hammer, Rod Garwood, Ken Jorgensen, Rochelle Nelson**

Discussion:

The Cash Summary Report is being attached after a request to do so. Mr. Lenihan thanked Rochelle Nelson for all of her work in this. He did note that the funds are in good shape.

##### **IV.b.VI. Negotiations - Jeryl Nelson, Carolyn Linster, Wendy Consoli, Mark Lenihan**

Discussion:

We are still waiting on the EHA quote. Mr. Lenihan assured the Board that as soon as a quote comes in, the Board will be informed.

#### **V. Boardsmanship**

##### **V.a. Honor Coffee - 6:30 p.m.**

Discussion:

Mid-States Conference Honor Band, All-State Honor Band, Pierce Honor Band, Daughters of the American Revolution Essay Contest, District Speech Runner-Up Team, Greater Nebraska Science and Engineering Fair, Industrial Technology Education, Northeast Community College Academic Contest, and March Madness Book Battle Team students were honored at the April Honor Coffee.

**VI. Future Agenda Items**

Discussion:

Future Agenda items include: Second reading of policies, 2201, 2202, 4006, 4010, and 5002, Second reading of Early Learning Center handbook, First Reading of Jr/Sr High School handbook, EHA update, non-certified staff pay, Social Studies textbooks, and gym door quotes

**VII. Executive Session (If Needed)**

**VIII. Action Taken from Executive Session (If Needed)**

**IX. Adjournment**

**Motion Passed:** Motion to Adjourn Meeting passed with a motion by Mr. Scott Hammer and a second by Mrs. Wendy Consoli. Motion carried with six yes votes.

Mrs. Wendy Consoli	Yes
Mr. Rod Garwood	Yes
Mr. Scott Hammer	Yes
Mr. Ken Jorgensen	Yes
Dr. Carolyn Linster	Yes
Dr. Jeryl Nelson	Yes

Discussion:

The meeting was adjourned at 7:55 p.m. The next Regular Board Meeting will be Monday, May 9, 2016, at the Jr/Sr High School Library.

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Deb Daum, Secretary

# Current Cash Balance Report

ALL Data

Date: 01/01/2016 thru 03/31/2016

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A SPORTS</b>					
1005 ATHLETIC	21,641.60	23,262.35	25,203.58	-733.55	18,966.82
1006 ATHLETIC/STRENGTH & CONDITIONING	642.04	0.00	0.00	0.00	642.04
1007 BASEBALL	3,184.17	7,292.00	1,359.80	733.55	9,849.92
1010 BOYS BASKETBALL	2,802.01	0.00	1,192.81	0.00	1,609.20
1011 GIRLS BASKETBALL	2,705.10	0.00	434.26	0.00	2,270.84
1015 FOOTBALL	4,178.79	10.00	0.00	0.00	4,188.79
1016 BOYS GOLF	554.64	0.00	0.00	0.00	554.64
1017 GIRLS GOLF	0.00	884.13	0.00	0.00	884.13
1019 SOFTBALL	207.05	0.00	0.00	0.00	207.05
1020 TRACK/CROSS COUNTRY	4,639.35	0.00	312.68	0.00	4,326.67
1025 VOLLEYBALL	3,025.67	0.00	0.00	0.00	3,025.67
1030 WRESTLING	5,316.67	2,109.00	2,390.00	0.00	5,035.67
<b>A SPORTS Totals:</b>	48,897.09	33,557.48	30,893.13	0.00	51,561.44
<b>B CLUBS &amp; ORGANIZATIONS</b>					
1503 AMBASSADORS	0.00	0.00	0.00	0.00	0.00
1505 ANNUAL	5,939.93	1,590.00	2,653.62	0.00	4,876.31
1506 ART CLUB	4,318.44	0.00	1,281.06	0.00	3,037.38
1510 CLOSE-UP	393.07	7,796.00	7,796.00	0.00	393.07
1514 FBLA	1,206.01	265.00	682.30	0.00	788.71
1515 W.E.B. (FORMERLY FRIENDS)	1,385.43	0.00	72.19	0.00	1,313.24
1520 GERMAN CLUB	47.96	0.00	0.00	0.00	47.96
1521 MOCK TRIAL	0.00	182.13	0.00	0.00	182.13
1525 NATIONAL HONOR SOCIETY	1,640.15	0.00	0.00	0.00	1,640.15
1528 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
1530 SPANISH CLUB	2,764.45	0.00	0.00	0.00	2,764.45
1535 SPEECH/DRAMA CLUB	1,279.61	2,700.75	3,560.92	0.00	419.44
1540 STUDENT COUNCIL	7,026.40	1,670.46	1,040.50	0.00	7,656.36
1545 W CLUB	1,306.54	0.00	0.00	0.00	1,306.54
<b>B CLUBS &amp; ORGANIZATIONS Totals:</b>	27,307.99	14,204.34	17,086.59	0.00	24,425.74
<b>C GRADUATING CLASSES</b>					
2008 CLASS OF 1997	0.00	0.00	0.00	0.00	0.00
2009 CLASS OF 1998	0.00	0.00	0.00	0.00	0.00
2010 CLASS OF 1999	0.00	0.00	0.00	0.00	0.00
2011 CLASS OF 2000	0.00	0.00	0.00	0.00	0.00
2012 CLASS OF 2001	0.00	0.00	0.00	0.00	0.00
2013 CLASS OF 2002	0.00	0.00	0.00	0.00	0.00
2014 CLASS OF 2003	0.00	0.00	0.00	0.00	0.00
2015 CLASS OF 2004	0.00	0.00	0.00	0.00	0.00
2016 CLASS OF 2005	0.00	0.00	0.00	0.00	0.00
2017 CLASS OF 2006	0.00	0.00	0.00	0.00	0.00
2018 CLASS OF 2007	0.00	0.00	0.00	0.00	0.00
2019 CLASS OF 2008	0.00	0.00	0.00	0.00	0.00
2020 CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
2021 CLASS OF 2010	0.00	0.00	0.00	0.00	0.00
2022 CLASS OF 2011	0.00	0.00	0.00	0.00	0.00
2023 CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
2024 CLASS OF 2013	0.00	0.00	0.00	0.00	0.00
2025 CLASS OF 2014	0.00	0.00	0.00	0.00	0.00
2026 CLASS OF 2015	0.00	0.00	0.00	0.00	0.00
2027 CLASS OF 2016	547.07	0.00	0.00	0.00	547.07
2028 CLASS OF 2017	4,531.48	364.26	0.00	0.00	4,895.74
2029 CLASS OF 2018	3,489.60	0.00	0.00	0.00	3,489.60

# Current Cash Balance Report

ALL Data

Arranged by:

Date: 01/01/2016 thru 03/31/2016

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2030 CLASS OF 2019	1,279.10	0.00	0.00	0.00	1,279.10
<b>C GRADUATING CLASSES Totals:</b>	<b>9,847.25</b>	<b>364.26</b>	<b>0.00</b>	<b>0.00</b>	<b>10,211.51</b>
<b>D ACADEMIC CLUBS</b>					
2505 BAND	512.91	1,392.77	870.75	0.00	1,034.93
2510 ELEMENTARY STRINGS	581.86	0.00	0.00	0.00	581.86
2515 CHOIR	571.75	1,340.00	1,561.91	0.00	349.84
<b>D ACADEMIC CLUBS Totals:</b>	<b>1,666.52</b>	<b>2,732.77</b>	<b>2,432.66</b>	<b>0.00</b>	<b>1,966.63</b>
<b>E DISTRICT MONIES</b>					
3010 DRIVERS EDUCATION	0.00	0.00	0.00	0.00	0.00
<b>E DISTRICT MONIES Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>F ATHLETIC SUPPORT GROUPS</b>					
3505 CHEERLEADERS	1,582.18	2,009.26	1,755.63	0.00	1,835.81
3510 CONCESSIONS	13,427.40	15,623.86	14,561.54	0.00	14,489.72
3512 DANCE	4,210.36	1,835.28	1,087.25	0.00	4,958.39
3515 POPPER FUND	750.00	0.00	0.00	0.00	750.00
<b>F ATHLETIC SUPPORT GROUPS Totals:</b>	<b>19,969.94</b>	<b>19,468.40</b>	<b>17,404.42</b>	<b>0.00</b>	<b>22,033.92</b>
<b>G GRANTS</b>					
4005 AWARE GRANT	0.00	0.00	0.00	0.00	0.00
4010 DRUG FREE GRANT	0.00	0.00	0.00	0.00	0.00
4050 NMSI GRANT	0.00	0.00	0.00	0.00	0.00
<b>G GRANTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>H VOCATIONAL ORGANIZATIONS</b>					
4505 INDUSTRIAL ARTS	114.51	0.00	0.00	0.00	114.51
4510 POWER DRIVE PROGRAM	2,416.16	630.00	1,819.34	0.00	1,226.82
<b>H VOCATIONAL ORGANIZATIONS Totals:</b>	<b>2,530.67</b>	<b>630.00</b>	<b>1,819.34</b>	<b>0.00</b>	<b>1,341.33</b>
<b>I INVESTMENT</b>					
5005 SAVINGS ACCOUNT	-14,999.93	0.00	0.00	0.00	-14,999.93
5010 INTEREST ON CHECKING ACCT.	2,707.05	0.00	0.00	0.00	2,707.05
<b>I INVESTMENT Totals:</b>	<b>-12,292.88</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-12,292.88</b>
<b>J MISCELLANEOUS</b>					
5505 ADULT EDUCATION	0.00	0.00	0.00	0.00	0.00
5508 DINNER THEATER	1,950.34	0.00	173.83	0.00	1,776.51
5510 DISPENSER	11.20	0.00	0.00	0.00	11.20
5512 EMPORIUM	354.41	150.00	116.00	0.00	388.41
5515 GRADES K-6	11,244.24	3,423.97	11,235.06	0.00	3,433.15
5517 HAL	292.50	0.00	173.71	0.00	118.79
5520 HS LIBRARY	421.25	209.74	0.00	0.00	630.99
5524 MID-STATE CONFERENCE	0.00	0.00	0.00	0.00	0.00
5525 MENTOR TEACHER	0.00	0.00	0.00	0.00	0.00
5530 MUSICAL	17,269.59	0.00	2,800.97	0.00	14,468.62
5533 NORTHEAST COMMUNITY COLLEGE	0.00	0.00	0.00	0.00	0.00
5535 PADLOCK	81.10	0.00	0.00	0.00	81.10
5536 STUDENT ASSISTANCE	2,805.60	100.46	0.00	0.00	2,906.06
5537 RESOURCE	3,662.69	330.00	320.68	0.00	3,672.01
5538 SIB SHOP	371.01	0.00	41.35	0.00	329.66
5540 SPECIAL OLYMPICS	233.85	0.00	0.00	0.00	233.85
5544 STAFF SUPPORT SERVICES	2,333.03	387.74	223.03	0.00	2,497.74
5545 TAB	21.26	0.00	0.00	0.00	21.26
5550 POP MACHINE	0.00	0.00	0.00	0.00	0.00
5580 WSC #431	0.00	0.00	0.00	0.00	0.00
5600 STUDENT FEE FUND	6.00	0.00	0.00	0.00	6.00
5605 STUDENT FEES/CHROMEBOOKS	5,165.23	0.00	2,089.26	0.00	3,075.97
<b>J MISCELLANEOUS Totals:</b>	<b>46,223.30</b>	<b>4,601.91</b>	<b>17,173.89</b>	<b>0.00</b>	<b>33,651.32</b>

ALL Data

# Current Cash Balance Report

Arranged by:  
Group ID and Activity Number

Date: 01/01/2016 thru 03/31/2016

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>K MIDDLE GRADES</b>					
6005 JUNIOR HIGH SCHOOL	6,715.94	48.93	1,772.08	0.00	4,992.79
6010 MS LIBRARY	0.00	0.00	0.00	0.00	0.00
6012 JH SCIENCE	970.03	993.00	2,091.90	0.00	-128.87
6015 MS STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
6020 MS YEARBOOK	0.00	0.00	0.00	0.00	0.00
K MIDDLE GRADES Totals:	<u>7,685.97</u>	<u>1,041.93</u>	<u>3,863.98</u>	<u>0.00</u>	<u>4,863.92</u>
Report Totals:	151,835.85	76,601.09	90,674.01	0.00	137,762.93

## Checks for Payment Listing

Direct Dep.	Check	Check Date	Payable To	Description	Amount
<b>01 - GENERAL FUND</b>					
	00015614	05/05/2016	Alpha Rehabilitation, P.C.	April Services	196.45
	00015614	05/05/2016	Alpha Rehabilitation, P.C.	April Services	24.80
	00015615	05/05/2016	American Broadband CLEC	Phone, Internet, Cable <i>K-12</i>	314.92
	00015615	05/05/2016	American Broadband CLEC	Phone, Internet, Cable <i>PreK</i>	260.97
	00015616	05/05/2016	Beiermann Electric	Hs Shop, Lunch, EL proj	320.00
	00015616	05/05/2016	Beiermann Electric	Hs Shop, Lunch, EL proj	67.67
	00015617	05/05/2016	Black Hills Energy	Utilities	448.44
	00015617	05/05/2016	Black Hills Energy	Utilities	139.75
	00015618	05/05/2016	Bomgaars	Build, Grounds, Veh, <i>Prek Play Supplies</i>	2.39
	00015618	05/05/2016	Bomgaars	Build, Grounds, Veh, Prek Play	3.58
	00015618	05/05/2016	Bomgaars	Build, Grounds, Veh, <i>Prek Playground</i>	79.95
	00015618	05/05/2016	Bomgaars	Build, Grounds, Veh, Prek Play	14.77
	00015618	05/05/2016	Bomgaars	Build, Grounds, Veh, Prek Play	204.58
	00015619	05/05/2016	Brandon Geary	PreK playground Materials	288.31
	00015620	05/05/2016	Carhart Lumber Company	Build Maint, Art Supp	17.58
	00015620	05/05/2016	Carhart Lumber Company	Build Maint, Art Supp	77.43
	00015621	05/05/2016	Cathy Hobza	Sped supplies	63.87
	00015622	05/05/2016	CDW Government, Inc.	Microsoft licenses	2,418.79
	00015622	05/05/2016	CDW Government, Inc.	Microsoft licenses	1,209.00
	00015622	05/05/2016	CDW Government, Inc.	Microsoft licenses	3,627.00
	00015622	05/05/2016	CDW Government, Inc.	Microsoft licenses	604.50
	00015623	05/05/2016	City Of Wayne	utilities	887.41
	00015623	05/05/2016	City Of Wayne	utilities	4,922.88
	00015623	05/05/2016	City Of Wayne	utilities	5,953.54
	00015623	05/05/2016	City Of Wayne	utilities	1,010.54
	00015623	05/05/2016	City Of Wayne	utilities	446.47
	00015624	05/05/2016	Continental Wireless	5 radios + batteries/equip	924.25
	00015625	05/05/2016	Decker Equipment	Folding chairs Cart	375.41
	00015626	05/05/2016	Diamond Center	gifts for retirees	201.40
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	142.38
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	2,252.20
	00015627	05/05/2016	Egan Supply Co.	Cust supplies	522.92
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	380.44
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	74.02
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	496.88
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	233.91
	00015627	05/05/2016	Egan Supply Co.	Vac Perts, Equip, Cust Supp	459.60
	00015628	05/05/2016	ESU #1	R.Ruhl, Harder, M. Bear, Post	15.00
	00015628	05/05/2016	ESU #1	R.Ruhl, Harder, M. Bear, Post	15.00
	00015628	05/05/2016	ESU #1	R.Ruhl, Harder, M. Bear, Post	15.00
	00015628	05/05/2016	ESU #1	R.Ruhl, Harder, M. Bear, Post <i>age -vision</i>	7.38
	00015629	05/05/2016	Farmer Company	Office Supp, HS, 7/8, bus	19.14
	00015629	05/05/2016	Farmer Company	Office Supp, HS, 7/8, bus	19.13
	00015629	05/05/2016	Farmer Company	Office Supp, HS, 7/8, bus	19.13
	00015629	05/05/2016	Farmer Company	Office Supp, HS, 7/8, bus	19.13
	00015630	05/05/2016	The Final Touch	Paint Prek Playground	59.89
	00015631	05/05/2016	First National Bank Omaha	HS books (english)	206.40
	00015632	05/05/2016	Gerhold Concrete Co., Inc.	parking chaulks	348.80
	00015633	05/05/2016	Gill Hauling, Inc.	sanitation	535.00

## Checks for Payment Listing

Direct Dep.	Check	Check Date	Payable To	Description	Amount
	00015634	05/05/2016	Glass Edge, Inc.	EL door repair	2,935.00
	00015635	05/05/2016	GovConnection, Inc.	toner cartridges	455.98
	00015636	05/05/2016	Grossenburg Implement, Inc.	Mower rep, oil	822.63
	00015637	05/05/2016	ID Ville	badge holders/supplies	89.25
	00015638	05/05/2016	Innovative Protectives Inc.	cover for high jump pit	500.00
	00015639	05/05/2016	J.W. Pepper & Son Inc.	choir music	130.49
	00015639	05/05/2016	J.W. Pepper & Son Inc.	choir music 7/8	76.00
	00015639	05/05/2016	J.W. Pepper & Son Inc.	ES music	27.99
	00015640	05/05/2016	Kenneth S. Hamsa	7/8 band Repair	11.00
	00015640	05/05/2016	Kenneth S. Hamsa	7/8 band Repair	10.00
	00015641	05/05/2016	Kooi Communications, Inc.	phone system maint	793.50
	00015642	05/05/2016	La Quinta Inns and Suites - Kearney	lodging for State Data Conf. <i>Bar</i>	89.00
	00015642	05/05/2016	La Quinta Inns and Suites - Kearney	lodging for State Data Conf. <i>Dawn / Lenihan</i>	186.95
	00015642	05/05/2016	La Quinta Inns and Suites - Kearney	lodging for State Data Conf. <i>Plager</i>	97.95
	00015643	05/05/2016	Lookout Books	ES libr. books	248.49
	00015644	05/05/2016	Lux Bros. Inc.	Gravel - Prek playground	487.50
	00015645	05/05/2016	Marco Technologies LLC	copier supply	113.47
	00015646	05/05/2016	Marco, Inc.	<u>Prop Tax</u> , Copier, Printer Leas	1,048.43
	00015646	05/05/2016	Marco, Inc.	Prop Tax, <u>Copier</u> , Printer Leas	2,989.00
	00015646	05/05/2016	Marco, Inc.	Prop Tax, Copier, <u>Printer Leas</u>	362.97
	00015647	05/05/2016	Mark's Plumbing Parts	part/bldg. maint.	56.08
	00015647	05/05/2016	Mark's Plumbing Parts	plumbing parts/bldg. maint.	16.91
	00015648	05/05/2016	Menards - Norfolk	grounds/bldg. maint.	133.81
	00015648	05/05/2016	Menards - Norfolk	grounds/bldg. maint.	91.96
	00015649	05/05/2016	Mid States School Bus, Inc.	Reg Routes	32,422.92
	00015649	05/05/2016	Mid States School Bus, Inc.	XS Fuel, <u>Band</u> , Prek, Field Tr, <i>HS</i>	164.31
	00015649	05/05/2016	Mid States School Bus, Inc.	XS Fuel, <u>Band</u> , Prek, Field Tr, <i>HS Ann</i>	2,794.59
	00015649	05/05/2016	Mid States School Bus, Inc.	XS Fuel, <u>Band</u> , Prek, Field Tr,	258.86
	00015649	05/05/2016	Mid States School Bus, Inc.	<u>XS Fuel</u> , <u>Band</u> , Prek, Field Tr,	619.05
	00015649	05/05/2016	Mid States School Bus, Inc.	XS Fuel, <u>Band</u> , Prek, Field Tr, <i>7/8 Ann</i>	908.06
	00015649	05/05/2016	Mid States School Bus, Inc.	XS Fuel, <u>Band</u> , Prek, <u>Field Tr</u> , <i>HS</i>	815.34
	00015649	05/05/2016	Mid States School Bus, Inc.	XS Fuel, <u>Band</u> , Prek, Field Tr, <i>7/8</i>	238.69
	00015650	05/05/2016	Midwest Grads	Diplomas	642.20
	00015651	05/05/2016	Mosaic @ Bethphage Village	March Services	3,295.60
	00015652	05/05/2016	Nebraska Council Of School	reg. - State Data Conf. <i>Bar</i>	125.00
	00015652	05/05/2016	Nebraska Council Of School	M.Hanson Membership	585.00
	00015652	05/05/2016	Nebraska Council Of School	reg. - State Data Conf. <i>Dawn / Lenihan</i>	250.00
	00015652	05/05/2016	Nebraska Council Of School	reg. - State Data Conf. <i>Plager</i>	125.00
	00015653	05/05/2016	Nebraska Department of Labor	Ann boiler certificate	162.00
	00015654	05/05/2016	Neff Company	Honors Letters and bars	307.81
	00015655	05/05/2016	Northeast Nebraska Insurance	pickup	155.00
	00015656	05/05/2016	One Office Solution	postage meter supplies	174.95
	00015657	05/05/2016	One Source	background checks	15.00
	00015658	05/05/2016	Pac 'n' Save	Board, Sped, <u>FACS</u> , H2o, Prek <i>HS</i>	296.10
	00015658	05/05/2016	Pac 'n' Save	<u>Board</u> , Sped, FACS, H2o, Prek	11.25
	00015658	05/05/2016	Pac 'n' Save	Board, Sped, <u>FACS</u> , H2o, Prek <i>7/8</i>	45.40
	00015658	05/05/2016	Pac 'n' Save	Board, Sped, FACS, <u>H2o</u> , Prek	22.50
	00015658	05/05/2016	Pac 'n' Save	Board, Sped, FACS, H2o, Prek <i>Software Sale</i>	267.75
	00015658	05/05/2016	Pac 'n' Save	Board, <u>Sped</u> , FACS, H2o, Prek <i>HS</i>	30.79
	00015658	05/05/2016	Pac 'n' Save	Board, Sped, FACS, H2o, <u>Prek</u> <i>- Fuel</i>	210.67

# Checks for Payment Listing

Direct Dep.	Check	Check Date	Payable To	Description	Amount
	00015658	05/05/2016	Pac 'n' Save	Board, Sped, FACS, H2o, <u>Prek</u> <i>Supplies</i>	18.25
	00015659	05/05/2016	Percussion Source/West Music	band supply	14.99
	00015660	05/05/2016	Perry, Guthery, Haase &	April Services	150.00
	00015661	05/05/2016	Pieper & Knutson	March Services	645.00
	00015662	05/05/2016	Plunkett's Pest Control	Pest control	208.67
	00015663	05/05/2016	PowerSchool Group, LLC	Power School maint. & support	615.46
	00015663	05/05/2016	PowerSchool Group, LLC	Power School maint. & support	1,230.95
	00015663	05/05/2016	PowerSchool Group, LLC	Power School maint. & support	307.73
	00015663	05/05/2016	PowerSchool Group, LLC	Power School maint. & support	2,154.11
	00015664	05/05/2016	Robert Woehler & Sons Construction, Inc.	Gravel - HS Parking	349.87
	00015665	05/05/2016	rSchoolToday (DWC)	Activity Scheduler renewal	499.00
	00015666	05/05/2016	Susan Holdstedt (DBA S&H Tax Service)	125 flex Fee	155.00
	00015667	05/05/2016	Sarah Paustian	sped mileage	36.72
	00015668	05/05/2016	Sargent-Welch	HS science lab supply/coop ord	6.47
	00015669	05/05/2016	Scholastic Inc.	subscription	237.05
	00015670	05/05/2016	Scholastic Reading Club	ES libr. books	317.00
	00015671	05/05/2016	S.D. 17 Petty Cash Account	7/8 Speech Ent Fees	78.00
	00015671	05/05/2016	S.D. 17 Petty Cash Account	correct sub pay	50.00
	00015671	05/05/2016	S.D. 17 Petty Cash Account	Nebraska Link	627.00
	00015671	05/05/2016	S.D. 17 Petty Cash Account	7/8 Music Clinic judges	300.00
	00015671	05/05/2016	S.D. 17 Petty Cash Account	7/8 Speech Ent Fees	106.00
	00015672	05/05/2016	Sherwin-Williams Co.	paint/grounds maint.	104.29
	00015673	05/05/2016	Tint Specialties	Paint on Sped Van	250.00
	00015674	05/05/2016	Twin City Hardware	Locks for HS	1,950.98
	00015675	05/05/2016	U.S. Bank	Prek, Sped, Phone, Power Dr. <u>Sped</u> <i>EL</i>	104.95
	00015675	05/05/2016	U.S. Bank	Prek, Sped, Phone, Power Dr. S	65.76
	00015675	05/05/2016	U.S. Bank	Prek, Sped, <u>Phone</u> , Power Dr. S <i>Maint &amp; Rep</i>	205.00
	00015675	05/05/2016	U.S. Bank	Prek, Sped, Phone, Power Dr. S <i>Dues</i>	100.00
	00015675	05/05/2016	U.S. Bank	Prek, <u>Sped</u> , Phone, Power Dr. S <i>Cont EL Reg</i>	40.00
	00015675	05/05/2016	U.S. Bank	Prek, Sped, Phone, Power Dr. <u>Supt Travel</u>	101.06
	00015675	05/05/2016	U.S. Bank	Prek, Sped, Phone, <u>Power Dr. S</u> <i>Fuel</i>	119.00
	00015676	05/05/2016	Verizon Wireless	phone	136.74
	00015677	05/05/2016	Wayne County Ag Society	2016 Fairbook Ad	130.00

**01 - GENERAL FUND Totals: 99,081.25**

**Report Total: 99,081.25**

ALL Data

## Checks for Payment Listing

Arranged by:  
Check Number

Direct	Dep.	Check	Check Date	Payable To	Description	Amount	
		<b>01 - GENERAL FUND</b>					
		000EFT68	05/06/2016	State Nebraska Bank and Trust Co.	Bank Fees	146.90	
					<b>01 - GENERAL FUND Totals:</b>	<u>146.90</u>	
					<b>Report Total:</b>	<u><u>146.90</u></u>	

