

Board of Education Regular Meeting
Monday, December 15, 2014 7:00 PM
Boardroom
802 Highland Street
Wakefield, NE 68784

1. Opening Procedures
 1. Call to Order
 2. Open Meetings Act
 3. Roll Call
2. Excuse Board Member Absences
3. Approval of Agenda
4. Awards and Special Recognition
5. Recognition of Visitors/Communication from the Public
 1. WEA - Mr. Brenn, Mr. Galles and Mr. Hassler
 2. Thank you note from the Jean Gardner Family
Mr. Bejot
6. Reports
 1. Administrators
 1. Elementary Principal Report
Mr. Wulf
 2. Secondary Principal Report
Mr. Heitz
 3. Superintendent Report
Mr. Bejot
 2. Board Committee Reports

1. Board Policy
Rose
 2. Building, Sites & Transportation
Bebee
 3. Business & Finance
Victor
 4. Curriculum, Americanism & Technology
Nicholson
 5. Public & Personnel Relations
Lunz
 6. Strategic Planning
Lehmkuhl
7. Discussion and Action Items
1. Consent Agenda
 1. Minutes of the previous meeting
 2. Financial Reports
 2. Discuss and take action to cancel elementary school on January 22, 2015 for conference wrestling tournament.
Bejot
 3. Discuss the Early Childhood Environmental Rating Scale
Mr. Wulf
 4. Discuss and take appropriate action on Video Surveillance Policy and handbook policy.
Mr. Bejot
 5. Discuss and take appropriate action to approve revisions to policy 6034 Concussion Awareness.
Mr. Bejot
 6. Discuss and take appropriate action to approve board attorney to present in-service, student assemblies and parent meeting on Digital Citizenship.
Mr. Bejot

7. Discuss football uniform replacement.
Mr. Hassler
 8. Discuss and take appropriate action to declare surplus property.
Mr. Bejot
 9. Discuss and take appropriate action on the resignation of Mrs. Marcia Kratke,
bookkeeper.
Mr. Bejot
 10. Discuss and take appropriate action on the Superintendent's evaluation.
Mr. Bejot
8. Upcoming Dates and Times
 1. Set the date and time for the next regular meeting
9. Adjournment

Elementary Principal Report

Board of Education

December 2014

Goal #1: Wakefield Community School will provide students an education that develops relationships utilizing a relevant curriculum that infuses technology providing 21st Century learning for all students.

- Last year, Wakefield Elementary School and three other districts (Homer, Pender, and Allen) began a Professional Learning Community (PLC) process to discuss various items with other grade levels teachers. We have met 3 times at the ESU 1 and participated in multiple types of professional development. This spring, staff members will be given the opportunity to observe in other classrooms or schools to expand on this concept. Many staff members will complete this on our in-service day in January.
- The winter MAP window for grades K-2 will be during the week of December 8th. 3rd graders will also be participating in the winter MAP window based on teacher request. In addition, targeted 4th-6th graders and any new students who have enrolled since the fall window will be assessed. Results will be shared with the board in January.
- During our December late-start session, staff began a discussion focusing on strategies to support all learners while targeting our ELL students. We are basing our discussions on the book, *Classroom Instruction that Works for English Language Learners*.
- In late October we participated in our Pre-school Program evaluation based on the Early Childhood Environment Rating Scale (ECERS). This was a new requirement from NDE. Historically, all pre-school programs completed a self-review. This year an outside evaluator came to look at the classroom environment in our program. We selected Mrs. Kaufman's afternoon 3year old room to be our ECERS observed classroom. We got our results in early December. **See the summary report and note from NDE regarding our status.

Goal #3: Wakefield Community School will facilitate communication with staff, parents, patrons and students.

- The annual elementary Holiday Program was held on December 9th. One change this year was to get away from the 6th grade "play."
- I am holding monthly special education meetings to discuss programming, student needs and additional supports. This will also be a time for us to practice using CPI, our de-escalation model.

**Wakefield Community School
Board of Education
High School Principal Report
December 2014**

Goal #1: Wakefield Community School will provide students an education that develops relationships utilizing a relevant curriculum that infuses technology providing 21st Century learning for all students.

- At our late-start on Dec. 15, we discussed the reading comprehension strategies we are learning from our “Subjects Matter” book study. Each teacher performed the “Think-Aloud” strategy, and other strategies chosen included “Tweet the Text,” “Text Coding,” and “Turn and Talk.” Other variations of these strategies will be used in classes such as Art and Music.
- At our Dec. 15 meeting, we also spent some time looking at MAP results again, with more time spent on looking at individual students. In addition, we talked about safety procedures and upcoming drills.
- The teachers and I are beginning discussion about our technology use in the junior high and high school. This discussion will obviously include our use of the iPads, but will also include SMART Boards, websites, google apps, etc.
- Mrs. Vander Weil, Ms. Simmons, and Mrs. Borg attended a follow-up session on utilizing MAP data. They came back with some ideas for things to do during Trojan Time Reading Groups.

Goal #3: Wakefield Community School will facilitate communication with staff, parents, patrons and students.

- I am planning on holding an informational parent meeting in January. I would like to share some testing results with parents, and also talk about the positive things that have happened this year, including Trojan Pride.
- On November 26, I had a student assembly in which students were recognized for a variety of things. In addition to pointing out the participants in numerous extra-curricular activities, we also recognized all students who improved their MAP scores, and gave the first “All Day Every Day” award to students. These students were chosen to be recognized by teachers as students who always put forth the effort and sometimes don’t get the recognition for it. “Front of the Lunch Line” passes have been handed out as rewards. The results from the fall MAP tests were also shared with the student body.

Miscellaneous

- The winter sports teams have begun their regular season schedules. The wrestling team has 16 participants, including 3 boys from Allen (there were 7 junior high wrestlers from Allen). There are 28 girls and 26 boys on the basketball teams.
- The One-Act season came to a close, with the cast earning 4th place at the Conference competition, and 7th place at Districts. Payton Rusk earned outstanding actor at the Conference competition.
- The 7-12 Winter Concert will be Dec. 18 at 7:30 p.m. in the main gym.

Superintendent's Report

December 15, 2014

1. **Goal #1:** Wakefield Community School will provide students an education that develops relationships utilizing a relevant curriculum that infuses technology providing 21st Century learning for all students. (Curriculum, Americanism & Technology)
 - a. Aruba Wi-Fi units were installed in the high school today, which will improve our current wireless overload the older Cisco units are experiencing. When the units overload staff and students experience their connections being dropped.

2. **Goal #2:** Wakefield Community School will make an efficient use of all resources. (Business & Finance)
 - a. The end of the month of November the general fund is .79% under budget. The projected December general fund expenditures is projected to be 2.7% under budget. January will see the first loan payment on the energy conservation project.
 - b. The Wakefield Education Association and the Board of Education have reached a tentative negotiations agreement. The proposed base salary for the upcoming 2015-16 contract year will be \$33,325. The agreement removes requirements for WEA dues to be withheld by the district. Teachers now use automatic payment deduction from their bank accounts. The voluntary sick leave provisions will stay the same as the current contract. Items within the voluntary sick leave will have revised lettering and numeration to match current contract. The teams agreed to changes in the supplemental duty removing TOTAD and school musical, adding Art Club, assistant junior high coaching positions, choir to the same level as instrumental music, one-act assistant coach position and 8th & 9th class positions to the extra duty schedule. The WEA must ratify the tentative agreement prior to the board voting to ratify the tentative agreement. I expect this to occur at the January board meeting.
 - c. Mr. Wulf is pursuing a grant from the Gardner Foundation. The grant if approved will add additional library books, leveled reading materials, additional iPads and laptops. The grant also seeks to add lockers in the elementary hallway areas. The Gardner Grant request is between \$100,000 -\$125,000. We are expecting to know more sometime this month.

- 3. Goal #3:** Wakefield Community School will facilitate communication with staff, parents, patrons, and students (Public and Personnel Relations)
- a. Education Commissioner Dr. Matt Blomstedt reported that the State Board of Education forwarded their budget requests for the upcoming biennium that is an increase in state funding of career education, high ability learners, modernizing assessment systems and data analyzation, early childhood education, blended Education initiative and improving school accountability. He is asking the legislature to continue using lottery dollars for education investment. Dr. Blomstedt is looking to ask the legislature to fund 10% of the education budget. He is excited and upbeat about the role NDE will have in providing leadership relative to state aid for the state's new education vision.

4. Miscellaneous

- a. Today was a two-hour late start for faculty in-service. The high school worked on examining student data. The elementary reviewed the crisis plan and how it worked during our recent crisis. They also continued with Chapter 5 of their study of "Classroom Instruction That Works With English Language Learners" which focused on cooperative learning strategies. Mr. Bejot met with the staff at 9:15 a.m. for Holiday celebration time and a look at first semester positive accomplishments, review of the district mission and vision; and a review of the December board of education agenda. Drawings were held with six staff receiving either a target gift card or iTunes cards. Bagels and crème cheese spreads were given by the board as a treat from Panera Bread.
- b. I would like to schedule a time in late January or early February for a Board Retreat to assist new board members with their understanding of district mission, vision and goals as well as review of board goals. The meeting is designed to be a time to work together developing our new district leadership team.
- c. Rasmussen's will be here on Monday & Tuesday, December 22-23 to install circulation valves for cooling water and a repair to the hot water piping in the south hall (Mr. Brenn's Room).

