

Raymond Central Public Schools (District 0161) Board of Education Regular Meeting

Wednesday, August 16, 2023 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Mary Benes, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Bill Lange, Derek Matulka. Also attending were: Lynn Johnson, Superintendent; Mark Smith, Jr-Sr High Principal; Tony Kobza, Activities Director/Asst Principal; Steve Rose, Elementary Principal; Deb Kruse, Asst Elementary Principal; and Amanda Coufal, SpEd Coordinator.

Call to Order and Pledge of Allegiance

President Breitreutz 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 present.

Open Meeting Law

The audience was reminded that Open Meeting Laws would be followed.

District Mission Statement

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

Consent Agenda

Motion by Lange, second by Matulka to approve the consent agenda as presented including the regular meeting minutes of July 12, 2023; July financial statement; and monthly bills. RCV 6-0. Motion carried.

Regular Minutes of July 12, 2023

Raymond Central Public Schools (District 0161) Board of Education Regular Meeting

Wednesday, July 12, 2023 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

Present: Mary Benes, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Bill Lange, **Absent:** Derek Matulka. Also in attendance were: Lynn Johnson, Superintendent; and Tony Kobza, Activities Director/Asst Principal.

Call to Order and Pledge of Allegiance

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

Motion to Excuse Board Member's Absence

Motion by Lange, second by Benes to excuse the absence of Derek Matulka. RCV 5-0. Motion carried.

Open Meeting Law

The audience was reminded that Open Meeting Laws would be followed.

Correspondence/Recognition

Dave Christensen was presented with a retirement plaque. He served as the custodian at Ceresco Elementary for the past 16 years and always went above and beyond to make sure that the building was in tip-top shape and ready for students and teachers. We wish him the very best in the next phase of his journey.

Annual Public Hearing on Parental-Community Involvement in Schools Policy 6400

Annual Public Hearing was held on Policy 6400--Parental-Community Involvement in Schools.

Annual Public Hearing on the Student Fees Policy 5416

Annual Public Hearing was held on Policy 5416--Student Fees.

District Mission Statement

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

Consent Agenda

Motion by Benes, second by Lange to approve the consent agenda as presented including the regular meeting minutes of June 14, 2023; Workshop minutes of June 29, 2023; June financial statement; and monthly bills. RCV 5-0. Motion carried.

Regular Minutes of June 14, 2023 and Board Workshop Minutes of June 29, 2023

Financial Statement/Report

Monthly Bills

Public Forum

Reports

Student Participation Report

Tony Kobza presented student participation numbers from the 2022-2023 school year.

Superintendent's Report

Budget Planning & Workshop - the budget should be in good enough shape that the Finance Committee can meet on August 10 and then again on August 16 if necessary.

Board Budget Workshop - Wednesday, August 30 at 4:30 p.m. for the three members that are not on the Finance Committee and then a Special Board meeting at 6:00 p.m. for patrons.

NASB Area Membership Meeting will be September 20 at Fremont.

Superintendent Johnson gave a quarterly update with progress on her Superintendent Goals.

NASB Monthly Update

Update on Superintendent Goals

Goal 1: Develop a visible presence within the schools, the school community, and the state.

Goal 2: Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence.

Goal 3: Continue the development of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets and new construction.

Goal 4: Continue the development of safety and security practices for Raymond Central Public Schools.

Safety Report

We submitted an Emergency Operations Plan (EOP) to NDE by June 30 as required by law.

On July 6 our Jr-Sr high facility was used by Lancaster County Sheriff's Office to execute some canine drill training. Today the facility was used by Lancaster County Sheriff's Office for Active Violence Response Training.

Important Upcoming Dates:

Facilities Report

Board Committee Reports

Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

Facilities & Transportation Committee (Blanchard-chair, Burklund, Matulka)

Finance Committee (Blanchard-chair, Breitreutz, Burklund)

Negotiations Committee (Blanchard-chair, Benes, Lange)

Policy Committee (Breitreutz-chair, Benes, Lange)

Old Business

New Business

Discuss, Consider and Take Necessary Action to approve new staff members

Motion by Benes, second by Lange to approve staff hires: Tom Borders, HS PE/Health and Asst Track; Breanne Poston, MS/MTSS Coordinator; and Garrik Judkins, MS Science. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve Substitute(s)

Motion by Burklund, second by Lange to approve Tom Magnuson as a Substitute Teacher. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve substitute teacher rates for the 2023-24 school year

Motion by Lange, second by Benes to increase substitute teacher rates to \$165.00/daily; \$100.00/half day; and \$200.00 long term (more than 10 consecutive days). RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve 2023-2024 School Lunch Prices

Motion by Burklund, second by Benes to approve no increase in breakfast and lunch prices for the 2023-2024 school year. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve 2023-2024 Milk Bid

Motion by Burklund, second by Breitreutz to accept the milk bid from Hiland Dairy for the 2023-2024 school year. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve 2023-2024 Propane Bid

Motion by Lange, second by Burklund to accept the propane bid of \$0.999 from Otte Oil for the 2023-2024 school year. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to accept upon review Parental-Community Involvement in Schools Policy 6400 and Student Fee Policy 5416

Student Fees Policy 5416 and Parent-Community Involvement in Schools Policy 6400 were reviewed with no changes.

Discuss, Consider and Take Necessary Action to Approve Annual Policy Updates

Motion by Burklund, second by Benes to approve the following required annual policy updates: 1101--Use of School Facilities: Student Groups; 5004--Full-time and Part-time Enrollment & Policy 5103--Extracurricular Activity Discipline; 5006/a--Option Enrollment & Resolution; 5101--Student Discipline; 5102--Alternative Education; 5205--Graduation; 6212--Assessments-Academic Content Standards; 6215--Collection of Information Relating to Dyslexia; 6284--Initiations, Hazing, Secret Clubs and Outside Organizations; 6600--Special Education; 6700--Firearm Policy; 6921--Seizure Safe Schools; 6930--Behavioral Points of Contact; and 8130--Annual Organizational Meeting. RCV 5-0. Motion carried.

Motion by Benes, second by Lange to approve updated Narcan Policy 5602 with shorter version presented by legal counsel. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve security cameras for Ceresco and Valparaiso elementaries

Motion by Benes, second by Lange to approve the purchase of exterior security cameras for Ceresco and Valparaiso elementaries at a cost of \$15,415.00. RCV 5-0. Motion carried

Discuss, Consider and Take Necessary Action to approve a contract with Family Services of Lincoln for three days of a licensed mental health therapist services

Motion by Burklund, second by Benes to approve a contract with Family Services of Lincoln for three days of a licensed mental health therapist. RCV 5-0. Motion carried

Discuss, Consider and Take Necessary Action to renew board membership in NRCSA (Nebraska Rural Community School Association)

Motion by Lange, second by Burklund to renew Board membership in NRCSA (Nebraska Rural Community School Association) at a cost of \$850.00. RCV 5-0. Motion carried

Discuss, Consider, and Take Necessary Action to approve various equipment, furniture and materials as surplus items.

Motion by Lange, second by Benes to approve various equipment, furniture and materials as surplus items. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the purchase of a paging head end system for Ceresco Elementary

Motion by Burklund, second by Benes to approve the purchase of a paging system for Ceresco Elementary at a cost of \$11,297.10. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve desks and chairs for 3 classrooms at Jr/Sr high, chairs for 5th grade, chairs for the computer lab at Jr/Sr, one teacher's desk and eight teacher chairs

Motion by Burklund, second by Breitreutz to approve the purchase of desks and chairs for three classrooms at Jr-Sr High, chairs for 5th grade, chairs for computer lab at Jr-Sr High, one teacher desk and eight teacher chairs. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve benefit changes for 11-month employees

Benefit changes for 11 month employees was tabled at this time.

Next Regular Board Meeting

The next regular Board of Education meeting will be Wednesday, August 16, 2023.

Adjournment

Motion by Lange, second by Benes to adjourn the meeting at 7:44 PM. RCV 5-0. Motion carried.



Raymond Central Public Schools
General Fund Comparison to Previous Year
July 2023

	7/1/2023 - 7/31/2023	7/1/2022 - 7/31/2022
Balance - Beginning of Month	\$4,154,208.60	\$3,872,064.21
Receipts	\$599,302.00	\$215,589.83
Interest Earned	\$5,829.89	\$1,475.55
Disbursements Outstanding Cks	<u>-\$857,494.57</u>	<u>-\$876,570.63</u>
Balance - End of Month	\$3,901,845.92	\$3,212,558.96



**Raymond Central Public Schools
General Fund Receipts June 2023**

LANCASTER COUNTY TREASURER

TAXES	\$30,060.17
MOTOR VEHICLE TAXES	\$27,760.41
FINES & FEES	\$938.28
HOMESTEAD EXEMPTION	\$17,815.49
MOTOR VEHICLE PRO RATE	\$2,649.76
PERSONAL PROPERTY TAX CREDIT	\$3,763.51

SAUNDERS COUNTY TREASURER

TAXES	\$56,425.11
MOTOR VEHICLE TAXES	\$17,353.54
HOMESTEAD EXEMPTION	\$18,699.32
MOTOR VEHICLE PRO RATE	\$2,075.20
TUITION TRANSFER	\$13.78

SEWARD COUNTY TREASURER

MOTOR VEHICLE TAXES	\$1,036.97
FINES & FEES	\$84.43
HOMESTEAD EXEMPTION	\$308.76
MOTOR VEHICLE PRO RATE	\$63.78

BUTLER COUNTY TREASURER

MOTOR VEHICLE TAXES	\$49.40
FINES & FEES	\$7.96
MOTOR VEHICLE PRO RATE	\$4.59

FEDERAL RECEIPTS

ELECTRIC BUS/CHARGER GRANT	\$395,000.00
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RCPS HOT LUNCH FUND

JULY HOT LUNCH PAYROLL EXPENSES	\$20,584.58
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JONES BANK

GENERAL FUND INTEREST - JUNE	\$5,829.89
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NON REVENUE RECEIPTS

Overpayment Refund - Copiers	\$4,360.00
Vocal Music Field Trip Grant Payment	\$130.00
Payroll EFT Return	\$116.96

TOTAL

\$605,131.89



**Raymond Central Public Schools
Financial Report 7/31/2023**

GENERAL FUND

Purpose: Pays day to day expenses for District

Funded by: Local Taxes, State/Fed Reimb. for SPED, State Aid, Title 1, other misc. grants

For RC: Salaries, benefits, educ expenses, technology, building and grounds maintenance, transportation

Cash Balance - July 1, 2023	\$4,154,208.60
July Receipts	\$605,131.89
July Disbursements	<u>-\$857,494.57</u>
Cash Balance - July 31, 2023	\$3,901,845.92

LUNCH FUND

Purpose: Pays all expenses for Hot Lunch program including kitchen payroll.

Funded by: Parent/Student/Staff payments for meals and State/Fed Reimb. for meals served.

For RC: Salaries, benefits for HL staff, food, milk, supplies, equipment, repairs associated with HL program.

Note: General Fund can transfer funds into HL account if needed. No transfers out of HL Fund.

Cash Balance - July 1, 2023	\$195,174.54
July Receipts	\$15,431.68
July Disbursements	<u>-\$26,580.21</u>
Cash Balance - July 31, 2023	\$184,026.01

BUILDING/SINKING FUND

Purpose: To acquire new sites, improve existing buildings, all new building/construction expenses.

Funded by: Local Taxes, sale of property.

For RC: Previously used for HVAC projects, new propane tank HS, pays property taxes on farmland south of HS.

Would also be used for construction.

Cash Balance - July 1, 2023	\$1,940,698.82
July Receipts	\$116,524.43
July Disbursements	<u>-\$111,517.22</u>
Cash Balance - July 31, 2023	\$1,945,706.03
Certificate of Deposit	<u>\$1,019,742.51</u>
Combined Balance - July 31, 2023	\$2,965,448.54

HIGH SCHOOL BOND FUND

Purpose: Pay principal/interest on loans for new construction and additions.

Funded by: Local Taxes through a bond.

For RC: Used to pay interest/principal payts on 2009 HS Bond

Cash Balance - July 1, 2023	\$751,880.82
July Receipts	\$19,797.79
July Disbursements	<u>\$0.00</u>
Cash Balance - July 31, 2023	\$771,678.61

DEPRECIATION FUND

Purpose: Pays to 'replace' not add. Fixing a roof, replacing a bus, upgrading systems.

Funded by: General Fund (GF) transfers at YE only with specific purpose identified.

For RC: In 8/2022, \$300,000.00 was transferred from the GF budget that was planned but not spent. This transfer was earmarked for truck/bus purchase, technology, safety upgrades and curric. materials.

Cash Balance - July 1, 2023	\$467,311.78
July Receipts	\$793.79
July Disbursements	<u>\$0.00</u>
Cash Balance - July 31, 2023	\$468,105.57
Certificate of Deposit	\$1,229,360.96
Interest Paid 7/31/23	<u>\$19,072.94</u>
Combined Balance - July 31, 2023	\$1,716,539.47

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Purpose: Pays for removal of environmental hazards (mold, asbestos) and reduction/removal of accesibility barriers in school buildings.

Funded by: Local taxes via tax levy.

For RC: Not used at this time.

Cash Balance - July 1, 2023	\$10,557.47
July Receipts	\$7.17
July Disbursements	<u>\$0.00</u>
Cash Balance - July 31, 2023	\$10,564.64

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Purpose: Part of the General Fund. Can be used to pay unemployment, benefits, early retirement

Funded by: General Fund transfers at YE only with specific purpose identified.

For RC: In 8/2022, \$100,000.00 was transferred from the GF earmarked to pay Admin Benefit costs during the 22-23SY.

Cash Balance - July 1, 2023	\$135,919.37
July Receipts	\$104.38
July Disbursements	<u>\$0.00</u>
Cash Balance - July 31, 2023	\$136,023.75
Certificate of Deposit	<u>\$16,302.60</u>
Combined Balance - July 31, 2023	\$152,326.35

JULY 2023	Percent of Year Completed		92.00%			
2022-2023 RECEIPTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	2022-2023	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
ACCOUNT	ANTICIPATED	2022-2023	2022-2023	2021-2022	2022-2023	2021-2022
Property Taxes	\$8,135,208.00	\$86,485.28	\$6,046,721.07	\$5,876,525.77	74.33%	76.27%
Motor Vehicle Tax	\$450,000.00	\$46,200.32	\$509,700.96	\$459,876.26	113.27%	102.19%
Public Power Tax (5% Gross)	\$35,000.00	\$0.00	\$44,172.41	\$39,280.37	126.21%	98.20%
Carline Taxes	\$3,000.00	\$0.00	\$2,529.40	\$3,470.26	84.31%	115.68%
Other Tuition	\$0.00	\$13.78	\$13.78	\$0.00	0.00%	0.00%
Interest	\$3,200.00	\$5,829.89	39,717.99	4,737.83	1241.19%	47.38%
Local License Fees	\$2,000.00	\$0.00	\$2,367.50	\$2,570.00	118.38%	214.17%
Other Local Receipts(Pre-K)	\$12,000.00	\$0.00	9,445.08	\$16,249.68	78.71%	324.99%
Fines & License Fees	\$30,000.00	\$1,030.67	\$30,061.13	\$30,895.54	100.20%	77.24%
ESU Receipts	\$7,000.00	\$0.00	6,552.96	9,791.47	93.61%	0.00%
State Aid	\$963,483.00	\$0.00	963,483.00	939,105.00	100.00%	100.00%
Special Education	\$490,000.00	\$0.00	543,323.00	\$525,434.00	110.88%	131.36%
Special Educ. Transportation	\$21,000.00	\$0.00	\$28,489.00	\$0.00	135.66%	0.00%
Homestead Exemption	\$0.00	\$36,823.57	\$188,919.10	\$177,918.77	100.00%	0.00%
High Ability Learners	\$6,000.00	\$0.00	\$5,909.00	6,041.00	98.48%	97.11%
Pro-Rate Motor Vehicles	\$18,000.00	\$4,793.33	\$14,954.68	\$19,249.94	83.08%	128.33%
State Apportionment	\$70,000.00	\$0.00	\$145,873.17	105,637.03	208.39%	80.49%
Relief to Property Tax Payers	\$0.00	\$0.00	\$416,452.85	\$391,228.74	100.00%	0.00%
Other State Receipts	\$23,000.00	\$0.00	\$0.00	\$3,000.00	0.00%	6.67%
Personal Property Tax Credit	\$0.00	\$3,763.51	\$161,862.59	136,188.12	100.00%	100.00%
Title I Funds	\$27,000.00	\$0.00	\$55,839.00	\$41,010.00	206.81%	91.13%
Title II, Part A ESSA (NCLB)	\$0.00	\$0.00	\$13,642.00	\$14,536.00	100.00%	100.00%
Other Federal Receipts	\$0.00	\$395,000.00	\$395,000.00	\$0.00	0.00%	0.00%
SPED IDEA Grant	\$123,000.00	\$0.00	\$163,149.00	136,984.00	132.64%	136.98%
Private Grants	\$0.00	\$0.00	\$5,601.61	5,000.00	100.00%	27.78%
Carl Perkins	\$500.00	\$0.00	\$0.00	\$675.00	0.00%	16.88%
Other Non-Revenue Receipts	\$0.00	\$4,606.96	\$6,384.30	19,777.15	100.00%	100.00%
Ag Land Property Credit	\$0.00	\$0.00	115,839.52	\$114,239.86	100.00%	100.00%
ESSER (COVID-19) Funds	\$0.00	\$0.00	\$0.00	512,383.00	0.00%	100.00%
Sale of Property	\$3,000.00	\$0.00	\$0.00	\$4,098.85	0.00%	0.00%
MIPS-Medicaid-Public Schools	\$9,400.00	\$0.00	\$34,753.68	\$13,311.56	369.72%	350.30%
TransferOther Fund/ Imprest	\$0.00	\$0.00	\$60.00	\$132,014.58	100.00%	100.00%
Insurance Adjustments	\$0.00	\$450.00	\$9,681.50	30,543.06	100.00%	100.00%
TOTAL	\$10,431,791.00	\$584,997.31	\$9,960,499.28	\$9,771,772.84	95.48%	97.95%
2022-2023 DISBUREMENTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	2022-2023	DISBURSED	DISBURSED	DISBURSED	% Disbursed	% Disbursed
CATEGORY	BUDGET	2022-2023	2022-2023	2021-2022	2022-2023	2021-2022
Instructional Services	\$5,206,425.00	\$388,721.20	\$4,204,763.93	3,951,695.10	80.76%	85.17%
Special Education	\$1,996,647.00	\$144,887.74	1,545,765.16	\$1,411,495.54	77.42%	78.48%
Guidance	\$227,900.00	20,226.62	213,907.75	180,998.19	93.86%	90.76%
School Health Nurse	\$112,750.00	8,164.94	98,771.35	76,471.44	87.60%	82.72%
Safety & Security	\$52,151.00	0.00	25,535.42	\$26,010.16	48.96%	100.04%
Activities	\$95,020.00	\$11,444.59	\$91,443.40	\$81,991.30	96.24%	146.41%
Media, Audio Visual, Technology	\$710,125.00	\$47,943.82	\$610,490.43	\$614,339.36	85.97%	82.29%
General Admin (Supt/BOE/Legal)	\$428,800.00	\$26,799.28	\$321,027.64	\$347,146.65	74.87%	77.43%
School Administration (Principals)	\$762,100.00	62,638.36	612,431.43	635,825.36	80.36%	114.05%
Business	\$322,600.00	16,274.85	135,915.40	56,314.83	42.13%	81.11%
Operation of Plant	\$789,500.00	48,610.59	587,007.50	544,772.84	74.35%	84.52%
Maintenance of Plant	\$517,500.00	38,848.50	216,412.11	394,956.71	41.82%	71.99%
Pupil Transportation	\$536,549.00	\$15,613.17	265,178.67	\$208,734.21	49.42%	40.03%
Fed. Grants (PreK expenses)	\$129,975.00	\$9,513.77	\$110,923.80	\$183,159.45	85.34%	53.14%
Transfers	\$75,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
TOTAL	\$11,963,042.00	\$839,687.43	\$9,039,573.99	\$8,713,911.14	75.56%	75.61%
Cash Reserves in General Fund	\$1,939,135.00			\$0.00	0.00%	0.00%
TOTAL	\$13,902,177.00		\$9,039,573.99			



Raymond Central Public Schools
Student Activities Fund Balances July 2023

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
After School Club	2,387.13	0.00	0.00	2,387.13
Annual	15,094.90	0.00	6,060.10	9,034.80
AP Funds	45,149.69	90.00	0.00	45,239.69
APEX	369.05	0.00	0.00	369.05
ART CLUB	(21.76)	0.00	0.00	(21.76)
Athletics	201,123.48	30.60	4,801.57	196,352.51
Band	1,396.05	0.00	272.44	1,123.61
Band Trip	10,669.76	0.00	0.00	10,669.76
Baseball	518.09	0.00	0.00	518.09
Boys BB	1,953.03	416.46	100.00	2,269.49
Ceresco Book Fair	0.26	0.00	0.00	0.26
Ceresco Field Trips	2,994.32	0.00	0.00	2,994.32
Ceresco Fundraising	2,233.57	0.00	0.00	2,233.57
Ceresco Pop	54.47	4.62	0.00	59.09
Cheerleaders	1,638.60	1,902.36	123.00	3,417.96
Choir	14,443.76	0.00	0.00	14,443.76
Class 2022	0.00	0.00	0.00	0.00
Class 2023	97.92	0.00	0.00	(0.00)
Class 2024	(300.35)	0.00	0.00	(202.43)
Class 2025	91.78	0.00	0.00	91.78
Class 2028	3,008.33	0.00	0.00	3,008.33
Class 2029 Field Trip Funds C	1,566.36	0.00	0.00	1,566.36
Class 2030 Field Trip Funds C	3,748.11	0.00	692.00	3,056.11
Class 2031 Field Trip Funds C	2,003.66	0.00	0.00	2,003.66
Class 2031 Field Trip Funds V	1,852.33	0.00	0.00	1,852.33
Class 2032 Field Trip Funds C	1,420.87	0.00	0.00	1,420.87
Class 2032 Field Trip Funds V	1,339.63	0.00	0.00	1,339.63
Class 2033 Field Trip Funds C	891.33	0.00	0.00	891.33
Class 2033 Field Trip Funds V	798.90	0.00	0.00	798.90
Class 2035 C	83.38	0.00	0.00	83.38
Class 2035 V	592.96	0.00	0.00	592.96
Class of 2026	205.18	0.00	0.00	205.18
Class of 2027	2,347.98	0.00	0.00	2,347.98
Class of 2034 C	650.73	0.00	0.00	650.73
Class of 2034 V	387.59	0.00	0.00	387.59
College Access Grant	1,485.42	0.00	0.00	1,485.42
Computer	54.67	0.00	0.00	54.67
Cross Country	1,721.56	0.00	0.00	1,721.56
Culinary Snack Cart	1,390.69	0.00	0.00	1,390.69
DI	4,614.68	0.00	0.00	4,614.68
Drama Act	2,077.34	0.00	0.00	2,077.34
Drill Team	(2,851.83)	623.50	237.00	(2,465.33)
Elem Fines	555.04	0.00	0.00	555.04
Elem Fundraising	4,848.49	0.00	1,030.92	3,817.57

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Elem PE	2,167.50	0.00	0.00	2,167.50
Elem Pictures/Yearbook	3,026.72	0.00	0.00	3,026.72
Elem Prof Development	4,788.81	0.00	0.00	4,788.81
Elem Student Council	483.85	0.00	0.00	483.85
FBLA Act	2,185.05	0.00	805.37	1,379.68
FFA Act	18,031.16	0.00	241.31	17,789.85
Fines	2,394.58	0.00	0.00	2,394.58
Football	7,582.88	1,250.63	0.00	8,833.51
Girls BB	(738.26)	0.00	0.00	(738.26)
Golf Activity	1,068.91	0.00	0.00	1,068.91
HAL	59.66	0.00	0.00	59.66
Hot Lunch	347.63	0.00	0.00	347.63
HS Caring Shelves	4,656.02	0.00	0.00	4,656.02
HS Pop	803.53	55.38	0.00	858.91
HS Quiz Bowl	(224.10)	0.00	0.00	(224.10)
JH Boys BB	15.31	0.00	0.00	15.31
JH Football	489.51	0.00	0.00	489.51
JH Girls BB	372.93	0.00	0.00	372.93
JH Speech	1,516.45	0.00	0.00	1,516.45
JH Student Council	1,363.72	0.00	0.00	1,363.72
JH Track	436.01	0.00	0.00	436.01
JH Volleyball	1,015.38	0.00	0.00	1,015.38
JR Achievements	629.57	0.00	0.00	629.57
Kindness Acct	19,470.73	0.00	0.00	19,470.73
Library	2,659.66	325.56	1,128.99	1,856.23
Life Skills	2.41	0.00	0.00	2.41
Mock Trial	380.96	0.00	0.00	380.96
National Honor Society	649.27	0.00	0.00	649.27
Pre-Kindergarten	5,120.68	0.00	0.00	5,120.68
Professional Development	17,575.71	0.00	0.00	17,575.71
PTO	(0.90)	0.00	1,670.00	(1,670.90)
Rain Garden	459.50	0.00	0.00	459.50
RC Backpack	29,967.36	0.00	0.00	29,967.36
RC Blue Crew	17.13	0.00	0.00	17.13
RC Concessions	24,415.61	0.00	5,550.77	18,864.84
RC Foundation	24.00	0.00	0.00	24.00
Score Vision	8,401.64	0.00	0.00	8,401.64
Service Fees (Activity Acct)	1,864.61	722.29	202.18	2,384.72
Social Justice	194.12	0.00	0.00	194.12
Softball	6,615.38	378.34	0.00	6,993.72
Spanish Club	1,654.38	0.00	0.00	1,654.38
Speech	8,275.54	1,109.97	687.05	8,698.46
Spring Musical	3,758.27	50.00	0.00	3,808.27
Staff Inservice	854.92	0.00	0.00	854.92
'Stang Gang Student Section	(0.01)	0.00	0.00	(0.01)
Student Council	6,219.04	96.99	0.00	6,316.03
Student Pop	1,276.97	255.33	901.00	631.30
Testing	3,915.23	0.00	0.00	3,915.23

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Track	1,201.20	0.00	0.00	1,201.20
Val Book Fair	10,293.23	0.00	0.00	10,293.23
Val Field Trips	6,022.24	0.00	0.00	6,022.24
Val Fundraising	8,781.79	0.00	0.00	8,781.79
Val Pop	1,105.00	0.00	0.00	1,105.00
VolleyBall	7,411.26	1,169.58	0.00	8,580.84
Weight Room	4,000.00	0.00	0.00	4,000.00
Wrestling	148.08	151.47	509.83	(210.28)



Raymond Central Public Schools
Student Fees Fund Balances July 2023

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	160.00	0.00	0.00	160.00
Service Fees (Student Fees)	591.88	20.11	0.00	611.99
Ag-Ed Labs	2,002.72	0.00	0.00	2,002.72
Art Class	1,104.43	0.00	0.00	1,104.43
Band Dry Cleaning	0.00	0.00	0.00	0.00
Chromebooks	1,612.10	0.00	0.00	1,612.10
Computer Science	327.97	0.00	0.00	327.97
Drama	461.64	0.00	0.00	461.64
FBLA	252.09	0.00	0.00	252.09
Foods Class	2,617.00	0.00	0.00	2,617.00
Skills USA	1,510.00	0.00	0.00	1,510.00
Speech	100.00	0.00	0.00	100.00
Sports Fees	11,045.22	200.00	0.00	11,245.22
Tech Ed	1,444.05	0.00	0.00	1,444.05

