

**Cedar Catholic Jr.-Sr. High School
School Board Meeting
Thursday, October 19, 2023
7:30 PM – Cedar Catholic Library**

I. Opening Prayer

II. General Business

- a. Call to Order
- b. Approval of Minutes
- c. Approval of the Agenda
- d. Administration Reports
 1. Development Report –
 2. Asst. Principal/AD Report – See attached report
 3. Principal’s Report – See attached report
 4. President’s Report –

III. Committee Reports

- a. Transportation – See attached report
- b. Buildings/Grounds – See attached report
- c. Finance – See attached report

IV. Old Business

- a. None

V. New Business

a. **Consider, discuss and take action to approve staff evaluation documents for the 2023-24 school year.**

1. See the attached Rule 10 Certified Employee Checklist and evaluation documents. The evaluation instruments for support and certificated staff members are also posted on the principal’s webpage. I sent these to the Catholic School Office for review and any recommended changes. No recommended changes.

(a) **Motion by:**_____. **Second by:**_____ to adopt the staff evaluation documents as presented.

b. **Consider, discuss and take action to approve the use of Local Substitutes for the 2023-2024 school year.**

1. We use substitute teachers who work with a “Local Substitute Teacher” License. The board has to approve the use of local substitutes in order for new applicants to get the license. We have no record of your approval, so cannot complete the application.

(a) **Motion by:**_____. **Second by:**_____ to approve the use of local substitute teachers for the 2023-2024 school year.

- c. We received our School Crisis Manual and will work with our school team to update information from their Nebraska Department of Education workshop last summer. Our goal is to have the **School Crisis Manual** completed by the end of the first semester. This manual will provide detailed support for managing crisis situations that may arise throughout the school year. We are also participating in a series of trainings to support our teachers in dealing with a number of social and emotional issues our students encounter. See information included in the principal’s reports. **No Motion**

VI. Adjournment & Closing Prayer

(Any Reports given at the meeting must be submitted to the secretary in written form.)

CEDAR CATHOLIC JR. - SR. HIGH SCHOOL
BOARD OF EDUCATION MINUTES
Thursday, September 14, 2023

The September 14, 2023 meeting was called to order by Pat Steffen. Meeting opened with a prayer by Daryl Kleinschmit.

MEMBERS IN ATTENDANCE: Dr. Dan Hoelsing, Beckie Polak, Pat Steffen, Melissa Bowers, Wendy Stevens, Daryl Kleinschmit, and Chad Cattau. Absent: Fr. Owen Korte, Fr. Jim Keiter, Tom Kuchta, Brian Pinkelman, and Joan Potts.

GENERAL BUSINESS:

APPROVAL of 8/17/2023 MINUTES: Daryl Kleinschmit motioned to approve the minutes of 8/17/2023, seconded by Pat Steffen. Motion was carried with a unanimous vote.

AGENDA: Beckie Polak motioned to approve the agenda, seconded by Wendy Stevens. Motion was carried with a unanimous vote.

ADMINISTRATION REPORTS:

DEVELOPMENT: No report due to early board meeting.

ASST. PRINCIPAL'S REPORT: See attached report.

PRINCIPAL'S REPORT: See attached report.

Fr. KORTE'S REPORT: No report.

COMMITTEE REPORTS:

TRANSPORTATION: Bus evacuation drills were conducted for Preschool - 12th grade on 9/13/23.

Cedar Catholic participated in the EMT Emergency Bus Mock Accident hosted by Hartington Fire and Rescue on Monday September 11th.

GROUND AND BUILDING: Air Conditioning at the MWAC gymnasium and concession area are completed.

FINANCE: Budget and expenses were reviewed. Daryl Kleinschmit motioned to approve the financial report, seconded by Wendy Stevens. Motion was carried with a unanimous vote.

OLD BUSINESS: None

NEW BUSINESS:

1. **Review the draft staff evaluation documents for the 2023-2024 school year:** See and review the attached Rule 10 Certified Employee Evaluation Policies and Procedures Checklist. These evaluations will be at the October board meeting for adoption. No motion needed.
2. **Consider, discuss and take-action to adopt the Emergency Preparedness Quick Reference Guides:**
 - a. We updated our Emergency Preparedness guides that hang by the door in each classroom. These guides are a quick reference for the drills and emergency procedures that are required to adopt and practice throughout the school year. Beckie Polak motioned to adopt the Emergency Preparedness guides as presented, seconded by Melissa Bowers. Motion was carried with a unanimous vote.
3. **School Crisis Manual:** Goal is to have the manual completed by the end of the first semester. This manual will provide detailed support for managing crisis situations that may arise throughout the school year. No motion needed.

CORRESPONDENCE: None

ADJOURNMENT: Beckie Polak made a motion to adjourn, seconded by Wendy Stevens. Motion was carried with a unanimous vote. Next meeting will be on August 17, 2023.

The closing prayer was led by Melissa Bowers.

Respectfully Submitted by Beckie Polak, Secretary

Catholic Development for Cedar County Catholic Schools & Parishes
Report for Cedar Catholic Jr.-Sr. High School Board

October 19, 2023 Meeting

- Planning, expanding, and updates have recently advanced progress in the Cedar County Catholic Schools and Parishes Development Office. Alissa Bartling, who began working at the Development Office on October 2, has been hired to fill the new position of Development Coordinator. She will Coordinate the Cedar County Catholic Schools Gala, the Cedar Catholic Fall Blitz Dinner, promoting the truck raffle, public relations especially with younger families, and assist the Development Director with alumni relations, and other Development efforts. Also, a new part of this position is digital marketing, to consist of web page design and submission of information, and social media public relations. The Development Coordinator position is a result of the Development Director position growing into a two-person job through years of the advancing Development program. I will remain the Development Director and continue supervising the Development office, continuing to obtain major gifts for the Endowment Fund, special projects, the budget, writing/editing public relations, and seeking tuition assistance gifts. I will focus work on Estate Planning information and gifts. Development Office Assistant/Secretary Kristi Loecker's position will remain the same. Kristi has invested over six years into the Development program and does a great job being a pleasant asset to the program.
- Expansion of the Cedar County Catholic Schools and Parishes Development program also meant expanding to a third work area/office within the Development Office. Development storage items were moved to another storage area in the Msgr. Werner Activity Center. The third room of the Development Office was made into a very nice office for Alissa and some cupboards placed on the west end to accommodate closed storage and a "coffee bar." My office was also rearranged to better accommodate guests and a professional setting. A television for com cost presentations was added and the large old, long table replaced with a newer round table. We did some rearranging in Kristi's office for a nice reception of guests. Stop by sometime to see the greatly appreciated changes. A big thank you to Dr. Dan Hoelsing for all his help for this to make happen.
- The truck raffle grossed \$155,800 for budget obligations.
- We have kicked off the CCHS Fall Dinner Blitz and Raffle with ticket sales. It will be a sit down, dine in only, prime rib dinner on November 18. Thank you to Fr. Jim Keiter for getting the gift of prime rib again this year. Alissa is coordinating the Blitz.
- The Blue Ribbon Dinner was on September 24 at the County Club. See attached Development fiscal year-end reports.
- Gala 2024 gift solicitation has begun with a Gala Gift Gathering this week hosted by Aggie Heine, Jill Kleinschmit and I. Alissa has begun coordinating the Gala. The Gala will be March 16, 2024.
- The Alumni Weekend on September 23 & 24th ^{→ 25th} was fun and fairly well attended. We will see how we can grow alumni relations with that this coming year.

Joani Potts, Development Director
Cedar County Catholic Schools &
Parishes

**2022—2023 Fiscal Year Gifts & Fundraising
Through the Catholic Development Office
Serving Cedar County Catholic Schools & Parishes**

2023 Cedar County Catholic Schools Gala/Auction	\$430,370.00
2022 Ford F150 Truck Raffle Proceeds	\$158,800.00
2022 Ford F150 Special Edition Truck	\$74,600.00
Catholic Development Membership/Blue Ribbon Gifts	\$63,635.00
CCHS Annex Bldg./Wrestling Golf Center	\$343,197.63
Tuition Assistance, Tuition Scholarships, Teacher Tuition Benefit	\$103,172.50
New Speaker/Sound System In MWAC & HT Gyms	\$37,500.00
Technology Gift	\$20,000.00
Robotics Class	\$11,350.00
Miscellaneous Gifts: Coach Bus Maintenance Fund, Special Needs, Faculty & Staff Christmas/Appreciation, Alumni Newsletter costs, CCHS Annual Report Costs, Music program gifts, and Anonymous designations.	\$131,722.46
Memorial Endowments Gifts, Endowed Memorial Scholarships,	\$46,143.24
2022 Children's Scholarship Fund plus Matching Funds	\$6,513.00
2022-2023 Annual Fund Gifts Drive,	\$143,603.34
President's Appeal, Christmas Remembrance, \$300 Club, Out-right gifts.	
2022-2023 Fiscal Year Total	\$1,570,607.30

These outright gifts and fundraising amounts are a result of the Catholic Development Office efforts and involvement. This report does not include the annual interest earned on Endowment Funds—also a result of Development efforts through time. (Ex. Cedar Catholic utilizes approximately \$140,000 of annual endowment earnings per year for budget assistance.) This report also does not include other schools/parish dinners and fundraising or that which the Development Office does not directly host, but will assist upon request. The Catholic Development Office is accessible to assist all of our Cedar County Catholic Schools and Parishes.

The return on investment for 2022-2023 for every Blue Ribbon dollar invested in the Development program this fiscal year was: \$1 : \$24.68.

Thank you for the great generosity of all the wonderful people who share your time, talents, treasures and gifts-in-kind. Our Cedar County Catholic Schools & Parishes donor base is absolutely phenomenal with prayers, faith, support, time, and efforts. Thank you to each and all who support the mission of our faith by providing and supporting the environment to invite, enhance and share our faith.

Ultimately, we thank God. Please join the Catholic Development Office and Catholic Development Blue Ribbon Committee in thanking God for each great year that He blesses us to continue our Catholic heritage.

**Thanks Be To God
and to Many Generous Benefactors
for the Accomplishments the
Catholic Development Program Has Provided
our Cedar County Catholic Schools & Parishes.**

Catholic Development for Cedar County Catholic Schools & Parishes has been tremendously blessed by God with much success in the past 27 years. This report is a record of the total annual donations and fundraisers conducted by the Catholic Development Office.

The Catholic Development Blue Ribbon Committee has provided the Development program as a service to our Cedar County Catholic Schools and Churches without our Catholic schools and parishes having to take from their budgets to fund the Development program. The Catholic Development Office has been successfully funded and guided by the Catholic Development Blue Ribbon Committee currently consisting of 71 memberships, a Gala distribution for conducting the Gala Dinner and Grand Auction each year, and additional gifts as needed.

A sincere thank you to the many donors and volunteers who have been a part of Catholic Development for 27 years. Thank you to all who have offered prayers, shared vision and goals, believed in, and provided a Catholic Development program from 1996 – 2023.

The Catholic Development Office has raised these funds and obtained gifts from **July 1, 1996 to June 30, 2023.**

July 1996 to June 1997	\$165,848
July 1997 to June 1998	\$159,992
July 1998 to June 1999	\$362,511
July 1999 to June 2000	\$696,869
July 2000 to June 2001	\$715,100
July 2001 to June 2002	\$620,457
July 2002 to June 2003	\$623,696
July 2003 to June 2004	\$844,015
July 2004 to June 2005	\$801,045
July 2005 to June 2006	\$1,143,859
July 2006 to June 2007	\$588,565
July 2007 to June 2008	\$568,518
July 2008 to June 2009	\$671,891
July 2009 to June 2010	\$674,510
July 2010 to June 2011	\$757,074
July 2011 to June 2012	\$963,075
July 2012 to June 2013	\$687,805.
July 2013 to June 2014	\$682,567
July 2014 to June 2015	\$717,801
July 2015 to June 2016	\$756,977
July 2016 to June 2017	\$1,024,631
July 2017 to June 2018	\$930,180
July 2018 to June 2019	\$1,261,563
July 2019 to June 2020	\$1,223,119
July 2020 to June 2021	\$1,138,445
July 2021 to June 2022	\$1,562,615
July 2022 to June 2023	\$1,570,607
27 –Year Total Gifts/Fundraising	\$21,913,335

Assistant Principal/Activities Director Report

The Jr. High students completed their star testing and Mr. Bengston and their teachers are working on their data reports and how we can use them for improvement in Math and English. The freshmen and sophomores have also completed their Pre-ACT testing, but we do not have their results back yet.

On Monday we completed a tornado drill for the students and faculty. We will also have a fire drill again this month. Our September fire drill ran very smoothly so we need to thank both the students and faculty for how well they did.

Last night we had our parent teacher conferences for the 2023 school year. We had excellent attendance and many of the parents were very positive about the work the faculty has been doing up to this point in the year.

This month I would like to spotlight all of our fall coaches. We have a very dedicated group of people that have the best interest of our students in mind. Many of our assistant coaches are working countless hours on the weekends and spending time away from their families so that our student athletes can be successful. Our fall coaching staffs included:

Girls Golf: Sheila Jueden, Rob Bengston (he filled in for Sheila when needed)

Football: James Kaiser, Blair Kalin, Justin Kerkman, Joe Schroeder, Jesse Hochstein

Volleyball: Denae Buss, Becky Jones, Jamie Walter

Cross Country: Mandy Hochstein

Our girls cross country team qualified for the state meet and they will run in Kearney tomorrow. We also qualified one boy, Adam Elks.

We recently began our random drug testing of students. Each time we test, we will test two male and two female students. After the test, I will contact one of the parents so they know we tested their child during that school day.

Principal's Report:

Program/Staff Member Spotlight: Mr. Ray Weier and Mrs. Miranda Bernecker and our math programs are my spotlight for this month. In September my responsibility was to observe their classes and provide them feedback on my observations. I was in Mr. Weier's classroom 50 years ago and really never appreciated his gift as a teacher and his empathy and patience with students. As I now observe Mrs. Bernecker, I can attest that our students are enrolled in math programs that are organized, challenging, and current with instructional pedagogy. While experience and years may separate these two instructors, their impact on our students and the quality of these programs is consistent.

