

## **Agenda**

1. Call To Order  
**Speaker(s):** Board President
  - 1.1. Pledge of Allegiance  
**Speaker(s):** Board President
    - 1.1.1. Roll Call - Excuse Board Members not in attendance  
**Speaker(s):** Board President
  - 1.2. Public Comment Sign In Procedure
    - 1.2.1. Public Comment
  - 1.3. Consent Agenda (Action)  
**Speaker(s):** Board President
2. Board Development and Communication
  - 2.1. Board Members' Update
  - 2.2. Superintendent's Report  
**Speaker(s):** Superintendent
    - 2.2.1. Danielson Framework  
**Speaker(s):** Mrs. Wilken & Dr. Welte
    - 2.2.2. ELL Program Update  
**Speaker(s):** Dr. Josh Wilken
    - 2.2.3. Option Enrollment Update  
**Speaker(s):** Dr. Mark Adler
    - 2.2.4. Wildewood - SIP  
**Speaker(s):** Dr. Nebesniak
    - 2.2.5. RHS Bleacher Repairs
    - 2.2.6. Government Relations Update  
**Speaker(s):** Dr. Mark Adler
3. Standards Based School Improvement
  - 3.1. Early Redemption of 2010 Build America Bonds (Action)  
**Speaker(s):** Mr. Jason Buckingham
4. Policy Review
5. Executive Session Disclosure
6. Pre-Adjournment Information and Activities
  - 6.1. Announcements
  - 6.2. Board of Education Supplemental Meeting Information
  - 6.3. Future Board Calendar
  - 6.4. Adjourn

## **Ralston Board of Education Public Comment Procedures**

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. A time limit of five (5) minutes will be allotted for any speaker. At the discretion of the Board President or Chair, the speaker may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A "Record of Appearance" card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. If the number of people wishing to speak under the public participation portions of the agenda is large, the Board President or Chair may rule that a public hearing be scheduled or the discussion be limited on the issue in question.
7. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

**Ralston Board of Education  
PUBLIC COMMENTS  
Record of Appearance**

The purpose of “Public Participation” is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during “Public Comments.”

**Public Comments are limited to five (5) minutes per speaker.** Multiple speakers on the same topic are asked to not repeat what prior speakers have already stated.

**PLEASE PRINT**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Subject of Public Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Board of Education Regular Meeting  
8545 Park Dr.  
Omaha, Nebraska

Tuesday, April 10, 2018 6:00 PM

#### Excuse Members Not in Attendance

Motion to excuse Mike Overkamp from the April 10, 2018 Board of Education meeting passed with a motion by Mrs. Johnson and a second by Mrs. Gerch.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Absent
Linda Richards:	Yea
Tresha Rodgers:	Yea

#### Consent Agenda

Motion to approve Consent Agenda items as presented passed with a motion by Dr. Irwin and a second by Mrs. Rodgers. Consent agenda items include minutes from the March 26, 2018 meeting; March Financial Reports; bills in the amount of \$684,736.22 for the General Fund, and \$59,860 for the Depreciation Fund; Resignation letters from Kim Lockett, 1<sup>st</sup>/2<sup>nd</sup> Grade, Seymour Elementary; Paige Ozmun, Middle School Math; Jessica Cole, school psychologist Mockingbird/Meadows. Probationary contract for Jessica Boone, school psychologist; and Local Substitute Teaching Request for Connor Mazzei. Prior to the meeting Mrs. Gerch and Mrs. Johnson reviewed the bills.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Absent
Linda Richards:	Yea
Tresha Rodgers:	Yea

#### Board Members' Update

Board members Mrs. Rodgers, Mrs. Richards, Mrs. Johnson and Dr. Irwin attended the Nebraska School Boards Association annual meeting held in San Antonio this past week came back to Ralston with a great deal of useful information. Mrs. Johnson congratulated the eleven students going to National History Day. Dr. Irwin thanked the teachers for all they do for National Library week.

#### Superintendent Report

Dr. Mark Adler introduced the District's three new elementary building principals. Ashley Tomjack will be assigned to Blumfield Elementary; Ashley Holmes will be assigned to Wildewood Elementary; and Andrew Mather will be assigned to Karen Western Elementary. Eight High School HOSA students will be attending an International Conference. Two High School students in FCCLA (Culinary Team) are going to Georgia for nationals.

#### Early Redemption of 2010 Build America Bonds

Mr. Buckingham and Scott Keene shared information with the Board about the opportunity to make an early payment on the District BAB's (Building America Bonds). The proposed payment would be \$900,000.00 taking away 3-4 years worth of payments. This would save on interest in the amount of \$197,460.00. This discussion will continue at the next board meeting.

#### Legal Update

Dr. Adler and our attorney, Margaret Hersheiser, provided a legal update to the Board of Education. This legal update is part of the continuing board development process.

Student Performance Data Analysis Review

Ms. Wilken discussed current procedures used across the District as it relates to student performance data analysis review. Ms. Wilken shared the MAP reports that the District uses.

Tresha Rodgers left the meeting at 7:35 p.m.

Technology Plan Update

Mr. Buckingham and Mr. Fink provided an update on the District Technology Plan in regards to IT, governance, hardware and infrastructure.

Government Relations Update

Mrs. Richards updated the Board regarding LB998 and LB1067. The legislative session is close to wrapping up for 2018.

Policy 3038 – Certification Fees

Motion to approve policy 3038 as presented to the Board for approval passed with a motion from Mrs. Johnson and a second by Mrs. Gerch.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Absent
Linda Richards:	Yea
Tresha Rodgers:	Absent

Policy 5008 – Pregnant and Parenting Students

Motion to approve policy 5008 as presented to the Board for approval passed with a motion from Mrs. Johnson and a second by Dr. Irwin.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Absent
Linda Richards:	Yea
Trisha Rodgers:	Absent

Adjourn

Motion to adjourn meeting at 8:46 PM passed with a motion by Mrs. Johnson and a second by Dr. Irwin.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Absent
Linda Richards:	Yea
Tresha Rodgers:	Absent

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Mrs. Linda Richards, President

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Mrs. Deb Gerch, Secretary

6349 Cedar Plaza, Apt. 319  
Omaha, NE 68106  
[kyliemurcek@gmail.com](mailto:kyliemurcek@gmail.com)

April 14, 2018

Mike Rupprecht  
8545 Park Drive  
Ralston, NE 68127

Dear Dr. Rupprecht,

Please accept this letter as part of my resignation at the end of the 2017-2018 school year. Due to accepting a teaching position with another district, I must resign from Ralston at the end of the current school year. I have enjoyed my first year in Ralston Public Schools. Blumfield gave me my first teaching assignment in which I had just graduated from college. Thank you for the opportunity to develop my teaching experience.

Sincerely,

A handwritten signature in cursive script that reads "Kylie Murcek".

Kylie Murcek

# **Danielson Framework for Teaching**

April 23, 2018



# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

### 1a Demonstrating Knowledge of Content and Pedagogy

- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

### 1b Demonstrating Knowledge of Students

- Child and adolescent development
- Learning process
- Special needs
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage

### 1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

### 1d Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

### 1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

### 1f Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

## DOMAIN 2: The Classroom Environment

### 2a Creating an Environment of Respect and Rapport

- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

### 2b Establishing a Culture for Learning

- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

### 2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

### 2d Managing Student Behavior

- Expectations
- Monitoring student behavior
- Response to student misbehavior

### 2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and use of physical resources

## DOMAIN 4: Professional Responsibilities

### 4a Reflecting on Teaching

- Accuracy
- Use in future teaching

### 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Noninstructional records

### 4c Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

### 4d Participating in a Professional Community

- Relationships with colleagues
- Participation in school and district projects
- Involvement in culture of professional inquiry
- Service to the school

### 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

### 4f Showing Professionalism

- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulation

## DOMAIN 3: Instruction

### 3a Communicating With Students

- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

### 3b Using Questioning and Discussion Techniques

- Quality of questions/prompts
- Discussion techniques
- Student participation

### 3c Engaging Students in Learning

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

### 3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

### 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence



# The Implementation Journey

- AdvancEd Required Action - define an instructional framework
- Selected Danielson under Dr. Gibbs' leadership
  - Aligned with organizational beliefs
    - Supports professional growth mindset
    - Empowers teachers to improve student learning
    - Engenders trust through
      - common language
      - improvement goals
      - collaborative dialogue
    - Provides clear standards of performance
- Implemented districtwide for 2 years



# Core Belief Alignment within the Teacher Evaluation Model

Ralston Public Schools believes that an effective teacher supervision and evaluation system must **support teacher growth and performance** while simultaneously **enhancing student learning**. This evaluation system must be **fair, accurate, reliable, transparent** and built on a foundation of **empowerment and trust**. The effective implementation of the evaluation system can only occur in an atmosphere that encourages **collaborative dialogue** and **enhanced professional practice of all educators** in our schools.

Ralston Public Schools believes that professionals who have demonstrated professional competency through their probationary phases of evaluation and exhibit a **growth mindset** in **developing their craft** are trusted to explore and direct their own professional development.



**Ralston Public Schools**  
**Framework for Teaching, Supervision & Evaluation**



	<b>Probationary / Experienced Formal Years</b> <b>P1, P2, P3, CADRE / E3</b>	<b>Experienced Self-Directed Years</b> <b>E1, E2</b>
<b>Observation Requirements Each Semester</b>	<p><b>Fall (due December 15)</b>            1 formal observation            additional informal or walkthrough observations (as determined by evaluator)</p> <p><b>Spring (due April 15)</b>            1 formal observation (P1, P2, P3, CADRE ONLY)            1 informal observation (E3 ONLY)            additional informal observations or walkthroughs (as determined by evaluator)</p>	<p><b>Fall (due December 15)</b>            1 <u>walkthrough</u> observation            additional informal observations or walkthroughs (as determined by evaluator or built into action plan)</p> <p><b>Spring (due April 15)</b>            1 <u>walkthrough</u> observation            additional walkthrough observations (as determined by evaluator or built into action plan)</p>
<b>Year-in-Review Overview / Timeline of Process</b>	<p><b>Step 1:</b> Complete a <i>Probationary Year 1 Self-Assessment &amp; Goal Setting</i> document (P1 &amp; CADRE) <b>due by September 15</b>. Share with evaluator prior to first formal observation. All other staff (P2, P3, &amp; E3) should review the <i>End of the Year Self-Assessment</i> from May due <b>by September 15</b>.</p> <p><b>Step 2:</b> Collect evidence throughout the year on all components via observations. Evidence collection includes, but is not limited to, lesson plans, observations, and artifact examinations. Fall observations are <b>due by December 15</b>. Spring observations are <b>due by April 15</b>.</p> <p><b>Step 3:</b> Complete <i>End of the Year Self-Assessment</i> <b>due by May 1</b>. Initiate and engage in a reflective summative evaluation conversation with evaluator <b>due by May 1</b>. Summative evaluation from evaluator <b>due by May 15</b>.</p>	<p><b>Step 1:</b> Staff should review the <i>End of the Year Self-Assessment</i> and develop the Self-Directed Action Plan <b>by September 15</b>.</p> <p><b>Step 2:</b> Collect evidence throughout the year on all components via observations. Evidence collection includes, but is not limited to, lesson plans, observations, and artifact examinations. Fall observations are <b>due by December 15</b>. Spring observations are <b>due by April 15</b>.</p> <p><b>Step 3:</b> Complete reflective portion of the <i>Self-Directed Action Plan Reflection &amp; Summative Evaluation</i> document <b>due by May 1</b>. Initiate and engage in a reflective summative evaluation conversation with evaluator <b>due by May 1</b>. Summative evaluation from evaluator <b>due by May 15</b>.</p>

Ralston Public Schools  
 Framework for Teaching, Supervision & Evaluation



P1 & CADRE At-a-Glance

Component of Evaluation Process	Items to Complete	Time Needed	Window of Time to Complete
<b>Beginning of the Year Self-Assessment Conversation</b>	<ul style="list-style-type: none"> <li>• <i>Probationary Year 1 Self-Assessment &amp; Goal Setting</i></li> <li>• Schedule conversation</li> </ul>	30 minutes	Beginning of school year - September 15th
<b>Formal Observation #1 w/ Planning &amp; Reflective Conversations</b>	<ul style="list-style-type: none"> <li>• Add lesson plan, complete <i>Planning Conversation Reflection, Review Observation Evidence, Reflective Conversation</i> questions</li> <li>• Schedule observation and conversations</li> </ul>	Planning Conversation: 10-15 minutes Observation: 40 minute minimum (elementary) or 1 period (middle/high school) Post-conference: 20-30 minutes	Beginning of school year - December 15th
<b>Formal Observation #2 w/ Planning &amp; Reflective Conversations</b>	<ul style="list-style-type: none"> <li>• Add lesson plan, complete <i>Planning Conversation Reflection</i> section, Review <i>Observation Evidence</i> section, <i>Reflective Conversation</i> section</li> <li>• Schedule observation and conversations</li> </ul>	Observation: 40 minute minimum (elementary) or 1 period (middle/high school) Planning Conversation: 10-15 minutes Post-conference: 20-30 minutes	January 1st - April 15th
<b>End of the Year Self-Assessment Conversation/ Summative Evaluation</b>	<ul style="list-style-type: none"> <li>• End of the Year Self-Assessment &amp; Reflection</li> <li>• Schedule conversation</li> </ul>	15-20 minutes	Due by May 15th

Refer to the Framework for Teaching, Supervision & Evaluation document for specifics. Staff are responsible for scheduling conversations/observations with evaluators. All documents are electronically signed upon completion.



# Alignment with Principal Framework

1. Vision for Learning
2. Developing Relationships
3. Continuous School Improvement
4. Instructional Leadership
5. Staff Leadership
6. Systems Management
7. Culture for Learning
8. Professional Ethics & Advocacy





**Ralston**  
**PUBLIC SCHOOLS**

# **Principal Evaluation System**

**Board of Education Policy: 4030**  
**AdvancED Standard: Leadership Capacity**

*Policy Approved--July 2016*

**4030****Evaluation of Certified Employees**

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

## **AdvancED Domain 1: Leadership Capacity**

### **Purpose:**

The principal evaluation system is designed to provide principals with direction for professional growth and feedback on performance. The quality indicators provided in this document are intended to provide the principal and the evaluator a guide for performance review and a format for professional conversation.