**WAKEFIELD COMMUNITY SCHOOL
BOARD MINUTES
November 12, 2014**

The Board of Education Regular Meeting convened in open and public session on November 12, 2014 at 7:00 PM in the Boardroom at the Wakefield Community Schools, 802 Highland Street, Wakefield, NE.

President Lunz informed the group of the Open Meetings Act posted in the boardroom and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

Roll call was taken and the following members were present: Bebee, Rose, Nicholson and Lunz. Absent: Lehmkuhl and Victor. Others present were Superintendent Bejot, Elementary Principal Wulf, Secondary Principal Heitz and Recording Secretary Marcia Kratke. Newly elected board members were also present as visitors to the meeting: Karen Borg, Bree Brown and Ben Donner.

Excuse Board Member Absences

Motion Passed: passed with a motion by Bebee and a second by Nicholson.

Voting For: Rose, Nicholson, Lunz and Bebee

Voting Against: None

Absent: Lehmkuhl and Victor

Approval of Agenda

Motion Passed with a motion by Bebee and a second by Nicholson.

Voting For: Nicholson, Lunz, Bebee and Rose

Voting Against: None

Absent: Lehmkuhl and Victor

Awards and Special Recognition

The following students received all A's the first quarter: Camille Armitage, Jessica Borg, Rachel Brudigam, Breanna Chase, Jamie Dolph, Gabe Peitz, Josephine Peitz, Solomon Peitz, Emma Pommer, Emily Puls, McKenzie Rusk and Antonio Sarmiento.

Correspondence: A thank you note from the WEA was read by Mrs. Lunz thanking the board for the staff polo shirts for Trojan Pride.

Recognition of Visitors/Communication from the Public

WEA members Mrs. Sara Schlickbernd and Mr. Brian Johnson did not attend the meeting and will rescheduled to a later date.

Reports

Elementary Principal Report

During our October in-service day, all elementary certified and non-certified staff members worked with Cindy West, former ELL administrator for Lincoln Public Schools, on various ELL strategies to support our

learners in inclusive and pullout settings. All SPED staff participated in CPI training. CPI is a crisis response model to support de-escalation of behaviors. All teachers practiced and reviewed Lockdown procedures. Pre-school staff designed our October Trojan Pride activity. Over the last year staff members have been looking at alternatives for elementary report cards based on standards. Second grade teachers have created one and sent it home with the regular district approved cards for the first 9 weeks.

Secondary Principal Report

Teachers in the high school heard presentations about teaching strategies for ELL students and students at risk. Teachers received useful tips to use in their classroom. All staff also participated in a brief presentation in the use of Youtube and also practiced and reviewed Lockdown procedures. Mr. Bejot and Mr. Heitz attended a workshop on Concussion Management at the ESU. Mr. Heitz has been working closely with Arianne Conley to assist the youth sports teams/coaches with this new protocol. On October 30, Kirk Smally from Stand for Silent presented to our 5-12 grade students. His main message was the students themselves are the only ones who can stop bullying. Mr. Wulf and Mr. Heitz attended the Tri-State SPED law conference in Omaha last week. The One-Act is planning a public performance on Sunday, Nov. 16 at 7:00p.m. They will be performing at Ponca for conference competition on Nov. 18 and District competition will be at Wisner on Dec. 3. The 4th annual "Winter Sports Kickoff" is on Thursday, Dec. 4 at Pender. The teams will be competing in both Basketball and Wrestling.

Superintendent Report

The school district and many other schools did not achieve Adequate Yearly Progress (AYP) this year under the federal No Child Left Behind criteria. The Nebraska Department of Education is seeking a waiver and according to news reports that it has a good chance of receiving the waiver. The State Board of Education passed revised Language Arts Standards at the Sept meeting. We will begin reviewing our Language Arts standards soon. He invited the newly elected board members to a NASB New Board Member Workshop on Dec. 4 in Norfolk. Mr. Hassler presented a revised set of League Art Show guidelines at the Lewis and Clark Conference meeting today at the ESU. Area art teachers have worked together in revising these guidelines for the presentation.

Board Committee Reports

Building, Sites & Transportation -met and discussed the football press box at the park, bus barn and the HVAC condition of the ITE classroom. Recommendation on the HVAC will be given later in the meeting.

Public & Personnel Relations -Negotiations have begun. Next meeting is scheduled for Monday, Nov. 17.

Discussion and Action Items

Consent Agenda

Motion Passed: passed with a motion by Nicholson and a second by Bebee.

Voting for: Lunz, Bebee, Rose and Nicholson

Voting against: None

Absent: Lehmkuhl and Victor

Bills were paid for November as follows: General: \$358,046.22; Lunch: \$24,124.53; Payroll: \$187,967.62 and Employee Benefit: \$246.00.

Discussion and take appropriate action to ratify Mr. Brendon Nicholson as the Assistant High School Wrestling Coach for 2014-15.

Motion Passed: passed with a motion by Nicholson and a second by Bebee.

Voting For: Bebee, Rose, Nicholson and Lunz.

Voting Against: None

Absent: Lehmkuhl and Victor

Discuss and take appropriate action to ratify Ms. Nicole Luhr as a special education para-educator.

Motion Passed: passed with a motion by Rose and a second by Bebee.

Voting For: Rose, Nicholson, Lunz and Bebee

Voting Against: None

Absent: Lehmkuhl and Victor

Discuss and take appropriate action to approve Ms. Tali Fredrickson as a local substitute.

Motion Passed: passed with a motion by Nicholson and a second by Bebee.

Voting For: Nicholson, Lunz, Bebee and Rose

Voting Against: None

Absent: Lehmkuhl and Victor

Discuss and take appropriate action on a bid to purchase Aruba WiFi communication.

Motion Passed: passed with a motion by Nicholson and a second by Rose.

Voting For: Lunz, Bebee, Rose and Nicholson

Voting Against: None

Absent: Lehmkuhl and Victor

Discuss and take appropriate action on a bid from Rasmussens for an air conditioning unit in the shop.

Motion Passed: passed with a motion by Bebee and seconded by Nicholson to approve the installation of a 2-ton LG Air Conditioner for the ITE classroom.

Voting For: Bebee, Rose, Nicholson and Lunz

Voting Against: None

Absent: Lehmkuhl and Victor

Discuss and take appropriate action on the annual audit.

Mr. Bejot reported that the audit had been completed by Mike Pommer and there were no significant findings during the audit.

Motion Passed: passed with a motion by Nicholson and a second by Rose to accept the audit as presented.

Voting For: Rose, Nicholson, Lunz and Bebee

Voting Against: None

Absent: Lehmkuhl and Victor

Discuss the Superintendent evaluation procedure.

The current Superintendent evaluation instrument was distributed to all board members present. Lunz asked Mr. Bejot to return his self-evaluation by Dec. 1 and the others will complete them prior to the next meeting. Discussion was held on the instrument itself and the procedure that the board would follow during the evaluation.

Upcoming Dates and Times

The next regular meeting will be Dec 15 at 7:00p.m.

Prior to adjournment Mr. Bejot explained the events necessitating the lockdown today. The top priority was to keep all students and staff safe. Crisis procedures were followed and he praised all staff and students for doing what they have been trained to do. He stated that counselors would be available in both buildings for students and staff beginning Thursday.

Adjournment

Motion Passed: passed with a motion by Bebee and a second by Rose to adjourn the meeting at 8:40p.m.

Voting For: Nicholson, Lunz, Bebee and Rose

Voting Against: None

Absent: Lehmkuhl and Victor

Marcia Kratke, Recording Secretary

Check Register

Direct
 Dep. Check Number Invoice Invoice Date Vendor ID PO Number Vendor Name PO Date Description Amount

Checks Printed

1 - GENERAL FUND

Bank Account :A -

00045900	12/15/2014	BENIKCOR	Benik Corp				
524022	12/02/2014		12/12/2014	Thumb splint			71.50
					Check Total		71.50
00045901	12/15/2014	EGANSUPP	Egan Supply Co.				
221621	12/08/2014		12/12/2014	Paper products/cleaning suppli			942.87
					Check Total		942.87
00045902	12/15/2014	HEINEMAN	Heinemann				
3677868	09/09/2014		12/12/2014	Subjects Matter SD book			652.43
					Check Total		652.43
00045903	12/15/2014	INLANDTR	Inland Truck Parts Co.				
7-30134	12/04/2014		12/12/2014	Bus repair #2007			2,268.50
					Check Total		2,268.50
00045904	12/15/2014	JOURED	JourneyEd.com. Inc.				
10004672	12/08/2014		12/12/2014	Dreamweaver software			1,121.40
					Check Total		1,121.40
00045905	12/15/2014	LESSMANE	Lessman Electric Co, Inc				
115068	12/11/2014		12/12/2014	Lights			82.50
					Check Total		82.50
00045906	12/15/2014	MARCINC	Marco, Inc				
16219424	12/01/2014		12/12/2014	Copier lease			1,527.27
					Check Total		1,527.27
00045907	12/15/2014	WAKEREP3	The Wakefield Republican				
Nov14	11/30/2014		12/12/2014	Print/Adv			292.78
Oct14	11/30/2014		12/12/2014	Print/Adv			345.18
					Check Total		637.96
1 - GENERAL FUND Totals:							7,304.43