## Checks for Payment Listing

Direct					
Dep.	Check	Check Date	Payable To	Description	Amount
<b>01 - GENERAL FUND</b>					
	00015678	05/06/2016	Chemsearch	Contract water Treatment	982.90
	00015679	05/06/2016	Constellation NewEnergy Gas Div., LLC	utilities	297.61
	00015679	05/06/2016	Constellation NewEnergy Gas Div., LLC	utilities	1,129.18
	00015680	05/06/2016	CPI	Ann Membership fee	150.00
	00015681	05/06/2016	Egan Supply Co.	Custodial Supp	630.23
	00015681	05/06/2016	Egan Supply Co.	Custodial Supp	714.24
	00015682	05/06/2016	Electronic Systems, Inc.	PreK fire alarm insp	50.00
	00015683	05/06/2016	HumanWare USA Inc.	Apex repair/VISION services	444.00
	00015684	05/06/2016	Lutt Oil	Inserv, Ath, Speech, Sped, Fie <i>600nds</i>	283.15
	00015684	05/06/2016	Lutt Oil	Inserv, Ath, Speech, <u>Sped</u> , Fie	251.84
	00015684	05/06/2016	Lutt Oil	Inserv, Ath, Speech, Sped, Fie <i>1st Trip 7/8</i>	43.72
	00015684	05/06/2016	Lutt Oil	Inserv, <u>Ath</u> , Speech, Sped, Fie <i>7/8</i>	102.14
	00015684	05/06/2016	Lutt Oil	<u>Inserv</u> , Ath, Speech, Sped, Fie <i>EL</i>	57.44
	00015684	05/06/2016	Lutt Oil	<u>Inserv</u> , Ath, Speech, Sped, Fie <i>HS</i>	72.28
	00015684	05/06/2016	Lutt Oil	Inserv, Ath, <u>Speech</u> , Sped, Fie <i>7/8</i>	33.20
	00015684	05/06/2016	Lutt Oil	Inserv, <u>Ath</u> , Speech, Sped, Fie <i>HS</i>	571.05
	00015685	05/06/2016	Nebraska Council Of School	Lenihan Membership dues	785.00
	00015686	05/06/2016	Nebraska Link	Dist Learning lline	627.00
	00015687	05/06/2016	Resources for Educators	JH t. supply	239.00
	00015688	05/06/2016	Shopko Stores Operating Co., LLC	<u>Prek Supp</u> , Sped Supply	113.34
	00015688	05/06/2016	Shopko Stores Operating Co., LLC	Prek Supp, <u>Sped Supply</u>	45.00
	00015689	05/06/2016	Wayne Herald/Morning Shopper	<u>Web</u> . Fine Arts, Legal	100.00
	00015689	05/06/2016	Wayne Herald/Morning Shopper	Web. <u>Fine Arts</u> , Legal	185.00
	00015689	05/06/2016	Wayne Herald/Morning Shopper	Web. Fine Arts, <u>Legal</u>	277.16
<b>01 - GENERAL FUND Totals:</b>					<b>8,184.48</b>
<b>Report Total:</b>					<b>8,184.48</b>

ALL Data

# Checks for Payment Listing

Arranged by:  
Check Number

Direct Dep.	Check	Check Date	Payable To	Description	Amount
<b>09 - Depreciation</b>					
	00015613	05/04/2016	HP Inc.	26 computes for HS Rm 206	24,395.02
<b>09 - Depreciation Totals:</b>					<u>24,395.02</u>
<b>Report Total:</b>					<u><u>24,395.02</u></u>

**Building Fund Expenditures for May, 2016:**

1884

86,350.00 Bok Financial  
2014 HVAC lease Payment

**Total**

86,350.00

**Bond Fund Expenditures for May, 2016:**

0.00

**Qualified Capital Purpose Expenditures for May 2016:**

-

**Recycling Expenditures for May, 2016:**

**Separate checking account used to receive  
payments for equipment sold on Ebay**

People purchasing equipment pay for the

equipment plus shipping - shipping an

materials are then paid from this account

0

# Check Summary Report

Date: 04/01/2016 thru 04/30/2016

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
16-10229	O	04/01/2016	WSC-NJAS	JH	REG. - 24 STUDENTS Reg. Science Fair	144.00
16-10230	O	04/01/2016	WSC-NJAS	JH Science	LUNCH - 22 STU/3 ADULTS " " "	181.25
16-10231	O	04/04/2016	STATE NEBRASKA BANK	Athletic	BA - GACC 4/4; SO SIOUX 4/5	1,200.00
16-10232	O	04/04/2016	STATE NEBRASKA BANK	ATHL./TR	TR INVITE, 4/5	1,950.00
16-10233	O	04/04/2016	AARON CHRISTIANS	Athletic	UMPIRE, BA - GACC, 4/4	130.00
16-10234	O	04/04/2016	JAKE BRUNER	"	UMPIRE, BA - GACC, 4/4	130.00
16-10235	O	04/04/2016	WEST POINT BEEMER HIGH	"	ENTRY FEE - GOLF INVITE,	30.00
16-10236	O	04/04/2016	WISNER LIONS CLUB TRACK	"	ENTRY FEE - TR MEET, 4/9	275.00
16-10237	V	04/18/2016	ELKHORN PUBLIC SCHOOLS	-VOID-	ENTRY FEE - TR INVITE, 4/14	0.00
16-10238	O	04/04/2016	ADAM JORGENSEN	Athletic	SCHEDULED UMPIRES	75.00
16-10239	O	04/04/2016	FUNDRAISING UNIVERSITY	Baseball	FUNDRAISER	4,113.00
16-10240	O	04/04/2016	JOSH JOHNSON	Girls Golf	BAL. DUE FOR GIRLS GOLF expenses	156.61
16-10241	O	04/04/2016	STADIUM SPORTS - O'NEILL	Athletic	TR SUPPLIES	869.80
16-10242	O	04/04/2016	AWARDS UNLIMITED, INC.	"	ALL STATE/TR/GOLF awards	2,810.70
16-10243	O	04/04/2016	CLASSIC SPORTSWEAR &	w Club	SPORTS AWARDS	84.55
16-10244	O	04/04/2016	JOSH JOHNSON	mock trial	BAL. DUE FOR MOCK TRIAL expenses	92.89
16-10245	O	04/04/2016	WALSWORTH PUBLISHING	Annual	SECOND PAYMENT ON annual	3,797.52
16-10246	O	04/04/2016	USD WOMEN'S BASKETBALL	GB	TEAM CAMP	370.00
16-10247	O	04/04/2016	DOUG KUBIK	Athletic	STARTER - TR INVITE, 4/5	290.00
16-10248	O	04/04/2016	LINPEPCO - SIOUXLAND	Concessions	BEVERAGES	323.00
16-10249	O	04/04/2016	LINPEPCO - SIOUXLAND	Grades	VENDING MACHINE	89.50
16-10250	O	04/04/2016	LINPEPCO - SIOUXLAND	St. Council	VENDING MACHINE	481.20
16-10251	O	04/04/2016	LAUREL-CONCORD PUBLIC	Athletic	ENTRY FEE - GOLF INVITE,	40.00
16-10252	O	04/04/2016	PIERCE PUBLIC SCHOOLS	"	ENTRY FEE - 9/10 TR INVITE,	110.00
16-10253	O	04/05/2016	BLACK SQUIRREL	"	TIMING SERVICES FOR TR invite, 4/5	1,054.00
16-10254	O	04/05/2016	JAKE BRUNER	"	UMPIRE, BA - SO. SIOUX	130.00
16-10255	O	04/05/2016	TROY TEST	"	UMPIRE, BA - SO. SIOUX	130.00
16-10256	O	04/05/2016	STADIUM SPORTS	"	BASEBALL HATS	814.00
16-10257	O	04/06/2016	PIERCE PUBLIC SCHOOLS	Band	ENTRY FEES/T-SHIRTS -	615.00
16-10258	O	04/06/2016	FIRST NATIONAL BANK	"	FB CLINIC REG./AD travel/table/awards	465.18
16-10259	O	04/06/2016	BOMGAARS	Omaha Power Drive / musical supplies		396.24
16-10260	O	04/08/2016	STATE NEBRASKA BANK	Athletic	BA - BLAIR, 4/9 PLUS quarters	620.00
16-10261	O	04/08/2016	BOONE CENTRAL HIGH	"	ENTRY FEE - GOLF INVITE,	65.00
16-10262	O	04/08/2016	TROY TEST	"	UMPIRE, BA - BLAIR, 4/9	130.00
16-10263	O	04/08/2016	GARY EIKMEIER	"	UMPIRE, BA - BLAIR, 4/9	130.00
16-10264	O	04/08/2016	PONCA PUBLIC SCHOOL	BB	JV (FROSH) TEAM CAMP	120.00
16-10265	O	04/11/2016	STATE NEBRASKA BANK	Athletic	BA - PENDER, 4/12	600.00
16-10266	O	04/11/2016	STATE NEBRASKA BANK	"	TR INVITE, 4/12	1,950.00
16-10267	O	04/11/2016	WEST POINT BEEMER HIGH	"	ENTRY FEE - JH TR INVITE,	125.00
16-10268	O	04/11/2016	PONCA PUBLIC SCHOOL	"	ENTRY FEE, JV TR INVITE,	50.00
16-10269	O	04/11/2016	TABITHA BELT	Juniors	REFUND/PROM GUEST	17.00
16-10270	O	04/12/2016	RUSS FLAMIG	Athletic	STARTER - TR INVITE, 4/12	220.00
16-10271	O	04/12/2016	GRANT THOMPSON	"	UMPIRE, BA - PENDER, 4/12	130.00

# Check Summary Report

Date: 04/01/2016 thru 04/30/2016

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
16-10272	O	04/12/2016	KOREY BEHR	Athletic	UMPIRE, BA - PENDER, 4/12	130.00
16-10273	O	04/12/2016	PAC 'N' SAVE	Concessions/Speech/Drama/Grades	supplies	848.00
16-10274	O	04/12/2016	CASH-WA DISTRIBUTING	Emporium	STORE INVENTORY	85.75
16-10275	O	04/13/2016	MAJESTIC THEATER	Resource	MOVIE ADMISSION	35.00
16-10276	O	04/13/2016	AMERICAN CANCER SOCIETY	NHS	NHS FUNDRAISER	167.00
16-10277	O	04/14/2016	STATE NEBRASKA BANK	Athletic	BA - PLATTEVIEW, 4/14	600.00
16-10278	O	04/14/2016	LUTHERAN HIGH	"	ENTRY FEE - GOLF INVITE,	50.00
16-10279	O	04/14/2016	ANDY WELSH	"	UMPIRE, BA - PLATTEVIEW,	130.00
16-10280	O	04/14/2016	GRANT THOMPSON	"	UMPIRE, BA - PLATTEVIEW,	130.00
16-10281	O	04/15/2016	HOMER PUBLIC SCHOOL	"	ENTRY FEE - TR INVITE, 4/14	140.00
16-10282	O	04/15/2016	BLAIR PUBLIC SCHOOLS	"	ENTRY FEE, GOLF INVITE,	120.00
16-10283	O	04/15/2016	NORFOLK CATHOLIC	"	ENTRY FEE, JH TR INVITE,	100.00
16-10284	O	04/15/2016	MAJESTIC SOUND	Juniors	BAL. DUE/PROM DJ, 4/16	300.00
16-10285	O	04/15/2016	SCHUYLER CENTRAL	Athletic	ENTRY FEE - TR INVITE, 4/21	150.00
16-10286	O	04/18/2016	STATE NEBRASKA BANK	TR	TR CONCESSIONS, 4/19	600.00
16-10287	O	04/18/2016	STATE NEBRASKA BANK	Athletic	ATHLETIC BANQUET TICKET	110.00
16-10288	O	04/18/2016	ROB SWEETLAND	BB	REIMB./COACHING TOOL	99.99
16-10289	O	04/19/2016	DALE HOCHSTEIN	TR	REIMB./TR CONCESSION	248.18
16-10290	O	04/19/2016	GODFATHER'S PIZZA	Concessions/Musical/TR	food	448.00
16-10291	O	04/19/2016	KRISTINE MUIR	Speech/Drama	REIMB./SCRIPT	12.54
16-10292	O	04/19/2016	REGAL AWARDS	Baseball	APPAREL	1,234.65
16-10293	O	04/19/2016	MID-BELL MUSIC, INC.	Band	RESALE ITEMS	45.58
16-10294	O	04/19/2016	STADIUM SPORTS	SB/VB/WR/Musical	APPAREL Dance/Power Drives	3,651.50
16-10295	O	04/19/2016	ANDERSON'S PROM	Juniors	CROWNS	75.18
16-10296	O	04/19/2016	PROM NITE	"	DECORATIONS	1,020.98
16-10297	O	04/19/2016	JOHN'S WELDING & TOOL	Power Drive	SUPPLIES	30.60
16-10298	O	04/19/2016	GROSSENBURG IMPLEMENT	"	SUPPLIES	6.78
16-10299	O	04/20/2016	KAYLEE HATHAWAY	Speech/Drama	SPEECH JUDGING, 4/22	90.00
16-10300	O	04/21/2016	WAYNE TEAMMATES	Concessions	CONCESSIONS distribution	675.00
16-10301	O	04/21/2016	WAYNE-CARROLL MUSIC	"	CONCESSIONS "	1,575.00
16-10302	O	04/21/2016	HD ENDZONECAM.COM	FB	ENDZONE CAMERA	4,500.00
16-10303	O	04/22/2016	STATE NEBRASKA BANK	Athletic	BA - NORFOLK & SEWARD;	1,200.00
16-10304	O	04/22/2016	STATE NEBRASKA BANK	"	QUARTERS FOR BASEBALL	20.00
16-10305	O	04/22/2016	STADIUM SPORTS	Athletic/Speech/Drama	APPAREL	870.75
16-10306	O	04/22/2016	RANDOLPH PUBLIC SCHOOL	Athletic	ENTRY FEE - GOLF INVITE,	50.00
16-10307	O	04/22/2016	CURT CARLSON	"	UMPIRE, BA - NORFOLK, 4/22	70.00
16-10308	O	04/22/2016	JAKE BRUNER	"	UMPIRE, BA - NORFOLK, 4/22	70.00
16-10309	O	04/22/2016	COURTNEY MAAS	Grades	REIMB./SCIENCE ACTIVITIES	78.06
16-10310	O	04/25/2016	COLUMBUS LAKEVIEW	Athletic	ENTRY FEE - GOLF INVITE,	80.00
16-10311	O	04/25/2016	OAKLAND-CRAIG PUBLIC	"	ENTRY FEE - GOLF INVITE,	90.00
16-10312	O	04/26/2016	TONY CANTRELL	Power Drive	REIMB./POWER DRIVE parts	193.78
16-10313	O	04/26/2016	TONY CANTRELL	"	REIMB./POWER DRIVE "	326.50
16-10314	O	04/26/2016	NATE BURROWS	Speech/Drama	SPEECH JUDGING, 4/30	60.00

ALL Data

# Check Summary Report

Arranged by:  
Check Number

Date: 04/01/2016 thru 04/30/2016

Check

Number	Status	PO Number	Description	Amount
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			<b>Report Total:</b>	<b>46,024.26</b>
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# Wayne Community Schools

Community Facility Task Force Review

Monday, May 9, 2016

Wayne Board of Education Meeting

# Purpose of CFTF meetings

- Purpose of the meetings - To continue to gain insight and feedback from a community-based committee on the facility needs of the district.
- Two meetings were held - 3-21-16 & 4-25-16
  - Representatives from board, staff, and community members



# 2014 Master Planning/Facility Audit

Three areas were identified as needs for master planning;

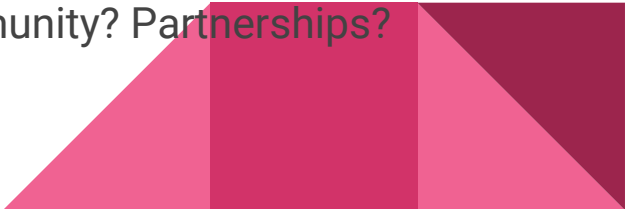
Preschool/kindergarten facility

Jr/Sr High Physical Education/Athletic Facility

Lecture Hall/Theater



# Summary of CFTF Meetings

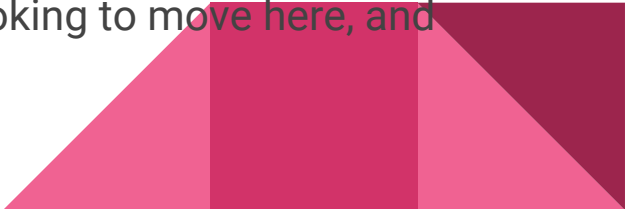
- Summary
    - Several small groups of 3-4 people were formed at each meeting to discuss positive aspects of the project and concerns, as well as respond to information presented.
  - Main themes/concerns/questions
    - Is this a project geared for the long-term?
    - Enrollment trends
    - Location and needs of preschool/kindergarten facility
    - Use of vacated elementary space?
    - Will the new activity facilities be a benefit to the community? Partnerships?
    - Use of current lecture hall?
- 

# Summary of CFTF Meetings

- Main themes/concerns/questions
  - Concerns about the value of curricular vs. extra-curricular
  - ADA, parking, locker rooms
  - Ag/Career Tech Ed
  - What is the current condition of facilities?
  - Valuation/taxes, burden on Ag
  - Can phases of the project be completed outside of a bond?
  - Further breakdown of costs & more education to the public
  - Wants vs. Needs & Priorities



# Response to general questions about project

- Wants vs. Needs
    - All three phases of the project are needs. This is the result of a two year facility analysis to consider the long term needs of our facilities to support our programming for many years.
    - Wayne is growing and demographics of education are changing
    - The school will continue to see growth in enrollment as the town and area grow. We have an active, proactive economic development office and city and the school must continue to grow to meet the needs of those who move to Wayne and the area.
    - The project would be a community draw for people looking to move here, and would be a positive addition for community use.
- 

# Response to general questions about project

- Concerns about value of money spent - curricular vs. extracurricular?
  - This response addresses the entire facility complex.
    - Fine Arts, Health, and Physical Education are all both curricular and extracurricular.
    - Our last study showed well over 90% of our students are involved in one or both fine arts and athletics.
    - This project addresses classroom spaces for band, choir, health and physical education
    - This project addresses community spaces for both fine arts and athletics
    - As described by the Nebraska School Activities Association, all extra-curricular activities are part of “the other half of education” and entail lifelong learning opportunities that embrace our mission “Learning for Life”.

# Response to general questions about project

- Priorities
  - We could prioritize by short term (immediate) and long term needs
    - Short term - Locker rooms, Career Tech Ed room, preschool
      - Short term needs could be funded without bonds using building funds
    - Long term - athletic/fine art facilities, expansion of pre school to support kindergarten.
      - Long term needs would need to be funded by a bond or other outside funds
- The entire plan is comprehensive and would have a positive impact on all students preschool - twelve. It would impact both curricular and extracurricular needs.



# Response to general questions about project

- Wayne County Assessed Valuation - \$888,924,531
- Total All Assessed Valuation - \$932,564,730

○ <u>Category</u>	<u>Assessed Val.</u>	<u>% Wayne Cty</u>	<u>%Total</u>
○ Personal property -	\$44,766,929	5%	4.8%
○ Centrally Assessed -	\$3,179,075	.03%	.03%
○ Residential -	\$216,595,282	24%	23%
○ Commercial & Industrial -	\$70,814,470	8%	7.5%
○ Ag Improvements -	\$15,938,675	1.7%	1.7%
○ Ag. Land -	\$537,630,100	60%	58%

Source - NE Dept. of Revenue Property Assessment Division – 2015 CERTIFIED SCHOOL ADJUSTED VALUE REPORT, pursuant to Neb. Rev. Stat. 79-1016 2015 Adjusted value by "SCHOOL SYSTEM", for use in 2016-2017 state aid calculations

# Recommendations from CFTF Study

- 1) No bond referendum for the 2016-17 school year
    - a) Ag economy, tax concerns, and cost have been brought up throughout
    - b) Time for more facility planning and more public education
  - 2) Focus efforts of immediate needs of facilities (Summer 2016)
    - a) Locker rooms
    - b) Career Tech Ed classroom area
    - c) Preschool/Elementary School expansion (could be considered immediate or long-term)
  - 3) Focus efforts on long-term facility needs (Fall 2016)
    - a) Research and consider a Construction Management Firm to work with the district and architect.
    - b) Review the current plan
    - c) Consider revised plan in spring of 2017
- 

## **Policy 2201**

### **ADMINISTRATION**

#### **Employment of Principals and Other Certificated Administrative Personnel**

Principals and other certificated administrative personnel shall be initially employed upon recommendation of the Superintendent and majority vote of the Board. Principals and other certificated administrative personnel shall be considered non-tenured for the first three years of employment and shall have at least two evaluations each year until they are tenured. The continued employment of Principals and other certificated administrative personnel shall be acted upon no later than March 15, and shall be contingent on satisfactory evaluation of performance expectations as determined by the Superintendent.

Principals shall be on duty for 10.5 month period commencing on or about August 1<sup>st</sup> until on or about June 15<sup>th</sup> of the contract year.

Other certificated administrative personnel may be offered an extended contract by the school board on recommendation from the superintendent. Should an extended contract be offered the term would commence on or about August 1<sup>st</sup> until on or about June 30<sup>th</sup>.

Principals and other certificated administrative personnel must have permission of the Superintendent to absent from school duties for personal leave. Personal and sick days are handled in the same manner as the Master Teaching Contract.

The Board directs the Superintendent to create and keep on file a written process and evaluation instrument for assessing the performance of principals and other certificated administrative personnel.

Release from a contract during the school year may be granted by the Board, however after April 15<sup>th</sup> principals and other certificated administrative personnel should not expect to be released from their contract. In rare and/or unusual circumstances, and if the Board and Superintendent determine a suitable replacement can be found, the Board may consider release from contract.

First Reading (New Revision): April 11, 2016

Date of Adoption (or last Revision):

Related Policies and Regulations:

Legal Reference:

# **Policy No. 2202**

## **Administration**

### Administration

#### Evaluation of Principals and Other Certificated Administrative Personnel

##### 1. Objectives

The Board recognizes that the roles of a school superintendent, principal, assistant principal, and other certificated administrative personnel of the School District (hereinafter collectively referred to as “Administrators”) are varied and complex requiring an appraisal process that accurately measures performance and provides support for the continued growth and improvement of the Administrator. The general job description and an evaluation instrument with performance standards for each administrative position shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education, and provided to the affected Administrator. The appraisal process for each Administrator and administrative position shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Administrators their respective role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Administrator’s responsibilities.
- d. Develop harmonious working relationships between the Board and administrative supervisors and each Administrator.
- e. Aid the individual Administrator to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

##### 2. General Procedures

The formal Administrator appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Administrator’s duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or the Administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be utilized to generate a comprehensive appraisal.

### 3. Appraisal Cycle

Probationary Administrators shall be observed and evaluated at least once each semester, except the Superintendent, who shall be observed and evaluated by the Board of Education once each semester in the first contract year of employment, and once per year each contract year thereafter. Permanent (tenured) Administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Administrator or in the discretion of the appraiser.

The appraisal cycle and appraisal process for a permanent Administrator is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Administrator rights, but may be addressed in evaluating the responsible appraiser's performance.

The entire instructional period for Administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an Administrator's work for no less than fifty (50) minutes (cumulative) during the time periods being evaluated.

### 4. Appraisal Process

The appraisal process is the responsibility of the Administrator and the Administrator's immediate supervisor as determined by the Board of Education and/or the Superintendent of Schools, provided that the supervisor of the Superintendent shall be the Board of Education. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument for each administrative position, as adopted and amended from time-to-time, shall serve as the basis for the informal job-target-based formative appraisal and the formal summative appraisal. During the formal summative appraisal, data is collected as required to provide a basis for appraising the performance categories. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other Administrators), statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Administrator (such as, for example, a Principal's evaluations of teachers) and observations of performance. The Administrator may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report.

### 5. Final Formal Summative Evaluation

The appraisal process culminates in a final formal summative evaluation. The final formal summative evaluation consists of a rating of each performance category identified in the evaluation instrument, identification of whether the Administrator's performance meets or does not meet

district standards of performance, a list of deficiencies in the Administrator's performance, suggestions and plans for improvement to assist the Administrator in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Administrator may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Administrator shall have the duty to comply with such plans. The Administrator is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

First Reading New or Revision: April 11, 2016

Date of Adoption: [Insert Date]

## **Policy 4006**

### **PERSONNEL – Certificated**

#### **Release from Contract**

All requests to be released from employment contract shall be processed by the Superintendent. Requests shall be presented to the Board for approval.

Release from a contract during the school year may be granted by the Board, but after **April 15<sup>th</sup>** teachers should not expect to be released from their contract. In rare and/or unusual circumstances, and if the Board and Superintendent determine a suitable replacement can be found, the Board may consider release from contract.

First Reading (New Revision): April 11, 2016

Date of Adoption (or Last Revision):

Related Policies and Regulations:

Legal Reference:

# **Policy 4010**

## **Personnel**

### Personnel - Certificated Employees

#### Evaluation of Teachers

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.

#### 1. Communication of Evaluation Process.

Annual written communication of the evaluation and appraisal process to those being evaluated shall be made by distributing a copy of the evaluation instrument and appraisal process to the certificated staff at the beginning of each school year.

#### 2. Duration and frequency of observations and written evaluations

The duration and frequency of observations and written evaluations for probationary and permanent (tenured) teachers are to be as follows:

##### a. Probationary Teachers.

- i. Formal observations of probationary teachers shall be based upon actual classroom observations for an entire instructional period.
- ii. Probationary teachers shall be formally observed at least once each semester and evaluated in a summative manner once per school year.
- iii. The responsible evaluator is expected to complete the second semester observations of probationary teachers prior to April 15 of each year.

##### b. Permanent Teachers.

- i. Formal observations of permanent teachers are to be based upon actual classroom observations for an entire instructional period.
- ii. Permanent teachers are to be formally observed at least once each school year and evaluated in a summative manner once per school year..

