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Jackie Gapp, Business Manager • 701.446.1032
Doug Andring, Director, Human Resources • 701.446.1038
AnnMarie Campbell, Executive Assistant & Communications • 701.446.1005

PERSONNEL FILE REVIEW

Employee File Reviewed: Kevin Kennedy

Requested by: Kevin Kennedy

Witnessed by:

Human Resources

SIGNATURE:

DATE:

[Signature]
3/11/22 [Signature]



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March 29th, 2022

Kevin Kennedy

Re: Investigation Conclusions

Dear Mr. Kennedy:

This letter is to inform you the Fargo Public School District ("District") has completed its investigation regarding allegations of inappropriate conduct by you toward students attending Fargo South High School. More specifically, the allegations pertain to unprofessional conduct and inappropriate behavior, including both unwanted physical and verbal actions involving students. A policy violation review was conducted specific to Administration Policy 5060: Discrimination and Anti-Harassment Policy, Administrative Policy 5255: Staff Conduct Policy, and Administrative Policy 5255: Duties of Teachers Policy. Based on the findings in the investigative report conducted by Assistant Principal Mike Beaton ("Beaton"), which includes testimony from you, students, and parents, I have concluded the allegations of unwanted physical and verbal actions involving students are substantiated.

The relevant parts of Administrative Policy 5255: Staff Conduct Policy, specifically subsections a and e of Section 1 and section 7 requires the following:

1. Conduct oneself professionally, with a high level of honesty and integrity, whenever serving in his/her official capacity as a school district employee.

a. Insubordination: refusal to follow a supervisor's instruction.

e. Failure to treat all staff, students, and community members with dignity and respect.

7. Engage in appropriate and professional communications with students, verbal or written, at all times.

During an interview with Beaton, you admitted to asking a student whether they had taken and sent nude photographs. In addition, you admitted to telling a student that "they should know the only reason another student invited them over at 3 a.m." Finally, you were asked whether you involve yourself with student relationships, specifically providing your opinions as to students should date. Again, you answered in the affirmative and indicated that you have involved yourself in student relationships, going as far as trying to set students up on dates. In addition to your own testimony, multiple witnesses indicated that you continually involve yourself in student relationships. The severity of each of these statements by alone results in a violation of Administrative Policy 5255.

Administrative Policy 5210: Duties of Teachers, Section 3b states, "Teachers in the Fargo Public Schools shall strive at all times to: Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students". Your comments and actions towards students, specifically those substantiated in the investigation report demonstrate that you are not creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of students. Multiple students reported feeling uncomfortable and embarrassed because of your comments and actions. Several students also expressed concerns regarding your lack of understanding of boundaries.

These statements and actions are highly inappropriate and have resulted in an uncomfortable learning environment for students. As noted by Beaton, the consistency of the witness statements, along with your own admissions support the conclusion that this conduct occurred as alleged. As a result, your comments and actions also constitute a violation of Administrative Policy 5210: Duties of Teachers.

Further, while a formal Title IX complaint was not filed by any students, I have concluded that you are in violation of Administrative Policy 5060: Nondiscrimination and Anti-Harassment Policy. My determination is based on your inappropriate, overly personal, and highly suggestive comments to students and the act of inappropriately touching students. As outlined in the investigative report, you have touched student's shoulders and waist areas without consent and in some instances, against their objection. Similarly, a witness corroborated the allegation that you referred to a student's breasts when discussing how her costume fit. Another witness corroborated the allegation that you asked students if "asexual people masturbate". Finally, a witness corroborated the allegation that you instructed a student to bend over so that you could use their back as a table for writing. These comments and actions result in a violation of Administrative Policy 5060: Nondiscrimination and Anti-Harassment Policy.

Your personnel file includes three memorandums that identify similar concerns regarding your behavior. The memorandums are dated January 7th, 2019, November 7th, 2019, and October 26th, 2021. Based on the totality of the evidence presented in the investigative report, pattern of conduct, and failure to correct your behavior, I am recommending your discharge for cause to Superintendent Gandhi. North Dakota Century Code (N.D.C.C.) §15.1-15-07 provides the grounds for which a school district may dismiss an individual employed as a teacher prior to the expiration of the individual's contract. In accordance with N.D.C.C. § 15.1-15-07, my recommendation to Superintendent Gandhi is based on the following enumerated grounds:

- (1) Immoral conduct;**
- (2) Conduct unbecoming the position held by the individual; and**
- (3) Gross inefficiency that the individual has failed to correct after written notice.**

A copy of the investigative report and this letter will be provided to the Education Standards and Practices Board. This investigation will now be considered closed.

Sincerely, 
Doug Andring, Human Resources Director

District Office
Cc: Investigative File

Report of Investigation

Complaint against KEVIN KENNEDY

TEACHER AND THEATER ADVISOR

FARGO SOUTH HIGH School

Fargo Public Schools

Complaint Received: MARCH 10, 2022

Investigated by MIKE BEATON

ASSISTANT PRINCIPAL/ACTIVITIES COORDINATOR

FARGO SOUTH HIGH SCHOOL

Fargo Public Schools

I. Introduction

An initial complaint was received by DR. SHANNON MORTURD, ASSISTANT PRINCIPAL, Fargo Public Schools, on MARCH 10, 2022. The complaint was submitted by STUDENT A. STUDENT A stated that KEVIN KENNEDY had crossed student/teacher boundaries with comments and touching. The alleged incident(S) occurred on MARCH 9, 2022 AND ON OTHER DAYS. The Director of Human Resources was notified of the complaint on MARCH 11, 2022. KEVIN KENNEDY was notified of the complaint on MARCH 11, 2022 IN MEETING WITH MR. ANDRING, HUMAN RESOURCES DIRECTOR AND DR. GANDHI, SUPERINTENDENT. A determination was made that MIKE BEATON would conduct an investigation and submit a report to MR. ANDRING for a determination if any policy violation happened.

Policy violation considerations for MR. ANDRING to consider:

- AP 4060/5060/6060: NONDISCRIMINATION AND ANTI-HARASSMENT
 - DEFINITIONS: SEXUAL HARASSMENT EXAMPLES
 - Sexual or "dirty" joke
 - Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
- AP 5210: DUTIES OF TEACHERS
 - 3.B. "Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students."
- AP 5255: STAFF CONDUCT
 - 1.a. "Insubordination: refusal to follow a supervisor's instruction."
 - 1.e. "Failure to treat all staff, students, and community members with dignity and respect."
 - 1.f. "Serious or intentional breach of confidentiality"
 - 7 "Engage in appropriate and professional communications with students, verbal or written, at all times."

II. Information Gathering

MARCH 10, 2022: An in-person interview was conducted with STUDENT A AND TWO OTHER STUDENTS. DR. MORTRUD took notes during the interview. The interview lasted approximately half an hour.

- A. Relevant details from interviews: The incident happened in G21 ON MARCH 9, 2022. Mr. Kennedy asked STUDENT A if was a virgin.
- B. On other occasions, Mr. Kennedy has grabbed STUDENT A and other students by there shirts near their necks.
- C. Mr. Kennedy has told STUDENT A that they would be pregnant by the time they were 15.
- D. Mr. Kennedy asked STUDENT A if they sent nudes.
- E. In the classroom, Mr. Kennedy announced in front of the class to STUDENT A to get their mom off his back. STUDENT A reported that their mom had sent Mr. Kennedy an email about their grade.
- F. Mr. Kennedy told STUDENT A that the only reason others talk to STUDENT A is because they want to sleep with STUDENT A.