Administration Office Meeting 10/16/2023

1. **Opening Prayer**
2. **Safety Program Guidelines:** Please review the Safety Quick Reference Guide protocol prior to drill. Required drills are:
 - Bus Evacuation:** Annually
 - Fire Drill:** 10 times each year (Monthly)
 - Tornado Drill:** 2 times each year
 - Shelter in Place:** 2 times each year (secure)
 - Lockout:** 2 times each year
 - Lockdown:** 2 times each year
 - Evacuate:** 2 times (Off site location)
3. **October Safety Drill:** Our first Tornado drill will be at 9:30, Wednesday, October 18, 2023.
 - a. Run your class rosters and put them in the Emergency Flip Chart
 - b. Review the "Tornado" tab on your wall packet.
 - c. Make sure you review procedures with your students prior to the drill.
 - d. All drills are to be practices as a real event; quiet, orderly, efficient...
 - e. All students/staff go to the assembly room and wait for instructions.
4. **Rule 10 Compliance:** Each year the Department of Education requires accredited schools to file a statement of assurance on Rule 10 guidelines. See guidelines posted on the principal's webpage.
5. **Emergency, Safety and Security Management Plan:** We received our draft management plan. The crisis team will need to meet and review the work you did last summer with NDE. Our goal is to have it ready for board adoption in December.
6. **Teacher Observation Focus:** Reviewed October teacher observation schedule and focus. The October focus switches to the last serial position (7-10 minutes) of the lesson. *Closure and Homework.* (empower and launch).
7. **Flu Shots Available:** Matt Steffen came to the school to give flu shots on Friday, October 13th @ 7:30AM for any staff from Cedar Catholic and Holy Trinity Elementary.
8. **Staff Safety Training Videos:** Discussion on the required and optional staff safety training videos from the Archdiocese and Catholic Mutual Insurance. Administration will work with the Archdiocese and Catholic Mutual to make sure we provide access to these required/optional trainings.
 - a. How Teachers can Stop Bullying: (Dr. Hayley Watson)
 - i. Stop Bullying Step 1: <https://www.youtube.com/watch?v=8l7D2fBpviE>
 - ii. Stop Bullying Step 2: <https://www.youtube.com/watch?v=UAI7OHYcPFE>
 - iii. Stop Bullying Step 3: <https://www.youtube.com/watch?v=jQyQtEWek24>
 - iv. Stop Bullying Step 4: <https://www.youtube.com/watch?v=EOd66D-kXiI>
 - b. Overcoming Trauma and Depression: (Dr. Hayley Watson)
 - i. Mental Health Documentary: <https://www.youtube.com/watch?v=ds6nhVHJ0Lc>
 - ii. Body Image & Binge Eating: <https://www.youtube.com/watch?v=mZWRRF9N0ck>
 - iii. Suicide Awareness Documentary: <https://www.youtube.com/watch?v=0thsQxDUYvk>
9. **HVAC System:** We still have an issue in room 119 with the condensate unit. This is scheduled to be fixed by this Friday.
10. **Rule 10 ACA Submission:** Completed and submitted the Rule 10 Assurance on the NDE Portal.
11. **October School Board Meeting:** Review agenda items for board discussion and/or adoption.
 - a. Approve Certificated Staff Evaluation Documents

- b. Approve Support Staff Evaluation Documents
 - c. School Crisis Manual: See Draft Manual
12. **State Golf Tournament:** The State Class C Girls Golf Tournament was held in North Platte on Monday/Tuesday, October 9-10. Maci Schommer represented Cedar Catholic in qualifying for the State Tournament. Congratulations to Maci and her coach, Sheila Jueden!
 13. **Inclement Weather Plan:** Discussed inclement weather/school closing protocol. Meet with Hartington Public Administration to discuss protocol for school dismissals/cancellations.
 14. **Craft Fair:** The Development Office will be hosting the annual Craft Fair from 9:00 to 2:00 on Saturday, December 2, 2023 @ MCWAC.
 15. **Random Drug Testing:** We conducted our first random, student drug test on Thursday, October 12th. Thank you for your continued support of this program.
 16. **Custodial Program:** We hired Laura Steffen as a part-time custodian to assist Jeff with the housekeeping responsibilities. We are in the process of putting a schedule together and will post the schedule when it is done. Please make sure you are aware of when your room is scheduled for cleaning.
 17. **Substitute Teacher Approval:** Our request for additional days for local substitute teacher permit holders working at Cedar Catholic has been approved for the 2023-2024 school year.
 18. **First Quarter Review:** Discussed first quarter Office focus and possible goals for the second quarter.
 19. **Closing Prayer**

October Board Reports

Transportation:

1. John Lammers will check in with Sheila once a week and take care of washing buses as needed.
2. The 2011 Yukon will have the windshield replaced on Tuesday, October 17th.

Building and Grounds:

1. We hired Laura Steffen as a part-time custodian to assist Jeff with restrooms/drinking fountains, etc...
2. Mr. Cattau is working with Jeff on a schedule for cleaning the classrooms, hallways, and offices.

Inclement Weather:

1. We met with office staff to discuss our protocol for school dismissals, late starts, and cancellation due to inclement weather.
2. We will meet with Hartington Public Administration to discuss our coordination between the schools.

DR. BRIAN L. MAHER, COMMISSIONER



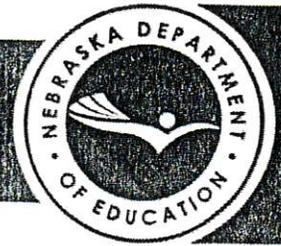
TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



October 13, 2023

Dear Daniel Hoelsing:

The Department has received your request for additional days for local substitute permit holders working at Cedar Catholic High School. Your request has been approved based on the circumstances you identified. This authorization allows local substitute permit holders, as requested, to teach more than 90 days in your school system for the 2023-2024 academic year.

If you have any questions or concerns about this authorization, please contact me at brad.dirksen@nebraska.gov.

Respectfully,

Brad Dirksen
Administrator
Office of Accreditation, Certification, & Approval

Recipient Data:

Time Finished: 2023-10-12 12:13:26 MDT

IP: 205.202.32.242

ResponseID: R_1JXR2hZpvRtlKws

Link to View Results: [Click Here](#)

URL to View Results: <https://nde.iad1.qualtrics.com/apps/single-response-reports/reports/ztuM5i3Z5RnXkoPuqsQYXlL8sL%2Ec5zCCsFhA4JNZVTXYkjoWQP2nHu%2EW6DtPVjCX%2E40dtLKfcBxNCBNjaABAH6vksL71UPTIFzO6WseT-fuxKnNOG4nIvSOjUdngJNajNuIooyCuzGeu6Ixr2WaKwfoJQZi6BaeawiVQOk5NW4uUequUKtt14qdZF-NhctFgL4mox9W8eP-lCOuNEjgt-1on2fdk4QVnBf3bvoifaJmYOW%2Eg8ATM7BfVTFAY72nCLwdBH23AcUaBh-keBksy-PjYQIHPM5A%2E6C-HtFKb8XJx3aSGYn5Pi%2EFESwWBiO>

Response Summary:

Code Section 003: Mandatory Requirements for Legal Operation

003.01 Certificated Teachers and Administrators

No

003.05 Graduation requirements: Language Arts - 40 credits

Yes

003.05 Graduation requirements: Math - 30 credits

Yes

003.05 Graduation requirements: Science - 30 credits

Yes

003.05 Graduation requirements: Social Studies/History - 30 credits

Yes

003.06 School Year meets the 400/1032/1080 hours of instruction

Yes

003.08 Reports are submitted by due dates

Yes

003.12 Period of time established for recitation of Pledge of Allegiance (K-12)

Yes

Please complete a self-report statement for any unmet regulations in Section 003.

Therese Hoffart: High School Language Arts is enrolled in the Transition to Teach Program at the University of Nebraska at Kearney.

Chad Cattau: High School Assistant Principal has applied for a provisional certificate due to his administrative certificate expiring due to previous assignment coding.

Code Section 004: Curriculum and Standards

004.01A Board-approved instructional program based on written purposes or standards

Yes

004.01A Board-approved instructional program based on written purposes or standards provided to each certificated staff member

Yes

004.01C Written guides, frameworks, and standards for all other curricular areas

Yes

004.01C Written descriptions of the library media and guidance programs

Yes

004.01D Writing experiences incorporated in all curricular areas K-12

Yes

004.01E Educational computer/technology incorporated in instructional programs at all grade levels

Yes

004.02A Elementary weekly schedule includes Mathematics

NA

004.02A Elementary weekly schedule includes Reading/Language Arts

NA

004.02A Elementary weekly schedule includes Social Studies

NA

004.02A Elementary weekly schedule includes Science

NA

004.02A Elementary weekly schedule includes Health

NA

004.02A Elementary weekly schedule includes P.E.

NA

- 004.02A Elementary weekly schedule includes Visual Arts
NA
- 004.02A Elementary weekly schedule includes Music
NA
- 004.02B Kindergarten – all age eligible children admitted on an unqualified basis §79-214(2)
NA
- 004.02B2 Board-approved recognized assessment procedure for determining early admittance to kindergarten
NA
- 004.02C Athletic contests not to include K-6 unless exception applies due to enrollment numbers
NA
- 004.03A Middle grades includes instruction in Reading
Yes
- 004.03A Middle grades includes instruction in Language Arts
Yes
- 004.03A Middle grades includes instruction in Mathematics
Yes
- 004.03A Middle grades includes instruction in Social Studies
Yes
- 004.03A Middle grades includes instruction in Science
Yes
- 004.03A Middle grades includes instruction in Health
Yes
- 004.03A Middle grades includes instruction in Art
No
- 004.03A Middle grades includes instruction in Music
Yes
- 004.03A Middle grades includes instruction in P.E.
Yes
- 004.03B Career education is included in the middle grades program
Yes
- 004.03C Interscholastic athletic contests (grades 7 and 8) do not exceed number allowed in Rule 10
Yes
- 004.04A High School Program consists of 400 instructional units
Yes
- 004.04B1 Language Arts - 60 instructional units
Yes
- 004.04B2 Social Science - 40 instructional units
Yes
- 004.04B3 Mathematics - 40 instructional units
Yes
- 004.04B4 Science - 40 instructional units
Yes
- 004.04B5 World Language - 20 instructional units or 2 years of daily classes in the same language
Yes
- 004.04B6 Career Education - 80 instructional units
Yes
- 004.04B7 Personal Health and Physical Fitness - 20 instructional units or 2 years of daily classes in personal health and physical fitness (Note: Inclusion of CPR in the curriculum)
Yes
- 004.04B7 Practice for and participation in interscholastic athletic activities not used as substitute for any part of personal health and physical fitness requirement
Yes
- 004.04B8 Visual and Performing Arts - 40 instructional units
Yes
- 004.04B8 Visual and Performing Arts - 40 instructional units including Instrumental Music
Yes
- 004.04B8 Visual and Performing Arts - 40 instructional units including Vocal Music
Yes
- 004.04B8 Visual and Performing Arts - 40 instructional units including Visual Arts
Yes
- 004.04D2b(e) Availability of properly endorsed monitor with aligned Distance Learning course generating instructional units
Yes

Please complete a self-report statement for any unmet regulations in Section 004.
High School Art and Vocational Education offered through Hartington Public Schools.

Code Section 005: Statewide System for Assessment of Student Learning and for Reporting the Perfo...

005.01B Whole grade norm-referenced assessment

Yes

005.03 Each school has a student assistance process of its own design to provide problem solving and intervention strategies

Yes

Code Section 006: Media and Technology Resources

006.01A Library media area(s) available all day

Yes

006.01A Library media resources properly cataloged according to standard classification system

Yes

006.01A Encyclopedia or electronic format copyrighted in past five years

Yes

006.01B Elementary acquires new library media resources in accordance with Rule 10 guidelines

NA

006.01C Middle level acquires library media periodicals in accordance with Rule 10 guidelines

Yes

006.01D Secondary level acquires library media periodicals in accordance with Rule 10 guidelines

Yes

Code Section 007: Instructional Staff

007.01A 95% of elementary teachers appropriately endorsed

NA

007.01B Pre-kindergarten coordinator has at least 9 credit hours in Early Childhood Education (If not applicable, check Yes)

NA

007.02A 90% of middle grades teachers appropriately endorsed

Yes

007.03A 80% of instructional units offered in secondary grades assigned to appropriately endorsed teachers

Yes

007.04A ½ FTE media specialist endorsed or acquiring 6 hours per year of professional development or college credit

Yes

007.04A1 Building library media specialist staff in required ratio

Yes

007.05A Guidance staff – in required ratio; endorsed or acquiring 6 hours per year in professional development or college credit

Yes

007.05B Guidance staff – in required ratio for middle/secondary grades

Yes

007.05C Elementary guidance program and services: 300 or more students (If not applicable, check Yes)

NA

007.07A Each teacher participates in at least ten hours of staff development activities each year

Yes

Code Section 008: Administrative Staff

008.02A Elementary administration: Elementary principal or superintendent

NA

008.02A Elementary administration: 10+ teachers, half-time principal (If not applicable, check Yes)

NA

008.02A Elementary administration: 20+ teachers, full-time principal (If not applicable, check Yes)

NA

008.03A Middle grades principal, endorsement required

Yes

008.03B Middle grades administration: Middle grades principal

Yes

008.03B Middle grades administration: 10+ teachers, half-time principal (If not applicable, check Yes)

Yes

008.03B Middle grades administration: 20+ teachers, full-time principal (If not applicable, check Yes)

Yes

008.04A Secondary administration: Secondary principal

Yes

008.04A Secondary administration: 10+ teachers, half-time principal (If not applicable, check Yes)

Yes

008.04A Secondary administration: 20+ teachers, full-time principal (If not applicable, check Yes)

Yes

008.05A Head administrator has superintendent's endorsement

Yes

008.05B Other administrators hold appropriate endorsements (If not applicable, check Yes)

Yes

008.05C All required certificates and permits on file in school administrative office

Yes

Code Section 009: Continuous School Improvement

009.01A Review and update of mission and vision statements incorporated in continuous school improvement plan

Yes

009.01A Collection and analysis of data including student performance, demographics, learning climate, and former high school students incorporated in continuous school improvement plan

Yes

009.01A Selection of improvement goals including at least one academic achievement goal incorporated in continuous school improvement plan

Yes

009.01A Development and implementation of an improvement plan aligned to a professional development plan incorporated in continuous school improvement plan

Yes

009.01A Evaluation of progress incorporated in continuous school improvement plan

Yes

009.01B External team visit hosted every 5 years

Yes

Code Section 010: Accountability Reporting

010.01A Annual written report of performance, demographics, improvement goals, financial information

Yes

010.01B Policy for preparing and distributing annual report of performance (010.01A)

Yes

Code Section 011: School Environment

011.01A Safe, healthful, and sanitary conditions maintained in each building including meeting fire, safety, and health codes

Yes

011.01B Safety and security plan

Yes

011.01C Safety and security committee

Yes

011.01D Safety and security plan reviewed annually including a visit

Yes

011.01E Seclusion and Restraints policy

Yes

011.01F Bullying policy

Yes

Code Section 012: School System Governance

012.01A Written board policies accessible in each building

Yes

012.01B Written policy assuring schools meet instructional hours requirement (400 for kindergarten, 1032 for elementary, 1080 for high school (9-12))

Yes

012.01C Ratio (pupils to certificated staff) 25 to 1

Yes

Appendix F

Private, denominational, and parochial school responsibilities for Social Studies and Civics §79-724 (2-6)

Yes

Character education instruction emphasis in public and nonpublic classrooms §79-725

Yes

Public, private, denominational, and parochial schools educate staff as outlined in The Seizure Safe Schools Act §79-3201

Yes

If there are any areas of compliance upon which you would like to explain, define, or expand, ple...

Cedar Catholic is in compliance with all policies as outlined in the Omaha Archdiocese Policy Manual. The board of education reviews compliance with these policies annually.

I hereby affirm compliance or specifically note any noncompliance with the applicable accreditati...