### **Quality Indicators:**

~~Vision, Instruction, and Management are the three categories for principal review. Each category is divided into sub-categories with indicators for performance. The evaluator will rate performance by category and sub-category. A principal receiving an ineffective rating in one of the three categories will be placed on a plan of assistance.~~

~~The quality indicators for each subcategory are intended to provide guidance for the principal and evaluator in determining professional performance, professional growth, and points of emphasis. It should be understood that all principals will have areas of strength as well as growth areas. The evaluator will make a performance determination of the categories based on the sub-category judgments.~~

### **Effective Practices:**

~~There are eight effective practices within the Principal Framework. The evaluator will rate performance by category.~~

~~The effective practices are intended to serve as guidance for the principal and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that all principals will have areas of strength and growth. The evaluator will make an overall performance determination based on the eight effective practices in the principal framework.~~

- ~~1. Vision for Learning~~
- ~~2. Developing Relationships~~
- ~~3. Continuous School Improvement~~
- ~~4. Instructional Leadership~~
- ~~5. Staff Leadership~~
- ~~6. Systems Management~~
- ~~7. Culture for Learning~~
- ~~8. Professional Ethics & Advocacy~~

### **Evaluation Cycle and Required Documentation:**

Probationary principals shall be observed and evaluated at least once each semester. Permanent or tenured principals shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the principal or in the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less

than 40 minutes. A formative evaluation will be completed in the middle of the year, at the same time the principal completes the self-reflection. A summative evaluation will be completed at the end of the year, as the same time the principal completes an end of year self-reflection. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. The evaluation culminates in a final summative evaluation. The final summative evaluation requires the completion of the *Principal Summative Evaluation form*, which is based upon the completion of a *Principal Summary Evaluation Rating Form* from each completed observation. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the principal being evaluated and will be kept on file in the Office of the Superintendent.

### **Principal Evaluation Rating Scale**

<b>Rating Scale</b>	<b>Points Earned</b>	<b>Increase</b>
3 - Distinguished	31-36	3.0%
2 - Proficient	24-30	2.0%
1 - Basic	15-23	1.0%
0 - Unsatisfactory	0-14	0.0%

### **Base Salary and Performance Pay Structure**

All principals and assistant principals will be evaluated using the Ralston Public Schools Principal Evaluation System. Evaluations of building level principals will be conducted by the superintendent or a cabinet level designee. All assistant principals will be evaluated by the principal in their building in cooperation with a superintendent or a cabinet level designee. All evaluations will be conducted using the prescribed principal evaluation system. Evaluations should be completed prior to July 1<sup>st</sup> of each year.

### **Base Salary and Annual Evaluation Increases**

Upon accepting a principal position with the Ralston Public Schools the superintendent will set a starting salary that will be referred to as your starting base salary. Principals and assistant principals will earn annual base salary increases based upon the results of their evaluation. Base salary increase percentages are listed in the principal evaluation rating scale. Base salary increases will be figured only on a principal's base salary and will not include any performance pay that was potentially earned. The Board of Education reserves the authority to suspend annual increases in tight financial times. Even if base salary increases are frozen, all principals will still be evaluated annually.

**Principal Pay for Performance Structure**

All principals and assistant principals have the opportunity to earn additional pay above their annual base salary for meeting or exceeding student academic performance targets for the buildings in which they serve. The performance data to determine additional pay will be validated through the appropriate testing agencies or the Nebraska Department of Education. Performance pay will be paid to principals and assistant principals in one or two annual installments depending on the size of the payment and employee preference. Performance pay will not be included in annual base salary computations.

**EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.**

<b>Unsatisfactory</b>	<b>Basic</b>
<p>The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>	<p>The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student wellbeing.</p>
<ul style="list-style-type: none"> <li>● Rarely collaborates with school staff and the community to define and build commitment to the vision and core values of the school.</li> <li>● Ineffectively communicates the vision and core values of the school to the staff and community.</li> <li>● Fails to use the vision and core values to establish goals for teaching and learning.</li> <li>● Fails to design and implement instructional and organizational practices aligned to the vision and core values of the school.</li> <li>● Fails to model and pursue the school's vision and core values in all aspects of leadership, and fails to utilize the vision and core values to inform decision-making.</li> <li>● Makes minimal effort or fails to ensure vision and core value alignment with district, state, and federal policies.</li> <li>● Haphazardly reviews and revises the vision and core values.             <ul style="list-style-type: none"> <li>○ Unilaterally develops the vision and core values or bases them on limited information and perspective.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaborates sporadically with members of the school community in order to build commitment to the school's vision and core values.</li> <li>● Communicates the vision and core values to the school and community on a limited basis</li> <li>● Ineffectively uses the vision and core values to establish goals for teaching and learning.</li> <li>● Inconsistently designs and implements instructional and organizational practices aligned to the vision and core values of the school.</li> <li>● Inconsistently models and pursues the school's vision and core values in all aspects of leadership, with inconsistent utilization of vision and core values as a basis for decision-making.</li> <li>● May not ensure that the vision and core values are aligned to district, state, and federal policies. Is not systematic in reviewing and revising the vision and core values of the school.             <ul style="list-style-type: none"> <li>○ Conducts a limited analysis of information about school demographics, practices and outcomes, in order to develop the school's vision and core values.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.**

<b>Proficient</b>	<b>Distinguished</b>
<p>The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.</p>	<p>The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being</p>
<ul style="list-style-type: none"> <li>● Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.</li> <li>● Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.</li> <li>● Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.</li> <li>● Designs and implements instructional and organizational practices aligned to the vision and core values of the school.</li> <li>● Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decisionmaking.</li> <li>● Ensures that the vision and core values are aligned to district, state, and federal policies.</li> <li>● Systematically reviews the vision and core values and revises as appropriate.             <ul style="list-style-type: none"> <li>○ Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Consistently collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the school (1.a, 1.b).</li> <li>● Continuously and widely communicates the vision and core values in order to establish high expectations for student performance and well-being (1.c).</li> <li>● Diligently and effectively uses the vision and core values to collaboratively develop rigorous and measurable goals for teaching and learning (1.d).</li> <li>● Diligently and effectively designs and implements instructional and organizational practices aligned to the vision and core values of the school (1.d).</li> <li>● Builds ownership and a sense of efficacy in staff as they work toward goal achievement (1.f). Diligently models and pursues the school's vision and core values in all aspects of leadership, using the school's vision as the basis for decision-making (1.g).</li> <li>● Ensures the vision and core values are aligned to district, state, and federal policies. Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the school (1.e).             <ul style="list-style-type: none"> <li>○ Systematically and comprehensively analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student’s academic success and wellbeing.**

<b>Unsatisfactory</b>	<b>Basic</b>
<p>The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community. The principal fails to build support for the school’s vision and core values. The principal fails to realize the potential for promoting the school vision and supporting student’s academic success and well-being.</p>	<p>The principal attempts to develop positive and productive relationships with students, staff, families and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student’s academic success and well-being is not fully realized.</p>
<ul style="list-style-type: none"> <li>● Fails to build family and community relationships that support the vision and core values of the school.</li> <li>● Often fails to be approachable, accessible, and welcoming to families and members of the community.</li> <li>● Employs a limited number of personal and public communication strategies, communication is primarily one way, and the principal does little to seek diverse perspectives.</li> <li>● Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the school and between school and community are often negative.</li> <li>● Only limited efforts are made to engage families and the community in the learning process.             <ul style="list-style-type: none"> <li>○ Has not developed the school as a community center or resource for families and community members.</li> <li>○ Does not maintain an active presence in the community and rarely attempts to understand its strengths and needs, and engage its resources for the school.</li> <li>○ Makes little use of the community's cultural, social, and intellectual resources.</li> <li>○ Is not particularly aware of the community's culture and makes little effort to increase his/her understanding.</li> <li>○ Has limited contact with community leaders and makes little effort to build partnerships.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Attempts to engage in conversations and other activities throughout the school and community in order to develop positive and effective relationships and advocate publicly for the importance of education, student needs, and educational priorities. Is generally approachable, accessible, and welcoming to families and members of the community.</li> <li>● Employs some effective personal and public communication strategies and provides information to staff and families, but communication tends to be routine and one-way and only limited effort is made to seek diverse perspectives.</li> <li>● Works at developing an environment of respect and understanding within the school, but efforts are inconsistent or not fully effective.</li> <li>● Makes some effort to engage families and the community in the learning process, but a stronger effort is needed in order to achieve effective results.             <ul style="list-style-type: none"> <li>○ Beginning to promote the school as a community center and resource for families and community members.</li> <li>○ Maintains a limited presence in the community and attempts to understand its strengths and needs, and engage its resources for the school.</li> <li>○ Is somewhat cognizant of the community's culture and makes an effort to increase his or her understanding, but a stronger effort is needed in order to be effective.</li> <li>○ Developing an ability to identify the community's cultural, social, and intellectual resources, and make use of them to strengthen the school and promote student learning and well-being.</li> <li>○ Is developing relationships with community leaders but is not yet creating strategic partnerships to benefit the school.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student’s academic success and well-being.**

Proficient	Distinguished
<p>The principal develops positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student’s academic success and well-being.</p>	<p>The principal places a high priority on developing positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student’s academic success and well-being.</p>
<ul style="list-style-type: none"> <li>● Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.</li> <li>● Is approachable, accessible, and welcoming to families and members of the community.</li> <li>● Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.             <ul style="list-style-type: none"> <li>○ Seeks a range of diverse perspectives on school issues.</li> </ul> </li> <li>● Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school.</li> <li>● Encourages active family and community participation in the learning process to support student academic success and wellbeing.             <ul style="list-style-type: none"> <li>○ Promotes the school as a community center and resource for families and community members.</li> <li>○ Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school.</li> <li>○ Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.</li> <li>○ Makes use of the community's cultural, social, and intellectual resources to strengthen the school and promote student learning and school improvement.</li> <li>○ Creates strategic partnerships with business, religious, political, and other community leaders to promote student learning and well-being.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. (8.b; 8.h; 8.i)</li> <li>● Is highly approachable, accessible, and welcoming to families and members of the community. (8.a)</li> <li>● Employs a wide variety of effective communication strategies, both personal and public, to keep students, staff, families, and the community informed and involved in the life of the school and to seek their perspectives on issues affecting the school. (8.c, 8.e)             <ul style="list-style-type: none"> <li>○ Ensures a wide range of diverse perspectives on school issues.</li> </ul> </li> <li>● Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity.</li> <li>● Encourages active family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student academic success and well-being. (8.e; 8.h)</li> <li>● Promotes the school as a community center and resource for families and community members, and develops programs and activities to enhance family and community member commitment to the school. (8.g)             <ul style="list-style-type: none"> <li>○ Maintains a strong and continuous presence in the community in order to understand its strengths and needs, and engage its resources for the school. (8.d)</li> <li>○ Has a deep understanding of the community's culture and how it impacts student learning. (8.f)</li> <li>○ Seeks out and draws frequently upon the community's cultural, social, and intellectual resources in order to strengthen the school and improve learning opportunities for students. (8.f)</li> <li>○ Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the school and its students. (8.j)</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.**

<b>Unsatisfactory</b>	<b>Basic</b>
<p>The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.</p>	<p>The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.</p>
<ul style="list-style-type: none"> <li>● Fails to collect and review student achievement and behavior data to identify improvement efforts and/or inform decision making.</li> <li>● Fails to collaborate effectively with the school community to set goals, develop, implement, and monitor action plans.               <ul style="list-style-type: none"> <li>○ Approves action plans that may not include research-based instructional practices to improve teaching and learning.</li> <li>○ Makes little attempt to ensure that team and individual teacher goals are aligned with building improvement plans.</li> <li>○ Ineffectively collaborates with staff throughout the continuous improvement process.</li> </ul> </li> <li>● Makes little attempt to build the capacity of staff through professional development efforts that align with the school improvement plan.</li> <li>● Is not effective in promoting leadership among teachers and staff.</li> <li>● Rarely monitors and analyzes progress on the improvement plan.               <ul style="list-style-type: none"> <li>○ Fails to engage the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement</li> <li>○ Fails to align the building school improvement plan with district, state, and federal requirements.</li> </ul> </li> <li>● Makes little use of technology to increase school efficiency and effectiveness.               <ul style="list-style-type: none"> <li>○ Is not effective in managing the process of change within the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collects and reviews a limited amount of student achievement and behavioral data to identify improvement efforts, and infrequently utilizes results to inform decision-making.</li> <li>● Collaborates on a limited basis with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.               <ul style="list-style-type: none"> <li>○ Creates action plans that may or may not include research-based instructional practices to improve teaching and learning.</li> <li>○ Attempts to ensure that team and individual teacher goals are aligned with building improvement plans, but may do so inconsistently.</li> </ul> </li> <li>● Attempts to build the capacity of staff through professional development efforts that align with the school improvement plan.               <ul style="list-style-type: none"> <li>○ Is less than fully effective in promoting leadership among teachers and staff. Infrequently monitors and analyzes progress on the school improvement plan, and makes limited appropriate adjustments.</li> <li>○ Attempts, on a limited basis, to engage the school community in a process of evidence-based inquiry, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.</li> <li>○ Aligns the school improvement plan only partially with district, state, and federal requirements. Makes some use of technology, which may or may not increase school efficiency and effectiveness.</li> <li>○ Is less than fully effective in managing the process of change within the school.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.**

<b>Proficient</b>	<b>Distinguished</b>
<p>The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well-being, and greater school effectiveness.</p>	<p>In collaboration with members of the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.</p>
<ul style="list-style-type: none"> <li>● Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.</li> <li>● Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.             <ul style="list-style-type: none"> <li>○ Creates action plans that include research-based instructional practices to improve teaching and learning.</li> <li>○ Ensures that team and individual teacher goals are systematically aligned with building improvement plans.</li> </ul> </li> <li>● Aligns professional development efforts with the school improvement plan.             <ul style="list-style-type: none"> <li>○ Promotes leadership and builds capacity among teachers and staff.</li> </ul> </li> <li>● Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.             <ul style="list-style-type: none"> <li>○ Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.</li> <li>○ Ensures alignment of building improvement plans with state and federal requirements. Uses technology to increase school efficiency and effectiveness.</li> <li>○ Effectively manages the process of change within the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Systematically collects and routinely analyzes multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information. (10.a, 10.b, 10.g)</li> <li>● Collaborates systematically with staff, students, parents, and community members to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. (10.d, 10.c)             <ul style="list-style-type: none"> <li>○ Fosters the development of action plans that include research-based instructional practices to improve teaching and learning. (10.e)</li> <li>○ Ensures that team and individual teacher goals are systematically aligned with building improvement plans and are frequently monitored to ensure improved student learning. (10.h)</li> </ul> </li> <li>● Aligns extensive professional development efforts with the school improvement plan, and focuses on changing adult behaviors that lead to higher levels of student learning. (10.f)             <ul style="list-style-type: none"> <li>○ Strategically promotes leadership and builds capacity among teachers and staff. (10.j)</li> </ul> </li> <li>● Continuously monitors and analyzes progress on the improvement plan and makes appropriate adjustments. (10.a, 10.b)             <ul style="list-style-type: none"> <li>○ Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. (10.c)</li> <li>○ Ensures alignment of building improvement plans with state and federal requirements. (10.h)</li> </ul> </li> <li>● Uses technology in innovative ways to increase school efficiency and effectiveness. (10.g)</li> <li>● Effectively leads the process of change within the school, including managing uncertainty and risk and the politics of change. (10.i)</li> <li>● May serve as a resource for other schools in school improvement plan development, implementation, and monitoring.</li> </ul>

**EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.**

Unsatisfactory	Basic
<p>The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.</p>	<p>The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>
<ul style="list-style-type: none"> <li>● Works ineffectively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.               <ul style="list-style-type: none"> <li>○ Does not ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.</li> <li>○ Fails to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.</li> </ul> </li> <li>● Collects student data for reporting purposes, but fails to use it to inform instructional decision-making or improve achievement.               <ul style="list-style-type: none"> <li>○ Rarely communicates with staff on the improvement of the curricular and instructional program.</li> <li>○ Demonstrates very limited knowledge of curriculum and research-based instructional practices.</li> <li>○ Makes little effort to ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.</li> <li>○ Fails to ensure or support employment of assessments that are technically sound and consistent with best practices.</li> </ul> </li> <li>● Rarely holds self and staff accountable for the growth of student achievement across the curriculum.</li> <li>● Makes little effort to protect instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>● Works intermittently with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.               <ul style="list-style-type: none"> <li>○ Does not consistently ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.</li> <li>○ Inconsistently coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. Inconsistently monitors instructional practices and may not use collected data to inform instructional decision-making.</li> <li>○ Is inconsistent in communication with staff on the improvement of curricular, instructional, and assessment programs.</li> <li>○ Demonstrates limited knowledge of curriculum and research-based instructional practices.</li> <li>○ Does not consistently ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.</li> <li>○ May not always ensure or support employment of assessments that are technically sound and consistent with best practices.</li> </ul> </li> <li>● Only intermittently holds self and staff accountable for the growth of student achievement across the curriculum. Makes limited efforts to protect instructional time.</li> </ul>

**EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.**

Proficient	Distinguished
<p>The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.</p>	<p>The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.</p>
<ul style="list-style-type: none"> <li>● Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.           <ul style="list-style-type: none"> <li>○ Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.</li> <li>○ Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.</li> </ul> </li> <li>● Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.           <ul style="list-style-type: none"> <li>○ Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation.</li> <li>○ Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.</li> <li>○ Supports that instructional practice is intellectually challenging, differentiated, and personalized.</li> <li>○ Supports employment of assessments that are technically sound and consistent with best practices.</li> </ul> </li> <li>● Holds self and staff accountable for the growth of student achievement across the curriculum. Protects instructional time in order to maximize learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Works extensively with staff to analyze student achievement and program data to evaluate and make informed decisions regarding curriculum, instructional practices, and assessment programs.           <ul style="list-style-type: none"> <li>○ Ensures that the curriculum is based on district, state, and other appropriate content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. (4.a)</li> <li>○ Coordinates extensive systems of curriculum, instruction, and assessment in a highly effective manner in order to promote academic achievement, effective learner behaviors, and a respect for learning among students. (4.b)</li> <li>○ Ensures efficient use of data to inform instructional decisions to meet the needs of all learners. (4.g)</li> </ul> </li> <li>● Effectively monitors instructional staff through coaching and collaboration in order to implement consistently high quality instructional practices.           <ul style="list-style-type: none"> <li>○ Ensures systematic delivery of actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation.</li> <li>○ Promotes consistently high quality teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. (4.c, 4.d)</li> <li>○ Ensures that instructional practice is intellectually challenging, differentiated, and personalized. (4.c, 4.d)</li> <li>○ Ensures that assessments are technically sound and consistent with best practices. (4.f)</li> </ul> </li> <li>● Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning, which includes holding all professional staff accountable for student learning outcomes.</li> <li>● Prioritizes protection of instructional time in order to maximize learning. (9.e)</li> </ul>

**EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.**

Unsatisfactory	Basic
<p>The principal fails to effectively recruit, hire, retain, develop, support and lead high quality teachers and support staff in ways that accord with the school's vision and core values. The principal's personnel practices are ineffective, and a high functioning professional community has not been formed.</p>	<p>The principal's understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.</p>
<ul style="list-style-type: none"> <li>● Fails to establish clear expectations for all staff members.               <ul style="list-style-type: none"> <li>○ Does not empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.</li> <li>○ Does not hold staff accountable for student success based on high expectations and professional standards.</li> </ul> </li> <li>● Does not use effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.               <ul style="list-style-type: none"> <li>○ Does not effectively manage staff turnover and succession, consistently missing opportunities for effective induction and mentoring of new personnel.</li> </ul> </li> <li>● Is ineffective in fostering workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.               <ul style="list-style-type: none"> <li>○ Does not engage in continuous learning and professional growth opportunities.</li> <li>○ Fails to create a collaborative team culture for professional and support staff members.</li> <li>○ Fails to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.</li> <li>○ Does not provide effective mentoring opportunities to build staff leadership.</li> </ul> </li> <li>● The performance evaluation system and professional development programs are lacking or ineffective., with inadequate supervision and evaluation of staff members and failure to provide timely feedback and/or support.</li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for staff members may lack clarity.               <ul style="list-style-type: none"> <li>○ Does not fully empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.</li> <li>○ Staff is only occasionally held accountable for student success based on high expectations and professional standards.</li> </ul> </li> <li>● Is inconsistent or only partially effective in using personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.               <ul style="list-style-type: none"> <li>○ Inconsistently or ineffectively manages staff turnover and succession, missing some opportunities for effective induction and mentoring of new personnel.</li> </ul> </li> <li>● Inconsistently fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.               <ul style="list-style-type: none"> <li>○ Occasionally engages in continuous learning and professional growth opportunities.</li> <li>○ Efforts to create a collaborative culture encouraging continuous individual growth and/or leadership development are not fully developed.</li> <li>○ Attempts to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth but is not fully effective in doing so.</li> <li>○ Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective.</li> <li>○ The performance evaluation system may not be fully effective, with inconsistent supervision and evaluation or lack of timely feedback and/or targeted support.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.**

<b>Proficient</b>	<b>Distinguished</b>
<p>The principal develops a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.</p>	<p>The principal builds a highly effective and engaged professional community within the school and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.</p>
<ul style="list-style-type: none"> <li>● Establishes clear expectations for all staff. -</li> <li>● Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.             <ul style="list-style-type: none"> <li>○ Consistently holds staff accountable for student success based on high expectations and professional standards.</li> </ul> </li> <li>● Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high quality professional and support staff.             <ul style="list-style-type: none"> <li>○ Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.</li> </ul> </li> <li>● Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.             <ul style="list-style-type: none"> <li>○ Engages in continuous learning and professional growth opportunities.</li> <li>○ Creates a collaborative team culture that encourages continuous individual growth and leadership development.</li> <li>○ Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.</li> <li>○ Provides effective mentoring opportunities to build staff leadership.</li> <li>○ Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for all staff are clear and consistent and support the school vision and core values.             <ul style="list-style-type: none"> <li>○ Consistently empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. (7.b; 7.c)</li> <li>○ Holds each staff member accountable for student success based on high expectations and professional standards. (7.d)</li> </ul> </li> <li>● The school's vision and core values form the basis for effective recruitment, selection, and development of staff. (6.a)</li> <li>● Participates in activities that encourage the entrance of high-quality candidates into the education profession. (6.a)             <ul style="list-style-type: none"> <li>○ Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. (6.b)</li> <li>○ Uses technology to make personnel practices more effective and to identify exceptional candidates for both teaching and support positions.</li> </ul> </li> <li>● Builds exemplary workplace conditions that promote a professional community that emphasizes professional development, sound instructional practices, and student learning. (6.f; 7a; 7.c)</li> <li>● Models continuous learning and professional growth for staff. (6.i)             <ul style="list-style-type: none"> <li>○ Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development. (6.d; 7.e; 7.g; 7.f)</li> <li>○ Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. (6.c)</li> <li>○ Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership. (6.g)</li> <li>○ Ensures highly effective supervision and performance evaluation programs that consistently provide each staff member with timely feedback and targeted support. (6.e)</li> </ul> </li> <li>● Is sought out by other administrators for guidance and effective models of staff leadership.</li> </ul>

**EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.**

<b>Unsatisfactory</b>	<b>Basic</b>
<p>The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.</p>	<p>The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.</p>
<ul style="list-style-type: none"> <li>● Ineffectively manages and monitors operations and administrative systems that promote the vision and core values of the school.</li> <li>● Fails to consistently and effectively allocate resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.             <ul style="list-style-type: none"> <li>○ Only sporadically acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.</li> <li>○ Budgeting and accounting practices are not effectively managed.</li> <li>○ Rarely manages staff resources effectively; fails to assign staff to roles that optimize professional capacity to address student needs.</li> </ul> </li> <li>● Fails to effectively monitor the school's site, facilities, services, and equipment.             <ul style="list-style-type: none"> <li>○ Does not maintain basic data designed to deliver actionable information for classroom and school improvement.</li> </ul> </li> <li>● Ignores, or leaves unresolved, problems and areas of conflict among staff.</li> <li>● Has very limited communication with community agencies about school safety issues.</li> <li>● Fails to develop procedures for the use of technology within the school.</li> <li>● Communicates on a very limited basis with policymakers as they develop regulations, policies, and laws that impact the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Sporadically manages and monitors operations and administrative systems that promote the vision and core values of the school.</li> <li>● Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.</li> <li>● The allocation may be inconsistent or less than fully effective.             <ul style="list-style-type: none"> <li>○ Generally acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.</li> <li>○ Engages at a basic level in competent budgeting and accounting practices.</li> <li>○ Attempts to manage staff resources effectively, assigning staff to roles to optimize professional capacity to address student needs.</li> </ul> </li> <li>● Adequately monitors the school's site, facilities, services, and equipment.             <ul style="list-style-type: none"> <li>○ Maintains some basic data in order to deliver actionable information for classroom and school improvement.</li> </ul> </li> <li>● Identifies and resolves problems and manages conflicts as a basic level.</li> <li>● Has some communication with community agencies about school safety issues.</li> <li>● Develops procedures for the use of technology within the school.</li> <li>● Communicates on a limited basis with policymakers as they develop regulations, policies, and laws that impact the school.</li> <li>● Ensures basic compliance with local, state, and federal mandates.</li> <li>● Monitors the impact of school law and regulations on the school community, but may not have a full understanding of these issues.</li> </ul>

**EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.**

Proficient	Distinguished
<p>The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.</p>	<p>The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.</p>
<ul style="list-style-type: none"> <li>● Manages and monitors operations and administrative systems that promote the vision and core values of the school.</li> <li>● Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.             <ul style="list-style-type: none"> <li>○ Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.</li> <li>○ Engages in effective budgeting and accounting practices.</li> <li>○ Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.</li> </ul> </li> <li>● Consistently and effectively monitors the school's site, facilities, services, and equipment.             <ul style="list-style-type: none"> <li>○ Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.</li> </ul> </li> <li>● Effectively identifies and resolves problems and manages conflicts.</li> <li>● Communicates at a proficient level with community agencies to provide a safe school environment.</li> <li>● Develops school-wide procedures for the effective use of technology within the school.</li> <li>● Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.</li> <li>● Ensures compliance with local, state, and federal mandates.</li> <li>● Monitors at the proficient level the impact of school law and regulations on the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● Effectively institutes, manages and monitors operations and administrative systems that promote the vision and core values of the school. (9.a)</li> <li>● Efficiently and effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.             <ul style="list-style-type: none"> <li>○ Always acts as a highly responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. (9.d)</li> <li>○ Engages in efficient and effective budgeting and accounting practices.</li> <li>○ Strategically manages staff resources, assigning staff to roles that optimize their professional capacity to address student needs. (9.b)</li> <li>○ Works with the larger school community to allocate additional resources to enhance the school's educational program. (9.c)</li> </ul> </li> <li>● Creates effective systems for the ongoing monitoring and improvement of the school's site, facilities, services, and equipment.             <ul style="list-style-type: none"> <li>○ Maintains data in a highly effective manner in order to deliver actionable information for classroom and school improvement. (9.g)</li> </ul> </li> <li>● Collaborates with staff and others to proactively identify and resolve problems and manage conflict. (9.k)</li> <li>● Develops partnerships with key community individuals and organizations in order to enhance a safe school environment. (9.i, 9.j)</li> <li>● Develops procedures for the effective use of technology within the school. (9.f)</li> <li>● Effectively guides and influences policymakers as they develop regulations, policies, and laws that impact the school. (9.h, 9.j)</li> <li>● Monitors the impact of school law and regulations on the school community. (9.h, 9.j)</li> <li>● Ensures compliance with local, state and federal mandates. (9.h)</li> </ul>

**EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.**

<b>Unsatisfactory</b>	<b>Basic</b>
<p>The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>	<p>The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.</p>
<ul style="list-style-type: none"> <li>● Expectations for student success are low and poor levels of student and staff performance are tolerated. As a result, the academic, physical, social and emotional growth of each student does not meet the standard.               <ul style="list-style-type: none"> <li>○ Does not work effectively with staff to build and maintain a safe, caring, and healthy school environment, and results are inconsistent.</li> <li>○ Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers.</li> <li>○ Does not demonstrate a recognition of and respect for diversity. Students' and the community's culture is not seen as an asset for teaching and learning.</li> </ul> </li> <li>● Makes little attempt to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent.</li> <li>● The school culture is not based on an environment of respect and rapport; relationships among students and between students and staff are poor.               <ul style="list-style-type: none"> <li>○ Student conduct is not addressed in a positive, fair, and unbiased manner.</li> </ul> </li> <li>● Recognition of student and staff achievement is rare.</li> <li>● Is rarely visible in the school and community.</li> <li>● Makes little effort to assess and modify the school climate and culture.</li> <li>● Makes only minimal efforts or fails to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.               <ul style="list-style-type: none"> <li>○ Uses a very few and limited indicators of student performance to assess the academic, physical, social and emotional development of each student.</li> <li>○ Provides a very limited system of academic and social supports and accommodations to meet student learning needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Expectations for student success may be lower than desirable and lower levels of student and staff performance are tolerated. The academic, physical, social and emotional growth of each student does not meet the standard.               <ul style="list-style-type: none"> <li>○ Works with staff to build and maintain a safe, caring, and healthy school environment, but results are inconsistent and student engagement is not consistently cultivated.</li> <li>○ May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them.</li> <li>○ Is not consistent in recognizing and respecting diversity; attempts to see students' and the community's culture as an asset for teaching and learning.</li> <li>○ Attempts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent.</li> <li>○ Attempts to foster an environment of respect and rapport, with positive, fair, unbiased responses to student conduct; results are inconsistent.</li> </ul> </li> <li>● Recognition of student and staff achievement is infrequent.</li> <li>● Maintains only a moderate level of visibility in the school and community.</li> <li>● Assessment of school climate and culture is not ongoing and few changes are made.</li> <li>● Attempts to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students but results are inconsistent.               <ul style="list-style-type: none"> <li>○ Uses a limited range of performance indicators to assess academic, physical, social and emotional development of each student.</li> <li>○ Provides a somewhat limited system of academic and social supports and accommodations to meet student learning needs.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.**

Proficient	Distinguished
<p>The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>	<p>The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</p>
<ul style="list-style-type: none"> <li>● Enhances the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.             <ul style="list-style-type: none"> <li>○ Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.</li> <li>○ Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them.</li> <li>○ Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning.</li> </ul> </li> <li>● Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.</li> <li>● Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.</li> <li>● Recognizes the accomplishments of students and staff.</li> <li>● Maintains a high level of visibility in the school and community.</li> <li>● Engages in ongoing assessment of the school climate and culture.</li> <li>● Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.             <ul style="list-style-type: none"> <li>○ Uses multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.</li> <li>○ Provides an effective system of academic and social supports and accommodations to meet student learning needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Enhances the academic, physical, social and emotional growth of each student by developing a shared culture of high expectations for student success. (3.e; 5.a; 3.f)             <ul style="list-style-type: none"> <li>○ Works effectively with staff and the larger school community to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. (5.d)</li> <li>○ Works effectively with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them. (3.e)</li> <li>○ Recognizes and respects diversity and promotes students' and the community's culture a vital asset for teaching and learning. (3.b, 5.f)</li> </ul> </li> <li>● Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. (3.a; 5.b; 5.e)</li> <li>● Fosters an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior and consistently addresses student conduct in a positive, fair, and unbiased manner. (3.d; 5e)</li> <li>● Recognizes and celebrates the accomplishments of students and staff.</li> <li>● Maintains a high level of visibility and demonstrates exceptional leadership in the school and community. (5.g, 5.h)</li> <li>● Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met. (5.g, 5.h)</li> <li>● Builds the capacity for staff to promote full and equitable access to curricular and extracurricular programs that address the needs, interests, and abilities of all students. (3.c)             <ul style="list-style-type: none"> <li>○ Builds the capacity for staff to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.</li> <li>○ Provides an effective system of academic and social supports and accommodations to meet student learning needs. (5.c)</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.**

<b>Unsatisfactory</b>	<b>Basic</b>
<p>The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.</p>	<p>The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.</p>
<ul style="list-style-type: none"> <li>● Fails to place children at the center of education and accept appropriate responsibility for each student's academic success and well-being.</li> <li>● Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards.               <ul style="list-style-type: none"> <li>○ May not always act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.</li> <li>○ May not always act according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.</li> </ul> </li> <li>● Fails to effectively hold others in the school community accountable for adhering to established standards of integrity and ethical behavior.</li> <li>● Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable.</li> <li>● Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff.</li> <li>● Fails to take into account others' perspectives of what is just, fair, and equitable in decision-making.</li> <li>● Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the school exists.               <ul style="list-style-type: none"> <li>○ Is not an effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Places children at the center of education and accepts appropriate responsibility for each student's academic success and wellbeing.</li> <li>● Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent.               <ul style="list-style-type: none"> <li>○ Generally acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.</li> <li>○ Generally acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.</li> </ul> </li> <li>● Does not always hold others in the school community accountable for demonstrating integrity and ethical behavior.</li> <li>● Generally treats others with dignity and respect, but may demonstrate some inconsistency.</li> <li>● May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources.</li> <li>● May not always take into account others' perspectives of what is just, fair, and equitable in decision-making.</li> <li>● May recognize the political, social, economic, legal, and cultural environment in which the school exists, but may not respond effectively to it.               <ul style="list-style-type: none"> <li>○ Is not a fully effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.</li> </ul> </li> </ul>

**EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.**

<b>Proficient</b>	<b>Distinguished</b>
<p>The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.</p>	<p>The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.</p>
<ul style="list-style-type: none"> <li>● Places children at the center of education and accepts appropriate responsibility for each student's academic success and wellbeing.</li> <li>● Models reflective practice, transparency, and ethical behavior.               <ul style="list-style-type: none"> <li>○ Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.</li> <li>○ Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.</li> </ul> </li> <li>● Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.</li> <li>● Treats others with dignity and respect.</li> <li>● Protects the established rights, access to equitable resources, and confidentiality of students and staff.</li> <li>● Strives to make decisions that are just, fair, and equitable.</li> <li>● Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists.               <ul style="list-style-type: none"> <li>○ Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Consistently places children at the center of education and accepts responsibility for each student's academic success and well-being. (2c)</li> <li>● Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors. (2.a; 2.b; 2.f)               <ul style="list-style-type: none"> <li>○ Consistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. (2.a)</li> <li>○ Consistently acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. (2.b)</li> </ul> </li> <li>● Models and holds others in the school community accountable for adhering to high standards of integrity and ethical behavior. (2.f)</li> <li>● Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise. (2.e)</li> <li>● Protects and advocates for the established rights and confidentiality of students and staff. (2.d)</li> <li>● Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable. (2.d)</li> <li>● Positively influences the political, social, economic, legal, and cultural environment in which the school exists.               <ul style="list-style-type: none"> <li>○ Advocates strongly for public policies that ensure access to appropriate and equitable resources for the education system and that support the vision and core values of the school.</li> </ul> </li> </ul>

<b>INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN</b>	
<b>Unsatisfactory</b>	<b>Basic</b>
The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
<b>Proficient</b>	<b>Distinguished</b>
The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance.

<b>OVERALL RATING</b>	
<b>Unsatisfactory</b>	<b>Basic</b>
In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<b>Proficient</b>	<b>Distinguished</b>
In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.

## Principal Formative/Summative Evaluation

Principal Name:

School:

Evaluator:

School Year:

Timeframe (Dropdown):

- Formative
- Summative

The evaluator will complete this evaluation document as part of the formative and summative evaluation process. Following the completion of the document, the principal and evaluator will meet to discuss the principal's performance on the eight effective practices.

<b>EFFECTIVE PRACTICE: (1) Vision for Learning.</b> The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (2) Developing Relationships.</b> The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (3) Continuous School Improvement.</b> The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (4) Instructional Leadership.</b> The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (5) Staff Leadership.</b> The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

<b>EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

**OVERALL RATING: (dropdown)**

- Unsatisfactory
- Basic
- Proficient
- Distinguished

**Summary of Effective Practices**

Areas of Strength:

Areas of Growth:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Principal Signature:

Evaluator Signature:

## Principal Self-Reflection

Principal Name:

School:

Evaluator:

School Year:

Timeframe (Dropdown):

- Beginning of Year (1st year only)
- Mid Year
- End of Year

The principal will complete this document as a reflective tool related to the Principal Framework. This will be shared at the initial goal setting meeting (new administrators only), mid year meeting, and at the end of the year meeting with the evaluator.

<b>EFFECTIVE PRACTICE: (1) Vision for Learning.</b> The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<b>EFFECTIVE PRACTICE: (2) Developing Relationships.</b> The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<b>EFFECTIVE PRACTICE: (3) Continuous School Improvement.</b> The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (4) Instructional Leadership.</b> The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<b>EFFECTIVE PRACTICE: (5) Staff Leadership.</b> The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

<b>EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<b>EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<b>EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<b>INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN</b>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

### Summary of Effective Practices

Areas of Strength:

Areas of Growth:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Principal Signature:

Evaluator Signature:

**Individual Professional Development Plan**

Principal Name:

School:

Evaluator:

School Year:

At the beginning of the first year for new administrators, and at the end of the previous year for returning administrators, principals will create an individual professional development plan. This plan will focus on the area the individual plans to further develop to grow their effective practices within the Principal Framework. The principal may elect to have one or two goal areas.

Professional Development Goal 1 (dropdown):

Vision for Learning

Developing Relationships

Continuous School Improvement

Instructional Leadership

Staff Leadership

Systems Management

Culture for Learning

Professional Ethics & Advocacy

Goal 1 Action Plan (include timeline and benchmarks):

Support/Resources Requested:

Measure of Progress:

Professional Development Goal 2 (dropdown):

Vision for Learning

Developing Relationships

Continuous School Improvement

Instructional Leadership

Staff Leadership

Systems Management

Culture for Learning

Professional Ethics & Advocacy

Goal 2 Action Plan (include timeline and benchmarks):

Support/Resources Requested:

Measure of Progress:

Principal Signature:

Evaluator Signature:



## ELL Program Review Planning Proposal 2018-2019

State LEP Allowance, 2017-2018: \$510,921 (\$601,083)

State LEP Allowance, 2018-2019: \$1,028,000 (\$1,209,613)

<b>Focus/Goal Area</b>	<b>2018-2019 Academic year</b>
<b>Professional Development</b>	\$125,000
<b>Curriculum, Instruction, &amp; Assessment for EL Students</b>	\$17,475
<b>Connecting with the Community</b>	\$37,000
<b>Districtwide ELL Program Plan</b>	\$302,000
<b>Total Plan Proposal</b>	<b>\$481,475 (Remaining: \$119,608)</b>



<b>Focus/Goal Area: Professional Development</b>					
<b>Action Step Overview</b>	<b>Timeline</b>	<b>Tasks/Activities Details</b>	<b>Budget - Overall</b>	<b>Budget - Materials</b>	<b>Budget - Personnel</b>
Provide professional learning opportunities to teachers on: <ul style="list-style-type: none"> <li>• Effective practices for working with EL students</li> <li>• Learning Targets</li> <li>• Utilization of current core material supplements for EL support</li> <li>• Emphasis on writing</li> </ul>	Staff Development Days - continuous  <b>YEAR 2-SPRING 2019</b>		\$80,000	\$5,000.00	\$75,000 (EL Instructional Coach/SY-WW Instructor)
EL Endorsement Cohort for General Education Teachers	Annual  <b>YEAR 1: 10 TEACHERS</b>  <b>YEAR 2: ASSESS STAFF INTEREST AND FUNDING</b>	April 2018: -Collaborated with Concordia and UNO ELL program administrators -Selected Concordia for the RPS ELL Cohort  Next Steps: Design and implement a recruiting and selection system for teachers to participate. Program will begin August 27, 2018.	\$45,000		\$4,500/person x 10



- Total Budget Overall: \$125,000
- Total Budget-Personnel: \$120,000
- Total Budget-Materials: \$5,000

<b>Focus/Goal Area: Curriculum, Instruction, &amp; Assessment for EL Students</b>					
<b>Action Step Overview</b>	<b>Timeline</b>	<b>Tasks/Activities Details</b>	<b>Budget - Overall</b>	<b>Budget - Materials</b>	<b>Budget - Personnel</b>
Utilize Fountas & Pinnell in 7th-12th grade EL Programming	<b>YEAR 1 AND ONLY</b>		\$1,950.00	F&P Benchmark Kit #1 & 2+ shipping = \$500/kit	Subs for training: 3 teachers @ one day = \$450
Ongoing PD and collaboration for National Geographic curriculum for EL teachers	<b>YEAR 1 AND ONLY</b>		\$450	\$0.00	Subs for peer coaching: 3 days @ \$150/day
Additional Resources through Cengage to support visual language learning	<b>YEAR 1 AND ONLY</b>		\$900	National Geographic Picture Vocabulary Cards - \$300/set	\$0.00
Rosetta Stone Licenses	<b>YEAR 1, CONTINUOUS</b>	Rosetta Stone contract will be up in July and will be set for continuance.	\$14,175	150 licenses x \$94.50 = \$14,175	\$0



		June 2018: Data will be analyzed to determine student usage, as well as need for the upcoming year.			
--	--	---	--	--	--

- Total Budget Overall: \$17,475
- Total Budget-Personnel: \$900
- Total Budget-Materials: \$16,575



<b>Focus/Goal Area: Connecting with the Community</b>					
<b>Action Step Overview</b>	<b>Timeline</b>	<b>Tasks/Activities Details</b>	<b>Budget - Overall</b>	<b>Budget - Materials</b>	<b>Budget - Personnel</b>
Restructure allocation and job description for the Family & Community Liaison creating an elementary and secondary position	August 2018 <b>YEAR 1</b>	April 23, 2018: Job Description for the Community Liaison developed and communicated to Dr. Rupprecht.  May 2018: Advertise Community Liaison position and complete the hiring process.	\$30,000		Hourly salary and benefits: \$30,000
Language Line-interpreting phone service	August 2018 <b>YEAR 1</b>	March 2018: Collaboration with Language Line administrators to discuss services, contracts, and fees.  June/July 2018: Complete the contract setup with Language Line.  August/September 2018: Train building secretaries and ELL teachers on Language Line functions and services.	\$2,000		\$1 per minute. Estimate: \$2,000 annually
Adult English Classes	August 2018 <b>YEAR 1 AND ONLY (cost)</b>		\$5,000	TBD - dependent on materials selected,	\$0.00 (included in responsibilities of the Family &



				estimate \$5,000/level	Community Liaison)
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- Total Budget Overall: \$37,000
- Total Budget-Personnel: \$30,000
- Total Budget-Materials: \$7,000