MARCH 10, 2022: An in-person interview was conducted with STUDENT B AND TWO OTHER STUDENTS (STUDENT A AND ONE OTHER STUDENT). DR. MORTRUD took notes during the interview. The interview lasted approximately half an hour.

- A. On the morning of MARCH 10, 2022, STUDENT B felt Mr. Kennedy had called them a Nazi because they didn't bring Mr. Kennedy breakfast.
- B. STUDENT B feels the Mr. Kennedy is trying to pressure them to move beyond their boundaries in their relationship. They have not kissed because they are not ready and Mr. Kennedy is encouraging them to kiss.

MARCH 15, 2022: An in-person interview was conducted with STUDENT C AND their mother. The interview was conducted with Dr. Bertsch and DR. MORTRUD and Dr. Mortrud took notes during the interview. The interview lasted approximately half an hour.

- A. STUDENT C reported that Mr. Kennedy grabs students around the shoulders and moves them instead of giving verbal directions. STUDENT C feels this is mainly with female cast members.
- B. During one rehearsal, Mr. Kennedy's clipboard was on the ground and instead of picking up the clipboard, Mr. Kennedy turned STUDENT C around, bent over to use back to write on. STUDENT C was embarrassed and uncomfortable with this. STUDENT C said that students are uncomfortable with the lack of permission from Mr. Kennedy before physically touching students.
- C. STUDENT C made a comment to a friend while looking at the Bloodlines cast list that they were nervous about their part because breasts may be too small. Mr. Kennedy walked over and confirmed that that was a concern when casting, but said they (breasts) were not bad.
- D. During a Bloodlines rehearsal, another cast member was to put their hands around STUDENT C's neck from behind. Mr. Kennedy said the other cast member wasn't doing it correctly. STUDENT C asked Mr. Kennedy to not demonstrate this on them. Mr. Kennedy told STUDENT C was being dramatic and demonstrated the scene on STUDENT C anyway. During this demonstration, Mr. Kennedy commented that STUDENT C's neck was much smaller than he thought it was. STUDENT C was very uncomfortable with this. Prior to rehearsing this scene, Mr. Kennedy was constantly saying the characters had just gotten done having sex and STUDENT C asked him to stop saying that, but he did not.
- E. STUDENT C indicated that there are not any safe words or actions to indicate that students want out of a scene.
- F. STUDENT C had to show Mr. Kennedy their costume for the Bloodline photos. STUDENT C reported that Mr. Kennedy walked across the stage and grabbed STUDENT C by the corset (waist) with both hands and looked down at chest saying that needed a little more. STUDENT C interpreted this as needed more cleavage.
- G. STUDENT C reported that Mr. Kennedy is heavily involved in the relationships of students. Last year in class, Mr. Kennedy would talk about a student and STUDENT C liking one another and how they should date in front of other students.

- H. In a class last year, students were discussing asexuality. One of the students who was part of the conversation identifies as asexual. Mr. Kennedy overheard the conversation and asked the group of students if asexual people masturbate. The students told him not to talk about that and he kept pressing the subject saying he was curious.
- I. STUDENT C reported that Mr. Kennedy has entered the dressing room numerous times without knocking and/or knocking as he is entering. More than once he would stand at the door holding his hand up to his face as students are not fully dressed instead of leaving.

MARCH 16, 2022: An in-person interview was conducted with STUDENT D. The interview was conducted by Dr. Bertsch and Dr. Bertsch took notes during the interview. The interview lasted approximately half an hour.

- A. STUDENT D shared concerns about Mr. Kennedy frequently attempting to set students up with each other. Mr. Kennedy asked STUDENT D if they had kissed their yet and threatened to kick STUDENT D's out of the play if their scene partner kissed STUDENT D before their did. STUDENT D expressed concern that Mr. Kennedy has a weird obsession with students' first kiss.
- B. STUDENT D reported that Mr. Kennedy told another student in STUDENT D's presence that the show Chicago could not be done at South as a musical because it's full of sexy and pointed at STUDENT D as an example of why it's unrealistic. Mr. Kennedy has referenced STUDENT D's legs as bird legs.
- C. Mr. Kennedy told STUDENT D to not get pregnant during the show Guys and Dolls because STUDENT D's costume would not fit.
- D. Mr. Kennedy has harassed male students on which parts of their bodies they do or do not shave on at least two occasions.
- E. Mr. Kennedy asked STUDENT D if their mom and mom's boyfriend were making out after the mom and boyfriend tested positive for Covid on the same day.
- F. Mr. Kennedy unlocked the bathroom in the dressing room while STUDENT D was using it and often doesn't knock when entering the dressing room. On one occasion, STUDENT D was changing. Mr. Kennedy did leave immediately in this instance.
- G. Mr. Kennedy moves students around the stage where he wants them by placing his hands on their shoulders, sometimes aggressively.
- H. STUDENT D reports that Mr. Kennedy once began untucking their shirt to see if he would prefer the custom with an untucked shirt. STUDENT D told Mr. Kennedy that he did not need to help with this and STUDENT D ended up stabbing self with a safety pin that was using on pants.

THE COMPLAINANT(S) testimony concerning the incident can be summarized as follows:

- A. STUDENT A'S mother confirmed that STUDENT A'S testimony is what was communicated to her and STUDENT A expresses concern and discomfort with the comments and questions asked of by Mr. Kennedy.**
- B. STUDENT C'S mother confirmed that STUDENT C's testimony is what was communicated to her. STUDENT C'S testimony surrounded concerns over Mr. Kennedy having a lack of understanding of boundaries in his comments, interactions, and behavior towards STUDENT C and other students.**
- C. STUDENT D expressed concerns over Mr. Kennedy's "obsession" over students' relationships, Mr. Kennedy's personal comments about the bodies of students and relationships, and physically intrusive behaviors such as moving students around stage without permission and entering the changing room or bathroom without announcing.**

THE RESPONDENT(S) testimony concerning the incident can be summarized as follows:

- A. Mr. Kennedy indicated that he did not make most of the comments that he was asked about saying and did not do the behaviors he was asked about during the interview besides the information shared below.**
- B. Mr. Kennedy responded that he had asked a student if they had taken and sent nudes.**
- C. Mr. Kennedy did say that he had said to a student that they should know the only reason another student invited them over at 3 A.M.**
- D. Mr. Kennedy said he had made comments to students about who they should date and had tried to set students up to date.**
- E. Mr. Kennedy said he has talked to students about kissing in regards to shows and he does offering opportunities to opt out of kissing in a show, but has never had anyone ever do this. He did take kissing out of a show if didn't look good.**
- F. Mr. Kennedy did say that he has made comments about boys shaving their armpits.**
- G. Mr. Kennedy said that he had moved students around stage by putting their hands on their shoulders.**

WITNESS (IF THERE ARE ANY WITNESSES) testimony concerning the incident can be summarized as follows.

Seven witnesses were interviewed. Some of the witnesses were questioned in regards to specific instances. All were asked if they had witnessed Mr. Kennedy saying things or asking questions that made students uncomfortable or did things that made students uncomfortable or the students thought was inappropriate.