Monthly Bills



Raymond Central Public Schools

Bills Paid July 2023

General Fund - Report of Bills Paid July 2023

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1	7/20/23	RCPS Dist. #161	July Payroll	\$657,621.23
2	07/20/2023	Great Minds	Read. Curr K-5 Wit&Wisdom, 2nd 1/2 payt	34,123.77
3	07/11/2023	Family Services	Therapy Services HS Spring 2023	19,544.85
4	07/11/2023	Cordance Operations LLC (Hapara)	Internet Filtering System(replacingGoGuardian	10,395.00
5	07/11/2023	Norris Public Power	Electricity HS	10,373.93
6	07/11/2023	Macintosh Concrete Inc.	Concrete HS-Loading Dock, Parking Lot, C	8,650.00
7	07/11/2023	Pine Cove Consulting	E-Rate Install/config	7,500.00
8	07/11/2023	Software Unlimited	Accounting Software 2023-24 SY	7,500.00
9	07/11/2023	IXL Learning	IXL Licenses for Grades 3-10	7,247.00
10	07/11/2023	Paper101	23-24 paper order	5,370.04
11	07/26/2023	NCSA	Memberships Admin	4,648.00
12	07/20/2023	Harco Athletic Reconditioning Inc	FB Helmet Reconditioning	3,929.00
13	07/11/2023	Shepard Gym Floors	Gym Floor Refinishing HS	3,550.00
14	07/11/2023	Edmentum	2 yr Apex Subscriptions7/28/23-7/27/25	3,080.00
15	07/18/2023	US Bank	HS Classroom speakers	3,058.30
16	07/11/2023	Electronic Contracting Company	Inspection HS, Repair C	3,048.36
17	07/20/2023	Butler Public Power District	Electricity V	2,865.80
18	07/26/2023	Omaha Public Power Dist	Electricity C	2,570.25
19	07/26/2023	Alternative Service & Repair	Bus 19C Replace Rear Brakes, DOT inspec	2,368.51
20	07/20/2023	Pioneer Manufacturing Company	Paint - Ground Supplies FB Field. HS	2,082.95
21	07/20/2023	Educational Service Unit #2	23-24 Independent School Membership Fee	2,000.00
22	07/20/2023	Comfortechs	AC Repair Calls V	1,870.00
23	07/11/2023	Follett School Solutions Inc.Software	Follett Software Renewal (Destiny)	1,867.80
24	07/18/2023	NCSA	Administrator Days	1,696.00
25	07/11/2023	TTR Shipping	Shipping for Old Printers	1,675.93
26	07/18/2023	US Bank	Ceresco Locker Hinges	1,360.10
27	07/26/2023	Nebraska Dept Of Revenue	Motor Fuels Tax	1,326.00
28	07/11/2023	Flinn Science	Flammable and Acid storage cabinet	1,221.23
29	07/26/2023	Electronic Contracting Company	Service Call C	1,102.20
30	07/26/2023	CDW Government	Monitors for Labs HS	1,047.99
31	07/11/2023	Scott Tvrdy	June Mowing C, V	1,000.00
32	07/18/2023	US Bank	Ed.Psych Eval Materials	998.12
33	07/18/2023	US Bank	Ed Psych Eval Tools	908.25
34	07/11/2023	Nebraska Rural Comm.School Assoc	NRCSA Membership	850.00
35	07/11/2023	Liberty Lawn & Landscape	Lawn Txt- Crabgrass HS,C,V	825.00
36	07/11/2023	Home Depot Pro	Custodial /Maintenc. Supplies	802.99
37	07/20/2023	Samuels, Casey	Materials/Labor Repair Ceiling Concess S	720.00
38	07/11/2023	MCS	Custodial Supplies, all Locations	653.01
39	07/11/2023	Waste Connections Co	Garbage HS, V	652.27
40	07/11/2023	KSB School Law PC LLO	Legal Service	637.50
41	07/18/2023	US Bank	Assembly Audio / Video for C/V	600.15
42	07/26/2023	Alternative Service & Repair	Bus 22 Oil/Filters	574.09
43	07/11/2023	Windstream	Phone HS, Fax	560.79
44	07/26/2023	Electronic Contracting Company	ServiceCall C (Phone/Intercom not working)	555.00
45	07/11/2023	Ron's Rolloffs Inc.	Dumpster/Dump Fees HS	535.55

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
46	07/18/2023	US Bank	SLP Eval Materials	531.51
47	07/11/2023	Brooke L. Cheleen	June 2023 SPED Physical Therapy	524.99
48	07/11/2023	Computer Hardware	Broken Screen Repair	523.00
49	07/26/2023	Alternative Service & Repair	Bus 21 Oil/Filter	520.64
50	07/26/2023	Electronic Contracting Company	Fixes following inspection	514.74
51	07/26/2023	Midwest Automatic	Annual Inspection C	475.00
52	07/26/2023	Midwest Automatic	Annual Inspection HS	475.00
53	07/26/2023	Midwest Automatic	Annual Inspection V	475.00
54	07/18/2023	US Bank	Storage shelves for main gym PE closet	464.16
55	07/26/2023	Alternative Service & Repair	Bus 17B Repair- Running Rough	441.00
56	07/20/2023	Village Of Ceresco	Utilities C	385.23
57	07/20/2023	EMC Insurance	Additional Premium- 10 Pass. Van	376.44
58	07/11/2023	Oak Valley Lumber Co	Building Maint Supplies	376.06
59	07/18/2023	US Bank	Classroom Supplies SPED C	362.43
60	07/18/2023	US Bank	Fridge, coffee maker, coffee HS office	354.99
61	07/11/2023	School Specialty Supply	Classroom Supplies K-Val	320.38
62	07/18/2023	US Bank	PE Storage	309.90
63	07/11/2023	School Specialty/Classroom Direct	Classroom Supplies 2nd V	302.17
64	07/11/2023	Village Of Valparaiso	Utilities V	288.92
65	07/26/2023	Menards Lincoln	Cust/Maint/BusBarn Supplies HS	282.98
66	07/20/2023	Mattice Lock Shop	Replace Lock Mechanical Rm C	275.00
67	07/26/2023	Steve Rose	Reimb. Overnight Materials for Teacher	256.32
68	07/18/2023	US Bank	Ed Psych Evaluation Materials	250.67
69	07/11/2023	Paul L. Kess Inc.	Ceiling Tiles HS	240.00
70	07/18/2023	US Bank	Power Strips for Network Closets	238.76
71	07/26/2023	Nebraska Safety Center	Maggie Suchy Level 1	230.00
72	07/11/2023	Wahoo-Wav.-Ashl. News	Publications	224.12
73	07/11/2023	Intermedia.net, INC	Phone Service	215.73
74	07/20/2023	Engineered Controls	Reset Login from Dave to Jared C	210.00
75	07/11/2023	Perry Guthery Haase & Gessford	Legal Services Acct 278.00	208.00
76	07/20/2023	Menards Lincoln	Cust/Maint/BusBarn Supplies HS	205.50
77	07/11/2023	Burkland, Cathy	Reimb. Mileage to Kearney BOE Conf	187.33
78	07/26/2023	Sherwin-Williams	Paint - HS	175.81
79	07/11/2023	Interstate All Battery Center	Batteries for New EXIT Signs	167.40
80	07/18/2023	US Bank	Classroom Supplies SPED V	164.93
81	07/18/2023	US Bank	Seat Covers 2022 Ford Truck	149.98
82	07/20/2023	Home Depot Pro	Custodial /Maintenc. Supplies	127.00
83	07/11/2023	Menards Lincoln	Maint Supplies HS/Buses	121.58
84	07/18/2023	US Bank	cold laminator HS Office, Stamp-MS	112.99
85	07/18/2023	US Bank	Fuel for Kearney Camp	106.09
86	07/20/2023	PowerSchool Group LLC	Applicant Tracking Annual Fee Balance	96.64
87	07/11/2023	Matheson Tri-Gas Inc.	Welding Tank Rental	95.01
88	07/26/2023	Quill Corporation	HS General Tchg supplies	92.06
89	07/20/2023	NE Public Health Environmental Labo	Water Testing HS	80.00
90	07/18/2023	US Bank	5 Background Checks	77.50
91	07/11/2023	School Specialty	Supplies SPED V	73.21
92	07/26/2023	National Art & School Supplies Inc.	General Tchg Supplies V	72.30
93	07/11/2023	ASI	Payflex Admin Fees	50.00
94	07/18/2023	US Bank	Amer. Red Cross License AEhlers	36.00
95	07/18/2023	US Bank	Classroom Supplies 3rd, C	29.95
96	07/18/2023	US Bank	Class Supplies 2nd V	29.95

Hot Lunch Fund - Report of Bills Paid July 2023

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1	7/20/23	RCPS Dist 161	Hot Lunch Staff July Payroll	20,584.58
2	07/19/2023	Hergert Oil Co.	Grill HS Kitchen	500.00
3	07/11/2023	Innovative Office Solutions, LLC	Kitchen Supplies	2,204.29
4	07/11/2023	TechMasters Heating & Air	Install New Vent - Oven HS	1,818.12
5	07/18/2023	US Bank	Kitchen Supplies All Locations	1,473.22

Building/Sinking Fund - Report of Bills Paid July 2023

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1	07/26/2023	10 Men, LLC	HS Wall/Roof Panels - Repair Hail Damage	78,500.00
2	07/26/2023	10 Men, LLC	Pump House - Hail Damage Repair	31,000.00
3	07/26/2023	Lancaster County Treasurer	Prop. Ta 2nd Half Property Taxes Farm Land	2,017.22



Raymond Central Public Schools
Student Activities Fund Checks July 2023

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Annual	07/11/2023	Marathon Printing	2023 Yearbook Order	6,060.10
RC Concessions	07/17/2023	US Bank	Freezer for Concession Stand	2,371.64
Athletics	07/25/2023	Leitschuck, Gavyn	2nd 1/2 summer weights program	1,750.00
RC Concessions	07/17/2023	Cash	Cash for bankbags for conc. and	1,700.00
PTO	07/11/2023	ESU Coordinating Council	Movie Licensing C/V	1,670.00
Athletics	07/17/2023	Cash	Cash for bankbags for conc. and	1,200.00
Athletics	07/17/2023	US Bank	Storage Shelves for Athletics	1,160.39
Library	07/11/2023	Gale/CENGAGE Learning	Opposing Viewpoints Renewal	1,128.99
Elementary Fundraising	07/17/2023	US Bank	Mustang Way items	1,030.92
RC Concessions	07/17/2023	US Bank	Concessions Icecream freezer	941.98
Student Pop HS	07/11/2023	ESU Coordinating Council	Movie Licensing HS	901.00
Speech	07/17/2023	Carolyn Enevoldsen	Car Rental /Gas Speech Nationals	647.05
RC Concessions	07/17/2023	US Bank	Cheese warmer for Concession Stand	379.79
FBLA	07/17/2023	US Bank	FBLA Travel Expenses	376.13
Class of 2030 Ceresco Field Trips	07/20/2023	Platte River State Park	Class of 2030 Val Field Trips	346.00
Class of 2030 Val Field Trips	07/20/2023	Platte River State Park	Class of 2030 Ceresco Field Trips	346.00
Wrestling	07/11/2023	Soden, Cholena	Iowa Camp Refund	325.00
Band	07/11/2023	Williams Cleaners #1	Band Uniform Dry Cleaning	272.44
Athletics	07/20/2023	Training Room, Inc	Athletics	265.00
FFA Act	07/17/2023	US Bank	Team Building Exercise FFA Officer	241.31
FBLA	07/17/2023	US Bank	Aquarium Tickets	215.58
Athletics	07/11/2023	Rivalry	Koozies for golf tourney fundraiser	200.00
Wrestling	07/11/2023	BSN Sports	Wrestling	184.83
Drill Team	07/11/2023	Varsity Spirit Fashion Attn: AR	poms	180.50
Service Fees (Activity Acct)	07/17/2023	US Bank	SAMS Club Annual Fee	166.23
RC Concessions	07/17/2023	US Bank	4 Dividers for Concession Stand	157.36
FBLA	07/17/2023	US Bank	Block Party Tickets	150.00
Athletics	07/20/2023	S & S Worldwide, Inc	Athletics supplies: annual order	137.66
Cheerleaders	07/11/2023	Kris, White	reimbursement	123.00
FBLA	07/17/2023	US Bank	FBLA Travel Expenses	63.66
Drill Team	07/11/2023	Varsity Spirit Fashion Attn: AR	pom straps	56.50
Athletics	07/17/2023	Steele, Kelley	Athletics	56.00
Boys BB	07/11/2023	Keeney, Triston	Payment	50.00
Boys BB	07/11/2023	Keeney, Taylor	Payment	50.00
Speech	07/19/2023	Otte, Hannah	Speech	40.00
Athletics	07/11/2023	Cannon Sports	Athletics supplies: annual order	32.52
Service Fees (Activity Acct)	07/10/2023	RevTrak	Service Fees (Activity Acct)	29.95
Service Fees (Activity Acct)	07/17/2023	Behring, Brynn	Service Fees (Activity Acct)	6.00

Correspondence/Recognition

Thank you to the administrative team, teachers and support staff members for all of their hard work and preparation for the 2023-2024 school year. The grounds and facilities look awesome and the programs and plans are in place for another successful year for our learners.

Public Forum

Dave Burklund addressed the Board regarding space at the Ceresco Elementary School.

Reports

Administrative Reports

Submitted by Mark Smith, Jr-Sr High School Principal

STAFFING:

Teaching and classroom support roles are all filled for the start of the year. We have the people in place to do the important work of serving our students.

HAPPENINGS:

We held our Back to School nights on August 8 and 9 from 4pm to 8pm. Students and families were able to pick up chromebooks, check schedules, turn in paperwork and forms, pick up yearbooks, and connect with the Booster Club.

We held a short informational presentation for 6-8th grade families on August 8. There were many more families in the gym than anticipated, but families were cooperative and the presentation was able to go on.

We collected feedback from families and staff to inform how to streamline these back to school nights for next fall.

TEACHER/STAFF PREP:

New teachers reported on August 8. As part of their orientation to the district they were assigned an experienced mentor teacher. They will continue to receive support from their mentor teacher and administration throughout the school year.

All teachers reported August 10. Presentation specific to the 6-12 staff included:

- A short introduction of myself, my educational philosophy, and my values
- An overview of our objectives/goals for this year
- A brief introduction to our school-wide behavioral expectations
- A reminder/introduction of what our model to address academic and behavioral domains (MTSS and our new Advisory plan)
- A review of general staff expectations

CURRICULUM:

- 6-8th grade ELA teachers worked with staff from ESU2 to plan use of new ELA curriculum on August 9.
- 6-12 Math teachers met with staff from ESU2 to work on aligning new math standards to the math curriculum on August 9.

Submitted by Tony Kobza, Asst Jr-Sr High School Principal/Athletic Director

AD Newsletter - We began a weekly newsletter laying out the upcoming events as well as the successes from the previous week.

Activities - FBLA students attended the National Convention in Atlanta, GA over the Summer. FFA Parliamentary Procedure is practicing for Nationals in October. Speech attended the National Competition in Arizona.

Athletics - The weight room was well attended and based on end of year testing, we saw great strides and results from those that were part of the Summer program. Fall Sports season started on August 7 with competitions beginning on August 17 already!

Facilities - The indoor concession stand renovation is nearly complete. We are waiting on a couple supplies in order to finish it out but it looks great and the upgrades will be evident.

A TV was added on the wall outside the Mustang Room that will have games streaming for those in the line at concessions to be able to watch. An additional touch screen will be installed to replace the Senior Picture brackets that will be user friendly and easy to access.

Record boards for athletics should be completed by August 31. Those will be hung on the wall on each side of the trophy case outside the Mustang Room.

The tree piles have been burned and dirt work will begin on the softball/baseball practice area on the East side of the property.

Closets and storage have been organized in the gym and locker room areas. Needed cleaning and disposal occurred to provide a more organized and spacious storage area.

Coaches are currently completing three NFHS required trainings that must be completed once every three years. We will also be holding CPR training on August 16 which must be completed every two years.

Submitted by Steve Rose, Elementary Principal and Deb Kruse, Assistant Elementary Principal

- Beginning of School
 - Many new teachers and new assignments that are being worked out
 - Cer K, 1st (Shae Wattjes), 3rd (Abby from 5th Grade), 5th (Makenna Jones) / Val 1st (Hannah Kring) / PE (Michael Lucas) / Music (Zac Ochsner) / Band (Melissa Graue)
- School Year Focus
 - Wit & Wisdom / Orton Gillingham Implementation
 - Teachers completed intensive training throughout the summer
 - 30 Hours of Orton Gillingham training (Foundational Skills)
 - 2 Days of Wit & Wisdom Implementation / Launch Training
 - PD will continue with structured PD days throughout the year to allow our teachers to collaborate with their grade-level teams and focus on the successful implementation of the curriculum and the use of data from the program assessments and evaluations.
 - School-wide Expectations
 - The teacher leadership team worked to complete lesson plans and presentations for staff and students to begin our year with "The Mustang

Way" This will be our expectations on how to be "Safe, Responsible, and Respectful" throughout the school.

- Teachers are expected to teach these expectations to students and all teachers / staff will use the common expectations and language to promote what it looks like to do things "The Mustang Way."
- Classroom Culture
 - Mike Feit from ESU 2 will be guiding us through the Classroom Culture curriculum (District). There are online modules for teachers to complete and then teachers will meet with Mike to deepen understanding of the Five Principles of Classroom Culture promoted in the course (Consistent, Calm Behavior / Sustainable Routines / First Attention to Best Conduct / Scripted Interventions / Restorative Approaches)
- Teacher Framework and Instructional Model
 - Teachers worked through a carousel activity to promote understanding and ask questions about our Evaluation Framework. This activity gave administrators data to use as we prepare to deliver professional development throughout the year around those criteria and begin work on a district instructional model over the next several years.

Submitted by Amanda Coufal, Director of Special Education

New Special Education Staff:

- Johanna Jackson has switched roles and will be joining our staff as one of the Middle School Special Education teachers. Johanna is going to be a great addition, has great ideas, and is already organized for the school year.
- Shawn Semler will be joining the special education staff as one of our High School Special Education teachers. He is energetic and excited to be back in the school setting.
- Para-educators:
 - Maggie Suchy joins our staff and will be working primarily in the Life Skills room and the lead teacher for our transition program. She is going to help build a transition program by creating job skills in the work environment and carrying out life skills lessons. We are excited for what she will bring to RC.
 - Allison Prorok and Nikki Haas have joined our preschool program. They are excited to work with our little ones and come to us with experience. They will do great things in our PK3 and PK4 programs.

Beginning of the Year Happenings:

- CPI recertification (nonviolent crisis intervention) training took place on August 8th. Ten staff members participated in the training. We now have 26 staff members that are certified for Raymond Central.

- Staff Training during Inservice Days:
 - I presented to the district about the important role that our paraeducators play in creating a partnership with teachers to help all students succeed while in the classroom.
 - All special education teachers met to discuss the upcoming school year.
 - Para Meeting - I had the chance to meet with all the paraeducators in the district, which doesn't always happen, so this time was valuable to us. Nurse Amanda also presented safety precautions such as asthma, use of the epipen, medications, etc.
 - New This Year: ParaEducator Handbook
 - Caitlin Roussan (school psychologist), Tasha Osten (MS/HS Counselor), and myself presented to the district an overview of the Student Assistance Team Process. Additional training will be conducted as the year progresses.

Topics

- Beginning of School
 - Many new teachers and new assignments that are being worked out
 - Cer K, 1st (Shae Wattjes), 3rd (Abby from 5th Grade), 5th (Makenna Jones) / Val 1st (Hannah Kring) / PE (Michael Lucas) / Music (Zac Ochsner) / Band (Melissa Graue)
 - [Pre Service Presentation](#)
- School Year Focus
 - Wit & Wisdom / Orton Gillingham Implementation
 - Teachers completed intensive training throughout the summer
 - 30 Hours of Orton Gillingham training (Foundational Skills)
 - 2 Days of Wit & Wisdom Implementation / Launch Training
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 - Teachers are expected to teach these expectations to students and all teachers / staff will use the common expectations and language to promote what it looks like to do things “The Mustang Way.”
 - [Classroom Culture](#)
 - Mike Feit from ESU 2 will be guiding us through the Classroom Culture curriculum (District). There are online modules for teachers to complete and then teachers will meet with Mike to deepen understanding of the Five Principles of Classroom Culture promoted in the course (Consistent, Calm Behavior / Sustainable Routines / First Attention to Best Conduct / Scripted Interventions / Restorative Approaches)
 - Teacher Framework and Instructional Model
 - Teachers worked through a carousel activity to promote understanding and ask questions about our Evaluation Framework. This activity gave administrators data to use as we prepare to deliver professional development throughout the year around those criteria and begin work on a district instructional model over the next several years.
- Upcoming Dates / Events

August 2023 AD Board Report
Mr. Tony Kobza
Assistant Principal/AD

AD Newsletter

We began a weekly newsletter laying out the upcoming events as well as the successes from the previous week. Please take a look at them below with more in depth information:

[7/31/23](#)

[8/7/23](#)

Activities

FBLA students attended the National Convention in Atlanta, GA over the Summer.

FFA Parliamentary Procedure is practicing for Nationals in October.

Speech attended the National Competition in Arizona

Athletics

The weight room was well attended and based on end of year testing we saw great strides and results from those that were part of the Summer program. Fall Sports season started on August 7th with competitions beginning on August 17th already!

Facilities

The indoor concession stand renovation is nearly complete. We are waiting on a couple supplies in order to finish it out but it looks great and the upgrades will be evident.

A TV was added on the wall outside the Mustang Room that will have games streaming for those in the line at concessions to be able to watch. An additional touch screen will be installed to replace the Senior Picture brackets that will be user friendly and easy to access.

Record boards for athletics should be completed by August 31st. Those will be hung on the wall on each side of the trophy case outside the Mustang Room.

The tree piles have been burned and dirt work will begin on the softball/baseball practice area on the East side of the property.

Closets and storage have been organized in the gym and locker room areas. Needed cleaning and disposal occurred to provide a more organized and spacious storage area.

Coaches are currently completing three NFHS required trainings that must be completed once every three years. We will also be holding CPR training on August 16th which must be completed every two years.

RC JR/SR HIGH PRINCIPAL REPORT – 08.11.2023

STAFFING:

Teaching and classroom support roles are all filled for the start of the year. We have the people in place to do the important work of serving our students.

HAPPENINGS:

We held our Back to School nights on Aug. 8 and 9, from 4pm to 8pm. Students and families were able to pick up chromebooks, check schedules, turn in paperwork and forms, pick up yearbooks, and connect with the Booster Club.

We held a short informational presentation for 6-8th grade families on Aug. 8. There were many more families in the gym than anticipated, but families were cooperative and the presentation was able to go on.

We collected feedback from families and staff to inform how to streamline these back to school nights for next fall.

TEACHER/STAFF PREP:

New teachers reported on Aug. 8. As part of their orientation to the district they were assigned an experienced mentor teacher. They will continue to receive support from their mentor teacher and administration throughout the school year.

All teachers reported Aug. 10. Shared [here](#) is a presentation specific to the 6-12 staff. It includes:

- A short introduction of myself, my educational philosophy, and my values
- An overview of our objectives/goals for this year
- A brief introduction to our school-wide behavioral expectations
- A reminder/introduction of what our model to address academic and behavioral domains (MTSS and our new Advisory plan)
- A review of general staff expectations

CURRICULUM:

- 6-8th grade ELA teachers worked with staff from ESU2 to plan use of new ELA curriculum on Aug. 9.
- 6-12 Math teacher met with staff from ESU2 to work on aligning new math standards to the math curriculum on Aug. 9.

August Board Report
Amanda Coufal
Director of Special Education

New Special Education Staff:

- Johanna Jackson has switched roles and will be joining our staff as one of the Middle School Special Education teachers. Johanna is going to be a great addition, has great ideas, and is already organized for the school year.
- Shawn Semler will be joining the special education staff as one of our High School Special Education teachers. He is energetic and excited to be back in the school setting.
- Para-educators:
 - Maggie Suchy joins our staff and will be working primarily in the Life Skills room and the lead teacher for our transition program. She is going to help build a transition program by creating job skills in the work environment and carrying out life skills lessons. We are excited for what she will bring to RC.
 - Allison Prorok and Nikki Haas have joined our preschool program. They are excited to work with our little ones and come to us with experience. They will do great things in our PK3 and PK4 programs.

Beginning of the Year Happenings:

- CPI recertification (nonviolent crisis intervention) training took place on August 8th. Ten staff members participated in the training. We now have 26 staff members that are certified for Raymond Central.
- Staff Training during Inservice Days:
 - I presented to the district about the important role that our paraeducators play in creating a partnership with teachers to help all students succeed while in the classroom. Here is the presentation: [Para-educators role in the classroom](#)
 - All special education teachers met to discuss the upcoming school year. [Special Education](#) Teacher Meeting.
 - [Para](#) Meeting. I had the chance to meet with all the paraeducators in the district, which doesn't always happen, so this time was valuable to us. Nurse Amanda also presented safety precautions such as asthma, use of the epipen, medications, etc.
 - New This Year: ParaEducator [Handbook](#)
 - Caitlin Roussan (school psychologist), Tasha Osten (MS/HS Counselor), and myself presented to the district an overview of the Student Assistance Team Process. [SAT](#) presentation. Additional training will be conducted as the year progresses.

Superintendent's Report

Follow-up on board retreat and work with NASB to revise board goals and superintendent goals. I met with Kari Stephens, NASB, on Wednesday morning for an initial discussion on changes. A draft is attached for board review to consider the changed format and changes to indicators.

Curriculum and American Civics - We typically hold the first of our two scheduled meetings to receive public input during October. The policy committee will be meeting prior to the board meeting so we can either stay after the board meeting for a committee meeting or find another date/time.

Staffing Update - We will have a variety of long-term substitute positions to fill. We are currently looking for a long-term paraeducator at Valparaiso. The rate of pay for a substitute is \$15/hour.

Facility Update - The water heater at the Jr/Sr building has been repaired and fired up today. The burner, blower fan, flu pipe were replaced and the unit cleaned out. The new water heater for Valparaiso has been ordered but not received yet. Another heat pump at Valparaiso had the fan motor quit which is a \$1700 replacement cost.

Garage Sale - We receipted \$741 from the garage sale. Some of the items will be disposed of and we will use Facebook Marketplace to try to sell the kiln.

Transfer of monies to depreciation and employee benefit fund needs to be done before year end. Any transfers will be on the agenda for approval at the special board meeting on August 30th to allow for further development of the budget based on current valuations.

Current elementary enrollment:

	Valparaiso	Ceresco
Kdg	24	19
1 st	30	23
2 nd	23	20
3 rd	28	22
4 th	22	28
5 th	<u>22</u>	<u>26</u>
	149	143

NASB Monthly Update



Monthly Update for your Board Meeting Agenda

August 2023

Networking & Events
Latest 'Board Notes' – Monthly Newsletter
Annual Board Calendar Summary
Government Relations & Advocacy
This Month In ...
Monthly Agenda Video Updates & NASB's Video Resources
Contact Us



Networking & Events ... Register Now

<https://members.nasbonline.org/events>

(www.NASBonline.org – Events)

All Dates & Locations Tentative & Subject to Change

Area Membership Meetings – Vision: Engaged

- Join us as we tour the state for training, recognition, networking, engagement and more. Vision and training session topics include: “Vision: Engaged - A Preview of the 2023 NASB Delegate Assembly, Program Review, and the Open Meetings Law.” “This Year, Everything but the Kitchen Sink (a policy overview).” “Effectively Engaging Your Community.” “Board Governance Essentials.” “Christmas Came Early: A look at the presents & coal the Legislature left us this year.” “ALICAP’s School Safety Pooling.” and “It’s That Time of Year! Time for the annual superintendent evaluation.”
- <https://members.nasbonline.org/events/area-membership-meetings>
 - August 22 - Valentine
 - August 23 - Gering
 - August 24 - York
 - August 29 – North Platte
 - September 6 - Norfolk
 - September 13 - Kearney
 - September 19 - La Vista
 - September 20 - Fremont
 - September 27 - Nebraska City

Labor Relations Conference – October 4-5 - Lincoln

New Board Member Workshop – November 1 - Kearney

State Education Conference – November 15-17 - CHI Health Center, Omaha



Latest 'Board Notes' – Monthly Newsletter

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

- *It's Pink Postcard Season: A Walk Through on Timelines for Postcard Printing & Joint Public Hearings*
- *At The Board Table*
- *Network with Peers at this Year's Area Meetings*
- *Seeing Your District Clearly*
- *Order Your 2023 Nebraska Education Laws Books Now*
- *NASB Participates in National Forum on Ed Policy*
- *Your 2023 NASB Affiliates*
- *This Month In ... And Much More!*



"Annual Board Calendar Summary"

View the full detailed calendar at:

<https://members.nasbonline.org/board-leadership/resources>

(www.NASBonline.org – Board Leadership – Resources)

August Board Agenda Items

In addition to routine agenda items, time sensitive topics include:

Policy Review

- **Personnel Report.** On or before September 15 § 79-804
- **Federal Protection of Pupil Rights Amendment (PPRA).** Annual notice provided to parents of the policies regarding surveys of students, instructional materials, physical examinations, personal information used for marketing.
- **Federal Child Nutrition Programs.** If school districts participate in National School Lunch Programs the School Breakfast Program or the Special Milk Program, they must provide parents and the public information about free and reduced-price meals and/or free milk and must provide parents with an application form.
- **Federal McKinney-Vento Homeless Assistance Act.** Requires public notice of the education rights of homeless students.
- **Federal Non-Discrimination.** Requires all recipients of federal funds to notify their students, parents, and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups.
- **Federal Individuals with Disabilities Education Act (IDEA).** Annual notice to parents of a child with a disability of the district's procedural safeguards. A notice must also be placed on the district's website. The notice must be easily understandable and in the native language of the parents.