##### c. Teachers' Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to a formal observation and to make themselves readily available for summative evaluation meetings. In the event the responsible evaluator has not initiated the process nearing the time within which an observation is required to be completed, the teacher has the responsibility to notify the responsible evaluator such that the observation can be completed when due.

- d. Failure to Complete Evaluations. For permanent teachers, a failure to complete observations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.
- e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.
- f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.
- g. Student perceptual data. Student surveys shall be conducted once per year. Information from the surveys will be used by the teacher and evaluator as a growth process for discussion during goals and summative meetings.

### 3. Evaluation Criteria

Teachers shall be evaluated based upon the following district-defined evaluation criteria:

- Instruction, which includes:
  - Instructional Process
  - Instructional Climate, which includes Classroom Organization and Management
- Professionalism, which includes:
  - Professional Conduct
  - Personal Conduct
- Improvement, which includes:
  - Teaching Improvement
  - School Improvement

The descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas.

In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.

### 4. Communication of Deficiencies

The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement.

As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

5. Teacher Responses to Evaluations

Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.

6. Plan for Training Evaluators

All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

First Reading (New or Revision): April 11, 2016

Date of Adoption: [Insert Date]

Related Policies and Regulations:

Legal Reference: Neb. Rev. Stat. § 79-828 (Evaluation of Probationary Teachers)

NDE Rule 10

# **Policy 5002**

## **Students**

### **Title I Parental Involvement Policy**

Wayne Community Schools commits to meeting all requirements of the No Child Left Behind Act of 2001 as they apply to all Title I programs conducted within the District. This Policy and all procedural steps included in the implementation of this Policy have been developed jointly with parents and will be reviewed, evaluated regarding its effectiveness, and updated annually at a scheduled meeting for this purpose, held at a convenient time for staff and parents. Parents are encouraged to provide input into such review, evaluation and possible revisions. This Policy will be distributed to all parents annually, in a language that parents can understand.

The District recognizes the unique needs of students who are being served through the Title I Program and stresses the importance of parental involvement in the academic success of their children. Opportunities will be provided for parent involvement in their child's education in the following manner:

1. Parents will be involved in the planning, review, and improvement of the Parent Involvement Policy and School/Parent Compact through at least one annual meeting held at a convenient time.
  - An annual meeting will be held with parents to inform them about their child's participation in the Title I Program, explaining what Title I is and the requirements associated with it. This meeting is held each fall.
2. The District will strive to increase opportunities that will help build the capacity for strong parental involvement in all aspects of the District's progress.
  - The school district will build capacity through workshops, meetings, volunteer opportunities within the school and materials providing assistance to parents of children served by the school(s).
3. Parents will be provided timely information regarding the District's curriculum, academic assessments used, and proficiency levels expected of all students through a variety of communication methods utilized by the District to inform and involve parents as a partner in their child's academic success.
  - This will be done through the student handbook, curriculum nights, parent/teacher conferences, report cards and progress reports along with frequent newsletters.

4. Parents will be provided opportunities to participate, as appropriate, in decisions relating to the education of their children regarding such matters as curriculum, assessments and student performance standards as well as the planning of effective parental involvement activities.

- This will include the development of the District's School Improvement Plan, Title I Targeted Assistance of Schoolwide Self-Review documents and/or Title I Schoolwide Plan, as well as participating in the Parent Advisory Board, WEB and climate surveys. Activities will be individualized by the buildings and accommodate family needs. These may include activities such as: math night, reading night, workshops for parents, etc.

5. The District will coordinate and integrate parental involvement programs and activities with other community programs.

- These may include programs such as: WCS Early Learning Center, Head Start, Title III and Migrant programs, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers program, public library, etc.

6. Parents will be provided assistance, opportunities, and/or materials to help them understand the topics relating to their child's academic achievement in a format, and when feasible, in a language they can understand. This includes participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

- These opportunities will be provided by the school staff through a variety of means of communication such as parent/teacher conferences, handbooks, progress reports, newsletters and other school publications.

7. The District will conduct an annual evaluation of the content and effectiveness of the parental involvement policy.

- A survey of parents is conducted to determine if their needs have been met and barriers prohibiting their participation in their child's education have been identified and reduced.

First Reading (New Revision): April 11, 2016

Date of Adoption (or Last Revision):

Related Policies and Regulations: Administrative Regulations 5002

Legal Reference:

WAYNE COMMUNITY SCHOOLS



## EARLY LEARNING CENTER

*Learning for Life*

2016-2017

Sunnyview Place Business Park 803 Providence Road Wayne, NE 68787  
402-833-1450 [www.wayneschools.org](http://www.wayneschools.org)

## **Early Learning Center Handbook 2016-17**

### **Welcome**

Dear Family,

Welcome to Wayne Community Schools Early Learning Center.

Our philosophy is centered around a program that promotes a positive self concept with each child that enters our doors. We believe that consistent teachers and paras help students develop social skills by encouraging them to think, reason, question, and experiment through play, learning, and routines. We offer rich literacy experiences at school that help to foster receptive and expressive language development. We strive to continue these literacy experiences at home by offering family nights, a large selection of books and activities for parents, and through monthly parent-child education classes. It is important for us to help our children develop a foundation for literacy, an understanding of basic math principles, physical development, good nutritional practices, creative expression, and an appreciation of the arts.

A majority of our day is spent in exploratory play that respects diversity and uses age appropriate techniques of child guidance. Children need to play, and our centers are developed around the lessons we want our children to learn from, experience, and question.

We invite you to visit our center. Family outreach is an important part of our mission. Your child does not need to attend our preschool to take part in the many family activities and classes that we host throughout the school year. Questions are always welcome as we strive to make our Early Learning Center a place for families to come to connect, learn, and help their children succeed.

Sincerely,

Misty Bear  
Early Learning Center Director  
Special Education Director

## **General Information**

Classroom teacher - Judy Stepp

Classroom Paraprofessional - Jody Bacon

Classroom Paraprofessional - Mandi Fernau

Early Development Network Coordinator - Kim Lubberstedt

ELC Director - Misty Bear

### **Building Hours: 7:45 AM - 4:00 PM**

4 Year Old Preschool 7:45-3:00 Mon/Wed and 7:45-11:45 on Fri

3 Year Old Preschool 7:45-3:00 Tues/Thurs

The Early Learning Center will follow the K-12 school calendar. Updated information will be provided monthly in the preschool newsletter. The school calendar is attached to the back of this handbook. Preschool will begin on August 22nd, 2016 and end on May 12, 2017 (tentative date - dependent on number of school cancellations). Please note on the first Wednesday of each month there will be no preschool. These days are marked as late starts for K-12 and will be used at the ELC for continuing education, parent education, and parent-child education.

The Early Learning Center will open at 7:45 AM, with breakfast being served from 7:45-8:15 AM.

Please make arrangements with the teacher when transportation changes occur.

\*\*Transportation is also available on an 'as needed' basis for preschool students (who live in town) at a cost of \$1.00 each way.

Communication is essential if we are transporting your child. Please call 1 day in advance if your child will require transportation, or does not need transportation. We understand that emergencies do happen and will do our best to meet your needs, but cannot guarantee transportation if less than a 24 hour notice is given. Also, if your request transportation for your child and do not notify the preschool when it is not needed you will receive a written warning. If it happens a second time, there will be a 30 day transportation suspension. If your child is suspended from transportation two times, they are no longer eligible for transportation for the remainder of the school year.

### **Sliding Fee Scale 2016-17**

The Early Learning Center offers a sliding fee, income based scale for families.

#### *4 Year-Old Program*

Full Pay: \$200 per month

Reduced Pay: \$100 per month

Lowest Pay: No cost

#### *3 Year-Old Program*

Full Pay: \$110 per month

Reduced Pay: \$55 per month

Lowest Pay: No cost

**Payment Schedule:** Please see attached sliding fee scale. To qualify for reduced or lowest pay, a copy of your current tax return form is required. Payment for preschool tuition is due before the 10th of the month, to be paid at the Early Learning Center. A late fee of \$10 will be assessed to accounts that are over 30 days past due. If an account becomes seriously delinquent, Wayne Community Schools may remove the student from the program.

*\*\*Some Scholarship money is available. Please visit with ELC director to see if you might qualify.*

*\*\*In-kind volunteer hours are also available to help parents offset the cost of preschool. Please visit with the ELC Director if this is something you are interested in.*

### **Contact Information**

It is imperative that contact information be kept current. Please visit with anyone on our staff if your address, phone number, emergency contact information, and/or permission to sign out child information changes. We can not sign students out to people who are not authorized to do so by the parents/guardians.

## **Curriculum**

The Wayne Community Schools Early Learning Center incorporates the Creative Curriculum System for students. Developmentally appropriate practice requires teachers to teach in ways that match the way children develop and learn so as to promote their optimal development and learning. Our team makes decisions about the education of children on the basis of three types of information:

- child development and how children learn
- the individual strengths, needs, and interests of each child
- each child's family and community cultures

The Creative Curriculum is a research based system that combines curriculum, assessment, professional development and family connection resources. The curriculum is based on five fundamental principles:

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

The Creative Curriculum is researched based on 38 objectives for development and learning. the curriculum helps guide teachers to determine the developmental progress of each child and plan appropriate learning experiences. The 38 objectives fall under the following categories:

- Social Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts

### **Birth-2yr program information**

Programs are available at the Early Learning Center for parents and their children ages birth-3yr (using July 31st cut-off date). These programs are based on the developmental stages of infants and toddlers, including activities that help with language skills and gaining a sense of independence. Children and parents participate in sensory activities songs, games, pretend play and creative art activities. There is no cost to participate in the Birth-age two program.

### **Potty Training**

All preschool students **must** be potty trained before attending preschool, unless a verified medical diagnosis prohibits child from being able to be potty trained prior to preschool attendance begins.

### **Lunch and Breakfast**

Breakfast will be available from 7:45-8:15 each morning and lunch will be offered each day. Meals are considered to be a part of the instructional time because children are engaging with each other, socializing, using vocabulary taught in the classrooms, interacting, and learning expected lunchtime behaviors and healthy food choices. Children are allowed to bring a sack lunch, but we highly encourage them to take advantage of the school lunch program, which meets the USDA Child Nutrition Program guidelines.

The lunch/breakfast rates are set annually. NDE Free/reduced lunch paperwork is required to be filled out to qualify for free/reduced price meals. Free/reduced lunch rates are based on pre-set income guidelines.

A healthy snack will be provided anytime there is a 3 hour or longer break between meals.

Lunch accounts - All meals will be charged to the child's lunch account. Parents are expected to keep lunch accounts paid and are encouraged to send lunch money in advance.

**Enrollment Requirements**

A child entering preschool must furnish a certified birth certificate to validate his/her age. Nebraska State law dictates immunization records must be presented at the time of enrollment or the student cannot be enrolled. \*\*Not applicable for Birth-Age Two program

**Summary of the School Immunization Rules and Regulations 2016-17**

<b>Student Age Group</b>	<b>Required Vaccines</b>
Ages 3-5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine  3 doses of Polio vaccine  3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age. *Hib not required after child reaches 5 years of age  3 doses of pediatric Hepatitis B vaccine  1 dose of MMR or MMRV given on or after 12 months of age  1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age, written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted  4 doses of pneumococcal or 1 dose of pneumococcal given after 15 months of age *Pneumococcal not required after child reaches 5 years of age.

### **Attendance and Absences**

In order for your child to have the most successful preschool experience, we expect regular attendance. If your child will not be in attendance because of an illness, injury, or unexpected event, please contact the school as soon as possible. **If your child is being transported by the district, please notify the office staff (402-833-1450) that your child will not need transportation.**

### **Sick Policy**

Children with the following conditions should not be sent to school:

- Vomiting (24 hours/1 entire day prior to the starting time of school)
- Diarrhea (24 hours/1 entire day prior to the starting time of school)
- Fever - Temp of 100 degrees or higher (must be fever free for 24 hours prior to the starting time of school).
- Contagious Conditions such as rashes (examples: ringworm, chickenpox, staph infections, strep throat, conjunctivitis (pink eye). Please note - some conditions do require prescription medicine from a health care provider.

***\*\*This is extremely important because some children in our preschool may have health conditions that could be jeopardized if exposed to certain illnesses.***

***\*\*Please do not send your child to the ELC if he/she is unable to go outside with the group. All staff and volunteers must remain with all the children. There is not enough staff stay inside with a sick child.***

### **Medications**

Please try to give all medications at home. If your child's condition requires a staff member to give the medications or treatment, you must bring the medication in the original container from the pharmacy or doctor's office. You must also sign a medication form and fill out the top part of the daily information sheet with medication name, how much and time to be given. If the child must be given more than directions on the container states then a doctor's note will be mandatory.

Prescription Medications: The container must be clearly marked with the child's name, date, name of medication, doctor's and frequency and amount to be given. Parent/guardians must fill out a signed permission form before medication will be dispensed.

Medication must be prescribed for that child or the medication will not be given.

### **Home Visits**

The preschool teacher and/or director will contact families beginning in August for an initial home visit. The purpose of the visit is to have your child meet the teacher, to establish a relationship between the family and the teacher, to review preschool guidelines, and to complete all necessary paperwork. An additional home visit will be made during second semester.

### **Health Screenings**

The school nurse will make one visit to the preschool per year. During the visit your child will be weighed and measured, vision will be screened, immunization records will be checked and a visual exam of their teeth will be performed. Hearing screenings will also be completed by an audiologist. If there are any concerns in these areas, parents/guardians will receive a note from the nurse/audiologist.

### **Supplies for School**

Please send a backpack to school with your child, other supplies are provided by the school.

We request that parents send an extra set of clothes (socks, underwear, pants, shirt, sweatshirt or sweater) to school in case of an emergency.

Tennis Shoes/sneakers should be worn to preschool because children will be active throughout the day.

### **Emergencies and Accidents**

If an accident occurs while your child is in our care, and your child requires immediate attention, the proper authorities will be called, first aid and/or CPR will be started, and you will be notified. If the accident or injury is minor, first aid will be administered and you will be notified.

It is very important you keep all phone numbers and contacts current. If we cannot reach you at any of the contacts you have listed, and there is a question of whether the child should have medical attention, we will error on the side of caution and your child will be transported to the nearest medical facility.

### **Severe Weather Announcements**

In case of severe weather, Wayne Community Schools closing information and late starts will be announced through our automated telephone system. The same closing and late start information will also be announced on local radio and television. The administration attempts to monitor all severe weather situations. If you feel it is necessary to keep your child at home, during such time, please contact the office staff (402-833-1450).

### **Communication**

Communication between home and school is vital. All questions and concerns should be addressed with your child's teacher. Newsletters will be sent home with preschool children to inform parents of classroom activities and special events. Please be sure to check your child's mailboxes and backpack regularly. We strongly encourage you to check our facebook page and webpage frequently as a way to stay up to date with activities and announcements.

### **Class Parties**

The Early Learning Center will celebrate the four following holidays with a class party: Halloween, Thanksgiving, Christmas, and Valentine's Day. If you would prefer your child to not participate in the celebration, please visit with your classroom teacher. A volunteer list will be provided prior to each party to ask for help. ***\*\*Please note, other holidays, customs, and traditions will be discussed throughout the school year to expose our children to a variety of cultures.***

### **Birthdays**

We look forward to celebrating your child's birthday at school. Special activities are done throughout the day of your child's birthday or half-birthday. We ask that birthday invitations and/or gifts are not brought to the school unless permission is given by the classroom teacher.

### **Field Trips**

Parents will be notified when field trips are scheduled. Permission slip is given to parents for signature during the enrollment process. Parents are welcome and encouraged to assist with field trips when possible.

### **Photographs and Publicity**

Photographs of your child participating in our program may be taken from time to time for classroom use including TS Gold (assessment system). Some photographs may appear in newspapers, brochures, or other publicity materials, including our webpage and facebook page. There is no compensation given for use of these pictures. A permission slip is given during registration. Please contact your child's teacher for paperwork that indicates your child's photographs are not to be used.





**Proposal Exhibit -**

**WAYNE PUBLIC SCHOOLS**

County/Region: Rural  
 Zip Code: 68787  
 SIC Code: 8211  
 Case Status: Firm  
 Broker Pass-Through:

Agent: Muir, Steven  
 Agency: First National Agency  
 Account Manager: , Barb Matousek  
 Association: None  
 Broker Pass-Through Fee: N/A

Quote ID: 252569  
 Effective Date: 8/1/2016  
 Next Ren. Date: 8/1/2017  
 Eligible Employees: 83  
 Covered Employees: 73

Option Summary	Option - 1	Option - 2
Segment	1	1
Package	A	B
Current Plan	True	False
Product	OAMC	OAMC
Medical Plan	BBF OAMC C1004 MPL w/RX#1 10/30/55	BBF OAMC C1504.5 MPL w/RX#6 10/35/60
Rx Plan	BBF OAMC C1004 MPL w/RX#1 10/30/55	BBF OAMC C1504.5 MPL w/RX#6 10/35/60
Riders	MH 1/1/2015 OAMC Specialist Copay NE	MH 1/1/2015 OAMC Specialist Copay NE

In-Network Benefit Summary		
Deductible	\$1000 / \$2000	\$1500 / \$3000
Coinsurance	20%	20%
OOP Max	\$4000 / \$8000	\$4500 / \$9000
PCP/SCP	\$30/\$60	\$30/\$60
HIP	Ded/Coins	Ded/Coins
HOP	Ded/Coins	Ded/Coins
ER/Urgent Care	ER; \$150/Coins / UC: \$75	ER: \$150/Coins / UC: \$75

Enrollment and Tier Ratios	Subscribers	Members	Tier Ratio	Subscribers	Members	Tier Ratio
EE Only	8	8	1.00	8	8	1.00
Family	65	227	2.83	65	227	2.83
<b>Total Est. Enrollment</b>	<b>73</b>	<b>235</b>		<b>73</b>	<b>235</b>	

Rates + PPACA Fees	Tier Rate	Tier Rate
EE Only	\$565.56	\$535.26
Family	\$1,600.45	\$1,514.71
Est. Total Monthly Charges	\$108,553.73	\$102,738.23
Aggregate Change w/ PPACA*	19.3%	12.9%

\*The Aggregate Change is compared to Current Premium Rates. **Subject to attached contingencies and disclaimers. The PPACA Fees shall apply effective 8/1/2016 and shall be owed by WAYNE PUBLIC SCHOOLS in addition to the Rates.** Please s

16-17 Renewal



**Kelly Houghton**

440 Regency Parkway Drive Suite 250 / Omaha, NE 68114  
Bus: 402-560-2618 / Fax: 402-955-1000  
E-mail: khoughton@ameritas.com

September 15, 2015

Rochelle Nelson  
Wayne Public Schools  
611 W 7Th St  
Wayne, NE 68787

Subject: Wayne Public Schools renewal effective September 1, 2016 Policy Number 010.014099

Thank you for choosing an Ameritas Dental Plan.

We're proud to provide plans that help employees get the dental coverage they need for good health, and we'll work hard to keep earning the privilege of insuring Wayne Public Schools.

A team of associates with actuarial, administrative, marketing, and sales experience has prepared this renewal for the year beginning September 1, 2016. To predict your plan's future performance, we analyzed Wayne Public Schools's claims history and combined this with the historical data of all groups insured for similar benefits.

Premiums are calculated considering a health insurer fee required under the Affordable Care Act (ACA). Plan designs and rates are subject to change in accordance with the ACA. For more information on health care reform, please visit [ameritas.com](http://ameritas.com).

We are pleased to inform you that your Dental and Orthodontia rates will remain unchanged. Effective 9/1/2016 through 8/31/2017, the following rates will apply:

**Division 1/Class 1**

**DENTAL RATES**

	<u>CURRENT</u>	<u>RENEWAL</u>
Employee	\$ 39.60	\$ 39.60
Employee + Family	\$ 116.96	\$ 116.96

Our product flexibility enables us to package solutions balanced between benefits and premium to help maximize the plan's effectiveness.

Thank you again for your business. I welcome the opportunity to discuss this renewal. We appreciate the opportunity to continue providing fast and accurate claims processing, exceptional administration, and excellent customer service in the years to come.

Sincerely,

*Kelly Houghton*

Kelly Houghton

cc: Steven Muir



9115 Westside Parkway  
Alpharetta, GA 30009

advanc-ed.org  
888.41 EDNOW (888.413.3669)  
678.392.2285  
770.346.9260 fax

Enclosed you will find your annual accreditation service fee invoice for the 2016-2017 school year. The annual accreditation service fee has two components – the accreditation fee of \$750 and the technology maintenance fee of \$75. The annual accreditation service fee provides you with the service, support and guidance for your accreditation work as well as access to the eProve™ technology platform that guides your continuous improvement activities in support of accreditation. Your unlimited access to the new eProve platform is an added benefit of your accreditation and is among the many products and services available to you as a member of the AdvancED Accreditation Network.

Thank you for the opportunity to serve you. We are committed to supporting the more than 34,000 institutions in more than 70 countries who believe in the power of AdvancED Performance Accreditation and the various school improvement tools and resources we offer worldwide.

For questions regarding the enclosed invoice, please contact Accounts Receivable at [accountsreceivable@advanc-ed.org](mailto:accountsreceivable@advanc-ed.org) or toll-free at 888.413.3669, ext. 5668.

Thank you again for your commitment to accreditation and continuous improvement.



**Invoice**

Customer No 71138  
Master Invoice No. M-00004339  
Invoice Date 04/15/2016  
Due Date 07/31/2016  
Invoice Total \$2,475.00



007069 L2TAEI09  
Wayne Community Schools  
Mark Lenihan  
611 W 7th St.  
Wayne, NE 68787-1715

**Questions ?**

Phone : 888-413-3669 X 5561  
678-392-2285 X 5561  
TIN : 20-861-3765



Invoice No.	Description	Total Price
00058582	2016-17 Accreditation Fee 16203 Wayne Junior-Senior High School	\$750.00
00058582	2016-17 eProve Maint. Fee 16203 Wayne Junior-Senior High School	\$75.00
00074651	2016-17 Accreditation Fee 236337 Wayne Elementary School	\$750.00
00074651	2016-17 eProve Maint. Fee 236337 Wayne Elementary School	\$75.00
00079646	2016-17 Accreditation Fee 71138 Wayne Community Schools	\$750.00
00079646	2016-17 eProve Maint. Fee 71138 Wayne Community Schools	\$75.00

**Invoice Total \$2,475.00**

This invoice is for your AdvancED/NCA CASI/NWAC/SACS CASI 2016-17 accreditation and technology maintenance fees. These fees are non-refundable. Failure to pay will result in the loss of accreditation and technology licenses.

Detach here and return coupon with payment

Wayne Community Schools  
Mark Lenihan  
611 W 7th St.  
Wayne, NE 68787-1715

Customer No 71138  
Master Invoice No. M-00004339  
Invoice Date 04/15/2016  
Due Date 07/31/2016  
Invoice Total \$2,475.00

Amount Enclosed : \$ \_\_\_\_\_

To pay on line by credit card, please visit [www.advanc-ed.org](http://www.advanc-ed.org)



Advance Education, Inc.  
P. O. Box 933823  
Atlanta, GA 31193-3823

9338230711380043397002475004

L2TAEI09 007069 109122817993 1NNNN NNNNN NNNNN 000001 CL2AETA

### **Jr./Sr. High Student handbook changes for 2016-17**

Add to front forms – Free and Reduced lunch sharing permission form, Chrome Book student pledge, and the Acceptable use form for computers and network.

Page 1 – Change to match board policy on non-discrimination.

Page 3 – Remove Dave Hix and replace Lee Brogie with Dave Wragge. Remove Tom Larson

Page 6 – 10 - Correct heading styles.

Page 8 – Correct wording on #3 and #4, and #6. Eliminate #6,9, and 10 under study hall.

Page 9 – spelling error (device) also device on P. 8.

Page 9 & 10 - Remove the bottom section of page 9 and take out all of page 10.

Page 11 - Bold 80% while in ISS or OSS.

Page 15 – Add to the top paragraph. These consequences apply to incidents that happen at school, at home or away events and while being transported in a bus or other school vehicle. Also on P. 15 add Terroristic threat to A5 and A6.

Page 19 – add to letter H1 – or inappropriate social media posts generated from on or off campus that interfere with the school day. Under H3 change to may notify police.

Page 20 – I6 remove wording “assigned by an administrator.

Page 22 – add to I26 - inappropriate use of computer or electronic devise to the discipline pages. Add an I27 – For locker abuse consequences.

Page 26 – add, It is recommended that work be made up in a 7-10 day period.

Page 27 – Add student will pay for damage to the book or replacement cost.

Page 128 – It is the students responsibility to keep the lockers neat, clean and organized. Lockers should be kept closed and locked at all times. No tape, glue or sticker are allowed on the inside or outside of lockers. Magnetic decorations will be allowed. All lockers will have combination locks. Students are not to share locker combinations with anyone.

Page 29 – Add that book bags should not be brought into the lunchroom during lunchroom hours.

Page 33 – Lunch prices???

Page 36 – Bold 70% and below for downs list.

Page – 37 – Remove Quill and Scroll club.

Page 38 – Bold the age range for dances.

Page 42 – Correct names for 504 and Safe and drug free schools. Take out Jill Pickinpaugh and A. Rasmussen.



*Metal Doors & Hardware Co.*

6949 So. 107<sup>TH</sup> Street

La Vista, NE. 68128

Phone: 402/592-0260

Fax: 402/592-0549

E -mail: [travish@metaldors.net](mailto:travish@metaldors.net)

Contractor: CWP

Attention: Michael T.

Project: Wayne Public School Door  
Replacement

Location: Wayne, Ne

Date: Wednesday, May 04, 2016

**We Quote:**

Section: Hollow Metal

“Hollow Metal” 2 Doors, 1 Door Frames/ Sidelights/ Transoms  
0 Borrowed Lights

Section: 81416

“Wood Doors” 12 “Pre-machined *Prefinished*”

Section: Hardware

“Finish Hardware” Per Specifications

For the sum of: \$ 26,065.00

**Qualifications:** Bid includes install of doors, frame and hardware. Glass is included at all wood and hollow metal doors.