Name (first name, last name) Daniel Hoelsing

Date (mm/dd/yyyy) 10/12/2023

Email dhoelsing@cedarcatholic.org

Signature of the Head Teacher or Principal (Use your mouse if on a desktop, or your finger if on...

https://nde.qualtrics.com/WRQualtricsControlPanel/File.php?F=F_1QaYLzakYF1u8eL

Please type the email address of the Head Administrator or Superintendent below and make sure the...

dhoelsing@cedarcatholic.org

Signature of the Head Administrator or Superintendent (Use your mouse if on a desktop, or your fi...

https://nde.qualtrics.com/WRQualtricsControlPanel/File.php?F=F_2WtW2cQKVQxJdK4

Embedded Data

DateYears 2022-2023

District CEDAR CATHOLIC HIGH SCHOOL

DistrictID 14-0702

ESU 01

Received_Date 9/1/2023

	Jul 1 - Oct 16, 23	Budget	% of Budget
Ordinary Income/Expense			
Income			
ATHLETICS AND ACTIVITIES INCOME			
3020 · Student Athletics			
3020D · Football	7,684.75	0.00	100.0%
3020G · Volleyball	3,733.25	0.00	100.0%
3020I · Boys Golf	10.00	0.00	100.0%
3020J · Girls Golf	525.00	0.00	100.0%
3020L · Athletics Miscellaneous	176.84	0.00	100.0%
3020M · Sports Season Passes	8,850.00	0.00	100.0%
3020 · Student Athletics - Other	0.00	65,000.00	0.0%
Total 3020 · Student Athletics	20,979.84	65,000.00	32.3%
3023 · Activities and Clubs			
3023S · Robotics	650.00	0.00	100.0%
Total 3023 · Activities and Clubs	650.00	0.00	100.0%
Total ATHLETICS AND ACTIVITIES INCOME	21,629.84	65,000.00	33.3%
FUNDRAISER INCOME			
3142 · Memorials	1,645.47	50,000.00	3.3%
3145 · Donations	2,528.41	0.00	100.0%
Total FUNDRAISER INCOME	4,173.88	50,000.00	8.3%
OTHER OPERATING REVENUE			
3562 · Instructional Income & Fees			
3562B · Uniforms Fees	3.00	0.00	100.0%
3562 · Instructional Income & Fees - Other	760.00	0.00	100.0%
Total 3562 · Instructional Income & Fees	763.00	0.00	100.0%
3564 · Interest Income	1,599.12	2,000.00	80.0%
3565 · Miscellaneous Income	1,913.00	0.00	100.0%
Total OTHER OPERATING REVENUE	4,275.12	2,000.00	213.8%
SCHOOL TUITION AND FEES			
3001 · TUITION			
3001A · Tuition from Scholarships	9,227.66	0.00	100.0%
3001B · Past Due Tuition	7,993.00	0.00	100.0%
3001 · TUITION - Other	154,249.85	546,510.00	28.2%
Total 3001 · TUITION	171,470.51	546,510.00	31.4%
3003 · Parish Subsidies			
3003A · Holy Family	37,132.49	0.00	100.0%
3003B · Holy Trinity	68,366.98	0.00	100.0%
3003C · All Saints Church	30,416.73	0.00	100.0%
3003D · St. Michael	8,710.33	0.00	100.0%
3003 · Parish Subsidies - Other	0.00	501,723.52	0.0%
Total 3003 · Parish Subsidies	144,626.53	501,723.52	28.8%
3004 · Other Fees	63.60	0.00	100.0%
Total SCHOOL TUITION AND FEES	316,160.64	1,048,233.52	30.2%
Total Income	346,239.48	1,165,233.52	29.7%
Gross Profit	346,239.48	1,165,233.52	29.7%
Expense			
ATHLETICS AND ACTIVITIES			
4020 · Athletics			
4020A · Cheerleading	59.76	250.00	23.9%
4020B · Boys Basketball	643.90	12,500.00	5.2%
4020C · Girls Basketball	549.00	12,500.00	4.4%
4020D · Football	16,650.47	20,000.00	83.3%
4020E · Track and Field	0.00	5,000.00	0.0%
4020F · Wrestling	0.00	2,000.00	0.0%
4020G · Volleyball	2,845.00	6,000.00	47.4%
4020H · Dance	0.00	500.00	0.0%
4020I · Boys Golf	0.00	1,500.00	0.0%
4020J · Girls Golf	933.88	1,000.00	93.4%

	Jul 1 - Oct 16, 23	Budget	% of Budget
4020K · Concessions	2,434.28	0.00	100.0%
4020L · Athletics Miscellaneous	5,778.91	10,000.00	57.8%
4020M · Athletic Equipment	0.00	5,000.00	0.0%
Total 4020 · Athletics	29,895.20	76,250.00	39.2%
4023 · Activities and Clubs			
4023B · Band	871.89	0.00	100.0%
4023C · Speech	51.99	1,000.00	5.2%
4023D · One Act	610.99	1,000.00	61.1%
4023F · Math Counts	0.00	200.00	0.0%
4023H · Campus Ministry	1,904.97	5,000.00	38.1%
4023I · Class/Grade Activities	0.00	1,000.00	0.0%
4023J · Student Council	0.00	500.00	0.0%
4023M · Quiz Bowl	0.00	100.00	0.0%
4023P · Catholic Schools Week	0.00	1,500.00	0.0%
4023R · Activities Miscellaneous	0.00	1,500.00	0.0%
4023S · Robotics	6,390.46	5,000.00	127.8%
Total 4023 · Activities and Clubs	9,830.30	16,800.00	58.5%
Total ATHLETICS AND ACTIVITIES	39,725.50	93,050.00	42.7%
DEPARTMENT PERSONNEL COSTS			
CERTIFIED STAFF			
4201 · Teacher Salaries	258,416.43	708,370.42	36.5%
4202 · Principal Salary	37,717.81	90,000.00	41.9%
Total CERTIFIED STAFF	296,134.24	798,370.42	37.1%
NON-CERTIFIED STAFF			
4203 · Administrative Staff			
4203A · Secretary	0.00	31,200.00	0.0%
4203B · Bookkeeper	0.00	31,200.00	0.0%
4203 · Administrative Staff - Other	26,220.69	0.00	100.0%
Total 4203 · Administrative Staff	26,220.69	62,400.00	42.0%
4205 · Transportation Services			
4205A · Activities Transportation	64.00	500.00	12.8%
4205B · School Day Transportation	11,755.49	25,000.00	47.0%
4205C · Transportation Supervisor	1,397.26	2,800.00	49.9%
4205 · Transportation Services - Other	679.25	2,000.00	34.0%
Total 4205 · Transportation Services	13,896.00	30,300.00	45.9%
4206 · Maintenance Staff			
4206A · Maintenance Supervisor	0.00	10,000.00	0.0%
4206B · Custodian	0.00	27,040.00	0.0%
4206C · MWAC Custodian	0.00	15,750.00	0.0%
4206 · Maintenance Staff - Other	12,153.50	0.00	100.0%
Total 4206 · Maintenance Staff	12,153.50	52,790.00	23.0%
Total NON-CERTIFIED STAFF	52,270.19	145,490.00	35.9%
OTHER STAFF			
4207 · Nurse Contract	1,666.68	5,000.00	33.3%
4208 · Aids & Temporary Help	9,967.32	7,500.00	132.9%
4209 · Coaching	-13,058.47	110,000.00	-11.9%
4210 · Student Labor	0.00	1,500.00	0.0%
4211 · Activities Supervision	0.00	3,000.00	0.0%
4220 · Concessions Staff	1,117.85	2,800.00	39.9%
Total OTHER STAFF	-306.62	129,800.00	-0.2%
4214 · Federal Taxes	26,320.54	82,268.90	32.0%
4215 · Employer Flex Contributions	9,654.90	32,340.00	29.9%
4216 · Employer Pension	7,667.11	30,948.31	24.8%
4217 · Health Insurance	29,968.44	72,993.16	41.1%
4218 · Professional Development	1,581.20	1,500.00	105.4%
4219 · Miscellaneous Personnel Costs	1,144.75	3,000.00	38.2%
Total DEPARTMENT PERSONNEL COSTS	424,434.75	1,296,710.79	32.7%
FACILITIES & ADMIN EXPENSES			
4430 · Technology	7,804.39	10,000.00	78.0%
4431 · Printing & Copying	1,157.72	10,000.00	11.6%

	Jul 1 - Oct 16, 23	Budget	% of Budget
4432 · Utilities			
4432A · Fuel	154.43	2,000.00	7.7%
4432B · Water and Sewer	970.25	5,000.00	19.4%
4432C · Electricity	9,770.78	28,000.00	34.9%
Total 4432 · Utilities	10,895.46	35,000.00	31.1%
4433 · Telephone	882.68	3,500.00	25.2%
4434 · Rentals			
4434A · Rent Holy Trinity	0.00	17,000.00	0.0%
4434C · COMPLEX	0.00	8,000.00	0.0%
Total 4434 · Rentals	0.00	25,000.00	0.0%
4435 · Postage	189.00	1,500.00	12.6%
4436 · Advertising	0.00	250.00	0.0%
4438 · Cafeteria	800.00	3,000.00	26.7%
4439 · Office Supplies	781.56	5,000.00	15.6%
4440 · Service Contracts	1,212.80	30,000.00	4.0%
4443 · Building & Grounds			
4443A · Custodial Supplies	1,845.78	0.00	100.0%
4443B · Parts & Service	34,066.09	0.00	100.0%
4443C · Groundskeeping	270.00	0.00	100.0%
4443 · Building & Grounds - Other	0.00	25,000.00	0.0%
Total 4443 · Building & Grounds	36,181.87	25,000.00	144.7%
4444 · Property/Auto/Workers Comp Ins	14,418.81	41,528.00	34.7%
4445 · Administrative Fees	1,472.63	3,500.00	42.1%
4446 · Taxes & Licenses	266.20	250.00	106.5%
4447 · Legal Fees	0.00	500.00	0.0%
4449 · Subscriptions	216.00	250.00	86.4%
4450 · Professional Fees	0.00	250.00	0.0%
4451 · Automotive			
4451A · Fuel	6,945.57	0.00	100.0%
4451B · Maintenance	9,251.48	0.00	100.0%
4451 · Automotive - Other	0.00	50,000.00	0.0%
Total 4451 · Automotive	16,197.05	50,000.00	32.4%
4452 · Supplies Expense	88.04	1,500.00	5.9%
4453 · Miscellaneous Expenses	124.41	250.00	49.8%
Total FACILITIES & ADMIN EXPENSES	92,688.62	246,278.00	37.6%
INSTRUCTIONAL MATERIALS			
4322 · Business Education	41.15	1,000.00	4.1%
4323 · Computers	16,719.39	1,500.00	1,114.6%
4324 · Language Arts	1,630.65	1,500.00	108.7%
4325 · Counseling	607.00	2,500.00	24.3%
4326 · Journalism	0.00	500.00	0.0%
4327 · Languages	230.26	1,000.00	23.0%
4328 · Library	424.23	2,000.00	21.2%
4329 · Math	1,708.25	2,000.00	85.4%
4330 · Music			
4330A · Instrumental	1,992.92	2,000.00	99.6%
4330B · Vocal	523.15	2,000.00	26.2%
Total 4330 · Music	2,516.07	4,000.00	62.9%
4331 · Natural Science	3,541.12	3,000.00	118.0%
4332 · PE/Health	0.00	500.00	0.0%
4333 · Religion	3,632.12	2,500.00	145.3%
4334 · Resource	0.00	500.00	0.0%
4335 · Social Sciences	22.99	1,000.00	2.3%
4337 · Instructional Supplies	1,608.05	1,000.00	160.8%
4338 · Techology Supplies	0.00	1,000.00	0.0%
Total INSTRUCTIONAL MATERIALS	32,681.28	25,500.00	128.2%
OTHER OPERATING EXPENSES			
4999 · Capital Outlay	49,500.00	0.00	100.0%
Total OTHER OPERATING EXPENSES	49,500.00	0.00	100.0%
Total Expense	639,030.15	1,661,538.79	38.5%
Net Ordinary Income	-292,790.67	-496,305.27	59.0%

	Jul 1 - Oct 16, 23	Budget	% of Budget
Other Income/Expense			
Other Income			
RESTRICTED / RELEASED ITEMS			
3705 · Released Funds from Endowments			
3705A · ACNM	28,453.60	33,272.00	85.5%
3705B · MWAC	26,381.83	30,824.00	85.6%
3705C · Non-Restricted	0.00	82,245.48	0.0%
3705 · Released Funds from Endowments - Other	685.64	0.00	100.0%
Total 3705 · Released Funds from Endowments	55,521.07	146,341.48	37.9%
3706 · Released Funds			
3706A · Released Funds from Development			
3706AA · Technology Gift	20,000.00	0.00	100.0%
3706A · Released Funds from Development - Other	251,890.00	350,000.00	72.0%
Total 3706A · Released Funds from Development	271,890.00	350,000.00	77.7%
Total 3706 · Released Funds	271,890.00	350,000.00	77.7%
Total RESTRICTED / RELEASED ITEMS	327,411.07	496,341.48	66.0%
Total Other Income	327,411.07	496,341.48	66.0%
Net Other Income	327,411.07	496,341.48	66.0%
Net Income	34,620.40	36.21	95,610.1%