Budget

- **Collective Bargaining; Timelines.** On or before **September 15**, negotiations contract dispute decision; Boards may enter into collective bargaining agreements for periods not to exceed four years. § 48-811, § 48-816 , and § 48-818

- **Collective Bargaining Timeline.** On or before September 1, of the year preceding the contract year in question, the certificated and instructional employees' collective-bargaining agent shall request recognition as bargaining agent. The governing board shall respond to such request not later than the following October 1 § 48-818.01
- ***Certification of District's Assessed Valuation Public Budget Hearing / Adopt Budget;** Due on or before September 20 § 13-508 § 79-1084, § 79-1085, § 79-1086, § 13-506, §13-518
- ***Board Adopted Budget.** On or before September 30, General Budget Adoption. The board shall file with, certify to the levying board, and file with the auditor a copy of the adopted budget statement together with the amount of the tax required to fund the adopted budget. § 13-508
- **Report to County Board. On or before September 30,** a [Class III school district boards] are required to report to the county board and the learning community coordinating council (if applicable) the entire revenue raised by taxation and all other sources for the previous fiscal year and a budget for the ensuing fiscal year. § 79-1084

****Review the full July Agenda on page 30 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.**

Board Retreat

To support our members who did not have the opportunity to participate in the New Board Member Workshops consider a Board Retreat to engage with your newly elected board members as they continue to transition into their new role. Please contact Marcia Herring, NASB Director of Board Leadership at mherring@NASBonline.org or 402-817-0296 to schedule a board retreat or private sessions through Microsoft Teams to review the board role and responsibilities.

Upcoming NASB Board Leadership Events

Board President Circle Teams Meeting – Please mark your calendar for Tuesday, August 8 for the Board President Circle Teams Meeting. We have three options available and look forward to connecting with you!

Option I – 12:00 PM CT Option II – 12:00 PM MT Option III – 7:00 PM CT

NASB New Board Member Workshop - Wednesday, November 1, 2023 – Join the NASB Board Leadership Team in Kearney for the opportunity to engage newly elected board members who did not have the opportunity to attend the NASB New Member Workshop in December 2022. We are also including an invitation to all newly appointed board members. The agenda will include discussion and review of best practice board governance, meeting protocols, committee work, policy, Open Meetings Law, scenarios, goal planning, superintendent evaluation, and more. Stay tuned for more information regarding the registration details.



Government Relations & Advocacy

<https://members.nasbonline.org/government-relations>

(www.NASBonline.org – Government Relations)

This year's Session is done, the work is not! Now is a great time to engage your lawmaker while they are in the district. Reach out if NASB can help you make a connection. Advocacy starts at home!

Reminder, many bills passed this year will require a policy change by the board. Policies on option enrollment, dress code, and graduation requirements for example will require board review and/or action.

A number of Interim Hearings have been introduced on topics like Truancy, School Choice, Parental Involvement, SEL, Mandates, Security, Equalization, Consolidation, and more.

The first of these was LR 147, an Interim study relating to parental involvement in public schools, held July 31. NASB was invited to testify. A huge thanks to Mike Pate of the Millard Board of Education, and Lisa Wagner of the Central City Board of Education who came to Lincoln to sit in front of the Education Committee to share their stories. Here are some quotes from their testimony:

- *"Parents have access and input to educational materials. The school allows parents to withdraw their student from certain lessons/material by request through district website."* – Mike Pate
- *"Parents who have concerns need to raise them with their children's teachers, their school administrators and local school board members – the people who are parents themselves and who are fellow neighbors and community members. This is a local issue."* – Lisa Wagner

Call Colby & Matt with questions any time!



This Month In ...

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

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 ..."
Advocacy & Government Relations - ALICAP & Insurance - Board Leadership - Data Analytics - Energy Purchasing - Member Engagement - Policy - Search, Strengths & Awards - Technology



Monthly Agenda Video Updates & NASB's Video Resources

<https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org - News & Resources – Video Library)

Monthly Board Agenda videos, Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, and MUCH more!



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<https://members.nasbonline.org/about-us>

(www.NASBonline.org – About Us)

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Nebraska Rural Community Schools Association

Member Update

August 10, 2023



Photo Credit: Peru State College



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA District Meetings

August to October 2023
Times & locations TBD

Southeast District Meeting

October 3, 2023, 10:00 AM
At the NCSA Building in Lincoln

Southwest District Meeting

October 11, 2023, 1:00 PM (MT)
In Ogallala

South Central District Meeting

October 11, 2023
Time & Location TBD

West District Meeting

October 18, 2023
At ESU 13 in Scottsbluff, Time TBD

NRCSA Legislative Forum

February 20, 2024
Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

March 14 & 15, 2024
Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

NRCSA Golf Tournament

July 23, 2024
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

Committee Meetings

NRCSA Committee Meetings

November 14, 2023
Via Zoom
Times TBD

NRCSA Scholarship & Recognition Committee Meeting

November 15, 2023, 11 AM
CHI Center in Omaha
Room TBD



NRCSA Search Service

Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.

2023-24 Vacancies will appear after the application period opens

Other Vacancies

No postings at this time

Buy, Sell, Trade

NRCSA will share information with all of our members about items for sale. This is a service that NRCSA enthusiastically provides—we can help to spread the word if you have any items for sale (or to give away). And the price for this service is great—FREE! If you have such items, please don't hesitate to contact us. Hopefully we can help!

Johnson County Central Public Schools - Timpani Drums

The black covered timpani are the three best ones (at the HS). All of the pedals work. 25", 25", and 29" with covers. The 25" has a large dent (pictured). There are two more identical at the MS - one pedal is broken and non functional. Same brand I believe. Cloth covers. 25" and 27". The 27" has the broken pedal.

Contact Jon Rother at: jon.rother@jccentral.org



Access the Members area of www.nrcsa.net anytime.

Login: member Password: playground

Good luck to all as you embark on a new school year! I have to admit I do still miss the excitement of a new year, with chances to grow on your successes or make improvements on areas that need changing. Getting to know new staff and meet new students was always invigorating for me. I know that rural Nebraska schools are in excellent hands!

If there is anything that NRCSA can do to help you in these efforts please do not hesitate to contact me.

The annual NRCSA Membership Renewal/Drive is continuing.

Annual Dues remain at \$850. Notices were sent on June 26 in time for July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 220 school districts, ESU's, and State colleges and we are hoping to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support and involvement, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. Finding success, whether in passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

We have already received one new membership as Yutan has joined NRCSA for the 2023-24 school year. **Welcome CHIEFTAINS!**

NRCSA is pleased to announce a partnership with New Leaf Teletherapy.

New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

[New Leaf Zoom Meeting](#) (recording)



If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.

NRCSA Leadership

Mark Lenihan, President.
Wayne Community Schools

Dr. Dawn Lewis, Past President.
Arlington Public Schools

Dr. Heather Nebesniak, Pres-Elect.
Ord Public Schools

Chris Prosocki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Dr. Jon Cerny, Northeast
Bancroft-Rosalie Community Schs

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Trent P. Nowka
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

The NRCSA District Meetings are coming up, mainly in October. Executive Director Jack Moles will visit each of the six NRCSA districts to share information about NRCSA, as well as legislative information. The District Representatives, Jon Cerny (Northeast), Dale Hafer (North Central), Mo Hanks (West), Jane Davis (Southwest), Jon Davis (South Central), and Paul Sheffield (Southeast) will be sending out invitations as the time gets closer. One “tweak” to the invitations this year is that the invitations will also be sent to Board Presidents.

Three dates are set currently for the meetings:

Tuesday, Oct. 3: Southeast District @ NCSA

Wednesday, Oct. 11: South Central District @ ESU 11

Wednesday, Oct. 18: West District @ ESU 13

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 85 such meetings. I recently attended the Board meeting at East Butler on Wednesday, July 12. I will be attending the Board meetings at Sidney and Potter-Dix on Monday, August 14. I have really enjoyed this and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as some legislative news. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to “attend” your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.

Southern Superintendent Chris Prosocki recently shared a sample Superintendent Checklist that he uses. Chris has updated the Checklist from last year. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts. The document, “School District Plans, Policies, and Annual Trainings Requirements”, is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

[School District Plans, Policies, & Annual Trainings](#)

We urge you to consider making use of the NRCSA Partner OneCard as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2022-23, 97 districts/ESUs participated in the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2022-23, the rebate was almost \$29,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN!

If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrdsa.net) or Jeff Bundy (jbundy@nrdsa.net).

The Unicameral has finished the 2023 session. A session-long filibuster slowed things down considerably but several passed were the Governor's school funding plan, the "Opportunities Scholarship" bill, as well as several "Christmas tree" bills. Public schools benefited in some instances, did not fare as well in some others.

A review of the session can be found here:

[2023 Session Review](#)

Russ Westerhold, NRCSA's lobbyist with Nowka & Edwards, has provided a document that identifies the final status of every bill dealing with education. It can be accessed here:

[Nowka Edwards Report](#)

NSEA and Stand for Schools have teamed together on a petition drive to place LB 753 (Opportunity Scholarships) before the voters of the state. It is likely that staff members or Board of Education members from public schools have been asked to participate in the efforts. Administrators and Board of Education members may want to familiarize themselves with State of Nebraska guidelines. Members of NCSA received a well developed memo from NCSA Executive Director Mike Dulaney that provides a discussion of the guidelines. I would encourage you to read Dr. Dulaney's memo. Likewise, Colby Coash and NASB provided a similar memo for Board of Education members. Again, I would encourage Board members to reference NASB's document.

Congratulations to this year's NRCSA Award winners! One of the favorite features of many who attend the NRCSA Spring Conference is the awards presentation. Each year NRCSA recognizes an Outstanding Superintendent/ESU Administrator, Board of Education Member, Principal, Secondary Teacher, Elementary Teacher, Music Teacher, ESU Staff Member, and Support Staff Member. Most often the recipients do not even know they have been nominated. NRCSA works with the recipients' school/ESU to sneak family and friends in to make the presentation even that much more special for the recipient. Of course, many of the messages from the recipients are very emotional. It is just rewarding to recognize some of the many great people working in our rural schools. Congrats to all!



*NRCSA Outstanding Superintendent
Kevin Wingard, Milford Public Schools*



*NRCSA Outstanding Secondary Teacher, Mike Peterson,
O'Neill Public Schools*



*NRCSA Outstanding Board of Education Member,
Stephanie Summers, David City Public Schools*



*NRCSA Outstanding Elementary Teacher,
Jean Loshonkohl, Eustis-Farnam Public Schools*



*NRCSA Outstanding Principal, Laura Kroll,
Exeter-Milligan Public Schools*



*NRCSA's Gary Fisher Outstanding Music Teacher Award
winner, Matt Bertrand, Humphrey Public Schools*



*NRCSA's Outstanding ESU Staff Member,
Jen McNally, ESU #5*



*NRCSA's Outstanding Support Staff Member, Pam Ginkens,
Mullen Public Schools*



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

This month we celebrate:

* Central City Wrestling Coach Darin Garfield received the national Wrestling Coach of the Year award from the National High School Athletic Coaches Association.

* Dawn Sejkora, a junior at Johnson County Central, was the first place winner in the United Way of the Midlands JAG (Jobs for America's Graduates) Student Puzzle Design Contest.

* Neligh-Oakdale Superintendent Ron Beacom was named as an Assistant Coach for the North team for the 2024 Nebraska Shrine Football Game. Chris Ardinosso, of Bruning-Davenport/Shickley, was named as an Assistant Coach for the South team.

* Students from 14 NRCSA-member school districts are part of the Nebraska School Activities Association's Student Advisory Committee for 2023-24. Included in committee for 23-24 are: Calah Archibeque (Burwell), Tristen Boehle (Malcolm), Emma Brown (Bertrand), Christian Burton (Lexington), Madison Davis (West Holt), Kaelin Deras-Hernandez (Fairbury), Landon Dobbins (Howells-Dodge), Cordell Frerichs (South Platte), Dane Jacobsen (Ashland-Greenwood), Haley Johnson (Gordon-Rushville), Emma Kennedy (Ainsworth), Jenna Marsh (Axtell), Mackenzie Smith (Tri County), Benjamin Vandienst (Doniphan-Trumbull), and Jorge Vazquez (Wilber-Clatonia).

Join us for the Nebraska Educator Shortage Summit 2.0 in Kearney on October 25-26, 2023!

The early registration rate of \$115 applies through June 30, and increases to \$150 on July 1.

The inaugural Summit in 2022 helped influence and impact key policy changes while leveling up best practices and now it is time to expand upon our initial success! Summit 2.0 will convene leading stakeholders from P-20 to address the challenges of the shortage of educators and educator pipeline. We will share ways to replicate best practices, innovate new strategies and use partnerships for local, regional and statewide success. Central to the Summit will be the use of data and collaboration in sharing information and promising practices. The Summit will bring together a wide range of perspectives to create successful solutions toward the common goal of ensuring Nebraska's students receive a world-class education.

Day one is a full day of interactive planning discussions, large group keynotes, and breakout sessions focused on recruitment, retention, best practices and other topics. Day two will focus on all areas of employment, Nebraska educator workforce initiatives and ends with a featured lunch panel of Teachers of the Year, teacher candidates and certified teachers.

Share Summit 2.0 information with your district educational stakeholders so they don't miss the chance to participate in this interactive event! For the latest updates, follow us on Twitter at @NACTE_Summit.

Summit 2.0 is sponsored by the Nebraska Association of Colleges for Teacher Education (NACTE) with support from a NDE Educator Pipeline Grant.

Rooms are available at the Fairfield Inn for a rate of \$139.95 while they last. We look forward to seeing you in Kearney this October!

JOIN US AT THE
**NEBRASKA
EDUCATOR
SHORTAGE
SUMMIT**

YOUNES CONFERENCE CENTER

 KEARNEY, NE

OCTOBER 25-26, 2023



PK-12 EDUCATORS | EDUCATOR PREPARATION PROGRAMS | AGENCY/DEPARTMENT REPRESENTATIVES



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 @NACTE_Summit



NRCSA Federal Liaison Dr. Jon Habben and NRCSA Executive Director Jack Moles attended the National Rural Education Advocacy Consortium (NREAC) meeting in Washington DC on April 23-26. NREAC is an extension of the National Rural Education Association. One day was filled with meetings with several officials on the Federal level.

On Tuesday, Dr. Habben and Jack met with Representative Adrian Smith, as well as with aides for Representative Mike Flood and Senator Deb Fischer. They shared NREAC legislative priorities and how these priorities affect Nebraska rural schools, with each of the offices.

A brief description of the six NREAC legislative priorities are as follows:

1. **EDUCATION FUNDING:** NREAC seeks preservation of critical federal funding for rural schools.
2. **REAP FUNDING:** NREAC urges Congress to increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School Program. (The responses you all provided to Jack’s survey helped to tell Nebraska’s story. Well done as he received over 100 responses from NRCSA districts.)
3. **INFRASTRUCTURE:** NREAC supports efforts to ensure any infrastructure proposal in Congress must include funding for modernizing or maintaining rural school facilities.
4. **FOOD AND NUTRITION:** NREAC supports any effort to streamline processes and reduce the administrative burdens related to school meal programs.
5. **SCHOOL SAFETY:** NREAC supports flexible federal formula funding streams that channel resources to rural school districts for school safety that recognizes the geographic and economic challenges in rural communities.
6. **BROADBAND AND CONNECTIVITY:** NREAC believes access to high-speed internet is critical for providing equitable access to learning for students in rural schools. As such, NREAC strongly supports maintaining E-Rate as an element of the Universal Service Fund in its current funding structure.

[NREAC Legislative Agenda](#)



L-R Dr. Jon Habben, Jack Moles, Congressman Adrian Smith.

Earlier this Spring, NRCSA announced the release of a new service! After several months of discussing possibilities, NRCSA is now offering a Principal Search Service. This service will be patterned after our successful Superintendent Search Service. Two options will be available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

[NRCSA Principal Search Brochure](#)

An outstanding opportunity is available for rural districts or ESUs to “grow their own” School Psychologist. I highly encourage someone in your school or ESU to apply for admission to the Prairie Nebraska Project through UNL.

With generous funding from the Behavioral Health and Education Center of Nebraska, the University of Nebraska Lincoln’s School Psychology program is recruiting 10 rural Nebraska residents to complete an Educational Specialist degree in School Psychology. The Prairie Nebraska project uses synchronous and asynchronous online instruction to deliver a program of study that is highly accessible for rural Nebraska residents. Students will be able to complete the training in their own community without having to relocate to Lincoln. Prairie Nebraska funds will pay for the

trainees' tuition and fees. Upon successful completion of the program, Prairie Nebraska trainees will qualify for an endorsement towards a Nebraska Department of Education certificate in School Psychology.

Successful applicants to the Prairie Nebraska program will:

- Live and work in any Nebraska county excluding Douglas, Lancaster, Sarpy, Washington, or Cass Counties.
- Have a recommendation from an ESU or school administrator with a commitment by the school/ESU to provide the experiences and supervision that trainees will need to complete the program.
- Apply to and be accepted into the University of Nebraska Lincoln Educational Specialist program in School Psychology.

Due to restrictions associated with the ARPA funds, all project-funded activities must be completed by December 2025. Consequently, we will be recruiting very quickly – with review of applicants beginning on April 1, 2023 and continuing until the program is filled. Coursework and supervised practica will be tightly scheduled and offered one course at a time. Formal, synchronous courses and meetings will be scheduled outside of typical work hours (e.g., 5 PM or later) and will emphasize projects, assignments, and activities that have practical utility to prepare students for day-to-day practice as School Psychologists.

Interested applicants should email Beth Doll, bdoll2@unl.edu and include their:

- Name, email, and phone number
- Mailing address, including county of residence
- The school district or Educational Service Unit that is likely to provide their recommendation and commitment for supervised experiences

New Collaboration Seeks to Address Principal Shortage and Strengthen Professional Development

A new collaboration designed to address the shortage of future principals and strengthen professional development of current school leaders is underway. The project, entitled, Growth-Oriented Leadership Development (GOLD) is being coordinated by members of the UNL Department of Educational Administration, in partnership with NRCSA, NCSA, ESUs, and NDE.

“We’re seeking federal funds to develop current and future principals from within—a grow your own

model, said Nick Pace, chair of the UNL Educational Administration Department. Over the next several months, Pace says a team led by professors Jiangan Xia and Scott Sturgeon will be inviting districts to join the effort. The team is inviting approximately 60 schools to participate, with half receiving focused training while the other half continues its current efforts without the training. Districts not initially selected for the training group would be first in line for the next round of the program, if funded.

Districts interested in participating should watch for information through NRCSA updates, ESU superintendent meetings, or by contacting Pace, Xia, or Sturgeon.

Nick.Pace@unl.edu, Jxia@unl.edu, [ssturgeon2@unl.edu](mailto:ssurgeon2@unl.edu)

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.



Purple Ribbon Partners



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CMBA Architects

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One of the benefits for our Purple Ribbon Partners is the opportunity to submit an article for the monthly Member Update. This month we proudly recognize:

DLR Group



BOLD: Bridging Organization, Learning and Design

Marilyn Dennison

Education is in my blood. A life-long learner myself, my career has been spent in and around schools, students, educators, and administrators as both an educator and school administrator. Research has been a staple of my career to illuminate the needs of students and how environments affect learning.

Equipping learners with the skills and capacities for a successful future – including self-directed learning, global awareness, collaboration, and creativity – is no small matter. Many educational leaders are finding that traditional forms of education are not keeping students engaged; assisting students in taking responsibility for their own learning, or providing opportunities for students to work together. Pedagogies must evolve and respond to the changing world in order to remain relevant to the next generation of learners. Many schools are working on transforming their spaces, but often focus on influencing only one aspect of education – either academic standards, instructional practices, or the physical environment, but seldom all three. This can prohibit reform efforts, and produce less than desirable results. This is where the next stage in my career has taken me. I lead the BOLD initiative within DLR Group to bring my passion and knowledge to help bridge the gap between education and design.

What is BOLD?

BOLD (Bridging Organization, Learning and Design) is a robust consultation process grounded in decades of successful change efforts. Our role is to help schools holistically respond to changes in the world that impact the overall learning experience for every learner. Our systems-based approach addresses teaching and learning while leveraging collaborative learning environments to increase confidence and engagement of educators and learners.

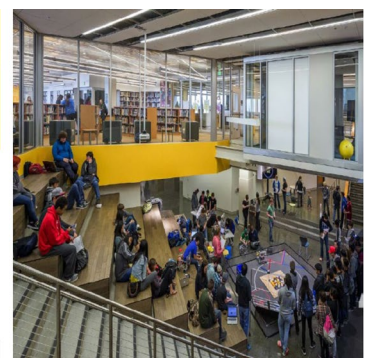
What does the BOLD process look like?

The BOLD process is designed to lead you through a series of explorations that discover, imagine, define, develop, and achieve the path to your desired outcomes. Within this framework, BOLD's specific services are custom-selected to meet the unique needs of your district or school. These might include strategic planning, process consulting, spatial affordance training, change leadership coaching, culture development, inquirybased learning implementation, teaching and learning consulting services, or others.

To learn more about DLR Group's services and the BOLD research initiative please visit us at:

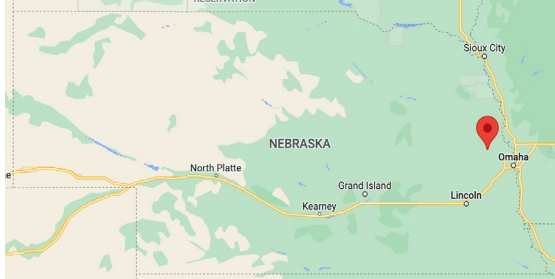
<https://www.dlrgroup.com/sector/k-12-education/?ref=menulist>

<https://bold.dlrgroup.com/>



MEMBER SPOTLIGHT

Arlington Public Schools



Mascot: Eagles

Enrollment: 704 students PK-12

Location(s): Arlington, NE

Interesting Fact: People may not know that the Village of Arlington was renamed, from Bell Creek, in 1882. Due to the similarity of the name of Battle Creek, mail routes were confusing

Superintendent: Dr. Dawn Lewis



Principals

Aaron Pfungsten, **7-12 Principal**, Dr. Jacqueline Morgan, **PK-6 Principal**, James Shada, **Asst 7-12 Principal/Activities Director**

Board Members

From Left to Right, Seated first:

Cassie Flesner; Shanon Willmott; Chase Kratochvil, *Bd. Vice President*

Dawn Lewis; Brian Laaker; Matt O'Daniel, *Bd. President*; Jason Arp

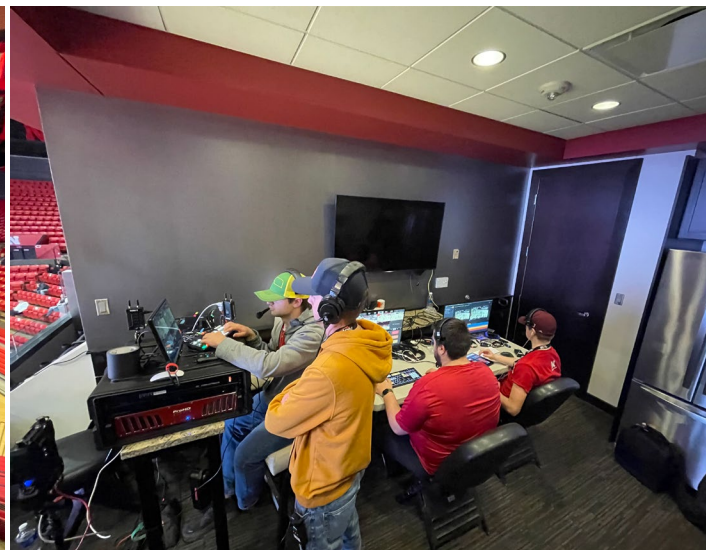


Programs

FBLA: Mrs. Shawna Koger has turned the FBLA program into a powerhouse. She is known at events as the “Nick Saban of FBLA” in Nebraska. APS regularly has 80-100 students in grades 7-12 participate, and this year, 19 students qualified for the National Competition. The students work hard, put in lots of extra hours, and that pays off, year after year. Mrs. Koger also coordinates some events for all of the state.



STRIV Broadcasts: Mr. Scott Parson leads our Striv team. Students produce commercials, learn basic broadcasting and how to present game facts without bias, offering appropriate commentary while livestreaming our events. They make sure that home athletic events, concerts, programs, graduation ceremonies, and various other events are covered. They set up multiple cameras to provide different angles to get the best view and sound. They were the first crew to live broadcast a cross country meet two years ago. The Arlo Striv team was selected to broadcast a session of the Nebraska Girls State Basketball Tournament in 2023. They are a model for programs across the state.



MEMBER SPOTLIGHT

Central City Public Schools



Mascot: Bison

Enrollment: 805 PK-12 students

Locations: Central City, NE

Interesting Fact: The District has recently completed three different phases of construction that includes



the addition of additional early education services, secure entrances at all three buildings, complete career education renovation to include sciences, agriculture, industrial tech, new commons, new high school office, new Dome Gymnasium, and Special Education renovation. The results of such renovations, changes, and new construction have allowed the District to host many activities over the past few years including Husker Volleyball. A major improvement has been made for students in all academic, activity, or athletic areas through these District improvements.

Superintendent: Jeff Jensen

Principals: Holee Hanke – High School Principal, Justin Anderson – Asst. Principal, Neely Moser – Elementary Principal, Maureen McElhinny – SPED Director, Zach Springer – Dean of Students.

Board of Education: Lisa Wagner – President, Dr. Brian Buhlke – Vice President, Aaron Heins-Secretary, Charles Homolka, Brent Kennedy, Brett Zikmund



Programs

The District has invested heavily in career education with multiple changes and improvements to the facilities and investments in state of the art equipment. Health Sciences and the trades have been a major focus. The Industrial Technology facility includes the best equipment available for students to study construction, woods, welding, auto/diesel, and manufacturing. Each year, students have been active in building homes, job shadowing health workers, and working to utilize the facilities and equipment to develop career experiences.

The development of well-rounded, active students has been a priority for the District. The District provides nearly forty hours of dual credit opportunities for students to receive a specialized education. In addition to providing excellent educational opportunities, the District believes that activities and athletics provide students with the opportunity to become better people by teaching life lessons of collaboration, hard work, and resilience. Nearly 99% of high school students are involved in an activity or sport. In the past year, Central City Public Schools qualified for the State Playoffs in four different sports while students also performed in front of sold out crowds in the Performing Arts Center.



I would encourage districts to consider participating in the Academic Decathlon competition.

Academic Decathlon is an activity that is dependent on students of different ability levels. A team is made up of students who are in the Honors (A average), Scholastic (B average), and Varsity (C average) levels. Students may move up, but they may not move down. The combined scores of the students in all 10 competition events are counted, thus each team member is very important. There is a defined course of study in each subject area each year. Subject areas are commonly Math, Language & Literature, Science, Social Science, Economics, Art, and Music which are covered in the Regional competition each year. At the State Competition, Speech, Interview, and Essay are added. There is a “theme” each year that many of the subject areas cover. The theme for 2022-23 was the American Revolution. The theme for 2023-24 will be “Technology and Humanity”. Regional competition takes place in January and State competition takes place in February. The school can decide how to prepare for the competitions. Some schools have teams that have practices in the evenings or after school. Some simply provide the students with materials to study prior to competitions. Other schools offer a class to prepare.

Quiz Bowls are wonderful and fun activities, but they do not have a defined course of study like the Academic Decathlon. I find the Decathlon to be the best academic competition that I have experienced. To me, it is based on true study and learning.

On a personal note, three of my four kids participated in Academic Decathlon through high school and between them they won thousands of dollars in scholarships as they were on teams that had success. I currently serve on the Nebraska Academic Decathlon Board of Directors. I have been very involved with this activity for many years and highly encourage you to consider adding it to your school. A new school can have its enrollment fee waived the first year and may receive free study materials.