Check Register

Direct	ep. Check Number	Check Date	Vendor ID	Vendor Name	Amount
	Invoice	Invoice Date	PO Number	PO Date Description	

5 - DEPRECIATION FUND

Bank Account :E - Nebraska State Bank

00001097	12/15/2014	DSNSURVEIL	Dave J Noecker		
938	06/16/2014		12/12/2014	Bal on security cameras	5,097.20
952	12/09/2014		12/12/2014	Monitor Equipment	875.00

Check Total 5,972.20

5 - DEPRECIATION FUND Totals: 5,972.20

Total of Checks Printed: 13,276.63

Report Total: 13,276.63

ALL Data

Cash Summary Report

Arranged by:
Fund ID

Date Range: 11/01/2014 thru 11/30/2014

Fund	Beginning	Revenue	Expenditures	Other	Ending	Encumbrances	Payables	Unencumbered
1	GENERAL FUND							
	931,212.03	165,119.82	-539,491.16	0.00	556,840.69	0.00	105.15	556,945.84
2	LUNCH FUND							
	82,627.24	25,186.22	-29,052.81	0.00	78,760.65	0.00	157.89	78,918.54
3	BOND FUND							
	80,129.02	296.33	0.00	0.00	80,425.35	0.00	0.00	80,425.35
4	COOPERATIVE FUND							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	DEPRECIATION FUND							
	233,480.21	14.33	0.00	0.00	233,494.54	0.00	0.00	233,494.54
6	EMPLOYEE BENEFIT FUND							
	21,173.90	0.32	-246.00	0.00	20,928.22	0.00	0.00	20,928.22
7	SPECIAL BUILDING FUND							
	405,745.69	672.24	0.00	0.00	406,417.93	0.00	0.00	406,417.93
8	QUALIFIED CAPITAL PURPOSE UNDE							
	68,986.27	271.14	0.00	0.00	69,257.41	0.00	0.00	69,257.41
9	Interim							
	3,198.07	1,555.05	-1,089.00	0.00	3,664.12	0.00	0.00	3,664.12
Report Totals:	1,826,552.43	193,115.45	-569,878.97	0.00	1,449,788.91	0.00	263.04	1,450,051.95

GENERAL FUND - #195103

TREASURER'S REPORT AS OF NOVEMBER 30, 2014

BALANCE AS OF NOVEMBER 1, 2014

\$931,212.03

REVENUE

WCS-General - Limited Computer Use	58.00	
Mark Bejot - copies	1.00	
Cash/checks - pie reimb	225.00	
Various Summer Ins reimb.	291.74	
WHCC - Hoffman health ins reimb	901.02	
Cash- Library fines	32.09	
Wakefield Community Club - Facility rent	200.00	
Checks - Middle School Honor Choir regist.	90.00	
WCS- Activities - reimb to general	75.16	
Customink - refund on ink	1.30	
WCS- Activities - reimb for shirts	2,532.50	
Cash/checks - student ipad repairs	157.00	
Checks - CAN student book reimbursement	142.50	
SON- MIPS reimb	557.90	
Laurel-Concord-Coleridge- SPED contracter	1,050.00	
Dixon County - Proceeds	11,346.52	
Thurston County -Proceeds	699.67	
Wayne County- Proceeds	13,267.91	
SON- State Aid	137,942.21	
Bank - Interest	55.61	
TOTAL REVENUE		\$169,627.13

EXPENSES

Nov Payables	360,961.41	
Nov Payroll	183,037.06	
TOTAL EXPENDITURES		\$543,998.47
TOTAL		\$556,840.69

GENERAL FUND AS OF NOVEMBER 30, 2014

\$556,840.69

Current Cash Balance Report

Date: 09/01/2014 thru 11/30/2014

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ATHLETICS					
100 FOOTBALL	-1,855.87	4,229.00	2,617.95	0.00	-244.82
105 JH FOOTBALL	-193.35	0.00	400.70	0.00	-594.05
110 VOLLEYBALL	2,551.64	5,223.31	4,249.68	0.00	3,525.27
115 JH VOLLEYBALL	0.00	0.00	350.00	0.00	-350.00
120 GIRLS GOLF	0.00	0.00	0.00	0.00	0.00
125 BOYS BASKETBALL	20,982.68	0.00	1,838.50	0.00	19,144.18
130 GIRLS BASKETBALL	11,136.52	0.00	0.00	0.00	11,136.52
135 JH BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00
140 JH GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00
145 TRACK	-11,508.97	0.00	0.00	0.00	-11,508.97
150 JH TRACK	0.00	0.00	0.00	0.00	0.00
155 BOYS GOLF	0.00	0.00	400.00	0.00	-400.00
160 COACHES INSERVICE	0.00	0.00	0.00	0.00	0.00
165 STATE CONTESTS	0.00	0.00	0.00	0.00	0.00
170 WRESTLING	-6,562.38	80.00	0.00	0.00	-6,482.38
175 GEN ATHLETICS	248.14	0.00	2,755.18	0.00	-2,507.04
180 JH WRESTLING	0.00	0.00	425.00	0.00	-425.00
190 ACTIVITY PASSES	2,100.00	1,985.00	0.00	0.00	4,085.00
A ATHLETICS Totals:	16,898.41	11,517.31	13,037.01	0.00	15,378.71
B CLASSES					
200 CLASS OF 2019	0.00	0.00	0.00	0.00	0.00
205 CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
210 CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
215 CLASS OF 2005	0.00	0.00	0.00	0.00	0.00
220 CLASS OF 2006	0.00	0.00	0.00	0.00	0.00
225 CLASS OF 2007	0.00	0.00	0.00	0.00	0.00
226 CLASS OF 2008	0.00	0.00	0.00	0.00	0.00
227 CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
228 CLASS OF 2010	0.00	0.00	0.00	0.00	0.00
229 CLASS OF 2011	0.00	0.00	0.00	0.00	0.00
230 CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
231 CLASS OF 2013	0.32	0.00	0.00	0.00	0.32
232 CLASS OF 2014	161.40	0.00	0.00	0.00	161.40
233 CLASS OF 2015	10.31	0.00	0.00	0.00	10.31
234 CLASS OF 2016	857.85	2,588.52	813.25	0.00	2,633.12
235 CLASS OF 2017	199.76	0.00	0.00	0.00	199.76
236 CLASS OF 2018	0.00	0.00	0.00	0.00	0.00
B CLASSES Totals:	1,229.64	2,588.52	813.25	0.00	3,004.91
C ORGANIZATIONS					
300 VOCAL/INSTRUMENTAL CONTESTS	0.00	0.00	0.00	0.00	0.00
301 POWER DRIVE	1,140.74	0.00	0.00	0.00	1,140.74
305 MUSICAL	0.00	0.00	0.00	0.00	0.00
306 MUSIC BOOSTERS	0.00	0.00	0.00	0.00	0.00
310 NATIONAL HONOR SOCIETY	1,388.26	117.50	51.15	0.00	1,454.61
315 FBLA	4,167.74	1,985.45	2,439.44	0.00	3,713.75
320 ANNUAL	-2,219.36	1,820.00	137.39	0.00	-536.75
325 TOTAD	973.22	0.00	0.00	0.00	973.22
330 FCCLA	1,374.42	2,791.76	2,778.86	0.00	1,387.32
335 STUCO	2,617.88	0.00	693.00	0.00	1,924.88
340 SPEECH & DRAMA	0.00	0.00	0.00	0.00	0.00
345 ONE ACT	-10.90	0.00	270.93	0.00	-281.83
346 Art Club	2,513.58	0.00	513.32	0.00	2,000.26

