

RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161

BOARD OF EDUCATION REGULAR MEETING, WEDNESDAY, AUGUST 14, 2019 - 6:00 PM

RAYMOND CENTRAL JR-SR HIGH SCHOOL - SWING CLASSROOM #108

1800 WEST AGNEW ROAD

RAYMOND, NE 68428-9783

AGENDA

1. Call to Order and Pledge of Allegiance
2. Motion to Excuse Board Member's Absence
3. Open Meeting Law
4. Consent Agenda
 1. Regular Minutes of July 8, 2019
 2. August 6 Special Board Meeting Minutes
 3. Financial Statement/Report
 4. Monthly Bills
5. Correspondence/Recognition
6. Public Forum
7. Discussion Items
 1. Administrative Reports
 2. Curriculum Report
 1. 1:1 Student Devices and Curriculum Resources
 3. Superintendent's Report
 1. Goal 1: Continue a visible presence within the schools, the school community, and state.
 2. Goal 2: Continue the creation of a 10-year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

3. Goal 3: Develop progress monitoring tools to evaluate the effectiveness of district initiatives to ensure sustainability over time.
4. Goal 4: Create a two-way proactive and cohesive communications plan to inform and educate students, staff, and community members on district issues.
5. 2019-2020 Raymond Central Strategic Plan
4. Facilities Report
5. Update of Raymond Central Crisis and Safety Protocol
6. Committee on American Civics (Breitkreutz - chair, Springer, Burklund)
7. Transportation Committee (Black- Chair, Breitkreutz, Springer)
8. Review of Technology Plan
9. Finance Committee (Springer- chair, Blanchard, Breitkreutz)
10. Facilities Committee (Blanchard- chair, Springer, Burklund)
11. Negotiations Committee (Black- chair, Gould, Blanchard)
12. Curriculum Committee (Gould - chair, Black, Burklund)
13. Policy Committee (Springer- chair, Gould, Black)
14. NASB Monthly Update
15. EMC 2019-2020 Raymond Central School District Renewal - Consider, discuss and take all necessary action
16. P.R.I.D.E Teacher Evaluation Updates - Consider, discuss and take all necessary action
17. Foreign Exchange Student - Policy 5007 - Age Requirement Waiver - Consider, discuss, and take all necessary action
18. Appendix B Addition of Strength and Conditioning Coordinator - Consider, discuss, and take all necessary action
19. Appendix B Addition of JH Speech Coach - Consider, discuss, and take all necessary action

20. Additional JH Volleyball Assistant Coach Proposal - Consider, discuss and take all necessary action

21. PowerSchool Hire Quote - Consider, discuss and take all necessary action

22. Early Graduation Request - Krystal Hall

23. Review Public Forum Presentation(s) - Consider, discuss, and take all necessary action

8. Action Items

1. Approval of Surplus Items

2. Approval of Staff Resignation

3. Approval of Staff Appointment

4. Approval of Substitutes

5. Approval of the 2019-2020 Raymond Central Activity Handbook

6. Approval of Updated Policy 5506 - Safe Pupil Transportation Plan

7. Out of State Travel - Kansas City for Weight Room Award Winners

8. Approval of Next Regular Board Meeting - Wednesday, September 11, 2019

9. Adjournment

10. Important Upcoming Dates:

- August 21 - NASB Annual Meeting in Fremont
- September 4 - Student Drug Testing Policy Community Forum
- September 11 - September BOE Meeting

11.

Raymond Central Public Schools Board of Education Regular Meeting

Monday, July 8, 2019 at 6:00 PM Central

Raymond Central Jr-Sr High School - Swing Classroom #108

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Scott Black, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Harriet Gould, Lori Springer. Also in attendance were: Dr. Derrick Joel, Superintendent, Allison Stansberry, Secondary Principal; Brian Gralheer, Athletic Director/Asst Principal; and Shelly Dostal, Valparaiso Principal.

Call to Order and Pledge of Allegiance

President Gould called the meeting to order at 6:00 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

All members were in attendance.

Open Meeting Law

Consent Agenda

Motion by Black, second by Springer to approve the consent agenda as presented including the regular meeting minutes of June 10, 2019, May Financial Statement and June monthly bills. RCV 6-0. Motion carried.

Regular Minutes of June 10, 2019

Financial Statement/Report

Monthly Bills

Correspondence/Recognition

Public Forum

Discussion Items

Administrative Reports

Submitted by Allison Stansberry, 6-12 Principal/Curriculum Director

It is hard to believe that July is already here! I had my first official day on Monday, July 1 and I am so excited to start preparing for the upcoming school year. Immediately upon being assigned as the new Jr-Sr High School Principal, I worked closely with Mr. Haecker on transitioning into my new role and learning about the systematic processes currently in place. From day one, I have felt welcomed by parents, students, and staff. It has been a very positive experience and I am so grateful for this opportunity. I truly feel that this is going to be a great fit for not only myself professionally, but for my family as well. My oldest daughter, Harper, will be attending Ceresco Elementary and all of us are very excited to be on the Raymond Central Journey!

In June, we brought in Gary Nunnally and Ashley Rasmussen from ESU2 to kick start our science curriculum rewrite process. The science teachers were eager to begin this process and there were a lot of great discussions as well as progress being made. They will continue to work on their rewrite throughout the school year and begin writing common assessments. This fall, we are going to be bringing Gary back in to get our ELA teachers going with their rewrite. Math started this process last year and they are hoping to begin the standard based grading at some point throughout this year. One of the last steps for our Math Department is to get their letter finalized to send home to parents so they are aware of the changes.

During the week of June 11, Brian and I took six teachers down to St. Charles for the Professional Learning Communities at Work Institute. This was an amazing experience for everyone that attended and

there were a lot of great conversations happening. Teachers were thankful for the opportunity and excited to bring back what they learned to share with their colleagues.

Submitted by Brian Gralheer, Activities Director/Assistant Principal

Summer weights have shown great numbers in all the sessions this summer. Coaches have utilized the Teambuildr software to utilize time and space efficiently for the numbers.

FBLA attended the National Conference in San Antonio from June 27-July 2.

Jr High Central Players competed at the National Speech Competition in Dallas. Finalists included Olivia Nelson (3rd), Rosalie Tvrdy (5th) and Cassie Osmera (6th).

Basketball, wrestling and football have been active in area Team Camps.

Youth camps and clinics have shown strong numbers through the month of June with more to come in July.

Gym floors were resurfaced on July 2.

Submitted by Shelly Dostal, Elementary Principal at Valparaiso/K-5 Curriculum Director

Jumpstart Kindergarten Class continues to meet each Monday and Wednesday in Valparaiso and each Tuesday and Thursday in Ceresco. Thank you to Mrs. Kendra Carlson and her assistants for leading this program.

Planning for 2019-2020 - Plans are being developed for the school year. Supplies and materials have been ordered. Custodial crews have been working in the building. Classroom spaces have been assigned and teachers are already in the process of organizing their rooms. The School Improvement Team will meet again in August. The back to school PTO pool party will be held on August 10 from 6-8pm at the Wahoo pool. New teachers will attend RC orientation in August with all staff reporting on August 9. New to the education profession teachers will attend the ESU#2 New Teacher Academy on August 5 and 6. Meet and Greet your Teacher time is scheduled for August 12. The first day of school will be August 14, dismissing at the elementary at 11:45am.

The administrative team will be attending Administrator Days in Kearney on July 31, August 1 and 2. The handbook has been updated for board approval.

**Submitted by Ann Egr, Elementary Principal at Ceresco/Special Education Director
Elementary-**

Updates and revisions to the 2019-2020 handbook have been made. The proposed changes are a separate item for board approval.

Custodial staff is working hard. Summer cleaning will hopefully begin in Ceresco mid-July. The next round of HVAC installation has started.

Jumpstart to Kindergarten is in full swing. Students meet Monday and Wednesday in Valparaiso and Tuesday and Thursday in Ceresco. Thank you Kendra Carlson and assistants for all you do.

Ms. Osten and I attended a two-day Mental Health Conference in Kearney June 11-12. The focus of the conference was HOPE - Health, Opportunities, Partnership, and Equality for all. One of the significant take aways was keynote speaker Scarlett Lewis. Scarlett founded the Jesse Lewis Choose Love Movement after her son was murdered during the Sandy Hook Tragedy in December 2012.

The School Improvement Team traveled to St. Charles, MO June 12-14 for a Solution Tree Institute. The primary focus of the Institute was on Professional Learning Communities. As a team, we are excited to continue this PLC journey.

The Administration Team will be attending Administrator Days in Kearney July 31-August 2.

Special Education-

Final Special Education end of the year data and all reports have been submitted to The Department of Education. Thank you Mr. Jim Marsh for all the assistance and dedication to this process.

Curriculum Report

PLC Institute Key Learnings

On June 11, Mrs. Stansberry and Mr. Gralheer along with six teachers, headed for St. Charles, MO where they spent 2 1/2 days at the Professional Learning Communities at Work Institute. These days were

filled with exceptional keynote speakers and break-out sessions that allowed our team to learn from leading experts and gain knowledge and tools to better implement this process at Raymond Central. By attending this institute, these staff members were able to take a deeper look into what the PLC process is versus what it is not and how we can best use this process to benefit not only our students but our staff as well.

Superintendent's Report

We are working on our application for a 2019-2020 Bus Grant. Keep your fingers crossed we are selected as next year we will purchase a bus to replace another one of our backup buses.

The final Vision 2025 community roundtable conversation was held Monday, July 1, 2019 in the Mustang Room. To begin the conversation, attendees were briefed on the process the Board of Education created to seek feedback from stakeholders on what the future of RC education needs to look like to prepare our students to be successful for life outside of high school. At the meeting, attendees utilized a protocol to prioritize action solutions to current or future issues in the district, and also identify the essential skills RC graduates need to possess after they graduate. Thank you to everyone who participated in the Vision 2025 process, the Board of Education will now take the feedback and incorporate it into the 2019-2020 district strategic plan and beyond.

At the conclusion of the roundtable conversation, attendees were asked to create a final list of action steps for the Board of Education to review. Below is a summary of the action steps recommended (duplicate answers were removed):

- One location for school sites (unified school site similar to Norris)
- Build a performing arts center to showcase student skills in fine arts
- Be more positive and encouraging of all students success
- Provide more leadership opportunities for students and staff
- Provide a long term project that helps students cultivate ownership of their work, mistakes, attitudes, interests, etc.
- Expose students to many definitions of success, not just a 4 year institution at the end of high school
- Find ways to retain and recruit students
- Create a district grading and assessment policy focused on a growth mindset and learning
- Adopt a common instructional model
- Track graduating students to test viability of district practices
- Make problem solving and failing forward a part of every class - do not punish students for failing
- Teach life skills such as communication, problem solving, leadership, technology, and work ethic
- Reward positive behavior
- Create more enrichment opportunities for high ability students
- Become a culturally responsive school through teaching empathy
- Continue to develop positive relationships with students - place more of an emphasis on mentoring
- Keep the website up-to-date (this is what people see first)
- Incorporate more communication and leadership courses into the current curriculum (mandatory)
- Teach students digital citizenship
- Charge money for fine arts events - this adds value to the performance
- Find resources to educate parents on parenting
- Become more competitive with local schools through course offerings, technology, and having a single school site (2 buildings)
- Create before and after school programs for families
- Teach students and model for them about taking ownership and responsibility for mistakes and failure (how to learn from failure)

- Continue to find, adapt, and offer activities and courses that interest students

The group was also asked to create a list of skills they thought were important for students who graduate RC to possess to be successful post high school.

- Critical thinking
- Problem solving
- Adaptability
- Leadership
- Communication skills (public speaking)
- Fail-forward
- Confidence
- Ownership
- Empathy from a cultural perspective
- Money skills
- Functional life skills

Goal 1: Foster a positive district climate by building strong internal and external relationships to support student achievement.

Goal 2: Continue the creation of a 5 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets.

Goal 3: Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence.

Goal 4: Continue to foster transparency in district communications using all available media technologies.

2018-2019 Raymond Central Strategic Plan

Facilities Report

Our custodial crew has been working hard to get our buildings ready for the new school year. Thanks to Phil, Ron, Brian, Chris, Sonya and Dave for their hard work.

The Ceresco Heat Pump Project will be complete July 12. When done, the only remaining heat pumps left to replace (at some point) are located in the cafeteria, kitchen, gymnasium, and Dave's office.

Shanahan's have started their work in the mechanical room at Val.

The floor has been replaced in the walk-in cooler in the Val kitchen.

We are waiting to hear back from Kevin Wolfe on the exact timeline of the Val window project.

Repair to the track will begin within the next couple weeks.

Review of Technology Plan

Mr. Marsh and Ms. Reinert have been working diligently replacing staff computers and preparing our new student devices.

Committee on American Civics (Breitkreutz - chair, Springer, Burklund)

Transportation Committee (Black- Chair, Breitkreutz, Springer)

Finance Committee (Springer- chair, Blanchard, Breitkreutz)

Facilities Committee (Blanchard- chair, Springer, Burklund)

Negotiations Committee (Black- chair, Gould, Blanchard)

Curriculum Committee (Gould - chair, Black, Burklund)

Policy Committee (Springer- chair, Gould, Black)

Update of Raymond Central Crisis and Safety Protocol

NASB Monthly Update

Appendix B Addition of Strength and Conditioning Coordinator - Consider, discuss, and take all necessary action

The RCEA is proposing to add a Strength and Conditioning Coordinator position to the Co-Curricular Pay Schedule. This item was tabled until Board Members could review the job description.

Appendix B Addition of JH Speech Coach - Consider, discuss, and take all necessary action

The RCEA is proposing to add a Jr High Speech Coach position with the allotment of one assistant to the Co-Curricular Pay Schedule. This item was tabled until Board Members could review the job description.

Appendix B Removal and Changes for 2019-20 - Consider, discuss, and take all necessary action

The RCEA also proposes to make a few changes to the Co-Curricular Pay Schedule for 2019-20. There are a couple of programs that have not been active for quite some time and thus can be removed. In the future, if these programs are revived, then there can be a proposal made to reassign them. There is also a grandfather clause that no longer applies to any staff currently at RC. Motion by Black, second by Breitreutz to approve recommended changes. RCV 6-0. Motion carried.

Review Public Forum Presentation(s) - Consider, discuss, and take all necessary action

Action Items

Approval of Staff Resignation(s)

Motion by Burklund, second by Black to approve the resignation of Marisa Garver, Softball Coach. RCV 6-0. Motion carried. Motion by Breitreutz, second by Blanchard to approve the resignation of Joyce Rezac, Business Manager, effective June 30, 2020. RCV 6-0. Motion carried.

Approval of Staff Appointment

Motion by Breitreutz, second by Gould to approve the appointment of Barb Ohnoutka as Softball Coach, Step 5. RCV 6-0. Motion carried.

Approval of Substitute Teachers

Motion by Black, second by Burklund to approve Deb Brooks and Karen Veal to be local substitute teachers. RCV 6-0. Motion carried.

Approval of Budget Workshop Date

Motion by Black, second by Breitreutz to approve the Budget Workshop Date of Wednesday, August 28. RCV 6-0. Motion carried.

Second Reading of Policy 4030

Motion by Burklund, second by Breitreutz to approve the second reading of Policy 4030-Wage Information. RCV 6-0. Motion carried.

Second Reading of Policy 5012

Motion by Black, second by Gould to approve the second reading of Policy 5012-Military Recruiters. RCV 6-0. Motion carried.

Approval of the 2019-2020 Elementary/Secondary Student/Parent Handbooks

Motion by Black, second by Breitreutz the 2019-20 Elementary/Secondary Student/Parent Handbooks as presented. RCV 6-0. Motion carried.

Second Reading: 1 to 1 Chromebook Initiative Policies and Procedures

Motion by Black, second by Breitreutz to approve the second reading of 1 to 1 Chromebook Initiative Policies and Procedures. RCV 6-0. Motion carried.

Approval of Superintendent as Legal Representative for Local, State, and Federal Programs

Motion by Black, second by Blanchard to approve Superintendent Joel as Legal Representative for Local, State, and Federal Programs. RCV 6-0. Motion carried.

Approval of Next Regular Board Meeting - Wednesday August, 14 2019

Motion by Breitreutz, second by Blanchard to approve the next regular Board of Education Meeting for Wednesday, August 14, 2019 at 6:00 PM. RCV 6-0. Motion carried.

Adjournment

Motion by Breitreutz, second by Burklund to adjourn the meeting at 6:55 PM. RCV 6-0. Motion carried.

Important Upcoming Dates:

- July 16 - BOE Retreat
- August 14 - First Day of School
- August 14 - Regular BOE Meeting
- September 4 - Student Drug Testing Policy Community Forum

Special Board Meeting - August 6, 2019 (Chicken Farm)

Chris Hoffman - new to community (March). Important to make a decision tonight because it's close to HS and predominant winds are out of the north. Concern about water usage, we have a bad water table. No zoning laws. No reason to put this close to a high school. If we are looking to consolidate in the future, why would we with chicken farm right next door? Our Board crosses county lines - Saunders and Lancaster and can have a voice.

Cody Siebrandt - lives down the hill from the high school. Same concerns as others with water being his main concern. The facts are that in 2012 a lot of people in the area had to have their wells redug. Water consumption by the school is important. Traffic safety - now Saunders and Rock Creek do not support the roads. What will their transportation routes be? 27th & Agnew is blind and very dangerous intersection. This would disrupt school activities.

Jory Heiss - appreciative of Board for attending some of the discussions to let the public know what is going on. Now it is being delayed due to roads. The roads in this area are bad. The individual doesn't have money to do it and counties don't want to but it is still going to a hearing. Would hate to have kids fighting trucks on Agnew Road. Ceresco school has an issue with being so close to road and trucks traveling by with pollution. Hopes we can fight it.

Kristen Hassabrook - lives on West Mill Road, no school age children yet but will have one in 2020. She is very supportive of the chicken farm. They raise livestock - sheep. This family is experiencing being run through the gauntlet. The chicken farm will increase property taxes to school district. It may diversify and be able to have multiple generations work there. It will keep people in district. They were happy to move in a rural school district with high quality Ag programs. What is the backbone of this district? It is farmers and livestock owners. We need to get the actual facts, get true data. How many trucks, how much water? Get comparatives. We are a rural school district surrounded by corn fields.

Cindy Serrano - attended Vision 2025 meeting. We are hoping to increase student enrollment. If he had a choice to choose, he would not send his kids here. How are we going to get kids into the district and how are we going to keep kids in the district?

Jane Shanahan - Listening to concerned citizens. 1st concern is location, 2nd - water, 3rd - waste and environmental issues, 4th - taxes, 5th - roads. She is also concerned about the chickens and the 50,000-60,000 chickens already in the counties surrounding us. What's most important are the children. What will be the cost of human life for the children and Raymond Central? She supports Raymond Central and all people in the rural community. She urges Raymond Central to get an emissions study performed with scientists and environmentalists to get the facts.

Jil-Beth Svoboda - She lives next to where the proposed chicken farm would be. Several concerns - trucks being one. 304 trucks in a 6 week period not including trucks coming to get

litter. Her main concern is for her family because it is right behind their house. Her kids are involved in activities and she is worried about the air quality and the emissions into the air. Her son has asthma and allergies. She is a farmer's daughter and not worried about the smell. This is not farming, this is industrial farming. Worried about water quality and quantity. They draw sand in their well. Worried about traffic possibly traveling past our high school. Agnew road is not wide with good shoulders. Her son will be driving this year. NW 27th is not very good road. When we had so much rain, she had to bring her kids to school. Can't imagine what roads would be like with that much traffic. She has written letters to the Board of Commissioners and Planning Commissioners. There is a place for this but where they want to put it is not the right place. Should not bother neighbors. Her mother lives in Butler County 3 miles from a chicken farm and you can smell it. Hope for vote against.

Melissa Baker - one of the organizers of What the Cluck. She is very passionate about environmental and water quality issues. Johns Hopkins study was brought about because of large scale chicken farms in Nebraska. She is concerned that wastewater from Fremont will run thru Lincoln. There is free water testing thru UNL - sign up online. Twenty million chickens in Nebraska and filtering into Iowa. We need data of what our waters look like now and need to be watchful of wells. They require substantial amount of water and discharge. Johns Hopkins - poultry trucks can spread harmful bacteria. Bacteria can effect disease among other animals and people living around them. Number of flies you will see is substantial. Do your homework and look. Contaminated air and water is a huge concern.

Greg Palensky - Local farmer (pumps irrigation) that has raised cattle, hogs, and used to clean his mom's chicken shed out - that's the worst smell. Talked with Steve Mica, local township representatives, Bosselman, county supervisors. Nobody has a good idea what the regulations are - everyone is in grey - even state senators. It would be on a minimum maintenance road which is a bad road. Who will maintain? Biggest concern is water because there is not good water around here. A chicken farm uses a lot of water. Will it really bring that many jobs? And property tax value? Who will want to buy property next to a chicken farm?

Neil McGrath - lives across road from school. His big concern is water because his neighbors have had to have their wells lowered due to drought in past. This year we have a lot of water but it won't always be that. If we have a drought and chickens run out of water it will really stink. 50 chickens stink and that many chickens in weeks will really stink. He is pro-Ag but this is not farming. Not providing food for local people, they are shipping it around the United States. What happens when we have power outages around here? This is not the place for something like this.

Andy Cotter - concerned for children and young drivers and kids on school bus. What happens if school bus and truck have contact? We will have a hard time trying to keep kids here and be given nicknames when it smells around here. What Costco will do around here - they are being very vague about our little community.

Gary Waldron - has lived next door to Wayne Greeve for 20 years and would not trust him with his dog. His place is trashed. Taxes will not go down. When I go to sell my property it won't be worth anything. He has a cattle operation with a manure problem running onto my property and has tried to get help from commissioners. Nobody has any answers. We don't know what will happen - neighbors, school, Ceresco, the whole area. LLC says everything will be fine but he doesn't buy it. They have no vested interest here and are not concerned about neighbors. Invites anyone to come to his house to see what he looks at every day. He can't raise one chicken let alone 50,000 chickens.

Steve Shanahan - businessman for 45 years. Company worked on a lot of confinements. Anybody that says there is no smell, doesn't know the truth. It took 3 weeks for smell to get out of trucks - the smell is horrendous.

Board conversation:

Cathy - same concerns as others - water, traffic, buses. How will they get to Fremont?

Brad - in our Board of Ethics it says we have the best interest of each and every child that goes to do here. If there are any known facts that will harm our kids or staff, we need to be concerned about that. #1 issue is kids here and staff. Water, air or transportation.

Matt - served on Ceresco Board for 20+ years and we've had water issues. What if we dry up school? Will need to drill lots of wells and pump down.

Greg Palensky - County Sheriff gave cease and assist for putting well under road. Got his information from Steve Mica.

Scott - we have the responsibility and obligation to our children for their health, safety and welfare. Support of this project is fine but this situation does not have support. We as board need to decide what is best for our children. Needs to be based on facts - the zoning commissioner will base this on facts.

Harriet - as resident of community and farmers wife she understands farming. They had 500 head of cattle and managed appropriately and effectively. Has concerns are as educator in district - substitute, then teacher, principal and now board member. Number of students with inhalers, asthma, respiratory problems has increased dramatically. Read Johns Hopkins and has read a lot on line. She believes in the family farm but this is not a family farm. This is corporate wanting to come into our community and raise chickens. Benes chicken farm does

not impact as many acreages and is on blacktop road. Our goal is to educate students in the best manner we can. With a facility that close to school, she understands the roads, understands the water. This is a great place really to explode with the leadership of an outstanding young superintendent. Wants to do nothing to hurt our district.

Lori - 3 of 4 kids with asthma. Will probably need to up meds or send them elsewhere. She wouldn't be allowed to go to football games or run track.

Motion by Blanchard, second by Burklund to be present at the September 4 meeting and voice our opposition of the chicken farm. RCV 6-0. Motion carried.

Dr. Gould and Dr. Joel will work together to put together rationale. If anyone has anything further they are encouraged to bring it forward, nothing is too small.

Can we be a voice to the Department of Education at the state and county level to get to zoning to stop chicken farms from being built too close to a school.

Motion by Breitzkreutz, second by Black to adjourn the meeting at 6:13 PM. RCV 6-0. Motion carried.

RAYMOND CENTRAL PUBLIC SCHOOLS
 FINANCIAL REPORT TO THE BOARD OF EDUCATION
 POOLED CASH - BANK RECONCILIATION
 July 31, 2019

	7/1/2019 7/31/2019	7/1/2018 7/31/2018
Book Balance - Beginning of month	\$ 2,985,735.79	\$ 3,111,157.16
Total Receipts	\$ 179,879.88	\$ 174,600.66
Total Disbursements	\$ (696,360.02)	\$ (651,653.32)
Actual Book Balance - End of Month	\$ 2,469,255.65	\$ 2,634,104.50
Bank Balance - Beginning of month	\$ 3,078,277.46	\$ 3,256,591.68
Deposits	\$ 178,308.57	\$ 172,976.07
Interest	\$ 1,571.31	\$ 1,624.59
Total Receipts	\$ 3,258,157.34	\$ 3,431,192.34
Total Warrants	\$ (697,018.62)	\$ (651,826.98)
Bank Balance - End of Month	\$ 2,561,138.72	\$ 2,779,365.36
Plus Outstanding Deposits	\$ -	\$ -
Less Outstanding Checks	\$ (91,883.07)	\$ (145,260.86)
Reconciled Bank Balance - End of month	\$ 2,469,255.65	\$ 2,634,104.50

July		Percent of Year Completed		92.00%			
RECEIPTS	2018-2019		M-T-D	Y-T-D	Y-T-D	Year To Date	Year To Date
	2018-2019	RECEIVED	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
ACCOUNT	ANTICIPATED	2018-2019	2018-2019	2017-2018	2018-2019	2017-2018	
Property Taxes	\$7,339,710.00	\$77,911.62	\$5,726,030.54	\$5,643,318.96		78.01%	80.49%
Motor Vehicle Tax	\$434,000.00	\$33,073.41	\$407,535.49	\$400,221.45		93.90%	97.85%
Carline Taxes	\$3,500.00	\$0.00	\$4,551.86	\$6,447.76		130.05%	184.22%
Other Tuition	\$0.00	\$0.00	\$0.00	\$0.00			
Transportation from Individuals	\$0.00	\$0.00	\$0.00	\$0.00			
Interest	\$5,000.00	\$1,580.42	\$12,695.85	\$13,559.35		253.92%	271.19%
Local License Fees	\$1,500.00	\$0.00	\$1,020.00	\$1,960.00		68.00%	130.67%
Other Local Receipts	\$9,000.00	\$300.00	\$10,213.61	\$0.00			
Fines & License Fees	\$32,000.00	\$10,419.91	\$44,373.96	\$35,132.69		138.67%	109.79%
ESU Receipts	\$0.00	\$0.00	\$678.65	\$871.97			
State Aid	\$138,060.00	\$0.00	\$138,696.42	\$101,349.00		100.46%	100.00%
Special Education	\$300,000.00	\$0.00	\$424,171.00	\$393,113.00		141.39%	131.04%
Special Education Transportation	\$5,000.00	\$0.00	\$3,333.00	\$4,202.00		66.66%	84.04%
Homestead Exemption	\$0.00	\$31,069.76	\$155,349.61	\$141,071.80			
Payments for High Ability Learners	\$6,437.00	\$0.00	\$6,221.00	\$6,437.00		96.64%	102.01%
Pro-Rate Motor Vehicles	\$13,000.00	\$5,521.51	\$17,675.03	\$15,232.66		135.96%	117.17%
State Apportionment	\$100,000.00	\$0.00	\$116,677.95	\$131,208.58		116.68%	131.21%
Relief to Property Tax Payers	\$0.00	\$6.59	\$286,488.65	\$275,135.76			
Contracted Teacher Services	\$0.00	\$0.00	\$0.00	\$0.00			0.00%
Other State Receipts	\$50,000.00	\$0.00	\$0.00	\$0.00			
Personal Property Tax Credit	\$0.00	\$0.00	\$13,453.63	\$12,114.88			
NCLB Grant	\$14,908.00	\$0.00	\$13,369.00	\$0.00		89.68%	0.00%
Other Federal Receipts	\$0.00	\$0.00	\$40,000.00	\$0.00			
Preschool SPED	\$100,000.00	\$1,052.00	\$35,484.00	\$128,767.00		35.48%	128.77%
SPED IDEA Grant	\$0.00	\$0.00	\$0.00	\$0.00			
Title I Funds	\$42,000.00	\$0.00	\$31,875.00	\$32,380.00		75.89%	77.10%
Public Water System Grant	\$6,681.00	\$0.00	\$6,012.90	\$0.00			
R.E.A.P. Grant	\$75,946.00	\$0.00	\$38,238.24	\$87,521.00			
Carl Perkins	\$500.00	\$678.21	\$678.21	\$500.00			
Ag Land Property Credit	\$0.00	\$0.00	\$101,446.35	\$99,493.11			
Sale of Property	\$100.00	\$0.00	\$5,230.00	\$1,612.50		5230.00%	1612.50%
MIPS-Medicaid in Public Schools	\$0.00	\$0.00	\$2,975.18	\$830.78			
Other Non-Revenue Receipts	\$100.00	\$0.00	\$27,152.87	\$79.96		27152.87%	79.96%
Cash Balance Dissolved/Merged Districts	\$0.00	-\$4.76	-\$14.90	\$0.00			
Balance Non-Resident HS Tuition	\$0.00	\$0.00	\$0.00	\$14.36			
TOTAL	\$8,677,442.00	\$161,608.67	\$7,671,613.10	\$7,532,575.57		88.41%	91.60%
DISBURSEMENTS	2018-2019		M-T-D	Y-T-D	Y-T-D	Year To Date	Year To Date
	2018-2019	DISBURSED	DISBURSED	DISBURSED	DISBURSED	% Disbursed	% Disbursed
CATEGORY	BUDGET	2018-2019	2018-2019	2017-2018	2018-2019	2017-2018	
Instructional Services	\$4,435,922.00	\$326,031.31	\$3,496,357.32	\$3,306,214.96		78.82%	84.95%
Special Education	\$1,492,087.00	\$124,915.21	\$1,111,091.04	\$1,081,447.09		74.47%	71.21%
Guidance	\$183,820.00	\$15,034.43	\$145,997.57	\$136,868.50		79.42%	77.43%
Safety & Security	\$15,848.00	\$0.00	\$20,448.00	\$15,848.00		129.03%	103.64%
Activities	\$109,639.00	\$1,184.54	\$85,012.39	\$257,466.77		77.54%	81.11%
Media, Audio Visual, Technology	\$440,485.00	\$38,758.46	\$426,903.37	\$373,768.83		96.92%	80.87%
General Administration	\$387,122.00	\$29,419.87	\$324,037.59	\$293,140.98		83.70%	91.87%
School Administration	\$573,265.00	\$54,116.81	\$478,811.63	\$456,613.08		83.52%	76.87%
Business	\$325,156.00	\$4,336.02	\$50,367.47	\$71,353.68		15.49%	19.56%
Operation of Plant	\$778,885.00	\$42,645.68	\$503,001.00	\$500,437.39		64.58%	64.01%
Maintenance of Plant	\$610,476.00	\$22,147.13	\$178,711.53	\$237,024.77		29.27%	66.95%
Pupil Transportation	\$520,130.00	\$10,362.94	\$304,644.07	\$326,872.85		58.57%	66.33%
Grants	\$124,755.00	\$8,836.41	\$110,234.91	\$158,859.99		88.36%	117.50%
Transfers	\$100,000.00	\$0.00	\$0.00	\$0.00		0.00%	0.00%
TOTAL	\$10,097,590.00	\$677,788.81	\$7,235,617.89	\$7,215,916.89		71.66%	75.77%

RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - AUGUST 1, 2019

GENERAL FUND

Cash Balance - July 1, 2019		\$2,985,735.79
July Receipts		\$178,308.57
July Interest Earned		<u>\$1,571.31</u>
	Total July Receipts	\$3,165,615.67
July Disbursements		<u>\$696,360.02</u>
	Cash Balance - August 1, 2019	\$2,469,255.65

LUNCH FUND

Cash Balance - July 1, 2019		\$163,591.78
Deposits		\$108.72
ALA Carte, Milk, Kdg Milk, Snack & Other		\$37.28
Federal Reimbursement		\$0.00
State Reimbursement		\$0.00
Transfer from General Fund		\$0.00
Interest Earned on NOW Account		<u>\$55.52</u>
	Total July Receipts	\$163,793.30
Salaries		\$18,571.21
Other Purchases		<u>\$8,394.18</u>
	Total July Disbursements	\$26,965.39
	Cash Balance - August 1, 2019	\$136,827.91

SINKING FUND

Cash Balance - July 1, 2019		\$436,376.09
July Receipts		\$5,714.12
July Interest Earned		<u>\$234.07</u>
	Total July Receipts	\$442,324.28
July Disbursements		<u>\$2,375.10</u>
	Cash Balance - August 1, 2019	\$439,949.18
Certificate of Deposit + Interest		<u>\$539,465.30</u>
	Cash Balance - August 1, 2019	\$979,414.48

BOND FUND

Cash Balance - July 1, 2019		\$2,515.05
July Receipts		\$0.00
July Interest Earned		<u>\$1.14</u>
	Total July Receipts	\$2,516.19
July Disbursements		<u>\$0.00</u>
	Cash Balance - August 1, 2019	\$2,516.19

RAYMOND CENTRAL PUBLIC SCHOOL
FINANCIAL STATEMENT - AUGUST 1, 2019

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DEPRECIATION FUND

Cash Balance - July 1, 2019		\$1,080,628.38
July Receipts		\$0.00
July Interest Earned		<u>\$977.00</u>
	Total July Receipts	\$1,081,605.38
July Disbursements		<u>\$0.00</u>
	Cash Balance - August 1, 2019	\$1,081,605.38
Certificate of Deposit + Interest		<u>\$610,118.95</u>
	Cash Balance - August 1, 2019	\$1,691,724.33

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Cash Balance - July 1, 2019		\$10,384.12
July Receipts		\$0.00
July Interest Earned		<u>\$4.69</u>
	Total July Receipts	\$10,388.81
July Disbursements		<u>\$0.00</u>
	Cash Balance - August 1, 2019	\$10,388.81

HIGH SCHOOL BOND FUND

Cash Balance - July 1, 2019		\$652,026.69
July Receipts		\$23,340.33
July Interest Earned		<u>\$421.60</u>
	Total July Receipts	\$675,788.62
July Disbursements		<u>\$0.00</u>
	Cash Balance - August 1, 2019	\$675,788.62

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Cash Balance - July 1, 2019		\$38,247.70
July Receipts		\$0.00
July Interest Earned		<u>\$15.44</u>
	Total July Receipts	\$38,263.14
July Disbursements		<u>\$0.00</u>
	Cash Balance - August 1, 2019	\$38,263.14
Certificate of Deposit + Interest		<u>\$15,768.84</u>
	Cash Balance - August 1, 2019	\$54,031.98

TAXES - 2018-2019

Taxes Budgeted	\$7,339,710.00
Taxes Received	<u>\$5,745,907.72</u>
Balance	\$1,593,802.28

JULY RECEIPTS & DISBURSEMENTS

JULY 1, 2019 BANK BALANCE	2,985,735.79
LANCASTER COUNTY TREASURER	
TAXES	24,294.32
MOTOR VEHICLE TAXES	15,602.79
FINES & FEES	9,060.92
HOMESTEAD EXEMPTION	14,106.72
MOTOR VEHICLE PRO RATE	3,229.91
SAUNDERS COUNTY TREAASURER	
TAXES	51,474.96
MOTOR VEHICLE TAXES	16,909.72
FINES & FEES	1,200.27
HOMESTEAD EXEMPTION	16,729.82
PROPERTY TAX CREDIT	6.59
MOTOR VEHICLE PRO RATE	2,211.27
TRANSFERS INTER-FUND	-4.76
SEWARD COUNTY TREASURER	
TAXES	2,142.34
MOTOR VEHICLE TAXES	560.90
FINES & FEES	146.77
HOMESTEAD EXEMPTION	233.22
MOTOR VEHICLE PRO RATE	75.02
BUTLER COUNTY TREASURER	
FINES & FEES	11.95
MOTOR VEHICLE PRO RATE	5.31
STATE OF NEBRASKA	
IDEA FUNDS	1,052.00
RCPS HOT LUNCH FUND	
JULY PAYROLL	18,571.21
EDUCATIONAL SERVICE UNIT #6	
PERKINS GRANT	678.21
OAK CREEK VALLEY BANK	
GENERAL FUND INTEREST - JULY	1,571.31
IMPREST INTEREST - JUNE	9.11
TOTAL JULY RECEIPTS	179,879.88
TOTAL RECEIPTS	3,165,615.67
JULY DISBURSEMENTS	696,360.02

AUGUST 1, 2019 BANK BALANCE 2,469,255.65

WE RECEIVED A TOTAL OF \$5,745,907.72 IN PROPERTY TAXES FOR YEAR TO DATE.

RAYMOND CENTRAL PUBLIC SCHOOLS
July 2019 - Activities Account Balances

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
Annual	1,293.28	125.00	0.00	0.00	1,418.28
AP Funds	39,753.98	0.00	0.00	0.00	39,753.98
Athletics	123,176.57	8,120.19	262.00	-29.95	131,004.81
Autism Grant	0.12	0.00	0.12	0.00	0.00
Band	283.43	4,288.00	4,285.00	0.00	286.43
Band Trip	10,669.76	0.00	0.00	0.00	10,669.76
Baseball	-132.00	0.00	0.00	0.00	-132.00
Boys BB	1,401.34	0.00	0.00	0.00	1,401.34
Ceresco Book Fair	228.31	0.00	0.00	0.00	228.31
Ceresco Box Tops	820.12	0.00	0.00	0.00	820.12
Ceresco Field Trips	-62.82	0.00	0.00	0.00	-62.82
Ceresco Playground	1,462.75	0.00	0.00	0.00	1,462.75
Ceresco Pop	180.21	0.00	0.00	0.00	180.21
Cheerleaders	900.57	599.10	0.00	0.00	1,499.67
Choir	14,266.91	0.00	0.00	0.00	14,266.91
Class 2017	0.00	0.00	0.00	0.00	0.00
Class 2018	0.00	0.00	0.00	0.00	0.00
Class 2019	968.37	0.00	0.00	0.00	968.37
Class 2020	322.31	0.00	0.00	0.00	322.31
Class 2021	1,076.36	0.00	0.00	0.00	1,076.36
Class 2022	116.40	0.00	0.00	0.00	116.40
Class 2023	47.25	0.00	0.00	0.00	47.25
Class 2024	0.00	0.00	0.00	0.00	0.00
College Access Grant	0.00	0.00	0.00	0.00	0.00
Concessions	19,809.29	0.00	0.00	0.00	19,809.29
Cross Country	440.04	0.00	0.00	0.00	440.04
Culinary Snack Cart	958.58	0.00	0.00	0.00	958.58
DI	4,582.68	0.00	0.00	0.00	4,582.68
Drama Act	2,210.27	0.00	0.00	0.00	2,210.27
Drill Team	1,433.26	442.28	1,788.10	0.00	87.44
Elem Fines	496.08	0.00	0.00	0.00	496.08
Elem PE	167.50	0.00	0.00	0.00	167.50
Elem Pictures	1,950.28	0.00	0.00	0.00	1,950.28
Elem Prof Development	2,895.00	0.00	0.00	0.00	2,895.00
Elem Reading Promotion	548.06	0.00	0.00	0.00	548.06
Elem Student Council	253.73	0.00	0.00	0.00	253.73
Exxon Mobil Grant	0.00	0.00	0.00	0.00	0.00
FBLA Act	-3,263.40	3,589.55	534.78	0.00	-208.63
FFA Act	-110.69	500.00	3,024.56	0.00	-2,635.25
Fine Arts	0.00	0.00	0.00	0.00	0.00
Fines	459.82	0.00	0.00	0.00	459.82
Football	3,757.45	4,195.47	4,781.63	-45.00	3,126.29
Future Educators Assn	0.00	0.00	0.00	0.00	0.00
Girls BB	1,271.12	0.00	125.00	0.00	1,146.12
Golf Activity	371.12	0.00	102.21	0.00	268.91
HAL	128.27	0.00	0.00	0.00	128.27
Hot Lunch	76.10	0.00	0.00	0.00	76.10
HS Computer	7,967.97	2,200.00	4,465.07	0.00	5,702.90

RAYMOND CENTRAL PUBLIC SCHOOLS
July 2019 - Activities Account Balances

HS Pop	251.96	49.84	0.00	0.00	301.80
JH Boys BB	15.31	0.00	0.00	0.00	15.31
JH Football	85.85	0.00	0.00	0.00	85.85
JH Girls BB	67.68	0.00	0.00	0.00	67.68
JH Student Council	290.90	0.00	0.00	0.00	290.90
JH Track	246.28	0.00	0.00	0.00	246.28
JH Volleyball	129.03	0.00	0.00	0.00	129.03
JR Achievements	649.57	0.00	0.00	0.00	649.57
Kindness Acct	14,151.23	0.00	102.21	0.00	14,049.02
Library	2,180.23	0.00	0.00	0.00	2,180.23
Life Skills	2.41	0.00	0.00	0.00	2.41
Mock Trial	380.96	0.00	0.00	0.00	380.96
National Honor Society	37.45	0.00	0.00	0.00	37.45
Pre-Kindergarten	4,211.68	0.00	106.93	0.00	4,104.75
PTO	404.72	0.00	0.00	0.00	404.72
Rain Garden	459.50	0.00	0.00	0.00	459.50
RC 50th Celebration	4,053.14	0.00	4,053.14	0.00	0.00
RC Concessions	999.07	0.00	0.00	0.00	999.07
RC Foundation	0.00	8,959.00	8,959.00	0.00	0.00
RC PACTS	176.16	0.00	0.00	0.00	176.16
Restitution	326.81	0.00	0.00	0.00	326.81
SADD	61.17	0.00	0.00	0.00	61.17
Science Fair	0.00	0.00	0.00	0.00	0.00
Service Fee	-0.36	0.38	0.00	0.00	0.02
Social Justice	194.12	0.00	0.00	0.00	194.12
Softball	3,764.87	0.00	0.00	0.00	3,764.87
Spanish Club	1,657.96	0.00	0.00	0.00	1,657.96
Speech	3,730.36	0.00	0.00	0.00	3,730.36
Staff Inservice	1,372.94	0.00	0.00	0.00	1,372.94
Student Council	3,677.33	36.38	0.00	0.00	3,713.71
Student Pop	2,368.44	93.61	0.00	0.00	2,462.05
Testing	3,920.23	0.00	0.00	0.00	3,920.23
TFK - Ceresco	1,467.85	0.00	0.00	0.00	1,467.85
TFK - Valparaiso	5,045.17	0.00	0.00	0.00	5,045.17
Tonettes	159.86	0.00	0.00	0.00	159.86
Track	956.65	0.00	0.00	0.00	956.65
Val Book Fair	8,623.14	0.00	0.00	0.00	8,623.14
Val Box Tops	2,654.74	0.00	0.00	0.00	2,654.74
Val Field Trips	2,952.90	0.00	0.00	0.00	2,952.90
Val In-Service	3,249.81	0.00	0.00	0.00	3,249.81
Val Movie Night	3,515.44	0.00	0.00	0.00	3,515.44
Val Office Book Fund	953.25	0.00	0.00	0.00	953.25
Val Pop	1,067.21	0.00	0.00	0.00	1,067.21
Val Sower Club	0.00	0.00	0.00	0.00	0.00
VolleyBall	3,894.12	350.00	1,800.00	0.00	2,444.12
Weight Room	69.00	0.00	0.00	0.00	69.00
Wrestling	<u>1,809.06</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,809.06</u>
	329,460.95	33,548.80	34,389.75	-74.95	328,545.05

RAYMOND CENTRAL PUBLIC SCHOOLS**July 2019 - Student Fees Balances**

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Checks</u>	<u>Adjustments</u>	<u>Ending Balance</u>
Activity Pass	125.00	0.00	125.00	0.00	0.00
Ag-Ed Labs	158.28	0.00	0.00	0.00	158.28
Art Class	31.44	0.00	0.00	0.00	31.44
Band Dry Cleaning	150.24	0.00	7.60	0.00	142.64
Band Repair/Rental	1,215.08	0.00	0.00	0.00	1,215.08
Choir Dry Cleaning	277.10	0.00	0.00	0.00	277.10
Chromebooks	0.00	0.00	0.00	0.00	0.00
Computer Science	260.00	0.00	0.00	0.00	260.00
Drama	396.00	0.00	0.00	0.00	396.00
FBLA	190.06	0.00	0.00	0.00	190.06
FFA	32.00	0.00	0.00	0.00	32.00
Foods Class	1,094.07	0.00	0.00	0.00	1,094.07
Mock Trial	450.01	0.00	0.00	0.00	450.01
NFL	15.00	0.00	0.00	0.00	15.00
Service Fee	0.38	0.00	0.38	0.00	0.00
Skills USA	768.74	0.00	0.00	0.00	768.74
Speech	8.67	0.00	0.00	0.00	8.67
Sports Fees	7,551.52	3.71	7,551.52	0.00	3.71
Tech Ed	<u>1,248.76</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,248.76</u>
	13,972.35	3.71	7,684.50	0.00	6,291.56

Raymond Central Public Schools

Friday, August 9, 2019

	Payment Vendor	Invoice Description	Invoice Total
1	Airgas USA, LLC	Welder Inspection - Ag - Ed - S	\$98.00
2	Arnaldo Mancias	Inservice All Staff	\$1,611.00
3	Brooke L. Cheleen	SPED Services	\$826.57
4	Cengage Learning	New Text Books - Business - S	\$3,063.50
5	Demco	Instructional Supplies - V	\$85.84
6	Derrick C. Joel	July Mileage	\$208.80
7	Donald R. Prentice	Exterminating	\$190.00
8	Eakes Office Solutions	Instructional Supplies - V - 76.70, S - 1,709.45	\$1,786.15
9	Educational Service Unit No. 5	Power School Summer Conference - Osten	\$30.00
10	Electronic Contracting Company	Quarterly Billing for Security Monitoring - C	\$81.00
11	EMC Insurance	Insurance Adjustments - New Vehicles	\$1,456.00
12	FastBridge Learning	Elementary Testing - Guidance	\$2,212.50
13	Green's Furnace & Plumbing Co., Inc.	Repaired Leaks on Compressor, Repaired Valve Actuator & Replaced Valve Cartridges - C	\$1,619.75
14	Inspro, Inc.	Annual Insurance Renewal	\$108,441.00
15	J. W. Pepper & Son, Inc.	Band Music - S	\$134.41
16	Janet Dannelly	Library Books - S	\$315.56
17	Jill Huck	Instructional Supplies - S	\$25.92
18	JoAnn Lopez	Office Supplies - V	\$29.99
19	Johnson Hardware Co.	Building Upkeep Supplies - S	\$169.44
20	Johnstone Supply	Building Upkeep Supplies - V - 103.55, S - 252.06	\$355.61
21	Jordan Luke	Band Supplies - S	\$61.86
22	Keely Reinert	Technology Supplies	\$960.32
23	Larry's Boiler Service	Boiler Repairs - S	\$1,642.12
24	Liberty Lawn & Landscape	FB Field Treatment	\$880.00
25	Lincoln Winnelson Co.	Building Upkeep Supplies - V	\$339.18
26	Lou's Sporting Goods	JH Boys Basketball Supplies	\$82.18
27	Matheson Tri-Gas, Inc.	Shop Update Supplies - S	\$6,838.22
28	Menards Lincoln	Building Upkeep - C - 9584, V - 698.88, S - 308.30, Bus Maintenance - 70.86, Grounds - 254.89, Shop Updates - 1,007.15	\$2,435.92
29	Midlands Duct Cleaning, Inc.	Clean Ductwork & 2 Units at Ceresco Elem School Gym	\$3,000.00
30	Midwest Automatic	Cut & Cap 1 1/2" Pipe for New HVAC Unit - C	\$1,089.60
31	Nebraska Department of Revenue	2nd Quarter Fuel Tax	\$1,184.00
32	Nebraska Public Health Environmental Laboratory	Water Tests - S	\$80.00
33	Neco Security	Security Monitoring - S	\$460.80
34	Nelson Gas & Oil Co.	Bus Maintenance	\$18.44
35	NL Driveway Maintenance LLC	Crack Sealing - S	\$5,431.25
36	Norris Public Power	Electricity - S	\$12,065.10
37	Oak Valley Lumber Co	Building Upkeep Supplies - C - 179.00, V - 729.94	\$908.94
38	Omaha Public Power Dist	Electricity - C	\$2,678.76
39	Paul L. Kess, Inc.	Ceiling Grids - C	\$276.00
40	Pearson Education, Inc.	Elementary New Math Textbooks	\$1,296.64
41	Perry, Guthery, Haase & Gessford, P.C., L.L.O	Legal Services	\$900.00
42	Pioneer Printing, Inc.	Emergency Rolodex Cards - Elementary	\$111.00
43	Platte Valley Equipment	Mower Repairs - Grounds	\$241.50
44	Poster Compliance Center	1-Year Compliance Plan Renewal - Bookkeeping	\$209.85
45	Rcps Dist #161	August Payroll	\$539,812.35
46	Rcps Hot Lunch Fund	Transfer	\$1,000.00
47	Rcps Imprest Account	July Reimbursement	\$824.07
48	RCPS Skills USA	Annual Van & Bus Cleaning	\$1,300.00
49	Saunders County Youth Services	Inter Local Cooperative Agreement for Attendance Officer	\$675.00
50	Scholastic, Inc.	F & CS Supplies	\$125.27
51	School Specialty Supply	Instructional Supplies - C	\$49.12
52	Scott Kerns	Piano Tuning - Choir	\$115.00
53	Seth Strouf	May Mileage	\$67.86
54	SiteOne Landscape Supply, LLC	Herbicide - Grounds - S	\$470.13
55	Southeast Community College	SENCAP Membership	\$5,101.00
56	Teacher's Discovery	Spanish Supplies - S	\$155.92
57	TechMasters Heating & Air	Condenser Repairs - V	\$237.00
58	Trvdy's One Stop	2014 Van Repairs	\$1,216.00

59	U. S. Bank Equipment Finance	Photo Copier Leases	\$2,672.82
60	Village Of Valparaiso	Water & Sewer Billing - V	\$191.35
61	Voss Lighting	Light Bulbs - S	\$607.00
62	Waste Connections Co	Garbage Service - S	\$55.00
63	Windstream	Phones - C - 295.54, V - 486.96	\$782.50
			\$721,189.11
	Site & Building Fund		
1	Lancaster County Treasurer	2nd Half Farm Taxes	\$2,375.10
	Hot Lunch Fund		
1	RCPS Dist #161	August Payroll	\$18,571.15

Raymond Central Public Schools

Tuesday, July 16, 2019

	Payment Vendor	Invoice Description	Invoice Total
1	A 1st Rate Pumping Service	Cleaned & Pumped Out Mud Pit at Bus Barn	\$265.20
2	ASCD	Membership - Joel	\$239.00
3	ASI	Payflex Administration Costs	\$76.00
4	Bishop Business	Toner - Band	\$70.00
5	Brooke L. Cheleen	SPED Services - Pre-School	\$399.82
6	Butler Public Power District	Electricity - V	\$2,574.83
7	Cheryl Rieck	Office Supplies - S	\$53.49
8	Donald R. Prentice	Monthly Exterminating	\$190.00
9	Educational Service Unit #2	SPED Services	\$35,922.45
10	Follett School Solutions, Inc.	Destiny Library License & Online Renewal Service - Libraries	\$2,433.01
11	General Fire And Safety	Fire Alarm Semi-Annual Inspection - C - 130.00, S - 560.00	\$690.00
12	Green's Furnace & Plumbing Co., Inc.	Cooling Unit Repairs - C	\$475.00
13	Greg Shepard	Gym Floor Refinishing - S	\$4,250.00
14	Home Depot Pro	Floor Finish	\$423.31
15	Interstate All Battery Center	Batteries - C	\$153.00
16	James Marsh	Mileage - 193.14, Technology Supplies - 444.51	\$637.65
17	Johnstone Supply	Filters - C	\$2.63
18	JourneyEd.com. Inc.	Technology Supplies - S	\$672.00
19	Joyce Rezac	Workshop Expenses	\$34.12
20	KDesign, Inc.	Web Server Hosting for July	\$50.00
21	Kiner Supply Company	Building Upkeep - S	\$7.70
22	Lance G. Maahs	Repair Bus Seats	\$949.00
23	Mechanical Sales Parts, Inc.	Building Upkeep Supplies - C	\$918.00
24	Menards Lincoln	Building Upkeep Supplies - C - 326.22, V - 79.43, S - 28.84, Shop Updates - S - 287.15	\$721.64
25	Midwest Petroleum Equipment	Bus Maintenance Supplies	\$180.00
26	Nebraska Rural Community School Assoc	NRCSA Membership Dues	\$850.00
27	Nebraska Safety Center	Level 2 Transportation Course - Madsen	\$100.00
28	Nelson Gas & Oil Co.	Belts - Building Upkeep - C	\$32.00
29	Norris Public Power	Electricity - S	\$11,215.60
30	Oak Valley Lumber Co	Building Upkeep - C - 28.29, S - 253.38	\$281.67
31	RCPS Dist #161	July Payroll	\$547,131.50
32	Ron's Rolloffs, Inc.	Dumpster & Dump Fee - Garbage - S	\$309.38
33	Security Equipment, Inc.	Move Cameras from Old Server to New Server - S	\$507.08
34	Sherwin-Williams	Building Upkeep Supplies - C	\$106.95
35	State Fire Marshal Agency/Boiler Div	Annual Boiler Certificates - C -30.00, V - 30.00, S - 60.00	\$120.00
36	US Bank	REAP Grant - 3,279.25, Adm Days - 1,030.00, Instruct Supplies - V - 164.96, Conference Reg - Hlavaty - 99.00, Shop Updates - 3,722.00, Van Gas - 78.00, Inservice - 477.98, Technology - 1,664.06	\$10,515.25
37	US Postal Service	Postage - S	\$550.00
38	Village Of Ceresco	Utility Billing - C	\$253.80
39	Wahoo-Waverly-Ashland Newspaper	Publications	\$113.12
40	Waste Connections Co	Garbage - V - 66.00, S - 396.75	\$462.75
41	Whitney Lehn	NCE Conference Lodging - Perkins Grant	\$363.21
42	Windstream	Phones - C - 296.16, V - 477.30, S - 464.96, Supt - 197.31, Data Communications - C - 681.52, V - 638.30, S - 502.63	\$3,258.18
			\$628,558.34
	Hot Lunch Fund		
1	Midwest Automatic Fire Sprinkler	Freezer Repairs - V	\$ 320.00
2	RCPS Dist #161	July Payroll	\$ 18,571.21
3	Stone Clad, Inc.	Cooler Floor Install - V	\$ 7,418.32
			\$ 26,309.53

Raymond Central Public Schools

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Raymond Central Public Schools
July Imprest Checks 2019

NUMBER	WHO	DATE	VENDOR	WHAT	AMOUNT
1137	Used Textbooks	6/11/2019	NE Educational Book Buyers	Used Textbooks - S	(1,667.85)
12250	Registration	7/1/2019	NSIAA	Leadership Training-Gralheer	100.00
12252	Cellular Phones	7/3/2019	Verizon	Technology	37.26
12252	Cellular Phones	7/3/2019	Verizon	Maintenance	107.21
12254	Inservice	7/19/2019	JoAnne Owens-Nauslar	Inservice Speaker	2,031.00
12255	Cellular Phone	7/23/2019	Verizon	Maintenance	91.45
12256	Background Checks	7/23/2019	Nebraska State Patrol	Background Checks New Staff	125.00
					824.07

RAYMOND CENTRAL PUBLIC SCHOOLS

July 2019 - Activities Account Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
Athletics	7/29/2019	US Bank	NIAAA & NSIAAA Membership Dues	262.00
Football	7/2/2019	Wade Houchin	Fireworks Cash Box	500.00
Football	7/2/2019	EPIC Football Camps	Team Camp Payment	1,380.00
Football	7/29/2019	US Bank	Football Helmet Decals	388.80
Football	7/29/2019	RCPS Imprest	Team Camp Payment	1,280.00
Football	7/29/2019	Super C	Breakfast Pizza	105.00
Football	7/29/2019	US Bank	Mental Training Resource	79.00
Football	7/29/2019	US Bank	Football Online Clinic Resource	90.00
Football	7/29/2019	US Bank	Football Coaches Apparel 2019	859.83
Football	7/29/2019	US Bank	USA Football Heads Up Tackling System	99.00
Girls BB	7/2/2019	Wahoo Girls Basketball	Team Camp	125.00
Golf Activity	7/2/2019	Barb Schiefen	1/2 Cost of Banner	102.21
VolleyBall	7/29/2019	Sports Express	VB backpacks	1,800.00
HS Computer	7/12/2019	Connection	Computers for Staff	3,007.63
HS Computer	7/12/2019	Connection	Laptops	1,457.44
Pre-Kindergarten	7/2/2019	Kendra Carlson	jumpstart snack and incentives	106.93
Autism Grant	7/29/2019	Athletics	Transfer	0.12
Band	7/29/2019	MUSIC FILING SOLUTIONS	Music Filing System	4,285.00
Drill Team	7/12/2019	Varsity Spirit Fashion	Uniforms	588.10
Drill Team	7/29/2019	ALLIE GRAHAM	Payment to Choreographer	1,200.00
FBLA Act	7/12/2019	Jim Marsh	Picnic Supplies and Letter Awards	534.78
FFA Act	7/2/2019	National FFA Organization	Banquet & chapter items	416.50
FFA Act	7/2/2019	Shirts101	Apparel	37.50
FFA Act	7/2/2019	Shirts101	Apparel	225.50
FFA Act	7/12/2019	Baker's Candies Inc.	Banquet-Alumni	128.40
FFA Act	7/12/2019	Whitney Lehn	Officer Retreat-escape room/dinner	180.87
FFA Act	7/12/2019	Whitney Lehn	Summer meeting & float painting	352.21
FFA Act	7/12/2019	Whitney Lehn	Ceresco Days	54.46
FFA Act	7/12/2019	Whitney Lehn	NCE	519.12
FFA Act	7/29/2019	The Leadership Center	Officer Retreat	1,050.00
FFA Act	7/29/2019	Nebraska FFA Foundation- NE State Fair	State Fair Sponsorship-RC Duroc M-Barrow/Gilt	60.00
Kindness Acct	7/2/2019	Barb Schiefen	1/2 Cost of Banner	102.21
RC 50th Celebration	7/29/2019	RC Foundation	Digital Trophy Case	4,053.14
Speech	7/2/2019	Eagle Printing	Menus	-101.17
Speech	7/2/2019	Krista Dittman	Reimburse for Menus	101.17
RC Foundation	7/29/2019	Nanonation, Inc	Digital Trophy Case	8,959.00
				<u>34,389.75</u>

RAYMOND CENTRAL PUBLIC SCHOOLS

July 2019 - Student Fees Checks

<u>Activity Name</u>	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
Activity Pass	7/29/2019	Athletics	Transfer Funds	125.00
Band Dry Cleaning	7/29/2019	Williams Cleaners	Marching Band Uniform Cleaning	7.60
Service Fee	7/29/2019	RCPS Service Fee Act	Transfer	0.38
Sports Fees	7/29/2019	Athletics	Transfer Funds	7,551.52





Common Student/Content

STEM
-Grade, alike
-Win Team
Reading
Math
SEL

High
Math
Science/Ag
ELA - Javach
SS
Tech/Bus.
PE/Art

PLC
Technology
SEL - TACHA & CHAS
Differentiation
Simple CCR
Foreign
-Bar
-I Test - SPED
-Chor
-Ang
First
with
the
Unit

Focus
Unit





July 2019 RC Board of Education Report

- Summer weights wrapped up at the end of July and had good participation for JH and HS Athletes.
- JH and HS Football camps wrapped up last week. Coach Houchin brought in the National Guard to go through team-building and conditioning exercises. Pictures and videos were posted on Social Media.
- Softball has went to their team camp in Columbus last month and also held skill sessions at Valparaiso.
- Volleyball and Cross Country has been hosting Conditioning Camp beginning last week.
- We had a great Coaches/Sponsors meeting on Friday. We are all excited to get the year started.