If you have any questions or have a staff member who is interested, please feel free to contact me. You could also contact the State Director, Vicki Deniston-Reed at dcthl.n.denistonreed@gmail.com.

WestED is a non-profit educational research and development agency and they are asking for rural participation on a U.S. Department of Education Study.

The following is from Maria Salciccioli of WestEd:

My name is Maria, and I’m a researcher at WestEd, a non-profit educational research and development agency. WestEd is partnering with an organization called Citizen Math on a US Department of Education-funded study, and I’m reaching out to see whether you’d like to learn more about it and explore whether it would be of interest to some of the schools in the Nebraska Rural Community Schools Association.

Citizen Math provides rigorous math lessons for 6th, 7th, and 8th graders. The lessons help students explore standards-based concepts through relatable real-world issues, building critical thinking, civic-mindedness, and collaboration skills. (Sample lesson topics include: How dangerous is texting and driving? How do municipal fines affect people with different incomes? How much should you trust online ratings?)

An earlier study showed that these lessons helped students deepen their learning and make more lasting connections to math concepts. The lessons were also shown to significantly improve student achievement on the end-of-year state test.

We’re currently enrolling full middle school math teams (6th, 7th, and 8th grade teachers) from rural and urban schools to participate in a two-year, randomized control trial study, beginning August 2023 and lasting for the 2023-24 and 2024-25 school years. More information can be found on the study website: Citizen Math Impact Study, but here are some of the benefits for participating teachers:

- *Stipends for participation*
- *Free training and access to Citizen Math (valued at \$300 per classroom) for two years*
- *Opportunities to network with other teachers enrolled in the study*
- *A chance to build evidence for the field about how enhancing civic and social-emotional learning in math classes impacts student outcomes*

If you think this study might be a good fit, please fill out the form on the [study website](#).

UNL Tuition Discount & GOLD Grant.

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency) or endorsements. The program provides a 15% tuition discount for educators who

serve in NRCSA member districts or are in an area classified by NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at nick.pace@unl.edu

[Big Red Leader Website](#)

[Big Red Leadership Flyer](#)

In addition, invite your participation in a federal grant application aimed at helping Nebraska school districts. Led by the UNL Department of Educational Administration, the *Growth-Oriented Leadership Development (GOLD) Project* is a collaboration across NCSA, NRCSA, ESUCC, and NDE. Goals include:

- Developing current and future leaders in a grow-your-own model
- Strengthening School Leadership
- Improving Principal and Teacher Retention

GOLD Highlights:

- A focus on local, building/district level context, not a top-down, one-size-fits-all approach
- Research-based content aligned with Marzano's Balanced Leadership and other recent work
- Use of existing professional development structures led by credible leaders and coaches
- No additional costs or duties to ESUs or districts

GOLD Includes:

- Regular, large group professional development for the principal and 2-3 teacher leaders per building
- Small group coaching and facilitation provided by grant-funded coaches
- Application of material presented in sessions to local school improvement priorities and integration with the new NDE Nebraska Teacher and Principal Professional Standards (NTPPS)
- A stipend to participating schools to support implementation of GOLD dimensions and materials

To Learn More:

<https://cehs.unl.edu/edad/gold-project/>

Chadron State College Special Education Para-to-Teacher Program Initiative.

Purpose: This “Grow Your Own” Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district.

What: Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State's education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate's Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska

rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district's story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

SUPERINTENDENT SEARCH & PLANNING

NRCSA has had a very successful year this year in assisting 14 Boards of Education in choosing their next Superintendent of Schools. This year we have been asked to assist Ansley Public Schools, Bruning-Davenport (interim), Educational Service Unit #16, Lakeview Community Schools, Louisville Public Schools, Medicine Valley Public Schools, North Bend Central Public Schools, Randolph Public Schools, Ravenna Public Schools, South Central Unified #5 (interim), Southwest Public Schools, Superior Public Schools (Interim), Tekamah-Herman Public Schools, and Thayer Central Public Schools in their searches for their next Superintendents. NRCSA was also selected to assist the NSAA Board of Directors in its search for the next Executive Director of the NSAA. We also assisted Thayer Central on a Principal search.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrdsa.net or by phone at 402-335-7732.

It is a common practice for many Boards of Education and the Superintendent to conduct short and long-term planning. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.



SYRACUSE-DUNBAR-AVOCA used the NRCSA Planning Service in 2022. NRCSA Consultants Rob Hanger and Fred Helmink assisted the district with its planning.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)



From Dr. Jon Habben; NRCSA Federal Liaison:

I am forwarding our lobbyist's report. We are still sharing with AASA, so there will always be items that you will wonder if they reflect a rural slant or not. This coming year will see how that shapes up.

The teacher retention and shortage issue is everywhere. We are even seeing the nearly defunct Teach for America attempting to re-invent itself as the need is being addressed from local to federal. But take notice of anything labeled "grow your own." You may see funds attached to such programs from federal sources. It is hard to tell if such monies get to local small and rural districts. My guess is that such federal funds may need a portion designated for someone's definition of rural, or may need to go through a state with a significant share of students from that state's definition of rural. But in any case, you may want to begin that discussion locally if you haven't already. Some states are willing to reduce requirements to become a classroom teacher more than others, but not something I would expect Nebraska to do much more than it already has. Note in the attachment, there is a link to state comparisons regarding the "teacher climate." As with such comparisons, one might ask if the distinction is really a significant difference. There is also a link regarding teacher apprenticeship programs, as opposed to our standard student teaching process.

And anything with the word "equity" attached is worth paying attention to. There are two pieces, and links, in this attachment regarding Title IX and regarding Special Education. No surprise there. There is no question about the level of activity on both fronts. Stay informed, trust but verify, communicate with parents, train and train more, supervise, and stay connected to your school's attorney and the NE Dept of Ed. Remember, both of these programs are federally driven so it takes combined efforts by national education entities to keep track, communicate to and from, and lobby. And a final note, be careful with state and federal grant reporting for all the obvious reasons.

Also note the following update from the newly organized rural effort within the US Department of Education. This may occur monthly and provide timely "heads up" notifications and information. With a focus on

serving rural school districts and their community areas, this answers a major concern that any rural focus or transparency was lacking. We will be watching this effort closely, so please provide me any feedback you have.

Take care! Jon

[**Legislative Corps August 4, 2023**](#)

[**Rural Education Updates from the U.S. Dept of Education, July 2023**](#)

Contact Information

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U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carol Blood, Dist 3](#)

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[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[Tom Briese, Dist 41](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Danielle Conrad, Dist 46](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[Steve Erdman, Dist 47](#)

[John Fredrickson, Dist 20](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Kathleen Kauth, Dist 31](#)

[Lou Ann Linehan, Dist 39](#)

[Loren Lippincott, Dist 34](#)

[John Lowe Sr., Dist 37](#)

[Mike McDonnell, Dist 5](#)

[Terrell McKinney, Dist 5](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Rita Sanders, Dist 45](#)

[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



NRCSA Programs

[New Leaf Teletherapy](#)

[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

[USBank OneCard Program](#)



NRCSA Rural Community Schools Association
455 S 11th ST, Suite B
Lincoln, NE 68508



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

Update on Superintendent Goals

Goal 1: Develop a visible presence within the schools, the school community, and the state.

Goal 2: Foster a learning environment in which every student has the maximum opportunity to achieve academic excellence.

Goal 3: Continue the development of a 10 year facilities strategic plan for implementation that addresses maintenance and improvements for existing building assets and new construction.

Goal 4: Continue the development of safety and security practices for Raymond Central Public Schools.

Safety Report

Progress on safety items:

- Protective film installation started at the Jr/Sr high school on Thursday of last week. They will move to elementary buildings once completed here.
- The logo screen on doors and windows to prevent lines of sight from outside to inside has been installed at the Jr/Sr High School.
- Door access control at the Jr/Sr High school is in progress. The cabling is complete and the connection to the actual doors is slated to be completed in a few weeks.
- Check-in and check-out procedures are part of our daily expectations for staff and students.
- Student manifest lists are being used on bus routes and activity trips.
- Additional mental health support has been introduced across the district to include four (4) additional days of Licensed Mental Health Provider (LMPH) support.
- Navigator support program through ESU#2 which provides liaison support for homeless children and any children or family who need assistance with meeting basic needs such as shelter, food, utilities, clothing, etc.

Important Upcoming Dates:

August 18 - FB/VB Scrimmage

August 28 - School Pictures for K-12 and PK4 M/W group

August 30 - Patron Budget Workshop and Special Board Meeting

September 5 - School Pictures for PK3 and PK4 T/Th groups

September 20 - NASB Area Meeting in Fremont

October 4-5 - Labor Relations Workshop in Lincoln

Technology Report

Submitted by Jaxn Kobza, Technology Director

Technology Projects

- Access Control for doors at HS campus is going to be under way and is hopefully going to be finished up early September.
- The Ceresco intercom will be replaced in the next few weeks.
- Electrical work is done in Val and Ceresco data closets

Miscellaneous

- Cleaned out closets and recycled old computer/network equipment.

August Board Report
Mr. Jaxn Kobza
Technology Director

Technology Projects

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Board Committee Reports

Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

Facilities & Transportation Committee (Blanchard-chair, Burklund, Matulka)

Finance Committee (Blanchard-chair, Breitreutz, Burklund)

Negotiations Committee (Blanchard-chair, Benes, Lange)

Policy Committee (Breitreutz-chair, Benes, Lange)

Old Business

Discuss and Consider future facility needs and options that are available for consideration

We had all six board members attend one of the two sub committee meetings that were held on August 9 and August 10. We discussed facility options to include:

- Reconfigure existing elementaries to put grade alike together to create balanced classes, instructional and service equity at grade levels, and enhance instructional planning and delivery. Potentially K-2 and 3-6 configuration.
- Reconfigure elementaries so that all 5-6 are at Valparaiso and leave primary grades at each respective building.
- Eliminate one elementary to reduce our footprint for efficiency reasons and for enhanced instructional planning and delivery that ensures equitable opportunities.
- Make necessary updates to elementary schools as necessary but focus on improvements to the 6-12 facilities.
- Move additional grades out to the 6-12 facility so that it includes the intermediate grades of 4-6.
- Move the 6th grade back to Valparaiso to get additional space that is needed at this Jr/Sr campus.

There are considerable upgrades needed at the elementaries and some of those items such as heat pumps, carpet, playgrounds, elevator, are costly. At the Jr-Sr High campus there are some necessary enhancements needed but a primary need is additional learning space. The Board will continue to discuss future facility needs and options that are best for all of our students.

New Business

Discuss, Consider and Take Necessary to Approve Staff Resignation(s)

Motion by Matulka, second by Burklund to approve the resignation of Riley Haug, MS Science. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the purchase and installation of two Daiken water pumps for Ceresco

Motion by Matulka, second by Burklund to approve the purchase and installation of two Daiken water pumps for the Ceresco school at a cost of \$23,989.00. RCV 6-0. Motion carried.



GREEN'S FURNACE & PLUMBING CO., INC
PLUMBING HEATING COOLING REMODELING

1701 CUSHMAN DR LINCOLN, NE 68512 PHONE 402/467-4444 FAX: 402/467-4675



Ceresco Elementary School
114 S 3rd St.
Lincoln, NE 68017

Install New Water Source Heat Pumps.

We are pleased to submit the following Mechanical HVAC Proposal for the above referenced project.

1. We will remove existing Water Source Heat Pumps and haul away. Replace with a new Daikin (WGCH024) Water Source Heat Pump in the closet room off of the gym. Also replace the Water Source Heat Pump up on the mezzanine with a new Daikin (WGCH070) Water Source Heat Pump. The install itself can take up to 4-5 day's to complete. Lead time for units is 8-10 weeks. Daikin is proposed because the other brands had no response to our vendor. All parts, labor and permits included in final price...

Final Price... \$23,989.00

Payment due the day of installation.

This proposal is subject to revision if not accepted within 30 days from the above date. The undersigned accepts this proposal and all its terms and conditions and all its terms and conditions as a binding contract subject only to the approval of the credit of the buyer by Green's Furnace & Plumbing

ACCEPTED _____

Sincerely,

Travis Beck

Discuss, Consider and Take Necessary Action to approve a resolution commitment to enter into an interlocal agreement with other public entities to participate in the NASB All Lines Interlocal Cooperative Aggregate Pool (otherwise referred to as ALICAP) as authorized by the Intergovernmental Risk Management Act for an initial period of three years

This resolution indicates that we agree to participate in this interlocal agreement and that our insurance will be handled by ALICAP for the next three years at least. The Finance Committee was given the comparative information and recommended the move to ALICAP.

1. The renewal premiums with EMC for the 2023-2024 school year are \$171,700 (up from \$166,696) as compared to the quote from ALICAP of \$146,017. Savings of \$25,683.
2. ALICAP property insurance deductible is lower at \$500 (compared to \$2,500 and \$25,000 for wind/hail).
3. Other lines have better coverage limits.
4. There is a possibility of getting annual dividend returns with ALICAP.

Motion by Benes, second by Lange to approve a resolution to enter into an interlocal agreement with other public entities to participate in the NASB All Lines Interlocal Cooperative Aggregate Pool (otherwise known as ALICAP) as authorized by the Intergovernmental Risk Management Act for an initial period of three years. RCV 6-0. Motion carried.

Participation Agreement

for the

NASB All Lines Interlocal Cooperative Aggregate Pool
(ALICAP)

Agreement between local governmental subdivision and the Pool

NASB All Lines Interlocal Cooperative Aggregate Pool (ALICAP)

1. **Parties.** The parties to this Agreement are the Nebraska public school districts which are signatories hereto.
2. **Recitals.** This Agreement is based upon certain understandings and in furtherance of certain purposes, as follows:
 - 2.1 The Nebraska Intergovernmental Risk Management Act permits two or more public agencies to enter into agreements to form risk-management pools to provide risk-management services and insurance coverage for property, general liability, automobile, crime, dishonesty, school board liability and workers compensation losses.
 - 2.2 The participants have determined that there is a desire to operate a pool to fund some or all of the types of coverages which are identified in Section 2.1 hereof.
 - 2.3 The participant desires to enter into an agreement for the purpose of participating in a risk-management pool.
 - 2.4 The Nebraska Association of School Boards (NASB) is a non-profit corporation formed by Nebraska public school boards to stimulate and contribute to the continuing improvement of public elementary and secondary education including increased efficiency and economy for the ultimate benefit of Nebraska citizens. The NASB shall furnish, provide, or contract for the necessary administrative and management services required by the pool.
3. **Definitions.**
 - 3.1 Pool shall mean the **NASB All Lines Interlocal Cooperative Aggregate Pool** otherwise referred to as **(ALICAP)**.
 - 3.2 Board shall mean the Board of Trustees of the Pool.
 - 3.3 Agreement shall mean this participation agreement between the school district and the Pool.
 - 3.4 Memorandum shall mean each memorandum of coverage stating what coverages are provided, the limits of coverages provided, members deductibles, the Pool's retentions and the Pool's excess carriers.

- 3.5 Members and/or school districts shall mean (a) those public school districts defined in §79-101, (b) those educational service units established under §79-2201, and (c) those technical community colleges established under §79-2636, the governing boards of which are members of NASB which have passed resolutions pursuant to law entering into this agreement.
- 3.6 Director shall mean the State of Nebraska Director of Insurance.
- 3.7 Act shall mean the Intergovernmental Risk Management Act, §44-4301 *et seq.*, and all amendments thereto.
- 3.8 Bylaws shall mean the bylaws governing the operation of the Pool.
- 3.9 NASB shall mean the Nebraska Association of School Boards.
4. **Affiliation of Membership.** The undersigned member hereby jointly and voluntarily agrees to participate in a risk-management pool under the provisions of the Act with all the rights, powers, and privileges vested in and conferred upon such a pool under the laws of the State of Nebraska. The member has read and understands its rights and responsibilities as described in this agreement and as prescribed in state and federal laws and regulations. The name of the pool shall be the NASB All Lines Interlocal Cooperative Aggregate Pool otherwise referred to as (ALICAP).
5. **Purposes.** The purpose of this Agreement is to define a member's participation in ALICAP whereby Nebraska school districts may fund some or all of their property, general liability, automobile, crime, dishonesty, school board liability and workers' compensation losses, as may be agreed to by each such school district and the Pool.
6. **Powers.** In order to carry out these purposes, the Pool shall exercise and enjoy all of the powers, privileges, and authority exercised or capable of being exercised pursuant to the Act, including, but not limited to, the power to issue bonds or other obligations on behalf of a member or to otherwise assist in the issuance by such member of such obligations; provided, however, that nothing herein shall prevent any other parties hereto from separately exercising any such powers, privileges, or authority.
7. **Participation.** The member hereby agrees to participate in the Pool as set forth herein, under the terms and conditions described in this agreement in the Memorandum, the Bylaws, the application for a Certificate of Authority, the Certificate of Authority issued by the Department of Insurance, the Nebraska Workers' Compensation Act and all rules of the Nebraska Workers' Compensation Court.

- 7.1 This Agreement shall become effective only upon receipt by a Pool representative of a signed written execution of this agreement by an authorized representative of the member, and the subsequent issuance of a Coverage Memorandum from the Pool.
- 7.2 A member may not withdraw from participation during the initial thirty-six (36) months after the effective date of this agreement, except that coverage may be suspended or terminated for nonpayment of contribution or other violations by the member of the terms of this Agreement, as set forth in the Intergovernmental Risk Management Act.
- 7.3 A member may withdraw from participation in the pool at any time after the initial thirty-six (36) months, effective as of the anniversary date as stated on the current Coverage Memorandum, by giving written notice of termination to the Pool, the other members in the Pool, and the Director of Insurance at least ninety (90) days prior to such anniversary date. Such termination shall not be effective until approved by the Director as provided by §44-4309(1).
- 7.4 After a member ceases to participate in the Pool, the former member shall remain liable for any costs and obligations incurred by the Pool while the member was a participant, and any contractual obligation the member entered into with the Pool on or before the date of termination, as provided by §44-4309(3).
- 7.5 After a member ceases to participate in the Pool, the member shall not be eligible to receive any future distribution of surplus paid in or accumulated during its period of participation.
- 7.6 The member desiring to either obtain or maintain certain types of coverages from the Pool agrees to adopt any and all necessary policies and procedures as promulgated by the Pool and approved by its board which are deemed necessary for exposures which the member desires coverage from the Pool.
- 7.7 Only those members who are members in good standing with NASB shall be eligible to participate in the Pool.

8. **Financial Plan.**

- 8.1 **Coverages.** Each Memorandum of Coverage shall be adopted by the Board and incorporated as an integral part of the Agreement. Each such Memorandum of Coverage shall include a financial plan setting forth the following:

- a) that property, general liability, automobile, crime, dishonesty, school board liability and workers' compensation coverage is to be offered by the Pool, applicable deductible levels, and maximum levels of claims which the Pool will purchase aggregate insurance coverage;
- b) amount of cash reserves to be set aside for the payment of claims;
- c) amount of standard insurance to be purchased by the Pool to provide coverage over and above the claims which are not to be satisfied directly from the Pool's resources;
- d) amount of aggregate excess insurance coverage and specific excess insurance coverage to be purchased in a given fiscal period; and
- e) the identification of funds and reserves by exposure area.

The terms of the Memorandum of Coverage may be amended for subsequent fiscal periods by a majority vote of the Board, provided that the member shall be given at least thirty (30) days prior written notice thereof.

Additional lines of coverages may be offered through a separate and distinct Memorandum of Coverage. Such additional Memorandum of Coverage is not binding on members until such time as adopted by the individual member and shall be filed with the Director thirty (30) days in advance of the effective date of the change, as stated in §44-4308.

8.2 Pool Funding. The Pool shall be funded as follows:

- a) **Deposit Contribution.** As of the effective date of this agreement, and as of the first day of each fiscal year of the Pool thereafter, the anticipated liabilities and expenses of the Pool for the fiscal year shall be calculated by the administrator of the Pool. Such liabilities and expenses shall include expected losses to be covered by the Memorandum, the cost of excess insurance and reinsurance, debt service owed or an obligation of the Pool, and other costs deemed appropriate by the Board. Such liabilities and expenses shall be paid from monies held by the Pool and monies collected from the participant by allocating such liabilities and expenses among the Pool's participants based on rating plans adopted by the Board, uniformly applied to all participants.

The member agrees to furnish all information requested by the Pool to determine the contribution of the member. The member shall pay its deposit contribution for the whole year to the Pool in cash within thirty (30) days of such notification, or by such later date as shall be specified in the notice.

b) **Retrospective Contribution Adjustment.** Nine months following the close of the fiscal year and at annual intervals thereafter, the Pool may calculate each member's retrospective contribution or contribution adjustment for the year. Any retrospective contribution adjustment shall be charged only to cover losses and exposures of the fiscal year requiring a contribution adjustment. The retrospective contribution adjustment for any fiscal year shall be charged to each member in the same proportion as its share of the total contributions collected for that year. If it is determined that the Deposit Contribution paid is in excess of the contributions needed, such excess shall be applied as a credit towards the next annual Deposit Contribution. If it is determined that the Deposit Contribution paid into the Pool is less than the required amounts needed, such additional funds may be requested and included in the next annual contribution billing. Retrospective contribution adjustments for each fiscal year shall continue until all claims are closed or until the Board determines that sufficient facts are known to make a final adjustment for the year.

c) **Assessment.** If the Pool becomes insolvent or is otherwise unable to discharge its legal liabilities and other obligations, the member may be assessed by the Board for an additional contribution for any and/or all years deemed attributable to the insolvency. Such assessment would be based on each member's contribution for such fiscal year divided by the contribution of all participants for such year, times the amount of such deficiency. Any such assessment, and the manner of calculating the same, shall be given to each member in writing, and each member shall thereafter have sixty (60) days in which to pay the amount of such assessment. Each member shall remain liable for such assessment, regardless of a member's withdrawal from participation or the termination of this Agreement. Such an assessment would only be for any liabilities incurred by the Pool during that member's participation period in the pool, as provided by §44-4309 and §44-4312.

8.3 **Loss Reserves.** The Pool shall maintain funds adequate to pay case reserves and claims that have been incurred but not reported. The Pool shall also maintain a surplus deemed appropriate by the Board, and which meets the regulations of the Department.

- 8.4 **Director's Approval of Dividends.** No dividends shall be distributed without prior approval of the Director, as set forth in §44-4308(2).
- 8.5 **Banking Relationships.** The Pool shall establish bank accounts necessary to carry out the terms of this Agreement. Controls shall be established and funds shall be invested so that the Pool is managed in a conservative, prudent manner.
- 8.6 **Distribution of Surplus.** At the termination of the Pool's existence, any surplus funds in the Pool, over and above those necessary to pay or reserve against the expenses and liabilities of the Pool, shall be distributed among the existing participants in the Pool. Such distribution shall be allocated among such participants in proportion to the contributions made by each participant, as required by §44-4306(2)(b).
- 8.7 **Financial Records.** The Board shall maintain complete financial records for each type of coverage provided by the Pool, including the amount of reserves and surplus for each type of coverage as required by §44-4306(2)(d).

9. **Plan of Management.**

- 9.1 **Board of Trustees.** The Pool shall be operated by a Board of Trustees consisting of two ex officio members and nine (9) persons, who are elected officials or appointed officials of school districts, which are signatories hereto. The two ex officio members of the Board of Directors shall be the President and the Executive Director of NASB. The other nine members shall be elected by a vote of the Board of Directors of NASB. A vacancy on the Board shall be filled by a vote of the Board of Directors of NASB. The person appointed to fill a vacancy shall serve for the remainder of the term of the vacating director.

All board members, whether ex officio, elected or appointed shall be entitled to one vote each in all matters that come before the Board.

- 9.2 **Powers of the Board.** The Board shall have the power to:
- a) establish a Memorandum of Coverage, as stated in §44-4306(1);
 - b) ensure that all claims covered by the Memorandum are paid promptly, as stated in §44-4306(2)(e);

- c) take all necessary precautions to safeguard the assets of the Pool;
- d) maintain minutes of meetings;
- e) establish reasonable reimbursement to the NASB for the day-to-day administration and management of the Pool;
- f) interview, select, and contract with claims administration firms, brokerage firms and insurance consulting firms as deemed necessary by the Board;
- g) notify the Director of the existence of the Pool and file all documents required by the Intergovernmental Risk Management Act;
- h) establish the rating plan to be used by the Pool;
- i) authority to sue and be sued, make contracts, hold and dispose of real and personal property, borrow money, contract debt, and pledge Pool assets in the name of the Pool;
- j) establish a system or program of loss control; and,
- k) such other powers as may be necessary to carry out the terms of this agreement.

9.3 **Election of the Board.**

- a) Elections of members to the board shall be made by the nominating committee. The nominating committee shall consist of three persons: the chairperson of the Board, an individual from a member school district selected by the Board, and the Executive Director of NASB. Nominations shall be requested from the floor of the annual meeting of the participants.
- b) Each of the nine elected trustees on the board shall serve for a three-year term of office, with members terms staggered so as to create three open seats each year.

The term of office for each board member shall commence January 1st.

9.4 **New Members.** All school districts, as members of NASB, are eligible to make application to the Pool in the following manner:

- a) the applicant school districts must provide such loss and exposure information as is required by the Board.

- b) The school district must enter this Agreement by resolution passed by its governing board.
- c) The Board, in its sole discretion, shall accept or reject each application. Each such school district shall become a member of the Pool only after both of the following requirements are met: (1) approval of the application of such school district by the Board and (2) due execution of this Agreement.

9.5 **Termination of a Member.** A member may be involuntarily terminated as a member of the Pool if, after due notice and hearing, the Director of Insurance finds one of the following: 1) the member has failed to pay its contribution or assessment to the Pool, 2) has failed to discharge any other obligation it owes to the Pool, 3) violated the laws of the state, rules of the Department of Insurance or Bylaws of the Pool, 4) has failed to meet the terms of participation as provided in paragraph 7. Such hearing may be initiated by the Director of Insurance or at the request of the Pool's Board of Directors, as provided in §44-4309(2).

9.6 **Inspection and Audit.** The Pool and its representatives shall be permitted, but shall not be obligated, to inspect the member's properties and operations at any time. Neither the Pool's right to make inspections nor the making thereof shall constitute an undertaking on behalf of, or for the benefit of, such member or others to determine or warrant that such property or operations are safe or are in compliance with any law, rule, or regulation.

a) The Pool may examine and audit the member's records at any time during the period that this Agreement is in effect, and during any extensions hereof, and within three years after such school district is no longer a member of the Pool, insofar as said records may relate to the subject matter of this Agreement.

b) The Pool shall be audited annually at the expense of the Pool by a certified public accountant. A copy of the report shall be submitted to the governing board of each member.

9.7 **Bylaws and Rules of Operation.** The board has bylaws and rules pertaining to the exercise of its purpose and powers. The Board may revise the Bylaws from time-to-time, by a majority vote. Any revision of the Bylaws shall become effective only after approved by the NASB Board of Directors. The Board may also from time-to-time adopt policies, rules, and procedures by majority vote for the administration and operation of the Pool so long as such policies, rules, and procedures are consistent with this Agreement, the Bylaws or applicable law. No provisions of the Bylaws, policies, rules, or

procedures shall be inconsistent with the terms of the Agreement or be contrary to applicable law.

- 9.8 **Place of Business.** The Principal place of business for the Pool shall be 1301 Stockwell Street, Lincoln, Nebraska. The Board may employ necessary staff and may purchase, lease, or rent real and personal property in order to carry out the business and purpose of the Pool.
- 9.9 **Professional Services.** The Board may retain the services of such legal counsel, actuaries, auditors, engineers, consultants, and other advisors as it deems necessary to carry out the business and purpose of the Pool.
- 9.10 **No Private Benefit.** No part of the net earnings or assets of the Pool shall inure to the benefit of any private person, as stated in §44-4306(2)(f).