REVENUE REPORT	2020-21	%	2021-22	%	2022-23	%	2023-24	%
July Total	\$130,077.64	9.04%	\$73,109.81	4.77%	\$198,211.73	12.27%	\$353,272.63	21.26%
Parish Subsidies	\$49,737.74	10.22%	\$0.00	0.00%	\$41,809.86	8.33%	\$19,490.21	3.88%
Development/Endowment	\$0.00	0.00%	\$0.00	0.00%	\$85,900.46	19.08%	\$307,411.07	61.94%
Tuition	\$76,261.47	16.39%	\$72,740.29	14.20%	\$58,775.32	10.44%	\$24,498.62	4.48%
Others Budgeted	\$4,078.43	5.47%	\$369.52	0.46%	\$11,726.09	11.67%	\$1,872.73	1.60%
August Total	\$152,904.01	19.66%	\$174,102.71	16.14%	\$198,183.31	24.54%	\$197,681.29	33.16%
Parish Subsidies	\$50,897.26	20.68%	\$61,739.80	12.31%	\$41,369.97	16.58%	\$63,835.78	16.61%
Development/Endowment	\$0.00	0.00%	\$0.00	0.00%	\$0.00	19.08%	\$20,000.00	65.96%
Tuition	\$95,894.23	37.00%	\$94,899.53	32.73%	\$143,722.65	35.98%	\$103,434.41	23.41%
Others Budgeted	\$6,112.52	13.68%	\$17,463.38	22.15%	\$13,090.69	24.69%	\$10,411.10	10.50%
September Total	\$221,579.97	35.06%	\$165,799.63	26.96%	\$179,832.12	35.67%	\$108,287.10	39.68%
Parish Subsidies	\$20,973.46	24.99%	\$21,879.72	16.67%	\$63,249.69	29.19%	\$61,300.54	28.83%
Development/Endowment	\$115,592.00	28.02%	\$61,906.56	14.16%	\$0.00	19.08%	\$0.00	65.96%
Tuition	\$69,752.60	51.99%	\$43,235.00	41.17%	\$57,827.83	46.25%	\$31,601.92	29.19%
Others Budgeted	\$15,261.91	34.16%	\$38,778.35	70.32%	\$58,754.60	83.16%	\$15,384.64	23.65%
October Total	\$80,440.87	40.65%	\$99,583.89	33.46%	\$133,187.29	43.92%	\$0.00	39.68%
Parish Subsidies	\$40,868.00	33.38%	\$41,809.76	25.00%	\$38,980.50	36.95%		28.83%
Development/Endowment	\$0.00	28.02%	\$0.00	14.16%	\$0.00	19.08%		65.96%
Tuition	\$31,002.64	58.66%	\$41,719.75	49.31%	\$42,796.63	53.85%		29.19%
Others Budgeted	\$8,570.23	45.67%	\$16,054.38	90.27%	\$51,410.16	134.31%		23.65%
November Total	\$313,785.26	62.46%	\$91,764.09	39.45%	\$80,211.26	48.88%	\$0.00	39.68%
Parish Subsidies	\$40,250.04	41.65%	\$41,809.76	33.33%	\$23,641.00	41.67%		28.83%
Development/Endowment	\$25,000.00	34.07%	\$0.00	14.16%	\$0.00	19.08%		65.96%
Tuition	\$22,127.09	63.41%	\$29,082.38	54.99%	\$48,293.24	62.43%		29.19%
Others Budgeted	\$226,408.13	349.57%	\$20,871.95	116.20%	\$8,277.02	142.55%		23.65%
December Total	\$183,043.23	75.17%	\$140,279.99	48.61%	\$315,677.00	68.43%	\$0.00	39.68%
Parish Subsidies	\$61,841.46	54.36%	\$41,809.76	41.67%	\$41,810.29	50.00%		28.83%
Development/Endowment	\$25,000.00	40.13%	\$20,000.00	18.73%	\$181,627.24	59.42%		65.96%
Tuition	\$70,455.15	78.55%	\$53,747.23	65.48%	\$60,657.02	73.21%		29.19%
Others Budgeted	\$25,746.62	384.13%	\$24,723.00	146.91%	\$31,582.45	173.97%		23.65%
January Total	\$139,728.42	84.88%	\$130,391.33	57.13%	\$151,927.80	77.83%	\$0.00	39.68%
Parish Subsidies	\$19,276.58	58.32%	\$83,619.52	58.33%	\$61,300.54	62.22%		28.83%
Development/Endowment	\$43,860.00	50.76%	\$0.00	18.73%	\$50,000.00	70.53%		65.96%
Tuition	\$59,703.38	91.39%	\$37,333.59	72.77%	\$33,667.37	79.19%		29.19%
Others Budgeted	\$16,888.46	406.80%	\$9,438.22	158.63%	\$6,959.89	180.90%		23.65%
February Total	\$76,016.69	90.17%	\$44,994.45	60.06%	\$70,140.23	82.18%	\$0.00	39.68%
Parish Subsidies	\$40,559.02	66.65%	\$0.00	58.33%	\$22,320.04	66.67%		28.83%
Development/Endowment	\$0.00	50.76%	\$0.00	18.73%	\$0.00	70.53%		65.96%
Tuition	\$22,919.26	96.31%	\$15,731.85	75.84%	\$28,711.58	84.29%		29.19%
Others Budgeted	\$12,538.41	423.63%	\$29,262.60	194.98%	\$19,108.61	199.91%		23.65%
March Total	\$161,502.66	101.39%	\$154,720.86	70.16%	\$152,691.57	91.63%	\$0.00	39.68%
Parish Subsidies	\$40,559.02	74.98%	\$41,809.76	66.67%	\$64,130.33	79.45%		28.83%
Development/Endowment	\$89,000.00	72.33%	\$71,785.36	35.15%	\$0.00	70.53%		65.96%
Tuition	\$26,314.00	101.97%	\$22,393.12	80.21%	\$37,492.25	90.95%		29.19%
Others Budgeted	\$5,629.64	431.19%	\$18,732.62	218.25%	\$51,068.99	250.72%		23.65%
April Total	\$132,605.80	110.60%	\$275,058.92	88.12%	\$97,514.59	97.67%	\$0.00	39.68%
Parish Subsidies	\$69,082.92	89.18%	\$73,654.50	81.35%	\$19,490.25	83.33%		28.83%
Development/Endowment	\$9,038.84	74.53%	\$100,000.00	58.01%	\$0.00	70.53%		65.96%
Tuition	\$33,501.88	109.17%	\$36,695.89	87.37%	\$31,959.33	96.63%		29.19%
Others Budgeted	\$20,982.16	459.35%	\$64,708.53	298.64%	\$46,065.01	296.56%		23.65%
May Total	\$74,035.67	115.75%	\$8,708.20	88.69%	\$122,223.21	105.23%	\$0.00	39.68%
Parish Subsidies	\$14,040.97	92.06%	\$0.00	81.35%	\$61,300.54	95.55%		28.83%
Development/Endowment	\$33,459.34	82.63%	\$0.00	58.01%	\$25,000.00	76.08%		65.96%
Tuition	\$23,982.91	114.32%	\$8,631.07	89.06%	\$29,595.72	101.89%		29.19%
Others Budgeted	\$2,552.45	462.78%	\$77.13	298.73%	\$6,326.95	302.86%		23.65%
June Total	\$447,460.20	146.84%	\$263,726.47	105.91%	\$83,494.57	110.40%	\$0.00	39.68%
Parish Subsidies	\$79,112.22	108.32%	\$51,774.78	91.67%	\$22,320.04	100.00%		28.83%
Development/Endowment	\$147,941.74	118.49%	\$176,299.40	98.33%	\$14,000.00	79.19%		65.96%
Tuition	\$11,046.35	116.70%	\$35,451.80	95.98%	\$21,130.03	105.64%		29.19%
Others Budgeted	\$209,359.89	743.80%	\$200.49	298.98%	\$26,044.50	328.77%		23.65%
Total Received	\$2,113,180.42	146.84%	\$1,622,240.35	105.91%	\$1,783,294.68	110.40%	\$659,241.02	39.68%
Total Budgeted	\$1,439,090.31		\$1,531,783.06		\$1,615,279.21		\$1,661,575.00	
Parish Subsidies	\$486,717.31		\$501,723.52		\$501,723.52		\$501,723.52	
Development/Endowment	\$412,600.00		\$437,294.54		\$450,195.69		\$496,341.48	
Tuition	\$465,273.00		\$512,265.00		\$562,860.00		\$546,510.00	
Others Budgeted	\$74,500.00		\$80,500.00		\$100,500.00		\$117,000.00	
Over/Under	674,090.11	46.84%	90,457.29	5.91%	168,015.47	10.40%	(1,002,333.98)	-60.32%

EXPENDITURE REPORT	2020-21	%	2021-22	%	2022-23	%	2023-24	%
July Total	\$90,893.69	6.12%	\$109,851.02	7.09%	\$133,908.19	8.29%	\$140,907.68	8.48%
Payroll and Benefits	\$80,980.06	7.26%	\$87,719.50	7.32%	\$91,023.91	7.37%	\$91,106.21	7.03%
Accounts Payable	\$9,913.63	2.67%	\$22,131.52	6.32%	\$42,884.28	11.26%	\$49,801.47	13.65%
August Total	\$163,948.25	17.15%	\$118,012.17	14.71%	\$129,299.74	16.29%	\$188,168.63	19.81%
Payroll and Benefits	\$90,534.42	15.38%	\$86,120.57	14.50%	\$96,733.94	15.21%	\$104,470.73	15.08%
Accounts Payable	\$73,413.83	22.46%	\$31,891.60	15.42%	\$32,565.80	19.81%	\$83,697.90	36.59%
September Total	\$122,354.01	25.38%	\$147,778.34	24.25%	\$158,238.09	26.09%	\$153,863.04	29.07%
Payroll and Benefits	\$91,327.17	23.57%	\$107,544.41	23.48%	\$107,648.06	23.93%	\$111,254.44	23.66%
Accounts Payable	\$31,026.84	30.83%	\$40,233.93	26.90%	\$50,590.03	33.09%	\$42,608.60	48.27%
October Total	\$131,800.23	34.25%	\$148,324.28	33.83%	\$188,042.75	37.73%	\$0.00	29.07%
Payroll and Benefits	\$90,802.60	31.72%	\$99,390.18	31.77%	\$101,806.11	32.17%		23.66%
Accounts Payable	\$40,997.63	41.88%	\$48,934.10	40.87%	\$86,236.64	55.73%		48.27%
November Total	\$120,237.84	42.35%	\$133,847.89	42.47%	\$151,179.66	47.08%	\$0.00	29.07%
Payroll and Benefits	\$94,266.80	40.17%	\$100,106.25	40.12%	\$106,146.15	40.77%		23.66%
Accounts Payable	\$25,971.04	48.88%	\$33,741.64	50.50%	\$45,033.51	67.56%		48.27%
December Total	\$152,558.05	52.61%	\$123,011.07	50.41%	\$148,905.46	56.30%	\$0.00	29.07%
Payroll and Benefits	\$116,486.01	50.62%	\$99,803.23	48.45%	\$115,389.32	50.11%		23.66%
Accounts Payable	\$36,072.04	58.61%	\$23,207.84	57.12%	\$33,516.14	76.36%		48.27%
January Total	\$121,185.83	60.77%	\$132,462.88	58.96%	\$137,878.53	64.83%	\$0.00	29.07%
Payroll and Benefits	\$88,928.09	58.59%	\$95,810.97	56.44%	\$98,618.34	58.10%		23.66%
Accounts Payable	\$32,257.74	67.30%	\$36,651.91	67.58%	\$39,260.19	86.66%		48.27%
February Total	\$114,017.20	68.44%	\$143,181.79	68.20%	\$147,257.10	73.95%	\$0.00	29.07%
Payroll and Benefits	\$89,280.75	66.60%	\$97,545.95	64.58%	\$100,040.51	66.20%		23.66%
Accounts Payable	\$24,736.45	73.97%	\$45,635.84	80.61%	\$47,216.59	99.06%		48.27%
March Total	\$121,406.65	76.61%	\$124,399.09	76.24%	\$171,263.86	84.55%	\$0.00	29.07%
Payroll and Benefits	\$89,387.48	74.62%	\$92,023.83	72.26%	\$97,443.22	74.09%		23.66%
Accounts Payable	\$32,019.17	82.61%	\$32,375.26	89.85%	\$73,820.64	118.44%		48.27%
April Total	\$116,370.42	84.44%	\$136,249.29	85.03%	\$129,314.12	92.55%	\$0.00	29.07%
Payroll and Benefits	\$92,404.63	82.90%	\$95,446.10	80.22%	\$98,130.60	82.04%		23.66%
Accounts Payable	\$23,965.79	89.07%	\$40,803.19	101.49%	\$31,183.52	126.63%		48.27%
May Total	\$108,237.56	91.73%	\$133,275.72	93.64%	\$139,514.32	101.19%	\$0.00	29.07%
Payroll and Benefits	\$87,852.39	90.78%	\$90,999.55	87.81%	\$99,975.18	90.14%		23.66%
Accounts Payable	\$20,385.17	94.56%	\$42,276.17	113.56%	\$39,539.14	137.01%		48.27%
June Total	\$145,416.05	101.51%	\$140,877.27	102.73%	\$115,556.51	108.34%	\$0.00	29.07%
Payroll and Benefits	\$87,145.17	98.60%	\$93,912.85	95.65%	\$95,363.41	97.86%		23.66%
Accounts Payable	\$58,270.88	110.27%	\$46,964.42	126.96%	\$20,193.10	142.31%		48.27%
Total Expended	\$1,508,425.78	101.51%	\$1,591,270.81	102.73%	\$1,750,358.33	108.34%	\$482,939.35	29.07%
Total Budgeted	\$1,485,969.70		\$1,548,965.75		\$1,615,578.26		\$1,661,538.79	
Payroll and Benefits	\$1,115,041.70		\$1,198,587.75		\$1,234,700.26		\$1,296,710.79	
Accounts Payable	\$370,928.00		\$350,378.00		\$380,878.00		\$364,828.00	
Over/Under	22,456.08	-1.51%	42,305.06	-2.73%	134,780.07	-8.34%	(1,178,599.44)	70.93%

Cedar Catholic Summary Finance Report

2023-24 Admin Acct.	Budgeted/Beginning	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Total Expenditures	1,661,538.79	140,907.68	188,168.63	153,863.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	482,939.35	1,178,599.44	29.07%
Total Receipts	1,661,575.00	353,272.63	197,681.29	108,287.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	482,939.35	1,178,599.44	29.07%
Cash Balance	60,672.21	273,037.16	282,549.82	236,973.88	236,973.88	236,973.88	236,973.88	236,973.88	236,973.88	236,973.88	236,973.88	236,973.88	236,973.88	659,241.02	1,002,333.98	39.68%
2022-23 Admin Acct.	Budgeted/Beginning	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures	1,615,578.26	133,908.19	129,299.74	158,238.09	188,042.75	151,179.66	148,905.46	137,878.53	147,257.10	171,263.86	129,314.12	139,514.32	115,556.51	1,750,358.33	(134,780.07)	108.34%
Receipts	1,615,279.21	198,211.73	198,183.31	179,832.12	133,187.29	80,211.26	315,677.00	151,927.80	70,140.23	152,691.57	97,514.59	122,223.21	83,494.57	1,783,294.68	168,015.47	110.40%
Cash Balance	262,257.82	326,561.36	395,444.93	417,038.96	362,183.50	291,215.10	457,986.64	472,035.91	394,919.04	376,346.75	344,547.22	327,256.11	295,194.17	1,783,294.68	168,015.47	110.40%
2021-22 Admin Acct.	Budgeted/Beginning	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures	1,548,965.75	109,851.02	118,012.17	147,778.34	148,324.28	133,847.89	123,011.07	132,462.88	143,181.79	124,399.09	136,249.29	133,275.72	140,877.27	1,591,270.81	(42,305.06)	102.73%
Receipts	1,531,783.06	73,109.81	174,102.71	165,799.63	99,583.89	91,764.09	140,279.99	130,391.33	44,994.45	154,720.86	275,058.92	8,708.20	263,726.47	1,622,240.35	90,457.29	105.91%
Cash Balance	277,104.09	240,362.88	296,453.42	314,474.71	265,734.32	223,650.52	240,919.44	238,847.89	140,660.55	170,982.32	309,791.95	185,224.43	308,073.63	1,622,240.35	90,457.29	105.91%
2020-21 Admin Acct.	Budgeted/Beginning	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures	1,485,969.70	90,893.69	163,948.25	122,354.01	131,800.23	120,237.84	152,558.05	121,185.83	114,017.20	121,406.65	116,370.42	108,237.56	145,416.05	1,508,425.78	(22,456.08)	101.51%
Receipts	1,439,090.31	130,077.64	152,904.01	221,579.97	80,440.87	313,785.26	183,043.23	139,728.42	76,016.69	161,502.66	132,605.80	74,035.67	447,460.20	2,113,180.42	674,090.11	146.84%
Cash Balance	112,598.96	151,782.91	140,738.67	239,964.63	188,605.27	382,152.69	412,637.87	431,180.46	393,179.95	433,275.96	449,511.34	415,309.45	717,353.60	2,113,180.42	674,090.11	146.84%

*2020-2021: PPP LOAN FORGIVEN

REPORT Generated from Monthly Bank Statements

2023-24 Activities	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures		468.51	12,702.43	22,332.81												
Receipts		3,006.58	14,699.09	21,122.17												
Cash Balance	184,007.64	186,545.71	188,542.37	187,331.73	187,331.73	187,331.73	187,331.73	187,331.73	187,331.73	187,331.73	187,331.73	187,331.73	187,331.73	38,827.84		
2022-23 Activities	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures		1,058.71	12,090.99	32,780.23	4,180.03	15,833.77	13,374.29	12,309.51	12,440.15	14,366.50	12,078.24	12,437.76	23,478.64	166,428.82		
Receipts		17.11	12,389.22	19,910.21	21,030.17	14,745.75	56,143.91	21,203.37	13,411.24	15,045.95	128.29	40,866.03	1,031.22	215,922.47		
Cash Balance	134,513.99	133,472.39	133,770.62	120,900.60	137,750.74	136,662.72	179,432.34	188,326.20	189,297.29	189,976.74	178,026.79	206,455.06	184,007.64			
2021-22 Activities	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures		6,863.13	2,562.51	10,697.45	27,149.23	18,853.36	4,306.74	8,257.72	11,333.23	22,818.26	8,096.69	3,477.31	9,696.28	134,111.91		
Receipts		4,293.15	12,696.35	8,251.67	22,068.14	16,120.10	16,364.73	16,136.55	13,939.64	10,213.18	7,746.13	15.72	23,244.20	151,089.56		
Cash Balance	117,536.34	114,966.36	125,100.20	122,654.42	117,573.33	114,840.07	126,898.06	134,776.89	137,383.30	124,778.22	124,427.66	120,966.07	134,513.99			
2020-21 Activities	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
Expenditures		8,571.49	30,131.92	10,244.87	19,328.59	4,886.86	15,334.09	16,714.44	6,068.32	9,223.32	16,673.50	10,768.78	1,303.46	149,249.64		
Receipts		9,469.14	27,992.50	9,936.30	20,924.46	10,760.63	11,950.30	15,548.75	17,350.79	15,639.85	10,447.84	17,958.51	2,062.33	170,041.40		
Cash Balance	96,744.58	97,642.23	95,502.81	95,194.24	96,790.11	102,663.88	99,280.09	98,114.40	109,396.87	115,813.40	109,587.74	116,777.47	117,536.34			

