

Board of Education Regular Meeting  
Monday, September 12, 2016 5:20 PM  
Jr/Sr High School Library, Room 407  
611 West 7th Street  
Wayne, Nebraska 68787

- I. NASB Area Membership Meeting Review
- II. NASB Area Membership Meeting Review
- III. Call the Meeting to Order
  - III.a. Pledge of Allegiance
  - III.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, Wayne Public Library, and Wayne Post Office, and online: [www.wayneschools.org](http://www.wayneschools.org).
  - III.c. Action on Absence and Roll Call
  - III.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.
  - III.e. Consent Agenda
    - III.e.I. Approval of Minutes of Previous Meetings
    - III.e.II. Approval of Financial Reports and Claims
  - III.f. Personnel
- IV. Communications from the Public (Policy 1209) and Requested Presentations
  - IV.a. Wayne Rotary Presentation
  - IV.b. ACT Results - Mrs. Hill
- V. Action Items
  - V.a. Old Business
  - V.b. New Business
    - V.b.I. 2016-2017 Wayne Community Schools District Budget

V.b.II.2016-2017 Wayne Community Schools District Tax Request

V.b.III. Action on Fifth Street

V.b.IV. Bus Service Route Changes

VI. Administration and Board Committee Reports:

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

VI.a.I. Superintendent

VI.a.I.1. Enrollment Summary

VI.a.I.2. Principal Evaluation Process

VI.a.I.3. Open Sky Conference

VI.a.I.4. Drivers Ed Report

VI.a.I.5. Van Mileage Report

VI.a.I.6. Labor Relations Conference Summary

VI.a.II. High School Principal

VI.a.II.1. Class Enrollments

VI.a.III. Special Education Director

VI.a.IV. Elementary Principal

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

VI.a.V.1. Class Enrollments

VI.b. Board Committees

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

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

VI.b.II.1. Notes from Americanism Meeting

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

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

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

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

VI.b.VI.1. 2016-17 comp study

VII. Boardsmanship

VII.a. 2016 Area Membership Meeting - September 21, 2016, Norfolk, NE. Registration  
deadline: Wednesday, September 14, 2016

VII.b. Annual State Education Conference - November 16-18, 2016, La Vista, NE. Registration  
open: Wednesday, September 14, 2016

VIII. Future Agenda Items

IX. Executive Session (If Needed)

X. Action Taken from Executive Session (If Needed)

XI. Adjournment

**Wayne Community Schools  
Board of Education  
Regular Meeting Minutes  
August 08, 2016**

The regular meeting of the Wayne Board of Education was held at the Jr/Sr High School Library, Room 407, Wayne, Nebraska, on Monday, August 08, 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 5:00 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 5:00 p.m.

**I.a. Pledge of Allegiance**

**I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, 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. Ken Jorgensen and a second by Mrs. Wendy Consoli. Motion passed 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 Mr. Rod Garwood and a second by Dr. Jeryl Nelson. Motion passed 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**

Discussion:

There have been four new SpEd paras, an ELL para, a general education para, and a Bilingual secretary hired for the Elementary and Jr/Sr High School. The kitchen has hired two new staff. There is currently one custodian position open.

## **II. Tour of High School**

Discussion:

The Board recessed at 5:07 p.m. to tour the High School. The Board was shown the new lockers, gym doors and basketball backboard lifts, new lunch tables, and other renovations that were done over the summer. The Board also saw the locker room areas and the Career/Tech area. The meeting reconvened at 5:39 p.m.

## **III. Communications from the Public (Policy 1209) and Requested Presentations**

## **IV. Action Items**

### **IV.a. Old Business**

#### **IV.a.I. Second Reading of 2016-2017 Teacher Handbook**

**Motion Passed:** Motion to approve the second reading of the 2016-2017 Teacher Handbook, as presented, passed with a motion by Dr. Jeryl Nelson and a second by Mr. Scott Hammer. Motion passed 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

**IV.b. New Business**

**IV.b.I. Carlson West Povondra Design Contract**

**Motion Passed:** Motion to approve the contract with Carlson/Povondra Architects for design and bid document preparation for the locker room and career tech education classroom project, as presented, passed with a motion by Mr. Scott Hammer and a second by Mrs. Wendy Consoli. Motion passed 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 contract with Carlson/Povondra Architects for the design and bid preparation for the locker room and Career Tech Education classroom project.

**IV.b.II. Transfer of Funds**

**Motion Passed:** Motion to approve the transfer of \$100,000 from general fund to depreciation fund passed with a motion by Mr. Rod Garwood and a second by Mr. Ken Jorgensen. Motion passed 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 transfer of \$100,000 from the general fund to the depreciation fund.

**V. Administration and Board Committee Reports:**

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

**V.a.I. Superintendent**

**V.a.I.1. Budget Update**

Discussion:

Mr. Lenihan discussed the estimated tax levy for the 2016-2017 school year. Mr. Lenihan stressed that the numbers were an estimated amount. The Board thanked Mr. Lenihan and Mrs. Nelson for their work on the budget.

#### **V.a.I.2. 2016-2017 Administrative Structure**

Discussion:

Mr. Lenihan showed the Board the Administrative Structure for the 2016-2017 school year. It outlines what the administration is responsible for.

#### **V.a.I.3. Staff Pre-Service Days**

Discussion:

Mr. Lenihan advised the Board on the staff pre-service days. He invited the Board to attend the Welcome Back Breakfast on Monday, August 15, 2016, at 8:00 a.m., in the Jr/Sr High School commons. Open House is Monday, August 15, 2016, at all buildings from 5:00 p.m. to 7:00 p.m. School will begin Wednesday, August 17, 2016, with a noon dismissal and with the first full day Thursday, August 18, 2016.

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

Discussion:

Mr. Hanson discussed some of the sessions he attended at Administrator Days. He discussed that the Economic Development Team would like to start a student/business shadowing program. He told the Board there will be two foreign exchange students attending Wayne Community Schools this fall from Thailand and Sweden. The Board would like to have a schedule of the classes with the enrollment of each class. Mr. Hanson stated class enrollment should be ready for the September Board meeting, due to student schedules changing during the first two weeks of school.

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

Discussion:

Mrs. Bear invited the Board to attend the Chamber Coffee on Friday, August 19, 2016, at 10:00 a.m. at the Early Learning Center. She thanked the Board for the opportunity to attend Administrator Days.

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

Discussion:

Mr. Plager said that summer school has been going well. He attended the TSGold meeting and received new information in using the new grading system for the Kindergartners. Mr. Hight talked about attending Karen Haase's session dealing with cyber bullying at Administrator Days.

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

Discussion:

Mr. Ruhl told the Board that football and softball practices have started. Volleyball, cross-country, and golf practice will be starting next week. He told the Board there was good attendance for the Coaches Clinic. The Jr. High schedules are being finalized.

#### **V.b. Board Committees**

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

Discussion:

The Foundation Gift-a-Thon starts Friday, August 19, 2016, during the Fall Sports Kick-off. It is a weeklong event. Wednesday, August 24, 2016, will be Blitz Night, where the student athletes will be going door-to-door in Wayne seeking donations. High School (grades 9-12) will dismiss at 2:00 p.m. on August 24, 2016. USave pharmacy has granted the Early Learning Center \$2,000 to go towards tuition for a four-year-old student.

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

Discussion:

Mr. Lenihan will send out a list of days and times for the committee to look over to decide a time to meet.

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

Discussion:

The City of Wayne would like to keep the access road open that connects their property to the pool with Wayne Community Schools property. Mr. Lenihan will talk with the city to find out details. He will keep the Board informed as information becomes available. Mr. Lenihan discussed the annual Safety meeting which was held on August 5, 2016. He updated the Board on projects completed over the summer.

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

###### **V.b.IV.1. Policy 5000 Review**

Discussion:

The Policy sub-committee met to start going over the 5000 policies. Mr. Lenihan and the Policy/Title IX committee have met to go over the changes which the sub-committee has suggested. The 5000 policies should be ready for first reading in September.

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

Discussion:

No report.

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

Discussion:

No report.

**VI. Boardsmanship**

**VI.a. Board and Staff Breakfast, Monday, August 15, 2016. 8:00 - 9:30 a.m.**

**VI.b. Early Learning Center Chamber Coffee - Friday, August 19, 2016**

**VI.c. NASA/NASB Labor Relations Conference - September 7-8, 2016, Lincoln**

**VI.d. NASB Area Membership Meeting - Wednesday, September 21, 2016, Lifelong Learning Center**

**VI.e. NASB School Board Conference - November 16-18, 2016**

**VII. Future Agenda Items**

Discussion:

For the August 29, 2016 Special Board Meeting: Final Budget and Breakdown of Drivers Education.

For the September 12, 2016 Regular Board Meeting: Schedule of Classes and Enrollment,

Discussion of New Vehicle, First Reading of 5000 Policies.

**VII.a. Special Meeting, Monday, August 29, 2016, 5:00 p.m.**

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

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

**X. Adjournment**

Discussion:

The meeting was adjourned at 6:44 p.m. The next Special Meeting will be August 29, 2016, at 5:00 p.m. in the Jr/Sr High School Library, Room 407. The next regular Board Meeting will be Monday, September 12, 2016, at 5:00 p.m. in the Jr/Sr High School Library, Room 407.

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Deb Daum, Secretary

**Wayne Community Schools  
Board of Education Special Meeting Minutes  
August 29, 2016**

The regular meeting of the Wayne Board of Education was held at the Jr/Sr High School Library, Room 407, Wayne, Nebraska, on Monday, August 29, 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 5:00 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**

**I.a. Pledge of Allegiance**

**I.b. Announce Open Meeting Act Posting and Location - Wayne Community Schools, 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 Dr. Jeryl Nelson and a second by Mr. Scott Hammer. Motion passed 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 and financial reports and claims, as presented, passed with a motion by Mr. Rod Garwood and a second by Mrs. Wendy Consoli. Motion passed 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 Financial Reports and Claims**

Discussion:

The Board discussed bills for final payment. Rochelle Nelson was present to provide any explanation if needed.

### **II. City Pool Access Road**

Discussion:

Joel Hansen, from the City of Wayne, discussed the Wayne Community Activity Center pool access road. Different options were discussed, but no action was taken until further discussion with the City is held.

### **III. Budget Workshop**

Discussion:

Mr. Lenihan presented the Board with the proposed budget. Comparisons from the past years were shown to the Board.

### **IV. Adjournment**

**Motion Passed:** Motion to Adjourn Meeting passed with a motion by Mr. Ken Jorgensen and a second by Mrs. Wendy Consoli. Motion passed 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 5:50 p.m. The next Board Meeting will be Monday, September 12, 2016, beginning with the Budget and Tax Request Hearing, at 5:00 p.m. with the regular Board Meeting following at 5:20 p.m.

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Deb Daum, Secretary

# Checks for Payment Listing

Direct

Dep.	Check	Check Date	Payable To	Description	Amount
<b>01 - GENERAL FUND</b>					
	00016062	09/09/2016	Alpha Rehabilitation, P.C.	sped services	276.47
	00016062	09/09/2016	Alpha Rehabilitation, P.C.	sped services	81.59
	00016063	09/09/2016	American Broadband CLEC	K-12 ph, Prek ph, intern cable	524.77
	00016063	09/09/2016	American Broadband CLEC	K-12 ph, <u>Prek ph, intern cable</u>	257.21
	00016064	09/09/2016	American Time	clocks/bldg. maint.	791.67
	00016065	09/09/2016	American Red Cross	Vision textbook/SPED	1,376.70
	00016066	09/09/2016	Artificial Rain LLC	repair sprinklers	64.38
	00016067	09/09/2016	Barnes & Noble, Inc.	ES t. supply	359.25
	00016068	09/09/2016	Black Hills Energy	utilities	68.36
	00016068	09/09/2016	Black Hills Energy	utilities	46.46
	00016069	09/09/2016	Carhart Lumber Company	EI & Prek Coat hooks, <u>supp</u>	7.49
	00016069	09/09/2016	Carhart Lumber Company	EI & <u>Prek Coat hooks, supp</u>	41.86
	00016069	09/09/2016	Carhart Lumber Company	<u>EI &amp; Prek Coat hooks, supp</u>	4.99
	00016070	09/09/2016	Cathy Hobza	Sped supplies	59.52
	00016071	09/09/2016	CENGAGE Learning	HS text	40.00
	00016071	09/09/2016	CENGAGE Learning	HS text	40.00
	00016072	09/09/2016	Chemsearch	EI water conditioning cont	982.90
	00016073	09/09/2016	City Of Wayne	utilities	7,344.94
	00016073	09/09/2016	City Of Wayne	utilities	1,740.61
	00016073	09/09/2016	City Of Wayne	utilities	9,528.82
	00016073	09/09/2016	City Of Wayne	utilities	403.04
	00016073	09/09/2016	City Of Wayne	utilities	1,057.50
	00016074	09/09/2016	Curtis& Coleen Jeffries (Copy Write	Acad all state, Expect prints	22.05
	00016074	09/09/2016	Curtis& Coleen Jeffries (Copy Write	collaboration posters/flex sup	526.28
	00016074	09/09/2016	Curtis& Coleen Jeffries (Copy Write	Acad all state, Expect prints <i>local classrooms</i>	44.10
	00016074	09/09/2016	Curtis& Coleen Jeffries (Copy Write	<u>Acad all state</u> , Expect prints	173.10
	00016074	09/09/2016	Curtis& Coleen Jeffries (Copy Write	Acad all state, Expect prints	80.85
	00016075	09/09/2016	CPI	DVDs/flex supplies	843.57
	00016076	09/09/2016	Darlene Lilienkamp	meal for conf	10.37
	00016077	09/09/2016	Eakes Office Solutions	toner cartridge for fax machin	52.88
	00016077	09/09/2016	Eakes Office Solutions	office fax machine/equip.	215.00
	00016078	09/09/2016	Egan Supply Co.	water cleaner filter	56.54
	00016078	09/09/2016	Egan Supply Co.	repair scrubber	178.34
	00016079	09/09/2016	ESU #1	testing costs ( <i>maps tests</i> )	3,712.50
	00016080	09/09/2016	ESU Coordinating Council	ES movie license for 2016-17	312.00
	00016081	09/09/2016	The Final Touch	paint for EI lunchr wall	39.99
	00016082	09/09/2016	First National Bank Omaha	<u>Fuel</u> , All State Fees, Hs Math <i>Principd</i>	11.60
	00016082	09/09/2016	First National Bank Omaha	Fuel, <u>All State Fees</u> , Hs Math <i>music Audition supp</i>	56.00
	00016082	09/09/2016	First National Bank Omaha	Fuel, All State Fees, Hs Math <u>textbook</u>	99.15
	00016082	09/09/2016	First National Bank Omaha	<u>SB equip</u> , Score Table	232.19
	00016082	09/09/2016	First National Bank Omaha	<u>SB equip</u> , <u>Score Table</u>	331.73
	00016083	09/09/2016	Gill Hauling, Inc.	sanitation	535.00
	00016084	09/09/2016	Grainger	cust. supply/bldg. maint.	170.60
	00016084	09/09/2016	Grainger	cust. supply/bldg. maint.	646.00
	00016085	09/09/2016	Hobby Lobby Stores, Inc.	Art class supplies	117.08
	00016086	09/09/2016	JRossTech	Vision services	555.00
	00016087	09/09/2016	J.W. Pepper & Son Inc.	JH band music	210.99
	00016087	09/09/2016	J.W. Pepper & Son Inc.	HS band music	437.44
	00016087	09/09/2016	J.W. Pepper & Son Inc.	HS band music	100.00