**Alternates:** If we are to supply material only then please deduct \$ 5,480.00 from base bid.

*Glass Included*

*No Sales Tax*

*Installation Included*

*No Addenda*

*FOB Job Site*

**This quote is only good for 30 days**

**No Retainage**

**Delivery 8 Weeks**

**(After APPROVED shop drawings)**

*Travis Huss*

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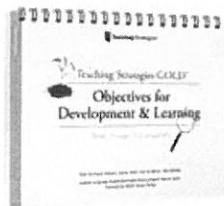
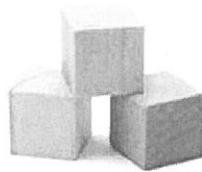
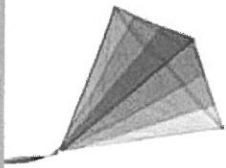
Sales Representative



# *Teaching Strategies GOLD®*

*Birth Through Kindergarten*

# Touring Guide



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Welcome to

## *Teaching Strategies GOLD*<sup>®</sup>

Dear Colleagues:

It is with great pleasure that I introduce *Teaching Strategies GOLD*<sup>®</sup>, an exciting resource that supports effective teaching and children's development and learning. It was created so that teachers finally have an assessment tool that is user-friendly and inclusive of all children—one that enables teachers to increase the accuracy of their assessments while having more time to interact with children. This Touring Guide gives you an inside look at our comprehensive assessment system.

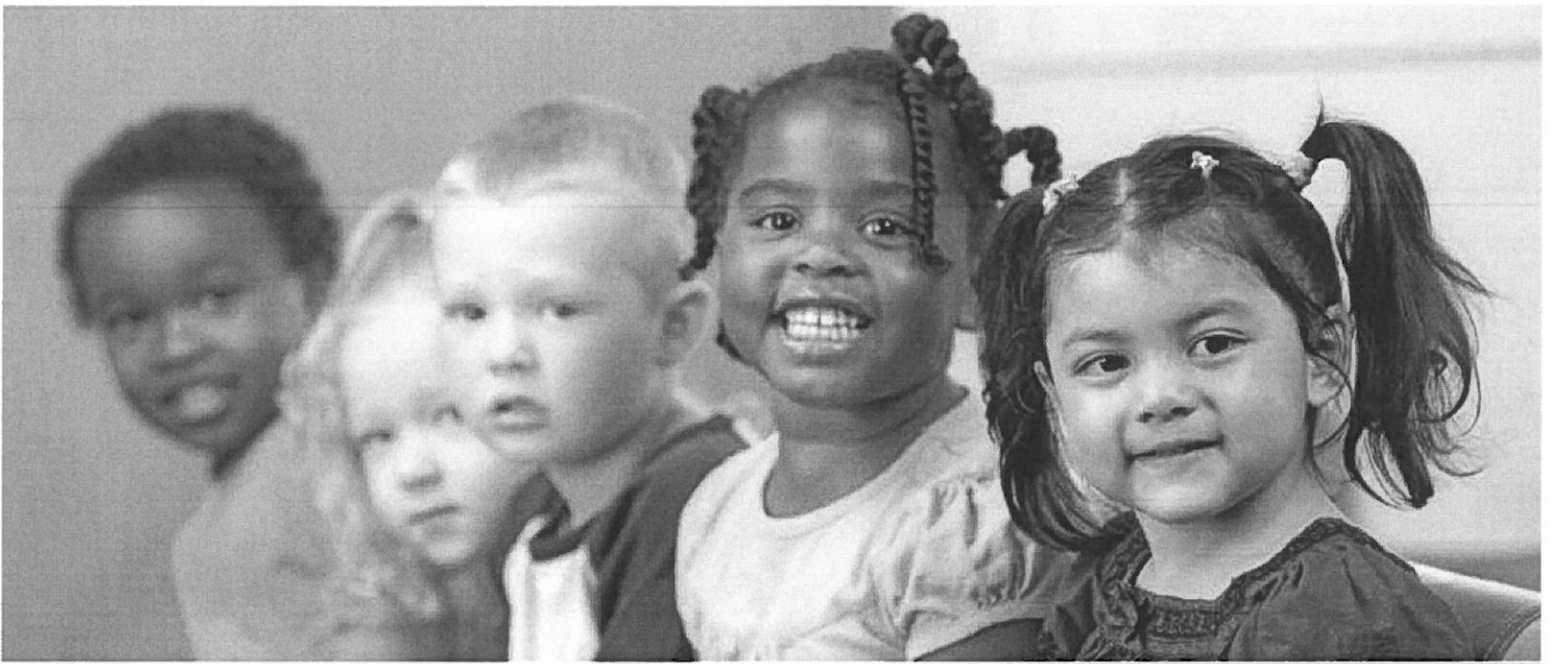
*Teaching Strategies GOLD*<sup>®</sup> is a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum. Grounded in 38 research-based objectives that include predictors of school success and are aligned with state early learning standards, *Teaching Strategies GOLD*<sup>®</sup> truly helps teachers focus on what matters most for children's success. It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills. Because *Teaching Strategies GOLD*<sup>®</sup> is a fully bilingual tool, it offers teachers support for assessing the dual-language learners in their classrooms who are learning English and Spanish.

Authentic, ongoing observational assessment is critical to planning appropriate learning experiences and helping children thrive. We think you'll agree that this comprehensive system will help you meet the strengths, needs, and interests of every child in your class. Enjoy the tour!

*Diane J. Dodge*

Diane Trister Dodge  
Founder and President





Exciting. Innovative. Comprehensive.  
For use with *any* developmentally  
appropriate curriculum.



## What Is *Teaching Strategies GOLD*?



*Teaching Strategies GOLD*<sup>®</sup> is an authentic, ongoing observational system for assessing children from birth through kindergarten, proven to be valid and reliable by extensive field testing. It helps teachers observe children in the context of everyday experiences, which is an effective way to get to know them well and find out what they know and can do.

*Teaching Strategies GOLD*<sup>®</sup> is based on 38 objectives that include predictors of school success and are aligned with state early learning standards. These objectives are the heart of the system—teachers use them to focus their observations as they gather information to make classroom decisions.

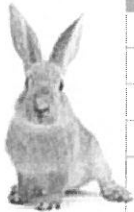
*Teaching Strategies GOLD*<sup>®</sup> online has many user-friendly features that help teachers increase the effectiveness of their assessments as they identify children’s developmental levels and describe children’s knowledge, skills, and behaviors. Research summaries, color-coded progressions of development and learning, online portfolios, and easy-to-generate, state-of-the-art reports are just a few of the tools that save teachers time and help eliminate some of the common challenges associated with assessment. Best of all, *Teaching Strategies GOLD*<sup>®</sup> leaves teachers with more time to interact with children.

With *Teaching Strategies GOLD*<sup>®</sup> online, teachers can:

- use a variety of tools to gather and organize meaningful data quickly.
- create a developmental profile of each child to answer the questions, “What does this child know? What is he or she able to do?”
- understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child’s learning.
- determine if a child is making progress and compare the child’s knowledge, skills, and behaviors to those of most children of his or her age or class/group.
- recognize children who might benefit from special help, screening, or further evaluation.
- generate comprehensive reports that can be customized easily and shared with family members and other stakeholders.

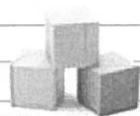
# What Are the *Teaching Strategies GOLD*® Objectives for Development & Learning?

*Teaching Strategies GOLD*® is grounded in 38 objectives that guide teachers throughout the assessment cycle. They are based on research, include predictors of school success, and are aligned with the *Head Start Child Development and Early Learning Framework* and early learning standards for each state. The objectives are organized into 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many of the objectives also include dimensions that guide teachers' thinking about various aspects of that objective, and help clarify what the objective addresses.



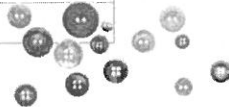
SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems
PHYSICAL	
4.	Demonstrates traveling skills
5.	Demonstrates balancing skills
6.	Demonstrates gross-motor manipulative skills
7.	Demonstrates fine-motor strength and coordination
a.	Uses fingers and hands
b.	Uses writing and drawing tools

LANGUAGE	
8.	Listens to and understands increasingly complex language
a.	Comprehends language
b.	Follows directions
9.	Uses language to express thoughts and needs
a.	Uses an expanding expressive vocabulary
b.	Speaks clearly
c.	Uses conventional grammar
d.	Tells about another time or place
10.	Uses appropriate conversational and other communication skills
a.	Engages in conversations
b.	Uses social rules of language
COGNITIVE	
11.	Demonstrates positive approaches to learning
a.	Attends and engages
b.	Persists
c.	Solves problems
d.	Shows curiosity and motivation
e.	Shows flexibility and inventiveness in thinking
12.	Remembers and connects experiences
a.	Recognizes and recalls
b.	Makes connections
13.	Uses classification skills
14.	Uses symbols and images to represent something not present
a.	Thinks symbolically
b.	Engages in sociodramatic play





LITERACY
15. Demonstrates phonological awareness
a. Notices and discriminates rhyme
b. Notices and discriminates alliteration
c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
a. Identifies and names letters
b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
a. Uses and appreciates books
b. Uses print concepts
18. Comprehends and responds to books and other texts
a. Interacts during read-alouds and book conversations
b. Uses emergent reading skills
c. Retells stories
19. Demonstrates emergent writing skills
a. Writes name
b. Writes to convey meaning
MATHEMATICS
20. Uses number concepts and operations
a. Counts
b. Quantifies
c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
a. Understands spatial relationships
b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

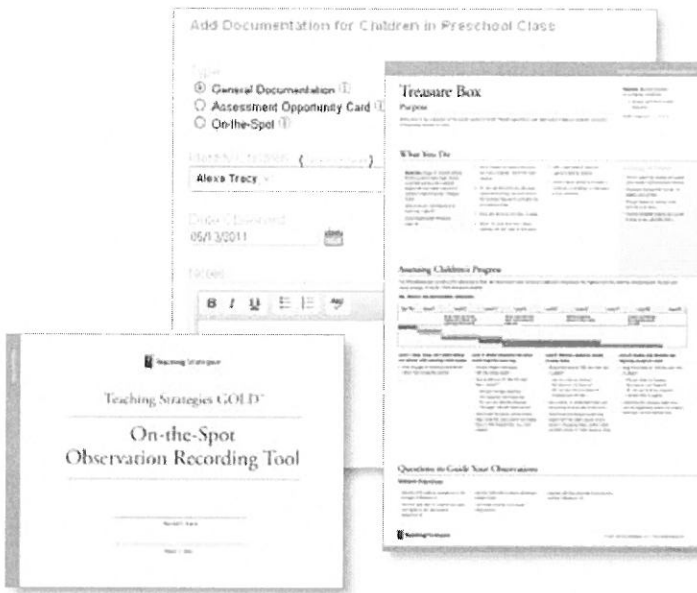


SCIENCE AND TECHNOLOGY
24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks
SOCIAL STUDIES
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge
THE ARTS
33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English



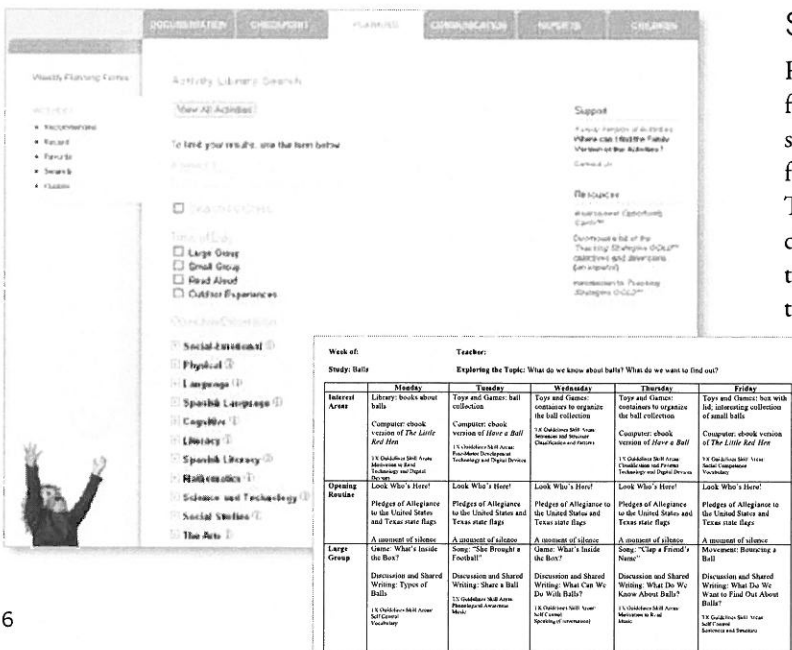
# How Does *Teaching Strategies GOLD*® Work?

*Teaching Strategies GOLD*® supports teachers through every step of the ongoing assessment cycle. Every day of the year, *Teaching Strategies GOLD*® helps teachers understand what to focus on, why it's important, how to gather and interpret assessment information, and how to use that information to plan meaningful learning experiences.



## Observe and Collect Facts

*Teaching Strategies GOLD*® offers easy-to-use tools to help teachers focus their observations of children, document facts, and organize the information. Optional tools like *Assessment Opportunity Cards*™ and the *On-the-Spot Observation Recording Tool* help teachers streamline their documentation. Electronic portfolios offer a generous amount of storage, allowing teachers to upload, organize and securely store photos, videos, and samples of children's work.



## Summarize, Plan, and Communicate

Reports, the activity library, and weekly planning forms are just a few of the tools that help teachers summarize, plan, and share information with families, administrators, and other stakeholders. Teachers have everything they need to discuss each child's development and learning with others, and to make informed decisions about the best ways to support each child's development.



## Analyze and Respond

*Teaching Strategies GOLD®* provides teachers with the support they need to answer the questions, “What does this information mean?” and “What do I do next?” Teachers “tag” each piece of documentation with related objectives. Often, one rich piece of documentation can address many objectives and dimensions—there’s no need to enter a unique observation for every objective. When it comes time to evaluate children’s progress, the system will use these tagged objectives and dimensions to help teachers make informed decisions.

**EDIT AN OBSERVATION NOTE FOR A CHILD**

NAME/Year: Spring 2009

Date Observed: 9/27/2009

Setting: Classroom

Label your observation notes below:

I saw "patty cake" with Alicia today. She did the whole circle walk on and said "me" when I said "baby and me." After we did it twice, she did the eye for nose, putting the tag of her fingers together, so I sang it with her again.

Identify all dimensions related to this observation. Check all that apply:

<p><b>Academic Dimension</b></p> <p>1. Analyzes own emotions and behaviors</p> <p>2. Formulates hypotheses</p> <p>3. Formulates and explains</p> <p>4. Formulates and explains problem-solving</p> <p>5. Formulates relationships with a rule</p> <p>6. Interprets with peers</p> <p>7. Uses flexible</p> <p>8. Adapts to emotional cues</p> <p>9. Participates cooperatively and respectfully in group situations</p> <p>10. Understands needs and rights of self and others</p> <p>11. Shows social initiative</p>	<p><b>Literacy</b></p> <p>12. Demonstrates oral language awareness</p> <p>13. Shows and demonstrates rhyme</p> <p>14. Shows and demonstrates alliteration</p> <p>15. Notices and demonstrates smaller and smaller units of spoken language</p> <p>16. Demonstrates knowledge of the alphabet</p> <p>17. Identifies and names letters</p> <p>18. Uses letter-sound knowledge</p> <p>19. Demonstrates knowledge of print and its uses</p> <p>20. Uses print conventions</p> <p>21. Compares and contrasts to books and illustrations</p> <p>22. Interacts during read-alouds and book conversations</p>
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## Evaluate

*Teaching Strategies GOLD®* guides teachers through the crucial process of evaluating children’s knowledge, skills, and behaviors. Color-coded progressions of development and learning make it easy for teachers to compare each child’s knowledge, skills, and behaviors to widely held expectations for most children of the same age or class/grade. To make evaluation simpler and easier, all documentation that teachers tagged with the objectives on the documentation screen are gathered on this screen as evidence to help teachers make their decisions.

Area: Mathematics

Objective: 20 - Uses number concepts and operations

Dimension: a Counts

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicator	Not Yet	Verbally counts and always in the correct order	Verbally counts to 10 objects up to five objects accurately, using one number name for each object	Verbally counts to 10 objects up to ten objects accurately, using one number name for each object	Verbally counts to 20 objects up to 10 objects accurately, using one number name for each object	Verbally counts to 20 objects up to 20 objects accurately, using one number name for each object	Verbally counts to 20 objects up to 20 objects accurately, using one number name for each object	Verbally counts to 20 objects up to 20 objects accurately, using one number name for each object	Verbally counts to 20 objects up to 20 objects accurately, using one number name for each object	Verbally counts to 20 objects up to 20 objects accurately, using one number name for each object
Examples		"Says, "One, two, ten" to the children to count	- Counts to ten when playing "Red and Green" - Counts out four children and puts them at the table			- Counts to twenty while making apple soup - Counts ten plastic spoons and says, "I have ten spoons." - When asked, "What comes after six?" says, "One, two, three, four, five, six, seven, seven."			- Counts twenty-eight steps to the cafeteria - When asked what comes after eleven, says "Twelve."	
Color-Coded Bands										

# How Does *Teaching Strategies GOLD*® Help Teachers Make Better Decisions?

To help children progress, teachers must understand what children currently know and can do, what steps they are ready to take next, and how to help them take those steps. *Teaching Strategies GOLD*® makes it easier for teachers to gather information in the classroom and communicate with families.

## Indicators and Examples

Progressions of development and learning—a central feature of *Teaching Strategies GOLD*®—enable teachers to understand how children’s observable behaviors relate to the objectives. They also help teachers predict likely next steps.

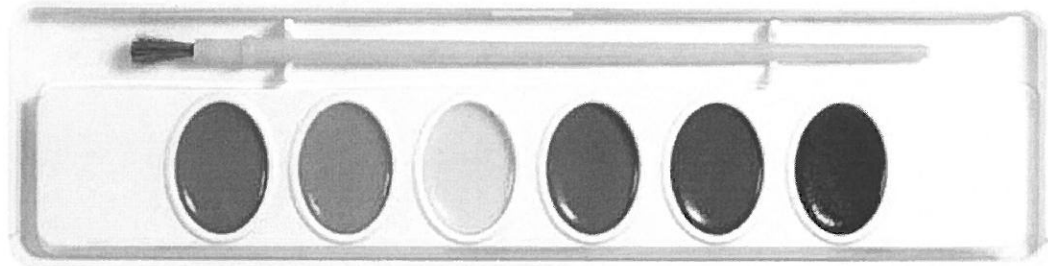
Many of the objectives include dimensions, which are more specific descriptions of aspects of the objective. Indicators and examples help teachers know what to look and listen for as they observe and interact—and how to interpret what they see and hear.

The clear, user-friendly progressions help teachers know exactly where to begin and continue tracking the progress of each child. Detailed examples make it easier for teachers to understand the indicators and effectively rate each child’s knowledge, skills, and behaviors. Each progression includes “in-between” levels to help teachers document children’s skills that are emerging but not yet fully developed. Embedded tips and audio and video clips provide immediate support with content and technology as teachers use the progressions.

Area: Social-Emotional ①										
Objective: 1 - Regulates own emotions and behaviors ①										
Dimension: a. Manages feelings ①										
Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate manner most of the time	
Examples <small>Hide</small>			<ul style="list-style-type: none"> <li>Calms self when touched gently, patted, massaged, rocked or hears a soothing sound</li> <li>Turns away from source of overstimulation and cries, but is soothed by being picked up</li> </ul>		<ul style="list-style-type: none"> <li>Gets teddy bear from cubby when upset</li> <li>Sits next to favorite adult when sad</li> </ul>		<ul style="list-style-type: none"> <li>When the block area is full, looks to see what other areas are available</li> <li>Scowls, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."</li> </ul>		<ul style="list-style-type: none"> <li>Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps."</li> <li>Says, "I'm so excited! We're going to the zoo today!" while jumping up and down</li> </ul>	
Colored Bands <small>Hide</small>										

## Color-Coded Progressions

*Teaching Strategies GOLD*® progressions have color-coded bands that show widely held expectations for children's development and learning. Based on research literature, the bands show at what levels most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Because development and learning are uneven and overlapping, the color bands also overlap, helping teachers guide their expectations realistically. Teachers see the full spectrum of development at once, enabling them to work with any child, at any level of development.



Red Birth to 1 year    Orange 1 to 2 years    Yellow 2 to 3 years    Green Preschool 3    Blue Pre-K 4    Purple Kindergarten

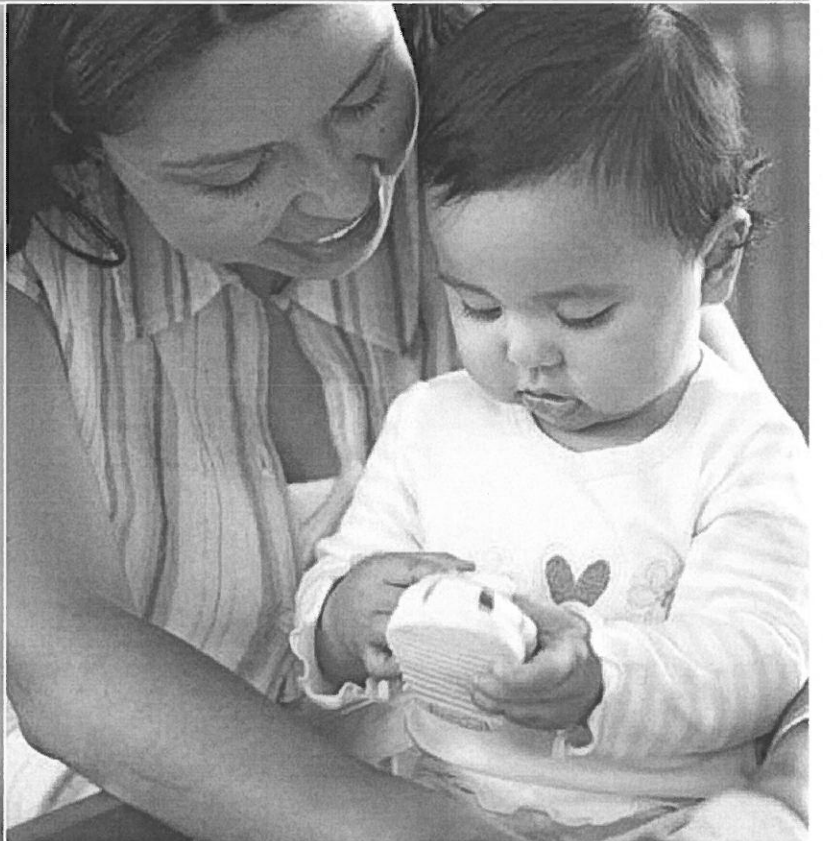
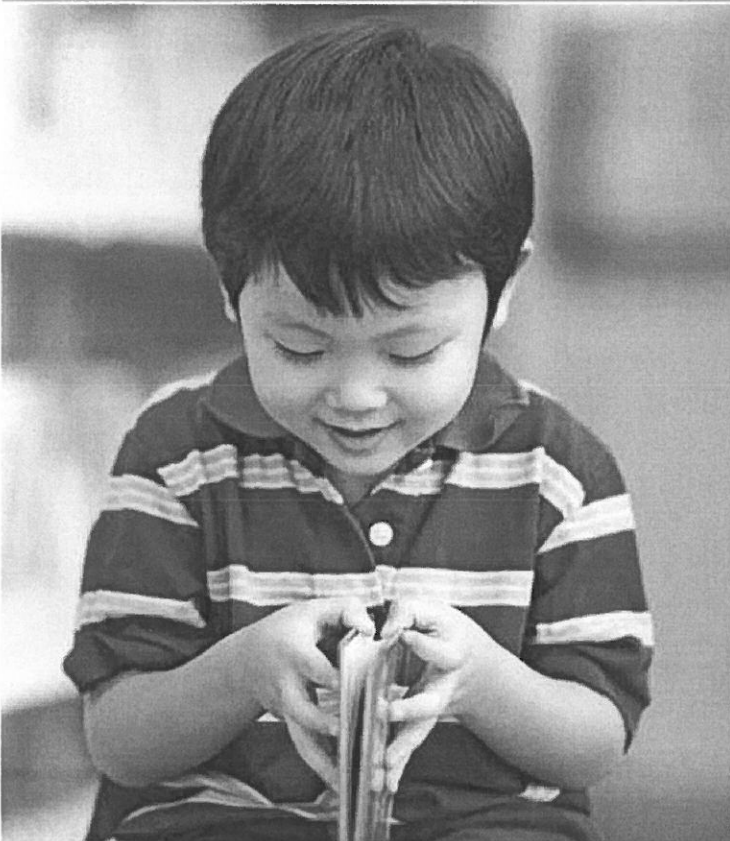


### Supports English- and Dual-Language Learners

- The tool supports assessment in both English and Spanish. With *Teaching Strategies GOLD*® teachers can view all assessment features and generate many reports in both English and Spanish.
- The tools can be used to measure children's progress in Spanish language and literacy.
- *Teaching Strategies GOLD*® offers teachers the option of using both English and Spanish language and literacy objectives, providing a more complete profile for dual-language learners.
- A "Home Language Survey" helps teachers learn more about the languages spoken at each child's home, as well as the language the child usually speaks at school.
- Two dedicated objectives focus specifically on children's acquisition of receptive and expressive skills in English. These objectives may be adapted to assess progress in acquiring any second language.



Research-based. Streamlined. Valid and reliable.



## What Makes *Teaching Strategies GOLD*® Unique?

Every feature of *Teaching Strategies GOLD*® was designed with teachers in mind. They save teachers time; help them make effective decisions as they rate each child's knowledge, skills, and behaviors; and focus their efforts on what is most important for each child's learning and development.

The tools and resources of *Teaching Strategies GOLD*® enable teachers to implement a comprehensive, complete system that directly links curriculum and assessment. *Teaching Strategies GOLD*® offers state-of-the-art, interactive options that enable teachers and administrators to run comprehensive reports with just a few clicks of the mouse. It also offers embedded professional development support and meaningful ways to involve families in the assessment process. It builds in support for every type of learner, with specific strategies and resources for working with children with advanced knowledge and skills and children with disabilities. Dedicated objectives and bilingual tools enhance the assessment of English- and dual-language learners.