<b>Focus/Goal Area: Districtwide ELL Program Plan</b>					
<b>Action Step Overview</b>	<b>Timeline</b>	<b>Tasks/Activities Details</b>	<b>Budget - Overall</b>	<b>Budget - Materials</b>	<b>Budget - Personnel</b>
Develop a weighted caseload formula	August 2018 <b>YEAR 1</b>	May 2018: Review weighted caseload document presented from Susan Mayberger and OPS.	\$0.00		
Additional Instructional Opportunities for EL's	<b>YEAR 1: 1 MB, 1 BL, 1 community liaison</b> <b>YEAR 2: 1 RMS, 1 Instructional Coach/SY/WW</b> <b>YEAR 3: 0.5</b>	April 2018: Pending Board approval for hire, candidates have been selected for 1 FTE at Blumfield and 1 FTE at Mockingbird. Teachers to replace Jeremy Mathis (BL) and Paige Bowder (RHS) have also been selected.	\$300,000		\$60,000/person x 5 staff  +1.5 @ MB (3) +0.5 @ KW (1) + 1 @ RMS (2) +1 @ RHS (3) +1 @ BL (2) + .25 @ ME (1) + 0 @ WW (.20)



	<b>KW, 0.5 MB, 1 RHS</b>				+ 0 @ SY (.05)
Attendance at a child's neighborhood school for EL services	<b>YEAR 2</b>		*see line item above		
Review of Course Sequence and Offerings at RMS/RHS	<b>YEAR 1: RMS YEAR 2: RHS</b>		\$0.00		
Transition Criteria for Newcomer Program in 7-12th grade	<b>YEAR 1: RMS YEAR 2: RHS</b>		\$2,000		\$2,000 - staff curriculum work

- Total Budget Overall: \$302,000
- Total Budget-Personnel: \$302,000
- Total Budget-Materials: \$0.00



## Option Enrollment Board Report April 23, 2018

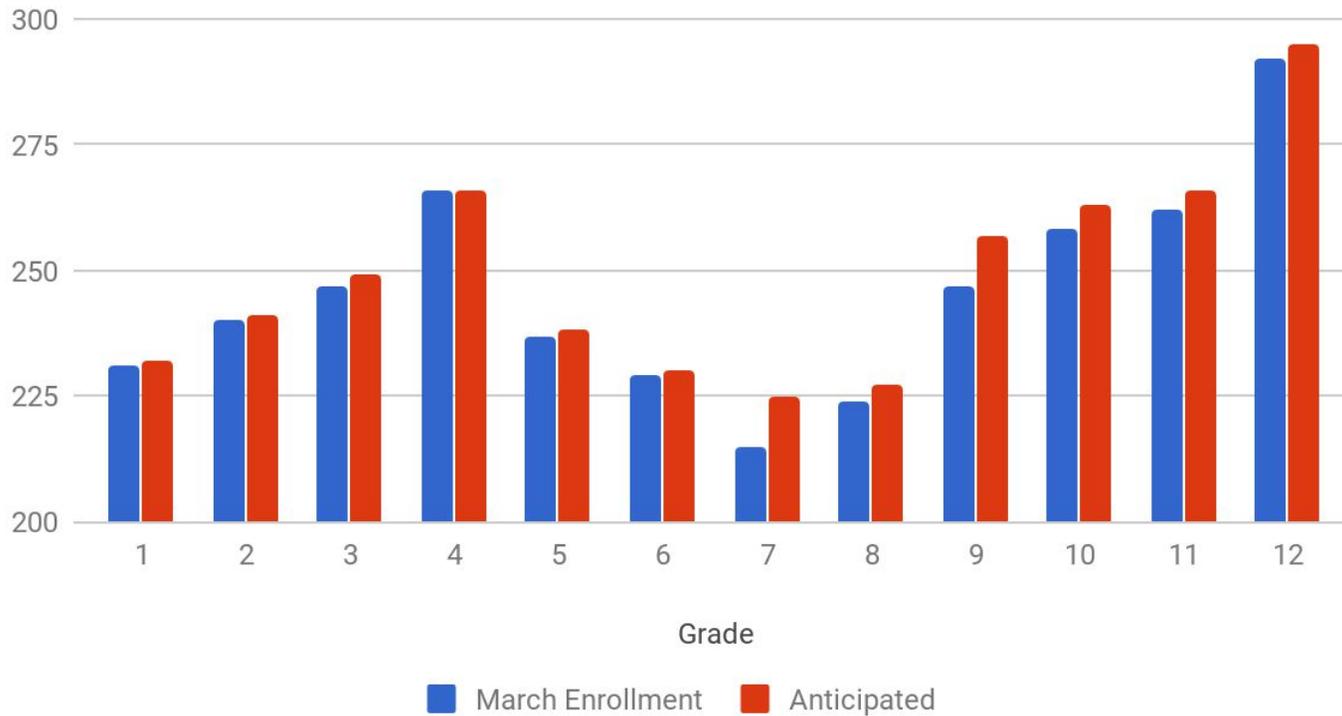
Grade	Enrollment as of March 2018	Anticipated Enrollment as of April 18, 2018	Grade	Enrollment as of March 2018	Anticipated Enrollment as of April 18, 2018
<b>Kindergarten</b>	In process	In process (41)	<b>7th Grade</b>	215	219 (4)*
<b>1st Grade</b>	231	232 (1)	<b>8th Grade</b>	224	227 (2)
<b>2nd Grade</b>	240	241 (1)	<b>9th Grade</b>	247	257 (10)*
<b>3rd Grade</b>	247	249 (2)	<b>10th Grade</b>	258	263 (4)
<b>4th Grade</b>	266	266	<b>11th Grade</b>	262	266 (4)
<b>5th Grade</b>	237	238 (1)	<b>12th Grade</b>	292	295 (3)
<b>6th Grade</b>	229	230 (1)	<b>TOTAL (1st-12th)</b>	2948	2983

*\*Anticipated enrollment does not include students from St. Gerald's who live in the district.*



**Ralston**  
PUBLIC SCHOOLS

### Anticipated Enrollment for 2018-2019



# School Improvement Update

## “Wildewood”

### School Improvement Goal

**Goal #1:** All students will demonstrate continuous growth in reading through strategic teaching in fluency, phonics, and vocabulary to build reading comprehension skills.

- Students will understand how to use reading comprehension strategies in a variety of reading tasks.
- Students will demonstrate proficiency in reading text accurately and fluently.
- Students will apply sufficient background knowledge and vocabulary to make sense of content.
- Students will demonstrate usage of reading strategies to improve understanding or repair it when it breaks down.
- Students will demonstrate ability to think and reason about information and concepts in text; particularly when reading for information or nonfiction text.

**Measurable Objective:** This goal will be monitored by the following criteria:

- % of students in grades K-6 will meet projected Growth from Fall to Spring on MAPS Assessment (currently 56% up from 53%--level of significance is 2-3%)
- Spring 2018 State Assessment (NSCAS) will be reflective data

**Goal #2:** Students will communicate number sense concepts using multiple representations to reason, solve problems, and make mathematical connections.

- Students will demonstrate an increased understanding of the number system (ex. place value, counting, ordinal numbers, even/odd, comparing/ordering numbers, etc.).
- Students will demonstrate an increased understanding of mathematical operations (ex. addition, subtraction, multiplication, division).
- Students will demonstrate an increased computational fluency (ex. addition, subtraction, multiplication, division).

**Measurable Objective:** This goal will be monitored by the following criteria:

- % of students in grades K-6 will meet projected Growth from Fall to Spring on MAPS Assessment (currently 55% up from 53%--level of significance is 2-3%)
- % of students At or Above Norm Grade Level Mean RIT will increase from Fall to Spring on MAPS Grade Report
- District Common Assessments (2017-2018 will be baseline data year, data housed in SIMS)
- Spring 2018 State Assessment (NSCAS) will be reflective data

### Interventions

#### *Reading Intervention/Goal #1*

- *Guided Reading will occur in all classrooms K-6*
- *Running Record administered whole school minimum 3 times yearly using Fountas and Pinnell Reading Inventory*
- *Small group reading intervention groups a minimum of 4 days weekly using Fountas and Pinnell Leveled Literacy Instruction (LLI).*
- *Early grade reading intervention (Kindergarten) to be 5 days a week/45 min average using Stepping Stones to Literacy, KPALS, Sight Word Fluency in addition to LLI*
- *All classroom will have an interactive Word Wall focused on on grogin student vocabulary*
- *Students will participate and engage in extra practice activities that build academic vocabulary.*

- *Digital Learning Experiences in reading for all students, including but not limited to Storytown Online, Khan Academy, MyOn*

*Math Intervention/Goal #2*

- *Guided Math will occur in all classrooms K-6*
- *Mathletics Kits available for students in low/low average*
- *All classroom will have an interactive math board focused on number sense*
- *Students will participate and engage in extra practice activities that build number sense.*
- *Students will supplement regular daily learning through hands-on activities and repetition, using a variety of modalities including meeting board, guided practice, home engagement practice activities and fact practice.*
- *Digital Learning Experiences in math for all students, including but not limited to Reflex Math, Khan Academy, IXL Math*

## **Action Steps for 2017-2018**

\* Reading (Domain 1: Planning and Preparation) (Domain 3: Instruction)

- Reading Instruction - Teachers in Grades K-3 embarked on a focused year long study of the Big 5 in Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.  
Teachers in Grades 4-6 embarked on a focused year long study of interactive lectures and student engagement strategies for whole and small group instruction.  
\*Both studies were done in collaboration with ESU3.
- Meet regularly in PLC's to review student data and make regrouping changes as needed - Progress monitoring with building Essential Outcomes/Common Assessments and running records
- Regular monitoring of all student's Independent Reading Levels/3 x Yearly minimum
- Explicit Instruction Focus Areas of Inclusive Participation and Equity of Individual Turns
- Digital Access to Online Books - Epic / MyOn

\*Math (Domain 1: Planning & Preparation) (Domain 4: Professional Responsibilities)

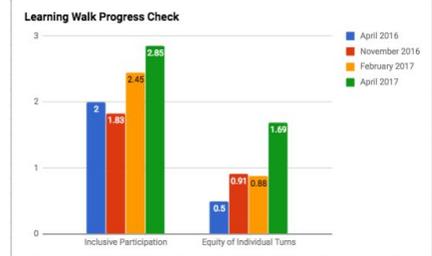
- Meet regularly in PLC's to review student data and make regrouping changes as needed - Progress monitoring of Math Priority Standards (Common Assessments)
- Using student data (MAP) to determine flexible groupings for guided math groups.
- Systematic Fact Fluency Instruction and Practice for all grades
- Khan Academy (Mappers) - Recommended practice based on MAP scores. - Training from
- Kate Carlson ESU#3 - March 2018
- Explicit Instruction Focus Areas of Inclusive Participation and Equity of Individual Turns

## Assessment Tools:

*Data Point #1  
MAPS MTSS Tiers--# of students in Tiers are shifting towards positive trends. Glow: We are working on moving students from Tier 3 to Tier 2 and Tier 2 to Tier 1. Grow: What can we do to duplicate the success we are having with this to continue the positive shifts?*

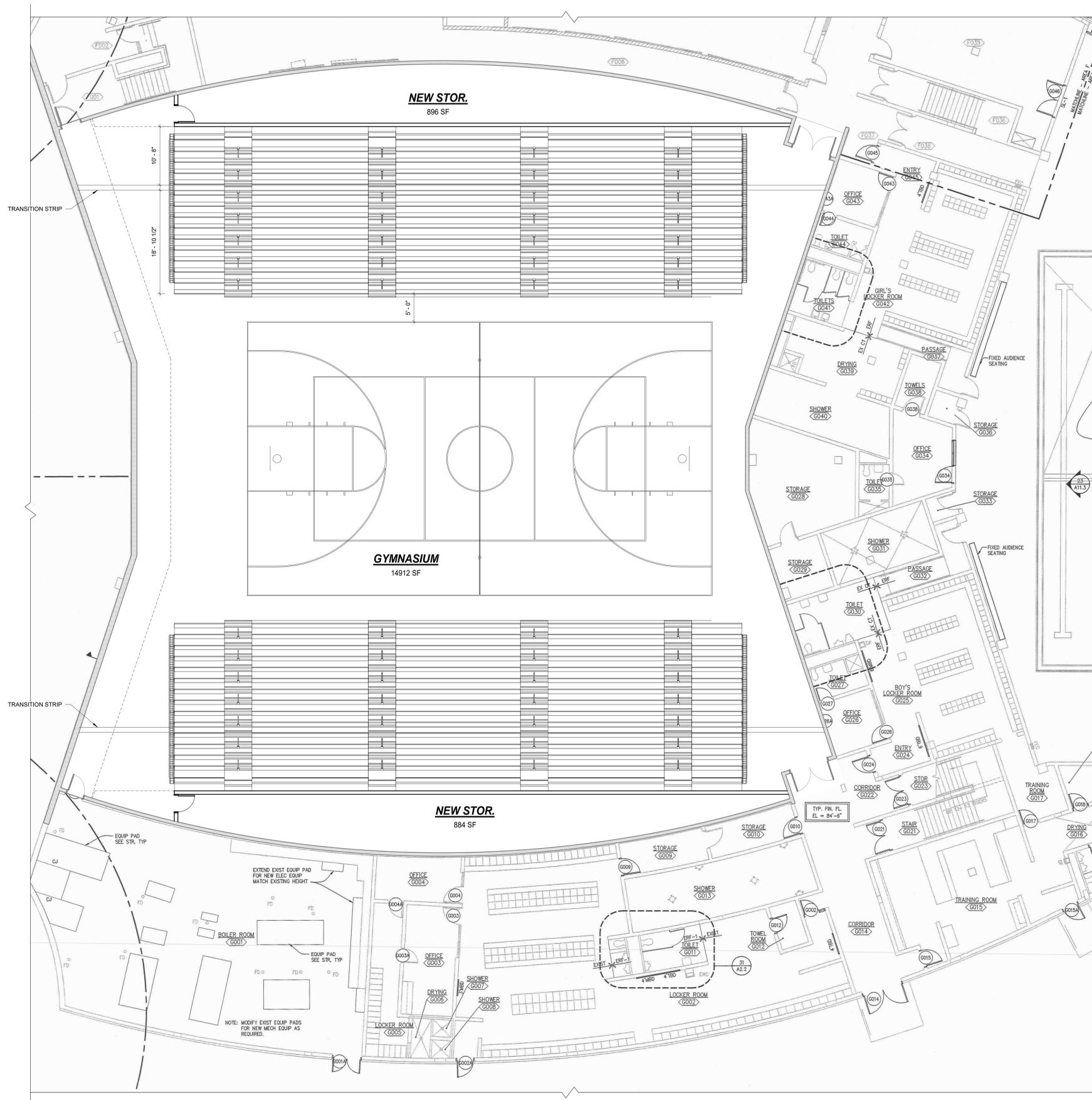
*Data Point #2  
MAPS Growth--Out of all the students that met projected growth, 79% of students were in Tier 1, 13% were in Tier 2, 8% were in Tier 3. Glow: Our teachers are learning how to "teach to the RIT Score" more effectively. Grow: How can we deliver Tier 2 interventions with more rigor to promote not just growth, but enough growth to help students catch up and close the gap?*