- A. All witnesses corroborated that they felt Mr. Kennedy makes comments that they felt are inappropriate or make people uncomfortable to the point that a some of them have told Mr. Kennedy he shouldn't say or talk about those things.**
- B. A witness did indicate that they heard Mr. Kennedy make a comment about a cast member's breasts in reference to how a costume fit.**
- C. Multiple witnesses indicated that Mr. Kennedy gets involved in student relationships.**
- D. A witness did corroborate that Mr. Kennedy asked students if asexual people masturbate.**
- E. A witness did corroborate that Mr. Kennedy had a student bend over to use STUDENT C as table for writing.**

III. Findings of Fact

Based on interviews conducted and evidence reviewed during my investigation, I found that:

- Testimony from the witnesses corroborated inappropriate comments have been made to students by Mr. Kennedy.
- Testimony from the witnesses corroborated comments that make students uncomfortable have been made to students by Mr. Kennedy.
- Testimony from the witnesses corroborated a comment about a student's chest was made to a student by Mr. Kennedy.
- Testimony from the complainants about Mr. Kennedy asking a student about whether or not they had taken 'nudes' and sent 'nudes' was confirmed by Mr. Kennedy.
- Testimony from the witnesses corroborated that Mr. Kennedy is overly interested in student relationships.
- Policy Review:
 - AP 4060/5060/6060: NONDISCRIMINATION AND ANTI-HARASSMENT
 - DEFINITIONS: SEXUAL HARASSMENT EXAMPLES
 - Sexual or "dirty" joke
 - Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
 - AP 5210: DUTIES OF TEACHERS
 - 3.B. "Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students."
 - AP 5255: STAFF CONDUCT
 - 1.a. "Insubordination: refusal to follow a supervisor's instruction."
 - 1.e. "Failure to treat all staff, students, and community members with dignity and respect."
 - 7 "Engage in appropriate and professional communications with students, verbal or written, at all times."

IV. Plan of Action

This investigative report will be submitted to MR. ANDRING who will be asked to make a determination if policy/procedure violation occurred and what steps need to be taken, if any.

Submitted MARCH 24, 2022

MIKE BEATON
ASSISTANT PRINCIPAL AND ACTIVITIES COORDINATOR
FARGO SOUTH HIGH



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Ms. Dode Bentson, *Administrative Assistant*
Mrs. Greta Evenson, *Assistant Principal*
Dr. Shannon Mortrud, *Assistant Principal*
Mr. Mike Beaton, *Assistant Principal/Activities Coordinator*



To: Mr. Kevin Kennedy
FR: Dr. Todd Bertsch
Re: Parental Concern
Date: October 26, 2021

Mr. Kennedy:

On Friday, October 15th, Mr. Beaton and I met with you to discuss a parental concern that I had received early in the week.

On Wednesday, October 13th, I received a phone call from a parent who has a student in your Theater Arts class. The parent shared that you gave her student a back massage on Monday, October 11th, in class that lasted for about 10 seconds. Mr. Beaton and I interviewed the student, in the company of parents, on Friday, October 15th. The student shared that [redacted] was standing and that you stood behind [redacted] and massaged [redacted] back (the student demonstrated on [redacted] father). The student stated that it made [redacted] feel very uncomfortable. The parent stated to me during the phone call that [redacted] student shared with [redacted] that you said [redacted] looked tense and that the student wondered what was that all about.

When the student was asked about other times that you engaged in some type of physical touching the student stated that on Thursday (October 16th), the class was on stage playing a game (Quirks). The student stated that another student simulated knocking on a door, and when [redacted] was "let in" [redacted] was embraced/hugged by you. When the parent's student knocked on the "door", you also greeted the student with open arms as to embrace/hug, but the student did not engage.

Another time, the student stated that as [redacted] was entering the black box classroom and you smacked on the shoulder and made a comment about pushing Freshman around.

Also on Friday, October 15th, Mr. Beaton and I met with you at 12:20 PM in the principal's office per an invite via email. You were asked about the possibility of giving a [redacted] student a back massage in class for about 10 seconds earlier in the week. You stated that you didn't recall or could remember that ever happened. You did state that you are very aware of physical boundaries and that if a student was touched it was on their shoulder or forearm. You provided an overview on the game that was being played in theater class and indicated that the game requires participants to touch the shoulder or arm of the person who was next at contributing/speaking. When asked about embracing a student or simulating an embrace with open arms on stage, you were unable to recall.

The student enjoys theater arts and intends to remain in your class. The parents also support their student's decision and is addiment that you respect [redacted] personal space and refrain from any physical contact.

As a result of the parental concern, I am reminding you of AP 5255 Staff Conduct.

"All employees are expected to adhere to established policies, rules, and standards of conduct. Failure to comply lessens the ability of the school district to fulfill our mission of educating and empowering all students to succeed. The following categories outline expected conduct with subsequent examples of behavior that may lead to progressive disciplinary action, including but not limited to: verbal coaching, written reprimand, paid administrative leave, and/or termination of employment. The Superintendent's or designee's decision is final and does not include any formal appeal process.

1. *Conduct oneself professionally, with a high level of honesty and integrity, whenever serving in his/her official capacity as a school district employee."*

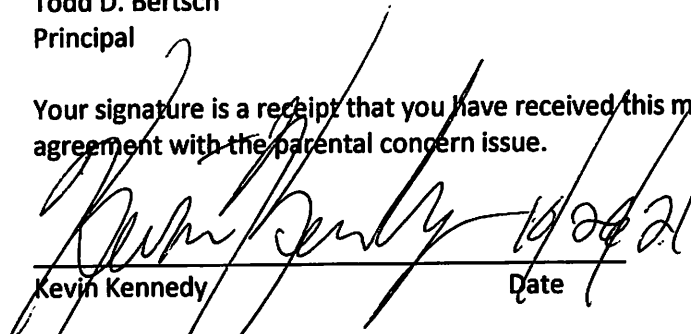
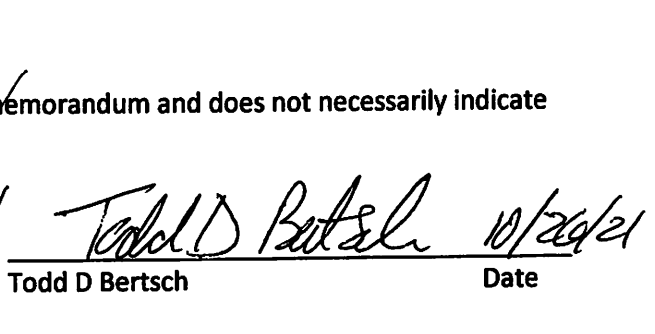
Based on the nature of the parental concern, I remind you to be very aware of physical boundary expectations as an instructor. If a future report of a physical boundary issue is received and determined accurate, continued employment with Fargo Public Schools will be addressed.

Sincerely,



Todd D. Bertsch
Principal

Your signature is a receipt that you have received this memorandum and does not necessarily indicate agreement with the parental concern issue.

	
Kevin Kennedy	Todd D Bertsch
Date	Date

Cc: Mr. Beaton, Assistant Principal and Activities Coordinator
Mr. Doug Andring, HR Director



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To: Mr. Kevin Kennedy
 Fr: Dr. Todd Bertsch
 Re: Written Warning
 Date: November 7, 2019

D.A.

On Monday, October 28th, 2019, you and I received an email from a parent of a student that you teach in your period 7 English 1 class stating that you “called out” in front of peers by asking if has ADHD? Also, on December 11, 2018 a formal complaint was received regarding your inappropriate, unprofessional, and unethical behavior. In both situations, an investigation was completed and both claims were found to be accurate.

The Staff Conduct (AP 5255) policy references that staff are to conduct themselves professionally, with a high level of honesty and integrity, whenever serving in his/her official capacity as a school district employee. Also, the policy references that staff engage in appropriate and professional communications with students, verbal or written, at all times.