GO MUSTANGS!

Brian Galheer
Activities Director/Assistant Principal
Raymond Central Jr./Sr. High School

August 8, 2019

To: Dr. Joel and the Raymond Central Board of Education

From: Ann Egr - Ceresco Principal and District Special Education Director

Elementary-

1. New Teacher Orientation was held on August 7 in the Swing Classroom. The district is excited to welcome all the new teachers to RC.
2. Meet and Greet Night is Monday, August 12. Kindergarteners and their families will start the evening at 5:30. Grades 1-5 will begin their visit from 6:00-7:00. Students will meet their teachers and can bring supplies.
3. The first day of school begins on August 14. Students will gather on the front walk, raise the flag, recite the Pledge of Allegiance together, and start the new school year!
4. Currently, Ceresco Elementary has 138 students enrolled for the 2019-2020 school year. There are 24 kindergarteners registered and two 1st grade sections. It is exciting to see the enrollment increase!
5. The custodial staff has worked very hard this summer to make our district look fantastic. Thank you for your dedication! A huge high five goes to Mr. Dave Christensen for being dedicated to this process!
6. PTO hosted a pool party at the Aquatic Center in Wahoo, August 10 from 6-8 pm. They also plan to provide lunch for the elementary staff on August 14. The staff and students appreciate the generosity of the PTO. Raymond Central is very lucky to have such a supportive group!
8. Safety day is scheduled for August 23th students and staff will practice all safety drills, which include fire, tornado, bus evacuation, and Safety/Security (Lockdown, Lockout, evacuate, and secure).

Special Education-

1. Administrator Days was held in Lincoln on July 31-August 2. NDE reviewed changes made in Rule 51: Regulations and Standards for Special Education Programs.
2. The district is currently serving 100 students with 13 of them falling in the B-5 category.
*This number does not include new students to the district
3. ESU2 Updates: The service unit's Director of Student Services is Daniel Bombeck. Mr. Bombeck is the contact person for CASES (National Council of Administrators of Special Education). For the 2019-2020 school year, the following personnel will serve our students and staff: Heather Burnt - Special Education Student Services Supervisor; Kirsten Peterson - Speech Pathologist; and Phillip Scherer - School Psychologist.

4. CPI (Non-Violent Crisis Prevention Intervention) Training will occur the afternoon of August 12 for designated staff. CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention.

We are looking forward to a great year!!

July came and went and I am very excited about filling our building with staff and students. I am very optimistic about the upcoming school year and looking forward to seeing firsthand all the great things our staff and students do here at RC.

We have been working with finding new texts for our science department. We have received material from McGraw-Hill for teachers to look through and potentially pilot for the 2019-2020 school year. They have been given access to demo codes digitally to allow them to see everything that McGraw-Hill offers. I will also be talking with Discovery Ed to research the options they have for piloting some of their texts and digital resources.

We have also been working Ben Svehla, new business teacher, to find both accounting and advanced accounting texts and workbooks. Shelly and I have been in contact with Cengage Learning to help with this. We found a digital program that has a digital textbook and workbook. There are a total of nine students between the two classes so we thought this would be a great opportunity to start the process of going digital now that we are one to one.

This year, we will be showcasing staff through social media. I have created a google form and have sent the form to all staff in the district-both certified and classified-to gain access to the information needed. A template has also been created so we can work on creating this ahead of time. The goal is to post at least one staff member from each building each week throughout the year. We may do more if needed to ensure we get all members recognized. We have showcased a few staff members already and love the feedback we have been getting!

I enjoyed my first Administrator days in Lincoln. There were many great breakout sessions available and it was a great opportunity to network. The one breakout session I really enjoyed was the new administrator session with Dan Ernst. This provided an opportunity to meet other new administrators, receive advice from successful veteran administrators, and learn about the resources available to us, specifically SLACK; an online networking tool for Nebraska Administrators.

On August 5th and 6th, three of our new staff members participated in New Teacher Academy at the ESU. They seemed to get a lot out of these two days and came ready to discuss GANAG, our lesson plan schema, at our August 7th new teacher orientation. I am very excited about our new staff as I feel they all bring a strong skill set to Raymond Central that will help continue to push us in the right direction. I look forward to seeing the impact they will make on our students and see how they grow as professionals.

On August 12th, we are going to try and allow parents an opportunity to come in from 1:00-3:00 or 5:30-7:30 to get all the necessary paperwork filled out, pay any fees needed for the 2019-2020 school year, get their students schedule/planner, and sit through a Chromebook training. Teachers will be present and in their rooms from 6:00-7:00 as well.

We have also hired Ashley Matulka to be our new special education para. We are excited about the skill sets Ashley will bring to Raymond Central.

We also hired Jordan Buresh as our new Jr/Sr High Secretary. Jordan will start on August 26th and we are excited for her to join our team!

August 9, 2019

To: Dr. Derrick Joel and Raymond Central Board of Education

From: Shelly Dostal, Elementary Principal at Valparaiso, and Curriculum Director for K-5

RE: Principal's Report

1. Meet and Greet Night – We will welcome students and families to school for a Meet and Greet time on Monday, August 12. Kindergarteners and their families will start the evening at 5:30pm. Grade 1-5 students and families will visit between 6-7pm. Students will meet their teachers, bring their school supplies, and may make lunch deposits.
2. First Day of School – The school year begins on Aug. 14. We will gather on the front walk, raise the flag, recite the Pledge of Allegiance together, and start our new year of learning! Changes in staff appointments include Ms. Barb Schiefen to Fifth Grade, Mrs. Jamie Enevoldsen to Second Grade, and Mrs. Maggie Niewohner in Fourth Grade.
3. Enrollment at Valparaiso – Total enrollment K-5 is 154 students as of 8/8/19.
4. Summer Learning – Staff attended various trainings this summer. Members of the School Improvement Team including Lori Maxwell, Cindy Peterson, Nikole Farr, Pam Rasmussen, Celia Newman, Steve Rose, and new administrators Allison Stansberry and Brian Grahleer attended the Solution Tree PLC Conference in St. Charles, Missouri, in June. The Administrator Days hosted by NDE and NCSA on July 31- August 2 was moved from Kearney to Lincoln this year, with many sessions held virtually. New to the profession teachers attended the ESU#2 New Teacher Academy on August 5 and 6. All new to RC teaching staff attended RC Orientation on August 7. Ann Egr, Justin Lillie, Kim Hudson, Justin Lillie, and I attended training on August 8 for FAST Bridge, the new screener and progress monitoring tool for the elementary. FAST stands for Formative Assessment System for Teachers. We will continue to learn together throughout the year. Many teachers also attended graduate level classes. Our teachers continue to grow and learn and we appreciate their efforts to continue their lifelong learning journey.
5. Opening Workshops – Administrators met with new to RC Teachers on Wednesday, August 7. We had a great day training them in the RC way. All staff workshops will begin on Friday, Aug. 9. We are excited to begin a new year! Agenda items include District Goals, School Improvement, Board Policies, Health/Safety Procedures, Mental Health, Technology Training, and PLCs. Elementary Teachers will also use half a day for training with the new SEL curriculum *Move This World* and another half day for training with FAST Bridge screeners, progress monitoring, and reporting.
6. Assessment - Spring NSCAS data from the Nebraska Department of Education is being processed. Preliminary results are embargoed and will be released to districts in mid-August. Public release of data is scheduled for October.
7. School Improvement/AdvancED- The committee met on August 6 to review the School Improvement Plan, District Goals, and prepare for the school year. We thank these teachers for their leadership. They will be sharing some of their learning from The Solution Tree workshop they attended this summer with all staff during opening meetings.

8. Other happenings at Valparaiso:
- a. A big shout out to the custodial staff for making sure the building and grounds are ready for the year! The work completed around the building will help make the building safer and more conducive to learning.
 - b. The PTO will sponsor an elementary family pool party on Aug. 10 at the Wahoo pool. PTO had the first planning meeting for the year on Aug. 6. Items discussed included the Meet and Greet Night, first day snacks for students, the annual fundraiser, carnival, Multi-Cultural Night, and other event dates for the school year. PTO also plans to provide the elementary staff with lunch on the first day of school. Thank you for a great way to celebrate the first day of school!
 - c. We will have a “safety day” on August 23 to practice all the various emergency procedures that we hope we never have to use. We will hold bus evacuations, a fire drill, a tornado drill, and safety/security drills with the standard response protocol (SRP – lockdown/ lockout/ evacuate/ secure /hold).
 - d. The Food Bank Backpack Program will again offer backpacks of food at RC. The RCEF helps with the accounting and a committee including staff, parents, and community members is in charge of oversight. Backpacks filled with food are distributed to families at the end of each week at each elementary school. Families may apply for the program similar to the Free and Reduced Lunch Program and Student Fee Waiver. Funds for the program are from private donations by organizations and individuals and our fundraising event, the Hustle Fun Run and pancake feed. Mark your calendars for the Hustle on Oct. 19 this year. A big thank you to all the organizations and individuals who have donated their money, time, and energy to make this program successful. A special thank you to Immanuel Lutheran Church for housing the food and all volunteers who pack the bags each week.

2019-2020 RC Strategic Plan

Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society.

School Improvement Goal

All students will meet or exceed normal growth rate on standardized tests annually.

- Raymond Central Public Schools believe that a Professional Learning Community (PLC) can be defined as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for our students (*Learning By Doing/DuFour, DuFour, Eaker*). In doing so, Raymond Central has committed to three fundamental assumptions:
 - We can make a difference - our schools can be more effective.
 - Improving our people is the key to improving our schools.
 - Significant school improvement will positively impact teaching and learning.
- Intervention (1): Raymond Central is committed to working together to achieve our collective purpose of learning for all students. Staff will cultivate a collaborative culture through the continued development of high performing teams, Professional Learning Communities (PLCs).
 - To achieve this, teams will meet on a regular basis clarifying what students must learn, gathering evidence of student learning, analyzing evidence, identifying the most effective instructional strategies and practices, increasing the instructional capacity of all team members while working to achieve their SMART goals.
- Intervention (2): Teachers will use lesson design, GANAG (Goal setting, Access to prior knowledge, New information, Application, Goal Review) as the district instructional framework.
- Intervention (3): The School Improvement Team will work to develop meaningful, personalized professional development opportunities targeting individual and team growth.
- Intervention (4): Raymond Central will develop a Multi-Tiered System of Support (MTSS) for both academic and behavioral student needs. PBIS (Positive

Behavioral Intervention and Supports will be implemented to provide a system of prevention, noting early identification and intervention. The goal of MTSS is to ensure success for ALL students.

District Strategic Plan 2019-2025

Goal 1 - Increase the number of students that meet or exceed normal growth rates

- Performance Indicator (1): Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.
- Performance Indicator (2): Develop and implement a Multi-Tiered System of Support (MTSS) based on a needs-driven model ensuring students at all levels and sites have access to appropriate resources to accelerate performance proficiencies.
- Performance Indicator (3): Teachers will utilize effective instructional models, including differentiation, based on research and best practice with curriculum aligned to national, state and local standards while continuously assessing and monitoring student progress.
- Performance Indicator (4): Increase Measurement of Academic Progress (MAP) scores to meet or exceed national growth rates from first data collection points to additional collection points through the academic year.
- Performance Indicator (5): The Board of Education will review student growth data in Reading, Math, and Social, Emotional Behavior, from results in the Formative Assessment System for Teachers, at a minimum of three times per year (fall, mid-year, and spring).
- Performance Indicator (6): The district will research and develop a Capstone experience for Raymond Central students serving as a culminating project, or senior exhibition, that will encourage students to incorporate life skills such as critical thinking, problem solving, written and oral communication, and goal setting as they prepare to exit from their #RCJourney and enter a career, college, military or adult life as a responsible citizen in an ever-changing society.
- Performance Indicator (7): The district will research, design and implement a grading and assessment philosophy based on research and best practice.

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

- Performance Indicator (1): Develop and implement pathways for teacher leaders that allow them to gain leadership experience and expertise through professional collaboration with other teachers and administrators.

- Performance Indicator (2): To encourage high performance, develop and implement a performance-based program that recognizes individuals for their accomplishments.
- Performance Indicator (3): Review 2019-2020 staff exit surveys to determine patterns and trends.
- Performance Indicator (4): Research and implement an online resource for accepting applications for all open positions.

Goal 3 - Increase Student Enrollment

- Performance Indicator (1): Develop a positive ratio of option-enrolled students through advertising and showcasing the accomplishments of Raymond Central students using a variety of social and media outlets.

Goal 4 - Maintain and Improve Current Facilities

- Performance Indicator (1): Continue to update the RC 5-10 year facilities plan.
- Performance Indicator (2): Explore creative/innovative classroom and campus concepts.
- Performance Indicator (3): Hire a consultant to assist in future facility planning including the construction of a Performing Arts Center.

Goal 5 - Technology

- Performance Indicator (1): Continue to stay up-to-date with devices and infrastructure.
- Performance Indicator (2): Update and maintain the district website frequently to keep all stakeholders informed.
- Performance Indicator (3): Teachers will utilize technology targeting student-centered learning, differentiated instruction and digital citizenship. The district will provide training opportunities for teachers to enhance their skills in this area.

Goal 6 - Staff Professional Development

- Performance Indicator (1): Provide meaningful and relevant staff development training to improve instruction. Professional Learning Communities will be the major vehicle for accomplishing this task by using teacher collaboration.
 - Professional learning opportunities will focus on increasing knowledge and use of differentiation strategies within all classrooms.
 - Increasing student engagement is also critical. PLCs will play a vital role in implementing these strategies.

- Performance Indicator (2): Develop a data collection process to ensure high yield instructional strategies are implemented with fidelity to the GANAG lesson design.

Goal 7 - Mental Health Action Plan

- Performance Indicator (1): Provide ongoing professional development in mental health issues for staff, students, parents and community.
- Performance Indicator (2): Develop and implement a progress monitoring evaluation tool for RC mental health programs: Move This World Social/Emotional Curriculum (PK-6); mental health therapist (7-12); other.

Goal 8 - Ensure all students learn in a safe environment

- Performance Indicator (1): Conduct annual external safety audits at each school site.
- Performance Indicator (2): Develop and implement a district-wide reunification plan as part of the adopted standard response protocol.
- Performance Indicator (3): Provide ongoing safety training for staff and students.
- Performance Indicator (4): The district will research and implement an anonymous reporting app for students, parents, and staff that will be used in partnership between the school and law enforcement.
- Performance indicator (5): Continue to engage all stakeholders in school safety issues.

RC Facility Priority List

Created 2.26.18 - Updated 8.7.19

2018-2019

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
LED Exterior Lights (14 total lights + 4 lights on 1995 addition)	X	Jr/Sr High School	\$218 for 50-Watt WML LED X 14 \$580 LED LF3 on 1995 Addition Total: \$3,632	November 2018	November 2018	1. Sentry Electric
Interior Sensory, Power Packs in both Shop Areas, pendulum light in commons, 4 gyms lights (non LED), and other electrical issues	X	Jr/Sr High School	\$2,890.00 \$180.00 per non LED gym light replacement	October 2018	October 2018	1. Sentry Electric
Replace 6 Additional Heat Pumps w/ new controls	X	Ceresco Elementary	Cost: \$53,235.00	Summer 2019		1. H & S Plumbing and Heating

New Tile in Kitchen		Val Elementary	\$5,000			1. Ernies
Walk in Cooler Concrete Floor Replacement	X	Val Elementary	\$6000 ***Hot Lunch Fund***	Summer 2019		1. StoneClad Inc - Nathan
Replace Carpet in Entrances with Rubber Flooring		Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies***			
Seal Cracks on Jr/Sr High School Entrance	X	Jr/Sr High School	\$5,431.25	Summer 2019		1. NL Driveway Maintenance
Resurface Jr/Sr High School Entrance		Jr/Sr High School	\$70,000			
Concrete Work	X	Jr/Sr High School Ceresco	\$5,000	Summer 2019		1. Tom Rezac, R & B Contractors Inc. a. Replace concrete in Ceresco around the front entry and delivery dock at Ceresco. Replace 4 concrete squares near bus loading zone at Jr/Sr HS

Energy Audit at Val Elementary		Val Elementary	Free	TBD		1. Trane
Metal Bleachers for FB stadium (add handrails)		Jr/Sr High School				
Paint and Repair EIFS (Scott's Plastery)		Val Elementary Gym and Main Entrance Ceresco				
Replace Northside Windows	X	Val Elementary	Cost:\$88,732.00 **Insurance Will Cover the Cost**	Summer 2019		
Pump/Well #5 Leaking between #4		Jr/Sr High School				
Replace Carpet w/ square tile carpet (make color universal for all 3 sites)		Val and Ceresco Elementary	Met w/ Ernie's October 2018 \$210,500.008			
Remove Gravel from Playground(s) and add ADA approved black tile		Val and Ceresco Elementary				

1911 Rock Bench		Ceresco Elementary				
Replace Wooden Lockers w/ Metal		Val and Ceresco Elementary				
Add Concrete to N Parking Lot for Drainage		Val Elementary	\$13,350.00			
Roof Maintenance	X	All Sites	\$0	Summer 2019	Summer 2019	As of 11.5.18
Gym Floor Refinish (annual cost)	X	All Sites	\$10,000	Summer 2019	Summer 2019	
Concrete Add to Handicap Area outside FB Stadium		Jr/Sr High School	\$1,000			
Update Eroding Mechanical Room	X	Valparaiso Elementary	\$10,469.00	Summer 2019		1. Shanahan Mechanical and Electrical
Finish Duct Cleaning Over the Gym	X	Ceresco	\$3000	Summer 2019		2. Midland Duct Cleaning
Maintenance Coating and		Jr/Sr High School	\$51,950	September 2019		3. Midwest Track and Tennis

Line Painting on the Track						
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Other:

- (X) Mr. Harrington's welding class create and install handrails in the stadium (**Material has been ordered**)
- Replace Concrete Barriers at Val Elementary

2019-2020

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Flat roof (center section) replacement		Ceresco Elementary	\$190,000	June 2020	August 2020	

2020-2021

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Area 4 (gym roof and NE corner)		Ceresco Elementary	\$180,000	June 2021	August 2021	

2021-2022

Project		Location	Estimated Cost /	Anticipated	Completion	Contractor(s)
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			Total Cost	Start Date	Date	
Area 2-4-6-8		Jr/Sr High School	\$250,000	June 2022	August 2022	

RC Facility Priority List

Created 8.7.19

2018-2019

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Area 4 (gym roof and NE corner)		Valparaiso Elementary	\$180,000	June 2021	August 2021	
New Tile in Kitchen		Val Elementary	\$5,000			1. Ernies
Replace Carpet in Entrances with Rubber Flooring		Both Val and Ceresco Elementary Schools	\$13,800 ***Bid from Ernies***			
Resurface Jr/Sr High School Entrance		Jr/Sr High School	\$70,000			
Energy Audit at Val Elementary		Val Elementary	Free	TBD		1. Trane
Metal Bleachers for FB stadium		Jr/Sr High School				
Paint and Repair EIFS		Val Elementary Gym and Main Entrance				

(Scott's Plastery)		Ceresco				
Pump/Well #5 Leaking between #4		Jr/Sr High School				
Replace Carpet w/ square tile carpet (make color universal for all 3 sites)		Val and Ceresco Elementary	Met w/ Ernie's October 2018 \$210,500.008			
Remove Gravel from Playground(s) and add ADA approved black tile		Val and Ceresco Elementary				
1911 Rock Bench		Ceresco Elementary				
Replace Wooden Lockers w/ Metal		Val and Ceresco Elementary				
Add Concrete to N Parking Lot for Drainage		Val Elementary	\$13,350.00			
Gym Floor		All Sites	\$10,000	Summer 2019	Summer 2019	

Refinish (annual cost)						
Concrete Add to Handicap Area outside FB Stadium		Jr/Sr High School	\$1,000			

Other:

- Replace Concrete Barriers at Val Elementary

2020-2021

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Flat roof (center section) replacement		Ceresco Elementary	\$190,000	June 2020	August 2020	

2021-2022

Project		Location	Estimated Cost / Total Cost	Anticipated Start Date	Completion Date	Contractor(s)
Area 2-4-6-8		Jr/Sr High School	\$250,000	June 2022	August 2022	



Standard Reunification Plan

During the reunification process, parents/guardians and the school district share the same goal: getting parents/guardians and your student back together as quickly as possible. The reason for such a process is that an event has occurred at the school that mandates the district personally reunite you with your child. Each building site in our district has a reunification location identified.

Student/Parent Reunification

- Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.
- Because reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

- Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents or guardians. A reunification text message from a student may look like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*

Parent/Guardian Expectations

- If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification.
- Second, be patient. Reunification is a process that protects both the safety of the student and provides an accountable change of custody from the school to a recognized custodial parent or guardian.

What If A Parent Can't Pick-Up Their Student?

- When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact.
- Otherwise, the school will hold students until parents pick up their students.

What if the Student Drove to School?

- There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

How it Works

- For students, the school asks that students be orderly and quiet during waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Check In/Out

- For parents and guardians, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name.

Bring ID to Check IN

- During check in, identification and custody rights are confirmed. The school district has a roster of students that identifies who had permission to pick up students. From the "check in" area parents and guardians are directed to the "Reunification" area. There, a runner will recover the student or students.
- Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

- In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

Example

- **Scenario** - An unknown cause has resulted in thick smoke in the Jr/Sr High School. Students successfully evacuated to the football field.
- **Considerations** - Because it is still an active fire response and investigation, the decision is made to transport students to the pre-identified reunification site.
- **Unified Command** - Because it is an active fire event, the fire department would lead the Unified Command at the Jr/Sr High School.

- **Reunification Incident Command** - At the reunification site, a command structure is established to manage the reunification.
- **Joint Information Center** - Because it is an active fire event, the fire department PIO would be the primary press representative. The school district PIO would be in the JIC, communicating with the PIO at the reunification site.
- **Notification** - Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of reunification site once students are in route or at the site.
- **Police Role in Reunification** - While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.
- **Evacuate Cycle**
 - Parents begin to arrive outside of the perimeter
 - The media arrive on scene
 - Internet, WIFI, and cell services are intermittent or unresponsive
 - Police secure the reunification site
 - District mobilizes Reunification Team
 - Buses are deployed and students are transported to the reunification site
 - Parents are notified of site location
 - The Standard Reunification Method is utilized

NASB Monthly Update for Board Meetings - Agenda Item: AUGUST 2019

“NASB Update”

Back to School! As a board, some items to be focused on during August include:

- Monitor progress of district goals, link goals to discussion and action items
- Review your Strategic Plan Progress Report
- Conduct a Board/Administrator Budget Work Session
- Review Certification of District’s Assessed Valuation
- Hold a Public Budget Hearing / Adopt Budget; Due on or before September 20
- Review Alternative Education Program
- Hold a Board/All Staff Gathering
- Negotiations employee’s agent request recognition; Due September 1(year preceding contract year)
- Committee on Americanism/Civics; Due beginning of school year
- State school safety director is required to complete an assessment of the security of each school building no later than August 31, 2019

Speaking of Board/All Staff Gatherings ...

We have had a lot of asks the past few years to incorporate some of NASB’s videos into these gatherings. You are more than welcome to share these with your students, staff and communities at any time. They can be found and shared at www.vimeo.com/NASBonline

Networking & Events

August begins NASB’s tour of the state as we make our way to nine stops during the annual Area Membership Meetings, beginning August 20th ... the full schedule is below, and the agenda can be found on the registration page at <http://members.nasbonline.org/index.php/area-membership-meetings>

- Tuesday, August 20, 2019 | Valentine
- Wednesday, August 21, 2019 | Fremont
- Thursday, August 22, 2019 | La Vista
- Monday, August 26, 2019 | Gering
- Tuesday, August 27, 2019 | North Platte
- Wednesday, August 28, 2019 | Kearney
- Wednesday, September 4, 2019 | York
- Wednesday, September 18, 2019 | Nebraska City
- Wednesday, September 25, 2019 | Norfolk

State Conference registration for both rooms and the conference itself is fast approaching as well ... more information to come but mark your calendar as September 11th is the day all of that opens!

You can learn more, and register for the above events at www.NASBonline.org

Advocacy/Interim Studies:

Your NASB Legislation Committee met in July to discuss the initial agenda and gameplan for the 2020 legislative session. Look for more information at Area Membership Meetings, and at the annual Delegate Assembly in November.

Reminder: Interim Studies to keep an eye on ... (none of these have currently been scheduled for an interim hearing yet)

- LR63 - Interim study to examine educational service units
- LR151 - Interim study to examine the financing of public education and develop recommendations for improving school funding
- LR152 - Interim study to examine issues under the jurisdiction of the Education Committee
- LR153 - Interim study to examine the administrative costs of local school systems and school districts
- LR157 - Interim study to conduct an in-depth review of the financing of the public elementary and secondary schools
- LR208 - Interim study to examine state and school district policies that relate to maintaining a safe and positive school learning environment
- LR214 - Interim study to examine issues that surround the engagement, attraction, and retention of youth in Nebraska
- LR242 - Interim study to examine the replacement of Native American mascots in Nebraska at nontribal schools

Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBOnline

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for “This Month In ...” To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

Thanks for all you do for your board, your community and the entire state by serving public education in Nebraska.

Summary of Insurance

Raymond Central School

2019 Renewal

Property

General Liability

Auto

Crime

Inland Marine

Linebacker

Umbrella

Cybersolutions

Workers Compensation

INSPRO

Proceed with Confidence

Loren D. Sweigard, CIC
INSPRO, Inc.
4000 Pine Lake Road
P.O. Box 6847
Lincoln, NE 68506

Refer to your insurance policy for any terms, conditions, exclusions or other provisions that may apply.

INSPRO VALUES

INSPRO is committed to understand and focus on your company's specific risk control and insurance needs. Because your firm's operations and exposure are unique, INSPRO has assembled a team of professionals, each having a specific area of expertise and experience. These individuals are prepared to serve you and your company today.

WE BUILD RELATIONSHIPS

Dedicated to Serving You & Your Interests.

Anyone can sell you insurance, our goal is to do so much more. When you work with INSPRO you know the best people are protecting what you care about most.

WE ARE CONSULTANTS & ADVISORS

Your Success is Greater Than Our Profit.

Your ability to conduct business with confidence is our top priority and we strive to deliver peace of mind every. single. day. Our difference is and always will be our people.

WE ARE EXPERTS

Perspective and Purpose...

The INSPRO team comes from all walks of life, career paths and communities. We are the sum of those experiences and our people bring this broad perspective to work each day.

WE ARE RESOURCEFUL

We Bring It...All of It!

We have built and acquired the technology resources and the specialists to serve and benefit the largest of businesses, while we stay lean, flexible, responsive and personally accountable in serving all our customers' needs.