ALL Data

Current Cash Balance Report

Date: 09/01/2014 thru 11/30/2014

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
350 CLOSE UP	0.00	0.00	0.00	0.00	0.00
355 ENTREPRENEURSHIP	0.00	0.00	0.00	0.00	0.00
360 CINCO DE MAYO	197.14	0.00	0.00	0.00	197.14
365 VICA	0.00	0.00	0.00	0.00	0.00
370 EMBROIDERY	0.00	0.00	0.00	0.00	0.00
385 LIBRARY	1,613.08	2,232.55	2,232.55	0.00	1,613.08
390 SPONSORS	0.00	0.00	0.00	0.00	0.00
395 HOMECOMING	-256.25	288.00	875.05	0.00	-843.30
405 CONSTRUCTION	0.00	0.00	0.00	0.00	0.00
501 HIGH SCHOOL SWING CHOIR	5,478.94	2,916.00	2,199.59	0.00	6,195.35
551 5TH BUSINESS FAIR	0.00	0.00	0.00	0.00	0.00
552 TITLE I CARNIVAL	0.00	0.00	0.00	0.00	0.00
553 ELEMENTARY STUCO	658.46	0.00	39.94	0.00	618.52
C ORGANIZATIONS Totals:	19,636.95	12,151.26	12,231.22	0.00	19,556.99
D CONCESSIONS					
400 CONCESSIONS	0.00	5,117.64	4,469.43	0.00	648.21
D CONCESSIONS Totals:	0.00	5,117.64	4,469.43	0.00	648.21
E MISC					
502 YOUTH FOUNDATION	750.00	0.00	0.00	0.00	750.00
503 LOUNGE	1,384.80	111.70	75.00	0.00	1,421.50
505 CHECKING INTEREST	12,081.40	10.90	0.00	0.00	12,092.30
510 CD INTEREST	2,489.42	0.00	0.00	0.00	2,489.42
520 ELEMENTARY	9,873.54	849.61	2,045.15	0.00	8,678.00
540 POP FUND	14,072.06	695.60	1,290.70	0.00	13,476.96
550 STUDENT FEES	240.00	0.00	0.00	0.00	240.00
555 WAKEFIELD PLAYGROUND FUND	500.00	0.00	0.00	0.00	500.00
560 MEMORIALS	200.00	0.00	0.00	0.00	200.00
575 Wakefield VB	0.00	0.00	0.00	0.00	0.00
576 PE Uniforms	-222.00	312.00	396.00	0.00	-306.00
577 State Tournaments	3,935.61	0.00	0.00	0.00	3,935.61
E MISC Totals:	45,304.83	1,979.81	3,806.85	0.00	43,477.79
Report Totals:	83,069.83	33,354.54	34,357.76	0.00	82,066.61

SELECTED

Receipt History Detail

Arranged by:
Receipt Date

Receipt Date	Receipt Number	Deposit Slip Number	Received From	Receipt Description	Amount
11/06/2014	000000		Pender School	VB District Share	43.26
				Date Total for 11/06/2014:	43.26
11/12/2014	000000		FBLA	Beet Sticks	378.55
11/12/2014	000000		PE Uniforms		60.00
				Date Total for 11/12/2014:	438.55
11/13/2014	000000		Annual	Ads	1,200.00
				Date Total for 11/13/2014:	1,200.00
11/19/2014	000000		Tanna Pretzler	Yearbook	40.00
				Date Total for 11/19/2014:	40.00
11/21/2014	000000		FBLA	Sales	312.20
				Date Total for 11/21/2014:	312.20
11/24/2014	000000		Annual	Ads	500.00
				Date Total for 11/24/2014:	500.00
11/25/2014	000000		Elem	Pop	117.75
				Date Total for 11/25/2014:	117.75
11/26/2014	000000		Pop Machine		242.05
11/26/2014	000000		FBLA	Beef Sticks	262.00
				Date Total for 11/26/2014:	504.05
11/30/2014	000000		Interest	November	3.24
				Date Total for 11/30/2014:	3.24
				Report Total:	3,159.05

Check Summary Report

Date: 09/01/2014 thru 12/01/2014

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
10/28/2014						
007801	V	11/04/2014	Luke Kirchmann		VB Workers	0.00
11/03/2014						
007808	O	11/03/2014	Pender High School		VB Admission	44.00
007810	O	11/03/2014	Wakefield Community School		TShirts	2,532.50
007809	O	11/03/2014	SIDELINES Bar & Grille			155.87
11/03/2014 Total:						2,732.37
11/04/2014						
007811	O	11/04/2014	Trent Kirchmann		VB Worker	30.00
11/07/2014						
007815	O	11/07/2014	Fair Store			98.35
007822	O	11/07/2014	Stadium Sports		TShirts	143.00
007823	O	11/07/2014	Wakefield Community School		Trojan Pride	75.16
007813	O	11/07/2014	Cubbys			4.99
007816	O	11/07/2014	Gary Redden		Official	100.00
007820	O	11/07/2014	Miller Building Supply		Postage	24.73
007818	O	11/07/2014	Mike Hassler			137.39
007819	O	11/07/2014	Jerad Wulf		Trojan Pride	122.16
007817	O	11/07/2014	Great American Opportunities,			813.25
007821	O	11/07/2014	Shopko			78.83
007814	O	11/07/2014	EPIC Sport Volleyball			126.93
007812	O	11/07/2014	Cousins Concert Attire			475.20
007824	O	11/07/2014	Hauff Mid-America Sports			1,838.50
11/07/2014 Total:						4,038.49
11/13/2014						
007828	O	11/13/2014	Wakefield Community School		After school Program Snacks	24.40
007825	O	11/13/2014	Pepsi-Cola of Siouxland		Pop	134.20
007826	O	11/13/2014	Post Prom			259.02
007827	O	11/13/2014	SIDELINES Bar & Grille			77.14
007829	O	11/13/2014	Wakefield Ministerium		Donation Food Pantry	300.00
11/13/2014 Total:						794.76
11/26/2014						
007832	O	11/26/2014	Mike Hassler			436.18
007831	O	11/26/2014	Heather Gustafson		VB Help	30.00
007830	O	11/26/2014	Lauren Barge		VB Help	30.00

SELECTED Data

Check Summary Report

Arranged by:
Check Date

Date: 09/01/2014 thru 12/01/2014

Check Number	Status	PO Number	Description	Amount
11/26/2014 Total:				496.18
Report Total:				8,091.80

SCORE SHEET - EXPANDED VERSION

Early Childhood Environment Rating Scale - Revised

Thelma Harms, Richard M. Clifford, and Debby Cryer

Observer: Traci Stappas Observer Code: _____
 Center/School: Unkewiled Center Code: _____
 Room: _____ Room Code: _____
 Teacher(s): Jean Kaufman Teacher Code: _____

Time	12:15			
# of staff present	2			
# of children present	13			

Highest number center allows in class at one time: 20
 Highest number of children present during observation: _____

Date of Observation: 10/23/14
 Number of children with identified disabilities: 0

Check type(s) of disability: physical/sensory cognitive/language
 social/emotional other: _____