You were asked to provide support(s)/need(s) that would assist in the prevention of inappropriate comments. The following is a recap of our discussion:

- You have and will continue to search for online resources
- The use of colleagues
- If there are requested books or professional resource materials that are needed, please forward them to Dr. Bertsch
- EAP resources were mentioned by Dr. Bertsch, but not required

In order to successfully continue in your role with Fargo Public Schools, there must be improvement in the areas described above, with a renewed commitment to professionalism in your position. If your behavior regarding these issues does not improve immediately and continuously thereafter, it may lead to further disciplinary action, up to and including termination.

My signature is simply an acknowledgement of receipt of this memorandum and does not necessarily indicate agreement with the performance or behavior issues raised.

Kevin Kennedy 11/8/19 T Bertsch 11/8/19
 Kevin Kennedy Date Todd Bertsch Date

Cc: Personnel file



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Mr. Mike Beaton, *Assistant Principal/Activities Coordinator*



To: Kevin Kennedy
Fr: Dr. Todd Bertsch
Re: Formal Complaint
Date: January 7, 2019

The following documents will be shared with Human Resources for placement in your personnel file:

- Memo of documents
- Complaint Report Form and document
- Report by Dr. Bertsch including
 - AP 7010 – Patron Complaints
 - AP 5210 – General Duties of Teachers
 - Daily Planner information for Accelerated English 2 for 12-03-18 and 11-26-18
 - Accelerated Sophomore English Syllabus
 - AP 4810 – Grading and Progress Reports
 - Five Paragraph Essay Structure
 - 5 Point Scoring Rubrics for 6 Traits
 - AP 5255 – Staff Conduct
 - Copy of BruinSHIP Poster
 - NDESPB Code of Ethics

I acknowledge that I have been informed and received a copy of the documents listed above:

Mr. Kevin Kennedy

Date

Kevin Kennedy

1/8/19



COMPLAINT REPORT FORM

Complainant: _____ Student/grade or Employee (circle)

Home Address: _____ Phone: _____

School: Fargo South High School Date: December 6 2018

Summary of the Alleged Complaint/Conduct

- 1. Date(s) on which alleged conduct occurred:
- 2. Names of witnesses (please specify whether employee, student, or other):
- 3. Describe in detail (include where and when) the specific incident(s) that are the basis of this complaint. Include verbal statements (e.g. threats, demands), or physical acts, if applicable. (Use additional sheets if needed.)

Dates, details and action items are provided in the attachment. Student witnesses are not identified publicly here and will be provided pending investigation needs in order to protect other students.
- 4. Suggestion for remediation:

CERTIFICATION

I certify that the statements made in this complaint are true and accurate, and that I have read and understand the statements made in the acknowledgments section of the complaint.

Signature of Complainant

12-6-2018

Date

Patron Complaints**General Statement of Policy**

Fargo Public Schools welcomes the advice of parents and citizens on ways in which school services to students can be improved. The District expects employees to offer prompt, considerate and consistent treatment of all citizen concerns.

Individual Board of Education members have no authority to resolve complaints and the Board, as a whole, believes that patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual Board member or the Board as a whole, it will be referred to school administration for investigation at the lowest level of authority possible.

Reporting Procedure

- Concerns relating to an individual classroom should first be brought to the attention of the teacher involved.
- Concerns relating to a particular school should be brought to the attention of the building principal.
- Concerns involving special areas such as transportation, food service, special education, etc. should be brought to the attention of the administrator who has responsibility for that program.
- Concerns relating to discrimination, harassment and violence will be handled in compliance with AP 4060/5060/6060.
- Concerns relating to District sponsored student activities and organizations shall be handled in compliance with AP 4513 – Public Concerns About Co-Curricular Programs.
- Concerns relating to staff-student relations shall be handled in compliance with AP 5256 – Staff-Student Relations.
- Concerns relating to bullying will be handled in compliance with AP 6061 – Anti-Bullying Policy.
- Concerns relating to hazing will be handled in compliance with AP 6334 – Hazing Policy.
- Concerns relating to Title IX will be handled in compliance with AP 5051/6051 – Title IX Grievance Procedure.
- Concerns regarding a federal Title program will be handled in compliance with AP 5052/6052 – Dispute Resolution Policy.

Adopted 11/14/89
Reviewed 12/02
Revised 10/14/08
Revised 12/22/11
Revised 12/2013
Revised 7/2015
Revised 7/2016
Revised 7/2017

Staff-Student Relations (Non-Fraternization Policy)

Fargo Public Schools requires employees, volunteers, and students to treat one another with respect and professionalism. All employees and volunteers are expected to exercise good judgment and maintain professional boundaries when interacting with students at all times, on and off school property.

Important notes:

Student background: is a at Fargo South High School. is a straight A, honor roll student and has always been passionate about learning. is on the y team, and is a member of , , and other activities. is socially and intellectually mature and values and respects those who nurture education. does not participate in illicit activities such as drinking, smoking, vaping, etc. is internally motivated to achieve high grades and has long term academic and professional goals. rarely asks for help on homework and has been placed in advanced courses. comes home and gets extremely excited about everything is learning in class and often bonds with teachers as has a desire to respect, impress, and please authority figures. appreciates the difficult and often times mentally and physically exhausting work that comes from teachers who choose to serve the community over accepting high paychecks. has never had an issue with a teacher in time at FPS and we have never filed a formal complaint.

Disclaimer: In no way is this letter an attempt to undermine the value of theater arts as either an elective or core part of a well-rounded education. We firmly believe that arts and humanities are the heart of a strong education and should be given equal attention as STEM, athletics, extracurricular activities, etc. (In my personal opinion, they should be a priority). As a family, we make time to experience theater arts at every opportunity and has seen several Broadway, off Broadway, and traveling Broadway shows, not to mention several local performances as well. Prior to this incident, had a desire to audition for plays and thinks taking a theater class is essential for long-term goals of being a lawyer or public relations officer. The complaints and allegations related to theater arts in this letter are only to highlight lack of focus on Honors English and preparation for AP English and college success.

Intent: Initially we had no intention of having this complaint escalate this far. We simply wanted Mr. Kennedy to be accountable for unprofessional behavior and keep the focus on learning as you will see detailed below. It is not our intention to see Mr. Kennedy dismissed from his position at FPS as we understand he is a valued part of the holistic FPS district and a valued teacher for some students. While the, specific action items requested are another part of this section, we only wanted Mr. Kennedy to take responsibility for creating this environment and takes steps to improve it, which is common practice for professional development for teachers.

List of specific complaints and detailed context:

Complaint 1: Lack of pedagogical strategy, teaching materials, and resources to support classroom management and learning

Mr. Kennedy has not demonstrated a clear pedagogical strategy for teaching Honors English. The class lacks any formal teaching tools including but not limited to lesson objectives, assignment instructions, grading rubrics, clear and intentional feedback with the purpose of improving writing, and access to in class materials through electronic or other means. All of these should be staples in a 21st century classroom as the arbitrary B on a paper with no explanation type of grade was deemed ineffective in the 90s. In class, students were asked to write several examples of introductory and body paragraph samples. After receiving grades on these assignments, _____ continuously asked for more feedback and help to improve grade and was dismissed and ignored by Mr. Kennedy and in some cases demeaned. Following are specific examples related to objectives and grading:

Example 1A: _____ wrote a paper and used the word *possessed* as an attempt to practice active verbs that were requested by Mr. Kennedy. "She was possessed by ..." _____ used the word to show the character was strongly influenced or consumed by her past. Mr. Kennedy took one point off the paper and gave her the following reasoning "I don't like the word possessed because it reminds me of ghosts." This is a completely subjective viewpoint of a particular word not related to the denotative meaning of the word and is solely based on the connotative meaning of his individual perspective. This is not a valid grading technique nor does it help the student consider other ideas for improvement in writing. Following are three dictionary definitions of possessed. These are denotative meanings: influenced or controlled by something, spurred or moved by a strong feeling, madness, or a supernatural power (often followed by *by, of, or with*); influenced or controlled by a powerful force such as a strong emotion

_____ used the word appropriately for this context. When _____ explained _____ reasoning, he just said no it reminded him of ghosts. No grading rubric was provided to show point deduction for a word he didn't like. Why one point for one word? Additionally, no feedback or alternative examples were provided to help _____ to improve or consider competing ideas/words for the paper. Two weeks later, Mr. Kennedy put another example of a paragraph on the board and used the word possessed. When _____ questioned him about the word, noting that the word reminded him of ghosts, he replied only saying that he used it correctly and _____ didn't. Again, with no explanation, follow up or feedback to the student.