INSPRO

Proceed with Confidence

YOUR INSPRO TEAM

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Account Executive	Loren D. Sweigard, CIC LSweigard@insproins.com Phone: 402.484.4891
Account Manager	Laura B. Paulsen, CIC, CISR lpaulsen@insproins.com Phone: 402.484.2722
Risk Management & Loss Control Specialist	Teague Lottman tlottman@insproins.com Phone: 402.333.5700
Workers' Compensation Consultant	Helen Hoffman, CRM, CIC, RWCS hhoffman@insproins.com Phone: 402.333.5700
Client Services Coordinator	Britney Bandars, SHRM-CP bbandars@insproins.com Phone: 402.484.3954
Claims Manager	Scott Wagner, CIC, CISR swagner@insproins.com Phone: 402.484.4896 Fax: 402.484.3936

CONTACT INFORMATION

4000 Pine Lake Road
PO Box 6847
Lincoln, NE 68506
402.483.4500
800.946.7776 (Within Nebraska)
800.373.9770 (Outside Nebraska)
Fax: 402.483.7977

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Raymond Central School
Policy #2A84237
09/01/2018 to 09/01/2019
Employers Mutual Insurance

LOCATION SCHEDULE

Loc #	Street Address	City	State	Zip Code
1	1800 West Agnew Road	Raymond	NE	68428
2	406 E 3rd Street	Valparaiso	NE	68065
3	114 S 3rd Street	Ceresco	NE	68017
4	Unknown	Ceresco	NE	68017

COMMERCIAL PROPERTY

Blanket Property Values:

Blanket #1 Combined Bldg & Per Prop: \$38,780,820

Renewal Blanket #1 Combined Bldg & Per Prop: \$39,521,880

Location #1 - 1800 West Agnew Road, Raymond, NE 68428

Bdg #	Building Description	Coverage	Blk #	Cause Of Loss	Coins %	Val	Expiring Limit	Renewal Limit	Ded
1	High School	Building	1	SPC	90	R	\$21,892,600	\$21,892,600	\$3,000
1	High School	Business Personal Property	1	SPC	90	R	\$5,473,200	\$5,473,200	\$3,000
2	Poles & Lights	Property in the Open	1	SPC	90	R	\$149,100	\$152,800	\$3,000
19	Entrance Sign	Property in the Open	1	SPC	90	R	\$8,700	\$8,700	\$3,000
20	Scoreboard	Property in the Open	1	SPC	90	R	\$16,300	\$16,700	\$3,000
3	Storage Building for Football Gear	Building	1	SPC	90	R	\$3,300	\$3,300	\$3,000
4	Pump House #1	Property in the Open	1	SPC	90	R	\$19,800	\$20,300	\$3,000
4	Pump House #1	Business Personal Property	1	SPC	90	R	\$5,400	\$5,400	\$3,000
5	Storage Shed	Building	1	SPC	90	R	\$50,200	\$51,500	\$3,000
5	Storage Shed	Business Personal Property	1	SPC	90	R	\$5,200	\$5,200	\$3,000
6	Concession Stand/Press Box	Building	1	SPC	90	R	\$181,500	\$186,500	\$3,000
6	Concession Stand/Press Box	Business Personal Property	1	SPC	90	R	\$51,100	\$52,400	\$3,000
7	Bus Barn	Building	1	SPC	90	R	\$419,600	\$430,100	\$3,000
7	Bus Barn	Business Personal Property	1	SPC	90	R	\$160,300	\$160,300	\$3,000
8	Modular Classroom	Building	1	SPC	90	R	\$77,000	\$78,900	\$3,000
3	Storage Building for Football Gear	Business Personal Property	1	SPC	90	R	\$5,900	\$5,900	\$3,000

8	Modular Classroom	Business Personal Property	1	SPC	90	R	\$80,000	\$80,900	\$3,000
21	Pump House #2 (Loc 4)	Property in the Open - Pump House #2	1	SPC	90	R	\$20,100	\$21,600	\$3,000
21	Pump House #2 (Loc 4)	Business Personal Property - Pump House #2	1	SPC	90	R	\$28,500	\$29,200	\$3,000
22	Generator #1 (loc 4)	Property in the Open - Generator #1	1	SPC	90	R	\$25,000	\$19,400	\$3,000
23	Generator #2 (loc 4)	Property in the Open - Generator #2	1	SPC	90	R	\$25,000	\$25,600	\$3,000
24	Transformer (loc 4)	Property in the Open - Transformer	1	SPC	90	R	\$25,000	\$25,600	\$3,000

Location #2 - 406 E 3rd Street, Valparaiso, NE 68065

Bdg #	Building Description	Coverage	Blk #	Cause Of Loss	Coins %	Val	Expiring Limit	Renewal Limit	Ded
1	Elementary School	Building	1	SPC	90	R	\$7,562,300	\$7,933,300	\$3,000
1	Elementary School	Personal Property	1	SPC	90	R	\$1,890,600	\$1,983,300	\$3,000

Location #3 - 114 S 3rd Street, Ceresco, NE 68017

Bdg #	Building Description	Coverage	Blk #	Cause Of Loss	Coins %	Val	Expiring Limit	Renewal Limit	Ded
1	New Elementary School	Building	1	SPC	90	R	\$3,955,800	\$4,170,800	\$3,000
1	New Elementary School	Personal Property	1	SPC	90	R	\$989,000	\$1,042,700	\$3,000
2	Playground Equipment	Building	1	SPC	90	R	\$11,900	\$12,200	\$3,000

Location #4 - Unknown, Ceresco, NE 68017

Bdg #	Building Description	Coverage	Blk #	Cause Of Loss	Coins %	Val	Expiring Limit	Renewal Limit	Ded
1	Storage	Building - Storage	1	SPC	90	R	\$24,200	\$24,800	\$3,000

PROPERTY POLICY LEVEL COVERAGE

Coverage Description	Limit	Deductible
Schools – Property of Premises & In Transit	\$50,000	\$1,000
Wind and Hail Deductible		\$5,000
Equipment Breakdown Endorsement		
School Flood Coverage Endorsement CP7123.10		
School Earthquake/Volcanic Eruption CP7123.11		

Raymond Central School
Policy #2D84237
09/01/2018 to 09/01/2019
Employers Mutual Insurance

LOCATION SCHEDULE

Loc #	Street Address	City	State	Zip Code
1	1800 W Agnew Rd	Raymond	NE	68428
2	406 E. 3rd St.	Valparaiso	NE	68065
3	114 No. 3rd St.	Ceresco	NE	68017
4	8th & Pine St (Softball Fields)	Valparaiso	NE	68065

Raymond Central School
 Policy #2D84237
 09/01/2018 to 09/01/2019
 Employers Mutual Insurance

COMMERCIAL GENERAL LIABILITY

Coverage	Limit
General Aggregate	\$2,000,000
Products & Completed Operations Aggregate	\$2,000,000
Personal & Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Fire Damage (Any one Fire)	\$500,000
Medical Expense (Any one Person)	\$10,000

CLASSIFICATION SCHEDULE

Loc #	Class Code	Description	Exposure	
1	44194	Nf Profit - Grandstands Or Bleachers	1	Each
1	47469	Schools-Faculty Liability For Corporal	104	Pupils
1	47473	Schools-Public-High	299	Pupils
1	45539	Land	67	Acres
2	47471	Schools-public-Elementary, Kindergarten or Junior High	218	Pupils
3	47471	Schools-public-Elementary, Kindergarten or Junior High	108	Pupils

Additional Coverages	Limit
School Violent Event Response	\$500,000
\$25,000 each person limit	\$500,000
Employee Benefit Liability	\$1,000,000
	\$2,000,000
General Liability Elite School Extension	
Extension of Personal & Advertising Injury Liability	
Trampoline Exclusion	



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Raymond Central School
 Policy #2C84237
 09/01/2018 to 09/01/2019
 Employers Mutual Insurance

INLAND MARINE

SCHEDULED CONTRACTORS EQUIPMENT- \$250 DED ACV

Total Value: \$15,975

Item #	Description	Serial Number	Limit
4	John Deere 30 B Industrial Tractor-Loader		\$4,500
10	Massey Ferguson 1225 Mower/Tractor 25 HP		\$2,500
15	John Deere TX Gator 4 Wheeler	W0X2XD033366	\$5,975
6	Versamatic Windsor Vacuums		\$2,250
7	Clarke Automatic Scrubber 17 inch		\$3,000

CONTRACTORS TOOLS - \$250 DED ACV

Description	Limit
Maximum for any one item \$2,500	\$7,000

LEASED OR RENTED EQUIPMENT- \$250 DED ACV

Description	Limit
Leased & Rented Equipment	\$25,000

ELECTRONIC DATA PROCESSING EQUIPMENT; \$250 DED

Total Value: \$1,628,174

Description	Limit
Catastrophe Limit In Any One Occurrence	\$814,087
Hardware - Loss at Any One Location	\$682,436
Software - Loss at Any One Location	\$124,151
Income Coverage - Loss at Any One Location	\$7,500



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COMMERCIAL ARTICLES - \$500 DED

Total Value: \$177,101

Description	Limit
Cameras – Excluding Motion Picture Producers	\$10,156
Musical Instruments – All Other Bands, Etc.	\$166,945

SCHEDULED PROPERTY FLOATER - \$250 DED

Description	Limit
Radio Equipment – In Transit or Off Premises	\$5,850

INSTALLATION FLOATER

Description	Limit
Any One Location	\$230,000
Coverage Extensions	
• Additional Debris Removal Expenses	\$5,000
• Emergency Removal	10 Days
• Limited Fungus Coverage	\$15,000
Supplemental Coverage	
• Contract Penalty	\$5,000
• Pollutant Cleanup and Removal	\$10,000
• Sewer Backup Coverage	\$5,000
• Storage Locations	\$5,000
• Testing	\$5,000
• Transit	\$5,000

COMMERCIAL AUTOMOBILE

Coverage	Symbol	Limit
Combined Single Limit	1	\$1,000,000
Medical Payments	2	\$2,000
Uninsured Motorists – Bodily Injury	2	\$1,000,000
Underinsured Motorists – Bodily Injury	2	\$1,000,000
Hired Auto Liability	8	\$1,000,000
Non-Owned Auto Liability	9	\$1,000,000
Physical Damage Coverages		
Comprehensive – See Schedule	7	
Collision – See Schedule	7	

*** OWNERSHIP OF AUTOS ***

This policy only covers those autos owned or hired by the entity listed as the Named Insured. If any of the autos scheduled for coverage are owned by another individual or entity other than the Named Insured, you must notify us of the ownership of those autos immediately so that we can arrange for proper insurance coverage.

Additional Coverages

Lessor- Additional Insured/Loss Payee

Rental Vehicle Extensions

Commercial Auto Amendment Schools

Additional Insured - Designated Person or Organization - Ryder Truck

Additional Insured - Designated Person or Organization - Penske Truck Leasing Co

Employees as Insureds

VEHICLE SCHEDULE

Agent Veh #	Veh Year	Vehicle Make	Vehicle Model	VIN	Comp Ded	Coll Ded
1	1996	IHC	65 passenger	H409507	\$500	\$500
2	2003	Ford	VAN	1FBSS31L33HA61415	\$500	\$500
3	2006	IHC	CESB	4DRBUAAM46B258423	\$500	\$500
4	2007	Thomas	SAF-T Liner C2	4UZABRCS98CY42535	\$500	\$500
5	2008	International	200	4DRBUAFL68B531848	\$500	\$500
20	2018	Chevy Express	3500	1GB3GRBG5H1346241	\$500	\$500
6	2011	Thomas	65 passenger	4UZABRDT3BCAX2253	\$500	\$500
7	2010	Ford	E350	1FBNE3BL9ADA78033	\$500	\$500
8	2010	Ford	E350 10 passenger	1FBNE3BL9ADA57912	\$500	\$500
9	2012	Chevrolet	Silverado 2500	1GCOKVCGOCZ194805	\$500	\$500
10	2013	Lion	71 passenger	4VZJN2A94DC076211	\$500	\$500
11	2014	Ford	VAN	1FBNE3BL2EDA90501	\$500	\$500
12	2014	Ford	VAN	1FBNE3BL5EDA93019	\$500	\$500
13	2017	Thomas	SAF-T Liner C2	4UZABRDT0HCHV2622	\$500	\$500
14	2017	Thomas	SAF-T liner C2	4UZABRDT9HCHV2621	\$500	\$500
15	2019	H&H	Trailer	5JWTC1624KN509348	\$500	\$500
16	2019	Blue Bird	Bus	1BAKGC6SH6KF355435	\$500	\$500
17	2019	Blue Bird	Bus	1BAKGC6SH4KF355434	\$500	\$500
18	2019	Micro Bird	Bus	1HA3GSBG3JN001786	\$500	\$500
19	2019	Chevrolet	Suburban	1GNSKKEC0KR194956	\$500	\$500

DRIVER SCHEDULE

Driver Name	License State
Addison Konning	NE
Andrew Hoffman	CO
Barbara Ohnoutka	NE
Becky A. Studebaker	NE
Beth Nacke	NE
Bradley R. Breitreutz	NE
Brian Dunker	NE
Bryan Brandenburgh	NE
Carolyn M. Enevoldsen	NE
Chad Kendall	NE
Cheryl Rieck	NE
Cinthia L. Peterson	NE
Corey T. Serrano	NE
Dale R. Rasmussen	NE
David A. Christensen	NE
David A. Wiese	NE
Derrick Joel	IA
Frederick D. Spale	NE
Garret Lorenzen	NE
Georgia Caraway	NE
Greg Wilmes	NE
Harold R. Pester	NE
Jacob Birch	NE

James M. Marsh	NE
Jamie Enevoldsen	NE
Janet E. Dannelly	NE
Jean Danley	NE
Jean M. Rempfer	NE
Jeffrey Enevoldsen	NE
Jeffrey Nelson	NE
Jody Albrecht	NE
Jordan H. Luke	NE
Justin Lillie	IA
Kayla M. Benes	NE
Kelli Branagan	NE
Kent Millington	NE
Kristine M. White	NE
Leann S. Wiese	NE
Marcene Sklenar	NE
Mary Beth Hornung	NE
Mary Hornung	NE
Matthew S. Smith	NE
Melani Nelson	NE
Melissa K. Kohl	NE
Michael J. Henderson	NE
Nicole L. Hummel	NE
Nikole L. Farr	NE
Patrick Harrington	NE
Paul E. Hass Jr.	NE
Phillip J. Carlson	NE
Rebecca L. Parks	NE

Rhonda Madsen	NE
Richard Spoerl Sr	NE
Robert Boyd	NE
Rodney Hornung	NE
Ron Bottorff	NE
Ronald L. States	NE
Ryan Baker	NE
Seth A. Strouf	NE
Shelly L. Dostal	NE
Sonya R. Matulka	NE
Stacey Doan	NE
Steve Davison	NE
Steve L. Rose	NE
Sydney Paige	NE
Traci Hummel	NE
Vicki Nelson	NE
Virginia Unverferth	NE
Wade Houchin	NE

GARAGEKEEPERS LIABILITY

Liability for damages to covered automobiles in your care, custody and control.

Liability Basis		Physical Damage	
X	Direct Primary	X	Comprehensive – Damages from any cause except a covered auto’s collision with another object or overturn
	Legal Excess		Specified Perils (fire, explosion, theft, vandalism, malicious mischief)
		X	Collision - Damages caused by the covered auto’s collision with another object or overturn

Garagekeepers - Collision	
Location #: 1	Limit of Coverage at this Location: \$22,500
Deductible:	\$100

Garagekeepers - Other Than Collision	
Location #: 1	Limit of Coverage at this Location: \$22,500
Deductibles:	Per Vehicle: \$100
	Per Incident: \$500

Raymond Central School
Policy #2K84237
09/01/2018 to 09/01/2019
Employers Mutual Insurance

LINEBACKER

Coverage	Limit	Deductible
Each Loss (retroactive date 09/25/1990)	\$1,000,000	\$2,500
Aggregate For Each Policy	\$1,000,000	\$2,500

ADDITIONAL INTERESTS

Name	City	St	Zip	Int
Raymond Central Foundation	Raymond	NE		AI

Raymond Central School
Policy #2F84237
09/01/2018 to 09/01/2019
Employers Mutual Insurance

CRIME

Coverage	Limit	Deductible
Employee Theft	\$50,000	\$250
Money & Securities Inside Premises	\$3,000	\$0
Money & Securities Outside Premises	\$3,000	\$0

WORKERS' COMPENSATION COVERAGE

A. Workers' Compensation Insurance - Applies to the Workers' Compensation Law of the states listed here:

NE

NOTICE: If, at the effective date of this policy, you (your company insured by this policy) have work or jobs in any state that is not listed on this policy as a covered state, coverage will **NOT** be afforded unless you notify your agent within 30 days of the policy effective date.

B. Employers Liability – Applied to Work in Each State Listed in Section A.

Limit

Each Accident	\$500,000
Disease – Policy Limit	\$500,000
Disease – Each Employee	\$500,000

C. Other States Insurance – Applies to All States Except Those Listed Here:

AL, AZ, CO, FL, IA, IL, IN, KS, MI, MN, MO, MT, MV, OK, SD, TN, WI

WORKERS' COMPENSATION - CLASSIFICATION SCHEDULE

State: NE

Code	Classification Description	Exp Rate	Ren Rate	Annual Payroll
8868	Colleges or Schools Profession	0.49	0.37	\$4,741,536
9101	Colleges or Schools All Other	4.00	3.58	\$400,553
7380	Drivers, Chauffeurs & Their Helpers	5.74	5.37	\$124,584
7720	Police Officers & Drivers	2.95	2.37	If Any

Experience Modification Factor

2019-2020	0.94
2018-2019	0.92
2017-2018	0.87
2016-2017	0.68
2015-2016	0.69
2014-2015	0.71

Coverage Election for Owners and Officers:

Name	Title/Relationship	Included/Excluded

- **Self-employed individuals, sole proprietors, partners and LLC members** who are engaged in the business on a full-time basis may elect to be covered by Workers' Compensation. To elect coverage, a written election form must be on file.
- **Executive officers of Nebraska corporations** who own 25% or more of the common stock are not considered employees for Workers' Compensation unless they elect to be covered. To elect coverage, a written election form must be on file.
- **Executive officers of Nebraska nonprofit corporations** who receive annual compensation of \$1,000 or less are not considered employees for Workers' Compensation unless they elect to be covered. To elect coverage, a written election form must be on file.

Raymond Central School
Policy #2J84237
09/01/2018 to 09/01/2019
Employers Mutual Insurance

COMMERCIAL UMBRELLA COVERAGE

Coverage	Limit
Per Occurrence	\$4,000,000
Aggregate	\$4,000,000
Retained Limit	\$10,000

UNDERLYING LIMITS

Coverage	Carrier	Limit
General Liability	Employers Mutual Insurance	\$1,000,000 \$2,000,000
Auto Liability	Employers Mutual Insurance	\$1,000,000
Employers Liability	SFM Mutual Insurance	\$500,000 \$500,000 \$500,000
Public Officials Liability (Linebacker)	Employers Mutual Insurance	\$1,000,000 \$1,000,000



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CYBER LIABILITY

Coverage	Limit	Deductible
Response Expenses Limit - Annual Aggregate	\$100,000	
<ul style="list-style-type: none"> Legal Review Sublimit Forensic IT Review Sublimit Named Malware Sublimit Public Relations Sublimit Regulatory Fines and Penalties PCI Fines and Penalties 	\$50,000 \$50,000 \$50,000 \$10,000 \$50,000 \$50,000	\$1,000
Data Compromise Defense and Liability Limit - Aggregate	\$100,000	\$1,000
<ul style="list-style-type: none"> Named Malware Sublimit 	\$50,000	
Identity Recovery Limit - Aggregate	\$25,000	\$ 0
<ul style="list-style-type: none"> Identity Recovery Limit 	\$25,000	
Cyber Computer Attached Limit - Aggregate	\$100,000	
<ul style="list-style-type: none"> Loss of Business Sublimit Public Relations Sublimit Cyber Extortion 	\$50,000 \$10,000 \$10,000	\$1,000
Network Security Defense and Liability Limit - Aggregate	\$100,000	\$1,000
Electronic Media Liability - Aggregate	\$100,000	\$1,000
Defense Expenses are within the Limits of Liability		

Raymond Central School
Policy #2E84237
09/01/2018 to 09/01/2019
Employers Mutual Insurance

ADDITIONAL INTERESTS

Name	Address	City	St	Zip	Int
Ryder Truck	900 W. Upland Ave.	Lincoln	NE	68521	AT

Name	Address	City	St	Zip	Int
Penske Truck Leasing Co.	3930 Calvary Ct.	Lincoln	NE	68528	AT

PREMIUM SUMMARY

Type Of Coverage	Expiring Premium	Renewal Premium
Commercial Property	\$49,726	\$52,648
Commercial General Liability	\$4,027	\$4,343
Crime	\$1,076	\$1,076
Inland Marine	\$1,770	\$1,747
Cybersolutions	\$673	\$673
Commercial Automobile	\$16,802	\$17,744
Workers' Compensation	\$29,963	\$22,091
Linebacker	\$2,923	\$2,923
Commercial Umbrella	\$5,004	\$5,196
Total Premium:	\$ 111,964	\$108,441

OPTIONAL QUOTE

Coverage	Carrier	Premium
<i>Workers Compensation</i>	RAS / Dakota	\$23,684

*includes Plan A Dividend Option

PRIOR TERM CHANGES

Endorsement	Date Of Change	Premium Change
<i>Commercial General Liability</i>		
Add Raymond Central PTO as additional interest	01/14/2019	\$0
<i>Commercial Automobile</i>		
Add 2019 Bluebird Bus #5435 & 2019 Bluebird Bus #5434	09/01/2018	\$1,817
Delete 1995 IHC Bus #1227 & 1999 International Bus #8574	09/01/2018	-\$1,600
Add 2019 Micro Bird Bus #1786	09/25/2018	\$739
Add 2019 Chevrolet Suburban #4956	12/27/2018	\$536
Delete 2007 Ford Freestar #4728	01/24/2019	-\$399
Add 2017 Chevrolet Express Van #6241	02/28/2019	\$378

P.R.I.D.E. Belief Statements

Raymond Central Public School is committed to providing an evaluation system and professional growth plan that is positive in nature and intent. This document acknowledges the strengths of the individual and provides a means for support and improvement. To this end, the Raymond Central plan is based on a cooperative spirit, open communication and joint responsibility.

Raymond Central believes that:

- ❖ Mutual trust and respect are the cornerstones of a professional learning community.
- ❖ Evaluation is designed to promote excellence in teaching and learning.
- ❖ Evaluation is a dynamic ongoing process founded upon research-based best practice and contributes to the professional growth of the participants.

Professionals grow and learn in different ways. They develop their professional skills over time. Different stages of development and learning styles necessitate a differentiated system of evaluation.

P.R.I.D.E.

A Staff Appraisal Model

Approved by the Board of Education, April 15, 2002; Updated by the BOE, August 14, 2019

Acknowledgements:

SERVE SouthEastern Regional Vision for Education

P.R.I.D.E. Committee Members 2001 – 2002

Dr. Robert Meyers, Superintendent

Dr. Harriet Gould, Curriculum Director / Elementary Principal

Mr. Ivan Dixon, Jr. / Sr. High School Principal

Mrs. Cathy Burklund, Special Education Director

Mrs. Pam Rasmussen, High School Science Instructor

Mrs. Sue Schrader, Jr. / Sr. High Gifted Instructor

Mrs. Carol Masek, Speech Pathologist

Mrs. Shanna Opfer, Elementary Instructor

Bibliography

Danielson, Charlotte (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA.: Association for Supervision and Curriculum,.

Danielson, Charlotte and Thomas L. McGreal. (2000). Teacher Evaluation: To Enhance Professional Practice. Alexandria, VA.: Association for Supervision and Curriculum.

Egelson, Paula and Wendy McColskey. (1998). Teacher Evaluation: The Road to Excellence, Greensboro, NC.: SouthEastern Regional Vision of Education.

McColskey, Wendy and Barbara Howard. Unpublished Monograph. "Professional Review Process for Experienced Teachers: A Comprehensive System of Teacher Evaluation." Greensboro, NC.: SouthEastern Regional Vision of Education.

Raymond Central Board of Education Policy

SECTION IV. APPOINTMENT, ASSIGNMENT, AND RETIREMENT OF EMPLOYEES

4.21 Teacher Evaluation

Statement of Purpose

All teachers shall be evaluated each year in accordance with an appropriate evaluative program developed by the administrative staff. The evaluation program shall be designed for the following purposes:

1. Improve the quality of instruction on both a group and individual level.
2. Elevate the standards of the teaching profession as a whole.
3. To assist in the dismissal of staff members who, after efforts of remediation, are either unable or unwilling to meet the district's standards of acceptable performance.

Procedure for Teacher Evaluation

Teachers shall be evaluated upon specific criteria that are tied to the instructional goals of the district. Evaluation instruments shall be designed primarily for the improvement of instruction and shall include district defined standards for the measurement of the following performance expectations. Domains include:

Planning

1. Lesson Planning, Alignment with State Standards & RC Curriculum, and Instructional Materials Prepared

Assessment

2. Analysis of Student Assessment Results and Meaningful Assignments (Homework)
3. Quality of Feedback to Students

Instruction

4. Context of the Lesson
5. Content Knowledge/Presentation
6. Appropriateness of the Lesson/Pacing

7. Use of Technology
 8. Effectiveness of Instructional Strategies and Questioning Techniques for Student Achievement
- Classroom Environment
9. Expectations/procedures for Student Success
 10. Student Interest, Engagement, and Classroom Climate
- Professionalism and Communication
11. Alignment of Professional Development
 12. Communication with Parents
 13. Teacher's Records
 14. Teacher Reflection

Teacher Evaluation Process

Duration and Frequency of Observations and Evaluations:

- 1) Probationary Teachers shall be formally observed and evaluated at least once each semester. Each formal observation shall be for one full instructional period. During the first year, the odd numbered components will be the focus. During the second year, the even numbered components will be the focus. During the third year, a probationary teacher will be evaluated on all fourteen (14) components.
- 2) Tenured teachers shall be formally observed at least twice every four years. Teachers will collaborate on a goal typically with their PLC that has been approved by his/her evaluator. The collaborative goal will drive the professional learning focus of the PLC to ensure high levels of learning for all students while progress monitoring for effectiveness. Each formal evaluation shall be for one full instructional period.

Formal evaluation of probationary and permanent teachers shall be documented in the Raymond Central P.R.I.D.E. evaluation model approved by the Board of Education. Each summative document will be documentation in the following manner:

- 1) Based upon observation(s) and other relevant information, the principal evaluator will prepare a written evaluation report.
- 2) The evaluation report shall provide for written communication to the evaluated teacher including:
 - a) Strengths
 - b) Deficiencies (if any)
 - c) Specific means for correcting the noted deficiencies
 - d) An adequate timeline of implementing the concrete suggestions for improvement

3) The process will provide an opportunity for the teacher to offer a written response to the evaluation.

Training For District Evaluators

The Superintendent of Schools shall be responsible for developing and updating an appraisal procedures manual that shall be approved by the Board of Education. All evaluators shall be annually trained to use the evaluation system employed in the district. The Superintendent or his/her designee shall conduct the training.

Evaluator Certification

All persons conducting teacher evaluations in the Raymond Central School District shall possess a valid Nebraska Administrative Certificate.

Evaluation Instruments and Communication of Procedures

Teachers in the Raymond Central School District shall be evaluated using instruments approved by the Raymond Central Board of Education. The evaluation procedures shall be annually communicated in writing to those being evaluated.

Policy Adopted November 2002

Raymond Central Public Schools
Personal Responsibility in Developing Excellence

P.R.I.D.E.

Teacher Performance Evaluation

The success or failure of an educational system is directly related to the teaching staff of the school and the quality of instruction. Although the performance evaluation of teachers can be complex and time consuming, it is the position of the Raymond Central Public Schools that effective evaluation of the teaching staff is essential to provide a quality education for each of our students.

The teacher evaluation process is designed to serve the following purposes:

1. Improve the quality of instruction through effective supervision of curriculum and delivery of instruction.
2. Serve as an aide to the professional growth and development of each teacher as a means of improving individual job performance.
3. Identify the strengths of each teacher and provide recognition for outstanding performance that contributes to improved student performance.
4. Identify areas of performance that need improvement and provide guidance and remediation where needed to ensure the best possible instruction for each student.
5. To assist in the dismissal of teachers who, after efforts of remediation, are either unable or unwilling to meet acceptable standards of performance.

**OVERVIEW OF RAYMOND CENTRAL TEACHER EVALUATION SYSTEM
COMPONENTS OF PROFESSIONAL PRACTICE**

Domain 1: *Planning*
Domain 2: *Assessment*

Domain 3: *Instruction*
Domain 4: *Classroom Environment*
Domain 5: *Professionalism and Communication*

PHASE 1:	PHASE 2:	PHASE 3:
Probationary Period	Continuous Professional Growth	Improvement Plan
Who:	Who:	Who:
<ul style="list-style-type: none"> • Probationary status teachers who are acquiring knowledge and developing proficiencies 	<ul style="list-style-type: none"> • Tenured/Permanent staff demonstrating proficiency that are continuing to grow professionally 	<ul style="list-style-type: none"> • Any teacher in need of specific professional development and improvement in identified area(s)
Purpose:	Purpose:	Purpose:
<ul style="list-style-type: none"> • To improve student achievement • To ensure that the Components of Professional Practice are understood and demonstrated • To provide support in implementing the components • To provide accountability for decisions to continue employment 	<ul style="list-style-type: none"> • To improve student achievement • To ensure that the Components of Professional Practice are understood and demonstrated • To focus on School Improvement initiatives • To enhance professional growth • Provide feedback on goal attainment • To provide accountability for decisions to continue employment 	<ul style="list-style-type: none"> • To improve student achievement • To ensure that the Components of Professional Practice are understood and demonstrated • To enable a teacher the opportunity to seek assistance in areas of weakness • To provide a structured process for a teacher who may benefit from more support • To provide accountability for decisions to continue employment
What:	What:	What:
<ul style="list-style-type: none"> • Pre and Post-observation conferencing using district forms • Initial formal observation completed • Goal setting following initial observation • Second semester formal observation • A year-end summative evaluation based on two formal observations 	<ul style="list-style-type: none"> • A minimum of two observations over four years to assess the teacher's use of the Components of Professional Practice • Develop and implement a Continuous Professional Growth Plan through goal setting • Written evaluation report completed annually by principal • Summative evaluation completed in year four based on all performance expectations 	<ul style="list-style-type: none"> • Specific plan to address identified needs is developed • Identified timeline within the plan are met • A minimum of 2 observations per semester by principal • Principal coaching • Teacher must score at basic level on performance expectations • Summative evaluation to determine employment

Method:	Method:	Method:
<ul style="list-style-type: none"> ● Collaborative development of goals ● Classroom observation with feedback and coaching ● Collection and review of relevant data-student achievement and artifacts for seven odd components during the first probationary year, seven even components during the second probationary year, and the fourteen performance expectations 	<ul style="list-style-type: none"> ● Ongoing discussion of teacher's performance and goal attainment ● Collaboration between teacher and administrator ● Establish indicators of progress ● Administrative support of teacher ● Collection and review of relevant data-student achievement and artifacts for all performance expectations 	<ul style="list-style-type: none"> ● Observation and feedback focused specifically on identified area(s) of needed improvement ● Ongoing discussion, collaboration, and activities, to support improvement based on plan ● Other actions as warranted ● Collection and review of relevant data-student achievement and artifacts for all performance expectations

Many of the individual teacher growth activities will be carried out in Professional Learning Communities or Professional Development.

P.R.I.D.E.