Birthdates of children enrolled: youngest 05/26/11
 oldest 08/19/10

Time observation began: 12:15 AM PM
 Time observation ended: 3:15 AM PM

Time interview began: _____ AM PM
 Time interview ended: _____ AM PM

SPACE AND FURNISHINGS

1. Indoor space	1	2	3	4	5	6	7																																																																																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"> <table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input checked="" type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.2</td> <td>N <input checked="" type="checkbox"/> 3.2</td> <td>N <input checked="" type="checkbox"/> 5.2</td> <td>N <input checked="" type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input checked="" type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.4</td> <td>N <input checked="" type="checkbox"/> 3.4</td> <td>N <input type="checkbox"/> 5.4</td> <td>N <input type="checkbox"/> 7.4</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.5</td> <td>Y <input type="checkbox"/> 3.5</td> <td>Y <input type="checkbox"/> 5.5</td> <td>Y <input type="checkbox"/> 7.5</td> </tr> </table> </td> <td style="width: 50%;"> <table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> <tr> <td>N <input type="checkbox"/> 1.4</td> <td>N <input type="checkbox"/> 3.4</td> <td>N <input type="checkbox"/> 5.4</td> <td>N <input type="checkbox"/> 7.4</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.5</td> <td>Y <input type="checkbox"/> 3.5</td> <td>Y <input type="checkbox"/> 5.5</td> <td>Y <input type="checkbox"/> 7.5</td> </tr> </table> </td> </tr> </table>	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input checked="" type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.2</td> <td>N <input checked="" type="checkbox"/> 3.2</td> <td>N <input checked="" type="checkbox"/> 5.2</td> <td>N <input checked="" type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input checked="" type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.4</td> <td>N <input checked="" type="checkbox"/> 3.4</td> <td>N <input type="checkbox"/> 5.4</td> <td>N <input type="checkbox"/> 7.4</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.5</td> <td>Y <input type="checkbox"/> 3.5</td> <td>Y <input type="checkbox"/> 5.5</td> <td>Y <input type="checkbox"/> 7.5</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input checked="" type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input checked="" type="checkbox"/> 1.2	N <input checked="" type="checkbox"/> 3.2	N <input checked="" type="checkbox"/> 5.2	N <input checked="" type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input checked="" type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	N <input checked="" type="checkbox"/> 1.4	N <input checked="" type="checkbox"/> 3.4	N <input type="checkbox"/> 5.4	N <input type="checkbox"/> 7.4	Y <input type="checkbox"/> 1.5	Y <input type="checkbox"/> 3.5	Y <input type="checkbox"/> 5.5	Y <input type="checkbox"/> 7.5	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> <tr> <td>N <input type="checkbox"/> 1.4</td> <td>N <input type="checkbox"/> 3.4</td> <td>N <input type="checkbox"/> 5.4</td> <td>N <input type="checkbox"/> 7.4</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.5</td> <td>Y <input type="checkbox"/> 3.5</td> <td>Y <input type="checkbox"/> 5.5</td> <td>Y <input type="checkbox"/> 7.5</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	N <input type="checkbox"/> 1.4	N <input type="checkbox"/> 3.4	N <input type="checkbox"/> 5.4	N <input type="checkbox"/> 7.4	Y <input type="checkbox"/> 1.5	Y <input type="checkbox"/> 3.5	Y <input type="checkbox"/> 5.5	Y <input type="checkbox"/> 7.5	<u>3</u>						<p style="text-align: center;">5.3 - bathroom door in classroom has knothole yardle and doorway only measures 27"</p> <p style="text-align: center;">5.2 - NO natural light through windows or skylight</p>																																										
<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input checked="" type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.2</td> <td>N <input checked="" type="checkbox"/> 3.2</td> <td>N <input checked="" type="checkbox"/> 5.2</td> <td>N <input checked="" type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input checked="" type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.4</td> <td>N <input checked="" type="checkbox"/> 3.4</td> <td>N <input type="checkbox"/> 5.4</td> <td>N <input type="checkbox"/> 7.4</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.5</td> <td>Y <input type="checkbox"/> 3.5</td> <td>Y <input type="checkbox"/> 5.5</td> <td>Y <input type="checkbox"/> 7.5</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input checked="" type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input checked="" type="checkbox"/> 1.2	N <input checked="" type="checkbox"/> 3.2	N <input checked="" type="checkbox"/> 5.2	N <input checked="" type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input checked="" type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	N <input checked="" type="checkbox"/> 1.4	N <input checked="" type="checkbox"/> 3.4	N <input type="checkbox"/> 5.4	N <input type="checkbox"/> 7.4	Y <input type="checkbox"/> 1.5	Y <input type="checkbox"/> 3.5	Y <input type="checkbox"/> 5.5	Y <input type="checkbox"/> 7.5	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> <tr> <td>N <input type="checkbox"/> 1.4</td> <td>N <input type="checkbox"/> 3.4</td> <td>N <input type="checkbox"/> 5.4</td> <td>N <input type="checkbox"/> 7.4</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.5</td> <td>Y <input type="checkbox"/> 3.5</td> <td>Y <input type="checkbox"/> 5.5</td> <td>Y <input type="checkbox"/> 7.5</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	N <input type="checkbox"/> 1.4	N <input type="checkbox"/> 3.4	N <input type="checkbox"/> 5.4	N <input type="checkbox"/> 7.4	Y <input type="checkbox"/> 1.5	Y <input type="checkbox"/> 3.5	Y <input type="checkbox"/> 5.5	Y <input type="checkbox"/> 7.5																																																		
Y <input type="checkbox"/> 1.1	Y <input checked="" type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input checked="" type="checkbox"/> 1.2	N <input checked="" type="checkbox"/> 3.2	N <input checked="" type="checkbox"/> 5.2	N <input checked="" type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input checked="" type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
N <input checked="" type="checkbox"/> 1.4	N <input checked="" type="checkbox"/> 3.4	N <input type="checkbox"/> 5.4	N <input type="checkbox"/> 7.4																																																																																								
Y <input type="checkbox"/> 1.5	Y <input type="checkbox"/> 3.5	Y <input type="checkbox"/> 5.5	Y <input type="checkbox"/> 7.5																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
N <input type="checkbox"/> 1.4	N <input type="checkbox"/> 3.4	N <input type="checkbox"/> 5.4	N <input type="checkbox"/> 7.4																																																																																								
Y <input type="checkbox"/> 1.5	Y <input type="checkbox"/> 3.5	Y <input type="checkbox"/> 5.5	Y <input type="checkbox"/> 7.5																																																																																								
2. Furniture for care, play, & learning																																																																																											
<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input checked="" type="checkbox"/> 1.2</td> <td>N <input checked="" type="checkbox"/> 3.2</td> <td>N <input checked="" type="checkbox"/> 5.2</td> <td>N <input checked="" type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input checked="" type="checkbox"/> 1.2	N <input checked="" type="checkbox"/> 3.2	N <input checked="" type="checkbox"/> 5.2	N <input checked="" type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<table style="width: 100%; border: none;"> <tr> <td>Y <input type="checkbox"/> 1.1</td> <td>Y <input type="checkbox"/> 3.1</td> <td>Y <input type="checkbox"/> 5.1</td> <td>Y <input type="checkbox"/> 7.1</td> </tr> <tr> <td>N <input type="checkbox"/> 1.2</td> <td>N <input type="checkbox"/> 3.2</td> <td>N <input type="checkbox"/> 5.2</td> <td>N <input type="checkbox"/> 7.2</td> </tr> <tr> <td>Y <input type="checkbox"/> 1.3</td> <td>Y <input type="checkbox"/> 3.3</td> <td>Y <input type="checkbox"/> 5.3</td> <td>Y <input type="checkbox"/> 7.3</td> </tr> </table>	Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1	N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2	Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3	<p style="text-align: center;">5.1 Child sized? _____ (# child sized) + _____ (# children) = _____ (% child sized)</p> <p style="text-align: center;">lots of low open shelves making materials easily accessible</p> <p style="text-align: center;">individual cubbies for children's belongings- no overlapping or touching</p>
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input checked="" type="checkbox"/> 1.2	N <input checked="" type="checkbox"/> 3.2	N <input checked="" type="checkbox"/> 5.2	N <input checked="" type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								
Y <input type="checkbox"/> 1.1	Y <input type="checkbox"/> 3.1	Y <input type="checkbox"/> 5.1	Y <input type="checkbox"/> 7.1																																																																																								
N <input type="checkbox"/> 1.2	N <input type="checkbox"/> 3.2	N <input type="checkbox"/> 5.2	N <input type="checkbox"/> 7.2																																																																																								
Y <input type="checkbox"/> 1.3	Y <input type="checkbox"/> 3.3	Y <input type="checkbox"/> 5.3	Y <input type="checkbox"/> 7.3																																																																																								

3. Furnishings for Relaxation

1	2	3	4	5	6	7
Y	N	Y	N	Y	N	Y
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2
				5.3	<input checked="" type="checkbox"/>	

5.1 Total time - cozy area: _____

COZY area located next to reading center - not used for any physical or active play

S = substantial portion of the day

pillows in cozy area, couch in dramatic play, recliner, bean bag

4. Room arrangement

1	2	3	4	5	6	7
Y	N	Y	N	Y	N	Y
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2
		3.3	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	7.3
		3.4	<input checked="" type="checkbox"/>			

3.1, 5.1, 7.1 List defined interest centers:

- * Block Center
- * Music Center
- * Dramatic Play
- * Sand Truoper
- * Art
- * Writing
- * Smart Table
- * Square
- * Math
- * Fine Motor Manipulatives

5. Space for privacy

1	2	3	4	5	6	7
Y	N	Y	N	Y	N	Y
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1
		3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2

5.2 Total time - space for privacy: _____

"only one friend at a time at the Sport Board"

6. Child-related display

1	2	3	4	5	6	7
Y	N	Y	N	Y	N	Y
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2
		5.3	<input checked="" type="checkbox"/>			

7.2 - no 3-dimensional art displayed

lots of children's artwork displayed, nursery rhymes, posters, alphabet, numbers, colors,

S = substantial portion of the day

7.2 - staff did not set up any additional activity for one or two children in private space

7. Space for gross motor

1	2	3	4	5	6	7
Y	N	Y	N	Y	N	Y
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2
				5.3	<input checked="" type="checkbox"/>	

1.1, 3.2 Safety hazards: major _____ minor _____

on play structures covered top

agletter considered for portable

no 30' barrier between portable and fence

indoors

none observed

No photos of children or recent activities

8. Gross motor equipment

1	2	3	4	5	6	7
Y N	Y N	Y NNA	Y N	Y N	Y N	Y N
1.1 <input type="checkbox"/>	3.1 <input checked="" type="checkbox"/>	5.1 <input checked="" type="checkbox"/>	7.1 <input checked="" type="checkbox"/>			
1.2 <input type="checkbox"/>	3.2 <input checked="" type="checkbox"/>	5.2 <input checked="" type="checkbox"/>	7.2 <input checked="" type="checkbox"/>			
1.3 <input type="checkbox"/>	3.3 <input checked="" type="checkbox"/>	5.3 <input checked="" type="checkbox"/>				

- 3.1 Total time - gross motor equipment: _____
- 5.2 List variety of skills:
- 1) swinging
 - 2) climbing
 - 3) running
 - 4) throwing
 - 5) kicking
 - 6) jumping
 - 7) sliding
 - 8) balancing
- 7.1 stationary: swings, monkey bars, tunnels, gliders, large play structure portable: 2 balls

A. Subscale (Items 1 - 8) Score 10

B. Number of items scored 8

SPACE AND FURNISHINGS Average Score (A + B) 5.00

PERSONAL CARE ROUTINES

9. Greeting/departing

1	2	3	4	5	6	7
Y N	Y N	Y NNA	Y N	Y NNA	Y N	Y N
1.1 <input type="checkbox"/>	3.1 <input checked="" type="checkbox"/>	5.1 <input checked="" type="checkbox"/>	7.1 <input checked="" type="checkbox"/>			
1.2 <input type="checkbox"/>	3.2 <input checked="" type="checkbox"/>	5.2 <input checked="" type="checkbox"/>	7.2 <input checked="" type="checkbox"/>			
1.3 <input type="checkbox"/>	3.3 <input checked="" type="checkbox"/>	5.3 <input checked="" type="checkbox"/>	7.3 <input checked="" type="checkbox"/>			