REPORT Generated from Monthly Balance Sheet

Endowments	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
2023-2024	3,766,447.72	3,785,794.21	3,728,049.63	3,572,017.23												
2022-2023	3,399,834.95	3,581,062.81	3,484,904.86	3,229,157.36	3,248,457.57	3,524,474.06	3,434,532.48	3,585,914.14	3,507,909.05	3,588,330.25	3,626,068.21	3,625,582.85	3,766,447.72			
2021-2022	3,883,327.46	3,922,539.40	3,982,001.76	3,820,207.68	3,948,130.40	3,887,588.40	4,143,609.71	4,025,655.48	3,961,104.51	3,883,815.33	3,626,163.08	3,639,519.85	3,399,834.95			
2020-2021	2,979,772.68	3,091,466.36	3,200,921.30	3,137,104.73	3,099,156.24	3,325,383.94	3,431,906.17	3,406,621.47	3,460,276.93	3,417,502.04	3,523,728.62	3,550,362.69	3,883,327.46			

REPORT Generated from Monthly Balance Sheet

Savings	Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Balance	% Spent/Rec
2023-2024	242,159.08	242,775.10	243,115.07	243,508.47												
2022-2023	215,304.47	215,304.47	235,882.82	237,332.84	244,758.41	244,919.25	245,241.53	245,735.88	247,180.44	247,731.81	248,024.23	238,212.67	242,159.08			
2021-2022	170,158.14	170,215.82	170,803.52	237,031.19	240,939.71	241,015.72	231,720.17	231,798.77	170,700.60	191,685.36	211,742.94	211,800.84	215,304.47			
2020-2021	456.96	456.96	811.96	846.96	116,608.96	116,608.96	55,709.40	120,709.40	121,589.40	210,827.85	212,840.12	170,098.22	170,158.14			

Mr Cattau

Instructional Focus- Observation

Dr. Hoelsing

Observation Focus for September Beginning of Class (First 7-10 Minutes) Engage and Explore Bell Ringer/Anticipatory Set Post Learning Target/Objectives	See APL Guide on Principal's Website Instructional Strategies Overview - Serial Positioning Engage Students at the door - Explore topics of interest to them. (1-2 Minutes) Focus and Transfer - Review previous information, or introduce new material Post learning Target - Mastery vs. Mystery Learning
Observation Focus for October End of Class (Last 7-10 Minutes) Knowledge of Results (Student Work) Empower (Guided & Independent Practice) Launch (Closure)	See APL Guide on Principal's Website Instructional Strategies Overview - Serial Positioning Provide immediate and specific feedback to the learner. Shift from guided to independent practice of new and reviewed material. Students summarize their perception of what has been learned.

Instructional Strategies Overview

[Return to Lesson Plans](#)

Instructional Strategy/Skill	Result	Definition/Explanation
<u>Anticipatory Set</u>	Focus and/or Transfer	A mental process where learners are asked to search their past for information that they have about that which is to be taught.
<u>Active Participation - Interaction Sequence</u>	Rate and Degree	The consistent engagement of the minds of all learners.
<u>Checking for Understanding</u>	Retention	A mental process where learners are asked to summarize their perception of what has been taught
<u>Feeling Tone</u>	Focus	The psychological climate that the teacher creates.
<u>Level of Concern</u>	Focus	Increasing anxiety or heightening the student's feelings to increase participation in a classroom activity.
<u>Knowledge of Results</u>	Focus	The immediate and specific feedback to the learners about their performance.
<u>Interest (Classroom Resources)</u>	Focus	Activities & strategies that teachers create and implement that are novel and vivid making the lesson relevant.
<u>Guided/Independent Practice</u>	Retention & Transfer	The consistent engagement of the learner in a repeated activity designed to correctly produce the desired outcome or product.
<u>Modeling</u>	Retention	The demonstration of a process or the examination of a product.
<u>Reinforcement</u>	Rate & Degree	A procedure using consequences to strengthen a desired behavior.
<u>Shaping (Reinforcement Extended)</u>	Retention	To positively reinforce successive approximations toward the new desired behavior.
<u>Closure</u>	Retention	A mental process where learners are asked to summarize their perception of what has been learned. Summative form of a CFU.
<u>If you want it - Teach It (Behavior)</u>	Focus	A process designed to help student to be successful by substituting self-control in place of teacher control.
<u>Tell What and How (Post Objectives)</u>	Focus, Rate, Degree & Transfer	A process of sharing instructional expectations or outcomes.
<u>Manage Time to Facilitate Learning</u>	Focus, Rate & Degree	Strategies designed to facilitate the effective management of instructional time while assisting students in becoming better time managers.
<u>Provide an Exit (Pass Option)</u>	Focus	A strategy designed to facilitate the human needs of students in a structured instructional environment.
<u>Clear Directions and Information</u>	Focus	Strategies that address the questions of how much information students can manage and the degree to which it is recorded accurately.
<u>Classroom Conditions</u>	Focus	Factors that we manage within the physical environment that impact instruction and learning. (Attractive and supporting materials)
<u>Agenda</u>	Focus & Retention	A device used to inform learners of what concepts will be addressed during the lesson and how much time will be devoted to each concept.
<u>Bell Ringer</u>	Focus & Retention	A strategy that asks the learners to recall information previously learned.

Knowledge of Results

Knowledge of results refers to the need for teachers to provide immediate and specific feedback to students on their work. Frequent monitoring of student work impacts lesson focus and the feedback improves rate and degree of learning. The two criteria for the implementation of the knowledge of results concept is that results are specific and the feedback is immediate. This feedback is organized in the following categories:

1. **GLOW:** One to three positive comments. Do not overload as it causes students lose focus on what is important. Be specific with praise. Compliment the ACTION.
2. **GROW:** One to two comments. Again, be specific about corrections and focused on primary concerns. Correct the ACTION, NOT THE PERSON. These comments always follow the grow category.

There are three forms generally used to provide students with knowledge of results. These include verbal, nonverbal, and written.

Written

Immediacy of feedback is critical. At the elementary level, the goal is to return written work within 1 working day. At the secondary level the goal is to return papers within 3 working days. Research projects should identify a reasonable date for return of comments. Glow comments first, grow comments to follow.

Verbal

1. Feedback needs to be specific and learner centered.
2. Fix the action/response, not the person.
3. The teacher needs to fix the incorrect. Do not shift this responsibility to the individual or other students.
4. Minimize incorrectness through the use of wait-time extended. (Interaction sequence)
5. NEVER use sarcasm or ridiculing comments in an attempt to fix a situation. (Feeling tone)

Nonverbal

Develop a strategy to signal messages to students. Teach the signal system. Body language is an extremely important messaging system and should be planned and communicated to the students. Eye contact, proximity, body positioning, and movement around the classroom control the focus of the room minimizes mistakes. The majority of what students perceive in the classroom is body language. Your actions need to match your verbal and written communication.

Remember: Be selective in planning both guided and independent practice activities to extend the student learning. Often, the more homework you give, the poorer the performance scores. (Guided/independent practice)

Homework and Practice

Homework and practice are ways of extending the school day and providing students with opportunities to refine and extend their knowledge. Teachers can use both of these practices as powerful instructional tools. The following should be considered when designing homework:

- Homework is started during class time (independent practice)
- Homework is closely aligned with identified objectives and desired outcomes
- Homework provides an opportunity for students to demonstrate knowledge and/or skills at varied levels of Bloom's Taxonomy

Homework assignments should clearly articulate one of the following purposes

- Practice
- Preparation and Elaboration

Important:

- If homework is assigned it should be commented on
- Homework is of appropriate length

Level	Per Class	Total Per Day
Grades K-2	No Homework:	You may assign them a "job" to do.
Grades 3-4		5-30 minutes per day
Grades 5-6		20-40 minutes per day
Grades 7-9	15-20 minutes per class	30-60 minutes per day
Grades 10-12	20-30 minutes per class	60-120 minutes per day

The effectiveness of homework is impacted by several key variables: length of assignment, quantity of items, method of assigning relevance or essentialness, follow-up, and teacher monitoring are a sampling.

To optimize the strategy there are several recommendations as follows:

[1] Control the quantity (i.e., number of items, or length of assignment.) Teachers can get a sense of the reasonableness of length by doing the assignment themselves and then multiplying the time that it took them in the following way:

[2] Utilize the one-two-one process in creating and assigning homework. Homework assigned in this fashion utilizes a three tiered approach as follows:

Tier One - Assign a very limited amount of homework for tonight based upon what was introduced or taught today. (There is considerable evidence that the concept, process or skill is not in place yet. Thus it becomes difficult for most students to complete.)

Tier Two - Assign the bulk of the homework for tonight based upon what has been taught over the past 7- 10 days to reinforce and review key concepts.

Tier Three - Again, assign a limited amount of homework for tonight based upon what has been taught in the distant past (3-4 weeks or months ago).

[3] To further facilitate the homework strategy and to better manage homework the following guidelines are recommended:

[A] Assign homework at the conclusion of the class or lesson. This guideline assists in maintaining student focus throughout the lesson. (Some students start to work on it during the teaching, others are distracted by it.)

[B] Never assign homework as discipline or as part of the student management process. (i.e., If you don't stop sample behavior you will be getting additional work or write it 200 times, etc.)

[C] Homework must be used (gone over) the next day. Failure to do so causes homework to be categorized as busy work and contributes significantly to undesirable and unproductive work habits. Spot checking is an extension of this process and is also not recommended.

[4] Significant time is invested in this strategy by both teachers and students. Homework, therefore, should be given a value as part of the overall grading or report system. It is further recommended, that in giving homework a value, the weight given should not exceed 12-15% of the overall grade average. (The exception here might be long term projects or activities such as research papers, book reports, etc.)

[5] If homework is to be assigned it is **strongly recommended** that time be allotted to start homework in class. In doing so the teacher should clearly specify what each student should have completed in the allotted time. (One of the major stumbling blocks in homework completion is in starting the assignment. This insures that each student will have something in place for the next day. Further, it gives the teacher an opportunity to monitor the status of the work before the students leave the lesson or class.

[6] The creation of homework partners (pairs or at times in groups of three as necessary and appropriate) to initiate homework (as above) is an extremely effective strategy for teaching students to start homework before leaving class, upgrading the quality and accuracy, and providing the teacher the opportunity to further monitor student progress.

Closure

Closure is a combination reinforcement, monitoring, feedback, active engagement, and focus activity. Essential to the effectiveness of closure are clearly stated and shared instructional objectives. Also essential to an effective closure is the engagement of the learner in the process. The students need to summarize what they perceive they have learned or now able to do and how it relates to instructional objectives. Closure activities can take a variety of forms including: written, verbal, application activities, responses to questions, working with other students in small information sharing groups, problem solving activities, tests, quizzes, etc.

Closure can be conducted at almost any point in the class or over a block of time such as a day, week or several weeks. General guidelines suggest that at the end of each instructional objective, end of class, end of a day, prior to a planned interruption, at the end of a unit would be the most appropriate times to consider a closure.

While closure serves many purposes, the primary focus is to reinforce essential learning content, concepts, and skills. In addition, it also serves as one of the systems implemented as a part of an on going system of repetitions designed and implemented by teachers. By intentionally building and implementing systems that reinforce essential learning, the teacher significantly increases the likelihood that all students are able to perform successfully.

Closure activities at the end of an instructional period are traditionally divided into two blocks of time.

- 1) The first block is devoted to summary activities.
- 2) The second portion allows students an opportunity to begin homework for that lesson.

CEDAR CATHOLIC JR.-SR. HIGH SCHOOL
BUSINESS MANAGER SELF-EVALUATION

NAME: _____

BLDG: _____

EMPLOYEE SIGNATURE: _____

SUPERVISOR SIGNATURE: _____

DATE: _____

DATE: _____

I. PERSONAL QUALITIES AND ATTRIBUTES

- a. I am punctual and dependable
- b. I accept responsibility and direction with a positive attitude
- c. I accept direction and/or constructive criticism about my performance
- d. I have good time management skills and manage breaks in a professional manner
- e. I respect confidentiality and practice a positive attitude on the job
- f. I am enthusiastic and cooperative
- g. I maintain a professional work space and personal appearance

SA	A	N	D	SD

II. INTERPERSONAL RELATIONSHIP SKILLS

- a. I am able to contribute to the overall effectiveness of the office team
- b. I am considerate of other employee's work and respect their work schedule
- c. I perform my job functions with tact and discretion
- d. I demonstrate a professional demeanor and maintain effective working relationships with all staff
- e. I greet the public and district employees in a professional and helpful manner
- f. I demonstrate a genuine concern for others and assist in finding options to help them grow

SA	A	N	D	SD

III. RESPONSIBILITY AND DEPENDABILITY

- a. I am reliable and conscientious
- b. I can be depended upon to complete tasks and meet deadlines
- c. I manage issues without escalating them into a crisis situation
- d. I handle emergencies and stressful situations in a professional and caring manner
- e. I am able to return to work and complete my tasks following disruptions in schedules
- f. I contribute to and support administrative decisions

SA	A	N	D	SD

IV. DECISION MAKING/JUDGEMENT/INITIATIVE

- a. I evaluate present practices and seek alternatives to improve my efficiency
- b. I make wise decisions based on policies and established procedures
- c. I initiate action and demonstrate a willingness to exceed minimum performance required by the job
- d. I respect and maintain confidentiality in dealing with correspondence, records, individuals, etc...
- e. I determine priorities and reach quick and accurate solutions

SA	A	N	D	SD

V. COMMUNICATION SKILLS

- a. I am able to communicate effectively both orally and in writing
- b. I answer phone calls and assist the general public in a professional manner
- c. I exercise considerable judgement in transferring telephone calls and scheduling appointments
- d. I accurately transmit notes, directives, and decisions in a timely and professional manner
- e. I use electronic communication systems (email, calendars, website, etc...) to stay informed

SA	A	N	D	SD

SELF-EVALUATION

Date: _____
Date: _____

	1. First Evaluation
	2. Second Evaluation

SA	STRONGLY AGREE
A	AGREE
N	NEUTRAL
D	DISAGREE
SD	STONGLY DISAGREE

VI. FINANCIAL RECORD KEEPING

- a. I maintain accurate accounting of all receipts and expenditure of district funds
- b. I demonstrate responsibility for maintaining personnel leave (sick leave, vacations, etc.)
- c. I maintain all salary and benefit programs/schedules for support and certificated staff.
- d. I maintain all personnel records, business contracts, and financial records.
- e. I maintain personnel contracts and demonstrate accuracy in completing monthly payroll.
- f. I prepare all financial statements for board approval and audit reports.