Staff Appraisal Procedures

Probationary Staff: First Three Years in District

A. Phase 1-First Year Probationary:

1. The building principal is the primary evaluator.
2. The Raymond Central Public Schools has adopted the G.A.N.A.G instructional model. New employees will be provided training as needed.
3. A minimum of two formal observations, one each semester, shall be conducted.
 - a. A formal observation will be conducted during the first semester of the probationary teacher's first year. The formal observation will consist of at least one full class period or instructional period. The observation will be preceded by a pre-observation conference and followed by a post observation conference. Documentation of the observation process will be signed by the teacher and the supervisor and placed in the teacher's personnel file.
 - b. Following the initial observation process, a goal setting conference will be held to discuss the PLC goal and the impact it will have on the teacher's instructional practices. Goals will be established collaboratively with their Professional Learning Community.
 - c. A second formal observation will be conducted during the second semester. The second semester observation will be a formal observation. A pre-conference will be required. The length of the observation will consist of at least one full class or instructional period. An informal observation will consist of one full class period, or a minimum of thirty (30) minutes in length, but does not require the pre-conference. A follow-up to the second observation will consist of a post-observation conference to discuss the PRIDE core performance expectations. A written summation of the lesson, including notation of strengths and areas for continued growth may be included with the conference. Written documentation of the follow-up is to be signed by the teacher and the supervisor and placed in the teacher's personnel file.

4. During the first year, the probationary teacher will focus on the seven (7) odd numbered performance expectations as identified in the P.R.I.D.E. booklet, for evaluation purposes, although **all** elements of the evaluation rubric are of importance to teacher development. Phase 1 teachers must submit a portfolio to the administrator by March 1st.
5. All P.R.I.D.E. observations and appraisal documentation forms are to be completed by the evaluator each year for placement in the teacher's personnel file.
 - Upon recommendation of the building principal, the staff member will continue employment as a second year probationary teacher, or be recommended for non-renewal.

B. Phase 1-Second Year Probationary:

1. Steps one, two, and four of the first year probationary teacher will be followed for all second year probationary teachers.
2. During the second year, the probationary teacher will focus on seven (7) even numbered fourteen performance expectations as identified in the P.R.I.D.E. booklet for evaluation purposes, although **all** elements of the evaluation rubric are of importance to teacher development. The portfolio is due to the administrator by March 1.
 - Upon recommendation of the building principal, the staff member will continue employment as a third year probationary teacher, or be recommended for non-renewal.

C. Phase 1-Third Year Probationary:

1. Steps one, two, and four of the first and second year probationary teacher will be followed for all third year probationary teachers.
2. **All** fourteen (14) performance expectations of the P.R.I.D.E. rubric for performance expectations will be considered with equal weight as the teacher's appraisal is completed. Teachers will be required to provide artifacts to verify placement on the P.R.I.D.E. matrix to determine levels of performance. These artifacts will be placed in a portfolio. The portfolio is due to the administrator by March 1. A profile of the teacher's performance will be shared with the teacher.
 - Upon recommendation of the building principal, the staff member will continue employment as a permanent teacher, or be recommended for non-renewal.

Tenured/Permanent Staff:

A. Phase 2-Years 1, 2, 3, 4

After a successful three-year probationary period, the teacher is promoted to permanent status in accordance with Nebraska State Statutes. The following protocol will be followed for permanent staff members:

1. The building principal is the primary evaluator for permanent staff.
2. The teacher appraisal cycle moves to a four-(4) year plan. A minimum of two formal observations will be required during the four years. The formal observations will require pre-observation conferences and post observation conferences. The observation period will be at least one full class period or one instructional period. Informal evaluations and walk throughs will be completed as deemed necessary.
3. Goal setting will be completed annually.
4. It is strongly encouraged that teachers in this cycle utilize alternative feedback models, such as student, parent, peer or self-appraisal surveys with the results reviewed with the evaluator. Teachers will use artifacts to document this.
5. The permanent teacher, will be monitored on all components of the P.R.I.D.E. Rubric. Scoring is not necessary until the summative year.
6. Phase two teachers will annually reflect on the fourteen P.R.I.D.E components indicating areas of strength and growth.
7. By May 1st, all documentation of the appraisal process must be submitted to the teacher's evaluator, a conference **must** be held annually, and documentation of the conference signed by the teacher and the supervisor. This document will then be placed in the teacher's personnel file.
8. At the end of year 4, a summative conference is to be scheduled by the teacher with the administrator annually. Scoring on the 14 P.R.I.D.E. Performance Expectations will be completed. A final copy will be placed in the personnel folder.
9. Upon recommendation of the building principal, the staff member will continue in Phase 2, move to Phase 3, and/or be recommended for non-renewal.

B. Phase 3-Individualized Development Plan

A. For non-probationary and probationary staff in need of specific professional development and improvement in identified areas.

1. The building principal is the primary evaluator for Phase 3.
2. Teachers will be placed in phase three at the administrator's discretion. The decision to move teachers to this phase will be made through classroom observation, portfolio review, and/or other specific concerns made known to the administrator.
3. **All** fourteen (14) performance expectations of the P.R.I.D.E. rubric for performance expectations will be considered with equal weight as the teacher's appraisal is completed. Teachers will be required to provide artifacts to verify placement on the P.R.I.D.E. matrix to determine levels of performance. These artifacts will be placed in a portfolio. The portfolio is due to the administrator by March 1. A profile of the teacher's performance will be shared with the teacher.
4. Upon recommendation of the building principal, the staff member will continue employment as a permanent teacher, or be recommended for non-renewal.
5. Teachers will remain in Phase 3 for the time period of one year or at the discretion of the evaluator.
6. Non-probationary teachers in Phase 3 and probationary teachers in year three will be assessed on all 14 performance expectations of the P.R.I.D.E. rubric during this year, even if their individualized development plan only focuses on several of the performance expectations. Probationary teachers in their first or second year will be assessed on the 14 core performance expectations during this year.

7. While in Phase 3 teachers will do the following things:
 - a. Meet with the evaluator to develop an individualized development plan.
 - b. Have a minimum of 2 classroom observations and feedback sessions per semester focused specifically, but not exclusively, on identified areas of needed improvement.
 - c. Have ongoing discussions, collaboration, and activities to support improvement.
8. Teachers in Phase 3 must show improvement on the identified areas of needed improvement or there is the potential of disciplinary action which may include non-renewal and/or termination of contract.
9. If the improvement plan is satisfactory, a teacher will be placed in Phase 2-Year 4, summative evaluation, for the following year.

Additional Criteria used to determine Evaluation Phase:

1. Teachers new to Raymond Central will be placed in Phase One, Year One.

2. Tenured Raymond Central teachers that are new to a school within the district will continue their evaluation cycle as planned.
3. Tenured Raymond Central teachers that move to a new assignment within the district will continue their evaluation cycle as planned.

P.R.I.D.E.

Goal Development

All teachers will collaborate on a goal typically with their PLC that has been approved by his/her evaluator. The collaborative goal will drive the professional learning focus of the PLC to ensure high levels of learning for all students while progress monitoring for effectiveness.

All goals are expected to be specific, measurable and directly related to the teaching responsibilities of the instructor. Each teacher's goals should meet the following standards:

- Measurable – Identify a baseline and anticipated improvement/change. A clearly defined plan for movement from one performance level to another must be developed.
- Timeline – Should be specific, including checkpoints during goal period.

Goals will be submitted to the building principal. Feedback regarding the progress of the goal will be ongoing.

P.R.I.D.E.

Setting Goals: Goals need to be consistent with school and district goals.

PLC SMART GOAL WORKSHEET

Team Name:

Team Members:

Vision

Goal 1:

Goal 2:

District Goals:

- Goal 1 -
- Goal 2 -
- Goal 3 -
- Goal 4 -
- Goal 5 -
- Goal 6 -
- Goal 7 -
- Goal 8 -

Team SMART Goal	Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness

Raymond Central Public Schools
Personal Responsibility in Developing Excellence

PRIDE

Professional Review Process
Summative Scoring Matrix

DIRECTIONS:

Consider the evidence presented for each of the fourteen (14) performance expectations listed below. For each performance expectation (#1 - 14) check the box in the lower right hand corner () of the one descriptor that *best* describes the level of teacher performance in that area supported by the evidence. For scoring, the levels of performance in the descriptors are:

***Core Performance Expectations**

unsatisfactory *basic* *proficient* *distinguished*

RAYMOND CENTRAL PUBLIC SCHOOLS
Personal Responsibility In Developing Excellence (PRIDE)

PLANNING			
#1 Lesson Planning, Alignment with State Standards & RC Curriculum, and Instructional Materials Prepared.			
1	2	3	4
<ul style="list-style-type: none"> • There is no evidence of daily, weekly or unit planning. • There is no evidence of continuity across plans or long-term planning. • Evidence indicates that instructional content is generally not aligned with the local or state standards. • Planning did not ensure that materials were ready and accessible prior to the beginning of the lesson. • The teacher is usually not prepared for class. 	<ul style="list-style-type: none"> • There is some evidence of planning for daily goals. • There are some clear instructional and/or assessment goals or strategies. • Plans consist of little more than pages and texts or topics to be addressed. • Unit planning may be inadequate or weak. • Evidence indicates that instructional content is not consistently aligned with the local or state standards. • Plans do not indicate that the standards or Standards Planning Sheet are adequately covered. • Key topics or goals may be missing in plans • Necessary instructional materials are often missing or are not ready prior to the beginning of 	<ul style="list-style-type: none"> • There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment. • The teacher can provide a clear rationale for the design and sequence of units. • GANAG lesson design consistently followed. • Evidence indicates that instructional content is consistently aligned with the local or state standards. • Plans indicate that instructional goals of the curriculum are met. • There is evidence that the lesson plan provides opportunities to accommodate individual student needs. • The teacher is prepared for class with all necessary materials and equipment readily accessible. 	<ul style="list-style-type: none"> • There is evidence of strong daily, weekly and unit planning with continuity across units focusing on key topics. • The teacher provides a well-articulated rationale for sequencing with evidence of reflection on past and student performance in developing plans and modifying subsequent plans. • Evidence indicates that instructional content is consistently aligned with the local or state standards. • The teacher has developed an organizational planning tool to ensure that all instructional goals of the curriculum are met (Standards Planning Sheet). Priorities are established to effectively manage curriculum content. • There is evidence that the lesson plan consistently provides opportunities to accommodate individual student needs. • All materials and equipment

	the lesson.		<ul style="list-style-type: none"> are prepared ahead of class. The teacher has a well organized system for managing materials to ensure that materials are available and easily accessible.
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Assessment			
#2 Analysis of Student Assessment Results and Meaningful Assignments (Homework)			
1	2	3	4
<ul style="list-style-type: none"> The evidence indicates that assessment results are not used to affect instructional planning. The teacher does not adjust instruction or plan interventions based on analysis of student assessment. There is little meaningful student engagement in assessment activities and/or assignments and little effort made by the teacher to vary assessments or assignments to reflect desired goals/objectives. 	<ul style="list-style-type: none"> The teacher has some difficulty analyzing student assessment results to guide instructional planning and intervention strategies. Evidence indicates inconsistent engagement of students in assessment activities and/or assignments. There is a lack of variety in assessments or assignments that reflect desired goals/objectives. 	<ul style="list-style-type: none"> The teacher demonstrates proficiency in analyzing student assessment results in order to adjust instruction or plan intervention strategies. There is evidence of consistent, meaningful engagement of students in activities and/or assignments. The teacher varies assessments and assignments to reflect desired goals/objectives. 	<ul style="list-style-type: none"> The teacher demonstrates exceptional skill in analyzing student assessment results and in designing assessment strategies for diagnostic and formative purposes on a regular basis. There is evidence of consistent, meaningful engagement of students in purposeful activities and assignments. There is evidence that students are self-monitoring and making decisions to aid their own learning. The teacher uses a wide range of both formal and informal assessments that allow systematic monitoring of student progress.

Assessment (continued)			
#3 Quality of Feedback to Students			
1	2	3	4
<ul style="list-style-type: none"> • Written and/or verbal feedback is limited to assignment of grades or correctness of response. • There is no direction provided for improvement in performance. 	<ul style="list-style-type: none"> • Written and verbal feedback is limited. • Feedback may not adequately address individual student strengths or weaknesses. • Re-direction is inconsistent or limited. 	<ul style="list-style-type: none"> • Written and verbal feedback is timely, consistent, and positive while addressing individual student strengths and weaknesses. • The teacher circulates during instructional activities to support engagement, provide feedback, and monitor student work. • Feedback is targeted and tailored to how students can improve. 	<ul style="list-style-type: none"> • Written and verbal feedback is timely, frequent, high quality, and positive while addressing individual student strengths and weaknesses. • The teacher routinely circulates during instructional activities to support engagement, provide feedback, and monitor student work. • Feedback is specific, targeted, and tailored to how students can improve.

Instruction			
#4 Context of the Lesson			
1	2	3	4
<ul style="list-style-type: none"> Context of the lesson is not set. Instructional goals/objectives of the lesson are not stated. Directions and purpose of the lesson are not clear. 	<ul style="list-style-type: none"> Context of the lesson may be set, but expectations for learning are not clear. Instructional goals/objectives of the lesson may be stated but are often confusing or unrelated to lesson activities. 	<ul style="list-style-type: none"> Context of the lesson is set with reference to prior knowledge/activities. Learning objectives are written from content standards, are displayed, and verbally referenced. Expectations for student learning are clearly stated. Instruction is purposeful. 	<ul style="list-style-type: none"> The teacher sets the context of the lesson in a creative way that engages students from the beginning. Learning objectives are written from content standards, are displayed, and verbally referenced multiple times throughout the lesson. For example, the teacher may frame the context of the lesson in a key problem or question. Expectations for student learning are clearly understood.

Instruction			
#5 Content Knowledge/Presentation			
1	2	3	4
<ul style="list-style-type: none"> • The teacher consistently makes content errors and does not correct content errors made by students. • The teacher has made no effort to upgrade content knowledge. The teacher does not fully explain concepts or follow-up on questions posed by students. 	<ul style="list-style-type: none"> • The teacher displays some errors or lack of depth in content but has made some attempt to upgrade content knowledge. Attempts are made to explain content, but there is little follow-up to student questions. 	<ul style="list-style-type: none"> • The teacher displays strong content knowledge and can clearly explain the relevance of material to students. • Explanations are clearly stated. Student questions are followed up by attempts to present material more effectively. 	<ul style="list-style-type: none"> • The teacher displays extensive content knowledge with evidence of pursuit of additional knowledge. • The teacher models enthusiasm for the content area and provides relevant experiences to excite students about learning. • The teacher implements a variety of subject specific instructional strategies to enhance student understanding and student engagement. • The teacher is creative and flexible in presentation ensuring that all students understand before moving on.

Instruction			
#6 Appropriateness of the Lesson/Pacing			
1	2	3	4
<ul style="list-style-type: none"> • The pacing is usually too slow, too rushed or both with inappropriate use of instructional time. • Students waste time by avoiding work. • Most activities do not reflect developmentally appropriate practices. 	<ul style="list-style-type: none"> • The pacing is inconsistent with instructional minutes lost due to poorly executed transitions. Instructional time limits opportunities for student engagement. • Off-task behaviors may be observed. • Activities are not always developmentally appropriate. 	<ul style="list-style-type: none"> • The pacing consistently offers opportunities for active student engagement with appropriate use of instructional time with intentional use of transitions. • Activities always reflect developmentally appropriate practices. 	<ul style="list-style-type: none"> • All students are actively engaged in a variety of meaningful ways with maximum use of instructional and transitional time. • Activities are based on developmentally appropriate practices that challenge without overwhelming students. • Activities consistently build on prior knowledge of students.

Instruction			
#7 Use of Technology			
1	2	3	4
<ul style="list-style-type: none"> • The evidence indicates little or no use of available technology and/or other resources. 	<ul style="list-style-type: none"> • The evidence indicates limited use of available technology and/or other resources. • The teacher primarily utilizes new technology as a replacement tool for old technology. 	<ul style="list-style-type: none"> • The evidence indicates consistent and effective use of available technology and other resources when appropriate to meet the learning goals. • The teacher utilizes new technology to involve students in their learning. 	<ul style="list-style-type: none"> • The evidence indicates that the teacher uses available technology and other resources when appropriate to transform learning. • The teacher utilizes technology to increase student efficiency, productivity, and expand student learning. • The teacher creates opportunities to further student application.

Instruction			
#8 Effectiveness of Instructional Strategies and Questioning Techniques for Student Achievement			
1	2	3	4
<ul style="list-style-type: none"> • The evidence indicates limited knowledge and use of instructional strategies, relying heavily on one or two methods. • No evidence that the teacher adapts teaching strategies to appropriately challenge each student. • Teacher questioning techniques generally focus on student recall with no opportunity to assess student understanding or encourage higher level thinking skills. Questions are primarily fact-oriented. 	<ul style="list-style-type: none"> • The evidence indicates some knowledge but inconsistent use of instructional strategies determined by student need. Whole class instruction or individual seatwork is the norm. • There is some evidence that the teacher adapts teaching strategies to appropriately challenge students at their ability levels. • Teacher questioning techniques are inconsistent in the opportunity to assess student understanding or encourage higher level thinking skills. Most questions focus on low level content with little or no follow-up. • Students are encouraged to ask questions. 	<ul style="list-style-type: none"> • The evidence indicates knowledge and consistent use of a variety of instructional strategies with use of small groups, individualized instruction, and accommodations for special needs students. • The teacher adapts teaching strategies to appropriately challenge students at their individual ability levels (differentiation). • Teacher questioning techniques consistently provide the opportunity to assess most students' understanding, encourage higher level thinking skills, and promote active engagement. • Students are guided through questions to construct their personal understanding. 	<ul style="list-style-type: none"> • The evidence indicates the teacher consistently utilizes high yield instructional strategies that address multiple learning styles and individual needs of all students with an emphasis on creativity and critical thinking. • Teacher consistently adapts teaching strategies to appropriately challenge each student. • Teacher questioning techniques are structured to assess student understanding, encourage higher level thinking skills, and require active responses. • Students generate questions that lead to inquiry.

Classroom Environment			
#9 Expectations / Procedures for Student Success			
1	2	3	4
<ul style="list-style-type: none"> • The teacher has low expectations of student performance. • There are no efforts to celebrate or recognize student success. • Explicit procedures for classroom and school safety are non-existent or not enforced. • Lack of student control is evident. 	<ul style="list-style-type: none"> • The teacher has moderate expectations of student achievement for some students and inconsistently uses motivational techniques. • The teacher may not initiate efforts behind those of colleagues or school to celebrate or recognize student success. • Explicit procedures for classroom and school safety are inconsistently enforced. Disruption of instructional time is observed. 	<ul style="list-style-type: none"> • The teacher has high expectations for student achievement and consistently uses motivational techniques or strategies for all students. • The teacher encourages students to learn from mistakes. • The teacher initiates efforts to celebrate and recognize student success within the classroom. • Explicit procedures for classroom and school safety are clearly communicated and understood. • As the teacher manages the classroom, learning is the focus- not the behavior. 	<ul style="list-style-type: none"> • The teacher believes all students can learn, but how and when is different. • The teacher has high expectations for student achievement for all students and creates a learning environment that best facilitates the learning and development of students. • Recognition of student success encourages students to respect individual and group differences. • Explicit procedures for classroom and school safety are clearly communicated and understood. • Evidence indicates that students take ownership of their behavior and learning. • A proactive approach is evident in managing student behavior which leads to minimal disruption of learning.

Classroom Environment			
#10 Student Interest, Engagement, and Classroom Climate			
1	2	3	4
<ul style="list-style-type: none"> • Student interest and engagement are generally low. • There is little or no meaningful engagement of students in learning. • The classroom has a general negative climate as evidenced by a lack of mutual respect in student/teacher interactions. 	<ul style="list-style-type: none"> • Student interest and engagement are sporadic. • There is limited engagement of students in meaningful learning experiences. • The classroom climate may not be supportive of learning for all students. • Attention is distributed inequitably. • There may be evidence of insensitivity to some students' needs. 	<ul style="list-style-type: none"> • Teacher and student interactions are positive and demonstrate mutual respect. • The teacher is receptive to the interests and opinions of students. • Student interest and engagement are high. • There is consistent engagement of students in meaningful learning experiences relevant to student interests. • The classroom environment is supportive of the learning of all students. • The teacher demonstrates sensitivity to all students. • Students are encouraged and comfortable to openly share ideas and examine mistakes. 	<ul style="list-style-type: none"> • Positive relationships and interdependence characterize the classroom. • Teacher and student interactions are caring and demonstrate mutual respect. • Student interest and engagement are consistently high. • Students are initiating their learning experiences with inquiry and supported by the teacher. • The classroom is consistently supportive and the climate is student-centered. • Opportunities are consistently provided for students to take risks in a safe environment.

Professionalism and Communication			
#11 Alignment of Professional Development			
1	2	3	4
<ul style="list-style-type: none"> • There is no effort to engage in professional development. • The teacher requires constant reminders. • School Improvement goals are unknown. 	<ul style="list-style-type: none"> • The teacher engages in minimal professional development to improve professional practice or knowledge, including implementation of school improvement strategies. 	<ul style="list-style-type: none"> • The teacher seeks out opportunities for professional development aligned with School Improvement goals and teaching assignment. • The teacher can reflect on recently acquired areas of new knowledge or skills. 	<ul style="list-style-type: none"> • The teacher seeks out opportunities for professional growth aligned with School Improvement goals and expands their instructional knowledge. • The teacher initiates activities important to the growth of colleagues such as engaging in professional presentations, sharing professional practices, mentoring other teachers, or conducting action research.

Professionalism and Communication			
#12 Communication with Parents			
1	2	3	4
<ul style="list-style-type: none"> • The teacher makes no effort to communicate with families other than through required written grade reports. • Comments to parents are generic and non-specific to student progress. 	<ul style="list-style-type: none"> • Interaction with parents is inconsistent. • The majority of interactions concern problems with student behavior or grades with little or no follow-up. • Opportunities for parental involvement in student learning is minimal. 	<ul style="list-style-type: none"> • Interaction with families is consistently of high professional quality. • Areas of concern are addressed in a timely and positive manner. • There is consistent follow-up of parent contact. • The teacher regularly invites parental involvement in student learning. 	<ul style="list-style-type: none"> • Interaction with families is frequent and highly professional. • The teacher frequently involves parents in support of student learning, creating opportunities for positive relationships with families. • Parents are informed regularly of student successes.

Professionalism and Communication			
#13 Teacher's Records			
1	2	3	4
<ul style="list-style-type: none"> • Teacher's records and reports are in disorder resulting in frequent errors and/or delays. 	<ul style="list-style-type: none"> • Teacher's records and reports may be inconsistent in quality and/or timeliness. 	<ul style="list-style-type: none"> • Teacher's records are consistently accurate and timely. 	<ul style="list-style-type: none"> • Teacher's records are of high quality with accuracy and timeliness.

Professionalism and Communication			
#14 Teacher Reflection			
1	2	3	4
<ul style="list-style-type: none"> • Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. • The teacher has no suggestions for how a lesson may be improved another time. 	<ul style="list-style-type: none"> • Teacher has a generally accurate impression of lesson effectiveness and the extent to which instructional goals were met. • The teacher makes general suggestions about how a lesson may be improved. 	<ul style="list-style-type: none"> • Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. • The teacher makes a few specific suggestions about what may be done differently to meet the needs of students. 	<ul style="list-style-type: none"> • Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. • The teacher offers specific alternative actions, complete with probable successes of different approaches to meet the needs of all students.

Raymond Central Public Schools
Personal Responsibility In Developing Excellence

Pre-Observation Form

Name _____ School/Administrator _____

Date of Preconference _____ Date/Time of Observation _____

Grade Level/Curriculum to be Observed _____

<p>1. Briefly describe the students in this class, including those with special needs. (Component 7)</p>	<p>6. How do you plan to engage students in the content? What will you do? What will the students do? (Component 11)</p>
<p>2. What are the goals for the lesson? What do you want the student to learn? (Component 7)</p>	<p>7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 4, 12)</p>
<p>3. Why are these goals suitable for this group of students? (Component 2)</p>	<p>8. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 3)</p>
<p>4. How do these goals support the district's curriculum, state standards, and the content standards? (Component 2)</p>	<p>9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any test or performance tasks with rubrics or scoring guides.) (Component 4)</p>

5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 2)	10. How do you plan to use the results of the assessment? (Component 4, 11, 12)
<p><i>Teacher comments pertaining to observation setting.</i> List any items you might want to call to the attention of the Administrator.</p> <p><i>Observational Focus:</i></p>	

Raymond Central Public Schools
Personal Responsibility in Developing Excellence

P.R.I.D.E.

Teacher Observation Reflection Form

Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. As I reflect on the lesson, to what extent were the students productively engaged? (Component 11)

2. Did the students learn what I intended? Were my instructional goals met? How do I know? (Component 4)

Raymond Central Public Schools
Personal Responsibility in Developing Excellence

P.R.I.D.E.

Tenured

Non-Tenured 1 2 3

Classroom Observation Record Number 1 2 3 4 5 _____

Teacher's Name: _____ **School:** _____ **School Year:** _____

Date Time of Observation: _____ **Grade Level:** _____ **Subject:** _____

Announced _____ Unannounced _____ **Begin Time:** _____ **End Time:** _____

Observer Name: _____ **Position:** _____

1 = Unsatisfactory 2 = Basic 3 = Competent 4 = Advanced

<p>Component 1: Lesson Planning: Alignment with State Standards & RC Curriculum, and Instructional Materials prepared</p>	<p>Component 8: Effectiveness of Instructional Strategies and Questioning Techniques for Student Achievement</p>
<p>Component 2: Analysis of Student Assessment Results and Meaningful Assignments (homework)</p>	<p>Component 9: Expectations / Procedures for Student Success</p>
<p>Component 3: Quality of Feedback to Students</p>	<p>Component 10: Student interest, participation and Classroom Climate</p>
<p>Component 4: Context of the Lesson</p>	<p>Component 11: Alignment of Professional Development</p>
<p>Component 5: Content Knowledge/Presentation</p>	<p>Component 12: Communication with Parents</p>

Component 6: Appropriateness of the Lesson/Pacing	Component 13: Teacher's Records
Component 7: Use of Technology _____	Component 14: Teacher Reflection _____

Appendix A

Summative Document

P.R.I.D.E.

See P.R.I.D.E. Performance Rubric Attached as Appendix “A”

*[District Standard of Performance – Expected Level of Performance by Certificated Staff:
Rubric 3]*

Summative Report for _____

The following P.R.I.D.E. Summative Report is based upon classroom observations, formal and informal evaluations, and review of instructional artifacts, including lesson plans, student assessments instruments, and other areas of the duties assigned to a certificated teacher of the Raymond Central Public schools, as set forth in Board of Education policy, administrative regulations, contract and job descriptions. The Summative report is cumulative and incorporates performance by the certificated teacher on a continuous basis during the employee’s tenure with the School District.

Performance Rating Key:

<i>Level of Performance</i>	<i>Numerical Rating</i>
Unsatisfactory	1
Basic	2
Proficient	3
Distinguished	4

PLANNING:

Component 1: Lesson Planning, Alignment with State Standards & RC Curriculum, and Instructional Materials Prepared.

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- There is evidence of consistent planning of daily instructional goals, strategies and methods of assessment.
 - *Comment:*

- The teacher can provide a clear rationale for the design and sequence of units.
 - *Comment:*
- GANAG lesson design consistently followed.
 - *Comment:*
- Evidence indicated that instructional content is consistently aligned with the local or state standards.
 - *Comment:*
- Plans indicate that the instructional goal of the curriculum are met.
 - *Comment:*
- There is evidence of the lesson plan provides opportunities to accommodate individual student needs.
 - *Comment:*

Overall Comment:

Component 2: Analysis of Student Assessment Results and Meaningful Assignments (Homework)

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- The teacher demonstrates proficiency in analyzing student assessment results in order to adjust instruction or plan intervention strategies.
 - *Comment:*
- There is evidence of consistent and meaningful engagement of students in activities and/or assignments.
 - *Comment:*
- The teacher varies assessments and assignments to reflect desired goals/objectives.
 - *Comment:*

Overall Comment:

Component 3: Quality of Feedback to Students

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- Written and verbal feedback is timely, consistent, and positive while addressing individual student strengths and weaknesses.
 - *Comment:*
- The teacher circulates during instructional activities to support engagement, provide feedback, and monitor student work.
 - *Comment:*
- Feedback is targeted and tailored to how students can improve.
 - *Comment:*

Overall Comment:

Component 4: Context of the Lesson

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- Context of the lesson is set with reference to prior knowledge/activities.
 - *Comment:*
- Learning objectives are written from content standards, are displayed, and verbally referenced.
 - *Comment:*
- *Expectations for student learning are clearly stated. Instruction is purposeful.*
 - *Comment:*

Overall Comment:

Component 5: Content Knowledge/Presentation

<i>Level of Performance</i>	<i>Numerical Rating</i>

--	--

Standard of Performance and Comment:

- The teacher displays strong content knowledge and can clearly explain the relevance of materials to students.
 - *Comment: You know the curriculum content.*
- Explanations are clearly stated. Student questions are follow-up by attempts to present material more effectively.
 - *Comment:*

Overall Comment:

Component 6: Appropriateness of the Lesson/Pacing

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- The pacing consistently offers opportunities for active student engagement with appropriate use of instructional time with intentional use of transition.
 - *Comment:*
- Activities always reflect developmentally appropriate practices.
 - *Comment:*

Overall Comment:

Component 7: Use of Technology

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- The evidence indicated consistent and effective use of available technology and other resources when appropriate to meet the learning goals.
 - *Comment:*
- The teacher utilizes new technology to involve students in their learning.
 - *Comment:*

Overall Comment:

Component 8: Effectiveness of Instructional Strategies and Questioning Techniques for Student Achievement

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- The evidence indicates knowledge and consistent use of a variety of instructional strategies with use of small groups, individualized instruction, and accommodations for special needs students.
 - *Comment:*
- The teacher adapts teaching strategies to appropriately challenge students at their individual ability levels (differentiation).
 - *Comment:*
- Teacher questioning techniques consistently provide the opportunity to assess students' understanding, encourage higher level thinking skills, and promote active engagement.
 - *Comment:*
- Students are guided through questions to construct their personal understanding.
 - *Comment:*

Overall Comment:

Component 9: Expectations/Procedures for Student Success

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- The teacher has high expectations for student achievement and consistently uses motivational techniques or strategies for all students.
 - *Comment:*
- The teacher encourages students to learn from mistakes.
 - *Comment:*
- The teacher initiates efforts to celebrate and recognize student success within the classroom.
 - *Comment:*
- Explicit procedures for classroom and school safety are clearly communicated and understood.
 - *Comment:*
- As the teacher manages the classroom, learning is the focus not the behavior.
 - *Comment:*

Overall Comment:

Component 10: Student Interest, Engagement, and Classroom Climate

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- Teacher and student interactions are positive and demonstrate mutual respect.
 - *Comment:*
- The teacher is receptive to the interests and opinions of students.
 - *Comment:*
- Student interest and engagement are high.
 - *Comment:*
- There is consistent engagement of students in meaningful learning experiences relevant to student interests.
 - *Comment:*
- The classroom environment is supportive of the learning of all students.
 - *Comment:*
- The teacher demonstrates sensitivity to all students.
 - *Comment:*

- Students are encouraged and comfortable to openly share ideas and examine mistakes.
 - *Comment:*

Overall Comment:

Component 11: Alignment of Professional Development

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- The teacher seeks out opportunities for professional development aligned with School Improvement goals and teaching assignment.
 - *Comment:*
- The teacher can reflect on recently acquired areas of new knowledge or skills.
 - *Comment:*

Overall Comment:

Component 12: Communication with Parents

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- Interaction with families is consistently of high professional quality.
 - *Comment:*
- Areas of concern are addressed in a timely and positive manner.
 - *Comment:*

- There is consistent follow-up of parent contract.
 - *Comment:*
- The teacher regularly invites parental involvement in student learning.
 - *Comment:*

Overall Comment:

Component 13: Teacher's Records

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- Teacher's records are consistently accurate and timely.
 - *Comment:*

Overall Comment:

Component 14: Teacher Reflection

Standard of Performance and Comment:

<i>Level of Performance</i>	<i>Numerical Rating</i>

Standard of Performance and Comment:

- Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.
 - *Comment:*

- The teacher makes a few specific suggestions about what may be done differently to meet the needs of students.
 - *Comment:*

Overall Comment:

Areas of Particular Strength:

Areas of Particular Weakness:

Areas Requiring Improvement:

Comment:

Recommend Continuation of Employment:

___ Yes ___ No Provisionally (Attach Sheet outlining provisions)

Next Evaluation:

___ Probationary, Year Two	___ Probationary, Year Three
___ Permanent, Year One	___ Permanent, Year Two
___ Permanent, Year Three	___ Permanent, Year Four/Summative

Signature of Evaluator: _____ Date: _____

I hereby acknowledge that I have been advised and informed of the contents of this appraisal of my teaching performance and my right to attach any personal comments that I feel are necessary.