1B. _____ wrote a paper highlighting the persuasive speaking skills of Julius Cesar. In _____ paper _____ wrote that "Cesar demonstrated confidence and charisma that encouraged

many people to follow him." Mr. Kennedy took two points off again with no rubric or explanation other than [redacted] should delete the sentence because it was not related to his speaking skills. Confidence and charisma in both verbal and nonverbal sense are related to persuasive speaking skills. If one were to google search for confidence and speaking skills, there are hundreds of thousands of hits. Additionally, anyone who has somewhat of a background in Classical Rhetoric (English teachers) should know that Delivery as one of the 5 Canons of rhetoric is important. Confidence and charisma relate to delivery as well as subsets of the other 4 Canons. Ask Martin Luther King, Hitler, or any politician if confidence and charisma are important for persuasive speaking skills. When I asked Mr. Kennedy about this in our meeting, he stated that this was not related to his persuasive speaking skills (which he will likely deny).

He also stated points were removed for not being specific enough, so I addressed this in the meeting, and explained to him that this was not what was written in the feedback and no explanation of why two points was taken off instead of one (which was taken off most papers that he shared in class). Even if Mr. Kennedy has any justification for this grade, again there was not conclusive clear feedback for improvement, no rubric to explain point totals and full dismissal of [redacted]'s request for clarification and feedback in the form of inappropriate, unprofessional, harassing and unethical comments. After [redacted] was dissatisfied with his lack of constructive feedback, he stated to [redacted] "Quit being a baby and grow up", "Quit pouting", and "You would have gone so far in life, but this one paper is going to make you work in McDonald's forever."

As a parent and educator, I cannot understand why this type of communication is used or allowed by an authority figure in a learning environment. Ad hominem attacks are cowardly ways to avoid addressing the specific issue at hand and proving why he graded the way he did as well as an abuse of power and way to create an alienating and hostile environment not conducive to learning. Additionally, it is a teacher's responsibility to model the type of professional behavior that is expected of them in a school or public setting. We do not condone those types of comments at home and certainly will not tolerate them from a teacher who is supposed to teach transferrable skills alongside curriculum (especially important in an English or communication course). We do not want [redacted] to think it is ok to degrade someone in their learning process. When confronted with this in our meeting, Mr. Kennedy at first completely denied saying any of these things. He later stated he might have said them but he didn't remember. His complete denial and loss of memory are unconvincing and demonstrate his lack of ability to take responsibility for actions in creating the environment that caused this complaint.

1C. In the meeting with Mr. Kennedy, I continued to question him about his assignment sheets and instructions, examples or modeling demonstrations, grading rubrics and supplemental materials. He said whatever he put on the board was notes for them to take, yet he does not provide access to any of his notes, PowerPoints, etc. and told one student to get a friend to give him the notes because he did not share those materials with students who missed class or missed important notes. Students in class have complained that he took notes away too soon and offered no help in them achieving an objective that is not clear in any assignment sheet,

instructions, rubric or other course resource. When I asked for details about his rubrics, he said they were the same every time for written assignments and wrote out an example on a piece of paper with the parts of a paragraph. When I asked how that was possible because the paragraphs changed based on content he said it didn't matter it was always the same points. His point total on this scratch paper mock rubric was 8 points. However, his papers are worth 10 points. When I asked about the discrepancy, he said it changes based on the assignment which he earlier argued that it never changed. Then he stated well "usually sentence A is worth 1 point and usually Sentence B is worth 2," but there was never a clear guideline. There is no transparency to his objectives and grading and no use of the description of standards outlined on the FPS website.

1D. Mr. Kennedy is rarely on topic for what should be learned in an English honors course. For the purposes of this complaint, I will give some recent examples although I have examples dating back to the beginning of the school year. On Cyber Monday (Monday Nov. 26), he spent most of the class on websites shopping for drama pieces and talking about them out loud in class. Halfway through the class my child stood up and asked where the Honors English course was because there was no reference to any Honors English that day so far (and why is a teacher shopping during class anyway). On Wednesday November 28, he was on his phone while the students studied for their exam. He stopped class to apologize that he was on his phone and continued to tell them a friend (the costume designer for his theater events) was in the hospital for a heart attack and the doctors told her to quit smoking but there was no way that was going to happen because she smoked like a chimney. I can't believe I am even writing this right now because as ridiculous as it sounds, this is what my child was listening to during valuable class time meant to prepare her for college level courses.

Mr. Kennedy also spends large amounts of class time talking about theater. Specifically, he outlined what technical aspects he would use to design a production of a certain play (in this case Macbeth which isn't even content under study in the course. While I understand, teachers use their expertise in other areas as themes to help understand course concepts. In this case, perhaps he could have used specific language from Julius Caesar to demonstrate how he would depict that language in a theatrical production. However, Mr. Kennedy does not provide anything of the sort. My student is not learning the objectives of the course and is not being adequately prepared to move to college preparatory courses such as AP English. While it is appropriate to deviate from course material from time to time to engage in anecdotal conversation, it is not ethical to use a majority of class time dedicated to immature gossip or heavy focus on material that should be reserved for a theater course. I cannot state enough times that this is an Honors English course, not a theater arts or drama course. Additionally, it seems that theater students are given special attention and priority in the course.

Formal Complaint Part 2: Inappropriate Behavior

Mr. Kennedy has consistently engaged in inappropriate behavior that is not parallel and in some cases violates the conduct and policy set forth by Fargo Public School System (listed at the top of the complaint form).

2A. Mr. Kennedy has frequently made inappropriate, threatening and unprofessional comments in class and sometimes directed at specific students. Some of the instances of these comments are identified in detail in 1A and 1B in the previous section. While some may dismiss those comments as personality traits there are two important points to note here. 1: Mr. Kennedy used those comments as an attack on a student who was questioning his grading to be able to learn and grow and achieve a higher grade on future assignments. 2: His comments do not foster a learning environment where students may resolve conflict, seek help, practice transferrable skill sets and higher order thinking skills. It in fact creates the opposite: a hostile environment in which the student feels threatened, harassed, alienated, embarrassed and frustrated. The skills listed above are essential parts of a learning environment and he is not an appropriate model for these lifelong skills. Based on the communication materials provided by the school and listed in the introduction to this complaint, this is the opposite of the intended goal of teachers at FPS. To elaborate on this, following is an example of a comment Mr. Kennedy made to told Mr. Kennedy that played and he did not believe He said "every student I have met who played at a school I taught at in Minnesota had huge thighs and you have small thighs". While this may seem a harmless comment on the surface, there is absolutely no appropriate instance in which a teacher should be looking at or commenting on a 15-year-old student's thighs, especially an older male teacher to an underage This could easily be perceived as sexual harassment and is receiving unwanted comments about body. I do not understand an environment where this is deemed acceptable and it should be addressed by FPS immediately.