Let's take a closer look at the features that make *Teaching Strategies GOLD*® unique.



Teaching Strategies GOLD® is

# Research-Based, Valid, and Reliable

Teaching Strategies GOLD® presents a complete assessment solution because it is research-based, valid, and reliable. It offers teachers a clear and effective way to take the guesswork out of the assessment process. With Teaching Strategies GOLD®, teachers don't have to wonder whether they're focusing on what's most important for children's development and learning. That's because Teaching Strategies GOLD's® unique features and tools help them know exactly what data to collect and how to interpret it—meaning less guessing and more reliable outcomes. And, since Teaching Strategies GOLD® is aligned with the Common Core State Standards, state early learning guidelines, and the *Head Start Child Development and Early Learning Framework*, educators know that all progressions point toward school success.

## Research-Based

Teaching Strategies GOLD® is thoroughly grounded in the most current research about how children develop and learn. Teachers can access a wealth of information that provides an essential base for supporting their assessment decisions. Comprehensive summaries of important research findings explain why each objective is important and how it is a predictor of school success. The practical teaching strategies that are provided in relation to each objective reflect the most current thinking about best practices in early childhood education. These pages also include special considerations for English- and dual-language learners and children with special needs, as well as cultural considerations. With Teaching Strategies GOLD®, teachers can be confident that they're equipped with all the necessary information for making classroom decisions.

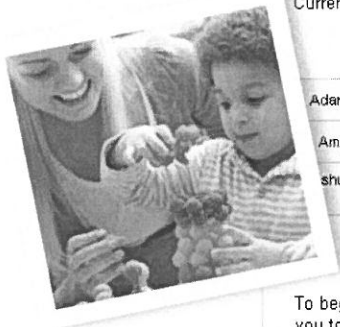
The screenshot displays three overlapping panels from the Teaching Strategies GOLD website. The top panel is titled "Objective 18: Comprehends and responds to books and other texts" and includes a "Back to Previous Page" button and a list of bullet points: "Provide high-quality children's literature from a variety of genres, include picture books, poetry, and informational books. Call attention to how ideas are presented in different ways in different types of books," "Prepare children for reading by looking at text," "Provide opportunities for children to make predictions," and "Support children's use of language." The middle panel is titled "Area of Development: Physical" and includes a "Back to Previous Page" button and a link to "Read about the Research and Background for Physical Development." The bottom panel is titled "Area of Development: Mathematics" and includes a "Back to Previous Page" button and a link to "Read about the Research and Background for Mathematics." This panel contains several paragraphs of text discussing children's mathematical knowledge, research on early math skills, and the role of adults in supporting mathematical learning.

Valid and  
Reliable

*Teaching Strategies GOLD*® has been rigorously and extensively field tested by independent researchers who measured the reliability and validity of the tool. That field testing, conducted at sites carefully selected to be representative of a national sample, determined that *Teaching Strategies GOLD*® is both reliable and valid. Teachers' ratings are consistent and stable, and *Teaching Strategies GOLD*® can be used to effectively assess children from birth through kindergarten. Research for *Teaching Strategies GOLD*® is ongoing, so please visit [TeachingStrategies.com/GOLD](http://TeachingStrategies.com/GOLD) for updates.

Interrater  
Reliability  
Certification

Interrater reliability practice and certification helps early childhood educators increase effectiveness when they identify the children's levels of development and learning. Teachers seeking interrater reliability certification analyze online portfolios. Their assessment decisions are then compared with those of *Teaching Strategies GOLD*® developers, with an agreement goal of 80% or better. Teachers can participate in certification any time it's convenient for them, from any location. When reliability is achieved, teachers can stand behind assessment decisions with greater confidence.



**Checkpoint by Area for Interrater Reliability Certification**

Current Round: 1

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Adam, 3 years old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy, 4 years old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shua, 13 months old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key**

- Not Started
- In Progress
- Complete
- Submitted
- n/a Not Applicable

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**Support**

[Download the Guide to Interrater Reliability Certification.](#)

[Download Navigating the Interrater Reliability Certification Screens.](#)

To begin or continue evaluating portfolios, click on a box in the chart above. This will take you to the first checkpoint level screen for the child and area of development and learning that you selected. You may begin with any child and area, and you may complete the checkpoint levels in any order.

The color of each box will indicate your progress. Refer to the **Key** on the right side of the screen for details.

You may click on boxes to review and change your levels at any time before you submit them to be scored. **Once your levels are submitted, they cannot be changed.**



Teaching Strategies GOLD® is

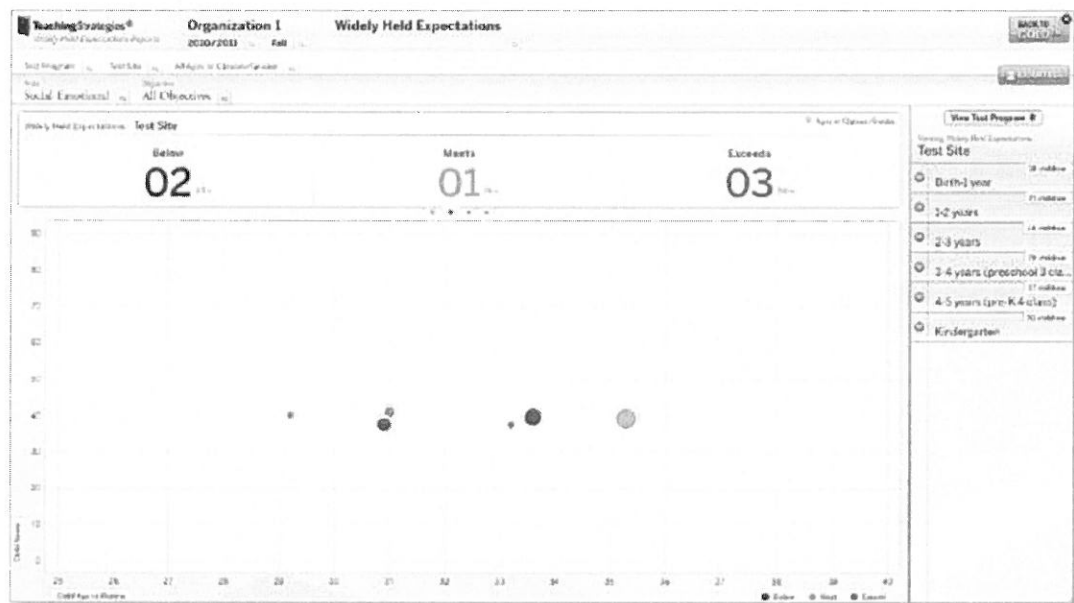
# Leading the Way with Reports

Teaching Strategies GOLD® features state-of-the-art interactive reporting for teachers and administrators. The reporting options are simple to use and understand, while allowing the user to easily visualize each child's progress. In addition to interactive reports, Teaching Strategies GOLD® also offers reports for planning and reports for parents, all of which are designed to be used on an ongoing basis to help guide, instruct, and inform. Many of the reports can be generated in both English and Spanish.

## Widely Held Expectations Report

INTERACTIVE REPORT

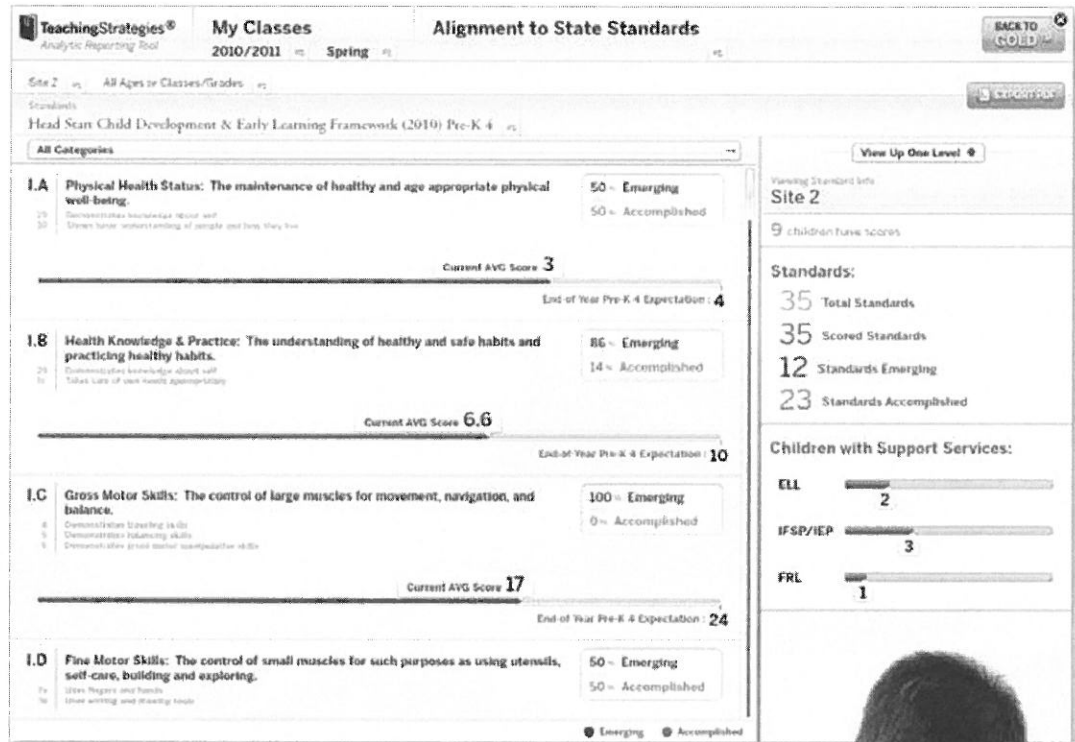
The “Widely Held Expectations Report” compares information about the knowledge, skills, and behaviors of an individual child, class, or other group with widely held expectations for children of the same age or same class/grade. It tells teachers and administrators whether children’s knowledge, skills, and behaviors are below, meeting, or exceeding expectations for most children of the same age or class/grade. The report can be customized in a number of ways, such as by incorporating information about support services or looking specifically at an area, objective, or dimension. This helps ensure that stakeholders are getting the clear picture they need.



## Alignment Report

INTERACTIVE REPORT

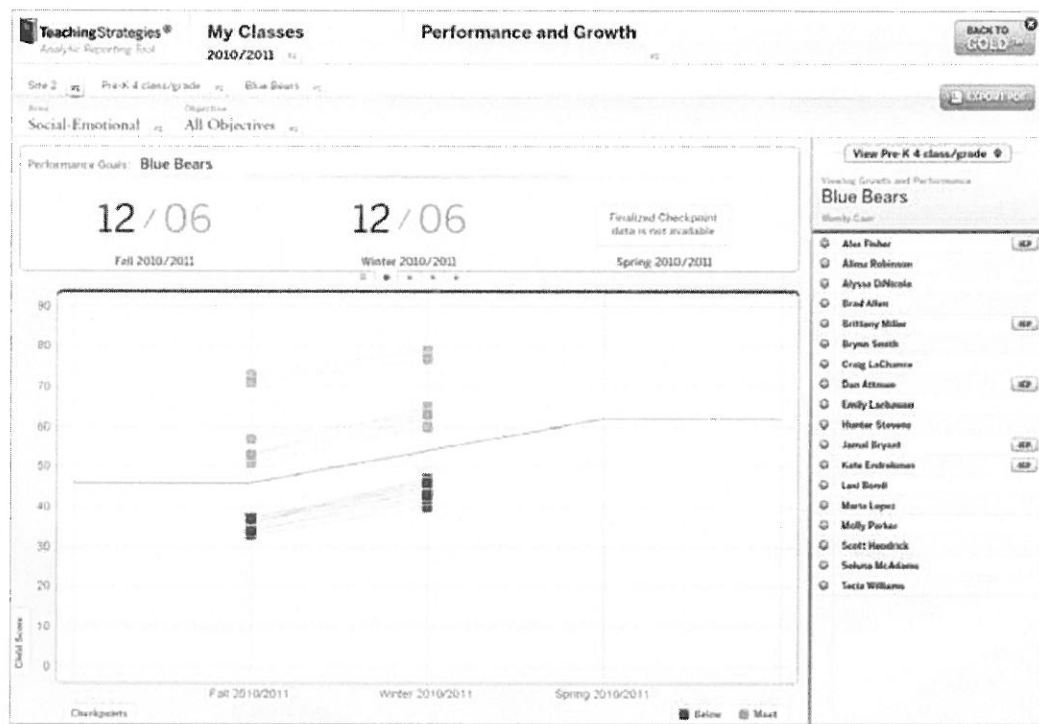
Teachers and administrators must feel confident that their assessment system can effectively measure the knowledge, skills, and behaviors of each child and show how the data relates to particular state standards. The “Alignment Report” enables teachers and administrators to collect universal child outcomes data, so they can quickly see the alignment of each of the *Teaching Strategies GOLD*® objectives to the *Head Start Child Development and Early Learning Framework* or the early learning standards of a particular state. The report provides easy access to information that’s essential to outcomes evaluation, such as the number of children who received support services. In relation to specific state standards, educators can easily view the percentages of children whose skills are emerging and children who have achieved the standards.



## Performance and Growth Report

INTERACTIVE REPORT

The “Performance and Growth Report” provides a snapshot of children’s development and learning over multiple checkpoint periods. Outcome data can be combined in a variety of ways to show children’s performance and growth throughout the academic year at the organizational, program, and site levels, or within classrooms. The reports help teachers answer these important questions: “Is this child (or group of children) meeting end-of-year expectations?” and “Is this child (or group of children) demonstrating progress toward meeting expectations?” With this information, administrators can understand how their organizations, programs, sites, or classes are doing over time and easily see where additional support might be required.



## Reports for Planning

*Teaching Strategies GOLD®* features a suite of reports designed to provide teachers with continuous information about children’s progress. These reports include the “Individual Child Report,” which enables teachers to view the progress of individual children, and the “Class Profile Report,” which assists with planning for groups of children who are at similar levels. Teachers can generate these and other planning reports on an ongoing basis, and use the data to inform instruction and individualize learning experiences for each child.

## Family Report

The “Development and Learning Report” shares information with family members by providing a narrative for every objective or dimension. The report helps family members understand their child’s skills, knowledge, and behaviors, and it identifies likely next steps in the child’s development and learning (see page 29).

Expectations

Performance and Growth

Alignment Report

Class Profile

Individual Child

Development and Learning

- Create New
- View Shared

Snapshot

Forms

### Development and Learning Report

**Date:** 5/13/2011  
**Child:** Bella Rodriguez  
**Areas of Development and Learning:** Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition  
**Season:** Fall 2010/2011

This report highlights your child’s strengths in particular areas of development and learning.

**Social-Emotional**

Currently, Bella:	Recommended Activity
Comforts self by seeking out special object or person	Active Listening ( <a href="#">View Other Activities</a> )
Is beginning to manage classroom rules, routines, and transitions with occasional reminders	Give Signs and Signals ( <a href="#">View Other Activities</a> )
Is beginning to demonstrate confidence in meeting own needs	Let's Go ( <a href="#">View Other Activities</a> )
Uses trusted adult as a secure base from which to explore the world	Art for Two ( <a href="#">View Other Activities</a> )
Is beginning to identify basic emotional reactions of others and their causes accurately	Others Have Feelings, Too ( <a href="#">View Other Activities</a> )
Uses successful strategies for entering groups	Rock the Boat ( <a href="#">View Other Activities</a> )
Is beginning to establish a special friendship with one other child, but the friendship might only last a short while	
Takes turns	Leaf Rubbings ( <a href="#">View Other Activities</a> )
Seeks adult help to resolve social problems	Facilitating Conflicts ( <a href="#">View Other Activities</a> )

Support

[Contact Us](#)

Resources

[Introduction to Teaching Strategies GOLD™](#)

# Teaching Strategies GOLD® is Teacher-Friendly

Teaching Strategies GOLD® is an extremely teacher-friendly early childhood assessment system for one simple reason: It doesn't just tell teachers what to do; it explains *why* particular information is important, and *how* they can use assessment information to help children progress.

## Progressions of Development and Learning

Teaching Strategies GOLD® offers progressions for the objectives in the major areas of child development and learning (social-emotional, physical, language, and cognitive); the content areas of literacy and mathematics; and the area of English language acquisition. When teachers use the progressions to understand the typical order in which children's skills advance, they can sequence learning experiences appropriately. Knowing exactly where to begin means knowing how best to help each individual child progress.

Area: Social-Emotional (1)									
Objective: 1 - Regulates own emotions and behaviors (1)									
Dimension: 1a - Manages feelings (1)									
Level	Indicators	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Not yet	Shows adult response to calm self			Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls one own responses to an appropriate manner most of the time
Examples		<ul style="list-style-type: none"> <li>Cries self when touched gently, patted, massaged, tickled or hears a soothing sound</li> <li>Turns away from source of over-stimulation and cries, but is soothed by being picked up</li> </ul>			<ul style="list-style-type: none"> <li>Gets better bear from cubby when upset</li> <li>Sits next to favorite adult when sad</li> </ul>		<ul style="list-style-type: none"> <li>When the block area is full, looks to see what other areas are available</li> <li>Says, "I didn't get to park this morning." Pauses and adds, "I have an idea I can park after snack."</li> </ul>		<ul style="list-style-type: none"> <li>Announces, "No more! You're not sharing the blocks! He's going to play with the blocks!"</li> <li>Says, "No, no, no! He's going to the zoo today!" while jumping up and down</li> </ul>
Colored Bar		[Bar]		[Bar]		[Bar]		[Bar]	

## Interactive Support, Every Step of the Way

To support assessment decisions, Teaching Strategies GOLD® offers audio explanations and video examples for each of the objectives. A simple mouse click leads to more detailed information that can help teachers understand how their observations relate to indicators. Teaching Strategies GOLD® online also recognizes what part of the assessment cycle teachers are working on, and it offers helpful tips and suggestions related to that work.


Dimension 7b: Uses writing and drawing tools

How About It?

00:00 [Progress Bar] 00:00

See It!

Nyia (4 years old) uses a three finger grasp when holding the marker to write a note. This demonstrates her ability to use a writing tool with efficient hand placement.



00:01 [Progress Bar] 00:41

Just a Few Clicks To Find Out *What, Why, and How*

*Teaching Strategies GOLD*® summarizes important research findings to help teachers understand what objectives are important, and why, and also gives them the information they need to articulate their importance to those outside of the classroom, such as administrators and parents. Teaching strategies for each objective show how to help children progress.

Area of Development: Physical

Back to Previous Page

Read about the Research and Designwork for Physical Development

Area of Development: Mathematics

Back to Previous Page

Read about the Research and Designwork for Mathematics

Children slowly construct informal mathematical knowledge, beginning in the first few months of life. First-hand exploration is important for learning mathematics. As infants, children begin to use their everyday experiences to construct a variety of fundamental mathematical concepts and strategies. The knowledge children acquire informally provides the foundation for the concepts and skills that they later learn formally in school. Through the essential process skills of problem solving, reasoning, communicating, making connections, and representing, children learn mathematics content (Copley, 2000; Geist, 2009).

Research has made a clear link between early math skills and later school reading and math achievement. An analysis of six longitudinal studies showed that early math skills have the greatest predictive power, followed by reading and then attention skills (Duncan et al., 2007). Children's knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children's mathematical learning (Clements & Sarama, 2009).

Regardless of social class, culture, or disability, most children develop mathematical skills. However, there are gaps in some children's informal knowledge that make it difficult for them to understand school mathematics (Benigno & Ellis, 2004; Klein & Starkey, 2004). Language plays a central role in teaching and learning mathematics. For a child with a disability, the environment or materials may need to be adapted, routines adjusted, or an activity modified. The teacher's role is to determine what special supports a child needs to participate fully (Copley, Jones, & Digne, 2007).

A Searchable Library of Developmentally Appropriate Activities

To support teachers in their efforts to promote children's development and learning, the *Teaching Strategies GOLD*® activity library contains over 1,000 developmentally appropriate activities in English and Spanish. It is also searchable, so teachers can easily pinpoint those related to particular objectives or skills. To make activity selection even easier for teachers, *Teaching Strategies GOLD*® can also recommend activities on the basis of information that has been entered in the system for a child. The system also provides a family version of each activity, which inserts the child's name directly into the activity.

Activity Library Search: Results

Current View  
All Activities

Activity	
"All About Me" Books	View
"D" Is for "Door"	View
"I Love You" Card	View
A Letter to a Friend	View
ABC Song	View
Acknowledging Efforts	View
Action Charades	View
Action!	View

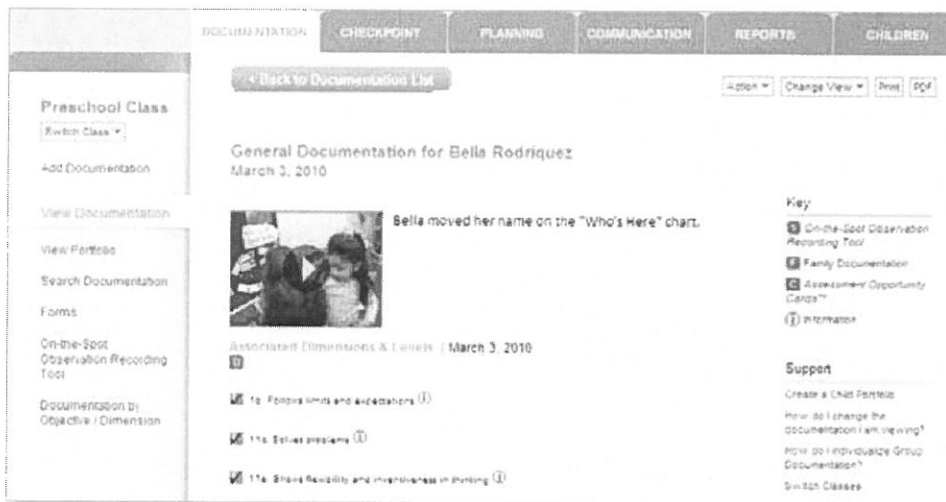


# Teaching Strategies GOLD® is Streamlined

Teaching Strategies GOLD® offers many features and tools that help make the assessment process efficient.

## Online Portfolios

Teaching Strategies GOLD® offers teachers the ability to create online portfolios and easily upload scans, photos, observation notes, and video clips. Including multimedia examples is a simple way to document more than one aspect of a child's development and learning. With generous storage space for large files, teachers can upload a wide variety of documentation to support each child's developmental profile.



## Minimal Navigation and Simplified Fields

With minimal navigation required and just a few simple fields to fill out, the assessment process is streamlined, saving teachers valuable time. When it is time to make informed decisions, all the information teachers need—objectives, dimensions, indicators, examples, and expectations—appears on one screen. There's no need to navigate among screens to gather the necessary information.

Area: Mathematics	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
<b>Objective: 20 - Uses number concepts and operations</b> Dimension 2: Counts									
<b>Indicators</b> <i>Not yet</i>	<b>Verbally counts</b> but always in the correct order	<b>Verbally counts</b> but always in the correct order	<b>Verbally counts</b> up to 10 objects and able to count one object faster for each object	<b>Verbally counts</b> up to 10 objects and able to know the last number when counting	<b>Verbally counts</b> up to 20 objects and able to know the last number when counting	<b>Verbally counts</b> up to 20 objects and able to know the last number when counting	<b>Verbally counts</b> up to 20 objects and able to know the last number when counting	<b>Uses numeral</b> numbers while counting to 100	<b>Uses numeral</b> numbers while counting to 100
<b>Examples</b>	- Says, "One, two, ten" as she pretends to count	- Counts to ten when playing "Hide and Seek"	- Counts out four stickers and puts them all in the box	- Counts ten plastic worms and says, "There ten worms."	- When asked, "What comes after six?" says, "One, two, three, four, five, six, seven, seven."	- Counts twenty while walking across room	- Counts ten plastic worms and says, "There ten worms."	- When asked, "What comes after fifteen," says "Sixteen."	- Counts twenty-eight steps to the cafeteria
<b>Colored Bands</b>									

Observation Tools

*Teaching Strategies GOLD*® provides optional user-friendly tools that help teachers capture important information quickly and easily. *Assessment Opportunity Cards*™, which include directions for short, playful, curriculum-embedded classroom experiences, provide additional opportunities for teachers to observe children’s literacy and numeracy skills. The *On-the-Spot Observation Recording Tool* is a convenient checklist that helps teachers quickly capture information about selected objectives, eliminating the need for teachers to create their own checklists.

**Duck, Duck, Goose Word Play**

**Purpose**

Teachers can be surprised one year of word. In addition, the reason of "Duck, Duck, Goose" when repetition activities are used, repeated words are made to be used for children and make for individual words.

**What You Do**

**Materials/Activities for Development & Learning (Level 3)**  
 (Use Assessment Profile page 3)

1. Have children to sit in a circle.
2. Play a few rounds of the game. Each child makes a name or sentence with "Duck, Duck, Goose" in their name. Each child says "Duck, Duck, Goose, I'm \_\_\_\_\_, What's My Name?"
3. Ask the children that how many the game is a different day.

**Assessing All Children**

- Watch a classroom, make notes on the level and the level as it goes. Make notes, behavior, and responses, or take a photo for each child as a positive feedback.
- Record notes to capture the child's communication skills.
- Record a list of words for the child.
- Record a list of words for the child.

**Assessing Children's Progress**

Use this information to track the children's skills. Use the information to track the children's skills. Use the information to track the children's skills. Record your notes on page 79 of the Child Assessment Profile.

**Use, Review and measure the child's and teacher's skills of word**

Child No.	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

**Level 3: Know and show awareness of separate words in sentences**

- Know a few words separate words in sentences.
- Know the words separate words in sentences.
- Know the words separate words in sentences.
- Know the words separate words in sentences.

**Level 4: Know and show awareness of separate words in words**

- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.

**Level 5: Know and show awareness of separate words in words**

- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.

**Level 6: Know and show awareness of separate words in words**

- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.

**Level 7: Know and show awareness of separate words in words**

- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.

**Level 8: Know and show awareness of separate words in words**

- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.