SA	A	N	D	SD

VII. TECHNICAL SKILLS

- a. I am proficient in using/training staff on copy machine use (print/scan/copy)
- b. I demonstrate proficient word processing, spreadsheet, and database knowledge and skills.
- c. I am knowledgeable about specialized software I use in my job (Data Team)

SA	A	N	D	SD

VIII. OFFICE MANAGEMENT SKILLS

- a. I prioritize and effectively handle a demanding workload
- b. I can work independently without direct supervision
- c. I can work effectively as a member of a team on office projects
- d. I am willing to accept a leadership role if asked
- e. I am flexible and willing to adapt my work schedule/hours if necessary
- f. I keep an organized workspace and am able to locate items easily

SA	A	N	D	SD

IX. ADMINISTRATIVE SKILLS

- a. I demonstrate flexibility in my work schedule
- b. I identify problems and recommend options or solutions
- c. I seek advice and guidance from my supervisor or other staff when appropriate
- d. I understand and adhere to established office procedures and practices
- e. I am open to trying new resources to maximize productivity and efficiency
- f. I anticipate problems in my area and develop approaches to solve them
- g. I demonstrate confidence in handling new or difficult job assignments
- h. I respond in a timely manner to requests for information or assistance

SA	A	N	D	SD

X. PROFESSIONAL DEVELOPMENT

- a. I am willing to attend training opportunities to promote job quality and efficiency
- b. I read professional literature/books that promote my skills as an office assistant
- c. I initiate professional development ideas to improve the work environment

SA	A	N	D	SD

XI. PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

- a. I participate in programs of civic organizations and other community groups
- b. I support school/community activities through participation or attendance at events

SA	A	N	D	SD

XI. GOALS:

1. _____
2. _____
3. _____

SUGGESTIONS FOR IMPROVING OFFICE ENVIRONMENT

**CEDAR CATHOLIC JR.-SR. HIGH SCHOOL
BUSINESS MANAGER EVALUATION**

NAME: _____

BLDG: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

SUPERVISOR SIGNATURE: _____

DATE: _____

I. PERSONAL QUALITIES AND ATTRIBUTES

- a. I am punctual and dependable
- b. I accept responsibility and direction with a positive attitude
- c. I accept direction and/or constructive criticism about my performance
- d. I have good time management skills and manage breaks in a professional manner
- e. I respect confidentiality and practice a positive attitude on the job
- f. I am enthusiastic and cooperative
- g. I maintain a professional work space and personal appearance

SA	A	N	D	SD

II. INTERPERSONAL RELATIONSHIP SKILLS

- a. I am able to contribute to the overall effectiveness of the office team
- b. I am considerate of other employee's work and respect their work schedule
- c. I perform my job functions with tact and discretion
- d. I demonstrate a professional demeanor and maintain effective working relationships with all staff
- e. I greet the public and district employees in a professional and helpful manner
- f. I demonstrate a genuine concern for others and assist in finding options to help them grow

SA	A	N	D	SD

III. RESPONSIBILITY AND DEPENDABILITY

- a. I am reliable and conscientious
- b. I can be depended upon to complete tasks and meet deadlines
- c. I manage issues without escalating them into a crisis situation
- d. I handle emergencies and stressful situations in a professional and caring manner
- e. I am able to return to work and complete my tasks following disruptions in schedules
- f. I contribute to and support administrative decisions

SA	A	N	D	SD

IV. DECISION MAKING/JUDGEMENT/INITIATIVE

- a. I evaluate present practices and seek alternatives to improve my efficiency
- b. I make wise decisions based on policies and established procedures
- c. I initiate action and demonstrate a willingness to exceed minimum performance required by the job
- d. I respect and maintain confidentiality in dealing with correspondence, records, individuals, etc...
- e. I determine priorities and reach quick and accurate solutions

SA	A	N	D	SD

V. COMMUNICATION SKILLS

- a. I am able to communicate effectively both orally and in writing
- b. I answer phone calls and assist the general public in a professional manner
- c. I exercise considerable judgement in transferring telephone calls and scheduling appointments
- d. I accurately transmit notes, directives, and decisions in a timely and professional manner
- e. I use electronic communication systems (email, calendars, website, etc...) to stay informed

SA	A	N	D	SD

VI. FINANCIAL RECORD KEEPING

- a. I maintain accurate accounting of all receipts and expenditure of district funds
- b. I demonstrate responsibility for maintaining personnel leave (sick leave, vacations, etc.)
- c. I maintain all salary and benefit programs/schedules for support and certificated staff.
- d. I maintain all personnel records, busines contracts, and financial records.
- e. I maintain personnel contracts and demonstrate accuracy in completing monthly payroll.
- f. I prepare all financial statements for board approval and audit reports.

SA	A	N	D	SD

VII. TECHINCAL SKILLS

- a. I am proficient in using/training staff on copy machine use (print/scan/copy)
- b. I demonstrate proficient word processing, spreadsheet, and database knowledge and skills.
- c. I am knowledgeable about specialized software I use in my job (Data Team)

SA	A	N	D	SD

VIII. OFFICE MANAGEMENT SKILLS

- a. I prioritize and effectively handle a demanding workload
- b. I can work independently without direct supervision
- c. I can work effectively as a member of a team on office projects
- d. I am willing to accept a leadership role if asked
- e. I am flexible and willing to adapt my work schedule/hours if necessary
- f. I keep an organized workspace and am able to locate items easily

SA	A	N	D	SD

IX. ADMINISTRATIVE SKILLS

- a. I demonstrate flexibility in my work schedule
- b. I identify problems and recommend options or solutions
- c. I seek advice and guidance from my supervisor or other staff when appropriate
- d. I understand and adhere to established office procedures and practices
- e. I am open to trying new resources to maximize productivity and efficiency
- f. I anticipate problems in my area and develop approaches to solve them
- g. I demonstrate confidence in handling new or difficult job assignments
- h. I Respond in a timely manner to requests for information or assistance

SA	A	N	D	SD

X. PROFESSIONAL DEVELOPMENT

- a. I am willing to attend training opportunities to promote job quality and efficiency
- b. I read professional literature/books that promote my skills as an office assistant
- c. I initiate professional development ideas to improve the work environment

SA	A	N	D	SD

XI. PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

- a. I participate in programs of civic organizations and other community groups
- b. I support school/community activities through participation or attendance at events

SA	A	N	D	SD

XI. GOALS:

- 1. _____
- 2. _____
- 3. _____

SUGGESTIONS FOR IMPROVING OFFICE ENVIRONMENT

SELF-EVALUATION

Date: _____

Date: _____	1. First Evaluation
_____	2. Second Evaluation

SA	STRONGLY AGREE
A	AGREE
N	NEUTRAL
D	DISAGREE
SD	STONGLY DISAGREE

**CEDAR CATHOLIC JR.-SR. HIGH SCHOOL
OFFICE MANAGER SELF-EVALUATION**

NAME: _____

BLDG: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

SUPERVISOR SIGNATURE: _____

DATE: _____

I. PERSONAL QUALITIES AND ATTRIBUTES

- a. I am punctual and dependable
- b. I accept responsibility and direction with a positive attitude
- c. I accept direction and/or constructive criticism about my performance
- d. I have good time management skills and manage breaks in a professional manner
- e. I respect confidentiality and practice a positive attitude on the job
- f. I am enthusiastic and cooperative
- g. I maintain a professional work space and personal appearance

SA	A	N	D	SD

II. INTERPERSONAL RELATIONSHIP SKILLS

- a. I am able to contribute to the overall effectiveness of the office team
- b. I am considerate of other employee's work and respect their work schedule
- c. I perform my job functions with tact and discretion
- d. I demonstrate a professional demeanor and maintain effective working relationships with all staff
- e. I greet the public and district employees in a professional and helpful manner
- f. I demonstrate a genuine concern for others and assist in finding options to help them grow

SA	A	N	D	SD

III. RESPONSIBILITY AND DEPENDABILITY

- a. I am reliable and conscientious
- b. I can be depended upon to complete tasks and meet deadlines
- c. I manage issues without escalating them into a crisis situation
- d. I handle emergencies and stressful situations in a professional and caring manner
- e. I am able to return to work and complete my tasks following disruptions in schedules
- f. I contribute to and support administrative decisions

SA	A	N	D	SD

IV. DECISION MAKING/JUDGEMENT/INITIATIVE

- a. I evaluate present practices and seek alternatives to improve my efficiency
- b. I make wise decisions based on policies and established procedures
- c. I initiate action and demonstrate a willingness to exceed minimum performance required by the job
- d. I respect and maintain confidentiality in dealing with correspondence, records, individuals, etc...
- e. I determine priorities and reach quick and accurate solutions

SA	A	N	D	SD

V. COMMUNICATION SKILLS

- a. I am able to communicate effectively both orally and in writing
- b. I answer phone calls and assist the general public in a professional manner
- c. I exercise considerable judgement in transferring telephone calls and scheduling appointments
- d. I accurately transmit notes, directives, and decisions in a timely and professional manner
- e. Uses electronic communication systems (email, text, calendars, website, etc...) to stay informed

SA	A	N	D	SD

SELF-EVALUATION

Date: _____
 Date: _____

1. First Evaluation
2. Second Evaluation

SA	STRONGLY AGREE
A	AGREE
N	NEUTRAL
D	DISAGREE
SD	STRONGLY DISAGREE

VI. TECHNICAL SKILLS

- a. Is competent in his/her telephone skills (transfer calls, message, etc...)
- b. Is competent in using internal communication systems (email, text, intercom, etc.)
- c. Is proficient in using/training staff on copy machine use (print/scan/copy)
- d. Demonstrates proficient word processing skills (microsoft word, power point etc..)
- e. Demonstrates proficiency in the use of spreadsheets (Excel, Numbers, etc...)
- f. Demonstrates proficient database skills (File Maker Operations Database)
- g. Is knowledgeable about specialized software used in his/her job (Intinite Campus etc.)
- h. Demonstrates proficiency in the use of the Internet and other online resources in his/her job
- i. Demonstrates proficiency on peripheral devices (laminators, printers, etc)
- j. Demonstrates skills in setting up electronic equipment for meetings (projectors, zoom)

SA	A	N	D	SD

VII. OFFICE MANAGEMENT SKILLS

- a. I prioritize and effectively handle a demanding workload
- b. I can work independently without direct supervision
- c. I can work effectively as a member of a team on office projects
- d. I am willing to accept a leadership role if asked
- e. I am flexible and willing to adapt my work schedule/hours if necessary
- f. I keep an organized workspace and am able to locate items easily

SA	A	N	D	SD

VIII. ADMINISTRATIVE SKILLS

- a. I demonstrate flexibility in my work schedule
- b. I identify problems and recommend options or solutions
- c. I seek advice and guidance from my supervisor when appropriate
- d. I seek advice and guidance from other office staff when appropriate
- e. I understand and adhere to established office procedures and practices
- f. I am open to trying new resources to maximize productivity and efficiency
- g. I anticipate problems in my area and develop approaches to solve them
- h. I demonstrate confidence in handling new or difficult job assignments
- i. I Respond in a timely manner to requests for information or assistance

SA	A	N	D	SD

IX. PROFESSIONAL DEVELOPMENT

- a. I am willing to attend training opportunities to promote job quality and efficiency
- b. I read professional literature/books that promote my skills as an office assistant
- c. I initiate professional development ideas to improve the work environment

SA	A	N	D	SD

X. PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

- a. I participate in programs of civic organizations and other community groups
- b. I support school/community activities through participation or attendance at events

SA	A	N	D	SD

XI. GOALS:

- 1. _____
- 2. _____
- 3. _____

SUGGESTIONS FOR IMPROVING OFFICE ENVIRONMENT

CEDAR CATHOLIC JR.-SR HIGH SCHOOL
OFFICE MANAGER SUMMATIVE EVALUATION

NAME: _____

BLDG: _____

EMPLOYEE SIGNATURE: _____ DATE: _____

SUPERVISOR SIGNATURE: _____ DATE: _____

I. PERSONAL QUALITIES AND ATTRIBUTES

- a. Is punctual and dependable
- b. Accepts responsibility and direction with a positive attitude
- c. Accepts direction and/or constructive criticism about his/her performance
- d. Has good time management skills and manage breaks in a professional manner
- e. Respects confidentiality and practices a positive attitude on the job
- f. Is enthusiastic and cooperative
- g. Maintains a professional work space and personal appearance

S	A	N	U	NO

II. INTERPERSONAL RELATIONSHIP SKILLS

- a. Is able to contribute to the overall effectiveness of the office team
- b. Is considerate of other employee's work and respects their work schedule
- c. Performs job functions with tact and discretion
- d. Demonstrates a professional demeanor and maintains an effective working relationships with all staff
- e. Greets the public and district employees in a professional and helpful manner
- f. Demonstrates a genuine concern for others and assists in finding options to help them grow

S	A	N	U	NO

III. RESPONSIBILITY AND DEPENDABILITY

- a. Is reliable and conscientious
- b. Can be depended upon to complete tasks and meet deadlines
- c. Manages issues without escalating them into a crisis situation
- d. Handles emergencies and stressful situations in a professional and caring manner
- e. Is able to return to work and completes tasks following disruptions in schedules
- f. Contributes to and supports administrative decisions

S	A	N	U	NO

IV. DECISION MAKING/JUDGEMENT/INITIATIVE

- a. Evaluates present practices and seeks alternatives to improve work efficiency
- b. Makes wise decisions based on policies and established procedures
- c. Initiates action and demonstrates a willingness to exceed minimum performance required by the job
- d. Respects and maintains confidentiality in dealing with correspondence, records, individuals, etc...
- e. Determines priorities and reaches quick and accurate solutions

S	A	N	U	NO

V. COMMUNICATION SKILLS

- a. Is able to communicate effectively both orally and in writing.
- b. Answers phone calls and assists the general public in a professional manner
- c. Exercises considerable judgement in transferring telephone calls and scheduling appointments
- d. Accurately transmit notes, directives, and decisions in a timely and professional manner
- e. Uses electronic communication systems (email, iChat, calendars, website, etc...) to stay informed

S	A	N	U	NO

VI. TECHNICAL SKILLS

- a. Is competent in his/her telephone skills (transfer calls, message, etc...)
- b. Is competent in using internal communication systems (email, iChat, intercom, etc.)
- c. Is proficient in using/training staff on copy machine use (print/scan/copy)
- d. Demonstrates proficient word processing skills (microsoft word, iWorks, etc..)
- e. Demonstrates proficiency in the use of spreadsheets (Excel, Numbers, etc...)
- f. Demonstrates proficient database skills (File Maker Operations Database)
- g. Is knowledgeable about specialized software used in his/her job (Power School, SUI, etc.)
- h. Demonstrates proficiency in the use of the Internet and other online resources in his/her job
- i. Demonstrates proficiency on peripheral devices (laminators, printers, etc)
- j. Demonstrates skills in setting up electronic equipment for meetings (projectors, polycom)

S	A	N	U	NO

VII. OFFICE MANAGEMENT SKILLS

- a. Prioritizes and effectively handles a demanding workload
- b. Works independently without direct supervision
- c. Works effectively as a member of a team on office projects
- d. Is willing to accept a leadership role if asked
- e. Is flexible and willing to adapt work schedule/hours if necessary
- f. Keeps an organized workspace and is able to locate items easily

S	A	N	U	NO

VIII. ADMINISTRATIVE SKILLS

- a. Demonstrates flexibility in work schedule
- b. Identifies problems and recommends options or solutions
- c. Seeks advice and guidance from supervisor when appropriate
- d. Seeks advice and guidance from other office staff when appropriate
- e. Understands and adheres to established office procedures and practices
- f. Is open to trying new resources to maximize productivity and efficiency
- g. Anticipates problems and develop approaches to solve them
- h. Demonstrates confidence in handling new or difficult job assignments
- i. Responds in a timely manner to requests for information or assistance

S	A	N	U	NO

IX. PROFESSIONAL DEVELOPMENT

- a. Is willing to attend training opportunities to promote job quality and efficiency
- b. Reads professional literature/books that promote job skills as an office assistant
- c. Initiates professional development ideas to improve the work environment

S	A	N	U	NO

X. PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

- a. Participates in programs of civic organizations and other community groups
- b. Supports school/community activities through participation or attendance at events