2B. During another week in the quarter, Mr. Kennedy passed out tickets to the school production of Blood Brothers and encouraged students to go. He told the class that had to go or else the entire class would have to write a paper. told him that was unable to attend the play due to He harassed further in class saying that wasn't all weekend and that could find time to attend one of the productions or the class would have to write a paper. This was an intentional threat as the class perceived this as true and continued to pressure in hostile ways over the next week. He knew the majority of the students in class were theater kids. When I confronted Mr. Kennedy about this, he said he never intended them to write a paper and that it was just a joke. He stated that he told a student privately that it was a joke which is hard to believe at this point as was one of the kids harassing to go to the play. even told others that there was no on Sunday and that was just not going so they would have to write the paper. This singling out incident further alienated from the mostly theater students that are enrolled in Honors English. While I don't have to provide a reason for not attending the play, the teacher and students have no idea what priorities has on the

weekend whether personal, religious, etc. as they are private unless otherwise shared. The bottom line is that it is completely unethical to force a student to complete a task that is not required by everyone else and threaten to punish class mates if doesn't do it. This is a form of bullying and an abuse of power and what is worse is that it was created and perpetuated by a teacher the student is supposed to be able to trust. If this were a teacher pushing one theater student to attend a sports event or threaten to punish the rest of the class if he didn't, there would be outrage. As parents, we can't believe this situation even happened. It is inappropriate and unethical and could be perceived as harassment, bullying, and an abuse of power.

2C. When I questioned about his behavior and if he is ever evaluated by administration or if someone ever sat in the class to review his teaching, replied that Mr. Birch had attended class for evaluation. After Mr. Birch left the room, Mr. Kennedy expressed relief and stated that he could act normal because it was hard to keep up appearances for Mr. Birch. If he had a clear pedagogical approach and did not waste time in class with superficial things, he would not be nervous about a routine evaluation that is a vital part of his growth as a teacher. Why would he have to change his demeanor when he is being evaluated. Administration should be able to pop in class anytime and see a true reflection of the teacher's abilities to teach and create a learning environment inclusive to all students.

2D. There were other situations of Mr. Kennedy creating a bias classroom through favoritism to theater students. He also created an uncomfortable environment by using class time to inquire about personal issues the students were going through including private medical information, bias stereotyping, and family home life. While some of these may be important issues to a student, they should not be a part of class time in front of other students whose nature is to share that information with others in the school. He also engages in gossip with students about other students. I am not detailing some of these instances as I do not want to identify students that have not come forward due to intimidation and fear of retaliation. If the investigation requires, I will further detail these incidences. He has no respect for personal boundary and continues to create an inappropriate, unprofessional and uncomfortable space for students.

Formal Complaint Part 3: Violation of FERPA

It is our assertion that Mr. Kennedy has violated the follow FPS policy as well as federal law related to the Family Education Rights and Privacy Act. Following phrases rom the FPS website.

Confidentiality

Any person working for or providing services to the District has a responsibility to protect the privacy of students and their parents. This responsibility applies to time spent at school as well as

away from school. Questions from the general public concerning students or staff should be referred to an administrator.

Federal Requirements

District employees and service providers must follow confidentiality requirements under the Family Education Rights and Privacy Act (FERPA), Pupil Protection and Rights Amendment (PPRA), Children's Online Privacy Protection Act (COPPA), Individuals with Disabilities Education Act (IDEA), and the Richard B. Russell National School Lunch Act (NSLA) and the Child Nutrition Act (CNA).

Violations

Employees that violate this policy may be subject to disciplinary action up to and including dismissal in accordance with law and district policy.

3A: The most serious portion of this complaint occurred on Tuesday November 27 when Mr. Kennedy shared _____'s failing grade on a test with 2 other students in the class.

_____ completed the test on Tuesday the 27 and did not speak to anyone in the class during testing or after they received their grades back as they were told not to talk to others in the class during testing. After receiving _____ failing grade, _____ was feeling frustrated and ashamed and kept quiet in the class. (It is important to note that the failing grade has nothing to do with Mr. Kennedy. _____ did not finish reading the book required for the test and felt _____ would get a failing grade for which _____ takes full responsibility. I have made this clear since the first verbal complaint that this grade is no way a reflection on him.) In an effort not to disturb the class, _____ waited until the bell to use the bathroom. Since _____ had waited so long, _____ rushed to the bathroom leaving _____ belongings behind to grab after _____ used the facilities. When _____ returned to gather _____ things, Mr. Kennedy was there talking to two students. As _____ walked into the room, one student said "We were all just discussing your failing grade." _____ was humiliated and sick that _____ teacher was talking about _____ grade to other students and immediately left the class and called me.

Following, as she attended lunch, _____ continued to harass _____ about _____ failing grade and shared it with other students. Later that day in front of his second section of honors English, Mr. Kennedy stated, to the entire class, that a _____ in his 5th period Honors English did not read the book, failed the test and was complaining about it. Since there are only two sections of Honors English and he identified the gender of the student, it was not hard for other students to figure out. In combination with the private discussion he had about _____ grade with two students earlier in the day and their discussing it with others, it was very hard not to know it was _____ he was talking about. Throughout the rest of the day, on three separate occasions, students confronted and questioned _____ about _____ failing grade. When _____ asked how they knew about it, they all replied that he had stated in class a _____ in his 5th period Honors course had failed and was complaining.

When I questioned Mr. Kennedy about this situation in the verbal complaint meeting with the principal he denied everything and continued assert that _____ was a liar. If he was not

complicit in these events, how would the two students he talked to privately after class know that [redacted] had a failing grade. [redacted] had not even had the opportunity to talk to anyone in the class since the test. Additionally, why are multiple students from the second Honors English class asserting that he said those things in class if he didn't? This is a clear violation of FERPA as he shared a grade and personal identification information with non-authorized parties. Full action should be taken under FPS policy.

Actions taken prior to the written complaint provided here:

In the initial stages of this situation, we questioned the behavior of the teacher, however we encouraged [redacted] to keep trying because [redacted] had to learn to work with different personalities and [redacted] would have to find diplomatic solutions as well as practice problem solving and interpersonal communication skills in [redacted] personal and professional career for years to come. As the situation escalated, I considered contacting the teacher to get a better understanding of his pedagogical approach and style, however I refrained because as an educator I understand there are different teaching methods, but I still questioned the inappropriate behavior and started documenting the encounters. I wanted to avoid any one on one interaction with him that was not documented as an effort to maintain a professional environment and only wanted to address the situation with an objective third party to protect all involved and avoid any confrontation that did not involve a third party. After the November 27 FERPA violation, it had gone too far and I contacted the school to schedule an appointment with the principal.

On November 28, I met with Principal Evanson who patiently listened to my concerns and was completely professional in her attempt to understand and alleviate the situation. As we brainstormed ideas, we concluded that a conversation with Mr. Kennedy would be the first point of address in the situation to gain an understanding of his perspective.