# Checks for Payment Listing

Direct

Dep.	Check	Check Date	Payable To	Description	Amount
	00016088	09/09/2016	Kenneth S. Hamsa	7/8 band repairs	295.00
	00016088	09/09/2016	Kenneth S. Hamsa	hs band repairs	739.50
	00016089	09/09/2016	Lou's Sporting Goods	FB equip.	1,882.22
	00016090	09/09/2016	Lutt Oil	Ath Prin, <u>Sped</u> , Supt, P/U& Gr	177.58
	00016090	09/09/2016	Lutt Oil	Ath, Prin, Sped, Supt, <u>P/U&amp; Gr</u>	243.31
	00016090	09/09/2016	Lutt Oil	<u>Ath</u> , Prin, Sped, Supt, P/U& Gr <i>HS</i>	65.50
	00016090	09/09/2016	Lutt Oil	Ath, <u>Prin</u> , Sped, Supt, P/U& Gr	43.02
	00016090	09/09/2016	Lutt Oil	Ath, Prin, Sped, <u>Supt</u> , P/U& Gr	65.82
	00016091	09/09/2016	Main Street Auto Care	repair cookie truck	255.58
	00016091	09/09/2016	Main Street Auto Care	repair cookie truck	156.75
	00016092	09/09/2016	Marco Technologies LLC	printer cartridge/Vision suppl	183.21
	00016092	09/09/2016	Marco Technologies LLC	copier supply	113.47
	00016093	09/09/2016	Marco, Inc.	<u>copier</u> & printer lease	2,989.00
	00016093	09/09/2016	Marco, Inc.	copier & <u>printer</u> lease	362.97
	00016094	09/09/2016	Mid States School Bus, Inc.	regular routes	33,395.61
	00016095	09/09/2016	Mosaic @ Bethphage Village	Aug services	4,133.91
	00016095	09/09/2016	Mosaic @ Bethphage Village	July services	2,871.27
	00016096	09/09/2016	Nebr. Assoc. Of School Boards	<u>Daum memb</u> , Linster, J.Nelson r	25.00
	00016096	09/09/2016	Nebr. Assoc. Of School Boards	Daum memb, <u>Linster</u> , J.Nelson <i>reg</i>	144.00
	00016097	09/09/2016	Nebraska Link	distance ed line - internet se	1,887.00
	00016098	09/09/2016	NE Department of Labor	EL & HS Elevator Insp.	280.00
	00016099	09/09/2016	Northeast Nebraska News Company	Help wanted	34.92
	00016100	09/09/2016	NSBA State Marching Contest	State March Band Reg Fee	175.00
	00016101	09/09/2016	One Office Solution	postage meter supplies	338.95
	00016102	09/09/2016	One Source	background checks	105.00
	00016103	09/09/2016	Pac 'n' Save	Sped, Prek, FACS, Cust, <u>H2o</u>	15.00
	00016103	09/09/2016	Pac 'n' Save	Sped, <u>Prek</u> , FACS, Cust, H2o	57.18
	00016103	09/09/2016	Pac 'n' Save	Sped, Prek, <u>FACS</u> , Cust, H2o <i>HS</i>	15.19
	00016103	09/09/2016	Pac 'n' Save	Sped, Prek, FACS, Cust, H2o	7.55
	00016103	09/09/2016	Pac 'n' Save	<u>Sped</u> , Prek, FACS, Cust, H2o <i>HS</i>	168.30
	00016103	09/09/2016	Pac 'n' Save	Sped, Prek, <u>FACS</u> , Cust, H2o <i>7/B</i>	31.63
	00016104	09/09/2016	Perry, Guthery, Haase &	August Services	240.00
	00016105	09/09/2016	Pierce Marching Band Festival	10/5/16 reg fee	100.00
	00016106	09/09/2016	Plunkett's Pest Control	June & Aug Service	208.67
	00016106	09/09/2016	Plunkett's Pest Control	June & Aug Service	208.67
	00016107	09/09/2016	Porta Phone Co.	FB porta phone repair plan	449.00
	00016108	09/09/2016	PowerSchool Group, LLC	Server Fee & Web access	287.71
	00016108	09/09/2016	PowerSchool Group, LLC	Server Fee & Web access	1,150.85
	00016108	09/09/2016	PowerSchool Group, LLC	Server Fee & Web access	2,013.99
	00016108	09/09/2016	PowerSchool Group, LLC	Server Fee & Web access	575.45
	00016109	09/09/2016	Susan Holdstedt (DBA S&H Tax Service)	Sept 125 fees	138.60
	00016110	09/09/2016	School Specialty Inc.	preschool equip.	4,979.55
	00016111	09/09/2016	Shopko Stores Operating Co., LLC	Prek Supplies	628.27
	00016112	09/09/2016	Teaching Strategies, LLC	t. supply/flex	1,512.00
	00016113	09/09/2016	U.S. Bank	Prekm, sped, <u>Adm Days</u> , Supt, T	100.31
	00016113	09/09/2016	U.S. Bank	Prekm, sped, <u>Adm Days</u> , Supt, T	100.31
	00016113	09/09/2016	U.S. Bank	Prekm, sped, <u>Adm Days</u> , Supt, T	100.31
	00016113	09/09/2016	U.S. Bank	Prekm, sped, <u>Adm Days</u> , Supt, T	200.61
	00016113	09/09/2016	U.S. Bank	Prekm, <u>sped</u> , Adm Days, Supt, T <i>HS</i>	648.00
	00016113	09/09/2016	U.S. Bank	Prekm, sped, Adm Days, <u>Supt</u> , T	25.00

# Checks for Payment Listing

Direct

Dep.	Check	Check Date	Payable To	Description	Amount
	00016113	09/09/2016	U.S. Bank	Prekm, sped, Adm Days, Supt, T	100.31
	00016113	09/09/2016	U.S. Bank	Prekm, sped, Adm Days, Supt, T <i>HS Text books</i>	183.30
	00016113	09/09/2016	U.S. Bank	Prekm, sped, Adm Days, Supt, T	345.99
	00016114	09/09/2016	Ward's Science	HS science lab supply	431.87
	00016115	09/09/2016	Wayne Auto Parts Inc.	grounds maint.	6.09
	00016116	09/09/2016	Wayne Herald/Morning Shopper	<u>Web</u> , <u>Newslet</u> , <u>Help</u> , <u>Legals</u>	100.00
	00016116	09/09/2016	Wayne Herald/Morning Shopper	<u>Web</u> , <u>Newslet</u> , <u>Help</u> , <u>Legals</u>	233.69
	00016116	09/09/2016	Wayne Herald/Morning Shopper	<u>Web</u> , <u>Newslet</u> , <u>Help</u> , <u>Legals</u>	585.00
	00016116	09/09/2016	Wayne Herald/Morning Shopper	<u>Web</u> , <u>Newslet</u> , <u>Help</u> , <u>Legals</u>	224.48
	00016117	09/09/2016	TAESE/USU	Reg. SPED mtg./T. Hight	25.00
	000EFT72	09/09/2016	State Nebraska Bank and Trust Co.	August Bank Fees	124.44
<b>01 - GENERAL FUND Totals:</b>					<b>102,154.79</b>
<b>Report Total:</b>					<b>102,154.79</b>

# Receipt Summary by Source - July, 2016

Account	Description	Published Budget	Receipts to Date	Remaining Budget	Receipts for Current Month	Percent Received
<b>01 GENERAL FUND</b>						
01-1110	Local District Taxes	8,899,271.00	7,799,463.88	1,099,807.12	50,699.94	87.64
01-1111	1991 Pers. Prop. Tax	0.00	0.00	0.00	0.00	0.00
01-1120	In-lieu	0.00	0.00	0.00	0.00	0.00
01-1125	Motor Vehicle -local	425,000.00	442,789.34	-17,789.34	33,493.42	104.19
01-1215	Distance Ed Tuition	3,500.00	3,600.00	-100.00	0.00	102.86
01-1225	Dr Ed Tuition	0.00	0.00	0.00	0.00	0.00
01-1230	Tuition-other Dist. Sped	0.00	0.00	0.00	0.00	0.00
01-1250	Driver Ed Tuition	5,000.00	12,084.60	-7,084.60	0.00	241.69
01-1270	Pre K Tuition and Fees	0.00	2,885.00	-2,885.00	0.00	0.00
01-1300	Hal Grant	0.00	0.00	0.00	0.00	0.00
01-1320	Transp.	0.00	0.00	0.00	0.00	0.00
01-1330	Sped Transportation	0.00	0.00	0.00	0.00	0.00
01-1410	Interest	6,500.00	30,199.49	-23,699.49	2,355.36	464.61
01-1610	Local License Fees	18,000.00	6,640.68	11,359.32	0.00	36.89
01-1620	Police Court Fines	0.00	18,058.89	-18,058.89	204.56	0.00
01-1720	Rental - Sale Of	0.00	0.00	0.00	0.00	0.00
01-1790	Other Local Receipts	0.00	0.00	0.00	0.00	0.00
01-1791	Dept Of Roads - Other	0.00	0.00	0.00	0.00	0.00
01-1910	Rent	0.00	0.00	0.00	0.00	0.00
01-1920	Donation	0.00	1,093.00	-1,093.00	0.00	0.00
01-1950	Receipts from colleges	0.00	0.00	0.00	0.00	0.00
01-1990	Other Local Receipts	112,000.00	0.00	112,000.00	0.00	0.00
		9,469,271.00	8,316,814.88	1,152,456.12	86,753.28	87.82
01-2110	County Fines And	35,000.00	61,212.41	-26,212.41	6,129.84	174.89
01-2130	Other County Sources	0.00	175,460.00	-175,460.00	0.00	0.00
01-2140	Non-resident Hs Tuition	0.00	0.00	0.00	0.00	0.00
01-2210	Esu	25,000.00	0.00	25,000.00	0.00	0.00
01-2211	Service Receipts	0.00	0.00	0.00	0.00	0.00
01-2215	Esu Nrsg Receipts	0.00	0.00	0.00	0.00	0.00
01-2220	Esu #1 Staff Develop.	0.00	0.00	0.00	0.00	0.00
		60,000.00	236,672.41	-176,672.41	6,129.84	394.45
01-3000	Lottery Grant	0.00	0.00	0.00	0.00	0.00
01-3005	Annenberg (school At	0.00	0.00	0.00	0.00	0.00
01-3100	Education Innovation	0.00	0.00	0.00	0.00	0.00
01-3110	State Aid	37,054.00	39,941.07	-2,887.07	0.00	107.79
01-3115	Teachers Pay Rule 33	0.00	0.00	0.00	0.00	0.00
01-3120	Special Education	560,000.00	427,302.00	132,698.00	0.00	76.30
01-3121	Reimburse Sped - Mips	0.00	0.00	0.00	0.00	0.00
01-3125	Sped Transportation	8,000.00	19,117.00	-11,117.00	0.00	238.96
01-3126	Sped - Flex Funding	0.00	0.00	0.00	0.00	0.00
01-3130	Homestead Exemption	0.00	78,369.31	-78,369.31	13,062.24	0.00
01-3131	Property Tax Credit	0.00	496,096.52	-496,096.52	0.00	0.00
01-3135	High Ability Learners	8,000.00	5,763.00	2,237.00	0.00	72.04
01-3145	Option Transportation-	0.00	0.00	0.00	0.00	0.00
01-3155	Textbook Loans	0.00	0.00	0.00	0.00	0.00
01-3160	Wards Of Court	35,000.00	0.00	35,000.00	0.00	0.00
01-3165	Flex Receipts 0-5	0.00	0.00	0.00	0.00	0.00
01-3166	Flex Receipts - School	0.00	0.00	0.00	0.00	0.00
01-3180	Pro-rate Motor Vehicle	5,000.00	20,641.09	-15,641.09	5,317.01	412.82
01-3190	Other State	0.00	0.00	0.00	0.00	0.00
01-3191	Teachers Pay Rule 33	0.00	0.00	0.00	0.00	0.00
01-3200	State Apportionment	500.00	131,037.76	-130,537.76	0.00	26,207.55
01-3300	In-Lieu of School Land	0.00	9,415.07	-9,415.07	0.00	0.00
01-3400	Insurance Premium Tax	0.00	0.00	0.00	0.00	0.00
01-3500	Mini Grant-Old	0.00	11,490.01	-11,490.01	0.00	0.00
01-3510	Unused	0.00	0.00	0.00	0.00	0.00
01-3511	Mini Grants - old	0.00	0.00	0.00	0.00	0.00
01-3512	Dist Ed Incentive	0.00	1,000.00	-1,000.00	0.00	0.00

# Receipt Summary by Source - July, 2016

Account	Description	Published Budget	Receipts to Date	Remaining Budget	Receipts for Current Month	Percent Received
01-3513	Mentor Teacher -	0.00	0.00	0.00	0.00	0.00
01-3525	Distance Ed	0.00	0.00	0.00	0.00	0.00
01-3540	Early Childhood Grant	0.00	144,999.99	-144,999.99	0.00	0.00
01-3550	Unused	0.00	0.00	0.00	0.00	0.00
01-3990	Other State Receipts	7,000.00	0.00	7,000.00	0.00	0.00
		<u>660,554.00</u>	<u>1,385,172.82</u>	<u>-724,618.82</u>	<u>18,379.25</u>	<u>209.69</u>
01-4100	Title I - Carry Over	0.00	0.00	0.00	0.00	0.00
01-4101	Title I Capitol Expense	0.00	0.00	0.00	0.00	0.00
01-4112	Title I/school	0.00	0.00	0.00	0.00	0.00
01-4200	Title I - Current Fy	100,000.00	106,545.00	-6,545.00	11,491.00	106.55
01-4201	Prior Year Title I	0.00	0.00	0.00	0.00	0.00
01-4213	Chapter I - Nid	0.00	0.00	0.00	0.00	0.00
01-4214	Chapter I - Program	0.00	0.00	0.00	0.00	0.00
01-4300	Chapter II Ecia	20,000.00	0.00	20,000.00	0.00	0.00
01-4301	Wayne State College	0.00	0.00	0.00	0.00	0.00
01-4310	Title II A, Training &	0.00	31,138.00	-31,138.00	7,169.00	0.00
01-4320	Unused	0.00	0.00	0.00	0.00	0.00
01-4401	Preschool Handicapped	0.00	0.00	0.00	0.00	0.00
01-4402	Pre-school	0.00	0.00	0.00	0.00	0.00
01-4404	IDEA Part B Base	0.00	44,208.00	-44,208.00	0.00	0.00
01-4406	IDEA Base Age 3-5	0.00	972.00	-972.00	0.00	0.00
01-4410	IDEA Enrollment/Poverty	112,500.00	109,286.00	3,214.00	0.00	97.14
01-4411	Idea Renovation Grant	0.00	0.00	0.00	0.00	0.00
01-4412	Proportinate Share	0.00	6,090.00	-6,090.00	0.00	0.00
01-4415	IDEA Special Projects	0.00	0.00	0.00	0.00	0.00
01-4450	Mips Reimbursement	7,225.00	2,100.48	5,124.52	2,100.48	29.07
01-4455	Maaps (med.	30,000.00	21,616.66	8,383.34	0.00	72.06
01-4580	Education Jobs	0.00	0.00	0.00	0.00	0.00
01-4599	ARRA Stabilization - not	0.00	0.00	0.00	0.00	0.00
01-4610	ARRA: IDEA Part B - not	0.00	0.00	0.00	0.00	0.00
01-4630	ARRA IDEA Preschool-	0.00	0.00	0.00	0.00	0.00
01-4690	Other Grant Receipts	0.00	0.00	0.00	0.00	0.00
01-4700	Vocational Intervention	0.00	1,014.01	-1,014.01	1,014.01	0.00
01-4740	Annenberg Funds	0.00	0.00	0.00	0.00	0.00
01-4750	Teacher Mentor	0.00	0.00	0.00	0.00	0.00
01-4800	Class Size Reduction	0.00	0.00	0.00	0.00	0.00
01-4810	ARRA: Title 1- Not used	0.00	0.00	0.00	0.00	0.00
01-4900	Other Federal Funds	0.00	264.45	-264.45	0.00	0.00
01-4925	Title III -NCLB	0.00	0.00	0.00	0.00	0.00
01-4935	School Renovation	0.00	0.00	0.00	0.00	0.00
01-4960	Title IV A - Drug Free	0.00	0.00	0.00	0.00	0.00
01-4969	U. S. West Grant	0.00	0.00	0.00	0.00	0.00
01-4970	Unused	0.00	0.00	0.00	0.00	0.00
01-4985	Title II D - Technology -	0.00	0.00	0.00	0.00	0.00
01-4989	Mips Grant	0.00	0.00	0.00	0.00	0.00
01-4990	Science Grant	0.00	0.00	0.00	0.00	0.00
01-4991	Drug Free Grant	0.00	0.00	0.00	0.00	0.00
01-4992	Nsi Foundation Grant	0.00	0.00	0.00	0.00	0.00
01-4993	School To Work Grant	0.00	0.00	0.00	0.00	0.00
01-4994	Lottery Grant	0.00	0.00	0.00	0.00	0.00
01-4995	Gardner Foundation	0.00	0.00	0.00	0.00	0.00
01-4996	Goals 2000 99-2000	0.00	0.00	0.00	0.00	0.00
01-4997	Stars Science Grant	0.00	0.00	0.00	0.00	0.00
01-4998	Vocational Testing	0.00	0.00	0.00	0.00	0.00
01-4999	Nurse Income	0.00	0.00	0.00	0.00	0.00
		<u>269,725.00</u>	<u>323,234.60</u>	<u>-53,509.60</u>	<u>21,774.49</u>	<u>119.83</u>
01-5300	Insurance Adjustments	0.00	4,279.00	-4,279.00	0.00	0.00
01-5400	Sale Of Property	0.00	0.00	0.00	0.00	0.00
01-5500	Transfer From Other	0.00	0.00	0.00	0.00	0.00

# Receipt Summary by Source - July, 2016

Account	Description	Published Budget	Receipts to Date	Remaining Budget	Receipts for Current Month	Percent Received
01-5600	Other Non-revenue	0.00	0.00	0.00	0.00	0.00
01-5610	Balance	0.00	0.00	0.00	0.00	0.00
01-5650	Other	0.00	0.00	0.00	0.00	0.00
01-5690	Onther Non-Revenue	0.00	2,884.39	-2,884.39	100.50	0.00
		0.00	7,163.39	-7,163.39	100.50	0.00
01-6900	U.s. West Grant	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
01-8000	Transfers	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
01-9000	Short Term Loan	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
<b>01 GENERAL FUND</b>		10,459,550.00	10,269,058.10	190,491.90	133,137.36	98.17
<b>02 LUNCH FUND</b>						
02-1110	Child Receipts	225,000.00	199,405.82	25,594.18	-51.35	88.62
02-1410	Interest	500.00	1,677.92	-1,177.92	0.00	335.58
		225,500.00	201,083.74	24,416.26	-51.35	89.17
02-2110	Adult Receipts	0.00	4,940.90	-4,940.90	0.00	0.00
		0.00	4,940.90	-4,940.90	0.00	0.00
02-3110	Other	6,000.00	1,265.58	4,734.42	0.00	21.09
02-3150	State Reimbursement	500.00	2,063.60	-1,563.60	0.00	412.72
		6,500.00	3,329.18	3,170.82	0.00	51.21
02-4800	Federal Reimbursement	150,000.00	184,786.78	-34,786.78	0.00	123.19
		150,000.00	184,786.78	-34,786.78	0.00	123.19
02-8000	School District	10,000.00	10,000.00	0.00	0.00	100.00
		10,000.00	10,000.00	0.00	0.00	100.00
<b>02 LUNCH FUND</b>		392,000.00	404,140.60	-12,140.60	-51.35	103.09
<b>03 Sinking Fund</b>						
03-1110	Local District Taxes	172,069.00	229,983.16	-57,914.16	1,078.11	133.66
03-1410	Interest	0.00	2,238.45	-2,238.45	176.35	0.00
03-1920	Donation	0.00	0.00	0.00	0.00	0.00
		172,069.00	232,221.61	-60,152.61	1,254.46	134.95
03-3130	Homestead Exemption	0.00	1,515.28	-1,515.28	252.56	0.00
03-3131	Property Tax Credit	0.00	9,592.37	-9,592.37	0.00	0.00
03-3180	Pro-Rate Motor Vehicle	0.00	444.40	-444.40	86.64	0.00
03-3300	In Lieu of Tax	0.00	180.06	-180.06	0.00	0.00
		0.00	11,732.11	-11,732.11	339.20	0.00
03-5200	Loans	0.00	0.00	0.00	0.00	0.00
03-5400	Sale of Property	0.00	0.00	0.00	0.00	0.00
03-5500	Transfer	0.00	0.00	0.00	0.00	0.00
03-5690	Other Non-Revenue	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
03-9000	Building Fund	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
<b>03 Sinking Fund</b>		172,069.00	243,953.72	-71,884.72	1,593.66	141.77
<b>04 Bond Fund</b>						