*Data Point #3  
Engagement: Explicit Instruction Focus Areas of Inclusive Participation (2.0-2.85) and Equity of Individual Turns (0.5-1.69)*



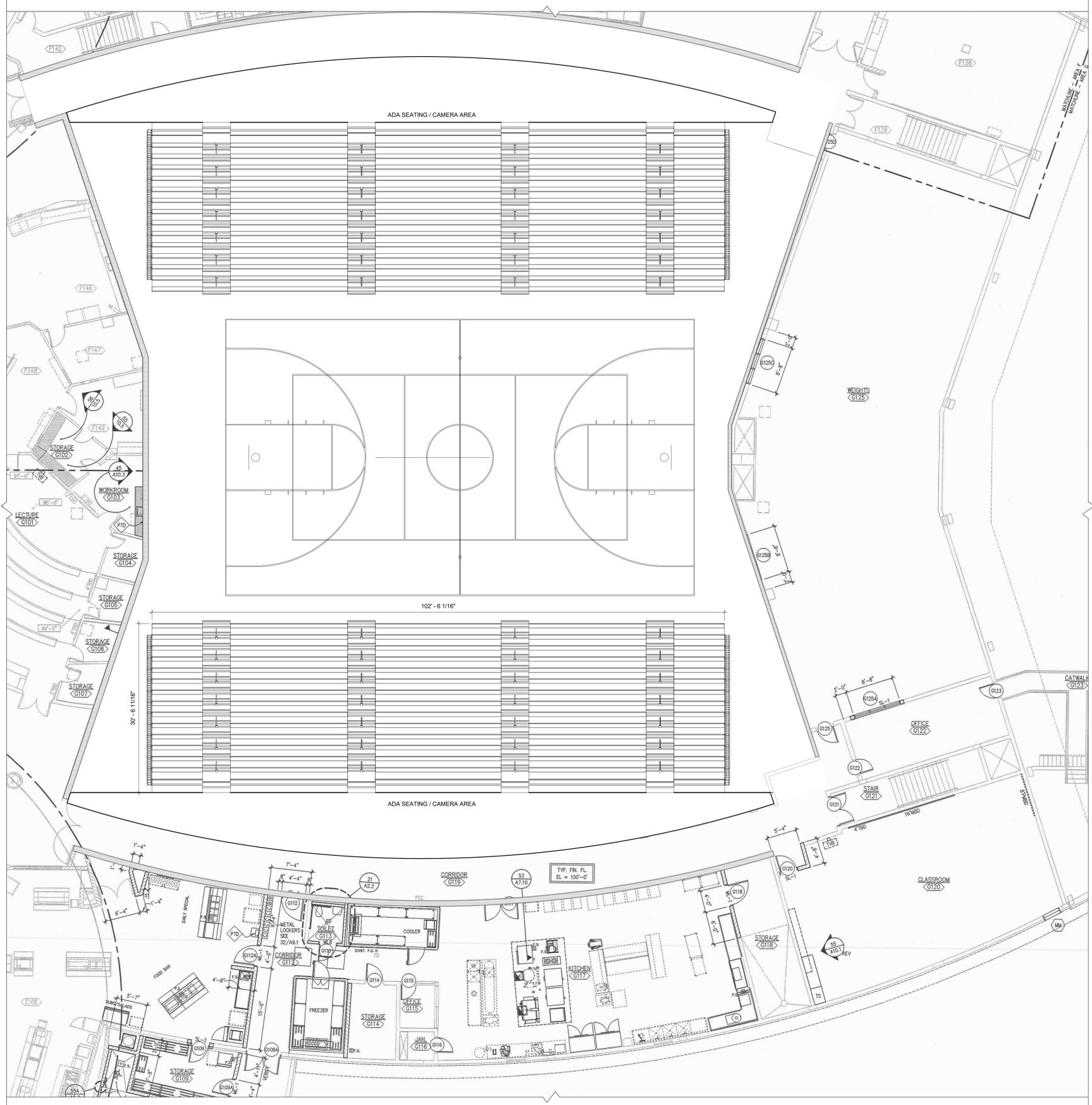
*Glow: Our teachers are teaching with student engagement at the forefront of their efforts.  
Grow: How can we incorporate "rigor" into instructions to capitalize on this growth and take it to the next level?*

SEATING CAPACITY:  
NORTH SIDE: 825  
SOUTH SIDE: 825  
TOTAL SEATS: 1650



1 FLOOR PLAN - GYM LEVEL  
1/8" = 1'-0"





1 FLOOR PLAN - UPPER LEVEL  
 1/8" = 1'-0"



BLEACHER STUDY  
**RALSTON HIGH SCHOOL BLEACHER REPLACEMENT**  
 8999 PARK DR. RALSTON, NE 68127

FLOOR PLAN - MAIN LEVEL



A1-2  
 APRIL 06, 2018  
 BCDM NO. 5281-00



**Standard Estimate Report**  
*RalstonHS-Bleacher*

***RALSTON HIGH SCHOOL  
BLEACHER REPLACEMENT  
PROBABLE CONSTRUCTION COST***

<b>Project name</b>	RalstonHS-Bleacher
<b>Job size</b>	2200 sf

Item	Description	Takeoff Qty	Total	
			Unit Cost	Amount
<b>2000.000</b>	<b>SITWORK</b>			
<b>2210.010</b>	<b>Building Demolition</b>			
	303 Slab on Grade	353.00 sf	6.00 /sf	2,118
	320 Saw Cutting	470.00 lf	3.00 /lf	1,410
	505 Gaurd Rail	1.00 ls	650.00 /ls	650
	1021 Bleachers	1.00 ls	17,000.00 /ls	17,000
	<b>Building Demolition</b>			<b>21,178</b>
	<b>SITWORK</b>			<b>21,178</b>
<b>3000.000</b>	<b>CONCRETE</b>			
<b>3300.910</b>	<b>Concrete</b>			
	301 Spread Footings	13.00 cy	350.00 /cy	4,550
	310 Slab on Grade	353.00 sf	4.50 /sf	1,589
	311 Slab on Deck	2,200.00 sf	6.00 /sf	13,200
	<b>Concrete</b>			<b>19,339</b>
	<b>CONCRETE</b>			<b>19,339</b>
<b>4000.000</b>	<b>MASONRY</b>			
<b>4210.020</b>	<b>CMU Partitions</b>			
	80 8" CMU Walls	3,750.00 sf	15.00 /sf	56,250
	<b>CMU Partitions</b>			<b>56,250</b>
	<b>MASONRY</b>			<b>56,250</b>
<b>5000.000</b>	<b>METALS</b>			
<b>5120.010</b>	<b>Structural Steel</b>			
	20 Beams	2,200.00 sf	8.50 /sf	18,700
	<b>Structural Steel</b>			<b>18,700</b>
<b>5311.010</b>	<b>Steel Deck</b>			
	15 1.5" Deck	2,200.00 sf	2.50 /sf	5,500
	<b>Steel Deck</b>			<b>5,500</b>
<b>5520.010</b>	<b>Misc. Steel</b>			
	10 Deck Angles			
	40 Picket Guardrail	250.00 lf	50.00 /lf	12,500
	<b>Misc. Steel</b>			<b>12,500</b>
	<b>METALS</b>			<b>36,700</b>
<b>8000.000</b>	<b>DOORS &amp; WINDOWS</b>			
<b>8110.010</b>	<b>Steel Doors &amp; Frames</b>			



Standard Estimate Report  
RalstonHS-Bleacher

Item	Description	Takeoff Qty	Total	
			Unit Cost	Amount
<b>8110.010</b>	<b>Steel Doors &amp; Frames</b>			
	10 H.M. Frames	2.00 ea	650.00 /ea	1,300
	100 3070 ' F ' Door	2.00 ea	650.00 /ea	1,300
	<b>Steel Doors &amp; Frames</b>			<b>2,600</b>
	<b>DOORS &amp; WINDOWS</b>			<b>2,600</b>
<b>9000.000</b>	<b>FINISHES</b>			
<b>9650.010</b>	<b>Resilient Flooring</b>			
	20 Vinyl Base	300.00 lf	1.50 /lf	450
	<b>Resilient Flooring</b>			<b>450</b>
<b>9900.010</b>	<b>Painting</b>			
	15 Walls Masonry	3,750.00 sf	1.75 /sf	6,563
	30 Seal Concrete	2,200.00 sf	2.50 /sf	5,500
	42 Rails	250.00 lf	15.00 /lf	3,750
	<b>Painting</b>			<b>15,813</b>
	<b>FINISHES</b>			<b>16,263</b>
<b>11000.000</b>	<b>EQUIPMENT</b>			
<b>11480.010</b>	<b>Athletic Equipment</b>			
	60 Bleachers-Elec	1.00 ls	160,000.00 /ls	160,000
	<b>Athletic Equipment</b>			<b>160,000</b>
	<b>EQUIPMENT</b>			<b>160,000</b>
<b>15000.000</b>	<b>MECHANICAL</b>			
<b>15070.010</b>	<b>HVAC</b>			
	10 HVAC	1.00 ls	20,000.00 /ls	20,000
	<b>HVAC</b>			<b>20,000</b>
	<b>MECHANICAL</b>			<b>20,000</b>
<b>16000.000</b>	<b>ELECTRICAL</b>			
<b>16010.010</b>	<b>Electrical</b>			
	10 Power and Lights	1.00 ls	20,000.00 /ls	20,000
	<b>Electrical</b>			<b>20,000</b>
	<b>ELECTRICAL</b>			<b>20,000</b>

**Estimate Totals**

Description	Amount	Totals	Rate	Cost per Unit
<b>Subtotal:</b>	352,329	352,329		<b>160.15 /sf</b>
General Conditions	28,186		8.000	% 12.81 /sf
Overhead & Profit	22,831		6.000	% 10.38 /sf
	<b>51,017</b>	<b>403,346</b>		<b>183.34 /sf</b>
Professional Service Fees				
		<b>403,346</b>		<b>183.34 /sf</b>
Contingency	60,502		15.000 %	27.50 /sf
<b>Total</b>		<b>463,848</b>		<b>210.84 /sf</b>



**Standard Estimate Report**  
*RalstonHS-Bleacher*

***RALSTON HIGH SCHOOL  
BLEACHER REPLACEMENT  
PROBABLE CONSTRUCTION COST***

**Project name**      RalstonHS-Bleacher



Standard Estimate Report  
RalstonHS-Bleacher

Item	Description	Takeoff Qty	Total		
			Unit Cost	Amount	
<b>2000.000</b>	<b>SITWORK</b>				
<b>2210.010</b>	<b>Building Demolition</b>				
1021	Bleachers	1.00	Is	17,000.00 /Is	17,000
	<b>Building Demolition</b>				<u>17,000</u>
	<b>SITWORK</b>				<b>17,000</b>
<b>11000.000</b>	<b>EQUIPMENT</b>				
<b>11480.010</b>	<b>Athletic Equipment</b>				
60	Bleachers-Elec	1.00	Is	290,500.00 /Is	290,500
	<b>Athletic Equipment</b>				<u>290,500</u>
	<b>EQUIPMENT</b>				<b>290,500</b>

Estimate Totals

Description	Amount	Totals	Rate	Cost per Unit
<b>Subtotal:</b>	<b>307,500</b>	<b>307,500</b>		
General Conditions	24,600		8.000	%
Overhead & Profit	19,926		6.000	%
	<b>44,526</b>	<b>352,026</b>		
Professional Service Fees		<b>352,026</b>		
Contingency	52,804		15.000	%
<b>Total</b>		<b>404,830</b>		



## **Board of Education Legislative Goals 2017/2018**

### **Ralston Public Schools Non-negotiables**

- RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.
- RPS will continue to provide the programs and services that support the strategic plan areas of Achievement, Character, Technology, AdvancED School Improvement, and District Communications.
- RPS will continue to refine and grow our academic programs to meet the needs of all of our students.
- RPS will continue to deliver outstanding activity programs to allow our students a well rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services to meet the demands of a changing society.
- RPS will refine and grow our outreach programs and service expectations to all stakeholders.
- RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.
- RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

### **Board of Education Legislative Goals**

- Continued emphasis that our students and education are a priority in Nebraska
- Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula
- Oppose tax cuts that endanger any part of the State's revenue stream
- Monitor any legislation that adjusts property valuation
- Increase Special Education Funding
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation or the infusion of more funding for early childhood programs specifically programs serving students in high poverty high need areas. This may include the adjustment of the needs formula for pre-school students within TEEOSA
- Encourage further adjustments to the needs formula within TEEOSA specifically ELL and poverty. Are the current needs calculations in these areas addressing the increasing needs students and schools encounter?
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being.
- Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.

# 2018 Legislative Session\*

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>January</b>						
	1	2	3	4	5	6
			DAY 1	DAY 2	DAY 3	
7	8	9	10	11	12	13
	DAY 4	DAY 5	DAY 6	DAY 7	RECESS	
14	15	16	17	18	19	20
	HOLIDAY	DAY 8	DAY 9	DAY 10	DAY 11	
21	22	23	24	25	26	27
	DAY 12	DAY 13	DAY 14	DAY 15	DAY 16	
28	29	30	31			
	RECESS	DAY 17	DAY 18			

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>February</b>						
				1	2	3
				DAY 19	DAY 20	
4	5	6	7	8	9	10
	DAY 21	DAY 22	DAY 23	DAY 24	RECESS	
11	12	13	14	15	16	17
	DAY 25	DAY 26	DAY 27	DAY 28	RECESS	
18	19	20	21	22	23	24
	HOLIDAY	DAY 29	DAY 30	DAY 31	DAY 32	
25	26	27	28			
	DAY 33	DAY 34	DAY 35			

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>March</b>						
				1	2	3
				DAY 36	RECESS	
4	5	6	7	8	9	10
	RECESS	DAY 37	DAY 38	DAY 39	DAY 40	
11	12	13	14	15	16	17
	DAY 41	DAY 42	DAY 43	DAY 44	RECESS	
18	19	20	21	22	23	24
	RECESS	DAY 45	DAY 46	DAY 47	DAY 48	
25	26	27	28	29	30	31
	DAY 49	DAY 50	DAY 51	DAY 52	RECESS	

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>April</b>						
1	2	3	4	5	6	7
	RECESS	DAY 53	DAY 54	DAY 55	DAY 56	
8	9	10	11	12	13	14
	DAY 57	DAY 58	DAY 59	RECESS	RECESS	
15	16	17	18	19	20	21
	RECESS	RECESS	DAY 60			
22	23	24	25	26	27	28
29	30					

## Federal & State Holidays

January 15 – Martin Luther King Jr. Day  
February 19 - Presidents' Day

## Legislative Recess Days

January 12, 29  
February 9, 16  
March 2, 5, 16, 19, 30  
April 2, 12, 13, 16, 17

\*The Speaker reserves the right to revise the session calendar.