On November 29, I met with Principal Evanson and Mr. Kennedy. My goal for the meeting was to understand his perspective of the situation and gain answers to questions regarding his teaching practices and personal behaviors with students. During the meeting, I found Mr. Kennedy to be aggressive in his communication, dismissive of my concerns and defensive of his lack of approach to classroom management. At no time did I feel that Mr. Kennedy cared about the student or wanted to find solutions to the classroom problems. Ideally, I would have liked Mr. Kennedy to acknowledge how his behavior appeared to others and take responsibility for it and work to alleviate any future questionable, inappropriate and unprofessional behavior. I also wanted him to attempt to provide more formal teaching resources that would be appropriate for an advanced course and provide more resources for my student including but not limited to explanations in the form of instructions, rubrics and feedback. These should be staples in any 21st century teaching. He demonstrated no interest in providing any of the above. I stated to Principal Evanson that it was clear to me that there would be no resolve of the situation that

day and I wanted to move forward with a formal complaint that would include his supervisor and additional officials outside of Fargo South High School. I also asked that be removed from the course. He came to the meeting with no intention to diplomatically approach conflict resolution and instead perpetuated my concerns. I then met briefly with Principal Birch to ask additional questions.

As of Monday December 3, was still being harassed by students regarding grades and removal from the course and retaliation for complaining about the teacher. I then contacted FPS Human Resources and talked to the Superintendent to have another formal complaint on file that the situation was getting worse and to ask additional questions about steps to protect my student within the school or if I should remove her from the school completely. Earlier, Principal Evanson offered alternatives to continuing the course in the form of attending the class at another school (not feasible in schedule) or completing the class online, or moving to English 2 (a lower level course). These options are not satisfactory to us as it is the responsibility of the school to provide all educational opportunities to all students. This is an advanced course and deserves to have all the options available to including taking the class on campus. It is unfair to provide extensive resources to students who are struggling and not the same to successful students as well. Further, it is our opinion as educators and active community members, that this is not acceptable behavior on the part of the instructor or the Fargo Public School System and is not in line with the mission and goals outlined in official FPS documents (I will happily provide those documents upon request). Currently is working by self during class time and expected to basically teach self the material which is not an acceptable solution (even if temporarily).

Request for Action

Moving forward we request a resolve to this issue and the Fargo Public School System to take immediate action.

We have the following requests:

1. The student not be returned to the class for fear of retaliation and ongoing hostile environment. If the absolute only option is to return the student to class, we request it be in a class that has a mix of students from all backgrounds and interests and that be placed with other students with who feels safe.
2. A copy of this complaint to be keep on file with FPS system to as documentation for any future related complaints or to identify patterns of behavior.
3. A satisfactory solution provided for the student to achieve the objectives and goals set forth by administration for Honors English. This should include a credentialed teacher to provide an independent study or for outside resources to be provided to offer independent learning for this course. This should occur as soon as possible and no later than the second semester of the 2018-19 school year. If he remains the only primary teacher, we request a 3rd party review of all grades and mediated communication by a principal.
4. Disciplinary action for Mr. Kennedy including but not limited to a thorough evaluation of his courses regarding behavior and interactions with students, review of his pedagogical

philosophy and teaching materials, retraining on FERPA policy in accordance with the Federal law and local policy, possible dismissal due to this and other escalating situations and violation of FERPA.

- 5. A formal apology and accountability for his actions related to this situation.**
- 6. Formal acknowledgement that these interactions by their own or as a whole are not acceptable teaching standards for FPS education.**
- 7. Full access to education provided by Federal government and FPS district. Successful students should be provided resources as are students who might be struggling.**

Contact Information:

(mother)/

(father)



SOUTH HIGH SCHOOL
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www.fargo.k12.nd.us/south

Dr. Todd Bertsch, *Principal*
Ms. Dode Bentson, *Administrative Assistant*
Mrs. Greta Evenson, *Assistant Principal*
Dr. Shannon Mortrud, *Assistant Principal*
Mr. Mike Beaton, *Assistant Principal/Activities Coordinator*



January 4, 2019

To: _____ and _____ parents of _____
Re: Formal Complaint

Introduction

On December 11th, a formal complaint was electronically received by Dr. Bertsch. The formal complaint is in relation to Mr. Kevin Kennedy; _____'s Honors English instructor at South High. The complaint outlines three areas of concern:

- Mr. Kennedy's inappropriate, unprofessional, and unethical behavior
- Classroom Management and a lack of pedagogical strategies
- FERPA violation

Statement of Facts

Per AP 7010 (Patron Complaints), concerns relating to an individual classroom should first be brought to the attention of the teacher involved. On November 28, _____ met with Mrs. Evenson to verbalize concerns regarding Mr. Kennedy. Mrs. Evenson, _____, and Mr. Kennedy met on November 29th to address the concerns shared with Mrs. Evenson from the previous day. Due to a lack of results from the meeting, _____ determined that a formal complaint would be submitted. After the meeting, Dr. Bertsch met with _____ and Mrs. Evenson to provide information and district policy to submit a formal complaint.

Since November 30th, _____ has been reporting to the library for _____ Accelerated English class. Mr. Kennedy has been providing _____ homework. Mrs. Evenson is assisting with the communication and exchange of homework.

Timeline

On Tuesday, December 11th the formal complaint was electronically received.

On Tuesday, December 18th, Dr. Bertsch and Mrs. Evenson met with _____, _____ (mother), and _____ (father). Dr. Bertsch and Mrs. Evenson interviewed _____ regarding the information per the formal complaint submitted by _____ parents.

On Wednesday, December 19th, Dr. Bertsch and Mrs. Evenson met with Mr. Kennedy and Heather Guy (FEA Building Representative) to inform him of the contents of the formal complaint.

On Friday, December 21, Dr. Bertsch and Mrs. Evenson met with _____, South High student.

Overview and Findings

Complaint 1: Lack of pedagogical strategy, teaching materials, and resources to support classroom management and learning

Per AP 5210 (General Duties of Teachers), teachers shall strive to ensure the classroom environment is conducive to learning, instructional methods are appropriate for meeting goals and objectives, and students are assessed fairly and honestly.

It is the expectation at Fargo South that information posted on Daily Planner identifies goals/objectives, links, assignments/activities, and due dates. In review of the Daily Planner posts, Mr. Kennedy follows the prescribed outline. Mr. Kennedy will be advised to provide greater detail to assist the student with purpose, specifics about the assignment, and to have active links to resources and/or Google Classroom (ex: notes, worksheets, presentations, grading rubrics, etc...). Also, a syllabus providing an overview of the Accelerated Sophomore English course is linked under Staff Profiles under the Academics tab at the home page for South High. The syllabus provides an overview of resources but does not detail specific learning outcomes and/or expectations.

The grading philosophy (AP 4810) in the Fargo Public Schools is to communicate with students/parents an attained level of achievement toward accepted standards. Grades should be in a format that provides consistency and understanding by stakeholders. The complaint details two specific examples in which student work was graded with a subjective approach rather than measured against a writing/grading rubric. The complainant continues to report that constructive feedback for the point deductions was not adequately provided or substantiated.

Mr. Kennedy provided two documents that are used in his classroom. One of the documents outlines the structure of a five-paragraph essay and the second is a 5 point scoring rubric for 6 Traits. The document that was referenced in the meeting with _____, Mr. Kennedy, and Mrs. Evenson was the paragraph structure. In review of this document, it is not a rubric that identifies proficiency levels. A rubric outlining expectations and proficiency levels for the essay structure will be required by Mr. Kennedy to create and submit to Dr. Bertsch

In addition to Mr. Kennedy's teaching assignment of Accelerated Sophomore English, he is also assigned to instruct Theatre Arts, Performing Arts I, and Performing Arts II for the 2018-2019 school year. It was referenced by both _____ and Mr. Kennedy that there are several students who are enrolled in Accelerated Sophomore English and drama classes and/or participate in theatre plays. Mr. Kennedy is responsible for ensuring that references to theater are connected to the Sophomore Accelerated curriculum and not used to discuss non-curricular conversations.