10. **Dissolution of the Pool.**

- 10.1 **Event of Dissolution.** The Pool shall be dissolved upon the first to occur of the following:
- a) when all participants in the Pool have ceased to participate; or
 - b) at such time as the Board shall determine that the number of participants and/or the size of the Pool is too small to adequately indemnify against the risks specified in the Memorandum.
- 10.2 **Required Approval.** The Board shall submit a written application to the Director of Insurance for approval of the plan to terminate the Pool as provided by §44-4311. Said application shall comply with applicable statutes and rules and regulations, including, without limitations, provisions for all pending and anticipated claims.
- 10.3 **Approval of Participants.** Any dissolution pursuant to this Section 10 shall not be effective until approval is obtained from the participants in the Pool upon a vote of at least two-thirds majority of all such participants granting approval. Such vote shall occur within thirty (30) days after approval by the Director of Insurance.
- 10.4 **Termination of the Agreement.** This Agreement shall terminate upon the occurrence of all of the following events: (1) the Pool has terminated pursuant to Section 10 herein; (2) all amounts owed by the Public Agency have been paid in full, and (3) all amounts owed for claims and other expenses have been paid in full.

- 10.5 **Distribution of Assets.** At the termination of the Pool's existence, any surplus funds in the Pool over and above those necessary to pay or reserve against the expenses and liabilities of the Pool shall be distributed among the existing participants in the Pool. Such distribution shall be allocated among such participants in proportion to the contributions made by each participant, as stated in §44-4306(2)(b).
11. **Conformity with Law.** In the event any term or provision of this Agreement shall be in conflict with the statutes, laws, rules, and regulations of the State of Nebraska as they now exist or are hereafter amended, this Agreement shall automatically be deemed amended to conform to such statutes, laws, rules, and regulations.
12. **Fiscal Year.** The Pool's fiscal year shall begin on September 1 of each year and end on August 31 of each year.
13. **Liability.** No participant in the Pool shall by reason of this Agreement, have any liability for claims brought by third parties against any other participant other than the obligation to contribute certain funds to the Pool as expressly provided herein. The liability for any claim against the member shall remain the sole and exclusive liability of the member; the obligation of the Pool is to indemnify the member against such loss as provided in the Memorandum to the extent and under the conditions contained therein.
14. **Execution in Counterpart.** This Agreement may be executed in several counterparts, each of which shall be regarded as an original and all of which shall constitute one and the same document.

The parties hereto have entered this Agreement on the dates set forth in the attached Resolutions.

**RESOLUTION
COMMITMENT TO ENTER INTO
ALICAP
INTERLOCAL AGREEMENT**

HEREBY, the participant is entering into an interlocal agreement with other public entities to participate in the NASB All Lines Interlocal Cooperative Aggregate Pool (otherwise referred to as ALICAP) as authorized by the Intergovernmental Risk Management Act, Neb Stat. §44-4301 and

WHEREAS, participant is allowed to participate in said cooperative undertakings; and

NOW THEREFORE, BE IT RESOLVED that the governing board hereby:

1. Declares that the board commits to participate in NASB ALICAP for an initial three-year agreement, all as set forth in the Participation Agreement which is attached to this resolution.

After motion duly made by _____ and seconded by _____, the following members voted by roll call vote in favor of passage and adoption of the said Resolution:

The following members voted against the same:

The following members voted absent or not voting:

PASSED AND APPROVED this _____ day of _____, 20__.

Participant Name (*School, ESU or college*) _____

Signature from an Official of the Participant _____

Please print name and title _____



All Lines Inter-local Cooperative Aggregate Pool

The All Lines Inter-local Cooperative Aggregate Pool (ALICAP) is an alternative risk financing mechanism which has allowed a group of Nebraska schools, like yourselves, to pool together their insurance contributions to fund losses, negotiate broader coverages, manage expenses, and realize investment return.

Rather than purchasing insurance from the standard marketplace, these schools have elected to manage and operate their own insurance company by purchasing excess and reinsurance over large retentions and deductibles. This program structure allows these schools to finance their insurance risks like a large self-insurer, and purchase insurance like a guaranteed cost transfer method.

The contributions to a loss fund allow the necessary dollars to be set aside, while earning investment income to pay the retentions. Excess premiums are collected to pay aggregate insurance costs over and above retentions and the actuarially predicted loss funds.

ALICAP operates under a "Certificate of Authority" approved by the Nebraska Department of Insurance, governed by the NASB State Board of Directors, and managed by a Board of Trustees. The boards' decisions are based on an approved set of By-Laws and a Participation Agreement that the NASB Workers' Compensation Pool operated under since its inception in 1990.

The list of school districts participating in ALICAP, either by purchasing workers compensation or all lines of property & liability coverage, is noted in the ALICAP Annual Report. These schools have benefited greatly from their long-term commitment to the pool. They have earned more than \$25,000,000 in dividends against future contributions and maintained control over their losses within the laws of the State of Nebraska.

We ask that you review the program definitions enclosed and the color graph. Please feel free to call Sheri Shonka at Public Risk Management, (402) 884-3751 if you have any questions.

STATE OF NEBRASKA
DEPARTMENT OF INSURANCE
CERTIFICATE OF AUTHORITY

**NASB ALL LINES INTERLOCAL COOPERATIVE AGGREGATE POOL
(ALICAP)
DOMICILED IN THE STATE OF NEBRASKA**

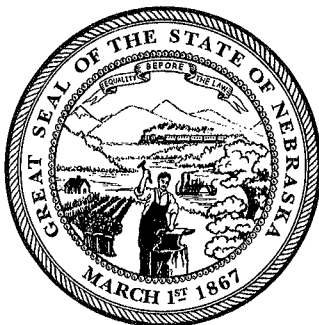
IS HEREBY AUTHORIZED AND LICENSED IN NEBRASKA TO TRANSACT THE BUSINESS AS A INTERGOVERNMENTAL RISK MANAGEMENT POOL IN THE STATE OF NEBRASKA AS DESCRIBED BY CHAPTER 44 OF THE INSURANCE STATUTES OF NEBRASKA:

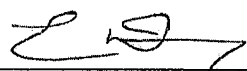
59223861
NEBRASKA IDENTIFICATION
NUMBER

May 01, 2023
DATE ISSUED

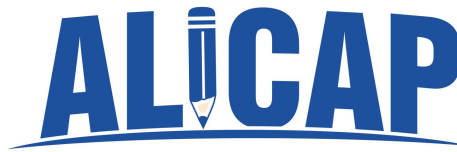
April 30, 2024
DATE EXPIRES

SIGNED AT LINCOLN, NEBRASKA





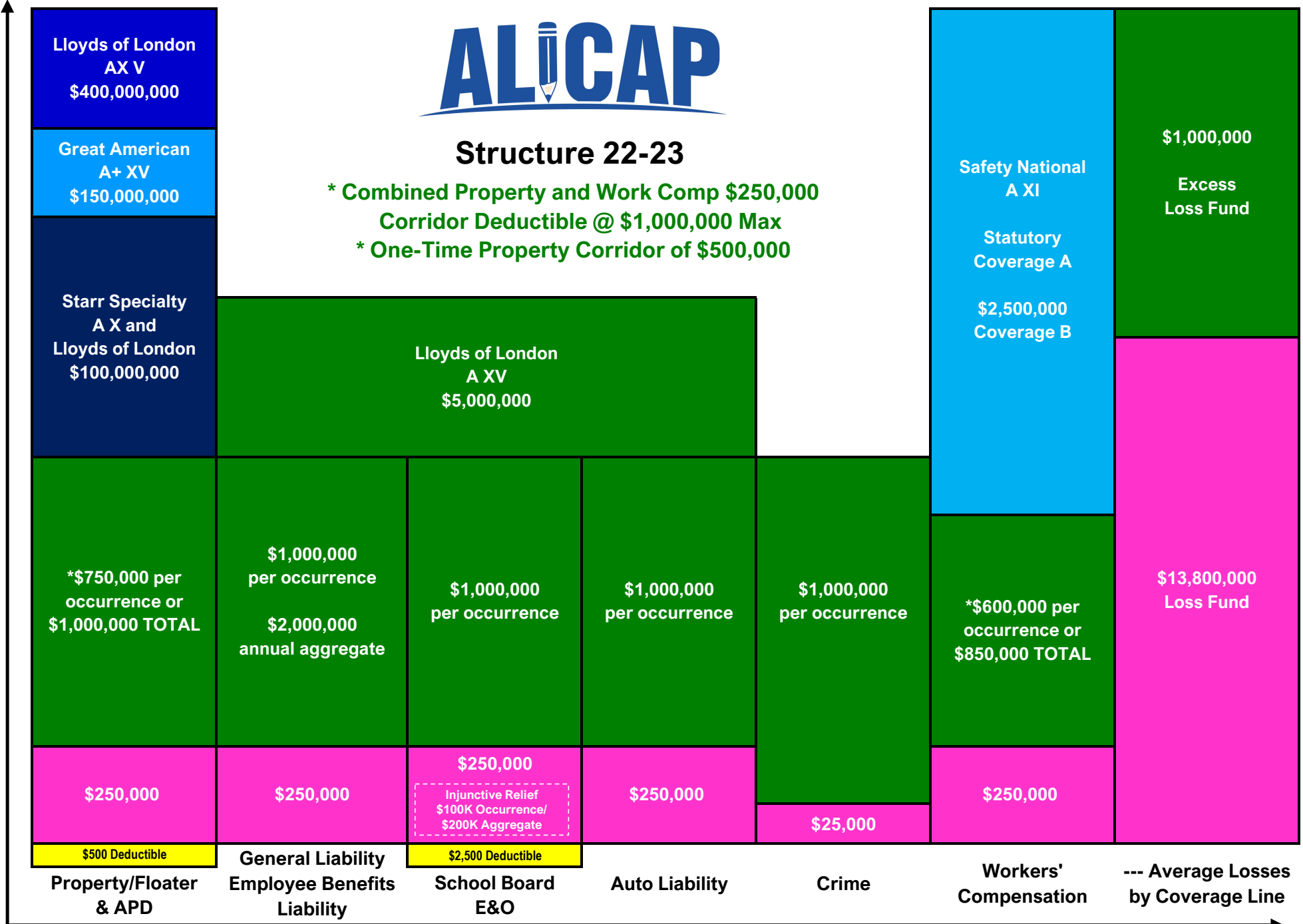
DIRECTOR OF INSURANCE



Structure 22-23

- * Combined Property and Work Comp \$250,000
Corridor Deductible @ \$1,000,000 Max
- * One-Time Property Corridor of \$500,000

SEVERITY



FREQUENCY

PROGRAM DEFINITIONS

(see graph)

Self Insured Retention (SIR) (pink)

The predetermined amount of risk that will be assumed by the NASB All Lines Aggregate for any one occurrence of loss.

Specific Excess (green)

The amount of insurance placed to protect against any one single catastrophic occurrence.

Loss Fund (pink)

The maximum amount that the NASB All Lines Aggregate expects to pay in losses for a given coverage year. Once this fund is exhausted, the Aggregate Excess coverage applies to the SIRs subject to any applicable maintenance deductibles.

Excess Loss Fund (green)

The amount of insurance purchases to cap the amount of risk retained within a given coverage year.

Secondary Excess Insurance (blue)

The amount of insurance above the primary excess necessary to adequately cover all exposures.

Program Costs

The costs associated with the NASB "All Lines Aggregate" program may be broken down into *Fixed Cost* (purchasing excess insurance, handling claims and administration), and *Variable Cost* of the losses within the self-insured retention.

Your money is spent only as claims are paid. If you fail to pay out the pre-funded loss fund, these monies with investment income will be returned to the participants as dividends.



**MarshMcLennan
Agency**

INSPRO
A Marsh & McLennan Agency LLC Company

Proposal of Insurance

Raymond Central Public Schools

Loren D. Sweigard
INSPRO, A Marsh McLennan Agency LLC Company
4000 Pine Lake Road
PO Box 6847
Lincoln, NE 68506

Your INSPRO/MMA Team

INSPRO, A Marsh McLennan Agency LLC Company, is committed to understand and focus on your company's specific risk control and insurance needs. Because your firm's operations and exposures 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.

Account Executive

Loren D. Sweigard

Loren.Sweigard@MarshMMA.com | T + 402 484 4891

Account Manager

Rose Roth

Rose.Roth@MarshMMA.com | T + 402 484 4883

or

Certificate Request: UMWLNK.CertRQ@MarshMMA.com

Endorsement Request: UMWLNK.ENRQ@MarshMMA.com

MVR Request: UMWLNK.MVRRQ@MarshMMA.com

Loss Control Manager

Teague Lottman

Teague.Lottman@MarshMMA.com | T +1 402 829 4843

Claims Consultant

Jen Bryant, CPCU, AIC, CIC

Jen.Bryant@MarshMMA.com | T +1 402 484 4877

Claims Manager

Scott Wagner

Scott.Wagner@MarshMMA.com

T +1 402 484 4896 | F +1 402 483 7977

Bond Executive

Connor Lemon

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Contact Information

4000 Pine Lake Road

PO Box 6847

Lincoln, NE 68506

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insproins.com

MarshMMA.com

Your Internal Team

Because your businesses operations and exposures are unique, INSPRO, A Marsh McLennan Agency LLC Company, understands that there are specific individuals within your organization that we might need to work with on a reoccurring basis. This is the current list of individuals that we have in our file.

Contact Name & Title	Business Contact Info
Cheryl Rieck Secretary	Crieck@rcentral.org
Lynn Johnson Superintendent	lynn.johnson@rcentral.org 402 785-2615

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.

Raymond Central Public Schools
 Policy #52A84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

Commercial Property

Blanket Property Values:

Blanket #1 Combined Bldg & Per Prop : \$63,712,180

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 - <i>Limitation on Coverage for Roof Surfacing</i>	1	SPC	90	RC	\$30,216,272	\$32,935,736	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
1	High School	Business Personal Property	1	SPC	90	RC	\$6,043,254	\$6,345,417	\$2,500
2	Poles & Lights	Property in the Open	1	SPC	90	RC	\$166,137	\$174,444	\$2,500
3	Storage Building for Football Gear	Building - <i>Limitation on Coverage for Roof Surfacing</i>	1	SPC	90	RC	\$3,637	\$3,964	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
3	Storage Building for Football Gear	Business Personal Property	1	SPC	90	RC	\$6,259	\$6,572	\$2,500
4	Pump House #1	Property in the Open	1	SPC	90	RC	\$22,067	\$23,170	\$2,500
4	Pump House #1	Business Personal Property	1	SPC	90	RC	\$5,729	\$6,015	\$2,500
5	Storage Shed	Building - <i>Limitation on Coverage for Roof Surfacing</i>	1	SPC	90	RC	\$56,758	\$61,866	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
5	Storage Shed	Business Personal Property	1	SPC	90	RC	\$5,517	\$5,793	\$2,500
6	Concession Stand/Press Box - <i>Limitation on Coverage for Roof Surfacing</i>	Building	1	SPC	90	RC	\$202,844	\$221,100	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
6	Concession Stand/Press Box	Business Personal Property	1	SPC	90	RC	\$56,970	\$60,064	\$2,500

7	Bus Barn - <i>Limitation on Coverage for Roof Surfacing</i>	Building	1	SPC	90	RC	\$474,013	\$516,674	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
7	Bus Barn	Business Personal Property	1	SPC	90	RC	\$170,062	\$178,565	\$2,500
8	Modular Classroom	Building	1	SPC	90	RC	\$55,105	\$59,819	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
9	Portable Preschool Classroom	Building	1	SPC	90	RC	\$246,100	\$268,249	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
9	Portable Preschool Classroom	Business Personal Property	1	SPC	90	RC	\$39,140	\$41,097	\$2,500
19		Property in the Open	1	SPC	90	RC	\$9,230	\$9,692	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
20		Property in the Open	1	SPC	90	RC	\$17,717	\$18,603	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
21		Property in the Open - Pump House #2	1	SPC	90	RC	\$23,446	\$24,618	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
21		Business Personal Property - Pump House #2	1	SPC	90	RC	\$31,721	\$33,307	\$2,500
22		Property in the Open - Generator #1	1	SPC	90	RC	\$20,581	\$21,610	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
23		Property in the Open - Generator #2	1	SPC	90	RC	\$27,796	\$29,186	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
24		Property in the Open - Transformer	1	SPC	90	RC	\$27,796	\$29,186	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									

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 - <i>Limitation on Coverage for Roof Surfacing</i>	Building	1	SPC	90	RC	\$11,403,325	\$12,429,624	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
1	Elementary School	Personal Property	1	SPC	90	RC	\$2,280,665	\$2,394,698	\$2,500
1	Elementary School	Property in the Open - Playground Equipment	1	SPC	90	RC	\$12,943	\$13,590	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									

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 - <i>Limitation on Coverage for Roof Surfacing</i>	Building	1	SPC	90	RC	\$5,989,178	\$6,528,204	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									
1	New Elementary School	Personal Property	1	SPC	90	RC	\$1,197,835	\$1,257,727	\$2,500
2	Playground Equipment	Property in the Open	1	SPC	90	RC	\$12,943	\$13,590	\$2,500
\$25,000 Windstorm or Hail Deductible Per Occurrence									

Additional Interests

Name	Address	City	St	Zip	Int
KS StateBank	PO Box 69	Manhattan	KS	66505	LP

Property Policy Level Coverage

Coverage Description	Limit	Deductible
Equipment Breakdown Endorsement		
Per Occurrence Deductible		
Protective Safeguards – Sprinklers at High School – <i>Please confirm these are working</i>		
School Earthquake/Volcanic Eruption CP7123.11		
School Flood Coverage Endorsement CP7123.10		
Schools - Property Off Premises & In Transit	\$50,000	\$1,000

Raymond Central Public Schools

Business Income Worksheet

1.	Estimated months of shut-down	Months		
2.	From their income statement, determine the consecutive months which generate the largest loss, using the number of months from #1	<input type="checkbox"/> Jan	<input type="checkbox"/> Feb	<input type="checkbox"/> Mar
		<input type="checkbox"/> Apr	<input type="checkbox"/> May	<input type="checkbox"/> Jun
		<input type="checkbox"/> Jul	<input type="checkbox"/> Aug	<input type="checkbox"/> Sep
		<input type="checkbox"/> Oct	<input type="checkbox"/> Nov	<input type="checkbox"/> Dec
3.	For those months, add up the net profit, payroll and all expenses	\$		
4.	Anticipated growth for the next year	I.	%	
5.	Business Income Limit (#3 multiplied by #4)	\$		
6.	From their income statement, determine the annual income	\$		
7.	From their income statement, determine the annual cost of goods sold	\$		
8.	Subtract #7 from #6	\$		
9.	Anticipated growth for the next year (use same % as #4)	I.	%	
10.	Annual business income (#8 multiplied by #9)	\$		
11.	Divide #5 by #10	%		
12.	Round down to the nearest "10's". This is the coinsurance percentage.	%		
13.	Estimated Extra Expense requirement	\$		
14.	Total Business Income/Extra Expense Limit (#5 plus #13)	\$		

COMMENTS:

 Completed By

 Date

Raymond Central Public Schools
 Policy #2C84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

Inland Marine

Scheduled Contractors Equipment - \$250 Deductible, 80% Coinsurance, Actual Cash Value

Total Value: \$40,500

Description	Serial Number	Limit
2020 Bobcat	AHGM20095	\$35,000
Clarke AUtomatic Scrubber 17 inch		\$3,000
Massey Ferguson 1225 Mower/Tractor 25 HP	G-M1201	\$2,500

Contractors Tools – \$250 Deductible, Actual Cash Value

Description	Limit
Your Tools – The Most “We” Pay For Loss To Any One “Tool”	\$2,500
Your Tools – The Most “We” Pay In Any One Occurrence For Loss To “Your” Tools	\$7,000

Leased or Rented Equipment - \$250 Deductible, Actual Cash Value

Description	Limit
The Most “We” Pay For Loss To Any One Item	\$25,000
The Most “We” Pay For Loss In Any One Occurrence	\$25,000

Electronic Data Processing - \$250 Deductible

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

Scheduled Property Floater - \$250 Deductible, Actual Cash Value, 80% Coinsurance

Description	Limit
Radio Equipment - In Transit or Off Premises	\$5,850
Additional Debris Removal Expenses	\$5,000
Pollutant Cleanup and Removal	\$10,000

Musical Instruments - \$500 Deductible

Description	Limit
School Owned Musical Instruments	\$173,647

Raymond Central Public Schools
 Policy #2D84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

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
Occurrence Form	

Additional Coverages	Limit	Ded
Abuse or Molestation Liability		
Designated Person or Organization - Primary and Noncontributory - Raymond Central's PTO Post Prom		
Employee Benefits Liability	# of EE: 206 \$2,000,000 Aggregate / \$1,000,000 Each Employee	\$1,000 / Each Employee
Extension of Personal & Advertising Injury Liability		
General Liability Elite School Extension		
Operation of Customers Autos / Particular Premises		
School Violent Event Response	\$1,000,000 Aggregate / \$1,000,000 Each Event	\$25,000 Each Person
<i>Trampoline Exclusion</i>		

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 S 3rd St.	Ceresco	NE	68017
4	8th & Pine St (Softball Fields)	Valparaiso	NE	68065

Commercial General Liability - Classification Schedule

Loc #	Class Code	Description	Exposure	Premises Rate	Products Rate
1	44194	Nf Profit - Grandstands Or Bleachers	1 Each	104.945	-
1	47469	Schools-faculty Liability For Corporal	106 Faculty	4.876	-
1	47473	Schools-public-high	373 Pupils	4.972	-
1	45539	Land-occupied By Persons Other Than The	67 Acres	1.150	-
2	47471	Schools-public-elementary,Kindergarten or Junior High	276 Pupils	3.793	-
3	47471	Schools-public-elementary,Kindergarten or Junior High	36 Pupils	3.793	-

Raymond Central Public Schools
 Policy #2E84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

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.

Drive Other Car Coverage

Named Individuals

Additional Coverages

Blanket Additional Insured

Commercial Auto Essential Extension Schools

Employees as Insureds

Rental Vehicle Extensions

Raymond Central Public Schools

Symbol		Description of Covered Auto Symbols
1	Any "Auto"	**Requires that all owned automobiles be reported and scheduled at inception and each renewal and that owned vehicles are not removed from the schedule during the policy term.
2	Owned "Autos" Only	Only those "autos" you own (and for Covered Autos Liability Coverage any "trailers" you don't own while attached to power units you own). This includes those "autos" you acquire ownership of after the policy begins.
3	Owned Private Passenger "Autos" Only	Only the private passenger "autos" you own. This includes those private passenger "autos" you acquire ownership of after the policy begins.
4	Owned "Autos" Other Than Private Passenger "Autos" Only	Only those "autos" you own that are not of the private passenger type (and for Covered Autos Liability Coverage any "trailers" you don't own while attached to power units you own). This includes those "autos" not of the private passenger type you acquire ownership of after the policy begins.
5	Owned "Autos" Subject To No-fault	Only those "autos" you own that are required to have no-fault benefits in the state where they are licensed or principally garaged. This includes those "autos" you acquire ownership of after the policy begins provided they are required to have no-fault benefits in the state where they are licensed or principally garaged.
6	Owned "Autos" Subject To A Compulsory Uninsured Motorists Law	Only those "autos" you own that because of the law in the state where they are licensed or principally garaged are required to have and cannot reject Uninsured Motorists Coverage. This includes those "autos" you acquire ownership of after the policy begins provided they are subject to the same state uninsured motorists requirement.
7	Specifically Described "Autos"	Only those "autos" described in Item Three of the Declarations for which a premium charge is shown (and for Covered Autos Liability Coverage any "trailers" you don't own while attached to any power unit described in Item Three).
8	Hired "Autos" Only	Only those "autos" you lease, hire, rent or borrow. This does not include any "auto" you lease, hire, rent or borrow from any of your "employees", partners (if you are a partnership), members (if you are a limited liability company) or members of their households.
9	Non-owned "Autos" Only	Only those "autos" you do not own, lease, hire, rent or borrow that are used in connection with your business. This includes "autos" owned by your "employees", partners (if you are a partnership), members (if you are a limited liability company) or members of their households but only while used in your business or your personal affairs.
19	Mobile Equipment Subject To Compulsory Or Financial Responsibility Or Other Motor Vehicle Insurance Law Only	Only those "autos" that are land vehicles and that would qualify under the definition of "mobile equipment" under this policy if they were not subject to a compulsory or financial responsibility law or other motor vehicle insurance law where they are licensed or principally garaged.

Raymond Central Public Schools
 Policy #2E84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

Vehicle Schedule

Client Veh #	Veh Year	Vehicle Make	Vehicle Model	VIN	Liab	Comp Ded	Coll Ded
8	2003	Ford	VAN	1FBSS31L33HA61415	Y	\$500	\$500
11	2008	Thomas	SAF-T Liner C2	4UZABRCS98CY42535	Y	\$500	\$500
	2008	John	Deere Gator	W0X2XD033366	Y		
16	2010	Ford	E350	1FBNE3BL9ADA78033	Y	\$500	\$500
15	2011	Thomas	65 passenger	4UZABRDT3BCAX2253	Y	\$500	\$500
18	2012	Chevrolet	Silverdo 2500	1GC0KVCG0CZ194805	Y	\$500	\$500
3	2013	Lion	71 passenger	4VZJN2A94DC076211	Y	\$500	\$500
	2014	Ford	VAN	1FBNE3BL2EDA90501	Y	\$500	\$500
	2014	FOrd	VAN	1FBNE3BL5EDA93019	Y	\$500	\$500
	2017	Thomas	SAF-T Liner C2	4UZABRDT0HCHV2622	Y	\$500	\$500
	2017	Thomas	SAF-T liner C2	4UZABRDT9HCHV2621	Y	\$500	\$500
	2017	Chevy Express	3500	1GB3GRBG5H1346241	Y	\$500	\$500
	2018	Micro Bird	Bus	1HA3GSBG3JN001786	Y	\$500	\$500
	2019	H&H	Trailer	5JWTC1624KN509348	Y	\$500	\$500
	2019	Blue Bird	Bus	1BAKGCSH6KF355435	Y	\$500	\$500
	2019	Blue Bird	Bus	1BAKGCSH4KF355434	Y	\$500	\$500
	2019	Chevrolet	Suburban	1GNSKKEC0KR194956	Y	\$500	\$500
	2020	Ford	T-350	1FBAX2C89LKB64471	Y	\$500	\$500
	2020	Ford	T-350	1FBAX2C87LKB64470	Y	\$500	\$500
	2020	Polaris Ranger	Utility Vehicle	3NSCCA576LE102588	Y	\$500	\$500
	2021	Blue Bird	BBCV 3303	1BAKGCSH7MF371579	Y	\$500	\$500
	2021	H&H	Trailer	5JWGT2225MN548398	Y	\$500	\$500
	2022	Ford	Truck 4WD	1FTBF2B6XNEG15895	Y	\$500	\$500
	2022	Blue Bird	BBCV 3303	1BAKGCSH4NF380743	Y	\$500	\$500
	2023	Ford	Transit Van	1FBAX9C80PKA57016	Y	\$500	\$500

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 Cavalry Ct.	Lincoln	NE	68528	AT

Driver Schedule

Driver Name	License State
Abby Rood	NE
Addison Kenning	NE
Andrea Rockemann	NE
Andrew J Placke	NE
Becky A. Studebaker	NE
Benjamin J Svehla	NE
Beth Nacke	NE
Bruce Theye	NE
Bryan Brandenburgh	NE
Bryon Miller	NE
Carolyn M. Enevoldsen	NE
Celia Newman	NE
Cheryl Rieck	NE
Cinthia L. Peterson	NE
Corey T. Serrano	NE
Court Croghan	NE
David A. Christensen	NE
David A. Wiese	NE
David Spohr	NE
Deborah Kruse	NE
Elijah Hackbart	NE
Emma Jorgenson	NE

Frederick D. Spale	NE
Greg Wilmes	NE
Harold R. Pester	NE
Jacob Staroscik	NE
Jamie Enevoldsen	NE
Janet E. Dannelly	NE
Jared Shanahan	NE
Jared W. Nacke	NE
Jaxn Kobza	NE
Jean Danley	NE
Jeffrey Enevoldsen	NE
Jeffrey White	NE
Jill Huck	NE
Jody Albrecht	NE
John Kliment	NE
Josh Karel	NE
Julie L. Parham	NE
Kalli Brannagan	NE
Kalyn Brannagan	NE
Kathryn Donahue	NE
Keely Schaffer	NE
Kelly Tvrdy	NE
Kent Millington	NE
Kristi Meier	NE
Kristine M. White	NE
Kristy Sears	NE
Laura A. Jackson	NE
Laura Tvrdy	NE
Leann S. Wiese	NE
Magdeline A Niewohner	NE
Marcene Sklenar	NE
Mark King	NE

Matthew S. Smith	NE
Melani Nelson	NE
Michael J. Henderson	NE
Nancy K Osmera	NE
Nathan Silva	NE
Nikole L. Farr	NE
Pamela Hinrichs	NE
Patricia Hudson	NE
Patty Hudson	NE
Paul E. Hass Jr.	NE
Peggy Breitzkreutz	NE
Rebecca L. Parks	NE
Rebecca Monroe	NE
Rhonda Madsen	NE
Ron Bottorff	NE
Ronald L. States	NE
Scott Shepard	NE
Shannon Chinn	NE
Sonya R. Matulka	NE
Stacey Doan	NE
Steve L. Rose	NE
Steve Opplinger	NE
Tasha Osten	NE
Tony Kobza	NE
Torie Oldfield	NE
Traci Hummel	NE
Troy Lahm	NE
Vaden L Hellerich	NE
Vicki Nelson	NE

Raymond Central Public Schools
 Policy #2E84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

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

Garagekeepers - Collision

Location: 1800 W. Agnew Rd, Raymond, NE 68428

Limit of Coverage at this Location: **\$22,500**

Deductible:

\$100

Garagekeepers - Other Than Collision

Location: 1800 W. Agnew Rd, Raymond, NE 68428

Limit of Coverage at this Location: **\$22,500**

Deductibles:

Per Vehicle: \$100

Per Incident: \$500

Is this limit high enough?