Signature of Evaluated Teacher: _____

Date: _____ Comments Attached: Yes No

Appendix D

Library/Media

Raymond Central Public Schools
Personal Responsibility In Developing Excellence

P.R.I.D.E.

Setting Goals: Goals need to be consistent with school and district goals.

Name: _____ School _____

Grade/Subject: _____ Date: _____

Phase: 1 2 3 Non-Tenured Year: 1 2 3 Tenured Year: 1 2 3 4

1. Circle the domains(s) you will focus on this school year.

*Planning and Preparation

* Classroom Environment

*Assessment

* Professional Growth and Contributions

*Instruction

2. Write a one or two-sentence statement targeting your goal to a specific P.R.I.D.E. performance component.

: Planning **Example** : Component: 1
The teacher will improve lesson planning with sequencing.

3. What activities will you carry out to achieve this goal(s)? Include a timeline for implementation.

4. What kinds of artifacts will you collect and prepare? (Refer to Artifact Suggestion-Appendix B.)

5. What are some of the **measures** you will use to determine if you accomplished your goal(s)?

Teacher Signature _____ Date _____
(Initial and date upon each review)

Goal(s) to be completed by: _____

Administrator Signature _____ Date _____
Comments: (Initial and date upon each review)

APPRAISAL SCORING RUBRIC – LIBRARY MEDIA

Personal Responsibility in Developing Excellence

Library Media Domain I: Instructional Partner				
Component A: Participating in Curriculum Development and Assessment Program				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Incorporates information literacy concepts into curriculum	Fails to incorporate information literacy concepts into the curriculum or assessment program.	Occasionally integrates information literacy concepts into curriculum and assessment program. All components are not present.	Includes all components of information literacy concepts into curriculum and assessment program.	Includes all components of information literacy addressing a variety of learning styles. Students are independent and effective users of information.
Acts as consultant in curriculum and assessment design	Fails to assume a role in curriculum development and assessment program.	Participates in curriculum development and assessment program.	Initiates participation in curriculum development and assessment program.	Exercises leadership role and serves as a catalyst in curriculum development and assessment program.
Library Media Domain I: Instructional Partner				
Component B: Collaborating with Individual Teachers				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Plans with teachers	Fails to plan with classroom teachers	Intermittently plans with classroom teachers on instructional units.	Initiates interaction with classroom teachers in planning instructional activities.	Assumes leadership role in planning instructional activities. Provides a wide range of ideas that support teachers in providing effective instruction.
Identifies resource materials	Fails to address student learning styles in identification of resources. Inappropriate resources are selected.	Addresses student learning styles to a limited degree. Limited formats and limited range of resources are identified as appropriate.	Selects appropriate resources that address a variety of learning styles and multiple formats.	Addresses all learning styles. Resources exhibit depth and richness in selection and go beyond school resources when appropriate.
Designs learning activities	Fails to design appropriate learning activities.	Used limited but appropriate learning activities.	Incorporates an appropriate variety of media and teaching strategies into instruction activities.	Addresses instructional objectives fully by incorporating challenging and enriching media and learning activities.
Library Media Domain I: Instructional Partner				
Component C: Providing Leadership in Instructional Technologies				

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Disseminates information on new educational developments	Fails to remain informed or to disseminate information on new education development.	Provides limited information or promotion of new educational developments.	Provides staff development in the selection, evaluation, and use of materials and emerging technologies for the delivery of information and instruction.	Is an enthusiastic leader in disseminating information on new educational developments. There is ample evidence of current and continuing efforts by the library media specialist to stay informed of the broad issues in the field of education.
Provides leadership in using new technologies	Fails to provide leadership in using new technologies.	Has limited knowledge of new technologies. Advises students and teachers in media design and production through instruction and inservice programs.	Continues to learn new technologies. Teaches students and teachers media design and production through instruction and inservice programs.	The library media specialist's knowledge of new technologies permits production of highly creative projects incorporating a wide range of media. Teaches students and teachers through instruction and inservice programs.
Library Media Domain II: Instructor				
Component A: Planning and Preparation of Instruction				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Shows depth of content knowledge	Makes content errors or does not correct errors students make.	Displays basic content knowledge and use of standards but cannot articulate connections with other disciplines.	Displays solid content knowledge and use of standards. Makes connections between content and other disciplines.	Displays extensive content knowledge and use of standards. There is evidence of continuing pursuits of such knowledge.
Searches for best practices in teaching and learning	Displays little understanding of best practices involved in student learning of information literacy concepts.	Teacher displays basic knowledge of best practices but does not anticipate student misconceptions.	Teaching reflects current research on best practices within the discipline but without anticipating student misconceptions.	Displays continuing search for best practice and anticipates students misconceptions.
Knows classroom and library media content standards	Displays limited awareness of classroom or library media content standards. Standards are not always reflected in learning activities.	Displays moderate awareness of classroom and library media content standards with little instructional connection.	Displays awareness of the continuum of classroom content standards and routinely correlates library media content standards.	Displays awareness of all content standards and clearly demonstrates the effectiveness of correlating library media content standards with classroom curriculum topics.

Understands developmental characteristics of age group	Displays minimal knowledge of developmental characteristics of age group.	Generally displays accurate knowledge of developmental characteristics of age group.	Displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Links students' learning styles to instruction	Is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Displays general understanding of the different approaches to learning that students exhibit.	Displays solid understanding of the different approaches to learning that different students exhibit.	Uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Library Media Domain II: Instructor				
Component B: Learning Environment				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Demonstrates equity, respect and fairness toward all students	Interaction with at least some students is negative, demeaning, sarcastic, or insensitive to the age or culture of the students.	Interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Interactions are friendly and demonstrate general warmth, caring and respect.	Demonstrates genuine caring and respect for individual students. Honors students' cultures and unique qualities.
Helps students to develop positive self-concepts and interpersonal skills	Seldom provides opportunities for positive student interactions and self-concept development.	Occasionally provides opportunities for positive student interactions and self-concept development.	Usually provides opportunities for positive student interactions and self-concept development.	Consistently provides varied opportunities for positive student interactions and self-concept development and acknowledges student progress.
Sets high behavioral expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Teaches, reviews, and revises procedures throughout the year to ensure a safe, secure and positive learning environment	There is little evidence of established rules and procedures.	Routines for handling materials and supplies function moderately well. Transitions are sporadically efficient, resulting in some loss of instructional time.	Routines for handling materials and supplies and transitions occur smoothly with little loss of instructional time.	Routines for handling materials and supplies and transitions are seamless with students assuming some responsibility for efficient operation.
Demonstrates the ability to respond and intervene to inappropriate student behavior	Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Assures that the library media center and other physical resources are safe, accessible, and conducive to learning	The library media center is unsafe and learning is not accessible to some students.	The library media center is safe, and physical resources are used adequately and are accessible to all.	Library media specialist uses physical resources safely and skillfully, and all learning is equally accessible to all students.	Both library media specialist and students safely use physical resources optimally, and learning is equally accessible to all students.
Library Media Domain II: Instructor				
Component C: Instruction				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Presents directions that are clear to students with spoken and written language that is clear and correct	Directions and procedures are confusing to students. Spoken or written language may contain grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Directions and procedures are clarified after initial student confusion or are excessively detailed. Spoken and written language is acceptable, but may not be developmentally appropriate.	Directions and procedures are clear to students and contain appropriate level of detail. Spoken and written language is clear, correct and developmentally appropriate.	Directions and procedures are clear to students and anticipate possible students misunderstanding. Spoken and written language is clear and correct with language that enhances the instruction.
Uses high quality questions, allows adequate response time, and engages students in discussion to encourage higher level thinking	Questions are virtually all of poor quality. Interaction with students is predominantly in recitation style.	Questions are of inconsistent quality or may not be clearly stated. Makes some attempt to engage students in a true discussion with uneven results.	Generally uses a variety of high quality, clearly stated questions. Adequate time is available for students to respond. Classroom interaction represents true discussion among students.	Questions are of uniformly high quality with adequate time for students to respond. Students formulate many questions and assume responsibility for the success of the discussion.
Engages students by using a variety of teaching strategies providing differentiation as needed	Teaching strategies and assignments are developmentally inappropriate and lack variety. Differentiated learning is not used.	Some teaching strategies are developmentally appropriate with some variety. The need for differentiated learning is recognized and limited variations provided.	Many teaching strategies are developmentally appropriate with good variety. Differentiated learning is used on a regular basis.	Most teaching strategies and developmentally appropriate and encourage high levels of student engagement. Varied activities are consistently provided to address the needs of all students.
Establishes relevancy of learning and connects lessons to life	Conveys a negative attitude toward the content suggesting that the content is not important or relevant.	Communicates the importance of the subject but with few real life connections.	Demonstrates genuine enthusiasm for the subject and conveys real life connections.	Encourages a curiosity for learning and active participation in real life situations.
Adapts instruction based on student responsiveness and engagement	Adheres rigidly to instructional plan even when a change will clearly improve responsiveness and engagement.	Attempts to adapt a lesson with mixed results.	Adapts instructional plans and the adjustments occur smoothly.	Continually assesses and adapts instructional plans based on student responsiveness and engagement.
Conveys high expectations for quality of work and achievement	Instructional goals, activities, interactions, and environment convey only modest	Instructional goals, activities, interactions, and environment convey inconsistent	Instructional goals, activities, interactions, and environment	Both library media specialist and students establish and maintain interactions within the

	expectations for student achievement.	expectations for student achievement.	convey high expectations for student achievement.	environment that convey high learning expectations for all.
Library Media Domain III: Information Specialist				
Component A: Providing Resources				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Selection and processing of materials and equipment	Fails to select appropriate materials and equipment to support the curriculum. Materials and equipment are not processed.	Sometimes selects materials and equipment that support the curriculum. Materials and equipment are sometimes processed.	Selects materials and equipment that support the curriculum and promote the school's educational philosophy. Materials and equipment are processed in a timely manner.	Selects materials and equipment that support and enrich the curriculum in breadth and depth. Materials and equipment are always processed in the timeliest manner possible.
Promotes resources	Fails to inform users of materials, equipment, and research in which users have special interest.	Sometimes informs users of materials, equipment, and research in which users have special interest.	Informs users of materials, equipment, and research in which users have special interest.	Informs users of all resources of interest to users. Is proactive in seeking opportunities to promote the use of resources.
Incorporates resources beyond the library media center.	Fails to suggest resources beyond the library media center collection.	Suggests resources beyond the library media center collection.	Suggests and locates resources beyond the library media center collection.	Incorporates a creative range of outside resources beyond the library media center collections into the planning process while working with teachers and students.
Library Media Domain III: Information Specialist				
Component B: Assisting Students				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Provides guidance in information literacy	Fails to provide assistance to students in accessing, evaluating, and using information.	Provides limited assistance to students in accessing, evaluating, and using information.	Assists students in accessing, evaluating, and using information.	Assures that students are able to access, evaluate, and use information effectively.
Provides support for independent learning	Fails to provide assistance to students in pursuing information related to personal interests and appreciating literature.	Provides limited assistance to students in pursuing information related to personal interests and appreciating literature.	Assists students in pursuing information related to personal interests, appreciating literature, and striving for excellence in information seeking.	Assures that students can pursue information related to a broad range of personal interests, appreciating literature, and striving for excellence in information seeking.

Promotes social responsibility	Fails to assist students in recognizing the impact of information on a democratic society and practicing ethical behavior in using that information.	Provides limited guidance for students in recognizing the impact of information on a democratic society and practicing ethical behavior in using that information.	Provide guidance and assistance for students in recognizing the importance of information in a democratic society, practicing ethical behavior in regard to information, information technology and participating in effectively in groups.	Assures that students recognize the importance of information in a democratic society, that students practice ethical behavior in regard to information and information technology, and students participate effectively in groups.
Knows students' skills and interests including those with special needs	Displays little knowledge of students' skills and interests and does not indicate that such knowledge is valuable.	Recognizes the value of understanding the students' skills and interests but only displays this knowledge for the class as a whole.	Displays knowledge of students' skills and interests for groups of students and recognizes the value of this knowledge.	Displays knowledge of students' skills and interests for each student including those with special needs.
Responds to students' interests and cultural heritage	Displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class as a whole.	Displays knowledge of the interests or cultural heritage of groups of students.	Displays knowledge of the interests or cultural heritage of each student and recognizes the value of this knowledge.

Library Media Domain III: Information Specialist

Component C: Assisting Teachers

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Promotes information resources	Fails to suggest a broad range of appropriate resources and formats to meet instructional objectives.	Suggests a limited range of appropriate resources and formats to meet instructional objectives.	Encourages the use of a broad range of appropriate resources and formats to meet instructional objectives.	Promotes the use of a broad range of appropriate resources and formats to meet instructional objectives.
Facilitates technology use	Fails to evaluate, select, and manage technologies and instruct teachers in their use.	Sometimes evaluates, selects, and manages technologies and instructs teachers in their use.	Evaluates, selects, and manages technologies and instructs teachers on their use.	Demonstrates knowledge of a full range of technologies and advocates their incorporation into planning with teachers.

Library Media Domain IV: Professional Responsibilities

Component A: Communicating and Developing Positive Relationships

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Considers various points of view to develop positive relationships	Seldom considers various points of view.	Inconsistently considers various points of view to develop positive relationships.	Usually considers various points of view to develop positive relationships.	Consistently considers and actively seeks various points of view to develop positive relationships.
Shows courtesy, integrity, and follow through.	Seldom shows courtesy, integrity and follow through.	Sometimes shows courtesy, integrity and follow through.	Usually shows courtesy, integrity, and follow through.	Consistently shows courtesy, integrity, and follow through.

Library Media Domain IV: Professional Responsibilities

Component B: Maintaining Accurate Records and Reports

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Uses appropriate systems for maintaining and accessing information	System for maintaining information is in disarray.	System for maintaining information is rudimentary and only partially effective.	System for maintaining information is fully effective.	System for maintaining information is fully effective.
Maintains records and produces reports within prescribed timeframe	Does not complete record keeping within the required timeframe.	Completes some records, but not all, within the required timeframe.	Completes required records within the required timeframe.	Completes records in advance of required timeframe.
Produces records and reports that are easy to utilize	Records are in disarray, resulting in errors and confusion.	Records are adequate, but they frequently require explanation to understand.	System for maintaining and reporting information is fully comprehensible resulting in effective interpretation.	System for maintaining and reporting information is highly effective resulting in a solid foundation for decision-making.

Library Media Domain IV: Professional Responsibilities

Component C: Contributing Positively to the School Environment

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Participates actively in the design and implementation of school and district projects	Avoids becoming involved in school and district.	Participates in school and district projects when specifically asked.	Volunteers to participate in school and district project, making a substantial contribution.	Volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role.
Participates in school activities and events	Avoids becoming involved in school events.	Participates in school events when specifically asked.	Volunteers to attend and participate in school events, making a substantial contribution.	Volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role

Library Media Domain IV: Professional Responsibilities

Component D: Growing and Developing Professionally

<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Seeks professional development opportunities	Engages in limited professional development opportunities.	Participates in only the required development activities.	Seeks out opportunities for professional development to enhance content knowledge and teaching skills.	Seeks out opportunities for professional development and makes a systematic attempt to integrate learned knowledge and skills in the library media center.

Establishes professional relationships to facilitate teaching and learning	Makes little effort to share knowledge or to establish professional responsibilities.	Finds limited ways to share knowledge or to establish professional relationships.	Participates actively in sharing knowledge and establishing professional relationships.	Initiates important activities to contribute to the profession, such as mentoring, curriculum development and other professional involvement.
Library Media Domain IV: Professional Responsibilities				
Component E: Demonstrating Professionalism				
<i>Element</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
Models professional ethics and integrity as mandated by the State of Nebraska Professional Practice Standards	Has little knowledge of the professional ethics and integrity as mandated by the State of Nebraska.	Is generally aware of the professional ethics and integrity as mandated by the State of Nebraska.	Consistently models professional ethics and integrity.	Consistently models and promotes professional ethics and integrity.
Meets professional and contractual obligations in a timely manner	Seldom meets professional and contractual obligations in a timely manner.	Inconsistently meets professional and contractual obligations in a timely manner.	Consistently meets professional and contractual obligations in a timely manner.	Anticipates and consistently meets professional and contractual obligations in a timely manner.
Advocates for student and public education	Words and actions do not convey support for students and public education.	Words and actions convey minimal support for students and public education.	Acts as committed advocate for students and public education.	Acts as a committed advocate for students and actively promotes public education.
Acts in a confidential, ethical and legal manner	Has little regard for confidential, ethical and legal manner.	Usually acts in a confidential, ethical and legal manner.	Consistently acts in a confidential, ethical and legal manner.	Consistently acts in a confidential, ethical and legal manner and encourages other professionals to act in the professional manner.

Appendix E

Optional Forms

P.R.I.D.E. Evaluation
Raymond Central Public Schools
Personal Responsibility In Developing Excellence

Teacher:

Date of observation:

Observer:

Date of post observation conference:

Post Observation Conference Comments

Student Performance Conference/Elementary Level
(This sheet is used as a mid-year performance check)

Teacher _____ Position _____ Date _____
Administrator _____

Report Cards/Grades

CRA's

Student Strengths

Student Concerns

Possible retentions

PRIDE Goal progress

Other

Raymond Central Public Schools
Personal Responsibility In Developing Excellence

P.R.I.D.E.

Optional Evaluation Procedures: Videographic Self-Evaluation

Teachers may choose the option of a video graphic self-evaluation for their professional development if not currently in the Summary Evaluation Sequence. The following guidelines may be considered and the elements contained in a video graphic format.

Planning: The teacher will prepare a comprehensive lesson plan that sets forth clearly stated learning objectives. Instructional goals must be stated in terms of students learning rather than student activity, should provide appropriate cognitive challenge in terms of the hierarchy of learning, and should be able to be assessed. Learning activities and the appropriate resources needed to successfully meet the instructional goals should be included within the lesson design, and the methodology for assessment of student learning clearly articulated.

Lesson Video: The lesson should be videotaped including the time immediately preceding the start of the instructional period through the completion of the time element for the particular lesson. For secondary teachers, the appropriate time frame could well be the time of the dismissal bell from the preceding class period until the bell beginning the period following the videotaped class. At the elementary level of instruction, the time frame would include the introductory comments that begin the lesson to be videotaped through the time when the students are all engaged in their next instructional activity. The sequencing should be planned so that the observer of the taped class sees the teacher prior to the initiation of the lesson through the completion of the entire learning episode.

Lesson Review: Teachers who select lesson videography are to watch the lesson and reflect on the teaching and learning as demonstrated in the video of the lesson. Close review of the lesson plan and the intended outcomes is critical if the teacher to grow from the process. Reflection notes would include the areas of the lesson that "worked" as well as those that were less successful than the teacher had hoped. Notations as to areas of strength and areas where the lesson might be more successful with modification should be recorded and reviewed for future lesson preparation.

An appointment with the teacher's building administrator is to be arranged for the purpose of discussion about the lesson and the subsequent revelations resulting from the videotape. The ensuing discussion will necessarily revolve around the degree to which the teacher has achieved the goals of the lesson, those instructional strategies that were most successful and plans for any revisions the instructor might identify.

The building administrator acts as a reflector for the teacher's observations, occasionally providing insights only available to the "outside observer." It is essential that the sharing of the video graphic record of the lesson be a non-threatening experience that provides teachers the opportunity for self-evaluation reflection and improvement. The administrator is to be a partner with the teacher in examining the lesson's successes and in providing guidance as the teacher reflects on the contents of the taped lesson.

Note: The teacher who plans to use this technique for self-evaluation is invited to prepare as often as (s)he chooses. Discussion of the video lesson should be the result of the teacher's satisfaction with the record, and need not be a "one time shot" at using the technology. The goal of this exercise is to provide each teacher the opportunity for reflection upon teaching, assessment of student learning and personal instructional strategies, and the melding of the two as effective teaching and learning.

Raymond Central Public Schools
Personal Responsibility in Developing Excellence

P.R.I.D.E.

Artifact Suggestions

1. Lesson planning with sequencing:

- unit plans
- make lesson plans/daily for personal reference
- have lesson plan visible and usable/easy to follow
- on-going assessment
- use of task analysis
- teacher organized

2. Alignment with NE Standards and RC Curriculum:

- write down standard that lesson teaches on plans
- students have a clear understanding why they are being taught the objective and maintain the knowledge
- CRA date/documentation

3. Materials and equipment:

- have copies made ahead of time
- make sure you have enough supplies that you need
- materials should be appropriate i.e. up to date, quality, usable, student friendly

4. Analysis of student assessment results:

- lesson plans with instructional strategies/multiple learning styles
- differentiated lessons

5. Meaningful student work assignments (homework):

- lesson plans
- observing students on task (using objective criteria)
- samples of student work
- varied assessments
- video tape clips

6. Quality of feedback to students:

- individual meetings
- report cards
- conferences
- progress reports
- posting grades
- rubrics
- specific feedback
- prescription(s) for learning

7. Context of the lesson:

- anticipatory set
- state objectives-describe learning that is to occur
- K-W-L
- lesson aligned with objective
- context based-lesson plans, test, observation
- self evaluation (student and teacher)

8. Content knowledge; presentation

- teach to variety of learning styles/modalities
- multiple example/applications/assessments
- students restating
- lesson plans/reteaching

9. Appropriateness of the lesson; pacing

- use of time
- observation of: wait time, practice time
- video/observation

10. Use of technology: (CD player, computer, overhead, graphing calculator, distance scientific calculator, VCR and technology related to specific fields)

- lesson plans
- samples of student work
- quiz
- visual aids

11. Effectiveness of instructional strategies:

- student work samples
- lesson plans indicating next step of instruction
- adaptive materials
- observation of: cooperative learning
 - practice time
 - jigsaw activity
 - carousel activity
 - small group brainstorming
 - wait time

12. Strategies for student achievement:

- learning styles
- one-on-one
- groups
- non class time sessions/tutoring
- differentiated instruction
- multiple types of teaching materials

13. Questioning technique:

- random selection of students
- phrase questions differently
- Bloom's taxonomy
- wait time

14. Expectations for student success:

- examples of student work

Student of the Month-in class
Achievement awards
classroom celebrations
verbal praise
reading incentives
stickers
weekly grade reports
parent phone/calls/notes/e-mail

15. Student interest and participation:

developmentally appropriate activities
vary presentations
class discussion
students achieve goals set
video classrooms
pictures of classrooms
student survey

16. Expectations/procedures:

post rules
drills are posted and practiced
crisis manual
safety tests
safety goggles/equipment
schedule posted
classroom jobs
management strategies
accessible classroom seating arrangement

17. Classroom climate:

Respect Shines Through
student survey on climate
Mission Statement posted
management strategies
accessible classroom seating arrangement
music for stimulation
variety of methods

- variety of assessments
- modifications support
- student input
- mutual respect
- post grades by number system

18. Alignment of professional development:

- NETA
- graduate courses
- workshops-copy handouts, oral report, written summary, follow-up
- professional organizations
- camps
- clinics
- current resume/portfolio

19. Interaction with families:

- bonus Night
- open house
- progress reports
- phone calls
- conferences
- school activities
- parent volunteers
- Team Mates
- mentoring
- submit newsletter articles
- photos
- parent meetings
- involve parents/community on committees
- parent survey
- home visitations

20. Teacher's records:

- progress reports
- reports cards
- weekly grade reports
- lesson plans/attendance
- documented discipline
- incident reports
- missing work reports
- assessments
- grade progress to present-current statistical information, class-wide summaries/indicators

21. Teacher reflection:

- notes in plan book
- journal/reflection sheets
- peer evaluation/coaching/mentor
- conferencing with administrator/supervisor
- observation
- demonstration/video taping
- CRA's
- achievement test
- student feedback

***Created by Raymond Central Faculty 2001-2002**

Raymond Central Public Schools
PRIDE Staff Evaluation
Yearly Expectations

PROBATIONARY TEACHERS

Year 1

Two Formal Evaluations - Summative (full class period) - 1 FE per semester
Four Informal Observations (15-20 min) - 1 IO per quarter
Weekly Walkthroughs (5 min)
SMART Goal Setting Sheet (Completed by PLC)
Goal Setting Meeting
Portfolio - Data Gathering with 7 (odds) of the 14 components
Portfolio due to Administrator by March 1
Mentor Assignment
Summative Appraisal completed

Year 2

Two Formal Evaluations - Summative (full class period) - 1 FE per semester
Four Informal Observations (15-20 min) - 1 IO per quarter
Weekly Walkthroughs (5 min)
SMART Goal Setting Sheet (Completed by PLC)
Goal Setting Meeting
Portfolio - Data Gathering with 7 (evens) of the 14 components
Portfolio due to Administrator by March 1
Mentor Assignment as needed
Summative Appraisal completed

Year 3

Two Formal Evaluations - Summative (full class period) - 1 FE per semester
Four Informal Observations (15-20 min) - 1 IO per quarter
Weekly Walkthroughs (5 min)

SMART Goal Setting Sheet (Completed by PLC)
Goal Setting Meeting
Portfolio - Data Gathering within all 14 core areas
Portfolio due to Administrator by March 1
Mentor Assignment as needed
Summative Appraisal completed

**Raymond Central Public Schools
PRIDE Staff Evaluation
Yearly Expectations**

TENURE TEACHERS

Year 1

Three Informal Observations (15-20 min)
Weekly Walkthroughs (5 min)
SMART Goal Setting Sheet (Completed by PLC), Goal Setting Meeting
Portfolio - self reflection narrative
All documentation of the appraisal process must be submitted to the evaluator by May 1
Summary Report Conference with Administrator

Year 2

One Formal Evaluation - Summative (full class period)
Two Informal Observations (15-20 min)
Weekly Walkthroughs (5 min)
SMART Goal Setting Sheet (Completed by PLC), Goal Setting Meeting
Portfolio - Data Gathering within 7 of the components, including a self-rating and reflection of each of the 7 components (preferably the odds)
Portfolio due to Administrator

All documentation of the appraisal process must be submitted to the evaluator by May 1
Summary Report Conference with Administrator

Year 3

Three Informal Observations (15-20 min)

Weekly Walkthroughs (5 min)

SMART Goal Setting Sheet (Completed by PLC), Goal Setting Meeting

Portfolio - self reflection narrative

All documentation of the appraisal process must be submitted to the evaluator by May 1

Summary Report Conference with Administrator

Year 4

One Formal Evaluation - Summative (full class period)

Two Informal Observations (15-20 min)

Weekly Walkthroughs (5 min)

SMART Goal Setting Sheet (Completed by PLC), Goal Setting Meeting

Portfolio - Data Gathering within all 14 areas (the 7 evens numbered components)

All documentation of the appraisal process must be submitted to the evaluator by May 1

Portfolio due to Administrator

Summary Report Conference with Administrator

End of Year Reflection with Self-Evaluation Rating Narrative

Foreign Exchange Students**A. Participation in Foreign Exchange Opportunities**

1. The Board recognizes the benefits of participating in foreign exchange programs. Such programs increase mutual understanding between the students, staff and citizens of the District and the people of other countries.
2. The District will admit students from foreign nations through foreign exchange programs that are approved by the Superintendent. A foreign exchange program may not be approved unless it is on the current Advisory List of International Educational Travel and Exchange Programs that is maintained by The Council on Standards for International Educational Travel.
3. The District will not admit students on an F-1 visa.
4. The designated school officials for purposes of the foreign exchange program are the Superintendent and the High School Principal.