# 2018 LEGISLATIVE COMMITTEES

## Standing Committees

Updated 11/20/17

### **Agriculture (8)**

*Rm. 2102 - Tuesday*

Brasch (C), Blood (VC), Albrecht, Chambers, Halloran, Krist, Lowe, Thibodeau

### **Appropriations (9)**

*Rm. 1524 - Monday & Tuesday*

*Rm. 1003 - Wednesday, Thursday, & Friday*

Stinner (C), Bolz (VC), Clements, Hilkemann, Kuehn, McDonnell, Vargas, Watermeier, Wishart

### **Banking, Commerce and Insurance (8)**

*Rm. 1507 - Monday & Tuesday*

Lindstrom (C), Williams (VC), Baker, Brewer, Harr, Kolterman, McCollister, Schumacher

### **Business and Labor (7)**

*Rm. 2102 - Monday*

Albrecht (C), Crawford (VC), Chambers, Halloran, Hansen, Howard, Lowe

### **Education (8)**

*Rm. 1525 - Monday & Tuesday*

Groene (C), Kolowski (VC), Ebke, Erdman, Linehan, Morfeld, Pansing Brooks, Walz

### **General Affairs (8)**

*Rm. 1510 - Monday*

Larson (C), Blood, Brasch, Krist, Quick, Riepe, Thibodeau, Wayne

### **Government, Military and Veterans Affairs (8)**

*Rm. 1507 - Wednesday, Thursday, & Friday*

Murante (C), Brewer (VC), Blood, Briese, Hilgers, Lowe, Thibodeau, Wayne

### **Health and Human Services (7)**

*Rm. 1510 - Wednesday, Thursday, & Friday*

Riepe (C), Erdman (VC), Crawford, Howard, Kolterman, Linehan, Williams

### **Judiciary (8)**

*Rm. 1113 - Wednesday, Thursday, & Friday*

Ebke (C), Pansing Brooks (VC), Baker, Chambers, Halloran, Hansen, Krist, Morfeld

### **Natural Resources (8)**

*Rm. 1525 - Wednesday, Thursday, & Friday*

Hughes (C), Bostelman (VC), Albrecht, Geist, Kolowski, McCollister, Quick, Walz

### **Nebraska Retirement Systems (6)**

*Rm. 1525 - At call of Chair*

Kolterman (C), Lindstrom (VC), Bolz, Groene, Kolowski, Stinner

### **Revenue (8)**

*Rm. 1524 - Wednesday, Thursday, & Friday*

Smith (C), Friesen (VC), Brasch, Groene, Harr, Larson, Lindstrom, Schumacher

### **Transportation and Telecommunications (8)**

*Rm. 1113 - Monday & Tuesday*

Friesen (C), Smith (VC), Bostelman, Briese, Geist, Hilgers, Hughes, Murante

### **Urban Affairs (7)**

*Rm. 1510 - Tuesday*

Wayne (C), Hansen (VC), Crawford, Howard, Larson, Quick, Riepe

## Select Committees

### **Committee on Committees (13)**

Vacant

#### District 1:

Kolterman

Morfeld

Pansing Brooks

Schumacher

#### District 2:

Harr

Hilkemann

Howard

Smith (VC)

#### District 3:

Erdman

Friesen

Groene

Kuehn

### **Enrollment and Review (1)**

Wishart (C)

### **Reference (9)**

Watermeier (C), Kuehn (VC), Bolz, Chambers, Crawford, Hughes, Larson, McCollister, Scheer, Stinner (nonvoting ex officio)

### **Rules (6)**

Hilgers (C), Schumacher (VC), Harr, Krist, Kuehn, Scheer (ex officio)

## Special Committees

### **Building Maintenance (6)**

Erdman (C), Lowe (VC), Bostelman, Hughes, McDonnell, Stinner

### **Education Commission of the States (3)**

Groene, Larson, Morfeld

### **Executive Board of the Legislative Council (9)**

Watermeier (C), Kuehn (VC), Bolz, Chambers, Crawford, Hughes, Larson, McCollister, Scheer, Stinner (nonvoting ex officio)

### **Justice Reinvestment Oversight (5)**

Ebke (C), Bolz, Halloran, Krist, Pansing Brooks

### **Legislative Performance Audit (7)**

Kuehn (C), Geist (VC), Briese, Linehan, Scheer, Stinner, Watermeier, Friesen (non-voting), Lindstrom (non-voting)

### **Legislature's Planning (9)**

Schumacher (C), Vargas (VC), Hansen, Linehan, Riepe, Scheer, Stinner, Watermeier, Williams

### **Midwest Interstate Passenger Rail Compact (2)**

Quick, Walz

### **Midwestern Higher Education Commission (Midwest Compact) (2)**

Crawford, Kolowski

### **State-Tribal Relations (7)**

Brewer (C), Lindstrom (VC), Albrecht, Baker, Brasch, Quick, Vargas

**2018 NEBRASKA UNICAMERAL LEGISLATURE**  
**Alphabetical List**

**Capitol Mailing Address:** Senator \_\_\_\_\_  
 District # State Capitol  
 PO Box 94604  
 Lincoln NE 68509-4604

*As of 10/19/2017*

<b>Senator</b>	<b>District</b>	<b>Capitol Phone</b>	<b>Room</b>	<b>City</b>
<b>Albrecht, Joni</b>	17	(402) 471-2716	2010	Thurston
<b>Baker, Roy</b>	30	(402) 471-2620	1208	Lincoln
<b>Blood, Carol</b>	3	(402) 471-2627	1021	Bellevue
<b>Bolz, Kate</b>	29	(402) 471-2734	1015	Lincoln
<b>Bostelman, Bruce</b>	23	(402) 471-2719	1118	Brainard
<b>Brasch, Lydia</b>	16	(402) 471-2728	1022	Bancroft
<b>Brewer, Tom</b>	43	(402) 471-2628	1202	Gordon
<b>Briese, Tom</b>	41	(402) 471-2631	1120	Albion
<b>Chambers, Ernie</b>	11	(402) 471-2612	1302	Omaha
<b>Clements, Robert</b>	2	(402) 471-2613	1523	Elmwood
<b>Crawford, Sue</b>	45	(402) 471-2615	1016	Bellevue
<b>Ebke, Laura</b>	32	(402) 471-2711	1103	Crete
<b>Erdman, Steve</b>	47	(402) 471-2616	1529	Bayard
<b>Friesen, Curt</b>	34	(402) 471-2630	1110	Henderson
<b>Geist, Suzanne</b>	25	(402) 471-2731	1115	Lincoln
<b>Groene, Mike</b>	42	(402) 471-2729	1107	North Platte
<b>Halloran, Steve</b>	33	(402) 471-2712	1306	Hastings
<b>Hansen, Matt</b>	26	(402) 471-2610	1017	Lincoln
<b>Harr, Burke J.</b>	8	(402) 471-2722	2011	Omaha
<b>Hilgers, Mike</b>	21	(402) 471-2673	1404	Lincoln
<b>Hilkemann, Robert</b>	4	(402) 471-2621	2028	Omaha
<b>Howard, Sara</b>	9	(402) 471-2723	1012	Omaha
<b>Hughes, Dan</b>	44	(402) 471-2805	1210	Venango
<b>Kolowski, Rick</b>	31	(402) 471-2327	1018	Omaha
<b>Kolterman, Mark</b>	24	(402) 471-2756	2004	Seward
<b>Krist, Bob</b>	10	(402) 471-2718	1114	Omaha
<b>Kuehn, John L.</b>	38	(402) 471-2732	2000	Heartwell
<b>Larson, Tyson</b>	40	(402) 471-2801	1019	O'Neill
<b>Lindstrom, Brett</b>	18	(402) 471-2618	1401	Omaha
<b>Linehan, Lou Ann</b>	39	(402) 471-2885	1117	Elkhorn
<b>Lowe, John S., Sr.</b>	37	(402) 471-2726	1528	Kearney
<b>McCollister, John S.</b>	20	(402) 471-2622	1101	Omaha
<b>McDonnell, Mike</b>	5	(402) 471-2710	2107	Omaha
<b>Morfeld, Adam</b>	46	(402) 471-2720	1008	Lincoln
<b>Murante, John</b>	49	(402) 471-2725	1423	Gretna
<b>Pansing Brooks, Patty</b>	28	(402) 471-2633	1206	Lincoln
<b>Quick, Dan</b>	35	(402) 471-2617	1406	Grand Island
<b>Riepe, Merv</b>	12	(402) 471-2623	1402	Ralston
<b>Scheer, Jim</b>	19	(402) 471-2929	2103	Norfolk
<b>Schumacher, Paul</b>	22	(402) 471-2715	1124	Columbus
<b>Smith, Jim</b>	14	(402) 471-2730	1116	Papillion
<b>Stinner, John P.</b>	48	(402) 471-2802	1004	Gering
<b>Thibodeau, Theresa</b>	6	(402) 471-2714	1522	Omaha
<b>Vargas, Tony</b>	7	(402) 471-2721	1000	Omaha
<b>Walz, Lynne</b>	15	(402) 471-2625	1403	Fremont
<b>Watermeier, Dan</b>	1	(402) 471-2733	2108	Syracuse
<b>Wayne, Justin T.</b>	13	(402) 471-2727	1212	Omaha
<b>Williams, Matt</b>	36	(402) 471-2642	2015	Gothenburg
<b>Wishart, Anna</b>	27	(402) 471-2632	1308	Lincoln

**2018 NEBRASKA UNICAMERAL LEGISLATURE**  
**District List**

**Capitol Mailing Address:** Senator \_\_\_\_\_  
 District # State Capitol  
 PO Box 94604  
 Lincoln NE 68509-4604

<b>District</b>	<b>Senator</b>	<b>Capitol Phone</b>	<b>Room</b>	<b>City</b>
1	<b>Watermeier, Dan</b>	(402) 471-2733	2108	Syracuse
2	<b>Clements, Robert</b>	(402) 471-2613	1523	Elmwood
3	<b>Blood, Carol</b>	(402) 471-2627	1021	Bellevue
4	<b>Hilkemann, Robert</b>	(402) 471-2621	2028	Omaha
5	<b>McDonnell, Mike</b>	(402) 471-2710	2107	Omaha
6	<b>Thibodeau, Theresa</b>	(402) 471-2714	1522	Omaha
7	<b>Vargas, Tony</b>	(402) 471-2721	1000	Omaha
8	<b>Harr, Burke J.</b>	(402) 471-2722	2011	Omaha
9	<b>Howard, Sara</b>	(402) 471-2723	1012	Omaha
10	<b>Krist, Bob</b>	(402) 471-2718	1114	Omaha
11	<b>Chambers, Ernie</b>	(402) 471-2612	1302	Omaha
12	<b>Riepe, Merv</b>	(402) 471-2623	1402	Ralston
13	<b>Wayne, Justin T.</b>	(402) 471-2727	1212	Omaha
14	<b>Smith, Jim</b>	(402) 471-2730	1116	Papillion
15	<b>Walz, Lynne</b>	(402) 471-2625	1403	Fremont
16	<b>Brasch, Lydia</b>	(402) 471-2728	1022	Bancroft
17	<b>Albrecht, Joni</b>	(402) 471-2716	2010	Thurston
18	<b>Lindstrom, Brett</b>	(402) 471-2618	1401	Omaha
19	<b>Scheer, Jim</b>	(402) 471-2929	2103	Norfolk
20	<b>McCollister, John S.</b>	(402) 471-2622	1101	Omaha
21	<b>Hilgers, Mike</b>	(402) 471-2673	1404	Lincoln
22	<b>Schumacher, Paul</b>	(402) 471-2715	1124	Columbus
23	<b>Bostelman, Bruce</b>	(402) 471-2719	1118	Brainard
24	<b>Kolterman, Mark</b>	(402) 471-2756	2004	Seward
25	<b>Geist, Suzanne</b>	(402) 471-2731	1115	Lincoln
26	<b>Hansen, Matt</b>	(402) 471-2610	1017	Lincoln
27	<b>Wishart, Anna</b>	(402) 471-2632	1308	Lincoln
28	<b>Pansing Brooks, Patty</b>	(402) 471-2633	1206	Lincoln
29	<b>Bolz, Kate</b>	(402) 471-2734	1015	Lincoln
30	<b>Baker, Roy</b>	(402) 471-2620	1208	Lincoln
31	<b>Kolowski, Rick</b>	(402) 471-2327	1018	Omaha
32	<b>Ebke, Laura</b>	(402) 471-2711	1103	Crete
33	<b>Halloran, Steve</b>	(402) 471-2712	1306	Hastings
34	<b>Friesen, Curt</b>	(402) 471-2630	1110	Henderson
35	<b>Quick, Dan</b>	(402) 471-2617	1406	Grand Island
36	<b>Williams, Matt</b>	(402) 471-2642	2015	Gothenburg
37	<b>Lowe, John S., Sr.</b>	(402) 471-2726	1528	Kearney
38	<b>Kuehn, John L.</b>	(402) 471-2732	2000	Heartwell
39	<b>Linehan, Lou Ann</b>	(402) 471-2885	1117	Elkhorn
40	<b>Larson, Tyson</b>	(402) 471-2801	1019	O'Neill
41	<b>Briese, Tom</b>	(402) 471-2631	1120	Albion
42	<b>Groene, Mike</b>	(402) 471-2729	1107	North Platte
43	<b>Brewer, Tom</b>	(402) 471-2628	1202	Gordon
44	<b>Hughes, Dan</b>	(402) 471-2805	1210	Venango
45	<b>Crawford, Sue</b>	(402) 471-2615	1016	Bellevue
46	<b>Morfeld, Adam</b>	(402) 471-2720	1008	Lincoln
47	<b>Erdman, Steve</b>	(402) 471-2616	1529	Bayard
48	<b>Stinner, John P.</b>	(402) 471-2802	1004	Gering
49	<b>Murante, John</b>	(402) 471-2725	1423	Gretna

**RESOLUTION CALLING \$900,000 OF DOUGLAS COUNTY SCHOOL DISTRICT 0054 (RALSTON PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA, TAXABLE LIMITED TAX BUILD AMERICA BONDS (DIRECT PAY), SERIES 2010, DATED JUNE 9, 2010, FOR PAYMENT AND REDEMPTION PRIOR TO MATURITY**

**BE IT RESOLVED BY THE BOARD OF EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 0054 (RALSTON PUBLIC SCHOOLS) IN THE STATE OF NEBRASKA:**

**Section 1.** The Board of Education (the “**Board**”) of Douglas County School District 0054 (Ralston Public Schools) in the State of Nebraska (the “**District**”) hereby finds and determines that the District has previously issued and there are now outstanding and unpaid interest-bearing obligations of the District as follows:

Taxable Limited Tax Build America Bonds (Direct Pay), Series 2010, dated June 9, 2010, in the principal amount of \$900,000, bearing interest and maturing as follows:

<u>Maturity</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>CUSIP No.</u>
December 15, 2022	\$180,000*	5.150%	259345 NA0
December 15, 2023	230,000	5.350	259345 NB8
December 15, 2024	240,000	5.550	259345 NC6
December 15, 2025	250,000	5.750	259345 ND4

\*partial maturity

Said Bonds are hereinafter referred to as the “**Called Bonds**”

The Called Bonds were issued pursuant to Section 79-10,110, Reissue Revised Statutes of Nebraska, as amended, are a portion of an issue of \$2,795,000 principal amount of Taxable Limited Tax Build America Bonds (Direct Pay), Series 2010, issued pursuant to a resolution duly passed by the Board on May 10, 2010, (the “**2010 Resolution**”), and are redeemable at the option of the District at any time on or after June 9, 2015, at a redemption price equal to 100% of the principal amount thereof plus accrued interest to the date fixed for redemption.