Raymond Central Public Schools
Policy #2K84237
09/01/2023 to 09/01/2024
Employers Mutual Casualty Company

EMC Linebacker / Employment Practices Liability – *Claims Made Coverage*

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

Raymond Central Public Schools
 Policy #2F84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

Crime

Coverage	Limit	Deductible
Employee Theft	\$50,000	\$250
Inside the Premises - Theft of Money & Securities	\$3,000	\$0
Outside the Premises - Theft of Money & Securities	\$3,000	\$0
Include Volunteer Workers as Employees		
Include Students as Employees		
Add Faithful Performance of Duty Coverage for Government Employees	\$50,000	
Add Schedule Excess Limit of Insurance For Specified Employees or Positions - Treasurer	\$25,000	

Raymond Central Public Schools
 Policy #2Q84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

Cyber Liability

Coverage	Limit	Deductible
Data Compromise Coverage - Response Expenses Limit – Annual Aggregate	\$500,000	\$5,000
• Legal Review Sublimit	\$250,000	\$5,000
• Forensic IT Review Sublimit	\$250,000	\$5,000
• Named Malware Sublimit	\$50,000	\$5,000
• Public Relations Sublimit	\$10,000	\$5,000
• Regulatory Fines and Penalties	\$250,000	\$5,000
• PCI Fines and Penalties	\$250,000	\$5,000
Data Compromise Defense and Liability Limit – Annual Aggregate	\$500,000	\$5,000
• Named Malware Sublimit	\$50,000	\$1,000
Identity Recovery Limit - Annual Aggregate	\$25,000	\$0
Cyber Computer Attached Limit - Annual Aggregate	\$500,000	\$5,000
• Loss of Business Sublimit	\$250,000	\$5,000
• Public Relations Sublimit	\$10,000	\$5,000
• Cyber Extortion	\$25,000	\$5,000
• Misdirected Payment Fraud	\$5,000	\$5,000
Network Security Defense and Liability Limit - Annual Aggregate	\$500,000	\$5,000
Electronic Media Liability - Annual Aggregate	\$500,000	\$5,000
<i>Defense Expenses are within the Limits of Liability</i>		

Raymond Central Public Schools
 Policy #54035211
 09/01/2023 to 09/01/2024
 SFM Mutual Insurance Company

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 S 3rd St	Ceresco	NE	68017

Workers' Compensation Coverage

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.

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

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

AK, AL, AZ, CO, CT, FL, GA, IA, ID, IL, IN, KS, KY, LA, MD, MI, MN, MO, MS, MT, NC, NM, NV, OK, PA, SC, SD, TN, TX, UT, VA, VT, WI

Raymond Central Public Schools
 Policy #54035211
 09/01/2023 to 09/01/2024
 SFM Mutual Insurance Company

Workers' Compensation - Classification Schedule

State: NE

Code	Classification Description	Rate	Annual Payroll
8868	Colleges or Schools Profession	0.35	\$4,579,605
9101	Colleges or Schools All Other	2.88	\$511,776
7380	Drivers, Chauffeurs & Their Helpers Noc - Commercial	4.69	\$161,257

Experience Modification Factor

23/24:	0.70
22/23:	0.71
21/22:	0.73
20/21:	0.76

Coverage Election for Owners and Officers:

Name	Title/Relationship	Included/Excluded
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- **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 with the insurer.
- **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 with the insurer.
- **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 with the insurer.

Raymond Central Public Schools
 Policy #2J84237
 09/01/2023 to 09/01/2024
 Employers Mutual Casualty Company

Commercial Umbrella Coverage

Coverage	Limit
Per Occurrence	\$5,000,000
Aggregate	\$5,000,000
Retained Limit	\$10,000

Underlying Limits

Coverage	Carrier	Limit
General Liability	Employers Mutual Casualty	\$1,000,000
		\$2,000,000
Auto Liability	Employers Mutual Casualty	\$1,000,000
Employers Liability	SFM	\$500,000
		\$500,000
		\$500,000

Raymond Central Public Schools

Premium Summary

Type Of Coverage	Expiring Premium	Renewal Premium	3 Year Loss Ratios
Commercial Property	\$94,975	\$102,097	362%
Commercial General Liability	\$5,617	\$5,709	0%
Crime	\$881	\$881	0%
Linebacker	\$3,674	\$3,752	0%
Inland Marine	\$1,857	\$1,883	0%
Commercial Automobile	\$29,772	\$31,168	12%
Workers' Compensation	\$20,785	\$16,347	5%
Commercial Umbrella	\$7,219	\$7,767	0%
CyberSolutions	\$2,096	\$2,096	0%
Total Premium:	\$166,696	\$171,700	

Marsh & McLennan Agency LLC (“MMA”) prides itself on being an industry leader in the area of transparency and compensation disclosure. We believe you should understand how we are paid for the services we are providing to you. We are committed to compensation transparency and to disclosing to you information that will assist you in evaluating potential conflicts of interest.

As a professional insurance producer, MMA and its subsidiaries facilitate the placement of insurance coverage on behalf of our clients. As an independent insurance agent, MMA may have authority to obligate an insurance company on behalf of our clients and as a result, we may be required to act within the scope of the authority granted to us under our contract with the insurer. In accordance with industry custom, we are compensated either through commissions that are calculated as a percentage of the insurance premiums charged by insurers, or fees agreed to with our clients.

MMA engages with clients on behalf of itself and in some cases as agent on behalf of its non-US affiliates with respect to the services we may provide. For a list of our non-US affiliates, please visit: <https://mma.marshmma.com/non-us-affiliates>. In those instances, MMA will bill and collect on behalf of the non-US Affiliates amounts payable to them for placements made by them on your behalf and remit to them any such amounts collected on their behalf;

MMA receives compensation through one or a combination of the following methods:

- **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client.
- **Client Fees** – Some clients may negotiate a fee for MMA’s services in lieu of, or in addition to, retail commissions paid by insurance companies. Fee agreements are in writing, typically pursuant to a Client Service Agreement, which sets forth the services to be provided by MMA, the compensation to be paid to MMA, and the terms of MMA’s engagement. The fee may be collected in whole, or in part, through the crediting of retail commissions collected by MMA for the client’s placements.
- **Contingent Commissions** – Many insurers agree to pay contingent commissions to insurance producers who meet set goals for all or some of the policies the insurance producers place with the insurer during the current year. The set goals may include volume, profitability, retention and/or growth thresholds. Because the amount of contingent commission earned may vary depending on factors relating to an entire book of business over the course of a year, the amount of contingent commission attributable to any given policy typically will not be known at the time of placement.
- **Supplemental Commissions** – Certain insurers and wholesalers agree to pay supplemental commissions, which are based on an insurance producer’s performance during the prior year. Supplemental commissions are paid as a percentage of premium that is set at the beginning of the calendar year. This percentage remains fixed for all eligible policies written by the insurer during the ensuing year. Unlike contingent commissions, the amount of supplemental commission is known at the time of insurance placement. Like contingent commissions, they may be based on volume, profitability, retention and/or growth.
- **Wholesale Broking Commissions** – Sometimes MMA acts as a wholesale insurance broker. In these placements, MMA is engaged by a retail agent that has the direct relationship with the insured. As the wholesaler, MMA may have specialized expertise, access to surplus lines markets, or access to specialized insurance facilities that the retail agent does not have. In these transactions, the insurer typically pays a commission that is divided between the retail and wholesale broker pursuant to arrangements made between them.
- **Medallion Program and Sponsorships** – Pursuant to MMA’s Medallion Program, participating carriers sponsor educational programs, MMA events and other initiatives. Depending on their sponsorship levels, participating carriers are invited to attend meetings and events with MMA executives, have the opportunity to provide education and training to MMA colleagues and receive data reports from MMA. Insurers may also sponsor other national and regional programs and events.
- **Other Compensation & Sponsorships** – From time to time, MMA may be compensated by insurers for providing administrative services to clients on behalf of those insurers. Such amounts are typically calculated as a percentage of premium or are based on the number of insureds. Additionally, insurers may sponsor MMA training programs and events.

We will be pleased to provide you additional information about our compensation and information about alternative quotes upon your request. For more detailed information about the forms of compensation we receive please refer to our Marsh & McLennan Agency Compensation Guide at <https://www.marshmma.com/us/compensation-guide.html>.

MMA’s aggregate liability arising out of or relating to any services on your account shall not exceed ten million dollars (\$10,000,000), and in no event shall we be liable for any indirect, special, incidental, consequential or punitive damages or for any lost profits or other economic loss arising out of or relating to such services. In addition, you agree to waive your right to a jury trial in any action or legal proceeding arising out of or relating to such services. The foregoing limitation of liability and jury waiver shall apply to the fullest extent permitted by law.

Rev September 8, 2022

Specialized Services for Nebraska Schools

Schools deserve more than an insurance policy to protect their assets, employees, students and guests. With EMC, your school will also benefit from specialized safety services, provided through our experienced and responsive safety professionals at no additional cost.

SafeSchools® Alert

SafeSchools Alert is an anonymous tip line that allows students and parents to report safety concerns to your administration.

SafeSchools® Online Training

EMC partners with SafeSchools to provide Nebraska schools with access to a full library of training courses. You'll find courses on everything from bullying prevention to food safety.

Slip and Fall Prevention

Slips and falls often result in significant injuries. Upon request, EMC partners with schools to assess slip and fall exposures, determine preventative solutions and develop a program to implement them.

Mobile Apps

EMC offers valuable mobile apps to help school personnel monitor safety, including Walkway Check, SmartMod® and LiftRightSM. We can also direct you to other useful apps.



Indoor Air Quality and Noise Assessments

Our industrial hygienists use the latest technology to perform on-site environmental health surveys. We deliver a detailed report that identifies potential health concerns and recommended corrective actions.

Online Loss Control Resources

Visit www.emcins.com/losscontrol for a variety of loss control resources and tools. Whether you want easy-to-understand safety information, training materials or help with improving workplace safety, you'll find almost everything you need conveniently online. Resources include newsletters, dozens of safety program templates and a wide variety of safety signs, printed and shipped at no additional cost.

Loss Analysis Reports

Loss control experts from EMC work closely with school staff to analyze the school's loss experience. We use the results to help you reduce the severity and frequency of future losses or prevent them altogether.

AttorneyAccess Program

AttorneyAccess is an innovative approach to risk management in the ever-expanding area of employment law. AttorneyAccess provides our policyholders up to 90 minutes of legal consultation per calendar quarter.

EMC OnCall Nurse

EMC and Medcor® partner to provide EMC OnCall Nurse, a 24-hour work injury hotline. EMC OnCall Nurse improves health outcomes for injured employees while reducing workers' compensation claims and costs, all at no cost to the policyholder.

Hazardous Chemical Management

EMC's chemical management program, ChemEyes, helps school staff properly identify, manage and dispose of hazardous chemicals that may be found in classrooms and storage rooms.

Linebacker Coverage

EMC offers coverage for officials for wrongful acts rendered in the performance of organizational duties on behalf of the policyholder. Coverages include public official wrongful acts and employment wrongful acts.

Commercial Policyholder Access

Commercial Policyholder Access at emcins.com gives you quick access to your insurance information at any time. Depending on your access, you can view policy, billing and claims information, manage payment preferences and paperless notifications, report and monitor claims, access loss control resources and find your agent's contact information.

Ergonomic Evaluations

EMC can assess ergonomic risk factors for your employees to decrease the likelihood of injuries.

Additional Loss Control Services

- Accident investigation training
- Building construction plan review
- Bus and auto traffic flow analysis
- Emergency action plan development
- Fire sprinkler system analysis
- Hazard control assessments
- Injury prevention and management
- Medical claims management
- Safety review of playgrounds and bleachers

Claims Service

Because EMC operates through a branch office located in Omaha, EMC is there for Nebraska schools with the local attention you deserve. You can *Count on EMC*® to handle your claims with outstanding service, including:

Online Claim Reporting*—Your school can save time by reporting claims online through EMC's secure site. Claim information is transferred directly into our system, and claim numbers are immediately assigned.

Medical Expense Management—EMC's Medical Claims Review Unit reviews all medical bills for reasonable and necessary charges or PPO discounts, when applicable. We use a variety of databases and PPO networks, which can reduce medical and prescription costs.

Medical/Legal Review—When a claim involves complex medical issues, our EMC staff nurses can provide an organized, chronological summary of medical records and reports upon request. This review not only decreases legal costs, but provides our defense counsel with access to a medical resource person.

Learn More

To learn more about specialized services for Nebraska schools, visit www.emcins.com/losscontrol or contact your insurance agent.

EMC Insurance Companies

Omaha Branch

2121 N. 117th Avenue, Suite 310

Omaha, NE 68164

402-951-8300 • 800-338-9735

www.emcins.com



*May not be available to all policyholders.

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Safer Schools with EMC and Vector Solutions

As an EMC policyholder, you have access to two services provided by Vector Solutions— Online Training and Vector Alert.

EMC wants to make it easy and convenient for your staff to receive the training they need. That's why we've partnered with Vector Solutions™, the leader in web-based training for K-12 academic institutions, to make their training available to you.

HOW MUCH DOES IT COST?

Access to Vector Solution's full library of K-12 training programs is available at no cost to all EMC policyholders.

WHAT KIND OF TRAINING IS AVAILABLE?

Vector Training includes over 300 online school-focused courses written by leading safety authorities. Topics include bullying prevention, sexual misconduct, youth suicide, food safety, slips and falls, school security, transportation safety and more. You'll also find courses, such as bloodborne pathogens, to meet your annual training requirements.

HOW CAN I MANAGE MY STAFF'S TRAINING?

The Vector Training system allows you to make training assignments, check to see who's completed courses and even send automated reminder emails to those who haven't completed assigned training. Your staff can access training around the clock, and from any computer with internet access.

HOW DO I GET STARTED?

First, decide who will be designated as the primary administrator for your organization. Then contact Vector Training at 800-434-0154 or email support.education@vectorsolutions.com. A dedicated account manager will walk you through the sign-up process and get your new training program off to a great start.



- **100%** school-focused training
- **300** online courses
- **24/7** staff access
- **FREE** to EMC policyholders

EMC OFFERS ONLINE INCIDENT REPORTING AND TRACKING SYSTEM FOR SCHOOLS

EMC is partnering with Vector Alert to provide an online incident reporting and tracking system specifically designed for school use. This service makes it easy for students, staff and parents to confidentially report bullying incidents, school violence, harassment or any safety concerns to your administration anytime, 24/7.

“There’s not as much disruption to my daily routine, and I don’t have to file so much paperwork because the Vector Training system tracks training completions and even sends reminders to employees who haven’t finished their training. That’s also helped with compliance.”

HOW MUCH DOES IT COST?

As with our other valuable loss control services, Vector Alert is provided for EMC policyholders at no additional charge.

HOW DOES IT WORK?

1. Text message
2. Web
3. Email
4. Phone
5. SafeSchools Alert mobile app (available for iOS and Android)

Every tip received is logged in your custom Vector Alert system so you can investigate, manage and resolve issues with a comprehensive set of tools and reports. Vector Alert is to be used in conjunction with Vector’s Bully Response for Staff online training.

HOW DO I GET STARTED?

For more information, call 800-434-0154 or email support.education@vectorsolutions.com.



- **1 in 3** teens report being bullied
- **57%** of students would not report an incident if they could not do so anonymously
- **24/7** reporting available



emcins.com | vectorsolutions.com





Smart Protection for Nebraska Schools



COUNT ON **EMC**®

Why Choose EMC to Insure Your School?

You can *Count on EMC*[®] to give your school everything it needs in an insurance company—solid experience, dependable stability, local expertise and valuable services to save you time and money. We provide comprehensive coverages and tailored loss control services to protect your school, your students, your staff and the public. In the event of a loss, our knowledgeable claims professionals will be there to provide attentive, personalized claims handling. We also give you the added convenience of online services such as claim reporting, claim analysis and safety training courses. It all adds up to one smart choice for school insurance.



Solid Experience

EMC has been insuring schools since 1974, giving us the dependable experience our policyholders count on. We insure more than 1,300 school districts countrywide. This experience is why we're a solid choice when it comes to meeting the special needs of schools, from coverages to claims to loss control.

Stable Presence

We don't jump in and out of the school insurance market because we know it's better business to weather the ups and downs. This long-range view gives us a stable presence in Nebraska and gives you the opportunity to work with an insurance company you know and trust. It also proves that you can depend on us to be there as a committed insurance provider.

Local, Specialized Expertise

Our underwriters, claims personnel and loss control representatives are experts in school insurance and operate through our Omaha Branch, giving you the local attention you deserve. We provide on-site, face-to-face loss control services for our school policyholders and establish one point of contact so you can get to know your representative on a first-name basis.

Why EMC?

Our customers *Count on EMC*[®] for their insurance needs, and you can too. We are:

- Strategically located across the country, offering property and casualty insurance in more than 40 states through 16 branch offices
- One of the top 50 property and casualty organizations in the country, based on net written premium
- Rated A (Excellent) by AM Best, an insurance credit rating organization*
- Financially stable with more than 100 years of commercial insurance experience

Learn more about EMC Insurance Companies on the back page and at emcins.com.

More Services

We provide our policyholders with more than just great coverages. You get the added value of school-specific loss control services, medical management services, claims and risk analysis, online training courses for your staff and more—all at no extra cost. Most insurance companies can't come close to matching EMC's selection of services; some of which cost school districts thousands of dollars when outside consultants are hired.

*For the latest rating, visit ambest.com.

Comprehensive, Flexible Coverages Tailored to Your School's Needs

Our school policy forms were designed with the specific needs of schools in mind. We offer broad coverages and provide unique, expanded protections within standard policies that many insurance companies don't include. We also allow higher policy sublimits than many other insurance carriers. Talk to your local insurance agent to find out more about what sets our coverages apart from the rest.

Property

Included

- Accounts receivable
- Appurtenant buildings and structures
- Arson reward
- Business income and extra expense
- Changes or extremes in temperature or humidity
- Combined deductible if inland marine or auto physical damage is insured with EMC
- Cost of taking inventory
- Debris removal
- Electronic data cost to replace or restore
- Fences and signs within 1,000 ft of premises
- Fine arts
- Fire department service charge
- Fire extinguisher: Recharge
- Foundations of buildings and pilings
- Legal liability, including personal property
- Lock replacement and rekeying
- Money and securities
- Newly acquired buildings, personal property and business income
- Nonowned detached trailers on premises
- Ordinance or law
- Outdoor property
- Personal effects and personal property of others

- Personal property within 1,000 ft of premises
- Pollutant cleanup and removal
- Preservation of property
- Replacement cost coverage on personal property of others
- Sewer backup
- Special cause of loss form
- Synthetic athletic tracks or surfaces
- Underground fiber optics
- Unreported buildings and structures
- Utility services: Time element and direct damage
- Valuable papers and records: Cost of research

Optional

- Agreed value
- Blanket coverage on all buildings and personal property
- Builders risk
- Equipment breakdown
- Personal property off-premises and in transit
- Underground pipes

Higher deductibles available for additional savings

General Liability

Included

- Advertising injury liability
- All premises and operations, including new premises, operations and activities

- Host liquor liability
- Nonowned watercraft liability
- Operations by independent contractors
- Personal injury liability
- Personal property of others on school premises
- Premises medical payments (excluding students)
- Products and completed operations
- Student teachers, teacher aides and other volunteer workers as additional insureds
- Teachers liability, including corporal punishment

Auto

Included

- Audio, visual and data electronic equipment
- Blanket additional insured
- Deductible reimbursement for use of personal vehicles in the scope of school business operations
- Employers hired and nonowned auto liability
- Fellow employee exclusion deleted in auto liability insurance
- Garagekeepers legal liability: Limited
- Hired auto physical damage
- Liability of officers, employees and agents using their own autos for school business



- Personal property of others in or on a covered auto
- Towing
- Use of school buses during vacation, including use by other groups for community purposes
- Waiver of deductible: Glass repair

Applies to any auto used

Errors & Omissions

Included

- Claims-made policy
- Employment practices liability

Optional

- Prior acts

School districts, board members, student teachers, employees and volunteers are defined as insureds

Deductibles available from \$1,000

Defense costs are first-dollar coverage (after deductible)

Defense costs covered outside policy limit, except those involving nonmonetary claims or limited defense coverage

Defense provided by insurance carrier

Workers' Compensation

Included

- Employers liability
- Other states coverage
- Statutory coverage under Nebraska law

Umbrella Liability

Optional coverage that applies as excess over general liability, employee benefits liability, auto liability and employers liability policies

Limit options available

May also apply as excess over school district errors and omissions insurance, if desired

Other Coverages

Optional

- Abuse or molestation liability
- Booster clubs, parent teacher organizations, foundations and other related organizations
- CyberSolutions: Cyber liability and data compromise
- Employee benefit liability
- Fidelity bond for all employees
- Key person special expense
- Violent event response

Disclaimer: The information on these two pages is only a summary of coverage and is subject to policy conditions, limitations and exclusions that may vary from state to state. Read your policy for specific terms and conditions or contact your local agent or managing agency for details.

Loss Control Services That Can Save You Money

When you insure your school district with EMC, you receive the added value of our loss control services at no additional cost, no matter the size of your district or your premium. We've been providing loss control services for our policyholders since 1926, and we invest significant resources in loss control.

Benefits of Our Loss Control Services

- Improve safety for students, staff and the public
- Potential to save your district significant money by reducing claims
- Avoid the need for higher cost consultants
- Access highly trained loss control representatives in our Omaha Branch who have specialized knowledge of Nebraska school codes and regulations

Specialized Services for Schools

Injury Management/Return to Work Program

When a worker is injured or becomes ill, expenses can add up quickly due to lost time, medical costs and hiring replacement workers. Implementing an early return to work program can help your organization control these costs. Plus, getting employees back to work can help improve your experience modification factor, which can help you save on workers' compensation premiums. EMC's injury management specialists offer assistance with return to work development, including creating job descriptions, identifying transitional jobs, selecting medical providers, creating training materials and reviewing programs for improvement.

Hazardous Chemical Management Program

EMC's chemical management program, ChemEyes, helps school staff properly identify, manage and dispose of hazardous chemicals that may be found in classrooms and storage rooms throughout school buildings. The program includes everything from on-site assessment and chemical management training to follow-up support and regulatory compliance assistance. Although the program does not cover costs associated with disposal, EMC can help you obtain competitive pricing from disposal contractors.

Slip and Fall Prevention Services

Slips, trips and falls are leading causes of injuries at schools. These injuries not only increase operational costs, but also contribute to indirect costs such as higher insurance premiums and lost productivity. EMC's loss control experts can identify hazards and offer practical solutions to improve safety.

Fleet Safety

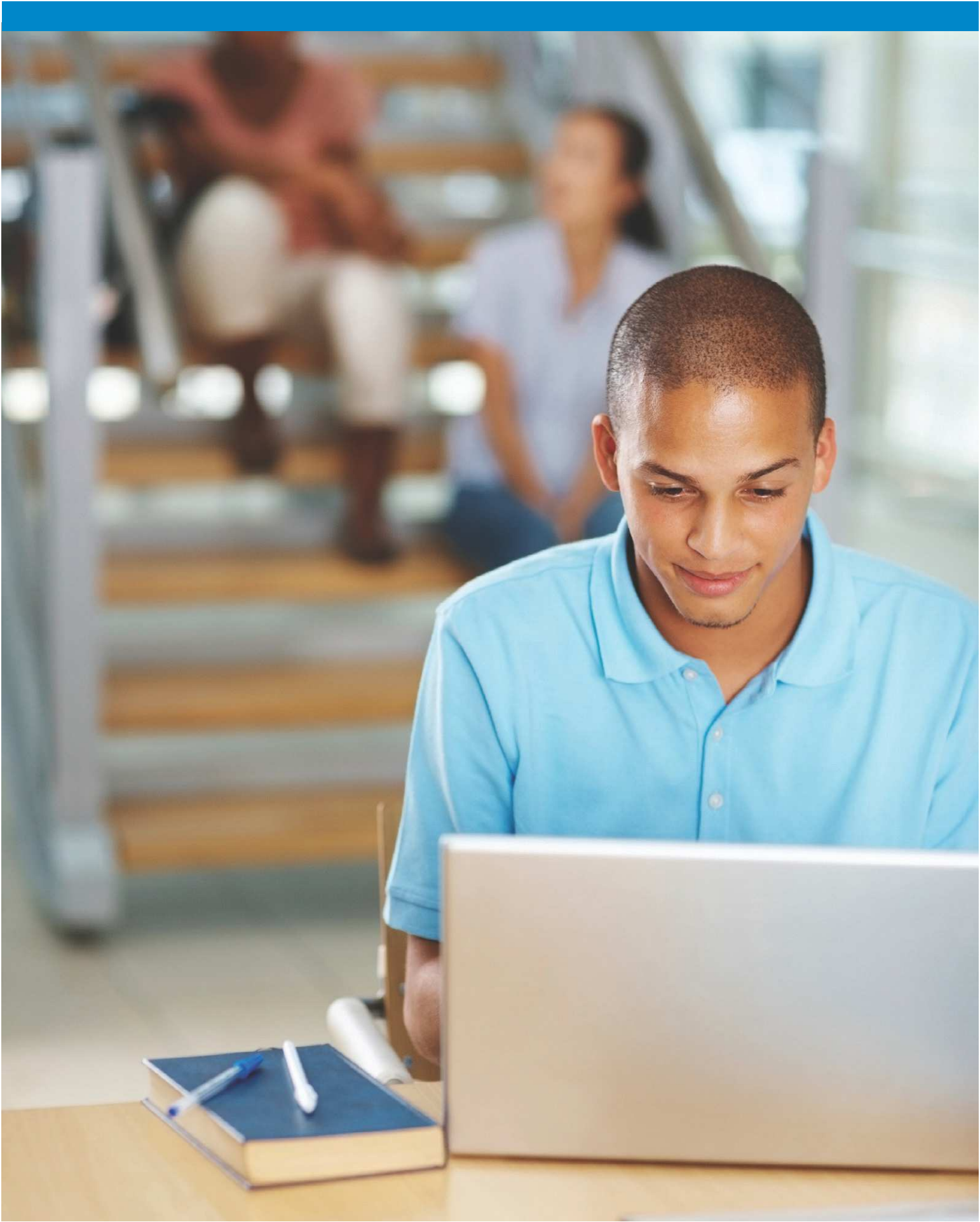
Vehicle collisions are the No. 1 cause of occupational deaths. EMC can help your organization develop a fleet safety program to help keep employees safe behind the wheel. A comprehensive program includes driver selection, safety rules, vehicle maintenance, accident reporting and investigation, authorized vehicle use and driver training.

Additional Loss Control Services for Schools

- Safety review of playgrounds and bleachers
- Bus and auto traffic analysis
- Assistance with safety regulation compliance
- On-site safety training
- Indoor air quality assessment
- SafeSchools® online training program



Visit www.emcins.com/losscontrol for more information on EMC's loss control services.



Reduce the Impact of Claims

EMC offers an array of valuable services to help your school district keep claims to a minimum. But when all is said and done, we know the real measure of an insurance company is how well it responds to your needs at the time of an injury or property loss. Our primary goal — regardless of the size or type of your claim — is to handle it quickly, accurately and with as little interruption to your school's operations as possible.