- 1.1, 3.1, 5.1, 5.3, 7.3 Greetings observed (Y=yes, X=no)
- | Child | Parent | Info shared |
|-------|-------------------------------------|--------------------------|
| 1 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
- *parents are allowed to bring children into the classroom - did not observe

10. Meals/snacks

1	2	3	4	5	6	7
Y NNA	Y NNA	Y NNA	Y NNA	Y N	Y N	Y N
1.1 <input type="checkbox"/>	3.1 <input checked="" type="checkbox"/>	5.1 <input checked="" type="checkbox"/>	7.1 <input checked="" type="checkbox"/>			
1.2 <input type="checkbox"/>	3.2 <input checked="" type="checkbox"/>	5.2 <input checked="" type="checkbox"/>	7.2 <input checked="" type="checkbox"/>			
1.3 <input type="checkbox"/>	3.3 <input checked="" type="checkbox"/>	5.3 <input checked="" type="checkbox"/>	7.3 <input checked="" type="checkbox"/>			
1.4 <input type="checkbox"/>	3.4 <input checked="" type="checkbox"/>	5.4 <input checked="" type="checkbox"/>				
1.5 <input type="checkbox"/>	3.5 <input checked="" type="checkbox"/>					

- 1.3, 3.3 Sanitary conditions observed (Y=yes, X=no)
- | Children's hands washed | Teachers' hands washed |
|-------------------------|------------------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| 4 | 4 |
| 5 | 5 |
| 6 | 6 |
| 7 | 7 |
| 8 | 8 |
| 9 | 9 |
| 10 | 10 |
| 11 | 11 |
| 12 | 12 |
| 13 | 13 |
| 14 | 14 |
| 15 | 15 |
- Other problems? Some children used hand washing sink after using restroom
- Teachers sit at tables w/ milk crates
- children feed in pinks grapes in ams and chicken before snack
- bring up toilet paper procedure
- bring up toilet paper procedure
- this sink was not sanitized

11. Nap/rest

1	2	3	4	5	6	7
Y N	Y N	Y N	Y N	Y N	Y N	Y N
1.1 <input type="checkbox"/>	3.1 <input type="checkbox"/>	5.1 <input type="checkbox"/>	7.1 <input type="checkbox"/>			
1.2 <input type="checkbox"/>	3.2 <input type="checkbox"/>	5.2 <input type="checkbox"/>	7.2 <input type="checkbox"/>			
1.3 <input type="checkbox"/>	3.3 <input type="checkbox"/>	5.3 <input type="checkbox"/>				
	3.4 <input type="checkbox"/>					

- 3.2 All cots/mats ≥ 18" apart?
- 5.3 All cots/mats ≥ 36" apart?
- Classroom has morning and afternoon sessions
- No nap or rest

12. Toileting/diapering

1.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
1.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
1.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
1.4 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.4 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N		
	3.5 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N		

1 2 3 4 5 6 7

1.3, 3.3 Handwashing observed (✓=yes, X=no)

Child	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Teacher															

Adult handwashing completed ___ out of ___ times

Percentage completed = ___ %

Child handwashing completed ___ out of ___ times

Percentage completed = ___ %

3.1 Sanitary conditions (✓=yes, X=no)

Toilets flushed? yes Same sink sanitized? N/A

Other issues:

means children washed but not properly

13. Health practices

1.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
1.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
	3.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
	3.4 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N		

1 2 3 4 5 6 7

1.1, 3.1, 3.2 Handwashing observations (tally)

	Yes	Adult	No	Child	Yes	No
Upon arrival in class or re-entry from outdoors						
After sand or messy play						
Before/after water play						
After dealing w/ bodily fluids or skin contact						
After touching pets or contaminated objects						

Adult handwashing Completed ___ out of ___ times

Percentage completed = ___ %

Child handwashing Completed ___ out of ___ times

Percentage completed = ___ %

NO attempt to wash as children either many children only wet hands then get paper towel

14. Safety practices

1.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
1.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
1.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N		

1 2 3 4 5 6 7

1.1, 3.1 Safety hazards:

	major	minor
outdoors	<i>poly structures exceed 60"</i>	<i>no 30' barrier between parking lot</i>
indoors	<i>sanitizer or bathroom shelf and not tucked up above disinfecting wipes</i>	<i>lots of dangling cords near smart board</i>

Subscale (Items 9 - 14) Score 14

Number of items scored 05

PERSONAL CARE ROUTINES Average Score (A+B) 2.80

LANGUAGE-REASONING

15. Books & pictures

1.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.1 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
1.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	3.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	5.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	7.2 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		5.3 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
		5.4 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
		5.5 <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	

1 2 3 4 5 6 7

5.1 Total time - books and pictures = ___

5.1 Wide selection (tally): fantasy 20+

nature/science 20+ factual 20+

people 20+ abilities 20+

5.4 Violence? NO

5.5 Informal reading observed? (Y/N)

books located in many centers in classroom

race/culture 20+ animals 20+

5.5 - teacher sits in recliner w/

child in lap and reads book in both English and Spanish

16. Encouraging children to communicate

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.1 Communication activities
Examples during free play: Tell me about that again...
Examples during group time: Playing with garage and cars which playdough table, Smart Tube
What was Henry the Hamster doing? bed reading
7.2 Examples of written communication: children's drawing with written descriptions by sensory table

17. Using language to develop reasoning skills

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.1, 5.1 Examples of logical relationships: If your words are wet the playground will get muddy Will that noise if go down?
What is this? I don't know! Will let's think... how your room or desk is set up?
5.2 Examples of child's explanations: Yes! They are getting gas! Problem solved
How did you know it was a train? Because it did not all stick together
What's happening with your car? It is at the top. How what is going to happen?
What happens after you let go? drops The toy down here!

18. Informal use of language

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.3 Examples of staff expanding on children's ideas: A bird... yes a parrot is a type of bird
On the top? What had your spots so fast
7.2 Examples of staff questioning for longer answers: How does that feel on your words?
What would we do if we had 100 pieces of corn?

A. Subscale (Items 15 - 18) Score 28 B. Number of items scored 14 LANGUAGE-REASONING Average Score (A+B) 7.00

ACTIVITIES

19. Fine Motor

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.1 Total time - fine motor activities = _____
5.1 Types of fine motor material (list 3 to 5 of each):
• Small building materials inter toys, letter blocks, legos, small wooden
• Art: staple, tape scissors, hole punches nuts and bolts
• Manipulatives lamin pictures, foam tracing shape-cutter, playdough and toys, links
• Puzzles knotted sweater find potato head, peg boards

25. Nature/science 1 2 3 4 5 6 7 5.1 Types of nature/science materials (list 3 to 5 of each):

- Y N 3.1 Y N 5.1 Y N 7.1 Y N 7.2 Y N
- 1.1 3.1 3.2 3.3 S 5.2 5.3 5.4
- Collections of natural objects Food collection, leaves in 'pumpkin patch'
 - Living things plant animals
 - Books, games, toys mom and baby puzzle, farm stacking blocks, wildlife explorer binder
 - Activities magnifying glasses, magnets, sensory bottles

S = substantial portion of the day 5.2 Total time — nature/science: _____

26. Math/number 1 2 3 4 5 6 7 5.1 Types of math/number materials (list 3 to 5 of each):

- Y N 3.1 Y N 5.1 Y N 7.1 Y N 7.2 Y N
- 1.1 3.2 S 5.2 5.3 5.4
- Counting abacus counting bears, dominos, magnetic counting maze
 - Written numbers posters, plastic numbers, counting maze, books, calendar
 - Measuring rulers, measuring tapes, scale, measuring containers
 - Comparing quantities abacus, stacking puzzle, scale
 - Shapes foam shapes, shape sorter, shape magnets

S = substantial portion of the day 5.2 Total time — math/number: _____

27. Use of TV, video, and/or computers 1 2 3 4 5 6 7 NA 5.1 Diversity in materials (list 3 to 5 of each):

- Y N 3.1 Y N 5.1 Y N 7.1 Y N 7.2 Y N
- 1.1 3.2 5.2 5.3 5.4
- smart board and smart table
- freq of smart table interacting w/ children playing a number game
- 3:3-12:50-1:10 - some children

28. Promoting acceptance of diversity 1 2 3 4 5 6 7 5.1 Diversity in materials (list 3 to 5 of each):

	1	2	3	4	5	6	7
Races	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cultures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ages	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Abilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

counting and colors in Spanish

reading book in Spanish

A. Subscale (Items 19 - 28) Score 61 B. Number of items scored 10 ACTIVITIES Average Score (A + B) 6.10

INTERACTION

29. Supervision of gross motor activities

Y	N	Y	N	Y	N	Y	N	Y	N
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>
				5.3	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>		

7.2 - Staff do not set up resources to enhance play

All staff outdoors help children develop skills and talk through conflicts w/ friends

Talking about going back and forth and fast/slow on swings

adequate supervision at all times. All areas of the

classroom are visible to teachers

aware of all children even when working individually

30. General supervision of children

Y	N	Y	N	Y	N	Y	N	Y	N
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>
		3.3	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>				
				5.4	<input checked="" type="checkbox"/>				

31. Discipline

Y	N	Y	N	Y	N	Y	N	Y	N
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>
1.3	<input checked="" type="checkbox"/>	3.3	<input checked="" type="checkbox"/>	5.3	<input checked="" type="checkbox"/>	7.3	<input checked="" type="checkbox"/>		

I'm glad you shared that house... now please take it back to table

lots of positive reinforcement - I like how my friends are eating

I am going to introduce you to the table at how you are using working feet

Remember, with our group use "can droppe" talks about how to use only you 2 people in their

Those are such nice words, I like how you talked to your friend

32. Staff-child interactions

Y	N	Y	N	Y	N	Y	N	Y	N
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>
1.3	<input checked="" type="checkbox"/>			5.3	<input checked="" type="checkbox"/>				

I missed you yesterday... were you feeling well?