B. Admission of Foreign Exchange Students

1. The foreign exchange program shall file application forms and related documents with the District by August 1 prior to the beginning of the school year. In order for a foreign exchange student to be admitted to school, the District's acceptance of the application must occur prior to the commencement of the school year. The District retains the right to reject any application.
2. The foreign exchange program shall be responsible for providing the District with all documents and records required by federal and state law and such other documents and records that the District may request. The documentation is to include information to establish that the foreign exchange student has adequate financial support, that the student is covered by health insurance, a complete transcript and a brief explanation of the transcript, and such other documentation that the Superintendent or High School Principal determine appropriate. Foreign exchange students will be not be admitted until all such documents and records are received.
3. A maximum of two foreign exchange students will be accepted each school year unless otherwise determined by the Superintendent. To promote a diversity of cultural experiences for students of our District, the foreign exchange students admitted in each school year must not be from the same country.
4. Foreign exchange students must be at least sixteen years old and not older than nineteen years old as of September 1st of the school year in which the student will enroll in the District. Foreign exchange students must not have graduated from high school (or an equivalent educational institution) prior to enrollment in the District.
5. Foreign exchange students must have adequate proficiency in the English language to function in a regular classroom and not require English-as-a-second-language instruction. The foreign exchange program must provide documentation to verify the student's English language proficiency as part of the application process.

6. The host family of the foreign exchange student must be residents of the District.

C. Requirements During Attendance in the District

1. The host family must be residents of the District and the foreign exchange student must reside in the District during the period of time in which the foreign exchange student is enrolled in the District.
2. The local representative of the foreign exchange program is to arrange and attend a meeting with the foreign exchange student, the host family, and the High School Principal or designee prior to the foreign exchange student starting school.
3. The local representative of the foreign exchange program is expected to confer with the High School Principal or designee throughout the foreign exchange student attendance in the District on a schedule to be determined by the Principal.
4. Foreign exchange students are subject to the same policies, student code of conduct, and attendance requirements that apply to regular students with exceptions appropriate for their status as foreign exchange students including, without limitation, the following: (a) foreign exchange students will not be eligible for student fee waivers; (b) foreign exchange students must be enrolled on a full-time basis; and (c) foreign exchange students are ineligible to take any driver education classes offered by the District. Eligibility for participation in NSAA-regulated activities will be determined based on the Bylaws of the NSAA.

D. Academic Matters Involving Foreign Exchange Students

1. Foreign exchange students will be assigned a grade placement and a class schedule as determined appropriate by the High School Principal or designee. Grade placement will be based upon the District's criteria for students transferring from non-approved schools.
2. Foreign exchange students will be required to enroll in an American literature course and a United States history or a United States government course.
3. Foreign exchange students completing the twelfth grade in the District will be recognized with a school certificate for satisfactory attendance and participation.
4. If a foreign exchange student wishes to receive a District high school diploma, the student must make application to the Principal prior to the beginning of the school year. To receive a diploma, the student must fulfill all of the District's regular high school graduation requirements.

Legal Reference: 22 U.S.C. § 2451, et seq.
22 CFR Part 62

Date of Adoption: April 20, 2009

Raymond Central Public Schools
APPLICATION FOR FOREIGN EXCHANGE STUDENT

PART 1—Student Information

Student's Name: _____	DOB: _____	<i>Note:</i> Student must be at least 16 and not older than 19 as of September 1st of the school year of enrollment.
Country of Citizenship: _____		
Parent's Names: _____ (Father) _____ (Mother)	Address: _____ _____ _____	Telephone (s): _____ E-mail: _____
School year the student intends to attend: _____		
School the student expects to attend: _____		
Grade level the student expects to be placed: _____		
<i>(Note: Student must not have graduated from high school or an equivalent educational institution prior to enrollment)</i>		
The student is or will be entering the United States on an F-1 visa: Yes No		
Special Needs/Concerns: _____		

PART 2—Foreign Exchange Program Information

Name of Organization: _____	Name of Local Representative: _____
Address: _____ _____	Telephone (s): _____ E-mail: _____
The foreign exchange program is on the current Advisory List of International Educational Travel and Exchange Programs that is maintained by The Council on Standards for International Educational Travel: Yes No	
We agree that the local representative of the foreign exchange program will confer with the High School Principal or designee throughout the Student's attendance in the District on a schedule to be determined by the Principal: Yes No	

PART 3—Host Family Information

Name of Host Family: _____ (Father) _____ (Mother)	<i>Note:</i> The host family must be residents of the District and the Student must reside in the District during the period of time the Student is enrolled in the District.
Address: _____ _____	Telephone (s): _____ E-mail: _____

PART 4—Application Requirements

1. Attached to this application is the following documentation to establish that the student has adequate financial support: _____

2. Attached to this application is the following documentation to establish that the student is or will be covered by health insurance: _____
3. Attached to this application is the student's complete transcript. We provide the following brief explanation of the transcript: _____

4. Attached to this application is the following documentation to establish that the student has adequate proficiency in the English language to function in a regular classroom and not require English-as-a-second-language instruction: _____

5. Student wishes to receive a high school diploma from Raymond Central Public Schools: Yes No
If “Yes” the student must make application to the Principal prior to the beginning of the school year and must fulfill all of the District’s regular high school graduation requirements. Otherwise, a foreign exchange student completing the twelfth grade in the District will be recognized with a school certificate for satisfactory attendance and participation.

Date _____ Applicant(s) _____

Date _____ Applicant(s) _____

(FOR SCHOOL USE)
Decision on Application

Decision: Accepted
 Not Accepted

Notes: _____

Date _____ Applicant(s) _____

Note: If accepted, admission is subject to receipt of documentation to meet requirements related to immunization, physical examination and visual evaluation. A certified copy of birth certificate or acceptable substitute (other reliable proof of child’s identity and age with an affidavit explaining the inability to produce a birth certificate) must be submitted within 30 days of enrollment.

The RCEA proposes to add a Strength and Conditioning Coordinator position to the Co-Curricular pay schedule. After running an array of 18 schools (including Raymond Central), it is clear that there are other schools similar to ours that have this position available. We would like to put this position in the Category 2 area with pay starting at 7% of base, and will increase 1% each year for the first three years, and then will increase by 2% for the next two years. The pay increments will be 7%, 8%, 9%, 11%, and 13%. Starting pay for this position would be \$3404.25 and will cap in 5 years at 13% of base, \$5673.75. This pay is competitive within our array. This position would be considered as a year-round position, beginning on September 1 and ending August 31st (same as our teacher contracts).

The RCEA holds the position that all areas of athletics can benefit from having their participants use the weight room. However, this usage falls under the individual coach's responsibility and will not include additional pay. As a coach, it is your duty to determine whether weight training is necessary and how to accommodate that as part of your schedule practice time.

There will be no hourly stipend for weight room hours paid for any supervisor moving forward. When a substitute is needed for the Strength and Conditioning Coordinator, the rate of pay will be \$15 per hour for up to 50 hours. It is the responsibility of the Strength and Conditioning Coordinator to find a substitute and communicate their schedule with the Activities Director.

Other Schools Weight Room Coordinator Positions/Pay:

Ashland-Greenwood: None

Arlington: Start at 7% (\$2604); caps at 11% (\$4092) at 12 years (increases @ 1, 3, 6, 9, 12 yrs)

Malcolm: Start at 8% (\$2964); caps at 10.88% (\$4031.04) at 10 yrs (increases every yr up to 10)

North Bend: None--offers Summer Weight Training at TBD payment

Syracuse: None

Wahoo: No Coordinator; 2 Summer Weights Positions at 8% (2760); no increases

David City: Pay is set at 5% (\$1765); no increases

DC West: \$13/hr to those coaches designated to supervise weight room; Total dollars paid capped at 20% (\$7153)

Milford: None

Fort Calhoun: Start at 15% (\$3145.50); caps at 20% (\$3844.50); increases 1-3; 4-6; 7yrs

Yutan: None

Fillmore Central: None

Elmwood-Murdock: None

Chadron: None

Louisville: None

Logan View: None

Platteview: Pay is set at 15% (\$5321.25); no increases

RAYMOND CENTRAL - WEIGHT ROOM COORDINATOR

General Statement of Duties

The *weight room coordinator* position carries multiple duties and job descriptions. First and foremost is to work diligently to ensure the safety and effectiveness of programming for all student athletes participating in the voluntary strength and conditioning programs offered at Raymond Central High School. The *weight room coordinator* is responsible for creating, supervising, and implementing researched-based programming year-round (to include summer months) for student athletes in grades 6-12 during times outside of regular school hours. Working with coaches at all levels to ensure clear communication and alignment with desired program goals and outcomes is essential to create and sustain a positive culture that provides the best possible experience and results for student athletes at Raymond Central.

List of Duties:

The Weight Room Coordinator will...

- Develop an atmosphere of trust, accountability, and respect for all participants in the strength and conditioning program through the building and sustaining of positive relationships
- Provide year-round opportunities for student-athletes to participate in a strength and conditioning program outside of typical school operation hours.
- Utilize research-based programming; use as a foundation for development and creation
- Provide a structured context/application for student athletes to monitor strength and conditioning sessions and progress toward personal and/or team goals
- Tier levels of training to provide age-appropriate programming
- Participate in annual professional development opportunities
- Ensure constant supervision of student athletes during all sessions is present
- Ensure substitute supervision is provided when *weight room coordinator* is unavailable due to scheduling conflicts
- Communicate regularly with coaches of all sports
- Accommodate to athlete specific needs with regard to injury, pre-existing conditions, other specific, individual, or special needs

**This does not entail or involve a student who wishes to pursue their own individual method/s or program. Such a desire should be fulfilled on his or her own time, outside the context of group strength and conditioning sessions.*

- Address the holistic needs of student athletes with regard to movement, flexibility, foundational strength, relative strength, injury prevention, speed, and agility.
- Be able to provide educational materials that provide for readily accessible documents and/or resources for student-athletes on the topics of sports nutrition, sleep, and overall wellness.
- Work with in-season coaches and assist with strength training for each respective sport
- Encourage and support in-season strength and conditioning across all athletic programs

Hours / Time of Duty Commitment:

Summer (to be defined as the time when school is not formally in session)

**Beginning no later than the first week of June and up to the last week before school resumes for the Fall semester - a maximum amount of 12 weeks*

- High School Boys 9-12 (1.5 hrs - no less than 3x/week and to be no more than 4x/week)
- High School Girls 9-12 (1.5 hrs - no less than 3x/week and to be no more than 4x/week)
 - *HS Boys and Girls are currently combined into the same time block*
- Junior High and below (1.5 hrs - no less than 3x/week and to be no more than 4x/week)
- Programming and documentation (½ hr per day - no less than 3x/week and to be no more than 4x/week)
 - Maximum seasonal hours per week = 14
 - Maximum weeks per “summer” season = 14
 - Maximum hours per “summer” season = 196 hrs
 - Estimated hours per “summer” season = 168 hrs

Fall, Winter, Spring (traditional school year)

**Beginning no later than the second full week of school and extending to at least the second to last week of the calendar school year - a maximum amount of 36 weeks*

- Before School: High School Boys and Girls (9-12) (1.5hrs - no less than 3x/week and to be no more than 4x/week)
- Programming and documentation (½ hr per day - no less than 3x/week and to be no more than 4x/week)
 - Maximum seasonal hours per week = 8
 - Maximum weeks per “in school” season = 36
 - Maximum hours per “in school” season = 288 hrs
 - *Estimated (based on current role/implementation) hours per “in school” season = 208 hrs*
 - *(based on 1 “off” week/quarter)*
- After School: No formal commitment (provide for opportunities as available)

Current Pay Structure (as previously instituted):

- Annual Stipend + Hourly Summer Pay*
- Suggested Co-curricular Salary Scale = Level II
- Maximum total hours on site annually = 484 hrs
- *Estimated (based on current role/implementation) total hours on site annually = 376 hrs*
- Not calculated = off site programming, documentation,

Head Jr. High Speech Coach Job Description

Position Title: Head Jr. High Speech (Forensics) Coach

Position Statement: To provide instructional and supervisory leadership as the head coach, create a highly competitive and inclusive speech team, and work in close coordination with the High School Speech Team to ensure competitive continuity.

Essential Functions:

- Stays informed on rules, procedures and judging standards for forensic events
- Obtains necessary permission parental and school permissions for events/activities.
- Sets practice/behavior standards required for students to enter tournaments
- Meets with students on a regular basis (minimum of once per week during school year)
- Books tournament travel arrangements
- Coordinates student and judge tournament entries
- Maintains Team NSDA membership, as long as all Speech coaches value this practice
 - Records NSDA (National Speech and Debate Association) points
- Promotes the program in the community through media engagement
- Teaches students theories and skills underlying the various competition events
- Facilitates acquisition of literary material and research information for speeches
- Conducts practices and drills to reinforce, assess, and nurture skill development
- Reviews and interprets with students judge evaluations
- Nurtures beginning students while challenging experienced students
- Continuously assesses strengths and weaknesses of the program to improve it from year to year

Calendar:

Primarily November-May.

Continues “maintenance practices” through Nationals (end of June).

Hours Per Week, Practice:

Two practices per week. Coach is to attend 4-5 hours per practice. Each student works for 2-3 hours at a practice. (Practices are arranged for individual and group work, so time commitment varies).

Tournaments:

The team should plan to compete at 3-5 regular-season tournaments, primarily occurring March-May. Nationals participation is strongly encouraged, though may prove cost-prohibitive some years, depending on location. *Coach hours per regular-season tournament is approximately 8 hours. Nationals is 4-6 days.*

The RCEA proposes to add a Junior High Speech Coach position with the allotment of one assistant to the Co-Curricular pay schedule. This program was piloted in 2017-2018 and grew last year in 2018-2019. After running an array of 18 schools (including Raymond Central), it is clear that this is a fairly new idea amongst schools, with only a few in our array that offer something similar. However, we maintain that our forensics team has done exceedingly well in the past and would only grow stronger with the official adoption of this program. The program is beneficial to our students as well as an excellent recruitment tool for the high school programs for both Speech and Drama. We would like to put this position in the Category 4 area with pay starting at 3% of base. Starting pay for this position would be \$1134.75 and will cap in 5 years at 9% of base, \$3404.25. This pay is competitive compared to our other junior high coaching positions. At this time, no paid assistant position will be included.

Other Schools Weight Room Coordinator Positions/Pay:

Ashland-Greenwood: None

Arlington: None

Malcolm: None

North Bend: Junior High Play starts at 2% (\$688); caps at 3.7% (\$1272.80)

Syracuse: None

Wahoo: Set rate at 3% (\$1005)

David City: Starts at 4% (\$1412), caps at 8% (\$2824)

DC West: Starts at 1% (\$343), caps at 1.5% (\$514.50)

Milford: None

Fort Calhoun: None

Yutan: None

Fillmore Central: None

Elmwood-Murdock: None

Chadron: None

Louisville: None

Logan View: None

Platteview: None

Dear Raymond Central School Board and Administration,

This letter is being written to request an assistant coach to the RC Junior High Volleyball program. Over the past few seasons, Coach Schiefen and I have seen an increase in the number of participants in the program and we are anticipating record numbers this upcoming season. We are anticipating 30 plus participants during the fall of 2019. Currently, Coach Schiefen and I manage and coach three separate teams, A, B, and C. Our A and B teams are our more competitive and experienced groups while our C team is our entry level team with little or no experience playing volleyball. It has become challenging to prepare and provide equal attention to all three teams while still trying to maintain a competitive edge on game days. Much attention is required with our entry level group as they are just learning how to play. Maintaining a competitive level with area teams takes a lot of time and attention too. Volleyball has grown in popularity within our district. With the addition of the youth volleyball program and more players committing to camps and club teams, we are seeing an increase in numbers at the Junior High level. Coach Schiefen and I are excited to work with and train these young athletes but we also know our attention can only stretch so far. Adding an additional coach will give us a healthy ratio of coaches to players and allow us to work with all athletes on a more equal basis.

Our other concern is supervision. Supervision at practice, in the locker room, during a home game/away games is a necessity. We want to make sure we are providing a structured and positive experience for all athletes during the season. Having an extra coach on staff will greatly help us succeed in this area. Coach Schiefen and I will be able to lead more structured drills, conditioning activities, and provide more direction and support during game time situational

drills and scrimmages. With three coaches we will be able to give all three levels the time and attention that is deserved.

Coach Schiefen and I understand that more data is necessary and that, for now, we only have an anticipated number. The exact number of girls going out will not be known until after school starts. Practice is scheduled to start the first full week of school. However, once we have the final number and that number is 30 or more we ask you strongly consider the addition of a third coach to our program.

Thank you for your support and consideration,

Nicole Hummel and Barb Schiefen

Quote Expiration Date: 8/30/2019

Prepared By: Lauren Watson

Customer Contact: Derrick Joel

 Customer Name: Raymond Central Public Schools
 161

Title: Superintendent

Enrollment: 600

Address: 1800 W. Agnew Road

of Schools: 3.00

City: Raymond

Contract Term: 36 Months

State/Province: Nebraska

Start Date: 8/15/2019

Zip Code: 68428

End Date: 8/14/2022

Phone #: 4027852615

Product Description	Quantity	Unit	Extended Price
License and Subscription Fees			
UT Applicant Tracking	600.00	Students	USD 1,260.00
UT Applicant Tracking One Time Discount	1.00	Each	USD -250.00
License and Subscription Totals:			USD 1,010.00

Professional Services and Setup Fees			
UT Applicant Tracking Implementation Remote	600.00	Students	USD 2,250.00
Professional Services and Setup Fee Totals:			USD 2,250.00

Quote Total	
Year One Total	USD 3,260.00

Annual Ongoing Fees			
UT Applicant Tracking	600.00	Students	USD 1,260.00
Annual Ongoing Fees Total:			USD 1,260.00

Fees for subsequent years within the term bound by the Start Date and End Date detailed on this quote will be equal to the 'Annual Ongoing Fees' amount uplifted by 3.0% in each following year.

On-Going PowerSchool Subscription/Maintenance & Support Fees are invoiced at then current rates & enrollment per terms of the Licensed Product and Services Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases.

Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order.

In the event that this quote includes promotional pricing, such promotional pricing may not be valid for the entire period stated on this quote.

All invoices shall be paid within thirty (30) days of the date of invoice.

All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and shall not impact the terms or conditions reflected in this quote and the applicable PowerSchool Licensed Product and Services Agreement.

This quote is subject to and incorporates the terms and conditions of the PowerSchool Licensed Product and Services Agreement found at <https://www.powerschool.com/customer-contract-terms-and-conditions-us-6-2-17/> ; and the supplemental terms for the applicable product(s) in this quote located at: <https://www.powerschool.com/additional-documentation-for-peopleadmin-talented-and-performance-matters/>.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Raymond Central Public Schools 161

Signature:



Signature: _____

Printed Name: Gregg Clevenger

Printed Name: _____

Title: Chief Financial Officer

Title: _____

Date: 7-24-2019

Date: _____

July 29, 2019

Derrick Joel
Superintendent
Raymond Central Public Schools
1800 Agnew Rd
Raymond, NE 68428

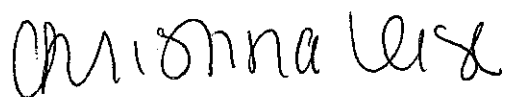
Dear Dr Joel,

I would like to notify you that I am resigning from my position as Administrative Assistant for Raymond Central effective July 29th.

Thank you very much for the opportunity you've given me, I have genuinely enjoyed my time here.

Starting August 14th, I will be taking an accounting position with the John Deere dealership in Seward, Plains Equipment. In the meantime, I will be happy to assist in the transition of a new secretary for Raymond Central.

Sincerely,

A handwritten signature in black ink that reads "Christina Leise". The signature is written in a cursive, flowing style.

Christina Leise

Raymond Central High School



Activities Handbook

2019-2020

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ACTIVITY PERSONNEL 2019-2020

Activities Director: Brian Gralheer
Principal: Allison Stansberry

FALL SPORTS:

Softball:

Head Coach- Barb Ohnoutka
Assistant Coach- Kaleigh Fullmer

Football:

Head Coach- Wade Houchin
Assistant Coach- Harold Pester
Assistant Coach- Ryan Baker
Assistant Coach- Chad Kendall
Jr. High Coach- Greg Wilmes
Jr. High Coach- Mike Henderson
Volunteer – James Potter
Volunteer – Andrew Placke
Volunteer – Ben Baker

Cross Country:

Head Coach- Kalyn Brannagan
Assistant – Maggie Niewohner

Volleyball:

Head Coach- Andrea Rockemann
Assistant Volleyball- Tasha Osten
Assistant Volleyball – Kalli Brannagan
Jr. High Coach- Nicole Hummel
Jr. High Coach- Barb Schiefen

WINTER SPORTS:

Boys Basketball:

Head Coach- Andrew Placke
Assistant Coach- Ben Svehla
Assistant Coach – Joshua Bauska
Jr. High Coach – Mike Henderson
Jr. High Coach – Greg Wilmes

Girls Basketball:

Head Coach- Justin Lillie
Assistant Coach- Celia Newman
Assistant Coach – TBD
Jr. High Coach – Jeff White
Jr. High Coach - John Kliment

Wrestling:

Head Coach- Harold Pester
Assistant Coach- Adison Kenning
Jr. High Coach - Fred Spale/Adison Kenning

SPRING SPORTS:

Track:

Head Coach- Kalyn Brannagan
Assistant Coach- Kearah Houchin
Assistant Coach – Fred Spale
Assistant – Kalli B/Autumn Graham
Head Jr. High Coach- Mike Henderson
Assistant Jr. High Coach- Nicole Hummel
Assistant Jr. High Coach- Abby Spangler

Baseball:

Head Coach – Corey Serrano

ACTIVITIES:

Speech:

Head Coach- Carolyn Enevoldsen
Assistant Coach- Jeff Nelson, Kent
Millington
Volunteers: Teagan Bassinger, David
Coffin, Claudia Seravalli

NFL:

Head Coach- Carolyn Enevoldsen

Cheer:

Coach – Shay Spohr

Drill:

Coach- Courtney Polak

National Honor Society:

Sponsor- Celia Newman

FBLA:

Sponsor- Allie Bastian
Assistant - Keely Reinert

Band:

Director- Jordan Luke

Music:

Director- Seth Strouf

One-Act:

Sponsor- Jeff Nelson
Assistant – Carolyn Enevoldsen

FFA:

Sponsor- Whitney Lehn
Assistant – Harold Pester

Destination Imagination:

Leann Wiese

Yearbook:

Sponsor- Madeline Shomos

Spanish Club:

Sponsor- Laura Hill

Art Club:

Sponsor- Jean Rempfer

Science Club:

Sponsor- Sydney Paige

Student Council:

Sponsor- Janet Dannelly
Jr. High Sponsor- Jill Huck

Skills USA:

Sponsor- Tyler Jedlicki
Assistant – TBD

Mock Trial:

Sponsor- Seth Strouf

MEDIA INFORMATION

Television Stations

KOLN-KGIN (Lincoln)
KLKN (Lincoln)

Phone

402-467-9270
402-436-2251

Fax

402-467-9208
402-436-2236

E-Mail

sports@1011now.com
sports@klkntv.com

Newspapers

Associated Press
Lincoln Journal Star
Omaha World-Herald
Wahoo Newspaper
Waverly News

402-391-0031 402-391-1412
402-473-7431 402-473-7291
800-284-6397 402-444-1238
402-443-4162 402-443-4479
402-786-2344 402-786-2343

eolson@ap.org
sports@journalstar.com
sports@owh.com
jason.unger@wahoonepaper.com
sports@newswaverly.com

Max-Preps
NSAA

www.maxpreps.com
402-489-0386 402-489-0934

CODE OF ETHICS

Nebraska Coaches Creed

- I believe interschool sports have an important place in the general scheme and pledge myself to cooperate with others in the field of education to so administer them that their values shall never be questioned.
- I believe the other coaches in interschool sports are earnest in their desire to keep the interschool program high on the plane of citizenship training and I shall do all I can to further their efforts.
- I believe my own actions should be so regulated as to reflect credit to this profession.
- I shall abide by the rules of the games in letter and spirit.
- I believe in my exercise of all the patience, tolerance, and diplomacy at my command in my relations with all players, co-workers, game officials, and spectators.
- I believe proper administration of all sports offers effective laboratory methods for development of high ideals of sportsmanship, qualities of cooperation, courage, unselfishness and self-control, desire for clean healthful living and respect for wise discipline and authority.
- I believe these admirable characteristics, properly installed by me through teaching and demonstration, will have long carry-over and will aid each one connected with the sport to become a better citizen.
- I believe in and will support all reasonable moves to improve athletic conditions, to provide for adequate equipment and to promote the welfare of an increased number of participants.

PHILOSOPHY AND PURPOSE

The purpose of all activities is to provide all students ample opportunities outside of the regular classroom that cannot be duplicated in a classroom situation. In this way, students have the opportunity to develop themselves into the best possible person they are capable of becoming.

It is in these outside activities that students make lasting friendships, gain valuable social experiences, learn to work and cooperate for a common goal, as well as gain physical and mental disciplines unavailable in the classroom setting.

It should be noted, however, that participation in these activities is a privilege accorded only those students who are willing to abide by state law, school and conference regulations as well as reasonable rules set forth by the coaches or sponsors and that are applicable and peculiar to the activity involved.

Any student is welcome and encouraged to participate in any of the co-curricular activities available.

ATHLETIC ELIGIBILITY FOR HIGH SCHOOL

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules set forth by the Nebraska School Activities Association. If you do not understand any of the rules stated below, consult the high school principal or activities director.

1. A student must be an undergraduate.
2. A student must be enrolled in at least twenty hours per week (four full credit courses) and be in regular attendance. *Unless you are a member of an exempt school or home schooled (must enroll in 10 credits per semester of participation, per NSAA guidelines).
3. A student must be enrolled in high school on or before the 11th school day of the current semester.
4. A student is ineligible if 19 years of age before August 1st of the current year. (Student may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)
5. After a student's initial enrollment in grade nine, he/she will be ineligible after eight semesters of school attendance.
6. A student must have been enrolled in school the immediate preceding semester.
7. Participants in senior high athletics/activities must have passed four classes (20 hours) the immediate preceding semester. The immediate preceding semester does not apply to 9th grade students competing on a high school team for the first time or entering 10th grade students who have not competed or practiced with a senior high team previously.

8. Once the season of a sport begins, a student shall compete only in the athletic contests/meets in that sport which are scheduled by his/her school. Any other competition will render the student ineligible for the remainder of the season in that sport.
9. A student shall not participate in sports camps or athletic clinics during the season of a sport in which he/she is involved, either as an individual or as a member of a team.
10. A student shall not participate on an all-star team while a high school undergraduate.
11. A student entering grade 9 for the first time after being promoted from grade 8 is eligible. If a student participated on a high school team at any level as a 7th or 8th grade has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth grade shall be ineligible for 90 days.
12. When the parents of a student change their domicile from one school district to another district which has a high school, the student is ineligible for 90 days except:
 - (a) If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.
 - (b) If a student has been attending the same high school since initial enrollment in grade nine and the school is located in the school district from which the parents moved, he/she may remain at the high school and retain eligibility, or be eligible in the school district in which the parents have established their domicile.
 - (c) If the parents moved during the summer months and the student is in grade twelve, the student may remain at the high school he/she has been attending and retain eligibility.
13. Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for his review and a ruling.
14. A student shall not participate in a contest under an assumed name.
15. A student must maintain his/her amateur status.

ATHLETIC ELIGIBILITY FOR COLLEGE

For students who have aspirations of competing in athletics at the collegiate level, it is recommended that they register with the NCAA Clearinghouse sometime during their junior year. All Division I and II athletes must be registered with the clearinghouse in order to be eligible to compete. To register, athletes should see the counselor or activities director. It is also recommended that students begin taking the ACT/SAT tests during their junior year also.

GUIDELINES, REGULATIONS, PRACTICES, REQUIREMENTS

All athletes must meet the following requirements **before** they begin practice for an activity:

1. Return an updated physical form signed by physician and parent/guardian.
2. Return the NSAA and Raymond Central consent forms signed by parent/guardian.
3. Provide the school with a photocopy of a current insurance card or sign off on their own insurance.
4. Pay \$40 activity fee, which is a yearly fee and covers the student for **all** activities throughout the current school year. This fee also provides the student with an activity pass for admission to home events (excluding tournaments).
5. Follow and complete any other procedures or requirements as directed by their respective head coaches.
6. Have the parent(s)/guardian(s) sign the Raymond Central Code of conduct and turn into office.

All of these together get turned into the office in return for a "Blue Card". Blue card signed off by office and turned into coach/sponsor must be done before student is able to practice or compete.

INSURANCE

The Raymond Central Public Schools provides no insurance coverage. Students are required to be insured before they are allowed to compete in interscholastic athletics or waive this right. Insurance forms are available in the office for students who wish to purchase additional coverage.

POLICIES

Coaches will cover team rules, school policies on attendance and eligibility and the drug & alcohol policy with each member of the team and a copy of the information given to the Activities Director. A dated sheet of student/athlete signatures stating that they acknowledge the rules and policies and have heard them will also be submitted to the Activities Director.

LETTERING REQUIREMENTS

Each head coach of a sport/activity will develop and inform participants of the criteria for earning a varsity letter or certificate of participation. This information should be included in the pre-season team meeting. At the end of the season, a list of all participants and letter winners needs to be submitted to the Activities Director.