Experienced and Accessible

We provide our school policyholders with ongoing, familiar relationships in the handling of their claims through open communication and on-site meetings with school managers to discuss their claim concerns. Our claims staff understands the unique exposures of Nebraska schools and the legal and political environment in which they operate.

We draw on years of experience working in the Omaha Branch and stay up to date on current legal and medical issues by attending local seminars and corporate training on a regular basis. Many of our employees have added expertise from insurance-related professional designations and long tenures, which means you can be sure we have the knowledge to serve you well.

Medical Management Services

EMC offers a full range of medical management services to help your employees receive appropriate, cost-effective medical care after an injury and return to work as quickly as possible. These services are provided at no additional cost and include:

EMC OnCall Nurse to prevent unnecessary costs and time away from work by having injured employees speak directly to a registered nurse 24/7

Medical Bill Review ensures billing is reasonable, accurate, appropriate and in compliance with Nebraska laws and facilitates fair pricing of treatment related to employee injuries

Pharmacy Benefits Management facilitates fair pricing of medications related to employee injuries

Utilization Review monitors and maintains appropriate duration, setting and intensity of medical treatments, such as chiropractic care and physical therapy

Case Management maintains ongoing communication between you, your employees and medical providers

Rehabilitation Services helps create a smooth transition for employees to return to work and increases the potential for an early return to work

On-Site Overall Claims Review

At your request, our claims staff can meet with you to review your district's outstanding claims and future plans for handling claims. We can help you identify any problem areas and give recommendations for reducing claims. We also keep ongoing communication to help effectively manage your current claims.

Easy Claim Reporting

Choose from four easy claim reporting options:

Phone

Call our toll-free claim reporting number (888-362-2255), available 24/7.

Online

Log in to Commercial Policyholder Access on emcins.com and select **Report a Claim**.*

Independent Agent

Contact your independent insurance agent.

EMC Branch Office

Contact the Omaha Branch, 800-338-9735.

*May not be available to all policyholders.

Convenient Online Services to Make Your Job Easier

To help you and your staff save time and money, EMC continuously develops and improves online policy management, claims and loss control services. These convenient services are always available on our website, emcins.com. Plus, they're easy to use and included with your EMC insurance policy.

Policy Management

You manage all aspects of your organization—and your insurance should be no different. With Commercial Policyholder Access on emcins.com, you have quick access to your insurance information at any time.

Depending on your access, you can:

- View policy, billing and claims information
- Manage payment preferences and paperless notifications
- Report and monitor claims
- Access loss control resources
- Find your agent's contact information

Visit www.emcins.com/businessins and select **Policyholder Access** to learn more about Commercial Policyholder Access or contact your insurance agent to request access.

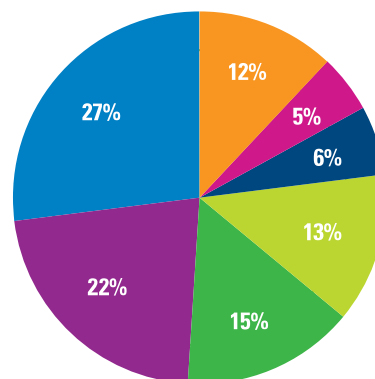


Claims and Loss Analysis

Learning more about your school's claim patterns can help you reduce future claims and save significant money. Large school districts can do this by using EMC's valuable online loss analysis tools. These tools allow school business managers to analyze the source, amount, frequency and types of losses the school has had in the past. Data is displayed in convenient charts and graphs to assist with analysis. Our EMC branch representatives can help analyze your district's claim information and recommend loss control services that can positively impact your loss trends.

Frequency/Claim Count by Accident Type*

- Fall-Slip
- Struck By/Against
- Physical Attack
- Overexertion
- Bodily Motion
- Fall-Elevated
- Other



*This chart is for illustrative purposes only.

Online Claim Reporting

Online claim reporting* is an easy way to get a claim started so you can focus on what's important—running your school district. Only the most basic information is required, and once your claim is submitted, you will be contacted by an EMC claims adjuster and your insurance agent will be notified. You can also access up-to-date information and track the progress of your claim.

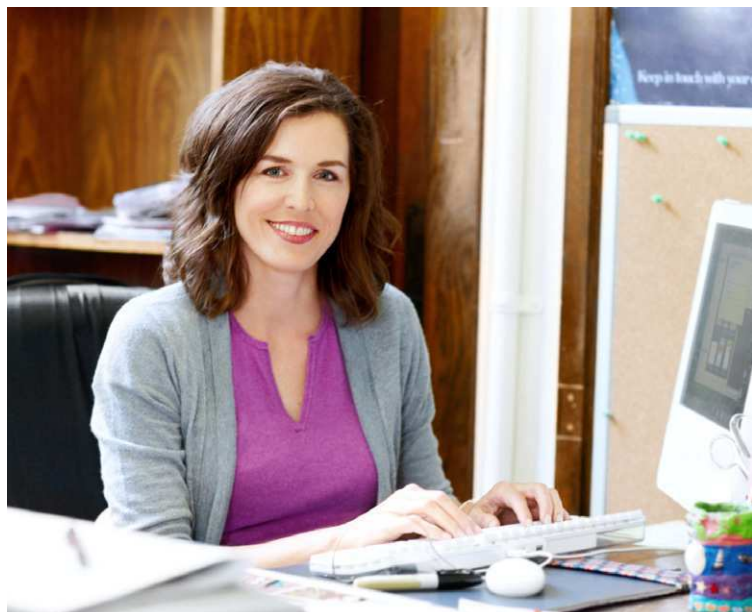
Self-Directed Safety Training From SafeSchools®

EMC wants to make it easy and convenient for your staff to receive the training they need. That's why we partner with SafeSchools, the leader in web-based training for K-12 academic institutions, to make over 300 school-focused courses available to you at no cost. The system allows you to make training assignments, check to see who has completed courses and even send automated reminder emails.

Useful Safety Training Courses for Schools

- Bloodborne pathogens
- Bullying recognition and response
- Emergency planning
- Sexual harassment

*May not be available to all policyholders.



Independent Agents, Local Expertise

When you work through your independent insurance agent, you can get a superior level of personalized service and expertise. That's why EMC distributes products solely through the independent agency system.

Because EMC operates through a network of 19 branch and service offices throughout the country, we're there for you when you need us. You can *Count on EMC* to provide exemplary local service in underwriting, claims and loss control—top-notch service that can only come from our more than 2,400 knowledgeable, well-trained insurance professionals.

With EMC, you get great insurance coverage, outstanding loss control services and the local attention you deserve.

Count on EMC®

EMC Insurance Companies is in the top 50 property and casualty organizations in the United States and is one of the largest in Iowa, based on net written premium. EMC is rated A (Excellent) by AM Best, the premier insurance credit rating organization that rates a company's ability to meet its obligations to policyholders.*

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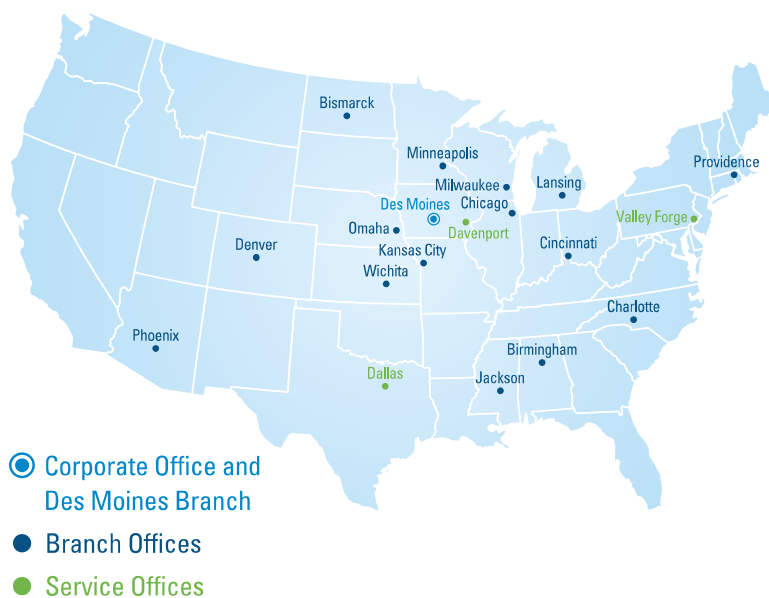
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5 Trends Impacting Commercial Property Insurance Rates

The cost of insurance for commercial policyholders can be a significant business expense. Commercial property continues to face pressure from multiple variables, and policyholders may have questions about what factors are driving up commercial property insurance costs. Here are five trends impacting commercial property insurance rates and what your insureds can do to manage the risks.

1 Natural Disasters and Catastrophic Storm Losses

Natural disasters and severe weather have increased significantly in recent years, both globally and in the U.S. Commercial property insurance rates and deductibles are increasing across the industry to address this trend. Assuming current catastrophic loss trends are a guide to the future, we expect to see a continuing trend of larger and costlier events. According to the [National Oceanic and Atmospheric Administration \(NOAA\)](#), the U.S. has sustained 341 weather and climate disasters since 1980, where damages and costs reached or exceeded \$1 billion each. **The total cost of these 341 events exceeded \$2.475 trillion.** In 2022, there were 18 weather/climate disaster events with losses exceeding \$1 billion each. While the average between 1980–2022 for these events has been around eight annually, the annual average for the most recent years (2018–2022) is 18 events, per NOAA’s first quarter release.

To mitigate risk, property owners should conduct regular risk assessments to understand exposures better and develop a plan for quick recovery should a catastrophic loss occur. The Insurance Institute for Business & Home Safety (IBHS) provides resources for preparing buildings for disasters. IBHS’s resources, such as Open for Business-EZ, can be used to create a business continuity plan to help businesses prepare, respond and recover.

2 Inflationary Impact

The rising cost of inflation has impacted insurance premiums as consumers may have also experienced increased costs of other goods and services. Inflation has recently been a significant influence when settling property claims due to skyrocketing increases in construction costs, including building materials and labor costs. According to [The American Property Casualty Insurance Association \(APCI\)](#), the U.S. inflation rate accelerated to a 40-year high of 7.5% in January 2022. As a result, insurance claims inflation has risen even faster, causing significant underwriting losses.

Property owners are encouraged to proactively manage risk and loss costs by regularly reviewing insurance policy coverages with their insurance agent to ensure adequate and appropriate coverage and limits. In addition, property owners can look for ways to mitigate risk by exploring safety programs, keeping business property well-maintained and timely reporting of claims.



Natural Disasters



Inflationary Impact



Insurance-To-Value



Increased Claims



Reinsurance Pricing
and Capacity

3 Insurance-To-Value and Underinsurance

A recent study of property appraisals by Kroll revealed that 68% of buildings valued from 2020 to 2021 were underinsured by 25% or more, and 19% were underinsured by 100%. In total, close to 90% of the buildings appraised were undervalued, [Risk & Insurance](#) reported in March 2023. Replacement costs in claims settlements have escalated, making it critical that valuations keep up with the current high inflation environment. Proper Insurance to Value (ITV) is essential so policyholders have adequate property limits at the time of loss and can avoid unexpected out-of-pocket costs. As the construction industry continues to experience rising costs with building materials and labor costs, the insured's policy limits may not be enough to cover replacement costs at today's prices. According to the Federal Emergency Management Agency (FEMA), an estimated 40% of businesses do not reopen following a major disaster, and another 25% fail within one year, Policyholder Pulse reported in December 2022.

Policyholders should regularly assess building, business personal property and business income with their agent to determine the current value of their property and identify potential gaps to ensure adequate protection.

4 Increased Claims Costs

With higher claims costs, insurers focus on maintaining adequate rates and valuations. The rising costs of building materials and labor shortages have resulted in escalated costs of claims. Supply chain demand for products has also impacted claim settlements as it takes longer to obtain materials to reconstruct damaged or destroyed buildings. According to [Gen Re](#), business interruption loss estimates also need to reflect longer reconstruction periods, disrupted supply chains and planning constraints. Twelve months is rarely, if ever, adequate to indemnify an insured for a large loss.

Policyholders can work with their claims representative to develop a plan after a loss. Timely decision-making allows flexibility for anticipated delays and can lock in pricing for materials and equipment. In addition, taking quick action helps to restore business operations as soon as possible, reducing their business income exposure.

5 Reinsurance Pricing and Capacity

Natural disasters and inflation have significantly impacted the cost of reinsurance, forcing many commercial property insurance carriers to retain more risk at a higher cost due to less reinsurance capacity and increased pricing, an expense that directly impacts policyholders.

[Business Insurance](#) reported that property catastrophe reinsurance rates for loss-hit U.S. accounts jumped between 45% and 100% at Jan. 1 renewals, according to a Gallagher Re report.

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Discuss, Consider the approval of the additional property tax authority of 6% (\$673,645) which is afforded as a consideration through the new legislation

The additional 6% tax authority does not necessarily mean that the District will use the additional authority. It is important to note that we are approving this for future use if/when we lose state aid and for the continued ability to address facilities and large purchase needs. There are multiple reasons why voting to access it makes sense.

- Uncertainty of the legislature and funding in the next 2 years.
- If we don't ask for the additional authority, we could lose authority over time.
- Protects the Base Growth in the formula because it gets added to your base growth for future years.

Action will be taken on this topic at the August 30, 2023 Special Budget Meeting.

Discuss, Consider and Take Necessary Action to approve changes to the Teacher Performance and Evaluation Model

Motion by Burklund, second by Matulka to approve changes to the Teacher Performance and Evaluation Model as presented. RCV 4-2 (No-Blanchard, Lange). Motion carried.

Raymond Central Public Schools Teacher Performance and Evaluation Framework

Approved by the Board of Education, July 14, 2021

Committee Members 2019-2021

Mrs. Cathy Burklund, Board of Education Member
Mrs. Kendra Carlson, Elementary Teacher
Mrs. Amanda Coufal, Special Education Director (2021)
Mrs. Shelly Dostal, Elementary Principal
Dr. Albert DuPont, Consultant (2021)
Mrs. Ann Egr, Elementary Principal
Mrs. Carolyn Enevoldsen, Secondary ELA Teacher
Dr. Harriet Gould, Board of Education President
Mr. Brian Gralheer, Secondary Assistant Principal / Activities Director
Dr. Derrick Joel, Superintendent
Mrs. Lynn Johnson, Interim Superintendent (2021)
Mr. John Kliment, Secondary Special Education Teacher
Mr. Jordan Luke, Band Teacher/Instructor
Dr. Gary Nunnally, ESU2
Mrs. Allison Stansberry, Secondary Principal

Raymond Central Public Schools

Teacher Performance and Evaluation Framework

Belief Statements

Raymond Central Public Schools 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 Public Schools framework is based on cooperative effort, open communication, and joint responsibility.

Raymond Central Public Schools 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 practices and contributes to the professional growth of the participants.
- Teachers share a collective belief in their ability to positively affect students.

Collective efficacy refers to a shared belief that the school's staff can have a positive impact on student achievement despite the other influences in the student's lives that challenge their success. Collective efficacy is evident when teachers see themselves as part of a team working together for their students. In order to demonstrate a high degree of collective efficacy, Raymond Central Public Schools believes professionals grow and learn in a variety of ways and develop their professional skills over time. Different stages of development and learning styles necessitate a differentiated system of evaluation.

Statement of Purpose

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.

Teacher Evaluation Criteria

Teachers shall be evaluated upon specific criteria that are tied to the instructional goals of the district. The District's **communicated** instructional model and **lesson design** (GANAG) is reflected in these criteria. Evaluation instruments (e.g. formal observations, informal observations, collected artifacts, walkthroughs, etc.) shall be designed primarily for the

improvement of instruction and shall include district defined standards for the measurement of the following performance expectations. See Appendix A for detailed descriptors.

Domains include:

- **Domain I: Teacher Planning and Preparation** - The teacher plans using district and state content standards, district supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.
- **Domain II: The Learning Environment** - The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, equity, social-emotional development, and academic growth and achievement.
- **Domain III: Instructional Strategies** - The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.
- **Domain IV: Assessment** - The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.
- **Domain V: Professionalism** - The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.

The performance of teachers/educational specialists shall be rated at four levels of performance on the evaluative criteria listed above. The ratings terms and general criteria for their application are:

- **Innovating** - In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for all evaluative criteria and exceeds expected performance in many respects.
- **Proficient** - In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis.
- **Progressing** - In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for most evaluative criteria and is satisfactorily participating in processes to continue to meet evaluative criteria.
- **Needs Improvement** - In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

Definitions and Guidance of Key Components

- A. **Evaluation Cycle.** The evaluation cycle is the period of time during which a full summative evaluation of an employee's performance takes place. The evaluation cycle of probationary teachers/educational specialists shall

be one school year. The evaluation cycle for permanent (tenured) teachers/educational specialists will be three school years.

Frequency Schedule for Evaluations Based on Tenure Eligibility

Probationary			Tenured														
3-Year Cycle			3-Year Cycle			3-Year Cycle			3-Year Cycle			3-Year Cycle					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
E	E	E	P	P	E	P	P	E	P	P	E	P	P	E	P	P	E

Tenured											
3-Year Cycle			3-Year Cycle			3-Year Cycle			3-Year Cycle		
19	20	21	22	23	24	25	26	27	28	29	30
P	P	E	P	P	E	P	P	E	P	P	E

E = Evaluation Year
P = Professional Growth Year

- B. **Probationary teachers** are those teachers who are in year one through three of employment with Raymond Central Public Schools and are classified as probationary teachers according to Nebraska Revised Statute 79-828.
- C. **Tenured/Permanent teachers** are those teachers who have successfully completed 3 full years of teaching in Raymond Central Public Schools and have been recommended to the superintendent for continuing employment.
- D. **Teacher Progressing Towards Proficiency.** The goal for all teachers is to achieve the level of proficiency in all domains and indicators. We recognize that this is a process and individual teachers/educational specialists are at different stages in their development. A teacher/educational specialist who has demonstrated a rating of “Progressing” may qualify for additional support. Domains and indicators that are in progressing status will be identified in the data sources used in the evaluation system. The evaluator will provide recommendations for improvement, and a timeline for implementing such recommendations. Each teacher/educational specialist shall address these areas for growth in his/her Professional Development Plan based on the results of his/her most current evaluation.
- E. **Teachers Needing Improvement.** A rating of “Needs Improvement” and/or lack of progress towards proficiency in any indicator as identified by data sources used in the evaluation system will result in the development of a Plan of Assistance. The Plan of Assistance will include a description of the deficiencies, specific means for the correction of the deficiencies, appropriate resources, and an adequate timeline for implementing the required improvements. The Plan of Assistance shall be reviewed at least quarterly by the teacher and the evaluator. At this time, the teacher will be placed in the evaluation year cycle to include all required formal observations and summative evaluation. If a teacher makes adequate progress on the plan of assistance, the teacher reverts back to their regular cycle the following year. If a teacher does not make adequate progress on the plan of assistance, the

evaluator may recommend that the contract for that teacher not be renewed.

- F. **Direct Observation of Work Performance.** The evaluation of all teachers and educational specialists should be based in part on the direct observation of the educator performing his/her duties. Multiple observations of teacher/educational specialist performance throughout the year, including formal, informal, and walk-through observations are encouraged. Recent research indicates that multiple, short observations or observations by multiple observers are more effective than single, long observations in determining teacher effectiveness.
- a. **Formal Observations** of a teacher or educational specialist's performance differs based on tenure status.
 - i. For a probationary teacher/educational specialist the formal observation process shall include (1) advance notice to the educator of the time and date of the observation; (2) teacher completion of the pre-observation form submitted to observer; (3) a pre-observation conference with the observer; (4) observation for a full instructional period in the case of probationary employees; (5) a post-observation conference with the observer, and (6) a written report summarizing strengths and suggestions for improvement. A full instructional period is defined as the full duration of the class or subject period in which the observation takes place. Additional formal observations beyond the minimum may occur in any year of the evaluation cycle and may be included in the summative evaluation.
 - ii. For a tenured/permanent teacher or educational specialist the formal observation process may include (1) advance notice to the educator of the time and date of the observation; (2) teacher completion of the pre-observation form submitted and/or discussed to observer; (3) a pre-observation conference with the observer; (3) observation for a duration for a minimum of 45 minutes by the observer; and (4) a post-observation conference with the observer. All formal observations (whether announced or unannounced) will include a written report summarizing strengths and suggestions for improvement. Additional formal observations beyond the minimum may occur in any year of the evaluation cycle and may be included in the summative evaluation.
 - b. **Informal Observations** are less than a full instructional period in duration, but somewhat longer than a walk-through observation. A duration of 15-20 minutes may be appropriate. Informal observations may be pre-announced or unannounced. They must include some oral or written feedback to the teacher/educational specialist, but a formal post-conference and written observation report are not required unless specific deficiencies are noted. For example, a brief, informal conversation or e-mail exchange would suffice to meet this requirement. Additional informal observations beyond the minimum may occur in any year of the evaluation cycle and may be included in the summative evaluation.
 - c. **Walk-through Observations** are brief classroom or work space visits, generally five to ten minutes in duration, for the purpose of monitoring the teaching and learning process. Such observations are generally unannounced and do not include a conference or required written report. Brief oral or written feedback to the employee may be provided at the observer's discretion, but is not required unless specific deficiencies are noted. Walk-through observations may occur in any year of the evaluation cycle and may be included in the summative evaluation.
- G. **Self Assessment and Reflection.** Teacher self-reflection is essential for professional growth and development. The teacher/educational specialist will reflect on the evaluation criteria and identify area(s) of growth. These identified areas will be used to develop the individual professional development plan.

- H. **Professional Development Plan.** A Professional Development Plan consists of one or more professional development goals, strategies to achieve each of the goals, and a means of measuring success. On an annual basis, each teacher/educational specialist shall develop a Professional Development Plan based on the results of his/her most current evaluation. The Plan is to be developed in collaboration with his/her evaluator. The professional growth goals will be selected by the teacher and will be based on an area identified in the self-audit of the evaluation criteria, previous evaluator feedback, a content specific growth area, and/or evaluation rubric.
- I. **Summative Evaluation.** Summative evaluation takes place at the end of the evaluation cycle and includes the assessment of all components of the evaluation process. The following 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/education specialist on a continuous basis during the employee’s tenure with the School District. The teacher and evaluator will meet to discuss the evaluation.
- J. **Gathering Evaluation Data.** The district’s evaluation system is supported by data gathered from multiple measures of teacher and educational specialist performance, including but not limited to the following:
- a. Direct observation of work performance.
 - b. The collection of data/artifacts. Evaluators shall endeavor to collect a wide variety of data regarding employee performance including artifacts such as lesson plans, student work, and similar data.
 - c. Student perception data.
 - d. Student achievement/program performance data.
 - e. Evidence of professional development.
 - f. Self-assessment/reflection. The Board encourages the use of a self-assessment and reflection process as a component of the evaluation system, but its use shall not be mandatory.
- K. **Training/Review of Teacher Performance and Evaluation Framework.** The evaluation procedures shall be annually communicated in writing to those being evaluated. Employees new to the district will receive training on the processes, timelines, and expectations regarding all components of the framework. Returning teachers/educational specialists will receive information regarding the processes, timelines, and expectations regarding all components of the framework.
- L. **Evaluators.** All evaluators of teachers and educational specialists employed by the district shall possess a valid Nebraska Administrative Certificate (e.g. principals, assistant principals, directors). In the case of teachers and educational specialists who are supervised by more than one principal, the Superintendent shall designate one evaluator as the primary evaluator.
- M. **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.

Evaluation Cycle Sequence

Probationary - Years 1-3

Required Components	Due Date
---------------------	----------

Training of Teacher Performance and Evaluation Framework	By August 31
Self-Assessment and Reflection (Years 2 and 3 only)	By August 31
Develop Individual Professional Development Plan (Years 2 and 3 only)	By September 15
Informal Observations (minimum of 3 2 per year)	By April 1
Formal Observation - Semester 1	By end of Semester 1
Formal Observation - Semester 2	By April 1
End-of-year Reflection Conference on Individual Professional Development Plan (Years 2 and 3 only)	By April 15
Summative Evaluation	By April 15

Tenured/Permanent - Years 4+

Professional Growth Years	
Required Components	Due Date
Review of Teacher Performance and Evaluation Framework	By August 31
Self-Assessment and Reflection	By August 31
Develop Individual Professional Development Plan	By September 15
Informal Observations (minimum of 3 2 per year)	By May 1
End-of-year Reflection Conference on Individual Professional Development Plan	By May 1
Evaluation Year	
Required Components	Due Date
Review of Teacher Performance and Evaluation Framework	By August 31
Self-Assessment and Reflection	By August 31
Develop Individual Professional Development Plan	By September 15
Informal Observations (optional)	By April 1
Formal Observation	By April 1
End-of-year Reflection Conference on Individual Professional Development Plan	By April 15
Summative Evaluation	By April 15

APPENDICES

APPENDIX A: Evaluation Criteria Rubric

DOMAIN I: Teacher Planning and Preparation - The teacher plans using district and state content standards, district supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.				
Performance Indicator	Needs Improvement	Progressing	Proficient	Innovating
<p>Indicator I.a. Standards and Objectives</p> <ul style="list-style-type: none"> ● Designs lessons with clear measurable goals closely aligned with state standards, district curriculum resources and unit outcomes ● State standards, district curriculum, and lesson goals are aligned, written, visually displayed, and verbally referenced throughout the lesson 	<p>Learning objectives are rarely:</p> <ul style="list-style-type: none"> ● Developmentally appropriate and written from content standards ● Displayed and verbally referenced during opening and closure ● Connected to prior learning ● Interacted with by students throughout the lesson <p>During each unit and/or lesson, teachers rarely:</p> <ul style="list-style-type: none"> ● Share success criteria for the learning objective ● Have regular routines for students to interact with the learning objective 	<p>Learning objectives are occasionally:</p> <ul style="list-style-type: none"> ● Developmentally appropriate and written from content standards ● Displayed and verbally referenced during opening and closure ● Connected to prior learning ● Interacted with by students throughout the lesson <p>During each unit and/or lesson, teachers occasionally:</p> <ul style="list-style-type: none"> ● Share success criteria for the learning objective ● Have regular routines for students to interact with the learning objective 	<p>Learning objectives are consistently:</p> <ul style="list-style-type: none"> ● Developmentally appropriate and written from content standards ● Displayed and verbally referenced during opening and closure ● Connected to prior learning ● Interacted with by students throughout the lesson <p>During each unit and/or lesson, teachers consistently:</p> <ul style="list-style-type: none"> ● Share success criteria for the learning objective ● Have regular routines for students to interact with the learning objective 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to teachers:</p> <ul style="list-style-type: none"> ● Creating differentiated lessons and/or collaborate with others ● Integrating across content standards/disciplines ● Serving on state standards committees
<p>Indicator I.b. Lesson Planning, Structure, Pacing, Instructional Materials, and Activities</p> <ul style="list-style-type: none"> ● Every lesson maximizes instructional minutes ● GANAG - Every lesson begins with a clear learning goal, opportunities for application and student summary ● Uses all students' abilities, cultural norms, and personal, family, and 	<p>Lesson Plans/Units/Pacing Schedules/Instructional Materials/Activities rarely:</p> <ul style="list-style-type: none"> ● Facilitates learning from bell to bell ● Incorporate smooth transitions, pre-established routines and procedures ● Include comprehensive scope and sequence ● Differentiation is evidenced in regards to student's ability, culture, and experiences in content, process, product and/or 	<p>Lesson Plans/Units/Pacing Schedules/Instructional Materials/Activities occasionally:</p> <ul style="list-style-type: none"> ● Facilitates learning from bell to bell ● Incorporate smooth transitions, pre-established routines and procedures ● Include comprehensive scope and sequence ● Differentiation is evidenced in regards to student's ability, culture, and experiences in content, process, product and/or 	<p>Lesson Plans/Units/Pacing Schedules/Instructional Materials/Activities consistently:</p> <ul style="list-style-type: none"> ● Facilitates learning from bell to bell ● Incorporate smooth transitions, pre-established routines and procedures ● Include comprehensive scope and sequence ● Differentiation is evidenced in regards to student's ability, culture, and experiences in content, process, product and/or 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> ● Incorporating resources beyond the school curriculum ● (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) ● Creating and allowing different ways for students to demonstrate mastery ● Allowing opportunities for

<p>community experiences to prepare for differentiated, relevant, and rigorous instruction</p> <ul style="list-style-type: none"> Evidence of daily lesson plan, unit plans, and pacing schedules submitted 	<p>learning environment</p> <ul style="list-style-type: none"> Provide time for reflection for both teacher and students to develop deeper thinking, understanding, and focus for future lessons Provide for student-student interaction Induce student inquiry and engagement Incorporate technology Incorporate resources beyond the school curriculum (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) May sometimes include activities or materials that are gamelike and/or involve simulations, and/or self-direction and self-monitoring 	<p>learning environment</p> <ul style="list-style-type: none"> Provide time for reflection for both teacher and students to develop deeper thinking, understanding, and focus for future lessons Provide for student-student interaction Induce student inquiry and engagement Incorporate technology Incorporate resources beyond the school curriculum (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) May sometimes include activities or materials that are gamelike and/or involve simulations, and/or self-direction and self-monitoring 	<p>learning environment</p> <ul style="list-style-type: none"> Provide time for reflection for both teacher and students to develop deeper thinking, understanding, and focus for future lessons Provide for student-student interaction Induce student inquiry and engagement Incorporate technology Incorporate resources beyond the school curriculum (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) May sometimes include activities or materials that are gamelike and/or involve simulations, and/or self-direction and self-monitoring 	<p>student choice</p> <ul style="list-style-type: none"> Utilizes technology to provide opportunities for students to engage in individualized learning
<p>Indicator I.c. Grouping students</p> <ul style="list-style-type: none"> The instructional grouping (either whole class, small groups, pairs, individual, etc.) is intentionally designed utilizing a variety of grouping strategies to engage students and accomplish the goal of the lesson. 	<p>Instructional Groupings rarely:</p> <ul style="list-style-type: none"> Are varied according to learning objectives Allow students to participate in a variety of roles and responsibilities Hold students accountable Facilitate opportunities for students to set goals, reflect on, and evaluate their learning Are varied in composition according to race, gender, ability, and age 	<p>Instructional Groupings occasionally:</p> <ul style="list-style-type: none"> Are varied according to learning objectives Allow students to participate in a variety of roles and responsibilities Hold students accountable evaluate their learning Are varied in composition according to race, gender, ability, and age Facilitate opportunities for students to set goals, reflect on, and evaluate their learning Are varied in composition according to race, gender, ability, and age 	<p>Instructional Groupings consistently:</p> <ul style="list-style-type: none"> Are varied according to learning objectives Allow students to participate in a variety of roles and responsibilities Hold students accountable Facilitate opportunities for students to set goals, reflect on, and evaluate their learning Are varied in composition according to race, gender, ability, and age 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> Facilitates student leadership in group roles and responsibilities Creating various groupings of students across content areas and/or grade levels to enhance student learning

DOMAIN II: The Learning Environment - The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.