# Receipt Summary by Source - July, 2016

Account	Description	Published Budget	Receipts to Date	Remaining Budget	Receipts for Current Month	Percent Received
04-1110	Local District Taxes	433,160.00	414,065.12	19,094.88	2,509.51	95.59
04-1410	Interest	0.00	4,850.96	-4,850.96	378.79	0.00
		433,160.00	418,916.08	14,243.92	2,888.30	96.71
04-3130	Homestead Exemption	0.00	3,809.87	-3,809.87	631.12	0.00
04-3131	Property Tax Credit	0.00	23,516.99	-23,516.99	0.00	0.00
04-3180	Pro-Rate Motor Vehicle	0.00	987.71	-987.71	222.77	0.00
04-3300	In Lieu of Tax	0.00	453.29	-453.29	0.00	0.00
		0.00	28,767.86	-28,767.86	853.89	0.00
04-4404	IDEA Base	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
04-5100	Bond Receipts	0.00	0.00	0.00	0.00	0.00
04-5500	Interfund Transfer	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
04-9000	Bond Fund	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
<b>04 Bond Fund</b>		433,160.00	447,683.94	-14,523.94	3,742.19	103.35
<b>05 Payroll Fund</b>						
05-1410	Interest	0.00	822.39	-822.39	116.19	0.00
		0.00	822.39	-822.39	116.19	0.00
05-9000	Payroll Fund	0.00	2,719,508.71	-2,719,508.71	212,077.71	0.00
		0.00	2,719,508.71	-2,719,508.71	212,077.71	0.00
<b>05 Payroll Fund</b>		0.00	2,720,331.10	-2,720,331.10	212,193.90	0.00
<b>07 QUALIFIED CAPITAL</b>						
07-1110	Taxes	399,000.00	359,266.56	39,733.44	2,285.02	90.04
07-1410	Interest	0.00	3,821.26	-3,821.26	364.79	0.00
		399,000.00	363,087.82	35,912.18	2,649.81	90.99
07-3130	Homestead Exemption	0.00	3,513.71	-3,513.71	585.65	0.00
07-3131	Property Tax Credit	0.00	22,242.68	-22,242.68	0.00	0.00
07-3180	Pro-Rate Motor Vehicle	0.00	894.83	-894.83	200.90	0.00
07-3300	In-Lieu of School Tax	0.00	417.55	-417.55	0.00	0.00
		0.00	27,068.77	-27,068.77	786.55	0.00
07-5100	Qualified Cap Bond	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
<b>07 QUALIFIED CAPITAL</b>		399,000.00	390,156.59	8,843.41	3,436.36	97.78
<b>08 PETTY CASH</b>						
08-1410	Interest	0.00	56.43	-56.43	3.98	0.00
		0.00	56.43	-56.43	3.98	0.00
08-9000	Petty Cash Revenue	0.00	16,528.95	-16,528.95	3,148.96	0.00
		0.00	16,528.95	-16,528.95	3,148.96	0.00
<b>08 PETTY CASH</b>		0.00	16,585.38	-16,585.38	3,152.94	0.00
<b>09 Depreciation</b>						
09-5400	Sale of Property	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
09-9000	Depreciation Transfers	0.00	100,000.00	-100,000.00	100,000.00	0.00

# Receipt Summary by Source - July, 2016

Account	Description	Published Budget	Receipts to Date	Remaining Budget	Receipts for Current Month	Percent Received
		0.00	100,000.00	-100,000.00	100,000.00	0.00
<b>09 Depreciation</b>		0.00	100,000.00	-100,000.00	100,000.00	0.00
<b>10 Cooperative Fund</b>						
10-1110	Last Year Receivable	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
10-5100	Bond Revenue	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
<b>10 Cooperative Fund</b>		0.00	0.00	0.00	0.00	0.00
		11,855,779.00	14,591,909.43	-2,736,130.43	457,205.06	123.07

# Check Summary Report

*W.E.B = Where Everyone Belongs  
(formerly FRIENDS)*

Date: 08/01/2016 thru 08/31/2016

Check Number	Check / Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
16-10416	O	08/01/2016	WAYNE AMERICAN LEGION	<i>Athletic</i>	DONATION/SIGN @ <i>baseball field</i>	200.00
16-10417	O	08/01/2016	NEBRASKA COACHES	"	MEMBERSHIP/CLINIC - R. <i>Rothwich</i>	105.00
16-10418	O	08/01/2016	JINA JOHANSEN SPORTS	<i>GB</i>	GB SKILLS CAMP	875.00
16-10419	O	08/01/2016	LINDSAY MCLAUGHLIN	"	REIMB./LUNCH FOR JINA <i>Johansen</i>	39.01
16-10420	O	08/01/2016	ATLAS STATIONERS, INC.	<i>Student Assistance</i>	LAB NOTEBOOKS FOR <i>resale</i>	257.40
16-10421	O	08/03/2016	PAC 'N' SAVE	<i>VB / Resource</i>		153.18
16-10422	O	08/04/2016	FIRST NATIONAL BANK	<i>SMASHA Athletic</i>	SOFTWARE/SUPPLY - <i>credit card</i>	328.52
16-10423	O	08/04/2016	LUTT OIL	"	GASONLINE ON ACCOUNT	56.36
16-10424	O	08/10/2016	AWARDS UNLIMITED, INC.	"	GO/SB MEDALS	98.70
16-10425	O	08/10/2016	TOWNEPLACE SUITES	"	LODGING/COACHES CLINIC	1,740.00
16-10426	O	08/10/2016	COPY WRITE	"	SHIP PORTA PHONE FOR <i>repair</i>	41.39
16-10427	O	08/10/2016	BOOST PREMIER GROUP,	"	CAR FLAGS	472.77
16-10428	O	08/10/2016	IMPACT APPLICATIONS, INC.	"	CONCUSSION TESTING	600.00
16-10429	O	08/10/2016	DIAMOND CENTER	"	PLAQUE ENGRAVING	71.70
16-10430	O	08/10/2016	ST. MARY'S FOOD STAND	<i>CC</i>	FLAVOR-ICE TREATS	32.25
16-10431	O	08/10/2016	MID-BELL MUSIC, INC.	<i>Band</i>	ITEMS FOR RESALE	272.04
16-10432	O	08/10/2016	NORTHEAST COMMUNITY	<i>W.E.B.</i>	SCHOLARSHIP FOR TABITHA <i>Belt</i>	500.00
16-10433	O	08/10/2016	FARNER COMPANY	<i>College Grades</i>	COFFEE	76.53
16-10434	O	08/10/2016	RUSS PLAGER	"	REIMB./SUPPLIES FOR	17.01
16-10435	O	08/10/2016	STATE NEBRASKA BANK	<i>Athletic</i>	CHANGE FOR <i>tailgate 8/19</i>	350.00
16-10436	O	08/10/2016	STATE NEBRASKA BANK	<i>Athl./Conc.</i>	SB - BLAIR, 8/18	1,250.00
16-10437	O	08/18/2016	DANIEL MEISTER	<i>Athletic</i>	UMPIRE, SB - BLAIR, 8/18	130.00
16-10438	O	08/18/2016	DOMENIC CONSOLI	"	UMPIRE, SB - BLAIR, 8/18	130.00
16-10439	O	08/18/2016	CURTIS ROBERTS	"	UMPIRE, SB SCRIMMAGE	50.00
16-10440	O	08/18/2016	DOMENIC CONSOLI	"	ASSIGN SB UMPIRES FOR	75.00
16-10441	O	08/18/2016	DIAMOND CENTER	<i>Student Council</i>	ENGRAVING ON AWARDS	34.80
16-10442	O	08/18/2016	DEMCO	<i>Grades</i>	LIBRARY SUPPLIES	268.37
16-10443	O	08/18/2016	SUE BURYANEK	<i>HS Libs.</i>	REMB./BOOK BASKETS	57.49
16-10444	O	08/19/2016	STATE NEBRASKA BANK	<i>Athl./Conc.</i>	SB INVITE, 8/20	1,860.00
16-10445	O	08/19/2016	WEST POINT BEEMER HIGH	<i>Athletic</i>	ENTRY FEE - GOLF INVITE, <i>8/25</i>	100.00
16-10446	O	08/19/2016	MERCY HIGH SCHOOL	"	ENTRY FEE - SB INVITE, 9/10	130.00
16-10447	O	08/19/2016	PAT HENDERSON	"	UMPIRE - SB INVITE, 8/20	195.00
16-10448	O	08/19/2016	KEITH KOSKI	"	UMPIRE - SB INVITE, 8/20	195.00
16-10449	O	08/19/2016	TOM MACE	"	UMPIRE - SB INVITE, 8/20	195.00
16-10450	O	08/19/2016	GARY SCHUURMANS	"	UMPIRE - SB INVITE, 8/20	195.00
16-10451	O	08/19/2016	DOMENIC CONSOLI	"	UMPIRE - SB INVITE, 8/20	195.00
16-10452	O	08/19/2016	DANIEL MEISTER	"	UMPIRE - SB INVITE, 8/20	195.00
16-10453	O	08/23/2016	STATE NEBRASKA BANK	<i>Athl./Conc.</i>	SB - O'NEILL, 8/23	1,250.00
16-10454	O	08/23/2016	GARY SCHUURMANS	<i>Athletic</i>	UMPIRE, SB - O'NEILL, 8/23	130.00
16-10455	V	08/24/2016	JOSH SCHLOTE	<i>VOID</i>	UMPIRE, SB - O'NEILL, 8/23	0.00
16-10456	O	08/24/2016	PAT HENDERSON	<i>Athletic</i>	UMPIRE, SB - O'NEILL, 8/25	130.00
16-10457	O	08/25/2016	BROWN & SAENGER	<i>Musical</i>	BATTERIES/COOP ORDER	54.36
16-10458	O	08/26/2016	STATE NEBRASKA BANK	<i>athl./conc.</i>	FB - SCOTUS, 8/26	3,180.00

# Check Summary Report

Date: 08/01/2016 thru 08/31/2016

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
16-10459	O	08/26/2016	TERRY RINKEL	<i>Athletic</i>	OFFICIAL, FB - SCOTUS, 8/26	100.00
16-10460	O	08/26/2016	ERIC CEDER	"	OFFICIAL, FB - SCOTUS, 8/26	100.00
16-10461	O	08/26/2016	TOM KENT	"	OFFICIAL, FB - SCOTUS, 8/26	100.00
16-10462	O	08/26/2016	TOD HEIER	"	OFFICIAL, FB - SCOTUS, 8/26	100.00
16-10463	O	08/26/2016	JASON SCHAPMANN	"	OFFICIAL, FB - SCOTUS, 8/26	100.00
16-10464	O	08/30/2016	STATE NEBRASKA BANK	<i>Coal./Concr.</i>	SB - CLARKSON-LEIGH, 8/30	1,250.00
16-10465	O	08/30/2016	TOM MACE	<i>Athletic</i>	UMPIRE, SB - <i>Clarkson-Leigh, 8/30</i>	130.00
16-10466	O	08/30/2016	GENE GRANQUIST	"	SB - CLARKSON-LEIGH, 8/30	130.00
16-9924	V	08/09/2016	RYAN HIX	<i>VOID</i>	OFFICIAL, JV BB - BATTLE	-45.00

**Report Total:** 18,251.88

General Fund Bank Cash Balance  
(Includes Qualified Capital Balance through 8/31/09)  
Beginning 2009, Depreciation and Int Bearing are included)

	2010	2011	2012	2013	2014	2015	2016
Beginning Balance Gen Fund	345,930.71	1,483,337.01	1,257,959.06	1,585,463.76	1,489,428.79	2,381,335.73	2,628,307.90
-Qual Cap to 2010 Dep after	200,000.00	136,775.42	156,590.42	273,698.95	285,864.58	264,126.12	283,975.81
	<u>1,000,000.00</u>	<u>1,620,112.43</u>	<u>1,414,549.48</u>	<u>1,859,162.71</u>	<u>1,775,293.37</u>	<u>2,645,461.85</u>	<u>2,912,283.71</u>
	1,545,930.71						
September							
Cash Receipts	1,676,448.82	1,828,329.77	1,812,086.05	1,574,742.03	1,901,841.43	2,079,281.88	
Cash Expenditures	1,346,710.53	614,547.95	640,351.13	699,795.78	749,897.82	770,340.43	
Month End Cash Balance	675,669.00	2,697,118.83	2,429,693.98	2,460,410.01	2,641,372.40	3,690,277.18	2,628,307.90
-Qual Cap to 2010 Dep after	200,000.00	136,775.42	127,607.42	271,786.55	285,864.58	262,457.12	
End Check Acct Balance	<u>1,700,000.00</u>	<u>2,833,894.25</u>	<u>2,557,301.40</u>	<u>2,732,196.56</u>	<u>2,927,236.98</u>	<u>3,952,734.30</u>	<u>2,628,307.90</u>
	2,575,669.00						
October							
Cash Receipts	498,919.17	445,262.38	527,077.86	922,326.61	705,820.41	342,338.19	
Cash Expenditures	663,760.48	640,329.22	692,072.55	780,667.00	784,224.80	808,854.94	
Month End Cash Balance	510,827.69	2,502,051.99	2,264,699.29	2,602,069.62	2,562,968.01	3,223,760.43	2,628,307.90
-Qual Cap to 2010 Dep after	200,000.00	136,775.42	127,607.42	271,786.55	285,864.58	262,457.12	
End check Acct Balance	<u>2,410,827.69</u>	<u>2,638,827.41</u>	<u>58,734.15</u>	<u>2,873,856.17</u>	<u>2,848,832.59</u>	<u>3,486,217.55</u>	<u>2,628,307.90</u>
	2,410,827.69						
November							
Cash Receipts	940,956.33	193,139.02	426,008.65	256,136.20	283,261.27	276,900.56	
Cash Expenditures	726,934.76	717,597.83	805,513.26	805,845.22	891,905.56	897,974.59	
End Chk Acct Balance	724,849.26	1,977,593.18	1,885,194.68	2,052,360.60	1,954,323.72	2,602,686.40	2,628,307.90
-Qual Cap to 2010 Dep after	155,632.00	136,775.42	127,732.42	271,786.55	285,864.58	262,457.12	
End Chk Acct Balance	<u>1,000,000.00</u>	<u>2,114,368.60</u>	<u>58,734.15</u>	<u>2,324,147.15</u>	<u>2,240,188.30</u>	<u>2,865,143.52</u>	<u>2,628,307.90</u>
	1,880,481.26						
December							
Cash Receipts	1,333,057.42	279,652.88	318,968.97	281,901.30	318,816.73	183,565.85	
Cash Expenditures	673,432.35	649,068.52	698,962.02	742,576.59	771,307.96	781,020.54	
Month End Cash Balance	1,384,474.33	1,608,177.54	1,505,201.63	1,591,685.31	1,501,832.49	2,005,231.71	2,628,307.90
-Qual Cap to 2010 Dep after	119,375.00	136,775.42	115,492.45	271,786.55	285,864.58	262,457.12	
End Chk Acct Balance	<u>1,503,849.33</u>	<u>1,744,952.96</u>	<u>58,734.15</u>	<u>1,863,471.86</u>	<u>1,787,697.07</u>	<u>2,267,688.83</u>	<u>2,628,307.90</u>
	1,503,849.33						
January							
Cash Receipts	1,075,477.49	943,456.66	1,159,637.77	1,434,923.24	1,865,042.00	1,904,482.24	
Cash Expenditures	634,285.18	659,246.81	717,764.37	857,283.76	861,675.54	811,692.06	
Month End Total	1,825,666.64	1,892,387.39	1,947,075.03	2,169,324.79	2,505,198.95	3,098,021.89	2,628,307.90
-Qual Cap to 2010 Dep after	119,375.00	136,775.42	96,972.45	271,786.55	285,864.58	262,457.12	
End Chk Acct Balance	<u>1,945,041.64</u>	<u>2,029,162.81</u>	<u>2,044,047.48</u>	<u>2,441,111.34</u>	<u>2,791,063.53</u>	<u>3,360,479.01</u>	<u>2,628,307.90</u>
	1,945,041.64						
February							
Cash Receipts	560,257.99	502,770.58	618,531.69	620,761.06	716,588.06	661,182.53	
Cash Expenditures	837,775.94	715,953.09	801,698.35	752,725.07	759,230.29	889,961.02	
Month End Total	1,548,148.69	1,679,204.88	1,763,908.37	2,037,360.78	2,462,556.72	2,869,243.40	2,628,307.90
-Qual Cap to 2010 Dep after	119,375.00	136,775.42	96,972.45	208,706.55	285,864.58	262,457.12	
End Chk Acct Balance	<u>1,667,523.69</u>	<u>1,815,980.30</u>	<u>1,860,880.82</u>	<u>2,246,067.33</u>	<u>2,748,421.30</u>	<u>3,131,700.52</u>	<u>2,628,307.90</u>
	1,667,523.69						



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# ACT

## Class of 2016

### Profile and College Readiness Report

Prepared by High School Counseling Office

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# Profile Report - High School