TEAM SELECTION/PLACEMENT

Team selection and placement will be conducted by the head coach and the assistants for that particular activity. Make sure beforehand that all athletes and parents are aware of the selection procedure and what types of criteria will be used in the process.

ROSTERS/CHANGES

Coaches shall provide an accurate list of names, jersey numbers, height, weight, grade, and positions for each member of the team. Provide this list to the AD's office as soon as possible, but no later than one week prior to the first contest. This list must be checked for eligibility, sent to the NSAA, to opposing schools, and printed for local programs; therefore, it is imperative that rosters are submitted in a timely manner. Further, any time a change is made: a player quits, changes numbers, etc...inform the AD immediately.

SUPERVISION

Students shall be under coaches' supervision at all times. This is especially important when students are in the locker room and after practice as they wait for rides or use the telephone. These are times when horseplay, theft, vandalism and hazing are most likely to occur. Coaches are liable for supervision-it is their obligation to regulate student activity.

PRACTICE TIMES AND PROCEDURES

Coaches are expected to abide by the NSAA policy on organized practices. Individual coaches will set up practice times. Athletes are expected to be on the field/court at the time designated by the coach. If an athlete can't be at practice, he/she must contact the coach BEFORE practice begins. Each coach may have specific attendance requirements/procedures for athletes to follow. This should be included in your handbook.

The AD or Principal must approve all practices that are held when school is not in session. All doors must be locked and everyone out of the building before leaving. Coaches leave last!

Coaches are expected to plan and conduct their practices. Generally, athletic practices are to be held after school each day for no more than 2 hours. Many extra-curricular clubs and organizations meet before school, so coaches are encouraged to avoid morning practices which would create a conflict. Please remember that we must all share our facilities. **BE RESPECTFUL OF ALL OTHER RAYMOND CENTRAL PUBLIC SCHOOL PROGRAMS.**

Practices are not permitted on Sundays without special permission from the Superintendent. According to the Nebraska School Activities Association, no activity contests may be scheduled on Sunday.

ATTENDANCE ON GAME DAY

An athlete must be in school for the last ½ of the day minimum on the day of a game in order to participate. Absences for school-sponsored activities, dental and doctor appointments, as well as circumstances beyond their control may be exceptions to this rule, **as well as home school or exempt school students.** Only administration has the right to make exceptions to this rule.

SAME-DAY CONFLICTS

State, district and conference events take precedence when activities conflicts occur. When two regularly scheduled events, or non-priority events, take place on the same day, the two sponsors shall try and work out an agreement. If no mutual agreement can be reached, the Activities Director will determine the event in which the student will participate.

GAME-DAY PREPARATIONS

Each coach should be sure all final arrangements have been made for game day. All coaches are expected to set up for their respective contests according to their needs. Dismissal lists, transportation, and equipment should all be double-checked before departing.

TRANSPORTATION/TRANSPORTATION REQUESTS

School transportation will be provided to all contests away from Raymond Central. Students are expected to ride to and from contests with the team. Each athlete may ride home from a contest with a parent/guardian by a written request and personal contact by the parent to the coach in charge before leaving. The coach must witness the athlete leaving with his/her parent/guardian from the contest. Students will not be released to anyone else without prior approval by the administration! Emergency situations may be handled by the coaching staff as they occur.

Coaches are responsible for supervision on school vehicles, making sure at least one adult on each vehicle. They are to also provide transportation requests and departure times to the Activities Director. Transportation requests need to be submitted to the AD prior to the activity beginning. Changes to requests need to be submitted to the AD well in advance whenever possible.

Coaches should instruct athletes to properly dispose of all litter and are responsible to check for items left on the vehicle(s).

INCLEMENT WEATHER

If school must be canceled or dismissed early because of inclement weather, practices and contests will not be held as a rule.

Coaches are directly responsible for all students under their supervision at any school sponsored activity. When severe weather strikes, staff members will determine in their best judgment, what action will be in best interest for the safety of the students.

Coaches will make every effort to keep school officials and parents informed of any changes from the normal routine if weather becomes an issue.

HEAT AND EXHAUSTION

Be especially aware of heat and exhaustion during practices. Please refer to the annual NSAA handouts on heat and exhaustion. Schedule times throughout practice to allow participants the opportunity to hydrate their bodies.

OVERNIGHT TRIPS

The following guidelines should be followed when teams are traveling on overnight trips:

- Detailed itineraries for parents and school administration-where you are going, when, phone #'s, room assignments, etc. need to be provided by the head coach to the office.
- Room checks, both announced and unannounced, should be conducted.
- No girls sleeping in boy's rooms and vice versa.
- Sponsors shall do a walk-through upon departing.
- Set curfews.
- Discuss expectations prior to leaving and how breaking rules will be handled.
- Follow Raymond Central Schools drug, tobacco, alcohol, and behavior guidelines. Students may be sent home at the parent's expense for serious infractions.
- Whenever phones or movie channels in student rooms can be disconnected, do so. The district will not pick up extra expenses such as phone calls, movies, etc...
- When traveling to another school/facility, it is essential that all team members represent Raymond Central with class. Be respectful with your words and actions, and be certain to clean up after yourselves.

PICTURES/SENIORS NIGHT

The activities director will work with the head coaches to select dates, times, and a location for team pictures. The AD and head coach will also work together to select a date for senior night of each specific sport.

WEIGHT ROOM

A program will be made available in the weight room for use by all athletes. All athletes must have supervision at all times. Non-school use is highly discouraged and any exceptions made are the responsibility of the supervisor. Anytime the supervisor will not be in the weight room, the door is to be locked. When leaving for the day, the door must be locked and the lights and stereo shut off. Supervisors are to keep an eye on the volume and type of music being played.

UNIVERSAL WEIGHT ROOM RULES

- No horseplay at any time.
- Safety, safety, safety at all times.
- Clean all equipment after use.
- No food, pop or gum in the weight room.
- Wear proper weight lifting clothing: t-shirt, gym shorts and athletic shorts.
- No profanity in the weight room.
- Follow designated workouts precisely. If you want to lift extra, you may do so after your regular workout.
- Use a spotter on all core lifts.
- Use collars on bars with free weights.
- When finished lifting, take weights off all bars and return them to their proper place.
- When finished lifting, return all dumbbells to their proper place.
- Never lift weights without a supervisor present.
- Don't use equipment if you are unfamiliar with the proper use. Ask weight room supervisor for assistance.
- Do not drop bars or lean plates against equipment, mirrors or walls.
- Report any injuries to the weight room supervisor immediately.

ATHLETIC TRAINING ROOM

Raymond Central has one Certified Athletic Trainer who coordinates our sports medicine program. Their primary responsibility is the prevention and care of athletic injuries. Some of the areas in which the AT is proficient are: emergency procedures, use of therapeutic modalities, evaluation of injuries, nutrition exercise prescription, and treatment of injuries, injury rehabilitation and protective equipment.

In the event that an athlete is injured, the athletic trainer or coach will administer emergency first aid if needed. Every effort will be made to contact the parent/guardian as soon as possible following an injury. All injuries should be reported to a coach immediately, who will in turn contact the Athletic Trainer for assessment. A decision will then be made as to the next course of action. If you have any questions in regard to injuries or this program, feel free to contact the Athletic Trainer.

It is recommended that each coach take with them the emergency information for each athlete. All injuries must be reported to the Athletic Trainer at once. The Athletic Trainer will then take the necessary actions to ensure the safety of the athlete.

ATHLETICS/ACTIVITIES POLICIES

BEGINNING AND END-OF-THE-YEAR REPORTS

All sponsors/coaches must submit reports to the activities director. The beginning of the year reports include program information and eligibility reports. Coaches and sponsors also need to update this list as rosters change throughout the season. The activities director will complete and forward all eligibility forms to the Nebraska School Activities Association. Coaches/sponsors will also be responsible for turning in end of the year reports to the Activities Director with information on season participants and letter winners in a timely manner. All head coaches are also required to attend Nebraska Capitol Conference All-Conference Selection Meetings for their sport.

ELIGIBILITY REPORTS

The Activities Director will handle all NSAA eligibility requirements. Coaches are to submit a typed list of all students participating by the third day of the season so that checks can be completed. Coaches should also note any transfers to the district and inform the Activities Director of any changes that may occur during the season.

ACTIVITIES BUDGET/PURCHASING EQUIPMENT AND SUPPLIES

Head coaches are responsible for preparing and staying within a budget for their respective activities based on their equipment and supply needs for the upcoming year. All purchases must have authorization from the Superintendent and Principal and be accompanied by a purchase order. Coaches are not to order anything and charge it to the high school without previous notification and purchase order.

FUNDRAISING

Fundraising ideas must be cleared with the Principal and Activities Director before anything begins. All fundraising will be in accordance with Raymond Central Public Schools policy.

DEALING WITH THE MEDIA

All coaches and sponsors are expected to work with the media in reporting results from activities. Following contests, each head coach/sponsor or assigned assistant should report scores and other necessary information. Phone numbers are listed in the front of this packet for your reference.

GAME PROGRAMS

Coaches need to provide an updated roster including uniform number, name, height, weight, grade and/or other relevant information for upcoming contests that require programs. This should be submitted at least one week before the first contest. If there are any changes that occur during the year, please inform the Activities Director so that these changes can be made before the programs are printed.

DRESS CODE

Student athletes are to follow the school dress code as listed in the school student handbook. Coaches must enforce this policy for their team. Coaches will set a good example by following the faculty and student dress codes while coaching and/or attending school activities.

SUSPENSIONS

Any coach suspending an athlete must inform the Activities Director in writing, explaining the circumstances for the suspension. Any area involving possible suspensions should be a part of the coach's rules explained to athletes prior to the beginning of the season. A student athlete suspended from a team for violations, may be asked to voluntarily quit the team following a second or subsequent suspension, with the severity of the violation taken into consideration.

DUE PROCESS

If it shall become necessary to enforce the suspension rule, the student shall be notified in writing of the offense and the student and his or her parents are entitled to a hearing with school authorities upon request. They should contact the activities director who shall act as the hearing officer and shall notify the student and the parents in writing of his decision. In the event that the student and his or her parents are not satisfied with the results of the initial hearing and decision, they may appeal the decision to the Superintendent of Schools. Any further appeal would have to come through judicial process.

SPORTSMANSHIP POLICY

Sportsmanship is a primary concern in educational activities. The development of values and ethics does not occur by chance; rather, it is a product of the educational structure, the right perspective, effective leadership, and a true commitment to sportsmanship. The NSAA has enacted a sportsmanship policy that addresses the issue of sportsmanship and consequences for lack of sportsmanship demonstrated by student-athletes, coaches and spectators.

Unacceptable conduct shall include the following: fighting, verbal abuse or dissent toward an official/opponent, racial or ethnic slurs, inappropriate comments or actions that may be construed as sexual harassment, profanity, obscene gestures, flagrant and violent fouls, taunting, trash talk, baiting, cheating, throwing or abusing equipment, inappropriate posters, physical intimidation or abuse of an official/opponent and unauthorized leaving of the team bench area.

Any participant ejected from a contest for unsportsmanlike conduct shall be ineligible for the next contest at that level of competition and any other contest at any level during the interim, in addition to other penalties the NSAA or school may assess. Likewise, any coach ejected from a contest for unsportsmanlike conduct is subject to those same sit-out rules.

Anytime a student-athlete or coach is ejected from a contest, every effort will be made to inform the Administration at Raymond Central High School as soon as possible, so that penalties for such ejections can be properly enforced with accordance to the NSAA policy. There is no appeal process for this legislation.

OFF-SEASON PROGRAMS

Coaches are expected to conduct off-season programs to promote increased athletic skills; however, these efforts are not to interfere with programs that are currently in-season. All coaches should encourage athletes to participate in sports that are in-season. In-season programs hold priority in terms of facility use.

The following guidelines are to be followed:

- Offseason/pre-season conditioning and open gyms may begin no sooner than the day after the first contest of the sports currently in-season.
- Athletes must be supervised at all times until all athletes have left the building.
- If the weight room is used, there must be a supervisor in the weight room at all times. When you are done, shut and lock the door.
- Coaches whose athletes compete in AAU, YMCA, Club, or other competitive teams in the off-season will contact these groups to encourage no over practicing and coordinate activities with in-season coaches.

COACHES AIDES

It is becoming more and more common to utilize coaches' aides to help coach our athletes. Coaches Aides are defined as a non-certified person employed by the school district, or a volunteer, who are helping with the athletic program. It is important all head coaches communicate with these people what our expectations of them are and what parameters they are to work under. At no time are these individuals to be the only supervisors of students. Coaches aides shall not initiate nor change instructions given by the head coach and must carry out specific directions given by the head coach. The aide may assist in starting, executing, and completing the specific plan of the learning experience as defined and directed by the head coach. No keys will be checked out to volunteer coaches' aides.

KEYS

Keys are not to be loaned out to students for any reason. Head coaches are responsible for getting keys back from coaches not returning the next year.

EQUIPMENT AND STORAGE

Each head coach is responsible for the distribution and collection of all uniforms and equipment. They are also responsible for collecting the amount due for any equipment not checked back in. It is very important to keep accurate records on your inventory and provide this information to the Activities Director.

CHANGING SPORTS

No individual will be allowed to change sports during a season unless both coaches involved agree that changing sports is for the benefit of the student involved. Be sure that all NSAA sit-out times are followed and that the Activities Director is made aware of the change so that eligibility forms can be sent in.

NSAA RULES MEETINGS

Head coaches are reminded that they must attend one of the NSAA sponsored rules meetings for their particular sport. Head coaches are asked to relay any information on to their assistants.

NSAA MORATORIUM POLICY

The NSAA has adopted a 5-day moratorium in December. During these days, the following rules are to be followed by all levels of activities:

-All high school facilities and/or other facilities used by high schools for competitive or practice purposes are not to be used by high school students or coaches/sponsors for competitive or practice purposes.

-No staff members may be present for any interscholastic practice in activities, as defined by the NSAA.

-There shall be no interscholastic practice or competition, either on or outside school premises, under the supervision of school employees or anyone who is associated with the school team or group as a volunteer coach or coach's aide.

-No staff member may initiate, coordinate, provide transportation or have any comment about the use of an off-campus facility by athletes in the school during the moratorium. Any suggestion of impropriety will not be tolerated.

-Any questions on interpretation should be directed to the Activities Director.

HIRING OF OFFICIALS

The activities director will hire all officials with input from the head coaches. Concerns about officials shall be directed to the activities director.

SCHEDULING OF GAMES

Schedules are made by the activities director in cooperation with the head coach. Coaches are not to schedule any event without first getting authorization from the activities director. Input and ideas will be welcomed before any decisions will be made.

EVALUATIONS

Evaluations should be viewed as positive, necessary tools intended to assist coaches/sponsors in their efforts to make their specific programs the absolute best they can be. If handled professionally, the identification and discussion of a program's strengths and weaknesses should provide both the coach/sponsor and A.D. with a baseline of mutual agreement, and source of guidance, to initiate a plan to effectively and consistently better that program.

The activities director will conduct final evaluations for all head coaches. This will be a season-long process and will include practices, games, dealing with student-athletes, working with the Activities Director, and dealing with the community. A written evaluation will be completed at the end of the season. Coaches are to schedule a meeting with the Activities Director at the end of the season to review the evaluation.

COACHING CLINICS

Coaches are expected to attend clinics for their particular sport or activity. Coaches attending a clinic that will interfere with class time must request a substitute well in advance. All coaches in the district are strongly encouraged to attend the NCA Summer Clinic or any other clinic they would deem beneficial for their sport/activity.

CAMPS

Raymond Central coaches may conduct clinics in the summer as long as they follow NSAA guidelines. It is important that dates and facilities are scheduled early to avoid conflicts with other sports/activities. The first day that high school camps may be conducted is the Tuesday after Memorial Day and all camps must be concluded by July 31st.

STATE TOURNAMENTS

Coaches may attend state tournaments when their teams do not qualify and will follow district policy for leave. The superintendent and principal will have final approval on these types of leave.

NSAA CONSTITUTION AND BYLAWS

All coaches are responsible for knowing the rules and regulations regarding their activity. The NSAA Constitution and Bylaws can be found at nsaahome.org

RAYMOND CENTRAL HIGH SCHOOL ACTIVITIES EVALUATION



COACH TO BE EVALUATED: _____

DATE: _____

EVALUATED BY: Activities Director/Administration

Evaluation Scale: MS = Meets Standard, NI = Needs Improvement.

PERSONAL CHARACTERISTICS

- | | | |
|---|----|----|
| 1. Grooming & Dress (school, practice, contests). | MS | NI |
| 2. Demonstrates emotional control (poise, appropriate language, respect for competitors, coaches, referees) | MS | NI |
| 3. Displays enthusiasm, energy, and motivation. | MS | NI |
| 4. Displays integrity and professionalism. | MS | NI |

PROFESSIONAL CHARACTERISTICS

- | | | |
|---|----|----|
| 1. Communicates effectively with students, parents, and administration. | MS | NI |
| 2. Works cooperatively with junior high and youth programs to develop an overall coordinated program. | MS | NI |
| 3. Utilizes organizational skills in practices and contests. | MS | NI |
| 4. Rapport with coaching staff. | MS | NI |
| 5. Improvement of specific skill levels during season. | MS | NI |
| 6. Knowledge of NSAA rules governing the activity. | MS | NI |
| 7. Is accurate, professional, and timely dealing with AD/Administration. | MS | NI |
| 8. Continues to improve through Professional Development (camps, clinics, and workshops). | MS | NI |
| 9. Follows all district policies including student and activities handbooks. | MS | NI |
| 10. Continually promotes sportsmanship at practices and games. | MS | NI |
| 11. Promotes off-season development (skills, strength, conditioning, camps, honor activities). | MS | NI |

COACHING CHARACTERISTICS

- | | | |
|---|----|----|
| 1. Demonstrates active participation in practice & games. | MS | NI |
| 2. Demonstrates knowledge of the activity. | MS | NI |
| 3. Demonstrates & incorporates safety applications (practice, games, trips). | MS | NI |
| 4. Utilizes consistent disciplinary actions (individual & team). | MS | NI |
| 5. Supervision of participants before & after practices, contests, locker rooms, & bus trips. | MS | NI |

- | | | |
|--|----|----|
| 6. Incorporates positive public relations (school, community, news, media, articles, participant recognition, etc.). | MS | NI |
| 7. Administers proper care of equipment & facility. | MS | NI |
| 8. Works to create team goals & expectations for their activity. | MS | NI |
| 9. Promotes overall support of the Activities Program of the school district. | MS | NI |
| 10. Supports the educational philosophy of the district, stressing academics. | MS | NI |

What are two things to improve on for next season?

1.

2.

What are two strengths to build on for next season?

1.

2.

Activities Director's Signature: _____ Date: _____

Coach's Signature: _____ Date: _____

ADDITIONAL COMMENTS

POST-SEASON HEAD COACHES EVALUATION

(TO BE COMPLETED BY THE PARENT)

HEAD COACH: _____ **GRADE YOUR CHILD IS IN:** _____

As a part of our continuing efforts to improve the extra-curricular programs at Raymond Central High School, we would appreciate your cooperation in completing this assessment on the sports program that your student-athlete has just completed.

Please respond to each of the following statements by selecting one of the numeric choices:

1= strongly disagree

3= slightly disagree

5= strongly agree

2= disagree

4= agree

NA=Not Applicable

GENERAL COMMUNICATION:

- | | | | | | | |
|--|----------|----------|----------|----------|----------|-----------|
| 1. Coach provides clear rules and expectations to team members and parents. | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Coach provides open lines of communication with parents. | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Practice/game times, schedules, and itineraries are effectively communicated. | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Coach acknowledges individual and team accomplishments. | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Coach encourages and supports effort-not just outcomes. | 1 | 2 | 3 | 4 | 5 | NA |

COMMENTS: _____

PROFESSIONALISM:

The Coach:

- | | | | | | | |
|--|----------|----------|----------|----------|----------|-----------|
| 6. Develops respect by appearance, behavior, language and conduct. | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Maintains individual and team discipline and control. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Displays enthusiasm and interest in coaching. | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Reinforces enthusiasm and positive attitudes. | 1 | 2 | 3 | 4 | 5 | NA |
| 10. Uses appropriate language. | 1 | 2 | 3 | 4 | 5 | NA |

COMMENTS: _____

OTHER COMMENTS: _____

POST-SEASON HEAD COACHES EVALUATION
(TO BE COMPLETED BY THE STUDENT-ATHLETE)

HEAD COACH: _____ GRADE: _____

As a part of our continuing efforts to improve the extra-curricular programs at Raymond Central High School, we would appreciate your cooperation in completing this assessment on the sports program that you have just completed.

Please respond to each of the following statements by circling one of the choices below:

1= strongly disagree
2= disagree

3=slightly disagree
4= agree

5=strongly agree
NA=Not Applicable

GENERAL COMMUNICATION:

- | | |
|---|--------------|
| 1. Coach provides clear rules and expectations to team members and parents. | NA 1 2 3 4 5 |
| 2. Coach provides open lines of communication with parents. | NA 1 2 3 4 5 |
| 3. Practice/game times, schedules and itineraries are effectively communicated. | NA 1 2 3 4 5 |
| 4. Coach acknowledges individual and team accomplishments. | NA 1 2 3 4 5 |
| 5. Coach encourages and supports effort – not just outcomes. | NA 1 2 3 4 5 |

COMMENTS: _____

PLAYER COMMUNICATION:

- | | |
|--|--------------|
| 6. Individual players' roles on the team are communicated. | NA 1 2 3 4 5 |
| 7. Opportunities for constructive dialogue among players and coaches are provided. | NA 1 2 3 4 5 |
| 8. Coaches give constructive feedback appropriately. | NA 1 2 3 4 5 |
| 9. Coach communicates ideas and directions clearly and concisely. | NA 1 2 3 4 5 |
| 10. Coaches use appropriate language. | NA 1 2 3 4 5 |

COMMENTS: _____

GENERAL INSTRUCTION:

- | | |
|--|--------------|
| 11. Coach is well-versed and knowledgeable in matters pertaining to the sport. | NA 1 2 3 4 5 |
| 12. Coach is fair and understanding with team members. | NA 1 2 3 4 5 |
| 13. Player's skill development improved over the course of the season. | NA 1 2 3 4 5 |
| 14. The extent to which the team was prepared for contests. | NA 1 2 3 4 5 |

COMMENTS: _____

PRACTICES:

- | | |
|---|--------------|
| 15. Coach develops and utilizes a well-organized practice schedule. | NA 1 2 3 4 5 |
| 16. Coach utilizes a variety of techniques and drills to instruct. | NA 1 2 3 4 5 |
| 17. Practices maximize participation. | NA 1 2 3 4 5 |
| 18. Coach utilizes effective conditioning practices. | NA 1 2 3 4 5 |
| 19. Skills are taught in a safe manner. | NA 1 2 3 4 5 |

COMMENTS: _____

PROFESSIONALISM:

The Coach:

- | | |
|---|--------------|
| 20. Develops respect by appearance, behavior, language and conduct. | NA 1 2 3 4 5 |
| 21. Maintains individual and team discipline and control. | NA 1 2 3 4 5 |
| 22. Shows an interest in athletes in classroom efforts and off-season activities. | NA 1 2 3 4 5 |
| 23. Displays enthusiasm and interest in coaching. | NA 1 2 3 4 5 |
| 24. Maintains high standards for performance and conduct. | NA 1 2 3 4 5 |
| 25. Reinforces enthusiasm and positive attitudes. | NA 1 2 3 4 5 |
| 26. Discusses and expects good sportsmanship. | NA 1 2 3 4 5 |

COMMENTS: _____

OTHER AREAS:

- | | |
|--|--------------|
| 27. Opportunities for off-season conditioning. | NA 1 2 3 4 5 |
| 28. Overall enjoyment of the season. | NA 1 2 3 4 5 |

COMMENTS: _____

Please give us your input on the assistant coaches that worked with you during the season. It is fine to use their names:

OTHER COMMENTS:

**RAYMOND CENTRAL PUBLIC SCHOOLS
ACCIDENT REPORT
REPORT OF STUDENT INJURY**

(PLEASE CIRCLE SCHOOL WHERE ACCIDENT HAPPENED)
RC - 6-12 CERESCO VALPARAISO BUS

STUDENT NAME _____ GRADE _____

DATE OF ACCIDENT _____ LOCATION _____

APPROXIMATE TIME OF ACCIDENT _____

NAME OF STAFF/BUS DRIVER SUPERVISING AT TIME OF INJURY _____

NAME OF ADMINISTRATOR NOTIFIED _____

ACTIVITY LEADING TO INJURY _____

DESCRIPTION OF INJURY

DESCRIBE FIRST AID GIVEN _____

HAS PROFESSIONAL HELP BEEN GIVEN? DESCRIBE _____

HOW WAS PARENT NOTIFIED? _____

WHO NOTIFIED PARENT? _____

WAS CHILD SENT HOME? _____

DO YOU HAVE ANY RECOMMENDATIONS THAT WOULD ELIMINATE OR REDUCE THE
FREQUENCY OF THIS TYPE OF ACCIDENT? _____

STAFF/BUS DRIVER

PRINCIPAL

PLEASE SEND COPY TO SUPERINTENDENT

StudentsSafe Pupil Transportation Plan**[Name] Public Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in vehicles on regular routes assigned through the district transportation plan.

1. **Weapons-** Vehicles shall not transport any items, animals, materials, weapons or look-a-like weapons, explosive devices or bomb-related materials or equipment which could endanger the lives, health, or safety of the children, other passengers, and the driver. Look-a-like weapons associated with a school-sponsored or approved activity may be transported with written permission of an administrator of the District. If possible, these items should be secured and not visible or accessible to students while in the vehicle.

Upon becoming aware of a weapon aboard a vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to contact from a cell phone (after parking on a shoulder or otherwise not moving) or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
- B. Pull vehicle over to safe and secure area.
- C. Confiscate weapon (if doing so does not jeopardize student or driver safety).
- D. Give description of weapon and participating parties to dispatch.
- E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.

2. **Pupil behavior-** Students are expected to follow student conduct rules while in a vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student violates Board policy regarding student conduct standards or otherwise engages in behavior that jeopardizes safety, the driver will make every attempt to:

- A. First seek to resolve incident through discussion with the student(s) involved.
- B. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- C. Activate emergency flashers.
- D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.

- E. Report and document discipline problems to the school administrator. Use a Bus Conduct Report/Incident Form, if available.

3. Terrorist threats- A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or the vehicle or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
- B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
- C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
- D. Driver should wait for instructions from dispatch *if possible*.

4. Severe weather- Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Return to the school if less than five minutes away and follow the directions of the school administrator.
- C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
- D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
- E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.

5. Hazardous materials and Unattended Items- Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Pull vehicle over to safe and secure area.
- C. Give description of hazardous materials in question to dispatch.
- D. Dispatch will immediately notify appropriate law enforcement and school administration.
- E. Driver should wait for instructions from dispatch *if possible*.

In the event an unattended item is discovered on or near the vehicle, the driver will seek to determine who the item belongs to and whether the item could be hazardous to the safety of those in the vehicle. Any unattended item that would break or could cause injury if tossed about the inside of the vehicle when involved in an accident shall be secured. If it is determined that the item is not hazardous and need not be secured, the driver will not allow the item to distract the driver's attention to the task of operating the vehicle.

6. Medical emergencies- Upon becoming aware of a medical emergency aboard a vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
- B. Dispatch will immediately notify appropriate medical agencies and school administration.
- C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. *Only if necessary*, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
- E. Driver should try to keep student passengers as calm as possible.

7. Procedures in the event of mechanical breakdowns of the vehicle- Upon becoming aware of a mechanical breakdown aboard a vehicle, the driver will make every attempt to:

- A. Pull vehicle over to safe and secure area *if possible*.
- B. Contact dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
- D. Driver should try to keep student passengers as calm as possible.
- E. Dispatch will arrange for assistance and a relief vehicle *if needed*.

8. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students. In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:

- A. Contact or otherwise communicate with dispatch to notify them of the situation *if possible*.
- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.

- C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.

9. Documentation under Safe Pupil Transportation Plan. Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

10. Transportation of Unsafe Items. Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any items that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.

11. Supplemental Information. A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

12. Vehicle drivers of small vehicles on activity trips. The District will provide drivers of small vehicles with instruction on and guidance for emergency evacuation procedures, first aid, and emergency equipment. Drivers of small vehicles are generally expected to follow this Plan in the event of an emergency evacuation. The District's director of transportation may provide additional guidance for drivers of small vehicles to increase student safety.

13. Student Instruction. At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapters 91 and 92

Date of Adoption: [Insert Date]

StudentsSafe Pupil Transportation Plan**[Name] Public Schools Safe Pupil Transportation Plan**

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- C. Confiscate weapon (if doing so does not jeopardize student or driver safety).
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- C. Activate emergency flashers.
- D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.

- E. Report and document discipline problems to the school administrator. Use a Bus Conduct Report/Incident Form, if available.

3. Terrorist threats- A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or the vehicle or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:

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- D. Driver should wait for instructions from dispatch *if possible*.

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- B. Return to the school if less than five minutes away and follow the directions of the school administrator.
- C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
- D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
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- C. Give description of hazardous materials in question to dispatch.
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- B. Dispatch will immediately notify appropriate medical agencies and school administration.
- C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. *Only if necessary*, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
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- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.

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9. Documentation under Safe Pupil Transportation Plan. Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

10. Transportation of Unsafe Items. Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any items that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.

11. Supplemental Information. A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

12. Vehicle drivers of small vehicles on activity trips. The District will provide drivers of small vehicles with instruction on and guidance for emergency evacuation procedures, first aid, and emergency equipment. Drivers of small vehicles are generally expected to follow this Plan in the event of an emergency evacuation. The District's director of transportation may provide additional guidance for drivers of small vehicles to increase student safety.

13. Student Instruction. At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapters 91 and 92

Date of Adoption: [Insert Date]