**Level 9: Know and show awareness of separate words in words**

- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.
- Know the words separate words in words.

**Questions to Guide Your Observations**

**Related Objectives**

- How many words can you hear in the sentence?
- How many words can you hear in the sentence?
- How many words can you hear in the sentence?
- How many words can you hear in the sentence?

**Teaching Strategies**

**Teaching Strategies GOLD**

**On-the-Spot Observation Recording Tool**

Teacher's Name \_\_\_\_\_

Class \_\_\_\_\_



Teaching Strategies GOLD® is

# Supportive of Dual-Language Learners

Teaching Strategies GOLD® can be used to assess children who are developing skills in more than one language. Now programs no longer need to rely on a separate tool to assess the English- and dual-language learners in their classrooms.

## Fully Bilingual System

The content of the *Teaching Strategies GOLD®* teacher site is available in both English and Spanish. Teachers simply select “View Spanish” to view all screens in Spanish and monitor children’s progress in relation to all 38 objectives. Many reports can also be generated in Spanish. This feature provides extra support to programs that provide instruction in Spanish and/or to teachers who prefer to read in Spanish. *Teaching Strategies GOLD®* can also be used to support dual-language learners who speak a language other than Spanish or English because many of the objectives, such as physical and social-emotional objectives, are not language-dependent. The English language acquisition objectives can be adapted to assess progress in acquiring any second language.

Verificación del progreso por área para la clase de Preschool Class Cambiar vista ▾

Temporada: otoño 2010/2011  
**La fecha de entrega para la verificación del progreso es: 29 de octubre de 2010**

No se olvide de completar los Objetivos de contenido, de adquisición del inglés (si aplican) y de lenguaje y lectoescritura en español (si aplican). Seleccione a la izquierda el área y los objetivos apropiados.

	Socioemocional	Físico	Lenguaje	Cognitivo	Finalizar por niño
Alicia Morgan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bella Rodriguez	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Grace Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jonathan Wu	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kyla Johnson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Home Language Survey

The “Home Language Survey” helps teachers gather and record useful information about the language(s) children hear and speak at home and at school. This information assists teachers in planning ways to support children’s language and literacy development and deciding when to use Objectives 37 and 38. Teachers discuss the questions with parents or other family members (with the assistance of interpreters, if necessary), and they determine the answers together.

Complete Home Language Survey

The English Language Acquisition objectives are to be used as needed with children age 3 and older whom you classify as English or dual-language learners. In order to determine whether or not to use the English Language Acquisition objectives (Objectives 37 & 38) you will need to gather information about what language the child and his or her family members use at home, and what language the child uses while he or she talks with the teachers and other children in the classroom. While the English Language Acquisition objectives are not used with very young children, this information should still be collected as useful background information.

Answer the following questions about the child and the family members who care for the child. You will respond by using a scale ranging from “only English” to “only home language”. Try to gather as much information as possible to help you answer the questions. If you are unable to answer a question because you do not know the answer or because the child is not yet speaking, circle N/A.

1. What language do family members use when speaking to the child in the home?

N/A	1	2	3	4	5
Not applicable	only English	mostly English	both equally	mostly home language but some English	only home language (not English)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home Language 1: Unknown	<input checked="" type="checkbox"/>				
Home Language 2: Unknown	<input checked="" type="checkbox"/>				

### Objectives for English Language Acquisition

*Teaching Strategies GOLD*® includes two objectives that focus on English language acquisition. They were developed by nationally recognized expert Dr. Patton Tabors. Objective 37, “Demonstrates progress in listening to and understanding English,” helps measure children’s receptive language skills. Objective 38, “Demonstrates progress in speaking English,” helps measure their expressive language skills.

Checkpoint for Bella Rodriguez  
Season Fall 2010/2011  
The checkpoint due date is: October 29, 2011

Area: English Language Acquisition  
Objective: 37 - Demonstrates progress in listening to and understanding English

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet	Obtains others' attention as they converse in English during play or other small group experiences; they respond to labels articulated by modeling behaviors; attends to oral English	Responds to common English words and phrases when they are accompanied by gestures or other visual aids	Responds to English words and phrases when they are not accompanied by gestures or other visual aids	Understands increasingly complex phrases used by adults and children					
Examples										
Previous Checkpoints						Spring 2009/2010				
Documentation										
Bella Rodriguez	1	2	3	4	5	6	7	8	9	

### Spanish Language and Literacy Objectives

*Teaching Strategies GOLD*® offers Spanish language and literacy objectives to help teachers scaffold children’s learning in these areas. These objectives are similar to the English language and literacy objectives, but they have been adapted to reflect patterns of development unique to Spanish language and literacy. Teachers have the option of using both English and Spanish language and literacy objectives, assessing learning in both languages and getting a more complete profile of a child’s development.

Checkpoint for Bella Rodriguez  
Season Fall 2010/2011  
The checkpoint due date is: October 29, 2011

Area: English Literacy  
Objective: 15 - Demonstrates phonological awareness  
Dimension 1: Notices and discriminates smaller and smaller units of sound

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet	Makes and shows awareness of separate words in sentences	Makes and shows awareness of separate syllables in words	Identifies, associates and blends onset and rime	Verbalizes associates and blends individual phonemes in words					
Examples		Point to objects with words like: "cherry, tree, ice cream"	Point to each syllable of word: "the, cat, dog"	Point to letters and words: "the, cat, dog"	Point to letters and words: "the, cat, dog"					
Previous Checkpoints										
Documentation										
Bella Rodriguez	1	2	3	4	5	6	7	8	9	

Verificación del progreso de Bella Rodriguez  
Semestre: otoño 2010/2011  
La fecha de entrega para la verificación del progreso es: 29 de octubre de 2011

Area: Lectoescritura en español  
Objetivo: 15 - Demuestra conocimientos fonológicos  
Dimensión 1: Nota y diferencia unidades cada vez más pequeñas del sonido

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicadores	Not Yet	Escucha y reconoce las palabras en palabras	Escucha y reconoce las sílabas por separado y las puede reorganizar	Escucha y reconoce los sonidos por separado y los puede reorganizar	Puede separar los sonidos de las palabras y los puede unir	Puede separar los sonidos de las palabras y los puede unir				
Ejemplos		El niño grita un solo sonido con una palabra: "cat" "the" "dog"	El niño grita un solo sonido con una palabra: "cat" "the" "dog"	El niño grita un solo sonido con una palabra: "cat" "the" "dog"	El niño grita un solo sonido con una palabra: "cat" "the" "dog"	El niño grita un solo sonido con una palabra: "cat" "the" "dog"				
Verificación del progreso										
Documentation										
Bella Rodriguez	1	2	3	4	5	6	7	8	9	



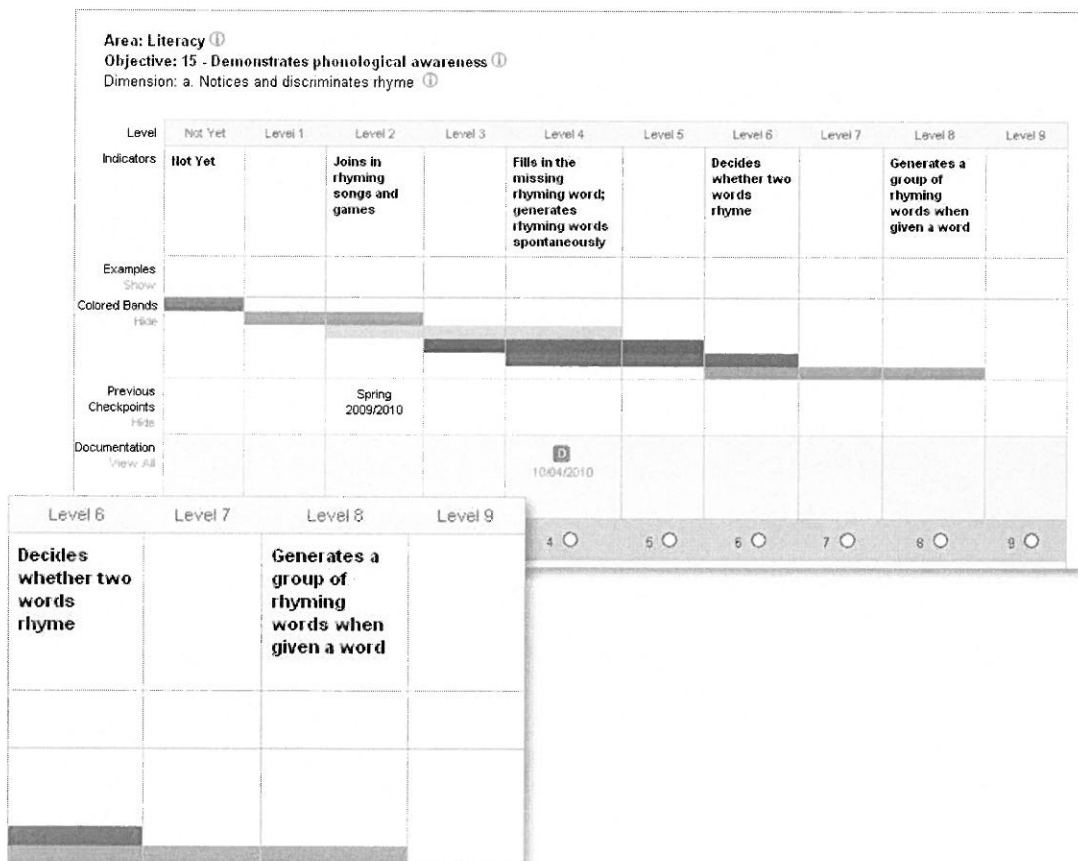
Teaching Strategies GOLD® is

# Appropriate for All Children

Teaching Strategies GOLD® is a strengths-based tool that uses universal language to reflect an understanding that all children show what they know in various ways. To ensure that all children—including those with disabilities—are making progress, teachers recognize the many emergent skills that precede the development of typical skills from birth through kindergarten.

## Support for Advanced Learners

All children benefit from support, including children who are advanced learners. Because the *Teaching Strategies GOLD®* assessment system provides a picture of predictable development and learning over more than six years, children whose skills and abilities are advanced for their age are still able to show progress. Teachers use the progressions to identify a child's current ability level, as well as the next step along the progression for each dimension. This information helps teachers scaffold children's learning and ensure the child stays challenged, stimulated, and engaged. Also, since *Teaching Strategies GOLD®* assesses all areas of development, teachers may discover an area that still needs strengthening for a child, even if that child is advanced in other tasks.



## Support for Children With Disabilities

*Teaching Strategies GOLD*® can be used successfully to assess children with disabilities. Here's why: *GOLD* explains what progress looks like, so every child can show strengths. It focuses on a child's current developmental levels and the progress the child makes over time. And, because *GOLD* is strengths-based, children can demonstrate skills and behaviors in many ways, even if there are developmental delays in a particular area.

Many features make *Teaching Strategies GOLD*® unique as an assessment tool for children with disabilities:

- *Teaching Strategies GOLD*® is fully aligned with OSEP (Office of Special Education Programs) outcomes, and automatically converts the information entered from *GOLD* to the seven-point scale on the Child Outcomes Summary Form (COSF). This allows administrators to generate OSEP mandated reports. Plus, *Teaching Strategies GOLD*® developers worked directly with the Early Childhood Outcomes Center (ECO) on the crosswalk to ensure its effectiveness for assessing children with disabilities.
- The seamless nature of *Teaching Strategies GOLD*® offers teachers a comprehensive picture of development and learning over a child's life from birth through kindergarten. Teachers begin the year with a clear idea of the child's performance and growth over time. By generating reports for children prior to the start of the year, teachers are able to individualize instruction for children and use time effectively.
- *Teaching Strategies GOLD*® objectives have "in-between" levels that are critical for children with disabilities or any child whose skills are emerging or needs support (physical support, visual support, gestures or modeling). These "in-between levels" help teachers indicate that a child CAN accomplish a task or demonstrate a skill with appropriate supports. This also provides excellent information to the teacher for scaffolding children's learning.
- For children who have IEPs, *Teaching Strategies GOLD*® online will automatically provide teachers with additional dimensions related to self-care, including feeding, toileting, dressing, and safety. This allows teachers to take a closer look at specific aspects of development that may be especially important for children with disabilities.



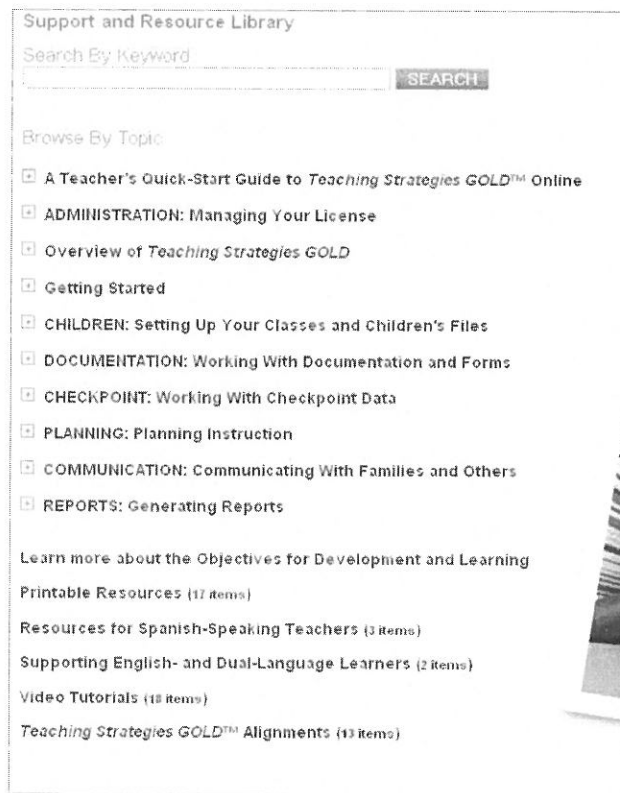
Teaching Strategies GOLD® is

# Supportive of Teachers' Implementation

Teaching Strategies GOLD® offers many levels of support for teachers as they use the system. From resources and assistance built right into the tool to online and in-person professional development sessions, teachers have the information they need to use Teaching Strategies GOLD® successfully.

## Support and Resources Links

Accessible from every screen, the “Support” and “Resources” links provide a wealth of helpful information to assist teachers throughout the assessment process. “Support” links offer help with the technology, answering questions such as “How do I change the documentation I am viewing?” or “How do I upload a picture?” “Resources” links lead to helpful tools, like *Assessment Opportunity Cards™*, video tutorials, and sample “Weekly Planning Forms.”



The screenshot shows a web interface titled "Support and Resource Library". At the top, there is a search bar with the text "Search By Keyword" and a "SEARCH" button. Below the search bar, there is a section titled "Browse By Topic" with a list of categories, each preceded by a square icon containing a plus sign. The categories are: "A Teacher's Quick-Start Guide to Teaching Strategies GOLD™ Online", "ADMINISTRATION: Managing Your License", "Overview of Teaching Strategies GOLD", "Getting Started", "CHILDREN: Setting Up Your Classes and Children's Files", "DOCUMENTATION: Working With Documentation and Forms", "CHECKPOINT: Working With Checkpoint Data", "PLANNING: Planning Instruction", "COMMUNICATION: Communicating With Families and Others", and "REPORTS: Generating Reports". Below the list, there are several links with item counts: "Learn more about the Objectives for Development and Learning", "Printable Resources (17 items)", "Resources for Spanish-Speaking Teachers (3 items)", "Supporting English- and Dual-Language Learners (2 items)", "Video Tutorials (18 items)", and "Teaching Strategies GOLD™ Alignments (13 items)".



### Online Training Opportunities

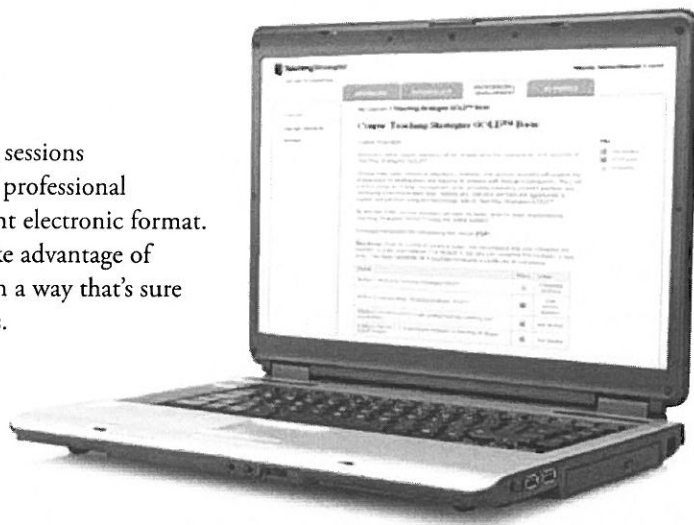
Our state-of-the-art online training sessions for *Teaching Strategies GOLD*® offer professional development options in a convenient electronic format. Teachers and administrators can take advantage of engaging, comprehensive training in a way that's sure to meet their schedules and budgets.

### In-Person Sessions

Our engaging, in-person professional development sessions on *Teaching Strategies GOLD*® are conducted by the highly qualified members of our Professional Development Network. Sessions are available year-round at Teaching Strategies' headquarters and on-site in school communities. With targeted sessions for both teachers and administrators, our comprehensive, in-person professional development options guide educators step-by-step through the process of learning to use *Teaching Strategies GOLD*®.

### Additional Free Support

To ensure that teachers' implementation is fully supported, Teaching Strategies offers complementary technical assistance at many levels. A basic online training course comes free with each subscription. Frequent, regularly scheduled Webinars are available to teachers at no cost. Our *Quick-Start Guide* provides step-by-step, screen-by-screen guidance on everything from logging in and setting up passwords to entering checkpoint data and running reports. Furthermore, live help is just a phone call away: 800.637.3652.



Teaching Strategies GOLD® is

# Designed to Include Families

Sharing information with families about their child's learning and development is critical to building strong partnerships. *Teaching Strategies GOLD®* family communication tools promote regular dialogues between schools and homes. Many of the tools for sharing information with families are available in Spanish as well as in English.

## Family Central

*Teaching Strategies GOLD®* offers a dedicated portal for communicating online with families about children's experiences and progress. Teachers can invite families to use "Family Central" and then send and receive messages to and from family members who choose to register. All exchanges between teachers and families are saved and searchable. Online calendars help teachers share information about what's happening in the classroom, and teachers can send resources to help families promote their children's development and learning at home.

## Family Conference Forms

"Family Conference Forms" make it easier for teachers and families to develop a mutual understanding of each child's strengths and challenges, and to share expectations for the child's development and learning. Teachers begin to fill out the form by summarizing the child's developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide next steps. "Family Conference Forms" can be created in English or Spanish, helping to ensure successful communication. Completed forms can be printed, and they can be shared with families electronically.

The screenshot shows a web interface for editing a Family Conference Form. At the top, there are navigation tabs: DOCUMENTATION, CHECKPOINT, PLANNING, COMMUNICATION, REPORTS, and CHILDREN. Below the tabs, there is a breadcrumb trail: < Back to Family Conference Forms for Class. To the right of the breadcrumb are links for Change View, Print, PDF, and Share With Family. The main content area is titled "Edit Family Conference Form for Bella Rodriguez". Below the title, there is a message: "You must enter a family member's name, fill in the date, and click Save before you can begin entering data into the Family Conference Form." The form includes fields for Date (03/21/2011), Child's Name (Bella Rodriguez), Family Member(s) (Josie and Felix), and Teacher(s) (Sabrina Williamson). A "SAVE" button is located below these fields. Below the form fields, there is a text area for describing the child's strengths in social-emotional, physical, language, and cognitive development. The text area contains a list of observations and documentation. To the right of the text area is an "Edit" link. On the left side of the interface, there is a sidebar with a "Preschool Class" section, a "Messages" section, and a "Family Conference Forms" section. On the right side, there is a "Support" section with links to "Edit Family Conference Form", "Video Tutorial: Family Conference Form, Part 1: Creating the form", "Video Tutorial: Family Conference Form, Part 2: Customize and Share", and "Contact Us". Below the "Support" section is a "Resources" section with a link to "Download the Family Conference Form".

DOCUMENTATION CHECKPOINT PLANNING COMMUNICATION REPORTS CHILDREN

< Back to Family Conference Forms for Class

Change View Print PDF Share With Family

Preschool Class

Switch Class

Messages

Family Conference Forms

Invite Team Members

Invite Families

Family Newsletters

Calendar

Edit Family Conference Form for Bella Rodriguez

You must enter a family member's name, fill in the date, and click Save before you can begin entering data into the Family Conference Form.

Season: Spring 2009/2010

Date: 03/21/2011

Child's Name: Bella Rodriguez

Family Member(s): Josie and Felix

Teacher(s): Sabrina Williamson

SAVE

Describe this child's strengths in social-emotional, physical, language, and cognitive development. Edit

- Comforts self by seeking out special object or person
- Documentation: Bella sang along to "Jack and Jill" with enthusiasm. After about 5 minutes, she laid her head on the pillow with her finger in her mouth and her head to the side. I tried to coax her back into the singing, but she ignored my requests. Bella remained this way for about the last 5 minutes of large-group time. Then she got up and washed hands for snack with the other children. When asked her if she was sad today, Bella said, "Yes."
- Is beginning to sustain balance during simple movement experiences
- Documentation: We placed small hula hoops on the ground and invited the children to jump in and out of them. Bella was able to jump in and out of a hoop several times without landing on the hoop itself.
- Identifies familiar people, animals, and objects when prompted
- Documentation: After reading aloud *The Three Bears*, I asked Bella some questions about the characters. Me: "Why do you think Goldilocks went to their house?" Bella: "Goldilocks." Later in the day I asked Bella if she liked the book, and she said, "Yes." I began talking about parts of the story (e.g., "Who's been eating my porridge?") and Bella said, "Bears eating" while she made eating gestures with her hands.
- Is beginning to plan and pursue a variety of appropriately challenging tasks
- Documentation: Bella tried to line up dolls, but they kept falling over. She continued to try. A parent volunteer suggested that Bella lean the dolls against the wall. Bella leaned them against a bookshelf and said, "It work!"

Support

Edit Family Conference Form

Video Tutorial: Family Conference Form, Part 1: Creating the form

Video Tutorial: Family Conference Form, Part 2: Customize and Share

Contact Us

Resources

Download the Family Conference Form

## Development and Learning Report

The “Development and Learning Report” was designed for sharing information with each child’s family. It provides narratives that explain the child’s knowledge, skills, and behaviors in relation to each objective or dimension. Then, on the basis of the child’s developmental levels, it recommends activities for the family to do at home to provide additional support. Like other documents for families, the “Development and Learning Report” can be sent electronically.

The screenshot shows a web interface with a navigation bar at the top containing: DOCUMENTATION, CHECKPOINT, PLANNING, COMMUNICATION, REPORTS, and CHILDREN. On the left is a sidebar menu with options like 'Widely Held Expectations', 'Performance and Growth', 'Alignment Report', 'Class Profile', 'Individual Child', 'Development and Learning', 'Snapshot', and 'Forms'. The main content area displays the 'Development and Learning Report' for Bella Rodriguez, dated 5/13/2011. It lists areas of development and learning such as Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, and English Language Acquisition. A table titled 'Social-Emotional' lists current skills and recommended activities.

Currently, Bella:	Recommended Activity
Comforts self by seeking out special object or person	Active Listening (View Other Activities)
Is beginning to manage classroom rules, routines, and transitions with occasional reminders	Blue Signs and Signals (View Other Activities)
Is beginning to demonstrate confidence in meeting own needs	Let's Go (View Other Activities)
Uses trusted adult as a secure base from which to explore the world	Art for Two (View Other Activities)
Is beginning to identify basic emotional reactions of others and their causes accurately	Others Have Feelings, Too (View Other Activities)
Uses successful strategies for entering groups	Rock the Boat (View Other Activities)
Is beginning to establish a special friendship with one other child, but the friendship might only last a short while.	
Takes turns	Leaf Rubbings (View Other Activities)
Seeks adult help to resolve social problems	Facilitating Conflicts (View Other Activities)



Teaching Strategies GOLD® is

## Also Available in Print

Teaching Strategies GOLD® is also available in print format in both English and Spanish. The paper components are conveniently packaged in a reusable box so teachers have assessment resources at their fingertips.

### *Objectives for Development & Learning: Birth Through Kindergarten*

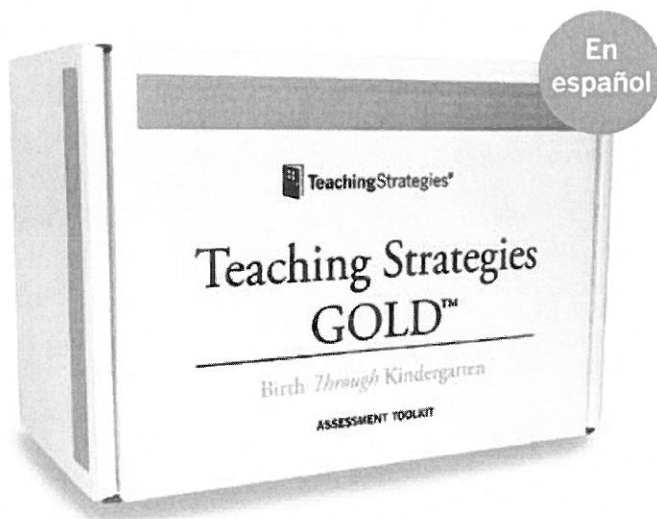
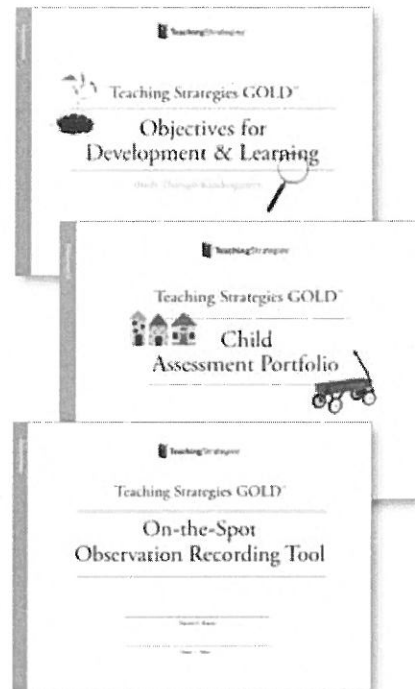
*Objectives for Development & Learning* is a thorough reference volume that explains each domain and objective. It presents the related research and typical progression(s) of development and learning for each objective, expectations for each age or class/grade, and examples of strategies that promote learning.