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading and science designed to measure the skills needed for success in first year college coursework. Table 1.2 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		English		Mathematics		Average ACT Scores		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2012	55	16,581	22.5	21.8	23.2	21.7	23.5	22.3	22.8	21.9	23.2	22.0	23.2	22.0
2013	52	17,745	22.8	21.1	22.2	21.1	23.2	21.8	22.1	21.5	22.7	21.5	22.7	21.5
2014	54	17,768	23.6	21.3	23.8	21.1	24.5	22.0	23.9	21.7	24.1	21.7	24.1	21.7
2015	47	18,347	23.6	21.1	22.8	21.0	24.1	21.9	23.4	21.6	23.6	21.5	23.6	21.5
2016	42	18,598	21.7	20.9	21.2	20.8	21.7	21.8	21.5	21.5	21.7	21.5	21.7	21.4

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		English		Mathematics		Average ACT Scores		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2012	1,666,017	20.5	20.5	21.1	21.3	20.9	21.3	20.9	21.1	20.7	21.1	20.9	21.1	20.9
2013	1,799,243	20.2	20.2	20.9	21.1	20.9	21.3	20.8	21.3	20.8	21.4	20.9	21.0	21.0
2014	1,845,787	20.3	20.3	20.8	21.4	20.8	21.3	20.9	21.4	20.9	21.3	20.9	21.0	21.0
2015	1,924,436	20.4	20.4	20.6	21.3	20.8	21.3	20.8	21.3	20.8	21.3	20.8	21.0	21.0
2016	2,090,342	20.1	20.1	20.6	21.3	20.8	21.3	20.8	21.3	20.8	21.3	20.8	21.0	20.8

Total Group  
 Wayne High School  
 42 Students  
 84% Participation  
 2016 ACT Score Comparison

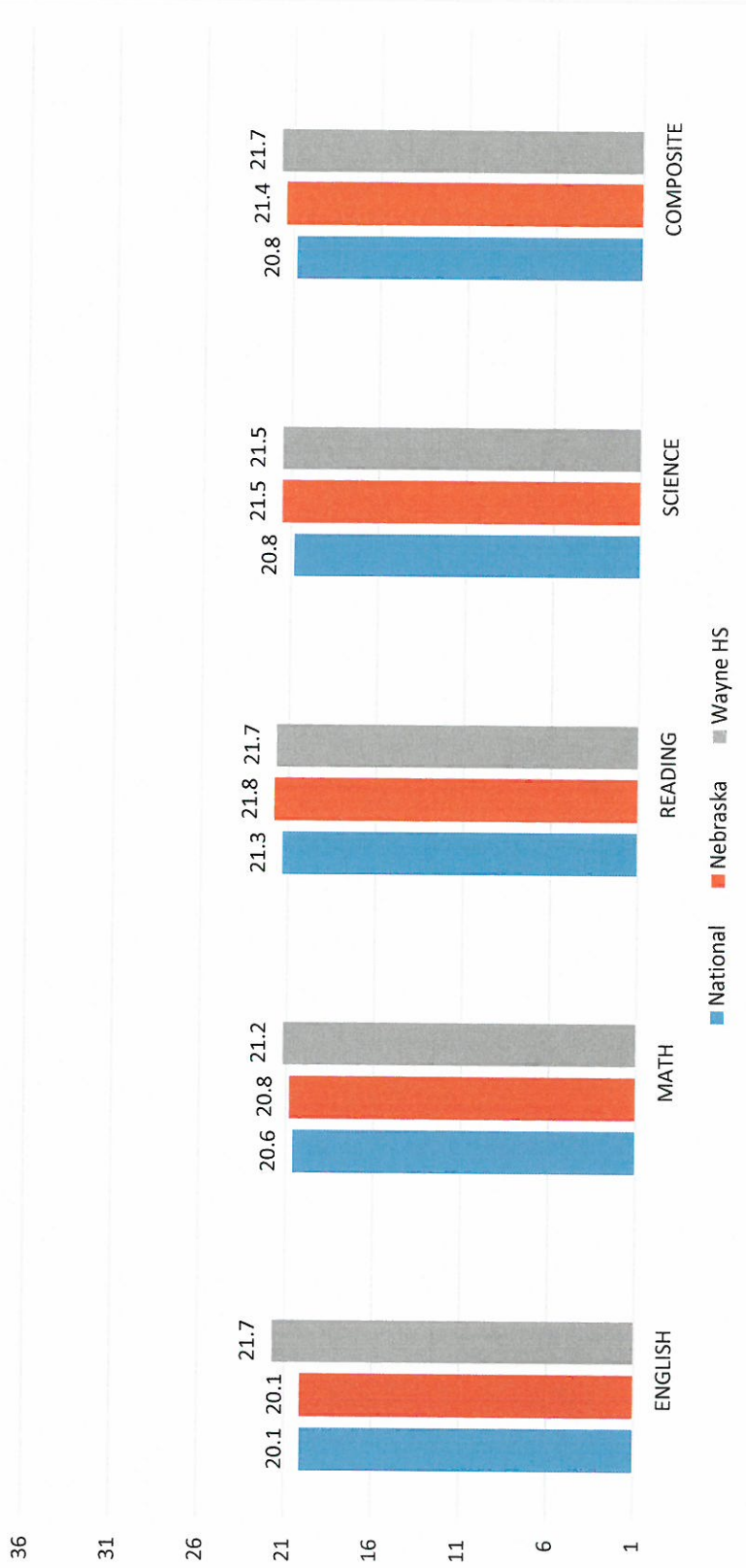
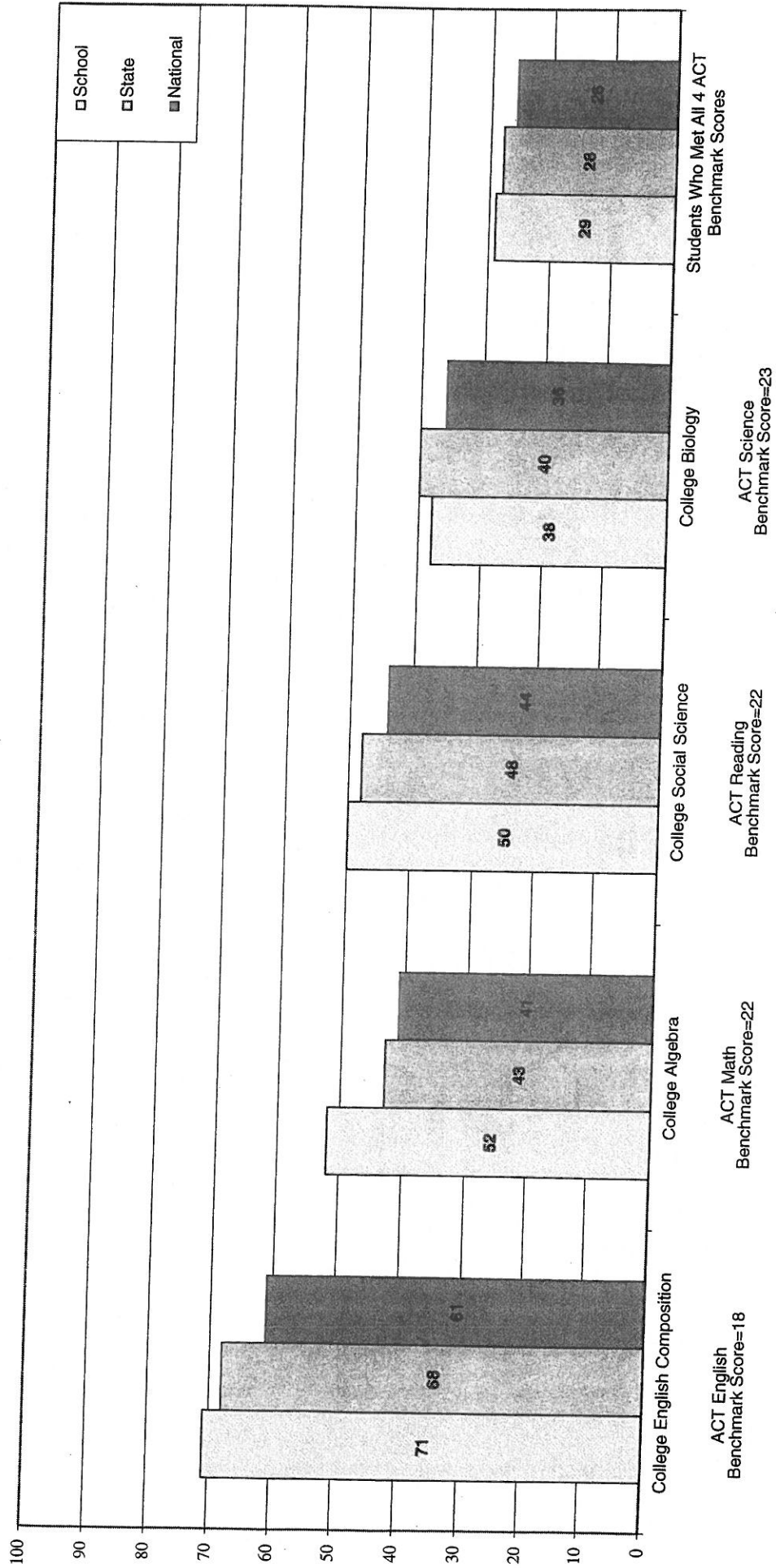


Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N <sup>1</sup>	Percent <sup>2</sup>	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	1	2	29.0	0	0	.	1	2	29.0
Architecture	0	0	.	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	4	10	19.0	0	0	.	4	10	19.0
Business	2	5	24.5	0	0	.	2	5	24.5
Communications	0	0	.	0	0	.	0	0	.
Community, Family, & Personal Services	2	5	16.0	1	100	17.0	1	2	15.0
Computer Science & Mathematics	1	2	26.0	0	0	.	1	2	26.0
Education	7	17	21.7	0	0	.	7	17	21.7
Engineering	3	7	22.3	0	0	.	3	7	22.3
Engineering Technology & Drafting	0	0	.	0	0	.	0	0	.
English & Foreign Languages	1	2	11.0	0	0	.	1	2	11.0
Health Administration & Assisting	1	2	19.0	0	0	.	1	2	19.0
Health Sciences & Technologies	7	17	20.3	0	0	.	7	17	20.3
Philosophy, Religion, & Theology	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	1	2	19.0	0	0	.	1	2	19.0
Sciences: Biological & Physical	1	2	26.0	0	0	.	1	2	26.0
Social Sciences & Law	3	7	21.0	0	0	.	3	7	21.0
Undecided	8	19	25.0	0	0	.	8	20	25.0
No Response	0	0	.	0	0	.	0	0	.

<sup>1</sup>2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

<sup>2</sup>Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students		Percent of Students in College Readiness Standards Ranges						
		Total	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
WAYNE STATE COLLEGE	Nebraska	23	14	9	4	26	30	26	13	0
NORTHEAST COMMUNITY COLLEGE	Nebraska	13	4	9	8	31	54	8	0	0
UNIVERSITY OF NEBRASKA AT LINCOLN	Nebraska	13	4	9	0	15	23	38	23	0
UNIVERSITY OF SOUTH DAKOTA	South Dakota	10	0	10	0	10	20	40	30	0
UNIVERSITY OF NEBRASKA AT OMAHA	Nebraska	8	2	6	0	0	0	63	38	0
UNIVERSITY OF NEBRASKA AT KEARNEY	Nebraska	5	2	3	0	0	40	60	0	0
SOUTH DAKOTA STATE UNIVERSITY	South Dakota	3	1	2	0	33	33	0	33	0
BRIAR CLIFF UNIVERSITY	Iowa	2	0	2	0	50	0	50	0	0
CONCORDIA UNIVERSITY-NE	Nebraska	2	1	1	0	50	50	0	0	0
IOWA STATE UNIVERSITY	Iowa	2	1	1	0	0	50	50	0	0
NCAA ELIGIBILITY CENTER	Indiana	2	0	2	0	0	50	50	0	0
ART INSTITUTE OF SEATTLE THE	Washington	1	0	1	0	100	0	0	0	0
BLACK HILLS STATE UNIVERSITY	South Dakota	1	0	1	0	0	100	0	0	0
BUENA VISTA UNIVERSITY	Iowa	1	1	0	0	100	0	0	0	0
CENTRAL COMMUNITY COLLEGE-COLUMBUS	Nebraska	1	1	0	0	100	0	0	0	0
CENTRAL COMMUNITY COLLEGE-HASTINGS	Nebraska	1	1	0	0	100	0	0	0	0
CREIGHTON UNIVERSITY	Nebraska	1	0	1	0	100	0	0	0	0
DOANE COLLEGE	Nebraska	1	0	1	0	0	100	0	0	0
FULL SAIL UNIVERSITY	Florida	1	0	1	0	100	0	0	0	0
HASTINGS COLLEGE	Nebraska	1	0	1	0	100	0	0	0	0
INSTITUTE OF AMERICAN INDIAN ARTS	New Mexico	1	1	0	0	100	0	0	0	0
KANSAS CITY ART INSTITUTE	Missouri	1	1	0	0	100	0	0	0	0
MIDLAND UNIVERSITY	Nebraska	1	0	1	0	0	100	0	0	0
MORNINGSIDE COLLEGE	Iowa	1	0	1	0	100	0	0	0	0
NEBRASKA WESLEYAN UNIVERSITY	Nebraska	1	1	0	0	0	0	0	100	0
NORTH DAKOTA STATE UNIVERSITY	North Dakota	1	0	1	0	0	100	0	0	0
RENSSELAER POLYTECHNIC INSTITUTE	New York	1	0	1	0	0	0	0	100	0
SOUTHEAST COMM COLL-LINCOLN CAMPUS	Nebraska	1	0	1	0	0	100	0	0	0
SOUTHERN ARKANSAS UNIVERSITY	Arkansas	1	1	0	0	0	100	0	0	0
ST LUKES COLLEGE-IA	Iowa	1	0	1	0	100	0	0	0	0
All Other Institutions		3	0	3	0	33	33	0	33	0
<b>Total</b>		<b>105</b>	<b>36</b>	<b>69</b>	<b>2</b>	<b>27</b>	<b>30</b>	<b>26</b>	<b>15</b>	<b>0</b>

**Class of 2016  
Exit Survey Results**

Plans after graduation (based on 48 students)

Work	1
Military	47
Post-Secondary (includes 3 Nat'l G)	

2 year 9 tech programs 17

8 academic transfer

NECC	14
CCC (Columbus)	2
CCC (Hastings)	1

Programs of Study	1
Auto tech	1
diesel mechanics	1
diesel technology ag	1
precision ag	1
agronomy	1
graphic design	1
culinary arts	1
undecided	2
academic transfer	1
education	2
criminal justice	2
engineering	1
nursing	4

Not included: 3

WSC	14
UNL	2
UNO	1
USD	3
SDSU	2
Midland	1
Iowa State Univ	1
Neb Wesleyan	1
Briar Cliff	1
Black Hills St Univ	1
Hastings College	1
Concordia	1
K.C. Art Institute	1

4 year 30

Programs of Study	-9
education	2
early ch	2
elementary	2
special ed	1
FCS	1
English	1
history	1
math	1
art	1
history	1
business	3
computer science	1
ag systems tech	2
animation/fine arts	1
engineering	1
exercise science	1
nursing	1
pre-clinical lab sci	1
biology	2
chemistry	1
undecided	5

Military Enlistments	3
National Guard	1
Army	

August 24, 2016  
Code: 287618

SUPERINTENDENT  
WAYNE CMTY SCHOOL DISTRICT 17  
611 W 7TH ST  
WAYNE, NE 68787



592610235



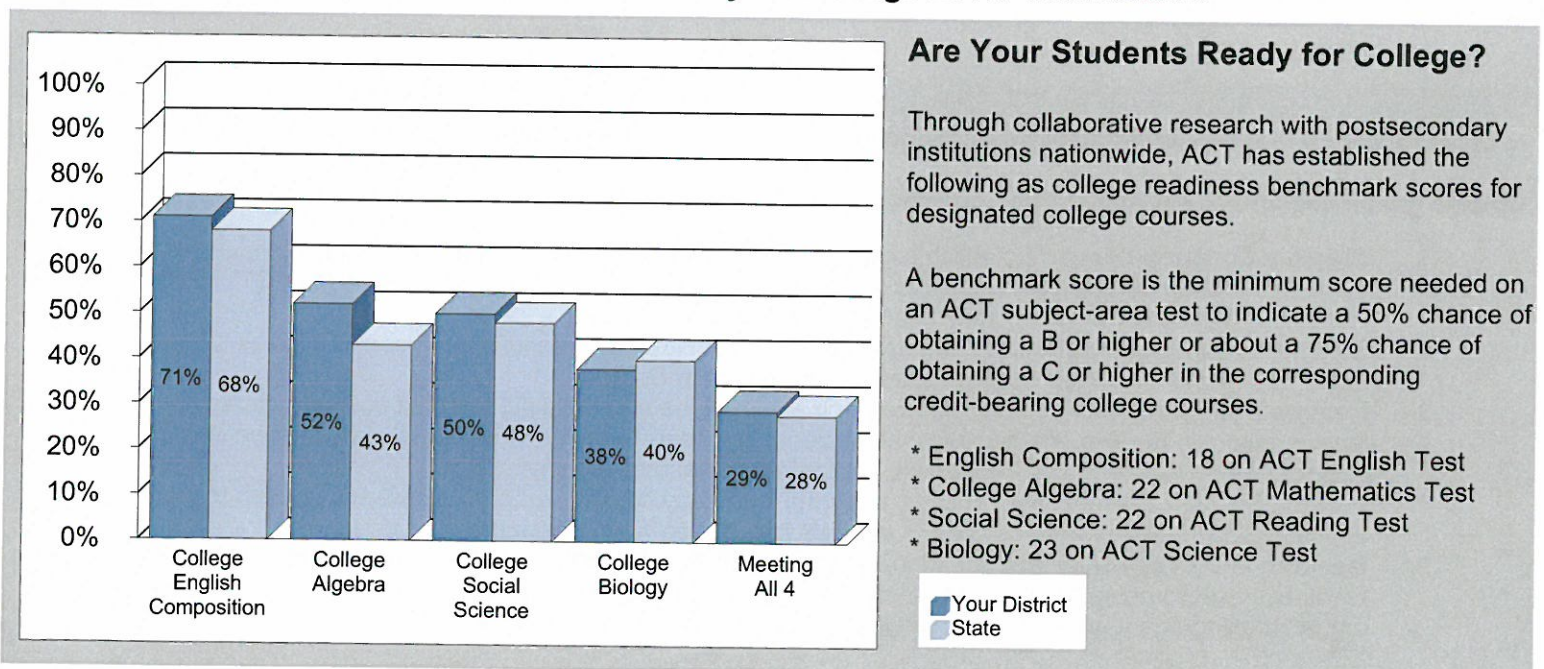
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012	55	16,581	22.5	21.8	23.2	21.7	23.5	22.3	22.8	21.9	23.2	22.0
2013	52	17,745	22.8	21.1	22.2	21.1	23.2	21.8	22.1	21.5	22.7	21.5
2014	54	17,768	23.6	21.3	23.8	21.1	24.5	22.0	23.9	21.7	24.1	21.7
2015	47	18,347	23.6	21.1	22.8	21.0	24.1	21.9	23.4	21.6	23.6	21.5
<b>2016</b>	<b>42</b>	<b>18,598</b>	<b>21.7</b>	<b>20.9</b>	<b>21.2</b>	<b>20.8</b>	<b>21.7</b>	<b>21.8</b>	<b>21.5</b>	<b>21.5</b>	<b>21.7</b>	<b>21.4</b>