The Called Bonds are unpaid and a legal liability against the District, provision for the payment of which may be made by the lawful application of available funds of the District.

**Section 2.** The Called Bonds are hereby irrevocably called for redemption and payment on June 15, 2018 (the “**Redemption Date**”) at a redemption price equal to the principal amount thereof plus accrued interest thereon to the Redemption Date.

Notice of the call for redemption, identifying the Called Bonds, shall be given by the paying agent for the Called Bonds, U.S. Bank, National Association (the “**Called Bonds Paying Agent**”), upon mailing a copy of the redemption notice by first-class mail, postage prepaid, at least thirty days prior to the date fixed for redemption to the registered owner of each Called Bond at the address shown on the registration books; provided, however, that failure to give such notice by mailing, or any defect therein, shall not affect the validity of any proceedings for the redemption of any obligations with respect to which no such failure has occurred. Any notice mailed as provided in the 2010 Resolution authorizing the issuance of the Called Bonds shall be conclusively presumed to have been duly given, whether or not the registered owner of such Called Bond receives the notice.

Holders of the Called Bonds shall present the same for payment and redemption on the Redemption Date at the office of the Called Bonds Paying Agent, the place of payment thereof, and interest on the Called Bonds shall cease on and after the Redemption Date.

**Section 3.** A true copy of this Resolution shall be filed with the Called Bonds Paying Agent no later than 30 days prior to the Redemption Date. The Paying Agent and Registrar for the Called Bonds is hereby irrevocably instructed to mail notice to each registered owner of the Called Bonds not less than thirty days prior to the date fixed for redemption, all in accordance with the 2010 Resolution.

**PASSED AND APPROVED:** \_\_\_\_\_, 2018.

**DOUGLAS COUNTY SCHOOL DISTRICT  
0054 (RALSTON PUBLIC SCHOOLS) IN  
THE STATE OF NEBRASKA**

By: \_\_\_\_\_  
President

ATTEST:

By: \_\_\_\_\_  
Secretary

## RALSTON PUBLIC SCHOOLS

TAXABLE BUILD AMERICA BONDS, SERIES 2010

REMAINING DEBT SERVICE PAYMENTS AS OF 6/15/18

ASSUMING NO EARLY REDEMPTION - 4/2/18

### Debt Service Schedule

Date	Principal	Coupon	Interest	35% BABs Subsidy	Total P+I	Fiscal Total
06/15/2018	-	-	-	-	-	-
12/15/2018	200,000.00	4.350%	45,273.75	(15,845.81)	229,427.94	229,427.94
06/15/2019	-	-	40,923.75	(14,323.31)	26,600.44	-
12/15/2019	205,000.00	4.600%	40,923.75	(14,323.31)	231,600.44	258,200.88
06/15/2020	-	-	36,208.75	(12,673.06)	23,535.69	-
12/15/2020	210,000.00	4.800%	36,208.75	(12,673.06)	233,535.69	257,071.38
06/15/2021	-	-	31,168.75	(10,909.06)	20,259.69	-
12/15/2021	215,000.00	5.000%	31,168.75	(10,909.06)	235,259.69	255,519.38
06/15/2022	-	-	25,793.75	(9,027.81)	16,765.94	-
12/15/2022	225,000.00	5.150%	25,793.75	(9,027.81)	241,765.94	258,531.88
06/15/2023	-	-	20,000.00	(7,000.00)	13,000.00	-
12/15/2023	230,000.00	5.350%	20,000.00	(7,000.00)	243,000.00	256,000.00
06/15/2024	-	-	13,847.50	(4,846.62)	9,000.88	-
12/15/2024	240,000.00	5.550%	13,847.50	(4,846.62)	249,000.88	258,001.76
06/15/2025	-	-	7,187.50	(2,515.62)	4,671.88	-
12/15/2025	250,000.00	5.750%	7,187.50	(2,515.62)	254,671.88	259,343.76
<b>Total</b>	<b>\$1,775,000.00</b>	<b>-</b>	<b>\$395,533.75</b>	<b>(138,436.77)</b>	<b>\$2,032,096.98</b>	<b>-</b>

#### Yield Statistics

Bond Year Dollars	\$7,397.50
Average Life	4.168 Years
Average Coupon	3.4754577%
Net Interest Cost (NIC)	3.4754577%
True Interest Cost (TIC)	3.4682901%
Bond Yield for Arbitrage Purposes	3.4682901%
All Inclusive Cost (AIC)	3.4682901%

#### IRS Form 8038

Net Interest Cost	3.4754577%
Weighted Average Maturity	4.168 Years

## RALSTON PUBLIC SCHOOLS

TAXABLE BUILD AMERICA BONDS, SERIES 2010

EARLY REDEMPTION OF \$900,000 PAR AMOUNT ON 6/15/18

REMAINING PAYMENTS AFTER CALL - 4/2/18

### Debt Service Schedule

Date	Principal	Coupon	Interest	35% BABs Subsidy	Total P+I	Fiscal Total
06/15/2018	-	-	-	-	-	-
12/15/2018	200,000.00	4.350%	20,638.75	(7,223.56)	213,415.19	213,415.19
06/15/2019	-	-	16,288.75	(5,701.06)	10,587.69	-
12/15/2019	205,000.00	4.600%	16,288.75	(5,701.06)	215,587.69	226,175.38
06/15/2020	-	-	11,573.75	(4,050.81)	7,522.94	-
12/15/2020	210,000.00	4.800%	11,573.75	(4,050.81)	217,522.94	225,045.88
06/15/2021	-	-	6,533.75	(2,286.81)	4,246.94	-
12/15/2021	215,000.00	5.000%	6,533.75	(2,286.81)	219,246.94	223,493.88
06/15/2022	-	-	1,158.75	(405.56)	753.19	-
12/15/2022	45,000.00	5.150%	1,158.75	(405.56)	45,753.19	46,506.38
<b>Total</b>	<b>\$875,000.00</b>	<b>-</b>	<b>\$91,748.75</b>	<b>(32,112.04)</b>	<b>\$934,636.71</b>	<b>-</b>

#### Yield Statistics

Bond Year Dollars	\$1,887.50
Average Life	2.157 Years
Average Coupon	3.1595608%
Net Interest Cost (NIC)	3.1595608%
True Interest Cost (TIC)	3.1574004%
Bond Yield for Arbitrage Purposes	3.1574004%
All Inclusive Cost (AIC)	3.1574004%

#### IRS Form 8038

Net Interest Cost	3.1595608%
Weighted Average Maturity	2.157 Years

# Student / Staff Count 2017-2018 School Year

Elem. School	Grade																	
	PS		KG		1		2		3		4		5		6		Total *Student / Staff	
	All Student Counts Are Actual SIMS Enrollment Figures																	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Students *
BLUM	2	39	2	50	2	50	3	60	2	45	2	52	2	52	2	38	18	347
KW	2	26	1	16	2	33	2	30	2	31	1	19	1	17	1	26	11	172
MEAD	1	18	2	43	2	41	2	37	2	55	2	40	2	46	2	41	14	303
MOCK	1	20	3	58	3	47	3	53	3	56	3	53	2	46	2	45	19	358
SEY	1	18	2	31	1.5	30	1.5	25	1.5	26	1.5	34	1.5	30	1.5	29	12	205
WW	2	39	2	33	2	38	2	42	2	48	2	37	2	36	2	35	14	269
Totals By Gr	9	160	12	231	12.5	239	13.5	247	12.5	261	11.5	235	10.5	227	10.5	214	88	1654
															*Does not include PS			
															Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total			
Sec. School	7		8		9		10		11		12		TOTAL					
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud				
RMS		225		247									0	472				
RHS						256		263		290		252	0	1061				
Totals	Staff	*Stud	Ratio	*Stud 16-17	Change for 17-18													
BLUM	20	386	19/1	394	-8		*Includes PS											
KW	13	198	15/1	194	4													
MEAD	15	321	21/1	304	17													
MOCK	20	378	19/1	403	-25													
SEY	13	223	17/1	232	-9													
WW	16	308	19/1	302	6													
Elem. Totals	97	1814	19/1	1829	-15													
RMS	40	472	12/1	486	-14													
RHS	69	1061	15/1	1050	11													
Sec. Totals	109	1533	14/1	1536	-3													
Dist. Totals	206	3347	16/1	3365	-18													
															April 19 2018			
															8:37 AM			

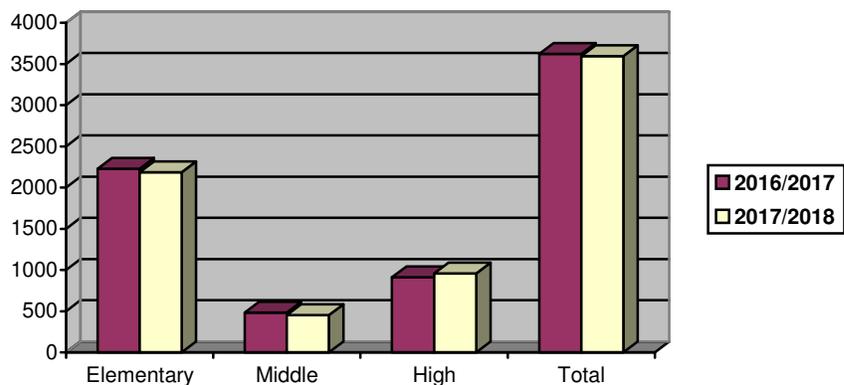
**Ralston Public Schools  
Monthly Administrative Update  
Food Service - March 2018**

	17/18 Budget	17/18 Actual		16/17 Actual	
	Financial	Financial	Cost/Meal	Financial	Cost/Meal
<b>Revenue</b>	<b>228,011</b>	<b>220,540</b>	<b>2.87</b>	<b>223,275</b>	<b>2.88</b>
Food	96,136	88,949	1.16	94,875	1.22
VDA/Rebates	+8000	+11,985	+16	+11,984	+ .15
Labor (RPS and Sodexo)	79,972	67,920	.88	76,154	.98
Controllables	14,505	17,943	.23	19,500	.25
Non-Controllables	15,971	15,411	.20	15,305	.20
<b>Total Expenses</b>	<b>198,584</b>	<b>178,238</b>	<b>2.31</b>	<b>193,850</b>	<b>2.50</b>
<b>Net Return</b>	<b>29,427</b>	<b>42,302</b>	<b>.56</b>	<b>29,425</b>	<b>.38</b>

Year to Date	17/18 Budget	17/18 Actual	Cost Per Meal	16/17 Actual
<b>Revenue</b>	<b>1,690,379</b>	<b>1,659,358</b>	<b>2.83</b>	<b>1,657,601</b>
<b>Total Expenses</b>	<b>1,570,578</b>	<b>1,561,305</b>	<b>2.66</b>	<b>1,489,895</b>
<b>Net Return</b>	<b>119,801</b>	<b>98,053</b>	<b>.17</b>	<b>167,706</b>

	17/18 TOTAL MEALS SERVED	17/18 MEALS PER DAY	16/17 TOTAL MEALS SERVED	16/17 MEALS PER DAY
<b>Elementary</b>				
Breakfast	16,977	894	17,447	918
Lunch	24,546	1292	24,883	1310
<b>RMS</b>				
Breakfast	1495	79	1535	81
Lunch	7070	372	7646	402
<b>RHS</b>				
Breakfast	7151	376	6748	355
Lunch	11,035	581	10,586	557
<b>RPS Total</b>				
Breakfast	25,623	1349	25,730	1354
Lunch	42,651	2245	43,415	2269

**Meals Per Day Served**



**RPS Free/Reduced  
March, 2018  
59.2%**

## March 2018 Events:

On March 1, Kids Can Cook 2018 was held at Ralston High School. Thirty two students from all schools participated, and they all did a great job. All the judges had a tough time choosing winners. The Ralston Recorder had a nice review of this event on March 9, 2018.

On March 2, 2018, Green Eggs and Ham were served in all elementary schools in honor of Dr. Seuss' birthday.

Wildewood Elementary and Ralston High debuted "Captured", our new student survey program in March.

Our student intern, Anna Curry, finished up with us on March 16<sup>th</sup> and we miss her very much. It turns out that her grandfather is Richard Anderson, a Ralston Board of Education member in the 1970's.

The RMS Kid Culinary winning team, The Frappuccino Girls cooked their prize winning breakfast for the school on March 28.

Regular monthly training – bloodborne pathogens, first aid.

Total foodservice training time: 20 hours