### *Child Assessment Portfolio*

Teachers use this booklet to record, analyze, and evaluate the information collected about a child—and to document an entire year's progress in one convenient place.

### *On-the-Spot Observation Recording Tool*

This convenient checklist helps teachers capture information quickly and effectively for multiple children on selected objectives. Less time spent taking notes means more time for interacting with children.



Classroom  
Poster

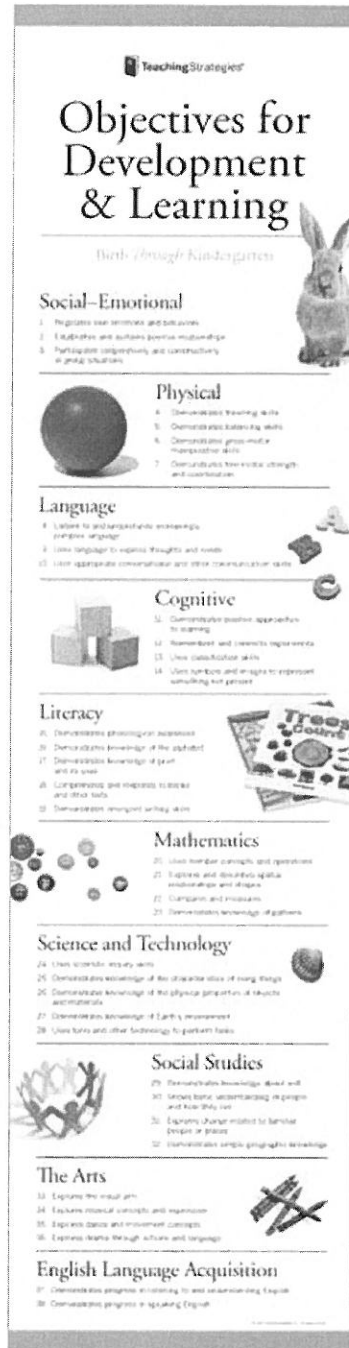
The *Objectives for Development & Learning* classroom poster beautifully displays the 38 objectives for quick classroom reference.

Assessment  
Opportunity  
Cards™

*Assessment Opportunity Cards™* offer 10 short, playful, curriculum-embedded classroom experiences that are opportunities for observations on particular literacy and numeracy objectives. Each card offers guidance for adjusting the experience for children at different developmental levels.

Family  
Conference  
Form

“Family Conference Forms” offer a convenient way of sharing assessment information with families in a conference setting.



**Teaching Strategies®**

## Objectives for Development & Learning

*Birth through kindergarten*

**Social-Emotional**

1. Regulate one's emotions and behaviors
2. Establish and sustain positive relationships
3. Participate cooperatively and constructively in group situations

**Physical**

4. Demonstrate fine motor skills
5. Demonstrate basic fine motor skills
6. Demonstrate gross motor manipulative skills
7. Demonstrate locomotor strength and coordination

**Language**

8. Listen to and understand messages in various contexts
9. Use language to express thoughts and needs
10. Use appropriate conversational and other communication skills

**Cognitive**

11. Demonstrate positive approaches to learning
12. Remember and connect experiences
13. Use cause-and-effect skills
14. Use numbers and objects to represent something from nature

**Literacy**

15. Demonstrate phonological awareness
16. Demonstrate knowledge of the alphabet
17. Demonstrate knowledge of print and its uses
18. Long-term goal: respond to books and story books
19. Demonstrate emergent writing skills

**Mathematics**

20. Use number concepts and operations
21. Express and describe spatial relationships and shapes
22. Compare and measure
23. Demonstrate knowledge of patterns

**Science and Technology**

24. Use scientific inquiry skills
25. Demonstrate knowledge of the observable uses of many things
26. Demonstrate knowledge of the physical properties of objects and materials
27. Demonstrate knowledge of Earth's environment
28. Use tools and other technology to perform tasks

**Social Studies**

29. Demonstrate knowledge about self
30. Know basic characteristics of people and how they live
31. Express (either modeled or learned) proper manners
32. Demonstrate simple geographic knowledge

**The Arts**

33. Express the visual arts
34. Express musical concepts and experience
35. Express dance and movement concepts
36. Express drama through actions and language

**English Language Acquisition**

37. Demonstrate progress in listening to and understanding English
38. Demonstrate progress in speaking English



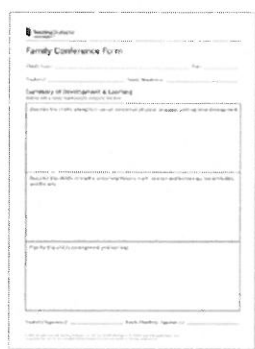
**Treasure Box**

**Purpose**

What You Do

Assessing Children's Progress

Questions to Guide Your Observations



**Family Conference Form**

Summary of Development & Learning

Partners' Comments/Questions

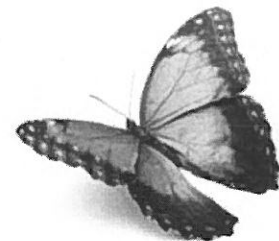


# A Unique Approach To Assessment

Authentic, ongoing assessment is critical to planning appropriate learning experiences and helping children succeed—in school and in life.

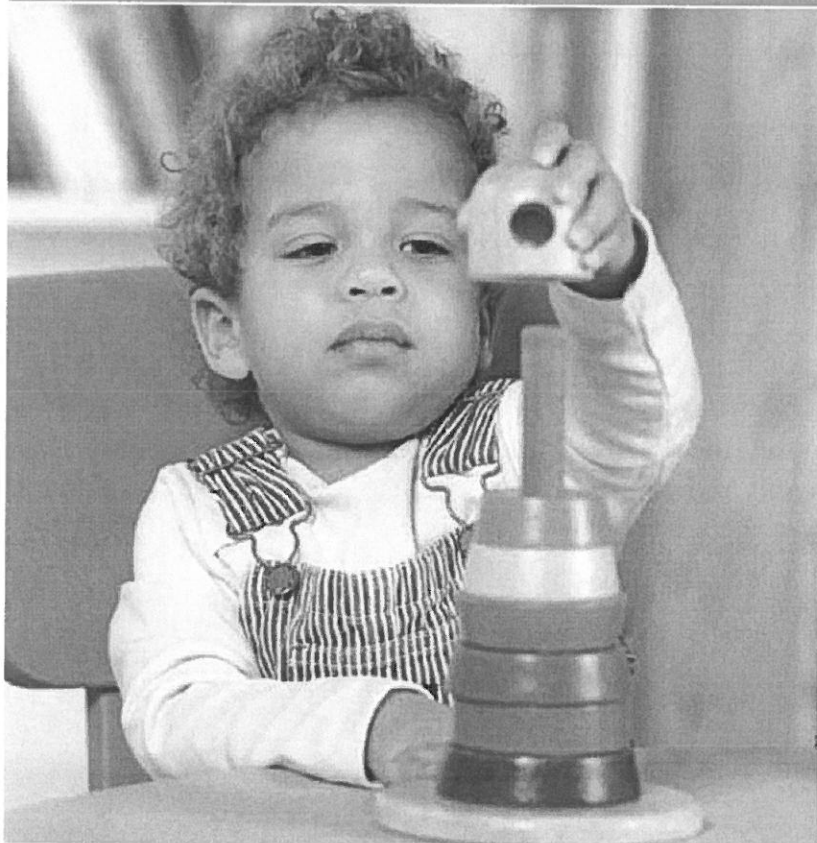
*Teaching Strategies GOLD*® offers

- **Objectives for development and learning that are aligned with state early learning standards and include predictors of school success** so educators can focus on what matters most for children’s development and learning.
- **Seamless assessment for children from birth through kindergarten** so educators and families can see a child’s progress over time.
- **Easy-to-understand progressions of development and learning** so teachers can accurately assess all children, including those with disabilities.
- **Integrated, engaging assessment opportunities focused on literacy and numeracy** so teachers can focus their observations on important literacy and numeracy skills—leaving nothing to chance.
- **New English language acquisition objectives developed by Dr. Patton Tabors, as well as Spanish language and literacy objectives** so teachers can assess and support dual-language learners in their programs.
- **A dedicated online portal through which families can access and contribute information about their child’s learning and development** so regular communication between a child’s family and teachers supports the home–school partnership essential to every child’s development and learning.





Supportive. Effective. Time-saving.



# *Teaching Strategies GOLD<sup>®</sup>*

**TeachingStrategies.com/GOLD**



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Washington, DC 20015  
800.637.3652

TeachingStrategies.com



# Wayne Community School District 17

## HMD The Americans Reconstruction-Present

ISBN	Title	Sale Price	Purchase		Complimentary Quantity
			Quantity	Amount	
<b><u>The Americans: Reconstruction of the 21st Century</u></b>					
<b>Student Resources</b>					
1453287	9780547557533 Student Premium Print/Online Package The Americans Recon to the 21st Century	\$90.90	80	\$7,272.00	
<i>Package Includes:                      Student Edition                      Premium Interactive Online Edition, Student Access (6-year subscription)</i>					
<b>Total for Student Resources</b>				<b>\$7,272.00</b>	
<b>Teacher Resources</b>					
1441076	9780547491233 The Americans Reconstruction to the 21st Century Teacher's Edition	\$120.10			1
237914	9780618162628 Teacher Resource Package	\$564.65			1
K20880	9780618832576 Creating America African American Biographies	\$19.35			1
K20860	9780618803446 Creating America Hispanic American Biographies	\$19.00			1
K20861	9780618803453 Creating America Native American Biographies	\$19.00			1
220297	9780618476916 Reading Toolkit	\$258.75			1
1445721	9780547521367 Guided Reading Workbook	\$7.05			1
1445698	9780547521190 PowerNotes Presentations with Media Gallery DVD-ROM	\$156.00			1
1445724	9780547521381 Spanish/English Guided Reading Workbook	\$7.60			1
1445697	9780547521176 Teacher One Stop DVD-ROM Reconstruction to the 21st Century	\$150.00			1
1445720	9780547521503 The Americans Reconstruction to the 21st Century Premium Interactive Online	\$102.10			1
<i>Available with the purchase of the Student Premium Package or Student Premium Interactive Online Edition, 6 yr.</i>					
1168854	9780030993190 Experiencing American History	\$45.00			1
1082666	9780547232041 The Americans Library Of Primary Sources Cd-Rom	\$156.40			1
1082669	9780547232065 America's Music Audio Program	\$32.85			1
210379	9780618663507 American Stories DVD Series Kit	\$352.35			1
<b>Total for Teacher Resources</b>					
<b>Total for The Americans: Reconstruction of the 21st Century</b>				<b>\$7,272.00</b>	

**Proposal Summary**

<b>Subtotal Purchase Amount:</b>	<b>\$7,272.00</b>
<b>Shipping &amp; Handling (8.00%):</b>	<b>\$581.76</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$7,853.76</b>



**Houghton Mifflin Harcourt**

Attention:  
 Brendan Dorcey  
 brdorce1@waynebluedevils.org

**HMH Confidential and Proprietary**

Customer Experience  
 9205 South Park Center Loop  
 Orlando, FL 32819  
 FAX: 800-269-5232  
 k12orders@hmhpub.com

March 23, 2016

World History 2014

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
<b>World History 2014</b>							
ALL							
	HIGH SCHOOL WORLD HISTORY 2014 SURVEY STUDENT EDITION WITH ONLINE STUDENT 6-YEAR LICENSE GRADE 9/12	9780133231212	99.97	0	80	\$0.00	\$7,997.60
2	HIGH SCHOOL WORLD HISTORY 2014 PEARSON TEACHER EDITION SURVEY GRADE 9/12	9780133231311	118.97	2	0	237.94	0.00
3	HIGH SCHHOL WORLD HISTORY 2014 VOLUME 1 STUDENT EDITION WITH ONLINE STUDENT 6-YEAR LICENSE GRADE 9/12	9780133231243	98.97	2	0	197.94	0.00
4	WORLD HISTORY 2011 SURVEY READING AND NOTE TAKING STUDY GUIDE ON LEVEL	9780133724240	10.97	2	0	21.94	0.00
5	WORLD HISTORY 2011 SURVEY READING AND NOTE TAKING STUDY GUIDE ANSWER KEY	9780133724196	7.97	2	0	15.94	0.00
6	WORLD HISTORY 2011 SURVEY ALL-IN-ONE TEACHING RESOURCES	9780133724202	520.97	2	0	1,041.94	0.00
7	WORLD HISTORY 2011 COMPUTER TEST BANK WITH EXAMVIEW	9780133707526	156.97	2	0	313.94	0.00
8	WORLD HISTORY TEST PREP WORKBOOK 2007	9780131299993	7.97	2	0	15.94	0.00
9	WORLD HISTORY TEST PREP ANSWER KEY 2007	9780131331938	8.97	2	0	17.94	0.00
10	HIGH SCHOOL WORLD HISTORY 2014 SURVEY PEARSON TEACHER RESOURCE LIBRARY DVD-ROM	9780133227871	239.47	2	0	478.94	0.00
<b>Subtotal</b>						\$2,342.46	\$7,997.60
<b>Purchase Subtotal</b>						\$2,342.46	\$7,997.60
<b>Shipping &amp; Handling</b>							\$639.81
<b>Totals</b>						\$2,342.46	\$8,637.41

Proposal Grand Total: \$8,637.41

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

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For OASIS assistance: 1-800-850-9124

- \* Prices effective through Sept. 30, 2016.
- \*\* Prices do not include applicable taxes.
- \*\*\* Titles are subject to change without notice.

Note: This is a cost proposal. It is not a formal contract.

## World History 2014 for Wayne Cmty March 23, 2016

### School Information:

**WAYNE CMTY SCHOOL DISTRICT 17**

School District Name

**611 W 7th St**

Address

**Wayne, NE 68787**

City / State / ZIP

**(402) 375-3150**

Phone Number

Purchase Summary		
Description	Amount Free	Amount Charged
World History 2014	\$2,342.46	\$7,997.60
<b>Subtotal</b>	\$2,342.46	\$7,997.60
<b>Shipping &amp; Handling</b>		\$639.81
<b>Total</b>		\$8,637.41

- \* Prices effective through Sept. 30, 2016.
- \*\* Prices do not include applicable taxes.
- \*\*\*\* Titles are subject to change without notice.

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Curriculum Customer Service  
[https://pearsoncommunity.force.com/coco/s/Customer\\_Service\\_Support\\_Form](https://pearsoncommunity.force.com/coco/s/Customer_Service_Support_Form)  
Phone: 1-800-848-9500  
Fax: 1-877-260-2530  
Online at OASIS: <http://k12oasis.pearson.com>

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Jeanette Stull  
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Joshua J. Schauer\*  
Derek A. Aldridge\*\*  
Justin J. Knight\*\*\*\*  
Charles Kaplan



Of Counsel  
Richard D. Sievers  
Kelley Baker

\*Also admitted in Iowa  
\*\*Also admitted in Kansas  
\*\*\*Also admitted in Wyoming  
\*\*\*\*Also admitted in Colorado

---

PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.

Ernest B. Perry (1876-1962)  
Arthur E. Perry (1910-1982)  
R. R. Perry (1917-1999)  
Edwin C. Perry (1931-2012)

April 4, 2016

Mark Lenihan, Superintendent  
Wayne Community Schools  
611 West 7<sup>th</sup> Street  
Wayne, NE 68787

**RE: School Board Policy Book**

Dear Mark:

I am writing in response to your request for a proposal for the preparation of new school board policies for the Wayne Community Schools. As we discussed, our firm has developed a "template" school board policy book to meet the requirements of state and federal law and, where applicable, case law. The template policies include all of the most recent updates. The policies cover school district operations and student and personnel issues and give policy guidance to address legal obligations and protect students, staff and property.

The template policy book is divided into nine (9) separate sections, 1000 - Community Relations; 2000 - Administration; 3000 - Business; 4000 - Personnel; 5000 - Students; 6000 - Instruction; 7000 - New Construction; 8000 - Board Policies; and 9000 - By-Laws (Board of Education).

Initially, we provide you with the complete set of policies. We conform the policies to your school by inserting provisions specific to your District, such as your graduation requirements. You and the Board then review the policies, making changes as determined appropriate by your Board. We answer any questions you might have about specific policies or whether changes you are proposing should be made. Upon the revisions or changes being made, the Board would then take action to adopt the policies (this may be done either all at once or section by section). You send us any changes made; we incorporate those into your policy book and insert the date of adoption.

Upon adoption of the complete policy book, our office places the entire policy book on a disk formatted for MS-Word. We would also give you ten (10) hard copies in 3-ring binders.

The cost for the template policy book, and our assistance in the review of each section throughout the foregoing process, is \$7,500.00, plus expenses of reproduction, mailing and the

Mark Lenihan, Superintendent  
April 4, 2016  
Page 2

like. Except for expenses, the billing occurs when the policy service is completed or six months after the commencement of the project.

Since 2006, we have provided nearly all ESUs in the State, including ESU 1 with an annual update to respond to changes in state and federal laws or regulations. The policy numbers for the new policies correspond to those in our policy template.

We look forward to the possibility of working with your school district on this project.

Sincerely,

PERRY, GUTHERY, HAASE  
& GESSFORD, P.C., L.L.O.

Gregory H. Perry



**Wamco Athletics**

Dealer for Aalco Mfg. of St. Louis, MO

Kevin Fromm/ Owner  
Athletic Equipment  
Cell/ 660-341-5889  
Office/ 660-945-3909  
Fax/ 660-945-3018  
Email/ kevinfromm\_wamco@hotmail.com  
RR2 Box 56  
Memphis, MO 63555

Wayne High School  
Wayne, NE  
Attn: Travis Meyer

4/4/2016

RE: Quote for Athletic Equipment

-Motorize 12 basketball backstops, 12 motor assemblies complete, 12 aircraft cables, 12 pulleys.

Note: wiring and electric conduit by others.

Delivered and Installed.....\$18,100.

-One VSCM stack cable curtain, complete with motor assembly, curtain 16'x19'6".

Note: wiring and electric conduit by others.

Delivered and Installed.....\$4,500.

-2 volleyball sleeves with brass cover plates in wood floor.

Delivered and Installed.....\$1,500.

If this suits your needs, please sign below and we will get the equipment made and schedule an installation date.

\_\_\_\_\_ Wayne High School Representative \_\_\_\_\_ Date

Thanks, Kevin Fromm/ Owner of Wamco Athletics/ Dealer for Aalco Mfg of St. Louis, Mo for 18 years. See us on [www.wamcoathletics.com](http://www.wamcoathletics.com).

18,100  
4,500  
+ 1,500  
-----  
total \$ 24,100

# Wamco Athletics

Dealer for Aalco Mfg. of St. Louis, MO

Kevin Fromm/ Owner  
Athletic Equipment  
Cell/ 660-341-5889  
Office/ 660-945-3909  
Fax/ 660-945-3018  
Email/ kevinfromm\_wamco@hotmail.com  
RR2 Box 56  
Memphis, MO 63555

Wayne School District  
Wayne, NE  
Attn: Travis Meyer

4/11/2016

RE: Quote for Athletic Equipment

Manual Height Adjusters that allow the goal to travel between 8' and 10'.  
For the Elementary school we could use our patented internal height adjuster that goes inside the 6" tube.

Delivered and Installed..... \$600 per unit.

Electric add \$200 per unit in addition.  
Also would need one electric wand to operate the unit/ \$300.

~~Bolt on Manual height adjuster. This would be needed on the ladder style frame that is in the High School. You need to keep in mind that it will change any court measurements as far as the free throw goes. It will be closer to existing free throw lines. Not recommended on High School competition court. You will see more movement on the goal with Height adjusters. You have to have some space on the hardware to allow it to slide up and down freely.~~

~~Delivered and Installed..... \$850 per unit.~~

If this suits your needs, let me know your choice, please sign below and we will get the equipment made and schedule an installation date.

\_\_\_\_\_ Wayne Ne. School Representative \_\_\_\_\_ Date

Thanks, Kevin Fromm/ Owner of Wamco Athletics/ Dealer for Aalco Mfg of St. Louis, Mo for 18 years. See us on [www.wamcoathletics.com](http://www.wamcoathletics.com).

4 x 800 = \$3200  
1 x 300 = \$300  

---

total \$3500

**Wamco Athletics**

Dealer for Aalco Mfg. of St. Louis, MO

Kevin Fromm/ Owner  
Athletic Equipment  
Cell/ 660-341-5889  
Office/ 660-945-3909  
Fax/ 660-945-3018  
Email/ kevinfromm\_wamco@hotmail.com  
RR2 Box 56  
Memphis, MO 63555

Wayne High School  
Wayne, NE  
Attn: Travis Meyer

4/4/2016

RE: Quote for Athletic Equipment

-Motorize 12 basketball backstops, 12 motor assemblies complete, 12 aircraft cables, 12 pulleys.

Note: wiring and electric conduit by others.

Delivered and Installed.....\$18,100.

-One VSCM stack cable curtain, complete with motor assembly, curtain 16'x19'6".

Note: wiring and electric conduit by others.

Delivered and Installed.....\$4,500.

-2 volleyball sleeves with brass cover plates in wood floor.

Delivered and Installed.....\$1,500.

If this suits your needs, please sign below and we will get the equipment made and schedule an installation date.

\_\_\_\_\_Wayne High School Representative \_\_\_\_\_Date

Thanks, Kevin Fromm/ Owner of Wamco Athletics/ Dealer for Aalco Mfg of St. Louis, Mo for 18 years. See us on [www.wamcoathletics.com](http://www.wamcoathletics.com).

**BID**

**BEIERMANN ELECTRIC**  
Residential \* Commercial \* Industrial Wiring  
MIKE BEIERMANN--Licensed Electrical Contractor  
57651-852ND RD--Wayne, NE 68787--402-375-4082

Phone:  
Job Name: Middle School backboards for  
basketball  
Date: 4-26-16

TO: Travis

**JOB DESCRIPTION & SPECIFICATIONS**

This price includes all labor and material to wire the following:

- A. 6 basketball backboard operators
- B. 2 curtain operators

Thank You!

THIS BID IS FOR COMPLETING THE JOB AS DESCRIBED ABOVE. IT IS BASED ON OUR EVALUATION AND DOES NOT INCLUDE ADDITIONAL LABOR AND MATERIALS WHICH MAY BE REQUIRED SHOULD UNFORSEEN PROBLEMS OR ADDITIONS ARISE AFTER THE WORK HAS STARTED.

ESTIMATED  
JOB COST:\$3375.00

ESTIMATED  
BY: Mike Beiermann

BEIERMANN ELECTRIC  
Residential \* Commercial \* Industrial Wiring  
MIKE BEIERMANN--Licensed Electrical Contractor  
57651-852ND RD--Wayne, NE 68787--402-375-4082

**BID**

Phone:  
Job Name: High School EE backboard operators  
Date:

TO: Travis

**JOB DESCRIPTION & SPECIFICATIONS**

This price includes all labor and material to wire the following:

- 6 Basketball backboard operators

Thank You!

THIS BID IS FOR COMPLETING THE JOB AS DESCRIBED ABOVE. IT IS BASED ON OUR EVALUATION AND DOES NOT INCLUDE ADDITIONAL LABOR AND MATERIALS WHICH MAY BE REQUIRED SHOULD UNFORSEEN PROBLEMS OR ADDITIONS RISE AFTER THE WORK HAS STARTED.

ESTIMATED  
JOB COST:\$2815.00

ESTIMATED  
BY: Mike Beiermann

<u>Disb &amp; Transfers</u>	<u>Funct Num</u>	<u>14-15 actual</u>	<u>15-16 actual</u>	<u>16-17 projection</u>	<u>Comments</u>
All Instruction	1100	\$ 5,168,990.00	\$ 5,314,260.00	\$ 5,369,360.00	
SPED Inst Programs	1200	\$ 1,392,203.00	\$ 1,470,750.00	\$ 1,489,875.00	
Support serv - pupils	2100/2190	\$ 405,158.00	\$ 435,858.00	\$ 475,908.00	
Support serv - staff	2200	\$ 691,384.00	\$ 593,334.00	\$ 550,734.00	Dir. Position removed
Board of Ed	2310	\$ 81,925.00	\$ 56,925.00	\$ 56,925.00	Legal fee's moved to 2330 15/16
Exec Admin Serv	2320/2330	\$ 222,323.00	\$ 283,835.00	\$ 286,135.00	Leg. Fee's and Admin Asst added 15/16
Off of Prin	2400	\$ 590,093.00	\$ 667,926.00	\$ 658,892.00	New Asst. Prin. 15/16
Gen Admin/Bus serv	2510	\$ 365,642.00	\$ 412,461.00	\$ 429,961.00	Vol. Term Line added to this account
Foundation	2512	\$ 64,325.00	\$ 64,325.00	\$ 64,325.00	
Veh Acq	2520	\$ 31,600.00	\$ 31,600.00	\$ 33,500.00	
Maint & Op	2600	\$ 1,070,436.00	\$ 980,450.00	\$ 982,750.00	
Pup Trans	2750	\$ 340,000.00	\$ 340,000.00	\$ 340,000.00	
SPED Trans	2760/2765	\$ 47,255.00	\$ 49,610.00	\$ 49,610.00	Pre-k van driver added
Voluntary Term	2905	\$ 80,000.00	\$ -	\$ -	Vol. Term Line removed to 2510
Comm Serv	3000	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	
State Prog	3500		\$ -		
Fed Prog (ARRA)	4000	\$ 538,516.00	\$ 388,516.00	\$ 388,516.00	
Debt Serv	5000		\$ -		
Driver's Ed	6000	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
Adult Ed	7000				
Transfers	8000	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	
Budgeted cash reserve					
<b>Total</b>		<b>\$ 11,135,350.00</b>	<b>\$ 11,135,350.00</b>	<b>\$ 11,221,991.00</b>	<i>&gt; 1% increase/\$86,641</i>

# **2013-2014 Progress Assessment**

## Wayne Community Schools

Mr. Mark Lenihan, Superintendent  
611 W. 7th St.  
Wayne, NE 68787-1715

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# Progress Assessment

## Improvement Priority 1

### Statement:

Construct and upgrade the system's technology infrastructures to more effectively serve the identified needs of the instructional program and provide aligned professional training and technical support.