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



**Are Your Students Ready for College?**

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- \* English Composition: 18 on ACT English Test
- \* College Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

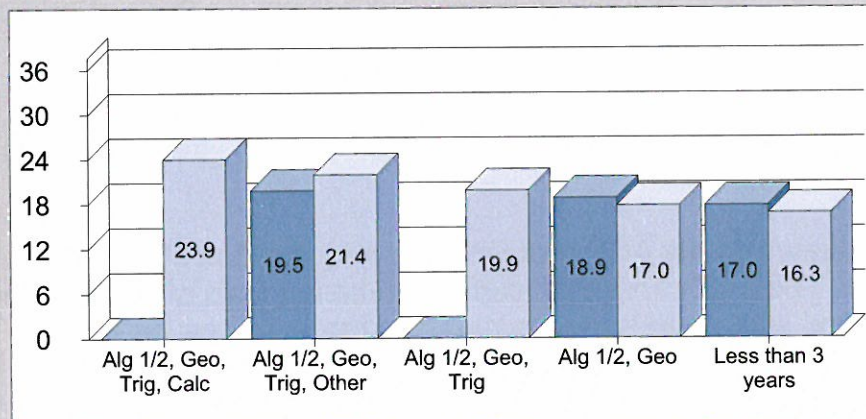
■ Your District  
■ State

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for:  
**WAYNE CMTY SCHOOL DISTRICT 17**

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

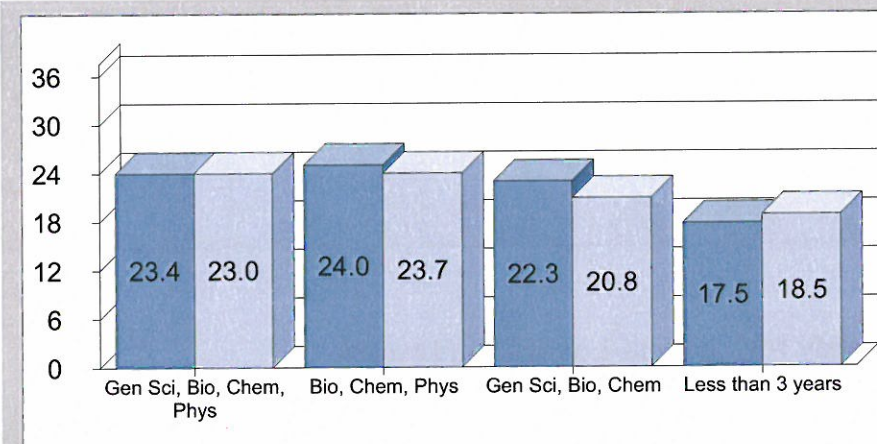
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Value Added by Mathematics Courses**

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or [customerservices@act.org](mailto:customerservices@act.org).

**BUDGET STATEMENT AND CERTIFICATION OF TAX**

County-District # 90-0017  
Wayne Community School District

**2016-2017 BUDGET ADOPTED**

	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL BUDGET OF DISBURSEMENTS - SPECIAL EDUCATION (Column 5)	TOTAL BUDGET OF DISBURSEMENTS - NON-SPECIAL EDUCATION (Column 6)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	NECESSARY CASH RESERVE (Column 8)	TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9)
General	2,864,447.00	5,804,472.50	8,716,720.50	14,521,193.00	1,540,685.00	10,936,152.00	12,476,837.00	2,044,356.00	14,521,193.00
Depreciation	183,975.00	333,975.00		333,975.00			333,975.00		333,975.00
Employee Benefit	29,993.00	29,993.00		29,993.00			29,993.00		29,993.00
Contingency	-	-		-			-		-
Activities	179,373.00	679,373.00		679,373.00			500,000.00	179,373.00	679,373.00
School Nutrition	123,602.00	515,602.00		515,602.00			438,000.00	77,602.00	515,602.00
Bond	519,486.00	519,486.00	382,000.00	901,486.00			876,486.00	25,000.00	901,486.00
Special Building	225,371.00	225,371.00	912,000.00	1,137,371.00			1,137,371.00		1,137,371.00
Qualified Capital Purpose Undertaking	366,930.00	366,930.00	348,018.00	714,948.00			689,948.00	25,000.00	714,948.00
Cooperative	-	-		-			-		-
Student Fee	-	20,000.00		20,000.00			20,000.00		20,000.00
<b>TOTAL ALL FUNDS</b>	<b>4,493,177.00</b>	<b>8,495,202.50</b>	<b>10,358,738.50</b>	<b>18,853,941.00</b>	<b>1,540,685.00</b>	<b>10,936,152.00</b>	<b>16,502,610.00</b>	<b>2,351,331.00</b>	<b>18,853,941.00</b>

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

**PERSONAL AND REAL PROPERTY TAX RECAP**

	General Fund	Bond Fund(s) (Total Of All Bond Funds)	Special Building Fund	Qualified Capital Purpose Undertaking Fund
PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	8,716,720.50	382,000.00	912,000.00	348,018.00
COUNTY TREASURER'S COMMISSION AT 1% (Line B)	88,047.59	3,858.58	9,212.11	3,515.33
DELINQUENT TAX ALLOWANCE (If over 5% of Line A, see Instructions) (Line C)	-	-	-	-
TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B + Line C) (Line D)	8,804,768.09	385,858.58	921,212.11	351,533.33

CERTIFIED STATE AID	MOTOR VEHICLE TAXES
\$ 231,356.75	\$ 425,000.00

COUNTY TREASURER'S BALANCE, 9-1-2016	
500,000.00	100,371.00
	100,000.00

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

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

Wayne Community School District (90-0017) in Wayne Community School District County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 12th day of September, 2016 at 5:00 o'clock, P.M., at WCS Jr./Sr. High School Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2014-2015 (1)	2015-2016 (2)	2016-2017 (3)				
General	\$ 9,694,621.00	\$ 11,135,350.00	\$ 12,476,837.00	\$ 2,044,356.00	\$ 5,804,472.50	\$ 88,047.59	\$ 8,804,768.09
Depreciation	\$ 21,738.00	\$ 231,152.00	\$ 333,975.00	-	\$ 333,975.00		
Employee Benefit	\$ 9,698.00	\$ 34.00	\$ 29,993.00	-	\$ 29,993.00		
Contingency	\$ -	\$ -	\$ -	-	\$ -		
Activities	\$ 380,101.00	\$ 500,000.00	\$ 500,000.00	\$ 179,373.00	\$ 679,373.00		
School Nutrition	\$ 375,522.00	\$ 438,000.00	\$ 438,000.00	\$ 77,602.00	\$ 515,602.00		
Bond	\$ 392,246.00	\$ 647,862.00	\$ 876,486.00	\$ 25,000.00	\$ 519,486.00	\$ 3,858.58	\$ 385,858.58
Special Building	\$ 369,968.00	\$ 294,042.00	\$ 1,137,371.00	-	\$ 225,371.00	\$ 9,212.11	\$ 921,212.11
Qualified Capital Purpose Undertaking	\$ 285,277.00	\$ 4,553,898.00	\$ 689,948.00	\$ 25,000.00	\$ 366,930.00	\$ 3,515.33	\$ 351,533.33
Cooperative	\$ -	\$ -	\$ -	-	\$ -		
Student Fee	\$ -	\$ -	\$ 20,000.00	-	\$ 20,000.00		
TOTALS	\$ 11,529,171.00	\$ 17,800,338.00	\$ 16,502,610.00	\$ 2,351,331.00	\$ 8,495,202.50	\$ 104,633.61	\$ 10,463,372.11

Total Personal and Real Property Tax Requirement For Bonds  
\$ 737,391.91

Total Personal and Real Property Tax Requirement for ALL Other  
\$ 9,725,980.20

# Notice of Special Hearing To Set Final Tax Request

Wayne Community School District (90-0017) in Wayne Community School District County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 12th day of September 2016 at 5:10 o'clock P.M., at WCS Jr./Sr. High School Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

## 2015/16 Budget Information

## 2016/17 Budget Information

Fund	2015-2016 Property Tax Request	2015 Tax Rate	Property Tax Rate (2015-2016 Request Divided By 2016 Valuation)	2016-2017 Proposed Property Tax Request	Proposed 2016 Tax Rate
General Fund	8,989,162.54	0.985537	0.968537	8,804,768.09	0.948669
Bond Fund(s) K - 12	437,535.35	0.047970	0.047142	385,858.58	0.041574
Bond Fund(s) K - 8			0.000000		0.000000
Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund			0.000000		0.000000
Special Building Fund	173,807.07	0.019056	0.018727	921,212.11	0.099256
Qualified Capital Purpose Undertaking Fund K - 12	403,030.30	0.044187	0.043424	351,533.33	0.037876
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000

**2016-17 Tax Year**

<b>Governmental Entity</b>	<b>Valuation</b>	<b>Fund</b>	<b>Tax Request</b>	<b>Tax Rate</b>	<b>Check</b>
<b>School District #17 (2016-2017)</b>					
Wayne County	885,649,830				
Cedar County	455,605				
Dixon County	42,012,199				
<b>Total</b>	<b>928,117,634</b>				
		General	8,804,768.09	0.94866941	\$ 8,804,768.08
		Special Building	921,212.11	0.09925596	\$ 921,212.07
		Bond	385,858.58	0.04157432	\$ 385,858.60
		Qualified Capital	351,533.33	0.03787595	\$ 351,533.37
		Total		1.12737564	
			\$ 10,463,372.11		
<b>School District #17 (2015-2016)</b>					
Wayne County	869,490,157				
Cedar County	421,890				
Dixon County	42,196,426				
<b>Total</b>	<b>912,108,473</b>				
		General	8,989,162.54	0.98553657	\$ 8,989,162.56
		Special Building	173,807.07	0.01905553	\$ 173,807.10
		Bond	437,535.35	0.04796966	\$ 437,535.33
		Qualified Capital	403,030.30	0.04418666	\$ 403,030.27
		Total		1.09674842	
			\$ 10,003,535.26		
<b>Percent Change</b>	<b>1.0176</b>		<b>1.0460</b>	0.03062722	
		Total Difference	\$ 459,836.85		
		GF Difference	\$ (184,394.45)		

# Notice of Special Hearing To Set Final Tax Request

Wayne Community School District (90-0017) in Wayne Community School District County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 12th day of September 2016 at 5:10 o'clock P.M., at WCS Jr./Sr. High School Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

## 2015/16 Budget Information

## 2016/17 Budget Information

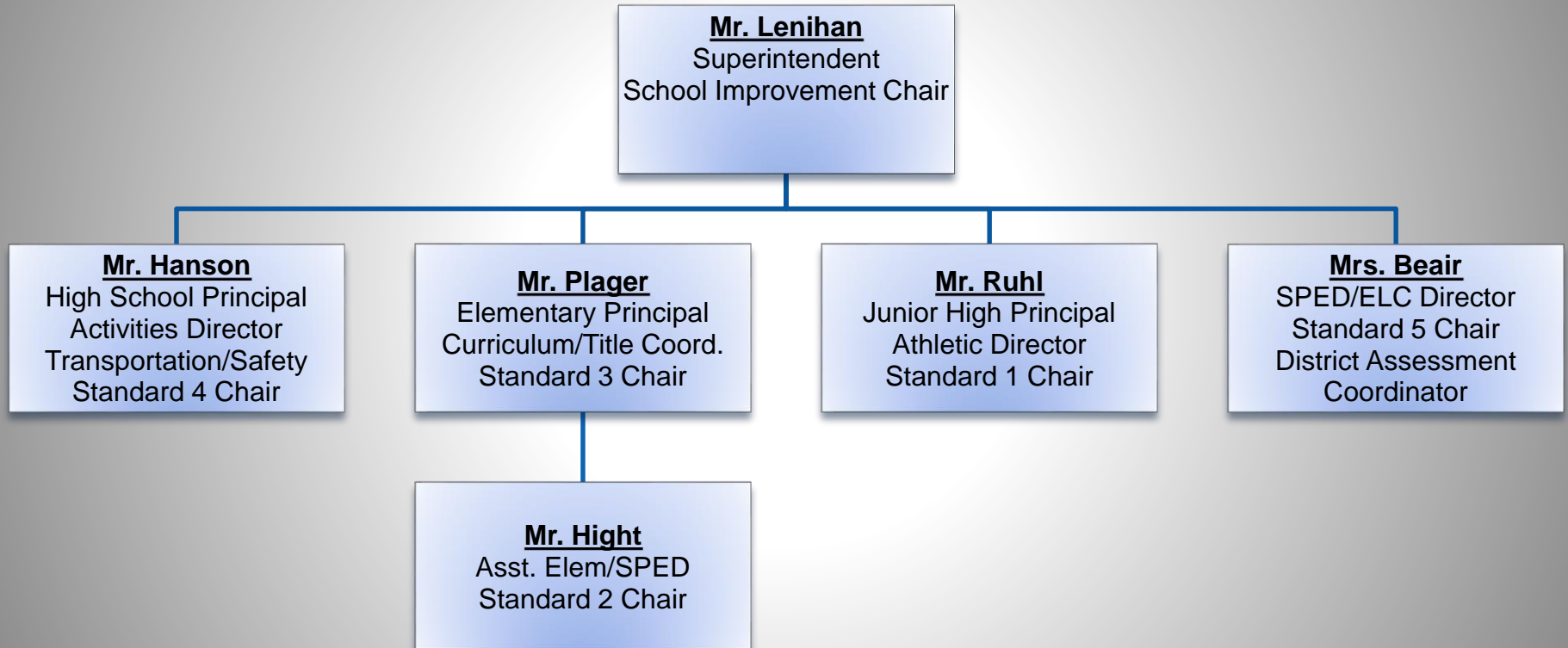
Fund	2015-2016 Property Tax Request	2015 Tax Rate	Property Tax Rate (2015-2016 Request Divided By 2016 Valuation)	2016-2017 Proposed Property Tax Request	Proposed 2016 Tax Rate
General Fund	8,989,162.54	0.985537	0.968537	8,804,768.09	0.948669
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Bond Fund(s) 9 - 12			0.000000		0.000000
Bond Fund_____			0.000000		0.000000
Special Building Fund	173,807.07	0.019056	0.018727	921,212.11	0.099256
Qualified Capital Purpose Undertaking Fund K - 12	403,030.30	0.044187	0.043424	351,533.33	0.037876
Qualified Capital Purpose Undertaking Fund K - 8			0.000000		0.000000
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000		0.000000



# Wayne Community Schools Enrollment 2016-2017

<b>Preschool</b>						
<u>Grade</u>			<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	
PreK 3			6	8	14	
PreK 4			8	6	14	
<b><u>TOTAL</u></b>			<b><u>14</u></b>	<b><u>14</u></b>	<b><u>28</u></b>	
<b>Elementary</b>						
<u>Grade</u>			<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	
Kindergarten			39	28	67	
First Grade			34	31	65	
Second Grade			43	23	66	
Third Grade			33	35	68	
Fourth Grade			26	30	56	
Fifth Grade			29	26	55	
Sixth Grade			39	35	74	
<b><u>TOTAL</u></b>			<b><u>243</u></b>	<b><u>208</u></b>	<b><u>451</u></b>	
<b>Jr./Sr. High School</b>						
<u>Grade</u>			<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>	
Seventh Grade			29	41	70	
Eighth Grade			41	26	67	
Ninth Grade			41	34	75	
Tenth Grade			31	37	68	
Eleventh Grade			31	31	62	
Twelfth Grade			37	48	85	
<b><u>TOTAL</u></b>			<b><u>210</u></b>	<b><u>217</u></b>	<b><u>427</u></b>	
			<b><u>Total PreK - 12</u></b>		<b><u>906</u></b>	
Birth - two age					<b><u>5</u></b>	
			<b><u>Total birth - grade 12</u></b>		<b><u>911</u></b>	
Students serviced by						
contracted agencies - 11						
Administrators - 6						
				<b><u>District Enrollment Totals:</u></b>		
Teachers - 65 includes two 1/2 time teachers				1998 - 953		2007 - 834
Paraprofessionals - 20				1999 - 915		2008 - 849
Secretarial/Other - 12				2000 - 903		2009 - 868
Custodial - 6				2001 - 896		2010 - 862
Cooks - 11				2002 - 894		2011 - 857
				2003 - 897		2012 - 851
<b>As of September 9, 2016</b>				2004 - 868		2013 - 867
				2005 - 852		2014 - 888
				2006 - 848		2015 - 900