Hi for friends who are missing today because all of you are here

Meets around during centers to friend when children teachers sit at tables w/ children during group part activity time

33. Interactions among children

Y	N	Y	N	Y	N	Y	N	Y	N
1.1	<input checked="" type="checkbox"/>	3.1	<input checked="" type="checkbox"/>	5.1	<input checked="" type="checkbox"/>	7.1	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
1.2	<input checked="" type="checkbox"/>	3.2	<input checked="" type="checkbox"/>	5.2	<input checked="" type="checkbox"/>	7.2	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>
1.3	<input checked="" type="checkbox"/>	3.3	<input checked="" type="checkbox"/>						

So what do you want to tell him about that?

children are get along generally well - little to none conflict issues

PARENTS AND STAFF

38. Provisions for parents

	Y	N	Y	N	Y	N	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>
			3.4	<input type="checkbox"/>	<input type="checkbox"/>	5.4	<input type="checkbox"/>	<input type="checkbox"/>

39. Provisions for personal needs of staff

	Y	N	Y	N	Y	N	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>
			3.4	<input type="checkbox"/>	<input type="checkbox"/>	5.4	<input type="checkbox"/>	<input type="checkbox"/>
			3.5	<input type="checkbox"/>	<input type="checkbox"/>			

40. Provisions for professional needs of staff

	Y	N	Y	N	Y	N	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>

41. Staff interaction and cooperation

	Y	N	Y	N	Y	N	Y	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>

1 2 3 4 5 6 7 NA

42. Supervision and evaluation of staff

	Y	N	Y	N	Y	N	N	N	Y	N
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>
						5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>
						5.4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

1 2 3 4 5 6 7 NA

43. Opportunities for professional growth

	Y	N	Y	N	Y	N	Y	N	N	N
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>
						5.4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

1 2 3 4 5 6 7

A. Subscale (Items 38 - 43) Score ___

B. Number of items scored ___

PARENTS AND STAFF Average Score (A ÷ B) ___

Total and Average Score

	Score	# of Items Scored	Average Score
Space and Furnishings	40	08	5.00
Personal Care	14	05	2.80
Language-Reasoning	28	04	7.00
Activities	61	10	6.10
Interaction	34	05	6.80
Program Structure	21	03	7.00
Parents and Staff			
TOTAL	198	35	5.66

Schedule

Planned

Observed

Substantial Portion of the Day Calculations

Time center opens: ___ : ___ AM PM

Time center closes: ___ : ___ AM PM

Total hours of operation = ___ hrs ___ mins

Substantial portion of the day = ___ hrs ___ mins

REFERENCE CHART

hours	s. portion	hours	s. portion
4	1:20	8	2:40
4 1/2	1:30	8 1/2	2:50
5	1:40	9	3:00
5 1/2	1:50	9 1/2	3:10
6	2:00	10	3:20
6 1/2	2:10	10 1/2	3:30
7	2:20	11	3:40
7 1/2	2:30	11 1/2	3:50
		12	4:00

3. Furnishings for relaxation and comfort	Total time = ___ hrs ___ mins	24. Dramatic play	Total time = ___ hrs ___ mins
5. Space for privacy	Total time = ___ hrs ___ mins	25. Nature/science	Total time = ___ hrs ___ mins
15. Books and pictures	Total time = ___ hrs ___ mins	26. Math/numbers	Total time = ___ hrs ___ mins
19. Fine motor	Total time = ___ hrs ___ mins	34. Schedules	Total time = ___ hrs ___ mins
20. Art	Total time = ___ hrs ___ mins	35. Free play	Total time = ___ hrs ___ mins
22. Block area	Total time = ___ hrs ___ mins		Total time = ___ hrs ___ mins
	Total time = ___ hrs ___ mins		

Jena Kaufman- Wakefield

P.M. Preschool Schedule	
Time	Activity
12:15-12:45	Greeting Circle Circulo de Bienvenida
12:45-1:50	Center Work Time Centros Tiempo de Trabajo
1:50-2:10	Small Group Grupo Pequeno
2:10-2:40	Large Group Outside Time Grupo Grande Afuera
2:40-3:10	Wash Hands/Snack/Brush Teeth Lavar Manos/Refrigerio/Cepillar Dientes
3:10-3:25	GOLD
3:25-3:35	Closing Circle/Dismissal

Oldest Child's Birthday: August 14, 2010

Youngest Child's Birthday: May 26, 2011

Zero Students on IEP in PM Class

Highest # of children allowed - 20
we have 15 currently enrolled for 2014-15 school year.

Environment Rating Scales (ERS) Summary Report

Observation Site Information

Program Name/District Name: Wakefield

Room Observed (if applicable): Teacher/Provider Name: Jena Kaufman

Scale: ECERS-R ITERS-R FCCERS-R

Date of Observation: 10/23/2014

Observer: Traci Strazdas

Scores

For complete scores, see attached Program Profile.

Items Scored 5 or Above

Observed evidence for the assigned score.

Item	Score	Indicator
Space and Furnishings	5.00	This classroom had an ample amount of space for the children to play without any centers/areas interfering with one another. All of the necessary furniture was located in the classroom, was in great condition, and was child sized. The majority of the classroom was carpeted and had many soft furnishings and toys for the children to relax. There were a number of identified centers and the children had more than one area to go to if they wanted privacy. Lots of children's work was displayed throughout the classroom and related closely to current activities and themes.
Language and Reasoning	7.00	This classroom had a wide variety of books and language materials available and accessible to the children for the substantial portion of the day. There were books in every center throughout the classroom as well as puppets, a puppet theater, and flannel boards for play. The teacher was observed reading informally a number of times as well as encouraging children to communicate throughout the day. The teacher was using language to develop reasoning skills by asking questions such as; "How do you know?" "Why do you think that might have happened?", and "What do you think we would have to do next?".

Activities	6.10	Almost all items within this section met the substantial portion of the day. There were a wide variety of materials available and accessible to the children throughout the day. There were Ipads available as a center choice and the children are limited to ten minutes per day.
Interaction	6.80	There was adequate supervision during both gross motor activities and in the classroom. Teachers spread themselves out in the classroom during free play to see all areas of the room and interact with students in their centers. The same rules applied to all children and were appropriate for their age and abilities. Staff interacted very positively with all children and there were very few conflicts between children. There was lots of positive reinforcement and the teachers were very interactive with all children.
Program Structure	7.00	The schedule of this classroom was very appropriate and was posted in the classroom. Transitions were very smooth and children appeared to know the flow of the daily schedule. Free play took place for the substantial portion of the day, and children had opportunities to take part in whole group as well as self-selected groups during free play.

Items Scored Below 5

Observed evidence for the assigned score.