S	A	N	U	NO

XI. GOALS:

- 1. _____
- 2. _____
- 3. _____

SUGGESTIONS FOR IMPROVING OFFICE ENVIRONMENT

SELF-EVALUATION

Date:	_____	1. First Evaluation
Date:	_____	2. Second Evaluation

S	STRENGTH
A	ACCEPTABLE
N	NEEDS IMPROVEMENT
U	UNSATISFACTORY
NO	NOT OBSERVED

**CEDAR CATHOLIC JR.-SR. HIGH SCHOOL
CUSTODIAL/MAINTENANCE SELF-EVALUATION**

NAME: _____

BLDG: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

SUPERVISOR SIGNATURE: _____

DATE: _____

I. PERSONAL QUALITIES AND ATTRIBUTES

- a. I am punctual and dependable
- b. I accept responsibility and direction with a positive attitude
- c. I accept direction and/or constructive criticism about my performance
- d. I have good time management skills and manage breaks in a professional manner
- e. I respect confidentiality and practice a positive attitude on the job
- f. I am enthusiastic and cooperative
- g. I maintain a professional work space and personal appearance

SA	A	N	D	SD

II. INTERPERSONAL RELATIONSHIP SKILLS

- a. I am able to contribute to the overall effectiveness of the maintenance/custodial team
- b. I am considerate of other employee's work and respect their work schedule
- c. I perform my job functions with tact and discretion
- d. I demonstrate a professional demeanor and maintain effective working relationships with all staff
- e. I greet the public and district employees in a professional and helpful manner
- f. I demonstrate a genuine concern for others and assist in finding options to help them grow

SA	A	N	D	SD

III. RESPONSIBILITY AND DEPENDABILITY

- a. I am reliable and conscientious
- b. I can be depended upon to complete tasks and meet deadlines
- c. I manage issues without escalating them into a crisis situation
- d. I handle emergencies and stressful situations in a professional and caring manner
- e. I am able to return to work and complete my tasks following disruptions in schedules
- f. I contribute to and support administrative decisions

SA	A	N	D	SD

IV. DECISION MAKING/JUDGEMENT/INITIATIVE

- a. I evaluate present practices and seek alternatives to improve my efficiency
- b. I make wise decisions based on policies and established procedures
- c. I initiate action and demonstrate a willingness to exceed minimum performance required by the job
- d. I respect and maintain confidentiality in dealing with correspondence, records, individuals, etc...
- e. I determine priorities and reach quick and accurate solutions

SA	A	N	D	SD

V. COMMUNICATION SKILLS

- a. I am able to communicate effectively both orally and in writing
- b. I answer phone calls and correspond with the general public in a professional manner
- c. I exercise considerable judgement in returning telephone calls and scheduling appointments
- d. I respond to directives, and decisions in a timely and professional manner
- e. I use electronic communication systems (email, text, calendars, website, etc...) to stay informed

SA	A	N	D	SD

VI. TECHNICAL SKILLS

- a. I am aware of and practice safety when operating school vehicles
- b. I am proficient in the operation of specialized equipment (skid loader, mowers, etc.)
- c. I am proficient and practice safety in operating shop equipment
- d. I read and follow directions/labels when working with chemicals
- e. I assist with the preparation of special events and activities
- f. I perform minor maintenance and/or repairs and report major repairs to proper authorities
- g. I correct any minor safety hazards and report major safety concerns to proper authorities
- h. I demonstrate proficient database skills (Work Orders, Requisition, Inventory)
- i. I am knowledgeable about specialized software I use in my job (File Maker)
- j. I demonstrate proficiency in the use of the Internet and other online resources in my job

SA	A	N	D	SD

VII. JOB MANAGEMENT SKILLS

- a. I prioritize and effectively handle a demanding workload
- b. I can work independently without direct supervision
- c. I can work effectively as a member of a team on scheduled projects
- d. I am willing to accept a leadership role if asked
- e. I am flexible and willing to adapt my work schedule/hours if necessary
- f. I keep an organized workspace and am able to locate items easily

SA	A	N	D	SD

VIII. ADMINISTRATIVE SKILLS

- a. I demonstrate flexibility in my work schedule
- b. I identify problems and recommend options or solutions
- c. I seek advice and guidance from my supervisor when appropriate
- d. I seek advice and guidance from other maintenance/custodial staff when appropriate
- e. I understand and adhere to established district/building procedures and practices
- f. I develop schedules/routines to improve efficiency on the job
- g. I perform duties and responsibilities in an efficient and timely manner
- h. I maintain a high level of cleanliness of school property and grounds.
- i. I take appropriate measures to ensure the security of the buildings and grounds

SA	A	N	D	SD

IX. PROFESSIONAL DEVELOPMENT

- a. I am willing to attend training opportunities to promote job quality and efficiency
- b. I develop routines to incorporate new ideas, skills, and practices
- c. I initiate professional development ideas to improve the work environment

SA	A	N	D	SD

X. PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

- a. I participate in programs of civic organizations and other community groups
- b. I support school/community activities through participation or attendance at events

SA	A	N	D	SD

XI. GOALS:

1. _____
2. _____
3. _____

SUGGESTIONS FOR IMPROVING OFFICE ENVIRONMENT

SELF-EVALUATION

Date: _____ 1. First Evaluation
 Date: _____ 2. Second Evaluation

SA	STRONGLY AGREE
A	AGREE
N	NEUTRAL
D	DISAGREE
SD	STONGLY DISAGREE

CEDAR CATHOLIC JR.-SR. HIGH SCHOOL
CUSTODIAL/MAINTENANCE SUMMATIVE EVALUATION

NAME: _____

BLDG: _____

EMPLOYEE SIGNATURE: _____

DATE: _____

SUPERVISOR SIGNATURE: _____

DATE: _____

I. PERSONAL QUALITIES AND ATTRIBUTES

S	A	N	U	N	O

- a. Is punctual and dependable
- b. Accepts responsibility and direction with a positive attitude
- c. Accepts direction and/or constructive criticism about his/her performance
- d. Has good time management skills and manage breaks in a professional manner
- e. Respects confidentiality and practices a positive attitude on the job
- f. Is enthusiastic and cooperative
- g. Maintains a professional work space and personal appearance

II. INTERPERSONAL RELATIONSHIP SKILLS

S	A	N	U	N	O

- a. Is able to contribute to the overall effectiveness of the maintenance/custodial team
- b. Is considerate of other employee's work and respects their work schedule
- c. Performs job functions with tact and discretion
- d. Demonstrates a professional demeanor and maintains an effective working relationships with all staff
- e. Greets the public and district employees in a professional and helpful manner
- f. Demonstrates a genuine concern for others and assists in finding options to help them grow

III. RESPONSIBILITY AND DEPENDABILITY

S	A	N	U	N	O

- a. Is reliable and conscientious
- b. Can be depended upon to complete tasks and meet deadlines
- c. Manages issues without escalating them into a crisis situation
- d. Handles emergencies and stressful situations in a professional and caring manner
- e. Is able to return to work and completes tasks following disruptions in schedules
- f. Contributes to and supports administrative decisions

IV. DECISION MAKING/JUDGEMENT/INITIATIVE

S	A	N	U	N	O

- a. Evaluates present practices and seeks alternatives to improve work efficiency
- b. Makes wise decisions based on policies and established procedures
- c. Initiates action and demonstrates a willingness to exceed minimum performance required by the job
- d. Respects and maintains confidentiality in dealing with correspondence, records, individuals, etc...
- e. Determines priorities and reaches quick and accurate solutions

V. COMMUNICATION SKILLS

S	A	N	U	N	O

- a. Is able to communicate effectively both orally and in writing
- b. Answers phone calls and corresponds with the general public in a professional manner
- c. Exercises considerable judgement in returning telephone calls and scheduling appointments
- d. Responds to directives, and decisions in a timely and professional manner
- e. Uses electronic communication systems (email, iChat, calendars, website, etc...) to stay informed

SELF-EVALUATION

Date: _____
Date: _____

1. First Evaluation
2. Second Evaluation

S	STRENGTH
A	ACCEPTABLE
N	NEEDS IMPROVEMENT
U	UNSATISFACTORY
NO	NOT OBSERVED

VI. TECHNICAL SKILLS

S	A	N	U	N	O

- a. Is aware of and practice safety when operating school vehicles
- b. Is proficient in the operation of specialized equipment (skid loader, mowers, etc.)
- c. Is proficient and practice safety in operating shop equipment
- d. Reads and follows directions/labels when working with chemicals
- e. Assists with the preparation of special events and activities
- f. Performs minor maintenance and/or repairs and report major repairs to proper authorities
- g. Corrects any minor safety hazards and reports major safety concerns to proper authorities
- h. Demonstrates proticent database skills (Work Orders, Requisition, Inventory)
- i. Is knowledgeable about specialized software used in her/her job
- j. Demonstrates proficiency in the use of the Internet and other online resources

VII. JOB MANAGEMENT SKILLS

S	A	N	U	N	O

- a. Prioritizes and effectively handles a demanding workload
- b. Works independently without direct supervision
- c. Works effectively as a member of a team on scheduled projects
- d. Is willing to accept a leadership role if asked
- e. Is flexible and willing to adapt work schedule/hours if necessary
- f. Keeps an organized workspace and is able to locate items easily

VIII. ADMINISTRATIVE SKILLS

S	A	N	U	N	O

- a. Demonstrates flexibility in work schedule
- b. Identifies problems and recommends options or solutions
- c. Seeks advice and guidance from his/her supervisor when appropriate
- d. Seeks advice and guidance from other maintenance/custodial staff when appropriate
- e. Understands and adheres to established district/building procedures and practices
- f. Develops schedules/routines to improve efficiency on the job
- g. Performs duties and responsibilities in an efficient and timely manner
- h. Maintains a high level of cleanliness of school property and grounds
- i. Takes appropriate measures to ensure the security of the buildings and grounds

IX. PROFESSIONAL DEVELOPMENT

S	A	N	U	N	O

- a. Is willing to attend training opportunities to promote job quality and efficiency
- b. Develops routines to incorporates new ideas, skills, and practices
- c. Initiates professional development ideas to improve the work environment

X. PUBLIC RELATIONS AND COMMUNITY INVOLVEMENT

S	A	N	U	N	O

- a. Participates in programs of civic organizations and other community groups
- b. Supports school/community activities through participation or attendance at events

XI. GOALS:

1. _____
2. _____
3. _____

SUGGESTIONS FOR IMPROVING OFFICE ENVIRONMENT

Cedar Catholic Jr.-Sr. High School	
Teacher	Summative Performance Evaluation
Teacher's Name:	Building:
Grade/Subject:	Date:

Levels of Performance

1 = Meets Expectations	1 = Meets Expectatons - The teacher demonstrates an understanding of concept underlying the component and implements it effectively .
2 = Needs Improvement	2 = Needs Improvement - The teacher demonstrates an understanding of the concept underlying the component, but is not yet consistent in implementing it effectively .
3 = Not Acceptable	3 = Not Acceptable - The teacher does not yet demonstrate an understanding of the concepts underlying the component. Student learning may be jeopardized.

Teacher Performance Criteria

Demonstrates/gives evidence of the following traits, competencies or professional standards

Area I: Spiritual Leadership	Rating
1. Worships regularly as active member of local Christian Community. <i>(Actively reflects on their faith life and encourages students to write their own prayers to read in class)</i>	
2. Models Catholic Christian values, respect, and compassion for entire School community. <i>(Actively supports the Religious life of the students, have students bring a scriptural passage to share)</i>	
3. Articulates and shares faith experiences. <i>(Leads prayer at the beginning of each class period)</i> <i>(Takes time to have students talk about: retreats, campus ministry, discipleship groups, service hours)</i>	
4. Must have an understanding of Catholic doctrine, practices, and sacramental life. <i>(Reflection: What virtue or vice is good to emphasize today?)</i>	
5. Behavior and conduct that serves as positive "Christ-like" examples for both students and adults. <i>(Addresses issues in a timely, professional manner and to work to promote a positive school culture)</i>	
6. Treats students and others with respect and dignity. <i>(Creates environment of respect)</i> <i>(Actively listens and direct/connect to the mission of the school)</i>	
Area II. Building Community	Rating
1. Establishes a classroom community of Christian faith that nurtures character, commitment, and compassion. <i>(Integrates faith: "I am the way, the truth and the life")</i>	
2. Demonstrates energy and enthusiasm for the Catholic Church, teaching, and working with students. <i>(Creates safe, supportive environment as part of a culture of learning)</i>	
3. Establishes procedures and routines that assure safety, success, and the most effective use of instructional time. <i>(Classroom conditions are conducive to an effective learning environment)</i>	
4. Develops classroom rules that are rooted in Scripture (Golden Rule, Decalogue, Beatitudes). <i>(Demonstrates consistent enforcement of established classroom rules and learning conditions)</i>	
5. Nurtures a non-threatening atmosphere conducive to learning and self-discipline. <i>(Clearly defined classroom routines and procedures for managing the learning environment)</i>	
6. Establishes a physical environment that is visibly Catholic, promotes efficient learning, and minimizes behavioral problems. <i>(Effectively monitors and manages students and learning activities)</i>	

Area III. Designing Learning	Rating
1. Displays knowledge of specific content area standards and benchmarks. <i>("What do we want kids to know, and be able to do and understand?")</i>	
2. Differentiates instruction. Attends to the individual needs of all students and to the development of responsible learners. <i>(Creates a positive classroom climate and an environment of respect)</i>	
3. Clearly articulates learning targets and shares instructional outcomes. <i>Has clearly defined classroom routines and procedures in managing the learning environment)</i>	
4. Effectively uses instructional strategies, materials, resources and interventions for all students. <i>(Is direct, specific, and consistent in communicating and enforcing high expectations)</i>	
5. Works collaboratively with colleagues using APL Strategies to create common units and lesson plans, and by sharing effective strategies and best practices. <i>(APL - Teachers Resource Guide)</i>	
6. Work collaboratively with colleagues to advance student learning by developing common targets, assessments, and annually reviewing or updating practices. <i>("How will we know when they know it?")</i>	
Area IV. Managing Learning	Rating
1. Demonstrates knowledge of content and communicates effectively both verbally and nonverbally. <i>(Reflects on teaching and has a clear instructional organizational model)</i>	
2. Collaboratively determines enduring understandings of each unit and asks high quality questions. <i>(Levels of questions align with learning targets and content standards.)</i>	
3. Uses a variety of curricular materials and resources to facilitate learning experiences and differentiate instruction. <i>(Demonstrates knowledge and use of technology)</i>	
4. Gives feedback and develops interventions that are school-wide, systemic and timely. <i>(How will we respond if they don't know it or already know it?")</i>	
5. Designs measurable objectives, adjusts instruction as needed, and uses data to drive instruction. <i>(Engages students in critical thinking and problem solving activities)</i>	
Area V. Communication and Teamwork	Rating
1. Actively participates and contributes to all PLC's as assigned. Works collaboratively to plan grade level instruction and establishes reasonable pacing expectations.	
2. Keeps accurate records reflecting a fair representation of student performance in each class. <i>(Adheres to grading policies and procedures)</i>	
3. Demonstrates effective listening skills with students, parents, and co-workers. <i>(Builds and maintains positive relationships with students, staff, parents and community)</i>	
4. Effectively communicates with families by clearly articulating school expectations and by responding to parent inquiries in a professional and timely manner.	
5. Develops appropriate professional relationships that serves and advocates for students. <i>(Demonstrates professionalism in all interactions)</i>	
Area VI. Professional and Spiritual Growth	Rating
1. Develops spiritually by actively nurturing faith through prayer, study, community, and spiritual direction. <i>(Morning Prayer, School Mass, Retreats, Involves students in leading prayer)</i>	
2. Seeks and participates in frequent reflection of faith life, vocation, and leadership roles. <i>(Seeks and accepts leadership opportunities and responsibilities beyond the regular classroom assignment)</i>	
3. Assumes professional and spiritual leadership roles and responsibilities in the school and carries out assignments in a punctual and conscientious manner.	
4. Seeks to grow professionally and willingly participates in department and school-wide initiatives. <i>(Seeks and readily accepts feedback)</i>	

Teacher

Summative Performance Evaluation Form Page 3

Narrative Section: Written assessment of all areas of performance

Comments concerning performance criteria:

Comments concerning classroom observations:

Strengths:

Concerns: (areas where improvement or assistance is needed; formal action plan must be documented and be implemented)

Summative evaluation of overall performance:

I have reviewed this evaluation and discussed the contents with my administrator. I have been informed of my evaluation and have been provided an opportunity to make comments. My signature does not necessarily imply agreement with the assessment; merely that I have reviewed it and understand that it will be placed in my personnel file.