# Administrative Structure 2016-2017



# CURRICULUM

Curriculum  
Mr. Plager  
Mr. Ruhl  
Mr. Hanson

Language Arts,  
Media &  
World Language

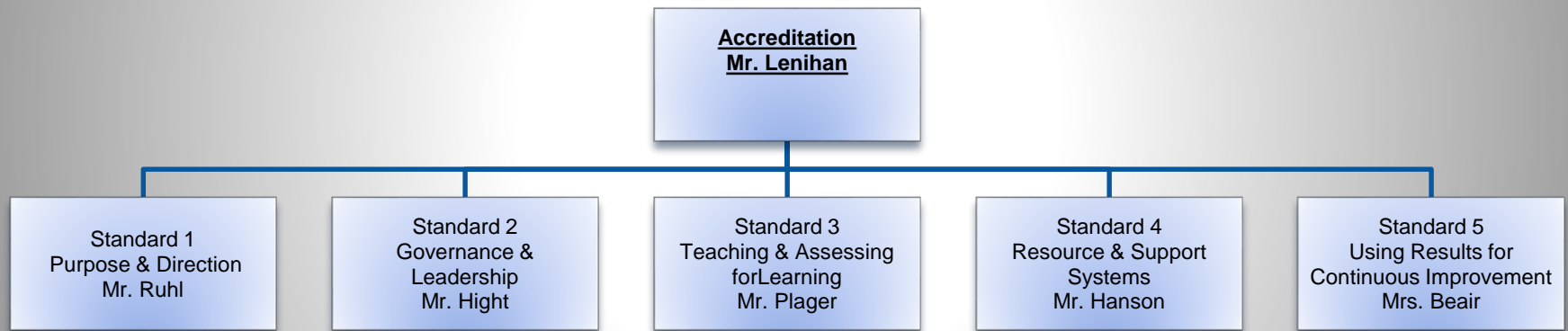
Social Studies

Specialists  
Arts  
P.E.  
Ind. Tech  
Band/Vocal  
FACS/Business

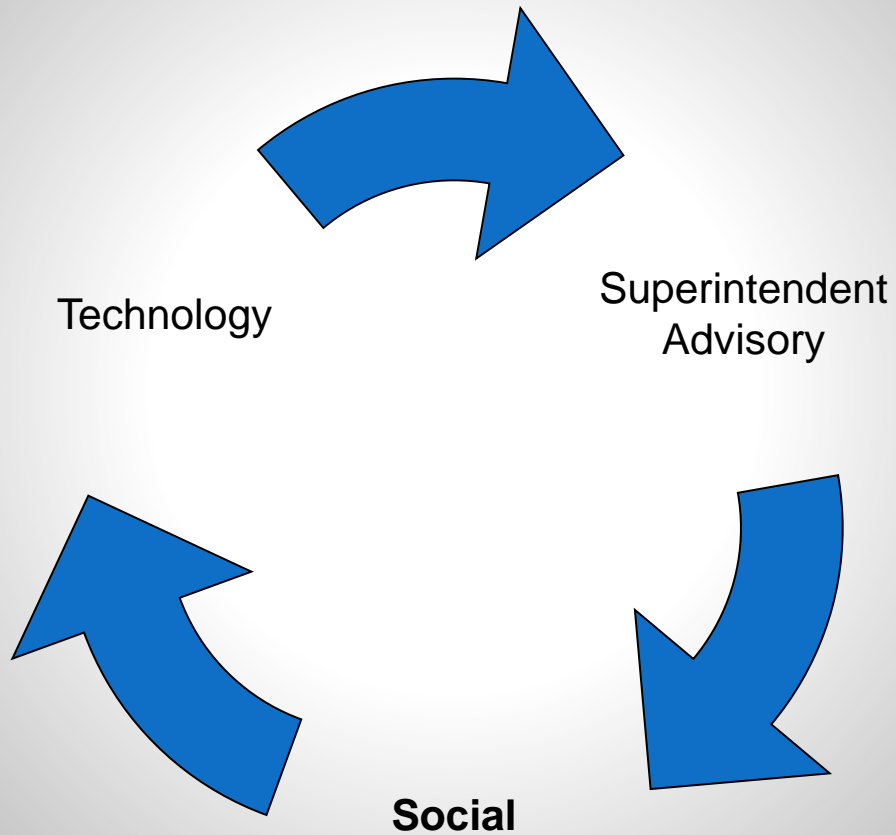
Mathematics

Science

# Accreditation – Advanced Ed



# Other Committee's



## **Evaluation process for Principals**

### **2016-17 school year @ Wayne Community Schools**

- 1) Initial goal setting for school year  
Principals – Completed by September 16, 2016
  - 2) Mid-year check-in on goals  
Principals – December 2016/ January 2017
  - 3) Formal evaluation  
Principals – Completed by February 5, 2017 (prior to Feb. board meeting)
  - 4) Year end meetings  
Principals – Admin retreat conducted in June 2017
- The administrative staff will post their goals near their office door.
  - The administrative staff will continue to participate in the Marzano/Phil Warrick webinar series on instructional leadership.

**Leading Learning Webinar Series with  
Phil Warrick, Marzano Research Labs Associate Vice President  
2016-17 Content and Topics**

Webinar Date/Time	Title and Topic Summary
<b>Monday September 12</b> 9:30-10:30 AM Central Time  <b>Webinar #1</b>	<b>Triggered and Maintained Student Engagement (Session 1)</b>  Webinar 1 will introduce the concepts of <i>Triggered</i> and <i>Maintained</i> student engagement and will focus on Question #1: How do I feel? The webinar will include sample strategies for teachers to use in their classrooms that address this learner question and lead toward higher student engagement. Handouts are provided that can be reprinted and used with staff as part of a professional development session.
<b>Monday November 7</b> 9:30-10:30 AM Central Time  <b>Webinar #2</b>	<b>Triggered and Maintained Student Engagement (Session 2)</b>  Webinar 2 will focus on <i>Triggered</i> and <i>Maintained</i> student engagement questions 2, 3 and 4: Am I interested? Is this important? Can I do this? Handouts are provided that can be reprinted and used with staff as part of a professional development session.
<b>Monday November 14</b> 9:30-10:30 AM Central Time  <b>Webinar #3</b>	<b>Quality Classroom Assessment</b>  Webinar 3 will address the use of assessment as a teaching and learning tool. Examples will be provided of three types of classroom assessment with a specific focus on <i>Unobtrusive Assessment</i> and <i>Student Generated Assessment</i> practices. Teachers will see specific examples of how these are used in classrooms and will be introduced to the concept of an <i>assessment blue print for classroom practices</i> .
<b>Monday November 21 2016</b> 9:30-10:30 AM Central Time  <b>Webinar #4</b>	<b>Standard Referenced Grading and Reporting (Session 1)</b>  Webinars #4 and 5 will be for instructional leaders to learn about and explore the concept of Standard Referenced Grading and Reporting. These two webinars will introduce the concept of standards-referenced grading and reporting including examples of how the standards-referenced grading process works with individual students. In addition, samples of standards-referenced report cards from various districts using this process will be shared.  <b>IMPORTANT:</b> Webinars 4 and 5 are appropriate for key teacher leaders or entire staff if your district has already begun the conversation about improving grading practices.
<b>Monday January 30 2017</b> 9:30-10:30 AM Central Time  <b>Webinar #5</b>	<b>Standard References Grading and Reporting (Session 2)</b>  <b>PLEASE NOTE:</b> Webinar 5 is a continuation of the discussion that began in Webinar 4.  <b>IMPORTANT:</b> Webinars 4 and 5 are appropriate for key teacher leaders or entire staff if your district has already begun the conversation about improving grading practices.

**WAYNE COMMUNITY SCHOOLS  
PRINCIPAL EVALUATION INSTRUMENT**

**STANDARDS OF PERFORMANCE**

**STANDARD #1: VISION FOR LEARNING** – The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

**STANDARD #2: CONTINUOUS SCHOOL IMPROVEMENT** – The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

**STANDARD #3: INSTRUCTIONAL LEADERSHIP** – The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

**STANDARD #4: CULTURE FOR LEARNING** – The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

**STANDARD #5: SYSTEMS MANAGEMENT** - The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

**STANDARD #6: STAFF LEADERSHIP** – The principal uses effective practices to select, develop, support, and lead high quality teachers and non-teaching staff.

**STANDARD #7: DEVELOPING RELATIONSHIPS** – The principal promotes and supports productive relationships with students, staff, families, and the community.

**STANDARD #8: PROFESSIONAL ETHICS AND ADVOCACY** – The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.<sup>1</sup>

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<sup>1</sup> The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the Indicators for each standard at a satisfactory level.

**FORMATIVE EVALUATION PROCESS AND INSTRUMENT**

<b>Name of Principal</b>	<b>Name of Evaluator</b>
<b>School Year: 201__ - 201__ school year</b>	<b>Time Period: _____, 201__ to _____, 201__</b>

**A. Statement of Purpose:** This document is a “Formative Evaluation Instrument” established to provide guidance and identified focus areas and goals through the development and achievement of “Annual Job Targets” to assist the continuing improvement process for the overall performance of a public school building principal of the Wayne Community Schools to be prepared by the principal and the superintendent of schools (or other designated evaluator) on a not less than annual basis. The formative evaluation guidance and identified focus areas and goals should be based upon the Nebraska Department of Education performance framework for public school building principals, the Job Description for building principals, and state and federal statutes and regulations, including but not limited to the ethical standards set forth in NDE Rule 27, and Board of Education policies and practices. This Formative Evaluation instrument is part of a broad-based process of measuring and supporting sustained and continuing professional improvement of a principal’s performance with the overarching goal of supporting and enhancing student learning.

**B. Annual Job Targets:** Annual job targets and personal goals are to be developed by the Principal and his/her immediate supervisor to establish a common vision of the Principal’s role in his/her school and in the district as a whole. The annual job targets and personal goals are keyed to the evaluation criteria, job description and identified research on effective building leadership. The job targets are to be focused on identified personal areas for improvement or enhancement of the Principal’s skills. Success in meeting the job target and personal goals are to be evaluated by the Principal on a continuous and ongoing basis with success in meeting same to be shared with the evaluator, which in turn helps the Principal be responsible to meet the job description and performance standards with an overall goal of enhancing the Principal’s educational leadership. Appraisal of each Principal’s success in meeting “job targets” will be ongoing throughout the school year with an annual evaluation of the Principal’s success in meeting the identified job targets in the annual summative appraisal of performance.

List significant job targets and measurable outcomes to be accomplished by the Principal during the next twelve months or prior to the next evaluation cycle.

<b>Job Target</b>	<b>Applicable Standard of Performance</b>	<b>Measurable Outcome</b>	<b>Data Source</b>

<b>Principal Comments:</b>

<b>Superintendent/Evaluator Comments:</b>
---


<b>Date:</b> ____ day of _____, 201__	<b>Date:</b> ____ day of _____, 201__
<b>Signature:</b> _____	<b>Signature:</b> _____
<b>Principal</b>	<b>Superintendent/Evaluator</b>

**SUMMATIVE EVALUATION PROCESS AND INSTRUMENT**

Name of Principal	Name of Evaluator
School Year: 201__ - 201__ school year	Time Period: _____, 201__ to _____, 201__

A. **Statement of Purpose:** This document is a “Summative Evaluation Instrument” established to measure the overall performance of a public school building principal of the Wayne Community Schools on not less than an annual basis. The evaluation criteria set forth herein are based upon the Nebraska Department of Education performance framework for public school building principals, the Job Description for building principals, and state and federal statutes and regulations including but not limited to the ethical standards set forth in NDE Rule 27, and Board of Education policies and practices. In applying the evaluation criteria, the evaluator will apply the following “Ratings Matrix.” This Summative Evaluation instrument is part of a broad-based process of measuring and supporting sustained and continuing professional improvement of a principal’s performance with the overarching goal of supporting and enhancing student learning.

B. **Ratings Matrix:**

- Exemplary Performance
- **Proficient** Satisfactory Performance
- **Basic Improvement Needed**
- **Unsatisfactory Does Not Meet District Standards**

While ratings have been given to provide for a quantitative evaluation, an equally important aspect of this evaluation is the comment section. Evaluations of “Exemplary Performance”, “Satisfactory Performance”, and “Improvement Needed” indicate that the Principal’s performance meets the district standard of performance for that criteria. A “Does Not Meet District Standards” rating indicates that the Principal’s performance does not meet the district standard of performance for that criteria or sub-criteria. The “Artifact” section following the evaluation criteria under each standard provides the evaluator and/or principal the opportunity to incorporate into the Summative Evaluation the principal’s work product, or indicate the lack or inadequacy of such artifact, to support a rating of the principal’s performance, or lack of such artifact. Finally, the “Narrative” space at the end of each standard is provided for general comments overall.

C. **Performance Standards:** The following performance standards are designed to identify and engage building principals in the performance of the four (4) essential elements of effective educational leadership of our schools identified by the Nebraska Department of Education:

- High expectations for student learning;
- A commitment to each principal’s (and thereby teacher) accountability for demonstrated student learning;
- Awareness of the individual circumstances of each student in light of the increasing diversity of the human population of our School District; and,
- The integration of ever changing technology.

These Performance Standards will be considered as a whole in evaluating the principal’s overall level of performance for the period being evaluated, resulting in a summative appraisal of the principal’s

**educational leadership of the principal's assigned school building and within the framework of the entire school district and system.**

**PERFORMANCE STANDARD #1: VISION FOR LEARNING** - The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

*Explanation: The Principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community, including students, teachers, support staff, and parents.*

<b>Indicators for Performance Standard # 1</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrates that the Principal can identify and articulate orally and in writing the vision for student learning in the school district as a whole and specifically for the Principal's assigned school.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
B. Demonstrates that the Principal is engaged in the use of varied sources of information and analyzes multiple sources of data about current practices and outcomes that are implemented to shape the vision, mission and goals of the school.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
C. Demonstrates that the Principal has engaged constituent groups within the school community (including students, teachers, support staff, and parents) to develop commitment to the vision, mission, and goals established for the school.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
D. Demonstrated alignment of the school's vision, mission, and goals to district, state, and federal policies.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
E. Demonstrated ability and action to communicate the vision for the school's educational program in order to establish high expectations and results for student performance.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>

D. Demonstrated leadership in providing a regular (not less than annually) systematic review of the vision, mission, and goals and revises as appropriate.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
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**ARTIFACTS:**

Artifact Description	Present	Not Present	Attached
Copy of School Improvement Plan articulating school vision and mission.			
Building Staff Development Plan for the school year that incorporates school vision and mission.			
Staff/departmental meeting agendas.			
“State of School” reports (quarterly).			
Community outreach efforts – Newspaper articles, tours of building for community members.			
(Other artifacts).			

**NARRATIVE:**

<b>Narrative:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 1—Check  Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>		<b>DOES NOT MEET DISTRICT STANDARD</b>	
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**STANDARD #2: CONTINUOUS SCHOOL IMPROVEMENT – The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.**

*Explanation: The Principal is an educational leader who leads and establishes an atmosphere and expectation of the ability of the school community (students, staff and parents) of a continuous process of improvement of the instruction and learning environments for students focused on student success as confirmed through successful student outcomes as measured through accurate and verifiable assessment of student achievement.*

<b>Indicators for Performance Standard # 2</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrated planning or updating of the school improvement plan developed in collaboration with the school community, and implementation of such school improvement plan that is aligned with district, state, and federal guidelines and goals.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
B. Demonstrated implementation, direction and coordination of a comprehensive process to maintain current information about student academic achievement, teacher and overall school effectiveness, critical analysis of such data, and the sharing of such information within the school community (students, teachers, and parents).	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
C. Demonstrated thoughtful consideration and follow-up planning and action based on student achievement data, research, and best practices based thereon to improve overall instruction and teaching, and thereby student learning.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
D. Demonstrated leadership within the school community (students, teachers, and parents) in the uses of the variety of technology resources to increase school efficiency and effectiveness, enhance instruction and accountability of all within the school community.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
E. Demonstrates use and application of the continuous school improvement plan and achievement data to guide professional development and instructional enhancement efforts within the school community (students, teachers, and parents).	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>

**ARTIFACTS:**

<b>Artifact Description</b>	<b>Present</b>	<b>Not Present</b>	<b>Attached</b>
<b>Memorandums to staff, students and parents regarding academic standards – beginning of 1<sup>st</sup> semester and 2<sup>nd</sup> semester.</b>			
<b>Postings informing staff, student and parents of academic standards.</b>			

Artifact Description	Present	Not Present	Attached
Template for teacher lesson plans incorporating educational model and academic standard to be taught using model.			
Description of student assessment system including range of data produced from standardized and local assessment on student learning and school performance.			
Written protocols and procedures for data collection and analysis.			
NeSA scores for grades 3, 4, 5, 6, 7, 8 and 11 (as applicable).			
Audit of assessment testing and scoring to establish assessments are reliable and bias free.			
Training policies and materials for staff specific to evaluation, interpretation and use of data.			
Documentation of Principal's and staff attendance at training related to use of data related to assessment of student learning.			
(Other artifacts).			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 2—Check [√] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>	<input type="checkbox"/>	<b>DOES NOT MEET DISTRICT STANDARD</b>	<input type="checkbox"/>
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**STANDARD #3: INSTRUCTIONAL LEADERSHIP – The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.**

*Explanation: The Principal is an educational leader who establishes and implements a rigorous curriculum of students, encourages the use of cutting edge and proven effective teaching practices to teach the curriculum, and requires accountability for results through the achievement of academic standards.*

<b>Indicators for Performance Standard # 3</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrated continuing practice of providing staff with teaching practices based on sound instructional theory with an emphasis on the instructional models adopted by the School District accompanied by professional collaboration to implement such models to meet the learning needs of all students.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
B. Demonstrated monitoring of instructional staff confirming that the instructional program and actual instruction is aligned with content standards, includes effective instructional and assessment practices, and is dedicated to protecting instructional time in a manner that maximizes learning opportunities.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
C. Demonstrated encouragement and support of instructional staff in the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives to meet differing student learning styles and acumen.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
D. Demonstrated coordination of, emphasis on, and analysis of the use of student performance data from multiple assessments by the Principal in conjunction with the instructional staff to evaluate the curriculum and instructional program.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
E. Demonstrated acceptance of the responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards

**ARTIFACTS:**

<b>Artifact Description</b>	<b>Present</b>	<b>Not Present</b>	<b>Attached</b>
<b>Materials provided to staff in-service providing teachers and support staff instruction and direction on the educational model for instruction and academic standards to be taught and assessed.</b>			
<b>Records of staff attendance at staff meetings, in-service instruction, and district curricular staff development programs.</b>			
<b>Records of Principal's contact with departments, instructional teams and individual teachers regarding instructional strategies, observation of instructional performance of individual teachers, and personal</b>			

Artifact Description	Present	Not Present	Attached
observation of student engagement, learning and performance in the classroom.			
Correspondence regarding instructional approach and performance of teachers and students.			
Audit of each school day on a weekly basis regarding actual “instructional time” for each class.			
(Other artifacts).			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 3—Check [] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>		<b>DOES NOT MEET DISTRICT STANDARD</b>	
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**STANDARD #4: CULTURE FOR LEARNING – The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.**

*Explanation: The Principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.*

Indicators for Performance Standard # 4	The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.
A. Demonstrated focus on providing to students full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p> <p><input type="checkbox"/> Does Not Meet District Standards</p>
B. Demonstrated engagement of the school community (students, teachers, and parents) in a culture of high expectations for self, students, and staff that includes a emphasis on higher levels of thinking for students of all grade levels.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p> <p><input type="checkbox"/> Does Not Meet District Standards</p>

C. Demonstrated creation of an environment of respect and rapport within the school community (students, teachers, and parents) based on clear guidelines for appropriate behavior.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
D. Demonstrated guidance and support of instructional staff in the use of multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement and differences in student learning styles and rates.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
E. Demonstrated consideration, analysis and identification of those factors and/or practices that constitute or may create barriers to student learning and development, and those devices and strategies to reduce or eliminate them.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
F. Demonstrated commitment to personal practices as Principal that maintains a high level of visibility, accessibility and accountability within the school community (students, teachers, and parents) on a day-to-day basis	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
G. Demonstrated leadership in focusing on the positive outcomes within the school community (students, teachers, and parents) recognizing the accomplishments of students and staff, with an accompanying ongoing assessment of the school climate and culture.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards

**ARTIFACTS:**

Artifact Description	Present	Not Present	Attached
Walk-through observations of overall school culture focused on learning environments.			
Communications with the school community on school culture and learning environments, focused on a safe learning environments for all students and anti-bullying program.			
School climate surveys from students, staff and community.			
(Other artifacts).			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 4—Check [] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>	<b>DOES NOT MEET DISTRICT STANDARD</b>
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**STANDARD #5: SYSTEMS MANAGEMENT – The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.**

*Explanation: The Principal is an educational leader who marshals the financial, building and human resources of the school, and the School District as a whole, to provide the school community (students, staff and parents) with a physically and emotionally safe school environment that supports student learning, efficiently uses the resource of available staff, equipment and materials working in coordination to provide the most effective learning environment of students and working environment for staff.*

<b>Indicators for Performance Standard # 5</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrates prudent allocation of the financial, material, and human resources available to the school to provide effective support of the educational program.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p> <p><input type="checkbox"/> Does Not Meet District Standards</p>
B. Demonstrates considered and appropriate monitoring of the school’s site, facilities, services, and equipment to provide a safe and orderly environment.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p> <p><input type="checkbox"/> Does Not Meet District Standards</p>
C. Demonstrates the ability to identify problems with the allocation of resources or use of facilities, equipment and programs, and resolve such issues, manage conflict, and builds consensus to achieve the efficient operation of the school.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p> <p><input type="checkbox"/> Does Not Meet District Standards</p>
D. Demonstrates awareness of school safety issues, and coordinates the establishment and effective operation of the school’s safety committee as required by law, and effectively communicates	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p>

<b>Indicators for Performance Standard # 5</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
with community agencies to provide a safe school environment.	<input type="checkbox"/> <b>Does Not Meet District Standards</b>
E. Demonstrates knowledge of and provides in-service training and resources to staff for the effective use of technology among the school community (students, staff and parents).	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
F. Demonstrates an understanding of school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
G. Demonstrates an interest in and takes the opportunity when provided to guide and influence policymakers as they develop regulations, policies, and laws that impact the school.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>

**ARTIFACTS:**

<b>Artifact Description</b>	<b>Present</b>	<b>Not Present</b>	<b>Attached</b>
<b>Confirmation/sign-off on Principal review of Board of Education policies.</b>			
<b>Student Handbook.</b>			
<b>Faculty Handbook(s) – Certificated and Non-Certificated Staff.</b>			
<b>Fire marshal reports/fire and disaster drill records/crisis plan.</b>			
<b>Insurance audit of building.</b>			
<b>Safety Committee meeting records – schedule, minutes, etc.</b>			
<b>Building budget – budgeted to actual.</b>			
<b>School Calendar and Schedule</b>			
<b>Technology plan and budget to improve technology services.</b>			

Material for in-service for building operations and use of technology by students and staff.			
Description of student discipline referral process.			
Description of student IEP process.			
(Other artifacts).			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 5—Check [] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>		<b>DOES NOT MEET DISTRICT STANDARD</b>	
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**STANDARD #6: STAFF LEADERSHIP – The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.**

*Explanation: The Principal is an educational leader who establishes, implements, evaluates, teaches , guides, supports, and encourages achievement of teachers and non-teaching staff on a continual basis to maintain a continuing and consistent level of performance that enhances student learning and student achievement of academic and assessment standards.*

<b>Indicators for Performance Standard # 6</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrated thoughtful, considered and committed recruitment, hiring, development, and retention of high quality professional and support staff to realize the school’s vision.	<p><b>Check one:</b>  <input type="checkbox"/> Exemplary Performance  <input type="checkbox"/> Satisfactory Performance  <input type="checkbox"/> Improvement Needed  <input type="checkbox"/> Does Not Meet District Standards</p>
B. Demonstrated implementation practices that guides, supports, and encourages achievement of teachers and other staff to create a professional, challenging and collegial environment that in turn creates an engaging, exciting and challenging learning environment for students.	<p><b>Check one:</b>  <input type="checkbox"/> Exemplary Performance  <input type="checkbox"/> Satisfactory Performance  <input type="checkbox"/> Improvement Needed  <input type="checkbox"/> Does Not Meet District Standards</p>
C. Demonstrates means and methods of mentoring	<p><b>Check one:</b>  <input type="checkbox"/> Exemplary Performance</p>

<b>Indicators for Performance Standard # 6</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
emerging staff leaders in order to build leadership capacity within the teaching and non-teaching staff of the school.	<input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
D. Demonstrates an engaged and supportive supervision of the school's teaching and non-teaching staff members that establishes and demands accountability for results based on high expectations and professional standards.	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
E. Demonstrates a thorough and consistent implementation of the School District's performance evaluation process and instrument system for teachers and instructional support staff (staff) consistent with board policy and state regulations and statutes that establishes that the Principal has:	
<ul style="list-style-type: none"> <li>▪ Instructed the staff on the Board adopted common instructional model, language and effective teaching practices, and the evaluation process and instrument;</li> </ul>	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
<ul style="list-style-type: none"> <li>▪ Established an environment for evaluation focused upon improvement of instruction, and is accepted by such staff as a non-punitive performance enhancing process that improves student learning;</li> </ul>	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
<ul style="list-style-type: none"> <li>▪ Evaluated staff on both a formative and summative basis in a timely manner, providing required lists of deficiencies, suggestions for improvements, resources to assist such improvement, and follow-up evaluations and improvement plans as necessary;</li> </ul>	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
<ul style="list-style-type: none"> <li>▪ Mentored staff to enhance instructional skills to improve student learning; and,</li> </ul>	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
<ul style="list-style-type: none"> <li>▪ Completed all evaluations in a timely manner and provided an accounting of such evaluations process to the Superintendent.</li> </ul>	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b> <input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>
F. Demonstrates and implements a professional development program in support of the performance	<b>Check one:</b> <input type="checkbox"/> <b>Exemplary Performance</b> <input type="checkbox"/> <b>Satisfactory Performance</b>

<b>Indicators for Performance Standard # 6</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
evaluation process for teachers and instructional support staff based on a common instructional model that enhances continuous learning of teaching techniques and models by such staff that overall provides meaningful, effective and sustainable professional development opportunities for all staff.	<input type="checkbox"/> <b>Improvement Needed</b> <input type="checkbox"/> <b>Does Not Meet District Standards</b>

**ARTIFACTS:**

<b>Artifact Description</b>	<b>Present</b>	<b>Not Present</b>	<b>Attached</b>
<b>Pre-school year review of in-service materials for staff evaluation process.</b>			
<b>Description of instructional model adopted by the school district provided to staff.</b>			
<b>Listing of and materials for professional development programs implement or provided to staff for the school year.</b>			
<b>Evaluation audit for the school years, listing the tenure status and dates of formative and summative evaluation for all staff.</b>			
<b>Guidelines for disaggregating assessment data.</b>			
<b>(Other artifacts).</b>			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 6—Check [√] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>		<b>DOES NOT MEET DISTRICT STANDARD</b>	
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**STANDARD #7: DEVELOPING RELATIONSHIPS – The principal promotes and supports productive relationships with students, staff, families, and the community.**

*Explanation: The Principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

<b>Indicators for Performance Standard # 7</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrated active participation within the community where the school is located, and the school district as a whole, and builds on professional relationships that support the school and its vision within the community.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
B. Demonstrated sharing leadership and decision-making, encouragement of open communication among staff members, and respect for differences of opinion.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
C. Demonstrates an understanding of the community's diverse cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
D. Demonstrated creation and/or support of activities within the school environment and outreach that engages the community in a manner that creates a shared responsibility for student and school success, and encourages active family and community participation in the learning process in order to enhance student achievement.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
E. Demonstrated research and use of effective public information strategies that promotes and supports parent/student/community involvement in the school in a manner that strengthens the educational program by soliciting information from families and community members.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
G. Demonstrated creation of strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
H. Demonstrates a clear and developed understanding and respect for others among students and staff.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards

**ARTIFACTS:**

<b>Artifact Description</b>	<b>Present</b>	<b>Not Present</b>	<b>Attached</b>
-----------------------------	----------------	--------------------	-----------------

Parent advisory committee schedule, minutes, etc.			
Parent volunteer list and recognition ceremonies, etc.			
Student council activities and meetings (schedule, minutes, etc.).			
Business partnership documentation.			
(Other artifacts).			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 7—Check [] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>		<b>DOES NOT MEET DISTRICT STANDARD</b>	
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**STANDARD #8: PROFESSIONAL ETHICS AND ADVOCACY – The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.<sup>2</sup>**

*Explanation: The Principal is an educational leader who is a role model and exemplar and promotes the success of the school by acting with integrity, fairness, and in an ethical manner.*

<b>Indicators for Performance Standard # 8</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
A. Demonstrated values, beliefs, and attitudes that inspire others to higher levels of performance and treats others fairly, equitably, and with dignity.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p> <p><input type="checkbox"/> Does Not Meet District Standards</p>
B. Demonstrated support and implementation of practices that protect the established rights and confidentiality of students and staff.	<p><b>Check one:</b></p> <p><input type="checkbox"/> Exemplary Performance</p> <p><input type="checkbox"/> Satisfactory Performance</p> <p><input type="checkbox"/> Improvement Needed</p>

<sup>2</sup> The Principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal’s Job Description, and to comply with Board policies and the directions of the Superintendent.

<b>Indicators for Performance Standard # 8</b>	<b>The ratings in this Column <u>may</u> be accompanied by Artifacts and Narrative Remarks in the sections set forth below.</b>
	<b><input type="checkbox"/> Does Not Meet District Standards</b>
C. Demonstrated appropriate analysis and judgment of circumstances in making such decisions that are just, fair, and equitable and in the best interests of the student and the school community (students, staff and parents).	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
D. Demonstrated modeling and articulation as an exemplar for the school community of practices that reflect and establish transparency, and ethical behavior in accordance with established professional standards.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
E. Demonstrated establishment of a standard of conduct by others in the school community (students, staff and parents) that requires accountability, integrity and ethical behavior by all in such community.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
F. Demonstrated application of policies and procedures in a fair and equitable manner.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
G. Demonstrated advocacy for public policies that ensure appropriate and equitable resources for the educational system.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards
H. Demonstrated appreciation for and sensitivity to the diversity in the school community, and thoughtful responses to the political, social, economic, legal and cultural environment in which the school exists.	<b>Check one:</b> <input type="checkbox"/> Exemplary Performance <input type="checkbox"/> Satisfactory Performance <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet District Standards

**ARTIFACTS:**

<b>Artifact Description</b>	<b>Present</b>	<b>Not Present</b>	<b>Attached</b>
<b>Memoranda to the school community (students, staff and parents) that advocate the school curriculum and mission based values, beliefs, and attitudes that inspire others to higher levels of performance.</b>			
<b>Documents used to review with teaching and non-teaching staff the staff and student handbooks, and staff duties toward students and the school district.</b>			
<b>Documentation of Principal and staff involvement in community service events and programs.</b>			
<b>Multilingual newsletters and other school communications that reflect sensitivity to the diversity in the school community, and thoughtful responses to the political, social, economic, legal and cultural environment in which the school exists.</b>			
<b>(Other artifacts).</b>			

**NARRATIVE:**

<p><b>Narrative:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Performance Standard # 8—Check [√] Appropriate Box:

<b>MEETS DISTRICT STANDARD</b>	<input type="checkbox"/>	<b>DOES NOT MEET DISTRICT STANDARD</b>	<input type="checkbox"/>
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**OVERALL SUMMARY**

Check (%) one in each row]

<b>Standard</b>	<b>Meets District Standards</b>	<b>Does Not Meet District Standards</b>
<b>Standard #1—Vision for Learning</b>		
<b>Standard #2—Continuous School Improvement</b>		
<b>Standard #3—Instructional Leadership</b>		
<b>Standard #4—Culture for Learning</b>		
<b>Standard #5—Systems Management</b>		
<b>Standard #6—Staff Leadership</b>		
<b>Standard #7—Developing Relationships</b>		
<b>Standard #8—Professional Ethics and Advocacy</b>		

**Significant Achievements:**


**Areas Needing Growth:**


**Principal Comments:**


**Superintendent Comments:**


**Recommendation for Continuous Improvement** (check one)

<i>Task (/)</i>	<i>Task Descriptor</i>
	Professional Growth Plan

	Action Plan
	Improvement Plan and Remediation Targets

<b>Date:</b> ____ day of _____, 201__	<b>Date:</b> ____ day of _____, 201__
<b>Signature:</b> _____	<b>Signature:</b> _____
<b>Principal</b>	<b>Superintendent/Evaluator</b>

**PROFESSIONAL GROWTH PLAN**

<b>NAME OF PRINCIPAL:</b>	<b>DATE:</b> _____, 201__

**PROFESSIONAL GROWTH PLAN**

Please identify two performance growth goals that capitalize on your professional talents/strengths and one growth goal that would enhance an area of improvement for you by supplying the following information: (Use a separate form for each goal).

**Professional Goal:**


<b>Action Steps:</b>	<b>Timeline:</b>	<b>Evidence of progress toward success (Portfolio Artifacts)</b>

<b>Date:</b> _____ day of _____, 201__	<b>Date:</b> _____ day of _____, 201__
<b>Signature:</b> _____	<b>Signature:</b> _____
<b>Principal</b>	<b>Superintendent/Evaluator</b>

**IMPROVEMENT PLAN AND REMEDIATION TARGET**

**NAME OF PRINCIPAL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_, 201\_\_

A Remediation Target should be identified for each standard or significant performance indicator identified as not meeting district standards. A separate target should be written for each performance indicator. The Superintendent should establish the target to be achieved by the Principal, and the supporting evidence or measurable outcome, action plan, and timelines. The timelines should be completed within the next 12-month evaluation cycle or such earlier date as may be designated. Failure to meet the targets may result in a recommendation to end the employment contract. A separate alternative improvement plan may be utilized.

<b>Performance Standard or Descriptor to be Remediated</b>	<b>Remediation Target (w/measurable outcomes)</b>	<b>Action Steps</b>	<b>Evidence of Progress</b>

<b>Date:</b> _____ day of _____, 201__	<b>Date:</b> _____ day of _____, 201__
<b>Signature:</b> _____ <b>Principal</b>	<b>Signature:</b> _____ <b>Superintendent/Evaluator</b>

# What Works in Economic Development

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**Timothy J. Bartik**  
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September 1, 2016

Presented at Fall Policy Symposium, OpenSky Policy Institute

W.E. UPJOHN INSTITUTE  
FOR EMPLOYMENT RESEARCH

## What is economic development's goal?

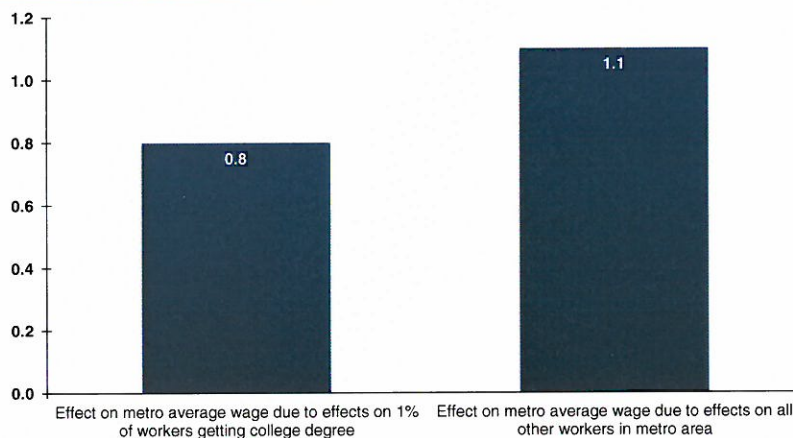
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- Goal: Increase in per-cap income of original residents, mostly due to higher earnings per cap due to higher employment rates & wages.
- Why this focus? Empirically, over 70% of job growth's benefits in terms of increased income per capita comes from increased earnings per capita.
- What about fiscal benefits? Fiscal benefits small when we include extra spending to maintain public service quality as population grows. Job growth increases pop growth 80% as much, which has large fiscal costs, particularly in infrastructure.
- Fiscal benefits of job growth typically less than 10% of earnings per capita benefits.