Item	Score	Indicator
<u>Space and Furnishings</u>		
1. Indoor Space	3	<p>5.2 – No windows or skylight in the classroom to provide any natural lighting.</p> <p>5.3 – All spaces are not accessible to children and adults with disabilities. The door entering the classroom and on the restroom have knobbed door handles. The restroom door also does not measure at least 32 inches.</p> <p>7.1 – 7.2 – Natural lighting nor ventilation can be controlled in the classroom.</p>
7. Space for gross motor	2	<p>3.2 - There is not a 30 foot barrier between the fenced in area and a parking lot that is used by parents.</p> <p>7.3 – Space is not convenient for children to access bathrooms,</p>

<p>8. Gross motor equipment</p>	<p>2</p>	<p>water fountains, etc..</p> <p>3.3 – All of the stationary play structures exceed 60 inches in height, which is considered inappropriate for children of this age.</p>
<p><u>Personal Care Routines</u></p>		
<p>10. Meals/snacks</p>	<p>2</p>	<p>3.3 – Children were attempting to wash their hands but did not use the proper procedure. Some children also used the hand-washing sink after using the restroom and this sink was not sanitized before children washed for snack.</p> <p>7.2 – Children did not use child-sized serving utensils. The teacher put grapes in a cup for them and the children drank out of milk cartons with straws.</p>
<p>12. Toileting/diapering</p>	<p>2</p>	<p>3.3 - Children were attempting to wash their hands but did not use the proper procedure.</p>
<p>13. Health Practices</p>	<p>2</p>	<p>3.2 - Children were attempting to wash their hands but did not use the proper procedure. Also, children did not attempt to wash hands as they entered the classroom for the day.</p>
<p>14. Safety practices</p>	<p>1</p>	<p>1.1 –Two or more safety hazards that could result in serious injury indoors:</p> <ul style="list-style-type: none"> • Sanitizer located on bathroom shelf labeled “keep out of reach of children” and was not locked in a cabinet • Clorox disinfecting wipes labeled “keep out of the reach of children” were left out and not in a locked cabinet. <p>A minor hazard in the classroom was observed as there were a number of cords dangling from a shelf located near the Smart Board at the front of the room.</p> <p>1.2 – Two or more safety hazards that could result in serious injury outdoors:</p> <ul style="list-style-type: none"> • All play structures exceed 60 inches in height • No 30 foot barrier between the fenced area and a parking lot
<p><u>Activities</u></p>		
<p>21. Music and movement</p>	<p>4</p>	<p>5.1 – Children do not have access to a CD or music player that they can use independently. The teacher said she will put music on using the computer per the children’s request.</p>
<p>27. Use of TV, videos, and computer</p>	<p>2</p>	<p>3.3 – Same children were observed using the Smart Table for more than 20 minutes. Children should be limited to 15 minutes of screen time daily.</p>

For NDE Use Only

Step Up to Quality

Results Matter

Date Received 10-27-14

Reviewed by WM

Supervision and evaluation of staff

	1	2	3	4	5	6	7	NA
Y N	Y	N	N	A				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Opportunities for professional growth

	1	2	3	4	5	6	7
Y N	Y	N	N	A			
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. Subscale (Items 38 - 43) Score ___ B. Number of items scored ___

PARENTS AND STAFF Average Score (A + B) ___

	Score	# of Items Scored	Average Score
Space and Furnishings	40	08	5.00
Personal Care	14	05	2.80
Language-Reasoning	28	04	7.00
Activities	61	10	6.10
Interaction	34	05	6.80
Program Structure	21	03	7.00
Parents and Staff	198	35	5.66
TOTAL			

Follow up from our conversation

From : Diane Kvasnicka <diane.kvasnicka@nebraska.gov>

Mon, Dec 01, 2014 03:37 PM

Subject : Follow up from our conversation

To : jwulf@esu1.org, jkauffman@esu1.org

Jerad and Jena,

Thank you so much for the time today. Again, congratulations on the great ECERS scores.

As we discussed during our call, it is NDE's policy for districts to address areas of the ECERS observation that did score below a 5. Since we discussed these items on the call, this email will serve as a summary of our conversation. No written plan is needed for any of these items since we discussed how they will be addressed during our phone call.

1. Indoor space: We discussed indoor space issues. Items such as door width and knobbed door handles address full accessibility. Since options for the district are limited regarding availability of space, an action plan is not needed.
2. Space for Gross Motor: The outdoor play area is fenced so that meets Rule 11 requirements. To get a higher ECERS score, there needs to be a 30 foot barrier between the fenced area and parking lot. Since Rule 11 is met, we do not need an action plan for this section.
3. Gross Motor Equipment: Stationary play structures measure over 60 inches in height. Jerad indicated that children are not allowed to play on high equipment. As we discussed, please ensure appropriate supervision is provided to ensure children do not play on equipment that is not developmentally appropriate for preschool age children.
4. Handwashing: As we discussed, you are aware of the proper handwashing procedure described by ECERS. Staff will continue to work with children to ensure proper procedures are followed. No written plan is needed.
5. Safety Practices: As discussed, please ensure items that are labeled "keep out of reach of children" are not accessible to children at all times.
6. Use of TV/videos/computers: I will forward you the link for the current position statement from the American Academy of Pediatrics and the National Association for the Education of Young Children that describes screen time recommendations. The link is:

<http://www.naeyc.org/content/technology-and-young-children/infants-and-toddlers>

As we discussed, the scores specific to activities, developing critical thinking skills, and interaction were fantastic! Great job, Jena.

Let me know if you have any questions. Let me know if I can provide any additional information.

Diane Kvasnicka
Nebraska Department of Education
(402) 471-0951

Diane.kvasnicka@nebraska.gov

Student & Staff Handbook Policy Addition

Video Surveillance and Recording

The Board of Education has authorized the use of video surveillance and recordings on school district property to ensure the health, welfare and safety of all staff, students and visitors, and to safeguard District facilities and equipment. Currently, the school district uses video surveillance in school district vehicles and the school buildings. Students and school employees observed by video surveillance or recording committing a violation of a school rule or regulation, school policy, and/or state or federal law will be subject to consequences up to and including expulsion from school for students or termination, cancellation, or nonrenewal of employment for employees.

VIDEO SURVEILLANCE AND RECORDING

The school district uses video equipment on its property to enhance the health, welfare, and safety of its students and staff and to safeguard its facilities, equipment, and property.

Location. Video equipment may be used in any public location deemed appropriate by the school district in public areas of school buildings including, but not limited to, hallways, auditoriums, lobbies, the cafeteria; school property, including but not limited to school buses and other school vehicles; and school grounds including, but not limited to, the parking lot, sidewalks, and playing fields. Video cameras shall not be used in places where there is a reasonable expectation of privacy such as restrooms, changing areas, or locker rooms.

Video Recording Only. The video equipment shall not make any audio recordings.

Notice. Signs shall be placed on school property advising entrants that school district property is subject to video surveillance and recording, and that video recording may be conducted without prior notice or consent.

Need to Report. Students, staff, and visitors should not expect or assume that school district personnel are monitoring video footage in real time or that school district personnel will be available to respond immediately to an incident in progress. Therefore, any violation of school rules and regulations, school policy, and/or state or federal law should be reported immediately to the administration.

Use of Recordings. Students and school employees observed by video surveillance or recording committing a violation of a school rule or regulation, school policy, and/or state or federal law will be subject to consequences up to and including expulsion from school for students or termination, cancellation, or nonrenewal of employment for employees.

Retention. Video recordings will be maintained for a minimum of one month from the date of recording except as provided otherwise in this policy. The school district shall preserve and maintain all video recordings once it receives notice that they contain evidence of a violation of a school rule or regulation, school policy, and/or state or federal law. The video recording shall be maintained until the misconduct or law violation is no longer subject to review or appeal as determined by school district policy or applicable law.

Disclosure. Video recordings shall be disclosed or released only in compliance with state and federal law including, but not limited to, NEB. REV. STAT. § 79-2,104 and the Family Educational Rights and Privacy Act ("FERPA").

6034

Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the “most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed.”

The School District will:

- a. Require all coaches and trainers to complete one of the following on-line courses on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury:
 - Heads UP Concussions in Youth Sports
 - Concussion in Sports—What You Need to Know
 - Sports Safety International
 - ConcussionWise
 - ACTive™ Athletic Concussion Training for Coaches; and
- b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
 - 1 The signs and symptoms of a concussion;
 - 2 The risks posed by sustaining a concussion; and
 - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed health care professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and
- c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and
- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. The school's "return to learn protocol" shall be the guidance provided by the Nebraska Department of Education entitled "Bridging the Gap from Concussion to the Classroom," and accompanying materials and future supplements. Nothing in this policy or the referenced protocol shall entitle a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act,

although staff will refer students who have sustained a concussion for evaluation under Section 504 as appropriate.

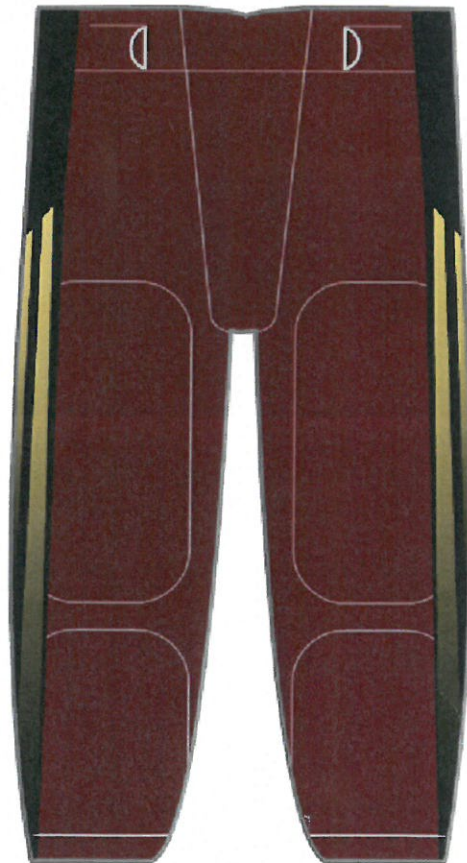
Adopted on: _____

Revised on: _____

Reviewed on: _____



FOOTBALL UNIFORM BUILDER





FOOTBALL UNIFORM BUILDER







*Uniform designed exclusively
Michael Hassler*



Away4



*Uniform designed exclusively
Michael Hassler*



Home4b