Performance Indicator	Needs Improvement	Progressing	Proficient	Innovating
<p>Indicator II.a. The teacher creates an optimal classroom climate where students feel safe to learn</p>	<p>The teacher rarely creates an optimal classroom climate where students feel safe to learn by:</p> <ul style="list-style-type: none"> Modeling teacher-student and peer interactions that are friendly and respectful Being receptive to student interests and opinions Fostering a sense of belonging regardless of their identity, family background, learning preferences, or education level Successfully re-engaging students who are off task Establishing clear routines and procedures, sets and maintains high expectations 	<p>The teacher occasionally creates an optimal classroom climate where students feel safe to learn by:</p> <ul style="list-style-type: none"> Modeling teacher-student and peer interactions that are friendly and respectful Being receptive to student interests and opinions Fostering a sense of belonging regardless of their identity, family background, learning preferences, or education level Successfully re-engaging students who are off task Establishing clear routines and procedures, sets and maintains high expectations 	<p>The teacher consistently creates an optimal classroom climate where students feel safe to learn by:</p> <ul style="list-style-type: none"> Modeling teacher-student and peer interactions that are friendly and respectful Being receptive to student interests and opinions Fostering a sense of belonging regardless of their identity, family background, learning preferences, or education level Successfully re-engaging students who are off task Establishing clear routines and procedures, sets and maintains high expectations 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> Building student leadership opportunities to create and sustain a positive culture Creating a classroom environment where students promote equity and equality for all students
<p>Indicator II.b. The teacher creates an optimal physical classroom space</p>	<p>The teacher rarely creates an optimal physical classroom space by:</p> <ul style="list-style-type: none"> Organizing the physical space for effective and efficient instruction Ensuring readily available materials, supplies, and equipment Ensuring all equipment is in good working order 	<p>The teacher occasionally creates an optimal physical classroom space by:</p> <ul style="list-style-type: none"> Organizing the physical space for effective and efficient instruction Ensuring readily available materials, supplies, and equipment Ensuring all equipment is in good working order 	<p>The teacher consistently creates an optimal physical classroom space by:</p> <ul style="list-style-type: none"> Organizing the physical space for effective and efficient instruction Ensuring readily available materials, supplies, and equipment Ensuring all equipment is in good working order 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> Generating flexible seating options Utilizing alternative classroom settings Takes risks to create flexible alternatives with the classroom space
<p>Indicator II.c. Equitable learning opportunities are created allowing success for all students regardless of social or academic performance level</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> Uses verbal and nonverbal behavior cues for all students to ensure that each student feels welcome 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> Uses verbal and nonverbal behavior cues for all students to ensure that each student feels welcome 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> Uses verbal and nonverbal behavior cues for all students to ensure that each student feels welcome 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> Pioneering new strategies to ensure equitable

	<ul style="list-style-type: none"> Builds individual positive relationships with each student in the classroom Establishes clearly defined expectations to ensure equitable access to learning opportunities for all students Displays understanding of each student’s anticipated learning difficulties and accommodate for their needs Models a sense of cultural awareness and discourages negative attitudes (such as privilege and racism) Empowers students to take ownership of their learning Maintains a strict level of sensitivity to student backgrounds and experience 	<ul style="list-style-type: none"> Builds individual positive relationships with each student in the classroom Establishes clearly defined expectations to ensure equitable access to learning opportunities for all students Displays understanding of each student’s anticipated learning difficulties and accommodate for their needs Models a sense of cultural awareness and discourages negative attitudes (such as privilege and racism) Empowers students to take ownership of their learning Maintains a strict level of sensitivity to student backgrounds and experience 	<ul style="list-style-type: none"> Builds individual positive relationships with each student in the classroom Establishes clearly defined expectations to ensure equitable access to learning opportunities for all students Displays understanding of each student’s anticipated learning difficulties and accommodate for their needs Models a sense of cultural awareness and discourages negative attitudes (such as privilege and racism) Empowers students to take ownership of their learning Maintains a strict level of sensitivity to student backgrounds and experience 	<ul style="list-style-type: none"> learning Seeking unique ways for students to demonstrate mastery
Indicator II.d. Teacher models and encourages the growth mindset	<p>The teacher rarely models and encourages students to learn from mistakes by:</p> <ul style="list-style-type: none"> Encouraging students to take risks and learn from mistakes Focusing on identifying learning opportunities as they arise Providing multiple and varied opportunities to measure student learning 	<p>The teacher occasionally models and encourages students to learn from mistakes by:</p> <ul style="list-style-type: none"> Encouraging students to take risks and learn from mistakes Focusing on identifying learning opportunities as they arise Providing multiple and varied opportunities to measure student learning 	<p>The teacher consistently models and encourages students to learn from mistakes by:</p> <ul style="list-style-type: none"> Encouraging students to take risks and learn from mistakes Focusing on identifying learning opportunities as they arise Providing multiple and varied opportunities to measure student learning 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> Modeling the power reflection has on the learning process Failing forward Stepping out of their comfort zone Viewing challenges as opportunities
DOMAIN III: Instructional Strategies - The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.				
Performance Indicator	Needs Improvement	Progressing	Proficient	Innovating
Indicator III.a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning	<p>The teacher rarely:</p> <ul style="list-style-type: none"> Implements instruction, assessment, and feedback aligned to state standards 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> Implements instruction, assessment, and feedback aligned to state standards 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> Implements instruction, assessment, and feedback aligned to state standards 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p>

goals, and instructional objectives	<ul style="list-style-type: none"> • Incorporates research-based instructional strategies that promote learning and growth, and that encourages ALL students to be imaginative, inquisitive, and persistent • Monitors and adjusts instruction for student success • Follows student learning plans with appropriate learning accommodations 	<ul style="list-style-type: none"> • Incorporates research-based instructional strategies that promote learning and growth, and that encourages ALL students to be imaginative, inquisitive, and persistent • Monitors and adjusts instruction for student success • Follows student learning plans with appropriate learning accommodations 	<ul style="list-style-type: none"> • Incorporates research-based instructional strategies that promote learning and growth, and that encourages ALL students to be imaginative, inquisitive, and persistent • Monitors and adjusts instruction for student success • Follows student learning plans with appropriate learning accommodations 	<ul style="list-style-type: none"> • Modeling reflection • Takes risks to try innovative lessons • Incorporating student choice and gradual release of responsibility • Utilizing technology to personalize learning and deepen understanding
Indicator III.b. Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences	The teacher rarely: <ul style="list-style-type: none"> • Teaches strategies and processes explicitly to help students organize information (pictures, diagrams, models, graphic organizers, demonstrations, etc.) • Utilizes relationships with Corporate Partners or personal contacts to bring real world examples and knowledge into the lesson (STEM Culture). • Utilizes technology to provide a rich and rigorous learning experience for ALL students 	The teacher occasionally: <ul style="list-style-type: none"> • Teaches strategies and processes explicitly to help students organize information (pictures, diagrams, models, graphic organizers, demonstrations, etc.) • Utilizes relationships with Corporate Partners or personal contacts to bring real world examples and knowledge into the lesson (STEM Culture). • Utilizes technology to provide a rich and rigorous learning experience for ALL students 	The teacher consistently: <ul style="list-style-type: none"> • Teaches strategies and processes explicitly to help students organize information (pictures, diagrams, models, graphic organizers, demonstrations, etc.) • Utilizes relationships with Corporate Partners or personal contacts to bring real world examples and knowledge into the lesson (STEM Culture). • Utilizes technology to provide a rich and rigorous learning experience for ALL students 	In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher: <ul style="list-style-type: none"> • Initiating technology use to enhance instruction • Pioneering unique tools and strategies • Piloting a new resource • Collaborating with other teachers • Corporate Partners or personal contacts are embedded into new learning experiences for students
Indicator III.c. Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials	The teacher rarely: <ul style="list-style-type: none"> • Instructs students to ask questions, identify problems, seek appropriate resources, and persevere in problem-solving • Leads instruction on constructing explanations, designing solutions, and solving problems using evidence. (Challenge, Design, Solve) 	The teacher occasionally: <ul style="list-style-type: none"> • Instructs students to ask questions, identify problems, seek appropriate resources, and persevere in problem-solving • Leads instruction on constructing explanations, designing solutions, and solving problems using evidence. (Challenge, Design, Solve) 	The teacher consistently: <ul style="list-style-type: none"> • Instructs students to ask questions, identify problems, seek appropriate resources, and persevere in problem-solving • Leads instruction on constructing explanations, designing solutions, and solving problems using evidence. (Challenge, Design, Solve) 	In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher: <ul style="list-style-type: none"> • Embeds STEM into new learning experiences for students • Facilitates student inquiry problem, solving, and collaboration

DOMAIN IV: Assessment - The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

Performance Indicator	Needs Improvement	Progressing	Proficient	Innovating
<p>Indicator IV.a. The teacher uses diagnostic strategies aligned with district curriculum and state standards, including formative feedback and student self-monitoring, to monitor progress of individual students towards mastery of the objectives</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> • Uses both formative and summative assessments aligned to standards to guide learning and adjust future instruction • Provides opportunities for students to regularly self assess and reflect on their progress 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> • Uses both formative and summative assessments aligned to standards to guide learning and adjust future instruction • Provides opportunities for students to regularly self assess and reflect on their progress 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> • Uses both formative and summative assessments aligned to standards to guide learning and adjust future instruction • Provides opportunities for students to regularly self assess and reflect on their progress 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> • Empowering students to demonstrate mastery of the same objective through alternative methods • Empowering students to lead individualized evaluation
<p>Indicator IV.b. Feedback - Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> • Provides constructive, frequent, and varied feedback to students along with opportunities for students to self assess and reflect on their own learning and progress on meeting learning objectives through the use of rubrics • Circulates and engages with students during instructional activities to support engagement, provide feedback, and monitor student work 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> • Provides constructive, frequent, and varied feedback to students along with opportunities for students to self assess and reflect on their own learning and progress on meeting learning objectives through the use of rubrics • Circulates and engages with students during instructional activities to support engagement, provide feedback, and monitor student work 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> • Provides constructive, frequent, and varied feedback to students along with opportunities for students to self assess and reflect on their own learning and progress on meeting learning objectives through the use of rubrics • Circulates and engages with students during instructional activities to support engagement, provide feedback, and monitor student work 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> • Facilitating opportunities for peer-to-peer feedback • Generating opportunities for real-world professional feedback

<p>Indicator IV.c. Teacher reports out on student progress and growth in relation to district and state standards at grade level</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> ● Collects evidence of learning and reports progress to parents/guardians ● Keeps records that are accurate, timely, and of high quality ● Addresses areas of concern in a timely and positive manner ● Communicates student progress with families according to district and building policy 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> ● Collects evidence of learning and reports progress to parents/guardians ● Keeps records that are accurate, timely, and of high quality ● Addresses areas of concern in a timely and positive manner ● Communicates student progress with families according to district and building policy 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> ● Collects evidence of learning and reports progress to parents/guardians ● Keeps records that are accurate, timely, and of high quality ● Addresses areas of concern in a timely and positive manner ● Communicates student progress with families according to district and building policy 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> ● Incorporates student-specific profile for student growth and learning
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DOMAIN V: Professionalism - The teacher exhibits a commitment to professional ethics and the school’s vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.

Performance Indicator	Needs Improvement	Progressing	Proficient	Innovating
<p>Indicator V.a. PLC’s: Actively engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> ● Promotes positive interactions with colleagues by sharing ideas and strategies ● Reflects on professional practice individually and as a team member, using data to drive instructional decisions ● Collaborates and implements common formative and summative assessments 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> ● Promotes positive interactions with colleagues by sharing ideas and strategies ● Reflects on professional practice individually and as a team member, using data to drive instructional decisions ● Collaborates and implements common formative and summative assessments 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> ● Promotes positive interactions with colleagues by sharing ideas and strategies ● Reflects on professional practice individually and as a team member, using data to drive instructional decisions ● Collaborates and implements common formative and summative assessments 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> ● Creating and leading the implementation of common formative and summative assessments ● Developing unique ways to utilize student data ● Taking initiative to lead the PLC Process

<p>Indicator V.b. Adheres to district/school policies, procedures, and regulations and models ethical behavior in accordance with the established standards of the district</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community (including grading practices) Participates in, and implements district and school initiatives Participates in the student support process (504, IEP, SAT, etc.) Follows safety procedures Follows other district policies, rules and procedures 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community (including grading practices) Participates in, and implements district and school initiatives Participates in the student support process (504, IEP, SAT, etc.) Follows safety procedures Follows other district policies, rules and procedures 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community (including grading practices) Participates in, and implements district and school initiatives Participates in the student support process (504, IEP, SAT, etc.) Follows safety procedures Follows other district policies, rules and procedures 	<p>In addition to demonstrating proficiency, examples of innovation may include but are not limited to the teacher:</p> <ul style="list-style-type: none"> Leading professional development for other staff members Sharing expertise beyond Raymond Central walls
<p>Indicator V.c. Reflection, a critical element of professional growth, is practiced consistently for:</p> <ol style="list-style-type: none"> Effectiveness of teaching Formative and summative assessment Student feedback Assess rationale for lack of student learning Improving learning for ALL students 	<p>The teacher rarely reflects on:</p> <ul style="list-style-type: none"> Strengths and weaknesses as a professional educator including developing a plan for growth Primary goals and learning outcomes of lessons and units Collection and analysis of data to drive instructional practices and student learning Overall student achievement 	<p>The teacher occasionally reflects on:</p> <ul style="list-style-type: none"> Strengths and weaknesses as a professional educator including developing a plan for growth Primary goals and learning outcomes of lessons and units Collection and analysis of data to drive instructional practices and student learning Overall student achievement 	<p>The teacher consistently reflects on:</p> <ul style="list-style-type: none"> Strengths and weaknesses as a professional educator including developing a plan for growth Primary goals and learning outcomes of lessons and units Collection and analysis of data to drive instructional practices and student learning Overall student achievement 	<p>In addition to demonstrating proficiency, examples of teacher innovation may include but are not limited to:</p> <ul style="list-style-type: none"> Seeks opportunities to bring in outside resources
<p>Indicator V.d. Develops positive professional relationships and culturally responsive interactions with all stakeholders</p>	<p>The teacher rarely:</p> <ul style="list-style-type: none"> Expresses unconditional positive regard for students in all situations Recognizes their own personal bias and works to treat all stakeholders with dignity and respect Effectively works through conflict with students and colleagues 	<p>The teacher occasionally:</p> <ul style="list-style-type: none"> Expresses unconditional positive regard for students in all situations Recognizes their own personal bias and works to treat all stakeholders with dignity and respect Effectively works through conflict with students and colleagues 	<p>The teacher consistently:</p> <ul style="list-style-type: none"> Expresses unconditional positive regard for students in all situations Recognizes their own personal bias and works to treat all stakeholders with dignity and respect Effectively works through conflict with students and colleagues 	<p>In addition to demonstrating proficiency, examples of teacher innovation may include but are not limited to teachers:</p> <ul style="list-style-type: none"> New and unique relationship/community engagement Developing new club opportunities responsive to student interests

	<ul style="list-style-type: none">• Takes time to learn about their students and colleagues• Maintains a positive perception of parents/guardians, families, and students	<ul style="list-style-type: none">• Takes time to learn about their students and colleagues• Maintains a positive perception of parents/guardians, families, and students	<ul style="list-style-type: none">• Takes time to learn about their students and colleagues• Maintains a positive perception of parents/guardians, families, and students	
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APPENDIX B: Self-Assessment and Reflection

INSTRUCTIONS: To be completed by the teacher				
Name: _____ Date: _____				
Position: _____ School: _____				
1. Reflect on the evaluation criteria.				
	Needs Improvement	Progressing	Proficient	Innovating
<u>DOMAIN I: Teacher Planning and Preparation</u> - The teacher plans using district and state content standards, district supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.				
Indicator I.a. Standards and Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator I.b. Lesson Planning, Structure, Pacing, Instructional Materials, and Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator I.c. Grouping Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>DOMAIN II: The Learning Environment</u> - The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.				
Indicator II.a. The teacher creates an optimal classroom climate where students feel safe to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator II.b. The teacher creates an optimal physical classroom space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator II.c. Equitable learning opportunities are created allowing success for all students regardless of social or academic performance level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator II.d. Teacher models and encourages the growth mindset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>DOMAIN III: Instructional Strategies</u> - The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.				
Indicator III.a. Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator III.b. Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator III.c. Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>DOMAIN IV: Assessment</u> - The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.				
Indicator IV.a. The teacher uses diagnostic strategies aligned with district curriculum and state standards, including formative feedback and student self-monitoring, to monitor progress of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

towards mastery of the objectives				
Indicator IV.b. Feedback - Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator IV.c. Teacher reports out on student progress and growth in relation to district and state standards at grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN V: Professionalism - The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.				
Indicator V.a. PLC's: Actively engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator V.b. Adheres to district/school policies, procedures, and regulations and models ethical behavior in accordance with the established standards of the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator V.c. Reflection, a critical element of professional growth, is practiced consistently for: F. Effectiveness of teaching G. Formative and summative assessment H. Student feedback I. Assess rationale for lack of student learning J. Improving learning for ALL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator V.d. Develops positive professional relationships and culturally responsive interactions with all stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Based on your reflection, determine which domain(s) you would like to focus on for your professional development plan.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I. Teacher Planning and Preparation <input type="checkbox"/> II. The Learning Environment <input type="checkbox"/> III. Instructional Strategies <input type="checkbox"/> IV. Assessment <input type="checkbox"/> V. Professionalism 				

APPENDIX C: Professional Development Plan

INSTRUCTIONS: To be completed by the teacher

Name: _____ Date: _____

Position: _____ School: _____

Duration of Plan from ___ / ___ / ___ to ___ / ___ / ___ Year in Cycle _____

1. Check the domain(s) you will focus on this school year.

- I. Teacher Planning and Preparation
- II. The Learning Environment
- III. Instructional Strategies
- IV. Assessment
- V. Professionalism

2. Write a one to two-sentence statement targeting your goal to a specific performance component.

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

4. What kinds of artifacts will you collect and prepare?

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

Teacher Signature _____ Date _____

Goal(s) to be completed by: _____

Reviewed by Evaluator/Administrator Signature _____ Date _____

APPENDIX D: Professional Development Plan Reflection

INSTRUCTIONS: To be completed by the teacher

Name: _____ Date: _____

Position: _____ School: _____

Duration of Plan from ___ / ___ / ___ to ___ / ___ / ___ Year in Cycle _____

1. What have I accomplished?

2. What have I learned?

3. What new strategies have I used? What practices have I changed? What worked and what didn't?

4. What impact have these changes had on the students (share student work/performance/results). What data were used?

5. What are the appropriate next steps in my professional development to improve both the instruction I deliver and student learning and achievement?

Teacher Signature _____ Date _____

Evaluator/Administrator Signature _____ Date _____

Date of Conference (optional) _____

APPENDIX E: Informal Observation Form

INSTRUCTIONS: Observer completes a description of the teacher's patterns in the class based on the Evaluation Criteria.

Teacher: _____ Observation Date: _____

Observer: _____ Observation Time: _____ to _____

School: _____

Post-Observation Conference Date (optional): _____ Subject or Grade Level: _____

Observer Description

Evaluator/Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

(The teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

APPENDIX F: Pre-Observation Conference Form

INSTRUCTIONS: To be completed by the teacher

Name: _____ Date: _____

School: _____ Subject or Grade Level: _____

Observation Date _____ Time _____

Post Observation Date _____ Time _____

1. What will you be teaching and what content standards will it be addressing?

2. What do you expect your students to know or do by the end of this lesson?

3. What activities will you and your students be doing?

4. How will you know if your lesson is successful for all groups of students?

5. On which evaluation criteria/domain and indicator would you like the observer to focus?

6. Other comments?

Teacher Signature _____ Date _____

Evaluator/Administrator Signature _____ Date _____

(Provide a copy of the lesson plan and other relevant documents including student handouts and teacher materials.)

APPENDIX G: Post-Observation Conference Reflection Form

INSTRUCTIONS: To be completed by the teacher

Name: _____ Date: _____

Position: _____ School: _____

Subject or Grade Level: _____

Observation Date _____ Time _____

Post Observation Date _____ Time _____

1. Do you feel you successfully achieved the lesson objective(s)? Why/why not? What data supports your answer to the previous question?

2. What do you feel worked well and what would you refine if you were to teach this lesson again to the same class?

3. How has this lesson enabled you to grow your skills in the evaluation criteria identified for this observation?

4. Provide several samples of student work on this lesson. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers. What do these artifacts tell you about student learning?

Teacher Signature _____ Date _____

Evaluator/Administrator Signature _____ Date _____

APPENDIX H: Formal Observation Report

INSTRUCTIONS: Observer completes a description of the teacher's patterns in the class based on the Evaluation Criteria. Use additional sheets as necessary.

Teacher: _____ Observation Date: _____

Observer: _____ Observation Time: _____ to _____

School: _____

Post-Observation Conference Date: _____ Subject or Grade Level: _____

Observer Description

Evaluator/Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

(The teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

APPENDIX I: Summative Evaluation Report

INSTRUCTIONS: Evaluators complete a narrative description based on the evaluation criteria. The description includes classroom observations, analysis and review of student results as described in the shared accountability system, contributions to overall school mission and environment, review of student and parent surveys, and review of professional growth plans and implementation results, and any other documents collected by the evaluator and/or the teacher during the full length of the cycle.

Name: _____ Date: _____

Position: _____ School: _____

Subject or Grade Level: _____

Principal/Administrator: _____

Current Year Phase Status:

- | | |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> First-Year Probationary (P1) | <input type="checkbox"/> Year 1 Tenured/Permanent (T1) (Professional Development Goal Year) |
| <input type="checkbox"/> Second-Year Probationary (P2) | <input type="checkbox"/> Year 2 Tenured/Permanent (T2) (Professional Development Goal Year) |
| <input type="checkbox"/> Third-Year Probationary (P3) | <input type="checkbox"/> Year 3 Tenured/Permanent (T3) (Evaluation Year) |

Evaluation Criteria Ratings:

I. Teacher Planning and Preparation

- A. **Indicator I.a.** Teacher adheres to national, state, and district standards and objectives
 Needs Improvement Progressing Proficient Innovating
- B. **Indicator I.b.** Teacher utilizes proper lesson planning, structure, pacing, instructional materials, and activities
 Needs Improvement Progressing Proficient Innovating
- C. **Indicator I.c.** Teacher demonstrates expertise by grouping students based on specified criteria.
 Needs Improvement Progressing Proficient Innovating

Comments on Domain I:

II. The Learning Environment

- A. **Indicator II.a.** The teacher creates an optimal classroom climate where students feel safe to learn
 Needs Improvement Progressing Proficient Innovating
- B. **Indicator II.b.** The teacher creates an optimal physical classroom space
 Needs Improvement Progressing Proficient Innovating
- C. **Indicator II.c.** Equitable learning opportunities are created allowing success for all students regardless of social or academic performance level
 Needs Improvement Progressing Proficient Innovating
- D. **Indicator II.d.** Teacher models and encourages the growth mindset
 Needs Improvement Progressing Proficient Innovating

Comments on Domain II:

III. Instructional Strategies

- A. **Indicator III.a.** Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives
 Needs Improvement Progressing Proficient Innovating
- B. **Indicator III.b.** Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences
 Needs Improvement Progressing Proficient Innovating
- C. **Indicator III.c.** Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials
 Needs Improvement Progressing Proficient Innovating

Comments on Domain III:

IV. Assessment

- A. **Indicator IV.a.** The teacher uses diagnostic strategies aligned with district curriculum and state standards, including formative feedback and student self-monitoring, to monitor progress of individual students towards mastery of the objectives
 Needs Improvement Progressing Proficient Innovating
- B. **Indicator IV.b.** Feedback - Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals
 Needs Improvement Progressing Proficient Innovating
- C. **Indicator IV.c.** Teacher reports out on student progress and growth in relation to district and state standards at grade level
 Needs Improvement Progressing Proficient Innovating

Comments on Domain IV:

V. Professionalism

- A. **Indicator V.a.** PLC's: Actively engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning.
 Needs Improvement Progressing Proficient Innovating
- B. **Indicator V.b.** Adheres to district/school policies, procedures, and regulations and models ethical behavior in accordance with the established standards of the district
 Needs Improvement Progressing Proficient Innovating
- C. **Indicator V.c.** Reflection, a critical element of professional growth, is practiced consistently for effectiveness of teaching, formative and summative assessment, student feedback, assess rationale for lack of student learning, improving learning for ALL students
 Needs Improvement Progressing Proficient Innovating
- D. **Indicator V.d.** Develops positive professional relationships and culturally responsive interactions with all stakeholders.
 Needs Improvement Progressing Proficient Innovating

Comments on Domain V:

Dates of Observations _____

Dates of Conferences _____

Recommend Continuation of Employment: Yes No Provisionally

Performance Status: Plan of Assistance Meets

Recommended Next Phase: _____

Rationale: (Text Box)

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____

Comments Attached: Yes No

Comments if yes: (Text)

(Teacher's signature indicates that the teacher has read and reviewed the final evaluation summary, not necessarily that the teacher concurs with the contents. Teachers may choose to attach comments.)

APPENDIX J: Plan of Assistance

PLAN OF ASSISTANCE				
	Employee	Employee Representative	Supervising Administrator	Principal
Name				
Signature				
Date				
Standard(s)				
Problem(s)/Impact(s)				
Performance Goals	Strategies, Activities, and Timelines	Support Structures	Data Collection Method and Sources	Evidence of Progress

Discuss, Consider and Take Necessary Action to consider giving a stipend to student teachers

Consideration of giving a stipend to student teachers was tabled at this time.

Next Regular Board Meeting

The next regular Board of Education meeting will be Wednesday, September 13, 2023. Special Board Meeting and Patron Budget Workshop will be Wednesday, August 30.

Adjournment

Motion by Lange, second by Benes to adjourn the meeting at 7:12 PM. RCV 6-0. Motion carried.