Teacher remarks attached: Yes NO

Formal action plan attached: Yes NO

Teacher's Signature

Date

Principal's Signature

Date

Cedar Catholic Jr.-Sr. High School	
Guidance Counselor	Summative Performance Evaluation
Name:	Date:

Levels of Performance

1 = Meets Expectations	1 = Meets Expectations - The teacher demonstrates an understanding of concept underlying the component and implements it effectively.
2 = Needs Improvement	2 = Needs Improvement - The teacher demonstrates an understanding of the concept underlying the component, but is not yet consistent in implementing it effectively.
3 = Not Acceptable	3 = Not Acceptable - The teacher does not yet demonstrate an understanding of the concepts underlying the component. Student learning may be jeopardized.

Counselor Performance Criteria

Demonstrates/gives evidence of the following traits, competencies or professional standards

Area I: Spiritual Leadership	Rating
1. Worships regularly as active member of local Christian Community. <i>(Actively reflects on their faith life and encourages students to write their own prayers to read in class)</i>	
2. Models Catholic Christian values, respect, and compassion for entire School community. <i>(Actively supports the Religious life of the students, have students bring a scriptural passage to share)</i>	
3. Articulates and shares faith experiences. <i>(Leads prayer at the beginning of each class period)</i> <i>(Takes time to have students talk about: retreats, campus ministry, discipleship groups, service hours)</i>	
4. Must have an understanding of Catholic doctrine, practices, and sacramental life. <i>(Integrates faith: "I am the way, the truth and the life"... What virtue or vice is good to emphasize today?)</i>	
5. Behavior and conduct that serves as positive "Christ-like" examples for both students and adults. <i>(Addresses issues in a timely, professional manner and to work to promote a positive school culture)</i>	
6. Treats students and others with respect and dignity. <i>(Creates environment of respect)</i> <i>(Actively listens and direct/connect to the mission of the school)</i>	
Area II. Planning and Development of the Guidance Counseling Program	Rating
1. Aligns goals and objectives of the guidance program to the counseling and academic needs of students. Creates weekly progress reports for students, parents, and teachers.	
2. Develops and implements a plan of action and coordinate aspects of the program in a meaningful sequence of guidance services. Coordination and oversight of the CCHS Work Release Program.	
3. Coordinates focus and continual improvement of the counseling program planning and curriculum development and assists other school staff in understanding and supporting guidance services.	
4. Coordinates CCHS Work Release Program and Coordinates Dual Credit class schedule, registration, purchasing required textbooks, dropping/adding, and recording grades on transcripts.	
Area III. Coordination of School Assessment Program	Rating
1. Coordinates the accumulation of meaningful information concerning students as needed, through such means as interviews, standardized test scores, academic records, and personal data forms.	
2. Facilitates the organization and maintenance of confidential files and student assessment data, administers the Pre-ACT and coordinates ACT registration for juniors and seniors.	
3. Interprets student information to students, parents, teachers, administration, and others professionally concerned with the student.	
4. Identifies students with special abilities and needs and assists in securing the support needed to accommodate identified needs.	

Area IV. Educational and Occupational	Rating
1. Assist the students and parents in relating the student's interests, aptitudes, and abilities to future educational and occupational opportunities in alignment with short and long-range plans.	
2. Creates the master schedule taking into consideration student interest, program and graduation requirements, staff availability, and impact on elective courses and programs.	
3. Consults with school administrators and faculty members regarding curricular offerings which best meet the abilities, interests, and needs of students.	
4. Provides academic and career information to the student, as required, regarding his/her future plans, college and/or career choices.	
5. Collects and disseminates to students and parents information concerning high school courses, in alignment with college, career, workforce and/or military service options.	
6. Assists students and parents in understanding procedures for making applications and planning for financing the student's educational goals beyond high school.	
7. Conducts graduate surveys to determine success and interest of students in post-secondary institutions, workforce, and/or military service.	
Area V. Management of Student Referrals	Rating
1. Seeks to develop in the student a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he/she and his/her parents are responsible.	
2. Assists students and parents who need such services to be aware of and to accept referral to other specialists in student personnel services and community agencies.	
3. Maintains a close working relationship in referrals to other specialists in student personnel services.	
4. Identifies students with special needs and connects students with community services, counseling and educational services.	
Area VI. Engaging and Supporting Parents	Rating
1. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.	
2. Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children	
Area VII. Engaging and Supporting Staff	Rating
1. Shares appropriate individual student data with staff members, with due regard to confidentiality.	
2. Assists teachers in identifying students with special needs and keeps teachers informed of developments concerning individual students which might have a bearing on the classroom.	
3. Provides materials and information concerning the characteristics and needs of the student population, follow-up studies, and employment trends for use in curriculum study and revision.	
Area VIII. Professional and Spiritual Growth	Rating
1. Develops spiritually by actively nurturing faith through prayer, study, community, and spiritual direction. <i>(Morning Prayer, School Mass, Retreats, Involves students in leading prayer)</i>	
2. Seeks and participates in frequent reflection of faith life, vocation, and leadership roles. <i>(Seeks and accepts leadership opportunities and responsibilities beyond the regular classroom assignment)</i>	
3. Assumes professional and spiritual leadership roles and responsibilities in the school and carries out assignments in a punctual and conscientious manner.	
4. Seeks to grow professionally and willingly participates in department and school-wide initiatives. <i>(Seeks and readily accepts feedback)</i>	

Guidance Counselor

Summative Performance Evaluation Form Page 3

Narrative Section: Written assessment of all areas of performance

Comments concerning performance criteria:

Comments concerning classroom observations:

Strengths:

Concerns: (areas where improvement or assistance is needed; formal action plan must be documented and be implemented)

Summative evaluation of overall performance:

I have reviewed this evaluation and discussed the contents with my administrator. I have been informed of my evaluation and have been provided an opportunity to make comments. My signature does not necessarily imply agreement with the assessment; merely that I have reviewed it and understand that it will be placed in my personnel file.

Counselor remarks attached: Yes NO

Formal action plan attached: Yes NO

Guidance Counselor's Signature

Date

Principal's Signature

Date

CEDAR CATHOLIC JR. – SR. HIGH SCHOOL
ASSISTANT PRINCIPAL EVALUATION FORM

+ *strength* **S** *satisfactory* **N** *needs improvement* **N/A** *not applicable*

ASSISTANT PRINCIPAL AS RELIGIOUS LEADER

1. _____ Upholds and advances the school's Catholic mission and philosophy.
- a. Reflects and models Catholic values and attitudes in interactions with others.
 - b. Provides spiritual leadership for the staff and students as evidenced by participation in public prayer and Mass and in organizing and leading religious activities.
 - c. Supports and exemplifies Catholic doctrine and morality in a manner consistent, in expression and example, with the teachings of the Catholic Church.
 - d. Ensures that no employee of the school teaches, advocates, encourages, or counsels beliefs or doctrines contrary to those teachings.

Comments:

INSTRUCTIONAL LEADERSHIP

2. _____ The assistant principal demonstrates knowledge of and involvement in the curriculum.
- a. The assistant principal works with the staff to establish definite goals and objectives for the total school program.
 - b. The assistant principal schedules a well-balanced school program with the religious and academic areas receiving priority.

Comments:

3. _____ The assistant principal supervises the instructional staff.
- a. The assistant principal assists staff in setting and implementing instructional strategies, goals, and objectives.
 - b. The assistant principal observes staff in instructional activities.

Comments:

4. _____ The assistant principal evaluates the instructional staff.
- a. The assistant principal confers with individual staff members concerning strengths and weaknesses.
 - b. The assistant principal develops necessary Employee Improvement Plans with staff members.
 - c. The assistant principal/designee observes staff members with sufficient frequency to ensure a valid evaluation.
 - d. c. The assistant principal hires, fires, and disciplines staff appropriately and according to board policy

Comments:

5. _____ The assistant principal utilizes instructional resources to meet student needs effectively.
- a. The assistant principal delegates responsibilities when necessary and assigns teaching loads and other duties fairly.
 - b. The assistant principal plans for effective use of school facilities and materials for educational purposes.

Comments:

ADMINISTRATION AND ORGANIZATION

1. _____ The assistant principal manages students and programs effectively.
- a. The assistant principal demonstrates a genuine interest in students and is responsive to their needs.
 - b. The assistant principal maintains consistent and appropriate discipline standards for students according to policy.

Comments:

2. _____ The assistant principal effectively manages the office staff.
- a. The assistant principal gives clear and explicit instructions.
 - b. The assistant principal requires efficiency and courtesy.

Comments:

3. _____ The assistant principal makes effective use of available financial resources.
- a. The assistant principal consistently and accurately tracks and reports financial information to the board.
 - b. The assistant principal maintains fiscal discipline and wise spending patterns according to established budgets and procedures.
 - c. The assistant principal seeks to expand funds in order to meet the goals of the school.

Comments:

4. _____ The assistant principal exercises responsibility in keeping buildings and grounds attractive, safe, and in good repair.

Comments:

PROFESSIONAL COMPETENCY

5. _____ The assistant principal maintains good public relations.
- a. The assistant principal promotes healthy parental involvement through activities such as PTA, Booster Club, community organizations, parent volunteers, and others.
 - c. The assistant principal maintains contact with agencies to publicize school activities.

Comments:

6. _____ The assistant principal accepts and fulfills professional responsibilities.
- a. The assistant principal follows the policies and procedures of the school and school board. This includes such items as being on time, having a good attendance report, complying with conditions stated in the contract, and maintaining records and reports.
 - b. The assistant principal publicizes and explains school rules and Board Policies and Procedures to the staff and community.
 - c. The assistant principal demonstrates professional ethics including compliance with written laws and policies regarding confidentiality in handling personal information about all personnel.
 - c. The assistant principal demonstrates integrity and ability to maintain convictions under pressure.
 - d. The assistant principal maintains poise and self-control.
 - e. The assistant principal dresses appropriately and is well groomed.

Comments:

7. _____ The assistant principal demonstrates effective interpersonal relationships with students, staff, and community.

- a. The assistant principal promotes professional respect among students, staff, and community.
- b. The assistant principal is accessible for conferences.
- c. The assistant principal is a responsive listener.
- d. The assistant principal acknowledges good work and extra effort.
- d. The assistant principal demonstrates respect for others.
- e. The assistant principal exhibits consistency and fairness in relationships.

Comments:

8. _____ The assistant principal demonstrates enthusiasm for education and the total school program.

Comments:

Final Comments, Assistant principal:

Final Comments, Principal:

Assistant Principal's Signature

Date

Principa's Signature

Date

CEDAR CATHOLIC JR. – SR. HIGH SCHOOL

PRINCIPAL EVALUATION FORM

+ *strength* **S** *satisfactory* **N** *needs improvement* **N/A** *not applicable*

PRINCIPAL AS RELIGIOUS LEADER

1. _____ Upholds and advances the school's Catholic mission and philosophy.
- a. Reflects and models Catholic values and attitudes in interactions with others.
 - b. Provides spiritual leadership for the staff and students as evidenced by participation in public prayer and Mass and in organizing and leading religious activities.
 - c. Supports and exemplifies Catholic doctrine and morality in a manner consistent, in expression and example, with the teachings of the Catholic Church.
 - d. Ensures that no employee of the school teaches, advocates, encourages, or counsels beliefs or doctrines contrary to those teachings.

Comments:

INSTRUCTIONAL LEADERSHIP

2. _____ The principal demonstrates knowledge of and involvement in the curriculum.
- a. The principal works with the staff to establish definite goals and objectives for the total school program.
 - b. The principal schedules a well-balanced school program with the religious and academic areas receiving priority.

Comments:

3. _____ The principal supervises the instructional staff.
- a. The principal assists staff in setting and implementing instructional strategies, goals, and objectives.
 - b. The principal observes staff in instructional activities.

Comments:

4. _____ The principal evaluates the instructional staff.

- a. The principal confers with individual staff members concerning strengths and weaknesses.
- b. The principal develops necessary Employee Improvement Plans with staff members.
- c. The principal/designee observes staff members with sufficient frequency to ensure a valid evaluation.
- d. c. The principal hires, fires, and disciplines staff appropriately and according to board policy

Comments:

5. _____ The principal utilizes instructional resources to meet student needs effectively.

- a. The principal delegates responsibilities when necessary and assigns teaching loads and other duties fairly.
- b. The principal plans for effective use of school facilities and materials for educational purposes.

Comments:

ADMINISTRATION AND ORGANIZATION

1. _____ The principal manages students and programs effectively.

- a. The principal demonstrates a genuine interest in students and is responsive to their needs.
- b. The principal maintains consistent and appropriate discipline standards for students according to policy.

Comments:

2. _____ The principal effectively manages the office staff.

- a. The principal gives clear and explicit instructions.
- b. The principal requires efficiency and courtesy.

Comments:

3. _____ The principal makes effective use of available financial resources.
- a. The principal consistently and accurately tracks and reports financial information to the board.
 - b. The principal maintains fiscal discipline and wise spending patterns according to established budgets and procedures.
 - c. The principal seeks to expand funds in order to meet the goals of the school.

Comments:

4. _____ The principal exercises responsibility in keeping buildings and grounds attractive, safe, and in good repair.

Comments:

PROFESSIONAL COMPETENCY

5. _____ The principal maintains good public relations.
- a. The principal promotes healthy parental involvement through activities such as PTA, Booster Club, community organizations, parent volunteers, and others.
 - c. The principal maintains contact with agencies to publicize school activities.

Comments:

6. _____ The principal accepts and fulfills professional responsibilities.
- a. The principal follows the policies and procedures of the school and school board. This includes such items as being on time, having a good attendance report, complying with conditions stated in the contract, and maintaining records and reports.
 - b. The principal publicizes and explains school rules and Board Policies and Procedures to the staff and community.
 - c. The principal demonstrates professional ethics including compliance with written laws and policies regarding confidentiality in handling personal information about all personnel.
 - c. The principal demonstrates integrity and ability to maintain convictions under pressure.
 - d. The principal maintains poise and self-control.
 - e. The principal dresses appropriately and is well groomed.

Comments:

7. _____ The principal demonstrates effective interpersonal relationships with students, staff, and community.
- a. The principal promotes professional respect among students, staff, and community.
 - b. The principal is accessible for conferences.
 - c. The principal is a responsive listener.
 - d. The principal acknowledges good work and extra effort.
 - d. The principal demonstrates respect for others.
 - e. The principal exhibits consistency and fairness in relationships.

Comments:

8. _____ The principal demonstrates enthusiasm for education and the total school program.

Comments:

Final Comments, Principal:

Final Comments, Board:

Principal's Signature

Date

Board Signature

Date