## Implications of economic development goal of higher earnings per capita

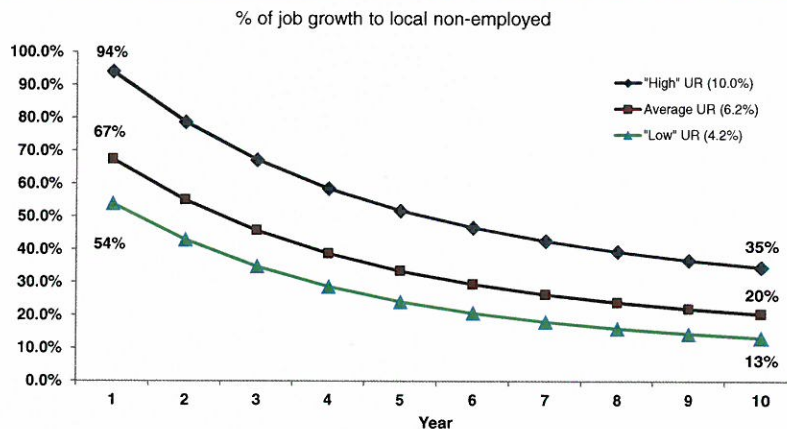
- Economic development policy must consider what jobs pay, not just number of jobs created.
- Economic development policy must consider who gets jobs, not just # and types of jobs created. (Ultimately, all new jobs in a state must go to either non-employed state residents, or in-migrants.)
- State/local economic development policy is really state/local labor market policy.
- Earnings per capita in a state can be increased either by working on “labor demand” or “labor supply” side of labor market, by increasing the quantity/quality of labor demand or supply.

## Effects of a 1% increase in college graduates on metro area average wages



SOURCE: Figure 6.1, *From Preschool to Prosperity*, 2014

## Labor demand policies have lower local benefits when UR is low



NOTE: Earnings per capita benefits end up being 40% higher when UR is 10% compared to 6.2%; 20% lower when UR is 4.2% rather than 6.2%.

## Limitations of general business tax cuts as economic development policy

- General business tax cuts don't target only export-base firms, but rather include locally-oriented firms.
- General business tax cuts don't target only firms on margin of investing/creating jobs, but rather include all firms.
- Even without considering costs of financing tax cuts, general business tax cuts only yield increase in present value of earnings per capita of \$0.51 per \$1 of costs.
- But with spending cuts to finance business tax cuts, short-run local demand effects are negative.
- In LR, if business tax cuts financed by cutting infrastructure or education, may have negative effects on business climate.

## Business tax incentives

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- Can be more cost-effective than general business tax cuts, but only if well-designed.
- Well-designed: target export-base firms; target new investment/job creation decisions; target high-wage firms; target firms with high local multipliers (high wages, supplier networks, clusters); target firms more likely to hire local non-employed.
- If well-designed, business tax incentives can increase present value of a state's earnings per capita by \$3 per \$1 of costs.
- Tax incentives that are further restricted to only subsidizing hiring of non-employed can have ratio of earnings per capita benefits to costs that is twice as great, at \$6 per \$1 of costs.

## Customized business services

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- Customized job training and manufacturing extension have good studies showing higher cost-effectiveness than tax incentives.
- Studies suggest such customized services can increase state earnings per capita by \$10 per \$1 of costs.
- Why? These customized services target specific barriers of information, expertise, and financing in small and medium sized businesses.

## Summary: labor demand policies more cost-effective when targeted at:

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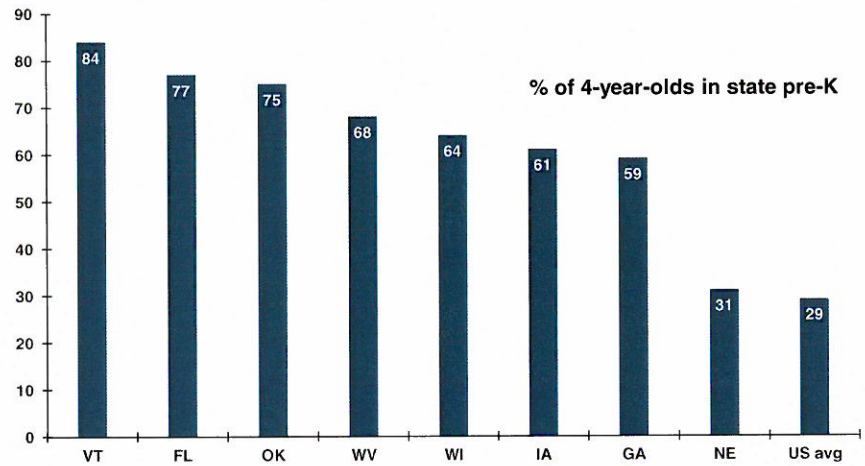
- Export-base firms
- Job creation decisions
- Higher wage jobs
- Hiring local non-employed
- Small and medium sized businesses that need particular services

## Why pre-K works, and works locally to boost local economic development

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- Much evidence from good studies of both SR and LR effects of high-quality pre-K in boosting educational attainment, and generating better adult labor market outcomes such as higher employment rates and higher wages.
- Pre-K boosts both hard skills and soft skills, and initiates cumulative process of “skills begetting skills.”
- Majority of persons spending early childhood in a state will spend most of adult career in a state. Nebraska: 56% of those born in state still live in state.
- For each \$1 a state invests in high-quality pre-K, present value of state earnings per capita increases by \$6.

## State-financed pre-K as % of 4-year-olds



## Earnings benefits of pre-K for different income groups

**Table 5.1 How Earnings Benefits of Pre-K per Child Vary for Children from Different Income Groups**

	Earnings gains versus baseline earnings for a child from a	
	Low-income family	Middle-income family
Gains from pre-K	\$53,000	\$48,000
Baseline earnings	\$547,000	\$997,000
Percentage gain	10%	5%

NOTE: Gains and baseline earnings are rounded to the nearest thousand, in present-value 2012 dollars. Baseline earnings are the present value of total career earnings without pre-K. Earnings and gains are averages per child for program participants.

SOURCE: *From Preschool to Prosperity*, 2014.

## Later-life labor supply policies that are cost-effective

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- Mandatory summer school in elementary grades: Earnings benefit to cost ratio of \$13 to \$1
- High school career academies: Earnings benefit to cost ratio of \$13 to \$1.
- Small-group math tutoring in high school: Earnings benefit to cost ratio of \$15 to \$1.
- Demand-oriented adult job training: Earnings benefit to cost ratio of \$6 to \$1.

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## Summary: labor supply policies more cost-effective when targeted at:

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- Early childhood, when all children are more malleable.
- Later on, if targeted at specific groups with specific problems.
- Early childhood has political plus of broad benefits, political minus of deferred benefits
- Later labor supply policies provide more immediate benefits, but generally directly benefit smaller groups.

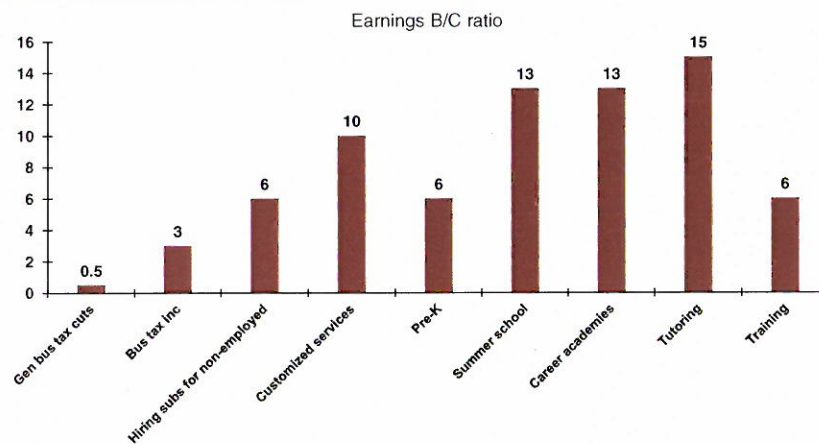
13

## Other potential labor supply policies: Personal income tax cuts

- At income tax rates commonly used in U.S. , personal income tax rates do not have large effects on labor force participation rates.
- At the state level, state income tax rates do not have large effects on migration.
- Full analysis must also consider effects of how personal income tax cuts are financed: for example, public service cuts may hurt attractiveness of state, and public spending cuts may reduce demand for goods and services in the state. These financing effects may offset any positive effects of personal income tax cuts.
- Overall, state personal income tax cuts seem unlikely to have large effects on state earnings per capita, and there is no research consensus supporting such effects.

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## Summary of earnings benefit to cost ratios



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## Summary

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- Main benefit of state economic development policies comes from increasing earnings per capita.
- Labor demand and labor supply policies complement each other in increasing state earnings per capita.
- Policies have higher earnings benefits per dollar if targeted.
- Targeting involves either targeting businesses or households when they are more malleable (making new investment decisions, in early childhood) or targeting specific services needed by a particular group (e.g., small/medium sized businesses, disadvantaged students or workers).



<b>General Fund - 55 students</b>	<b>Cost</b>
Schaub/Spieker salary, SS, retire	\$10,970.18
Gas/oil	\$1,034.56
Other expense (repairs, inspection)	\$805.01
<b>Total Expenses</b>	<b>\$12,809.75</b>
<i>Ins. Bookkeeping, vehicle dep. not included</i>	
<b>Total Receipts</b>	<b>\$12,084.60</b>
<b>Gain/Loss</b>	<b>-\$725.15</b>

Make/Model	Capacity	SPED	Beg, Mileage	Ending Mileag	Total 2015-16	Comments
2005 Maroon Ford - #14	5		113,254	113,585	331	Only used for in town
2006 Grey Ford - #16	7		80,547	87,140	6,593	Only for short trips (Norfolk, SSC) Driver's Ed
2006 Green Ford - #17	7		94,152	99,003	4,851	Only for short trips (Norfolk, SSC)
2007 Gray Dodge - #18	5	SPED - lift	40,773	44,848	4,105	Has a wheel chair lift
2007 Gray Dodge - #19	5	SPED - lift	50,791	53,339	2,548	Has a wheel chair lift
2011 Ford Econoline - #20	10		41,866	50,597	8,731	
2011 Ford Econoline - #21	10		32,539	38,552	6,013	
2011 Ford Econoline - #22	10		40,146	47,332	7,186	
2011 Ford Expedition	8		56,475	67,001	10,526	4 wheel drive
2013 Ford Flex	6	SPED	23,700	34,868	11,168	all-wheel drive
2013 Ford Fusion - White car	5		29,128	38,095	8,967	
2014 Ford Transit (Blue cube)	7		12,778	22,107	9,329	
2006 Maroon Ford Taurus	5		38,101	45,705	7,604	Driver's Ed in summer
2004 Chevy Avalanche	5		94,655	97,826	3,173	Maintenance, no students, 4-wheel drive
					91,125	Total Miles 2015-16

## Meeting Agenda – Annual Americanism Committee Meeting

Monday, August 29, 2016 5:30 P.M.

The Americanism committee of Wayne Community Schools met on Monday, August 29, 2016 at 5:30 P.M. in the Jr/Sr High School Library for the annual meeting as required by Rule 10 in the State of Nebraska. The committee consists of Mark Lenihan, Superintendent, Wendy Consoli, Board member, Carolyn Linster, Board Member, and Jeryl Nelson, Board Member, Misty Bear, Director of Special Education. The following items were discussed:

### A) Textbook Review

- a. Review of new Grade 10 textbook - Glencoe publisher “World Geography and Prentice Hall publisher “World History”.
- b. Review of new Grade 11 textbook - McDougal Little publisher “The American’s”

### B) Review of Curriculum

- a. The committee reviewed State Statute 79-724 - Committee on Americanism
- b. Listed below are components of our curriculum for social studies:**
- c. The social studies curriculum provides an appropriate amount of time on
  - i. Adequately stresses contributions of all ethnic groups to
    1. Development and growth of America into a great nation
    2. Art, Music, education, medicine literature, science, politics, and government
    3. War services on wars of the nation
- d. The curriculum also provides an appropriate amount of time on;
  - i. Recital of stories having to do with American history
  - ii. The singing of patriotic songs and memory of the Star Spangled Banner, beginning with elementary school
  - iii. The development of reverence for the flag and proper conduct in its presentation
    1. Pledge recited each day in school by all grades
    2. Pledge recited prior to each board meeting
    3. Reverence for United States flag is taught in elementary school and at the annual Veteran’s Day assembly for k-12 students
  - iv. Appropriate amount of time spent on
    1. The United States Constitution
    2. The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies.
    3. The duties of citizenship

### C) Recommendations from committee from 2011 meeting;

- a. Continue the development of curriculum based on state and national standards

- b. Continue to seek opportunities to hold patriotic exercises suitable to patriotic occasions – Veteran’s Day program, high school band perform at Memorial Day celebration. Various music concerts with patriotic music selections.
  - c. Continue practice of bringing 4<sup>th</sup> grade to state capitol for a field trip
  - d. Continue practice of seniors attend public civic meeting within curriculum
- D) Recommendations from committee from 2012 meeting;
- a. Place focus on Nebraska History by:
    - i. Seek opportunities to promote Nebraska History by conducting field trips to local parks and historical sites within the state.
    - ii. Focus reading curriculum in Social Studies classes by addressing more Nebraska historical curriculum.
    - iii. Continue to monitor the State of Nebraska review of Social Studies curriculum. Seek opportunities to have staff available for committee work on the new standards if possible.
- E) Recommendations from committee moving forward into 2013-14 school year;
- a. Research digital textbooks as possible resources for social studies
  - b. Make sure textbook series aligns with new state standards
  - c. Continue to encourage all classes to explore local, state, and national, civic educational opportunities and inventory activities that are completed
- F) Recommendations from 2014 meeting
- a. Continue exploration of 10th-12th grade on-line textbooks and curriculum
  - b. Assembly for to teach the significance of flag reverence and patriotic service
- G) Recommendations from 2015 meeting
- a. Consider integrating veteran experiences into the annual Veteran’s Day Program
  - b. Maintain the Veteran’s Day program as a k-12 assembly.
  - c. Pre-school will develop their own age appropriate Veteran’s Day program.
  - d. Continue exploration of 10th-12th grade on-line textbooks and curriculum including BYOC.
- H) Recommendations from 2016 meeting**
- a. Continue and support Athletic Director initiative of instituting flag reverence standards for athletic competitions during National Anthem.**
  - b. September 17th constitution day - age appropriate instruction on the U.S. Constitution.**
    - i. In class activities cited in lesson plans on Sept. 17th or closest day possible (Friday/Monday)**
  - c. Review where the Constitution of Nebraska taught.**
    - i. 11th grade text-book**
    - ii. Senior Government class**
- I) Other curriculum items moving forward into 2014-15 school year
- a. Early Childhood program

- i. Mrs. Consoli and Mrs. Bear will co-chair a steering committee to give guidance and recommendations to the administration and school board
- b. Revise the curriculum cycle/rotation
- c. New state LA standards
- d. MAP and NeSA web based assessments

J) Other curriculum items moving forward to 2015-16 school year

- a. Discussion on in-depth analysis of student mis-understanding of concepts and processes that may require review and re-teaching in all subject areas.
- b. Continue practice of interventions with individual students before, during, and/or after school.
- c. Focused attention on systems to support character education k-12 that is age appropriate.
- d. Career education standards addressed in junior high with state standards, curriculum, and training provided by NDE.

**K) Other curriculum items moving forward to 2016-17 school year**

- a. Support the work of the reVISION committee looking at district college and career ready standards and programming.**
  - i. Mr. Lenihan will bring information to the meeting**
- b. Consideration of Agriculture programming**
  - i. Discussion - this ties into reVISION**
- c. Support the new pre-k-12th grade character education program “Blue Devil BUCS”.**
- d. Consider community service opportunities**
  - i. By class or activity sponsor**
- e. Discussion of ACT for 11th grade state test**

# Board - August 2016

Account	Description	Published Budget	Monthly Expenditures	Total Expenditures	Balance (Pub)	Percent Remaining
01-1100	Instruction	5,314,260.00	399,249.42	4,890,845.26	423,414.74	7.97
01-1200	Special Education	1,470,750.00	65,555.70	1,314,265.40	156,484.60	10.64
01-2100	Support Services -	435,858.00	19,773.30	394,470.83	41,387.17	9.50
01-2200	Support	593,334.00	128,932.12	437,947.13	155,386.87	26.19
01-2300	General Administration	340,760.00	23,029.02	290,810.42	49,949.58	14.66
01-2400	School Administration	667,926.00	50,331.33	600,205.23	67,720.77	10.14
01-2500	Business Support	508,386.00	28,728.83	432,901.41	75,484.59	14.85
01-2600	Buildings And Grounds	980,450.00	110,395.00	814,465.06	165,984.94	16.93
01-2700	Pupil Transportation	389,610.00	-42,805.86	277,075.19	112,534.81	28.88
01-3000	Community Services	0.00	0.00	750.00	-750.00	0.00
01-3500	Grants - HAL, PreK,	5,500.00	4,526.11	133,697.70	-128,197.70	-2,330.87
01-4000	Federal Programs	388,516.00	16,788.91	312,636.53	75,879.47	19.53
01-6000	Summer School	20,000.00	0.00	12,809.75	7,190.25	35.95
01-8000	Transfers	20,000.00	100,000.00	120,000.00	-100,000.00	-500.00
		<u>11,135,350.00</u>	<u>904,503.88</u>	<u>10,032,879.91</u>	<u>1,102,470.09</u>	<u>9.90</u>