### Description:

It was evident from classroom observations, including interviews with stakeholders and system leadership, that access to a level of technology to support the system's curriculum and academic program was an area of focus. System leadership and staff identified recent improvement in the technology infrastructure, including a fully functional wi-fi platform and plans for a new district server. Additionally, the system has staffed two technology support positions that are providing maintenance and management of the system's technology needs and infrastructure improvements. The team reviewed the existing technology plan that identifies acquisition of technology equipment, software, and training needs for staff. However, the plan lacked evidence of a systematic approach to implement the plan and a process to assess effectiveness of technology integration on student learning.

The team did observe a pilot program of individual student computing devices being provided at the secondary level leading to limited examples of technology centered student engagement. Further, evidence reviewed and observations of the team also showed that there were inconsistent technology resources available in classrooms and some of the technology in classrooms did not appear to serve current instructional needs and best practices. Interviews with teachers and stakeholder surveys support the need for updated instructional technology and staff training in its effective use.

Student learning is enhanced and supported by an appropriately analyzed and developed plan of technology needs that can be acquired in a systematic basis to maximize the support for student academic success.

### Indicator 4.6

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

## Institution Response

### Progress Status:

Implemented

**Response:**

During the summer of 2014, Wayne Community Schools converted its server and system to Microsoft from Novell. This conversion was instrumental in upgrading the system's technology infrastructures to more effectively serve the identified needs of the instructional program. Issues that the External Review team identified in terms of resources for classroom instructional needs have been addressed with purchases of equipment and staff training.

In the Wayne Junior/Senior High School building, all 10th - 12th grade students are involved in a 1-to-1 initiative with Google Chromebooks. Teachers of students in grades 7th - 9th share four carts that hold 25 Chromebooks each. The four computer labs are equipped with 25 stations each. All teachers have been trained using Google products and implement those products within their classroom instruction and for communication with students outside of class. All students in grades 7th - 12th have e-mail accounts that are in our

**Attachments:**

Micro-soft quote  
Data migration  
WCS Elementary Inventory  
Novell termination notice  
Jr/Sr High Inventory  
WCS 5 year replacement plan

**Reviewer Response**

**Status:**

Accept

**Response:**

The reviewer is impressed with the powerful, robust steps that the district has taken to address this improvement priority. From the conversion to the specifics for each grade level for hardware and technology curriculum, the district has truly made technology serve the instructional needs of teachers and the learning options for students. With the professional development that is accompanying the technology, the students in the district are the beneficiaries of sound administrative leadership. The reviewer commends the district for its vision and service to its students.

### Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"><li>Brief description of technology or web-based platforms that support the education delivery model</li></ul>	2.00	3.00

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Access to technology for integration into classrooms will increase for all students and staff	Objectives: 1 Strategies: 1 Activities: 10	Academic	\$520500

## Goal 1: Access to technology for integration into classrooms will increase for all students and staff

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in use of technology for the purpose of learning in Career & Technical by 05/22/2015 as measured by the annual summary of self assessments in the Nebraska Department of Education Technology Plan submitted each year by the district.

### Strategy 1:

Increased access to technology - For Wayne Community Schools the development and implementation of a district wide technology plan is part of our school improvement process. The district goal is to provide every student access to comprehensive information through course offerings in all grade levels and curricular areas. As a district technology plan has been in place for many years, the responsibility of monitoring and updating the plan by school staff and the technology committee will increase in responsibility and accountability to attain the goals set forth. The district will prioritize necessary funding to increase access for students to technology equipment in the areas of i-Pads for elementary classrooms, Google Chrome Book mobile carts for junior high classrooms, Google Chrome Books as a 1-1 initiative for high school students, maintenance and updating of existing labs, projection systems for all classrooms, smart-boards or mini-smart-boards for elementary classrooms, and appropriate training for staff and students in the area of technology.

Activity - Smart-board equipment in all elementary classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Equip all classrooms in the elementary school with a smart-board or mimio. Schools: Wayne Elementary School	Technology	08/11/2014	05/26/2017	\$7500	District Funding	Technology Director, Elementary Principal, Superintendent, Business manager

Activity - On-line assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue the use of on-line assessments implementing the NWEA-MAP assessments, and the Nebraska Assessment System (NeSA). The results of these assessments will be used to make data-driven educational decisions about programs and individual student needs. Schools: All Schools	Other	08/11/2014	05/22/2015	\$8000	District Funding	District Assessment Coordinator, Principals, Superintendent, Business Manager

Activity - Increase i-Pad equipment for use in elementary classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Progress Assessment

Wayne Community Schools

The district will increase the number of i-Pads in each elementary classroom by a minimum of two each school year for the next five years.  Schools: Wayne Elementary School	Direct Instruction	08/11/2014	05/24/2019	\$200000	District Funding	Director of Foundation, Elementary Principal, Technology staff, Superintendent
<b>Activity - Mobile carts for Junior High School</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will increase mobile computer carts in the junior high school by a minimum of 1 cart of 25 units per year for the next 5 years.  Schools: Wayne Junior-Senior High School	Direct Instruction	08/11/2014	05/24/2019	\$50000	District Funding	Director of Foundation, Junior High Principal, Technology Staff, Superintendent, Business Manager
<b>Activity - 1-1 computer initiative for high school</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The high school will enter into a 1-1 initiative using Google Chrome Books for all high school students.  Schools: Wayne Junior-Senior High School	Direct Instruction	08/11/2014	05/20/2016	\$100000	District Funding	Technology Staff, High School Principal, Superintendent, Business Manager
<b>Activity - Professional Development for teaching staff in the area of technology</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will commit a minimum of one professional development day per school year for the next five years for technology training by Educational Service Unit Staff or other technology training opportunities.  Schools: All Schools	Professional Learning	08/11/2014	05/24/2019	\$5000	State Funds	Principals, Teachers, Media and Computer staff
<b>Activity - Staff data retreats</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will commit a minimum of one professional development day for the next five years for a district wide data retreat to analyze student data to help staff make informed, data-driven instructional decisions  Schools: All Schools	Professional Learning	08/11/2014	05/24/2019	\$75000	District Funding	Principals, Teaching Staff, School Improvement Committee

**Progress Assessment**

Wayne Community Schools

Activity - Technology Infra-structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to equip and manage the technology infra-structure for servers and wireless capability. This will be monitored and funded on an annual basis.  Schools: All Schools	Technology	08/11/2014	05/22/2015	\$50000	General Fund	Technology Staff, Business Manager, Superintende nt
Activity - On-line course delivery methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The high school will research and utilize on-line course delivery systems such as Moodle, Wiki-space, and Angel. This will not replace actual classroom instruction, but will serve as a mechanism for paper-less communication between students and teachers within the 1-1 environment.  Schools: Wayne Junior-Senior High School	Direct Instruction	08/11/2014	05/20/2016	\$0	No Funding Required	High School Teachers, High School Principal, Media/Library Staff
Activity - Upgrade to Micro-soft System Center Server and Windows 7	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will transition to Windows 7 on all district computers. This will involve building a new server and migrating the data from the old server.  Schools: All Schools	Technology	04/14/2014	08/01/2014	\$25000	General Fund	Technology Staff, Superintende nt, Business Manager

## Improvement Priority 2

### Statement:

Devise and formalize a process for the utilization of the results of the staff evaluation system to monitor professional practices as they relate to improving student learning and professional practice.

### Description:

Evidence and artifacts reviewed indicated the current teacher evaluation system has been in place for a number of years with plans for a new teacher evaluation system currently being researched for future implementation. Stakeholders interviewed indicated that the present system provides little support for professional growth of all staff and is not systematically aligned to the system's professional development and training opportunities.

The existence of "walk-through" classroom observations, outside of the present system, provides a level of formative dialogue with the instructional staff that supports meaningful conversations between the evaluator and teacher. However, the team did not find any significant evidence of a connection between the evaluation system, professional learning, and student academic progress.

A systematic and formally designed professional evaluation system will result in improved instructional practices, foster a system-wide, research-based approach to instructional delivery, and guide professional development planning.

### Indicator 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

## Institution Response

### Progress Status:

Plan Created

### Response:

During the 2014-15 school year the administrators and teachers participated in a Marzano book study of The Art of Teaching and Learning. This was done in preparation of developing a new teacher evaluation model. The administrative staff completed the Phil Warrick training on Marzano based strategies in teacher evaluations during the fall and winter of 2015-16. Once that process was completed, the administrative staff, and a teacher advisory committee worked to develop a common language that used both APL and Marzano to create the district wide WCS instructional model.

Throughout the 2015-16 school year the administrative team worked to develop a teacher appraisal system that follows the instructional model. The appraisal system developed includes the Nebraska Department of Education Teacher Framework, Marzano, and APL. During the development of the appraisal system, administrators and staff worked closely together to create a process that supports teaching and learning. Several forms were created in this process and are attached to this report. At the April 11, 2016, school board meeting, the board adopted Policy 4010, Evaluation of Certificated Teachers, on first reading. At the April meeting, a presentation to the board by the superintendent, principals, and representatives from the teacher committee was provided. In May of 2016, it is anticipated the WCS Board of Education will approve the new policy for teacher appraisal, and the new process will begin in the fall of 2016. At several of our district in-service meetings, the forms and the process were reviewed and discussed by teaching staff and administrators. After each presentation the administrative team and a committee of the k-12 teaching staff took the feedback from the entire staff and made changes accordingly. All supporting documentation of the new teacher appraisal system are attached.

**Attachments:**

WCS Formal Observation Tool  
WCS Informal Walkthrough Form  
WCS Plan for Improvement  
WCS Pre-observation form  
WCS Teacher Appraisal Process  
WCS Tiered Appraisal System  
WCS Summative Evaluation Tool  
WCS - Teacher Appraisal Policy

**Reviewer Response****Status:**

Accept

**Response:**

The reviewer acknowledges the significant efforts of the district to upgrade its evaluation policies to positively impact teacher effectiveness leading to improved student learning. The sequential process that the district has used to adopt the Marzano model will provide for certificated employee ownership of a process that promises to promote greater teacher performance. Once the model is officially adopted by the board in May 2016, the reviewer reminds the district to submit it to NDE for approval.

**Diagnostic/Evaluation Criteria**

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"><li>• Observations</li></ul>	2.00	3.00

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	WCS will develop a staff evaluation system that will result in improved student learning and professional practice.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2500

## Goal 1: WCS will develop a staff evaluation system that will result in improved student learning and professional practice.

### Measurable Objective 1:

collaborate to develop a teacher appraisal process aligned with our instructional model by 05/09/2016 as measured by approval of a new WCS Board of Education policy on teacher appraisal..

### Strategy 1:

Develop Teacher Appraisal System - 1. Marzano book study - all teaching and administrative staff will be involved in a Marzano book study, "Teaching and Learning" during the 2014-15 school year.

2. An instructional model will be developed using APL and Marzano instructional strategies. (2014-15)

3. Forms to support the teacher appraisal process will be developed by an administrator and teacher committee. Draft forms will be presented to entire teaching staff and school board during the development process (2015-16).

4. The Wayne School Board of Education will adopt a new teacher appraisal policy and supporting forms and documentation.

Research Cited: Marzano, Robert J. (2007) The Art and Science of Teaching and Learning: A Comprehensive Framework for Effective Instruction. ASCD

APL Associates. Dr. Jean Anastasio and David Perry

Activity - Marzano Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and staff will complete a book study on Marzano's "Teaching and Learning" during the 2014-15 school year to help develop an approved district instructional model. Schools: All Schools	Professional Learning	08/18/2014	05/15/2015	\$2500	District Funding	Administrative team
Activity - Develop Instructional Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using APL and Marzano instructional strategies, the administrative team and teacher committee will develop a district instructional model. Schools: All Schools	Academic Support Program	08/17/2015	12/18/2015	\$0	No Funding Required	Administrative team and teacher committee
Activity - Phil Warrick Webinar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Progress Assessment**

Wayne Community Schools

All administrators will take part in the Phil Warrick Webinar Series on Marzano instructional strategies. Schools: All Schools	Professional Learning	09/14/2015	02/15/2016	\$0	No Funding Required	Administrative team
<b>Activity - Develop Teacher Appraisal System</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Administrators along with a teacher committee will develop forms to support the teacher appraisal system. Schools: All Schools	Academic Support Program	01/18/2016	03/31/2016	\$0	No Funding Required	Administrative team and teacher committee.

## Improvement Priority 3

### Statement:

Establish and implement a continuous improvement process to formulate the system's improvement plan and goals which ensures clear direction for improving effectiveness in all divisions, guides student learning and academic achievement, and is supported by timely and relevant data.

### Description:

The External Review Team did not find evidence of a systematic approach to system and school improvement planning in all areas. The system improvement plan reviewed by the team identified two goals, which were the basis for system improvement plans. However, the team determined that the goals were limited in scope and did not reflect a systematic approach to identify appropriate measures to evaluate the effective implementation of the plans. System leaders interviewed acknowledged the need to implement a more comprehensive and systematic continuous improvement process.

The system currently has appropriate data and resources to support the development of comprehensive planning efforts and meaningful goals. System leadership is working to build a broader understanding and more effective utilization of how performance data can be used to support continuous improvement planning. Defined roles for board, staff, system leadership and stakeholders were not readily identifiable to the team as integral components of system improvement planning.

Continuous and systemic improvement requires the use of a documented and systematic continuous improvement process for improving student learning and evaluates the effectiveness of strategic plans.

### Indicator 1.4

Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

## Institution Response

### Progress Status:

Implemented

**Response:**

During the negotiation process with the Wayne Education Association (WEA) and the Wayne Board of Education, a new school improvement leadership process was approved. The process, which is attached to this report, assigns school administrators, teacher leaders, district staff, and school board members to one of the five standards. The process also defines roles for administrators and teacher leaders. One administrator is assigned to each standard, each standard has a teacher leader from both district buildings, all teaching staff are assigned to a standard, and all department staff and school board members are assigned a standard. The superintendent oversees the school improvement process with the support of one building lead teacher from each district building. Besides the Wayne Early Learning Center, there are two buildings in the district, a K-6 elementary school and a 7-12 junior/senior high school. Staff from the early learning center are also part of the school improvement process. With the approval of the process, stipends are paid for members of the leadership team. Standard co-chair and building leads receive a stipend for their work. Job descriptions are attached for all positions that are part of the newly developed Wayne Community Schools School Improvement Leadership Team. Members of the leadership team attended the Norfolk Continuous Improvement Workshops in the fall of 2015.

During the 2015-16 school year, school improvement teams have met several times to go over standards, assign a preliminary rating, assess strengths and weaknesses, and develop an annual school improvement calendar. The calendar outlines major tasks that should occur with each school year leading up to our visit in the 2018-19 school year. The school improvement teams were also a tool for administrators to work with the teaching staff on the development of the new WCS Teacher Appraisal Process. This was a major focus of our school improvement efforts this year and is a required action of our most recent visit. Utilizing our school improvement teams for this work helped establish each standard and allowed teachers from all levels to work together to provide input on our appraisal process.

Future plans for the school improvement process include completing the AdvancED surveys, engaging all stakeholders in the review and revision of the district mission and vision, collection of artifacts for each standard, and continuing school improvement efforts. The ultimate goal of the school improvement leadership process is to ensure a continuous manner in which the school improvement process is implemented at Wayne Community Schools.

**Attachments:**

Wayne Schools School Improvement Leadership Model  
WCS school improvement model descriptors  
WCS School Improvement Planning Tool  
WCS School Improvement in-service Jan 2016  
SIP Leadership Mtg 4-22-16

**Reviewer Response**

**Status:**

Accept

**Response:**

The reviewer appreciates the attachments that the district has provided to support development and implementation of this required action. The assigned personnel and accompanying responsibilities clearly have a sequence that leaves nothing to chance. All standards, all levels of personnel, and all assignments are clearly delineated so that this process becomes totally functional. Perhaps the best evidence of this is how the district used the model as they addressed the second improvement priority for the new evaluation model. The reviewer commends the district on its serious, workable approach for addressing this improvement priority.

**Diagnostic/Evaluation Criteria**

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>Observations</li> </ul>	2.00	3.00

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Wayne Community Schools will establish and implement a continuous improvement process to formulate the systems improvement plan and goals.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000

## Goal 1: Wayne Community Schools will establish and implement a continuous improvement process to formulate the systems improvement plan and goals.

### Measurable Objective 1:

collaborate to Develop a school improvement process that involves all staff and is communicated with stakeholders by 05/01/2016 as measured by Completion of WCS School Improvement planning tool and implementation of the WCS School Improvement Leadership Model.

### Strategy 1:

Leadership Model Initiative - The Wayne Education Association and Wayne Board of Education will incorporate school improvement leadership stipends to the Master Teaching Contract for Wayne Community Schools. Once implemented the school improvement leadership team, as established, will monitor, guide, and lead all school improvement planning processes and initiatives as outlined in the WCS School Improvement Planning Tool and the descriptors for the School Improvement leadership model.

Research Cited: N/A

Activity - School Improvement Planning Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share and implement School Improvement Planning Tool with Leadership team, all district staff, and School Board.  Schools: All Schools	Policy and Process	08/17/2015	05/02/2016	\$5000	General Fund	Superintendent and Leadership team

# Board - April, 2016

Account	Description	Published Budget	Monthly Expenditures	Total Expenditures	Balance (Pub)	Percent Remaining
01-1100	Instruction	5,314,260.00	402,747.44	3,232,256.69	2,082,003.31	39.18
01-1200	Special Education	1,470,750.00	196,832.04	969,305.71	501,444.29	34.09
01-2100	Support Services -	435,858.00	28,412.05	233,140.23	202,717.77	46.51
01-2200	Support	593,334.00	24,547.70	203,335.22	389,998.78	65.73
01-2300	General Administration	340,760.00	21,047.50	192,631.85	148,128.15	43.47
01-2400	School Administration	667,926.00	50,397.62	399,265.30	268,660.70	40.22
01-2500	Business Support	508,386.00	23,507.00	337,050.38	171,335.62	33.70
01-2600	Buildings And Grounds	980,450.00	52,693.11	495,275.22	485,174.78	49.48
01-2700	Pupil Transportation	389,610.00	33,689.96	278,278.70	111,331.30	28.58
01-3000	Community Services	0.00	0.00	750.00	-750.00	0.00
01-3500	Grants - HAL, PreK,	5,500.00	4,661.19	93,670.49	-88,170.49	-1,603.10
01-4000	Federal Programs	388,516.00	45,381.58	226,756.16	161,759.84	41.64
01-6000	Summer School	20,000.00	0.00	594.68	19,405.32	97.03
01-8000	Transfers	20,000.00	0.00	0.00	20,000.00	100.00
		<u>11,135,350.00</u>	<u>883,917.19</u>	<u>6,662,310.63</u>	<u>4,473,039.37</u>	<u>40.16</u>

ALL Data

# Cash Summary Report

Arranged by:  
Fund ID

Date Range: 04/01/2016 thru 04/30/2016

Fund	Beginning	Revenue	Expenditures	Other	Ending	Encumbrances	Payables	Unencumbered
<b>01</b>	<b>GENERAL FUND</b>							
	2,512,455.85	401,911.22	-883,917.19	0.00	2,030,449.88	0.00	-130.00	2,030,319.88
<b>02</b>	<b>LUNCH FUND</b>							
	192,738.05	-18.40	-42,239.80	0.00	150,479.85	0.00	0.00	150,479.85
<b>03</b>	<b>Sinking Fund</b>							
	258,209.57	6,676.29	0.00	0.00	264,885.86	0.00	0.00	264,885.86
<b>04</b>	<b>Bond Fund</b>							
	367,264.33	14,467.03	0.00	0.00	381,731.36	0.00	0.00	381,731.36
<b>05</b>	<b>Payroll Fund</b>							
	30,214.96	228,571.60	-228,512.64	0.00	30,273.92	0.00	0.00	30,273.92
<b>07</b>	<b>QUALIFIED CAPITAL PURPOSE</b>							
	386,347.61	13,085.56	0.00	0.00	399,433.17	0.00	0.00	399,433.17
<b>08</b>	<b>PETTY CASH</b>							
	5,108.51	1,137.35	-1,161.00	0.00	5,084.86	0.00	0.00	5,084.86
<b>09</b>	<b>Depreciation</b>							
	262,457.12	0.00	0.00	0.00	262,457.12	0.00	0.00	262,457.12
<b>10</b>	<b>Cooperative Fund</b>							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Report Totals:</b>	<b>4,014,796.00</b>	<b>665,830.65</b>	<b>-1,155,830.63</b>	<b>0.00</b>	<b>3,524,796.02</b>	<b>0.00</b>	<b>-130.00</b>	<b>3,524,666.02</b>



# Wayne Community Schools "Learning for Life"

Mark Hanson – High School Principal  
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611 West Seventh Street  
Wayne, NE 68787

**DATE:** May 2, 2016  
**TO:** Board of Education, Superintendent of Schools  
Wayne Public Schools  
**FROM:** Mr. Mark Hanson, Principal *MH*  
Wayne High School  
**RE:** Recommended Graduates, Wayne High School - 2016

Please note the names of students recommended for graduation from Wayne High School on May 14, 2016, 2:00 p.m.

Also, please be advised that this list was/may need to be amended pending final grades to be computed on May 10, the last day of attendance for Seniors. This list includes 25 boys and 25 girls.

## Recommended Graduates

Jacob Lynn Stephen Abraham	Kaitlyn Marie McAllister
Mickayla Saleen Armell	Thorin Robert McBride
Mikayla Ann Bartos	Dillion James McCoy
Mikyla Marie Bartos	Courtney Ann Melena
Jacob Christopher Bear	Jayse Michael Munsell
Tabitha Rae Belt	Dakota Michael Olmer
Noah Jeremiah Braun	Meg Ryan Osnes
Morgan Leigh Carson	Micahel Remy Parker
Sukanya Lynn Cavenee	Preston Matthew Paulson
Jordan Gaige Cliff	Ashlyn Elizabeth Pecena
Kaitlyn Marie Colvard	Mason Robert Reynolds
Jacob Alvin Daum	Peyton Elizabeth Roach
Drew Allen Davie	Danica Dawn Schaefer
Jasen Vaughn Davis	Schuyler Thomas Schweers
Michaela Rae Fehringer	Micah Benjamin Sprouls
Jesse Otto Heithold	Amanda Marie Stabler
Sylvia Grace Jager	Amelia Jayne Stabler
Donald E.L. Johnson	Tarah Anne Stegemann
Jenessa Joy Kardell	Taylor Marie Swanson
Colby Tanner Keiser	Jacob Torres – "Honorary Diploma"
Jewel Joan Kneifl	Jack Marshall Tyson
Cole Kevin Koenig	Jorge Antonio Vergara-Meza
Cole Patrick Leonard	Makayla Lynn Walker
Anna Claire Loberg	John Earl Weaver III
Miranda Sue Long	Elisha Elaina Williams



## Wayne Community Schools “Learning for Life”

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Phone: 402-375-3150, Fax: 402-375-5251

April 29, 2016

Dear Honoree,

On behalf of the Wayne Community Schools Board of Education, you are invited to attend our monthly Board of Education Honor Coffee on Monday, May 9, 2016, at 6:30 p.m. in the Commons at the Wayne Junior/Senior High School. Family and friends are encouraged to attend and share in your recognition. We will be honoring the following individuals:

**Daughters of the American Revolution Essay State Winner:** Natalia Meyer

**Mid-State Conference Academic Team 2015-16:** Jenessa Kardell, Cole Koenig, Meg Osnes, Sylvia Jager, Morgan Carson, Amanda Stabler, Mason Reynolds, Jack Tyson, Marta Pulfer

**NJAS Regional Science Fair:** Marcella Jurotich, Maysn Dorey, Gunnar Jorgensen, Cole Hobza, Maddie Bear, Trevor DeBoer, Skylar Mutchler, Blake Bartos, Isaac Davis, Treyton Blecke, Colton Vovos

**State Science Fair Winners:** Marcella Jurotich, Isaac Davis, Gunnar Jorgensen

**UNMC Science Meet:** James Tompkins, Jonathan Worner, Cole Hobza, Korrina Niemann, Allyson Avery, Kelsey Heggemeyer, Kevin Kielty, Tori Kniesche, Stephanie Casarrubias

**State Power Drive:** Noah Braun, Miranda Long, Jacob Bear, Jacob Abraham, Nolan Reynolds, Garret Reynolds, Brady Henderson, Cameron Davis

**Pierce Honor Band:** Hannah Vick, Jaydyn Jorgensen, Anaka Krueger, Ellie Jech, Hope O'Reilly, Maryann Magana, Edwin Vahlkamp, Ruben Vega, Courtney Brink, Anthony Hansen, Claire Lindsay, Dylan Anderson, James Dorcey, Nikki Fertig, Christopher Woerdemann, Maddie Bear, Maggie Fehringer, Cassidy Manz, Jon Worner, Cailee Brugger, Hagan Miller, Israel Rodriguez, Ian Collier, Cole Hobza, Sam Perry, Brock Hopkins, Kevin Kielty, Tyrus Eischeid, Alyssa Chinn, Faith Junck

**Spanish Honor Society:** Morgan Carson, Amanda Stabler, Anna Loberg, Jenna Trenhaile, Grace Heithold, Breanna Kallhoff, Halie Chinn, Miranda Fehringer, Ty Grone, Amelia Blankenau, Emily Matther, Steven Keiser, Tucker Nichols, Lindy Sandoz

Prior to the Honor Coffee, the Board of Education will meet in regular session at 5:00 p.m. in the Wayne Junior/Senior Library, Room 407. You are invited to attend the meeting. We look forward to seeing you on May 9!

Sincerely,

Mark Lenihan, Superintendent