Complaint 2: Inappropriate Behavior

The Staff Conduct (AP 5255) policy references that staff are to conduct themselves professionally, with a high level of honesty and integrity, whenever serving in his/her official capacity as a school district employee.

The complaint references the following statements made by Mr. Kennedy:

- "Quit pouting" and "You would have gone so far in life, but this one paper is going to make you work in McDonald's forever."
- "every student I have met who played hockey at a school I taught at in Minnesota had huge thighs and you have small thighs."
- Informed the class that _____ had to attend Blood Brothers or else the entire class would have to write a paper.

As part of the BruinSHIP theme shared with the South High community this year, students are to be educated in a (S) safe and nurturing school. In addition, it is the primary duty of the teacher to help students learn basic subject matter and/or skills that will contribute to their development as mature,

able, and responsible men and women (AP 5210). Also, the Code of Professional Conduct for Educators (Article 67.103, Principle I.3) references that ND educators shall protect the student from conditions detrimental to learning or to physiological or psychological well-being. Though the reported comments were made in frustration and or in a humorous/sarcastic notion, responses are unprofessional. Mr. Kennedy is responsible for ensuring a learning environment that is purposeful and professional.

Complaint 3: Violation of FERPA

On November 27th, a test was administered to the class. Because of _____'s lack of preparation (self-reported), _____ did not do well on the test. During the class period, Mr. Kennedy scanned student responses and acquired student results. Once class had ended, _____ left class to use the bathroom. Upon _____ return, it is reported that Mr. Kennedy was talking with two students and one student stated, "We were all just discussing your failing grade." Based on the student comment, it is alleged that Mr. Kennedy shared _____'s score with the two students in class after the bell.

An interview was conducted with the student (named in the report) by Mrs. Evenson and Dr. Bertsch. The student states that Mr. Kennedy did not share _____'s test result with _____ or the other _____. Also, the student made the comment based on the fact that _____ knew _____ did not read the book and _____ chances of doing well on the test were not good. Mr. Kennedy confirms that he did not share any student test scores with any student.

Expectations:

- Mr. Kennedy will develop and incorporate a rubric for the essay structure.
- Mr. Kennedy will provide greater detail with Daily Planner information that assist the student with purpose (connect objective to ELO), specifics about the assignment, and have active links to resources and/or Google Classroom (ex: notes, worksheets, presentations, grading rubrics, etc...).
- Mr. Kennedy will refrain from casual conversations regarding theater and theater concepts during class time.
- Mr. Kennedy will ensure that his comments will be professional and not in violation of AP 5255 and the Code of Professional Conduct per the Educational Standards and Practices Board.

Mr. Kennedy and _____ both stated that a return to class is preferred. It is recommended that if _____ returns to class she would be transferred to the other section of Accelerated Sophomore English.

If _____ does not return to Mr. Kennedy's class, the following English options exist:

- Transfer to a regular English 2 section for second semester
- Enroll in an online Honors English 2 course second semester
- Enroll in Accelerated Sophomore English at North High for second semester



Dr. Todd D. Bertsch
Principal

Cc: Mr. Kevin Kennedy
Human Resources

Patron Complaints

General Statement of Policy

Fargo Public Schools welcomes the advice of parents and citizens on ways in which school services to students can be improved. The District expects employees to offer prompt, considerate and consistent treatment of all citizen concerns.

Individual Board of Education members have no authority to resolve complaints and the Board, as a whole, believes that patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual Board member or the Board as a whole, it will be referred to school administration for investigation at the lowest level of authority possible.

Reporting Procedure

- Concerns relating to an individual classroom should first be brought to the attention of the teacher involved.
- Concerns relating to a particular school should be brought to the attention of the building principal.
- Concerns involving special areas such as transportation, food service, special education, etc. should be brought to the attention of the administrator who has responsibility for that program.
- Concerns relating to discrimination, harassment and violence will be handled in compliance with AP 4060/5060/6060.
- Concerns relating to District sponsored student activities and organizations shall be handled in compliance with AP 4513 – Public Concerns About Co-Curricular Programs.
- Concerns relating to staff-student relations shall be handled in compliance with AP 5256 – Staff-Student Relations.
- Concerns relating to bullying will be handled in compliance with AP 6061 – Anti-Bullying Policy.
- Concerns relating to hazing will be handled in compliance with AP 6334 – Hazing Policy.
- Concerns relating to Title IX will be handled in compliance with AP 5051/6051 – Title IX Grievance Procedure.
- Concerns regarding a federal Title program will be handled in compliance with AP 5052/6052 – Dispute Resolution Policy.

Adopted 11/14/89
Reviewed 12/02
Revised 10/14/08
Revised 12/22/11
Revised 12/2013
Revised 7/2015
Revised 7/2016
Revised 7/2017

General Duties of Teachers

1. The primary duty of the teacher is to help students learn basic subject matter and/or skills that will contribute to their development as mature, able, and responsible men and women.
2. The teacher's responsibilities to students are not confined to the classroom but extend to school corridors, restrooms, playground, study halls, field trips or other assignments, as the principal may deem necessary for good discipline, health and safety.
3. Teachers in the Fargo Public Schools shall strive at all times to:
 - A. Plan a program of studies that meets the individual needs, interests, and abilities of students.
 - B. Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
 - C. Guide the learning process toward the achievement of the curriculum goals.
 - D. Employ instructional methods that are most appropriate for meeting the stated goals and objectives.
 - E. Assess the accomplishments of students on a regular basis and interpret their work fairly and honestly to students and parents.
 - F. Counsel with colleagues, students, and/or parents on a regular basis relative to individual student progress in terms, which emphasize significant items of need, growth and personality development.
 - G. Assist the administration in implementing all policies and/or rules governing student life and conduct; for the classroom, develop reasonable rules of classroom behavior and procedures that maintain order in a fair and just manner.
 - H. Work directly with the building administrator to address concerns of student behavior and classroom safety.
 - I. Develop and implement behavior management plans in consultation with the appropriate support staff personnel, i.e. principal, special education teacher, positive behavior technicians, behavior interventionists, etc.
 - J. Communicate with paraprofessionals appropriate information such as student behavior plans, IEP directives, etc.
 - K. Plan and supervise purposeful assignments for student teachers, aides, and/or volunteers and work cooperatively with supervisors and/or department chairpersons.
 - L. Maintain and improve professional competence by participating in all mandatory training or training appropriate to the position as required by the district.

- M. Attend IEP, 504, and staff meetings and serve on committees that may be required and/or assigned.
- N. Maintain a positive relationship with other building and school district employees.
- O. Be readily available to students.

To accomplish these goals, specific job descriptions are prepared for each position and kept in the HR office as well as posted on the Fargo School Web Site. These individual job descriptions are not intended to supplant these general duties, but to expand on them. Teachers are expected, therefore, to adhere to this policy in addition to the specific duties outlined in the job description for their position.

Adopted 8/8/67
Reviewed 12/1/02
Reviewed 7/2006
Reviewed 8/2012
Revised 8/2017

12-03-2018**KENNEDK**

	ACCEL ENGLISH 2
Mon 12-03	<p>Goal: Julius Caesar Act 3.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: Julius Caesar conclusion paragraph due Friday, December 7th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Tue 12-04	<p>Goal: Julius Caesar Act 3.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: Julius Caesar conclusion paragraph due Friday, December 7th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Wed 12-05	<p>SSR</p> <p>Goal: Julius Caesar Act 3.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: Julius Caesar conclusion paragraph due Friday, December 7th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Thu 12-06	<p>Goal: Julius Caesar Act 3.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: Julius Caesar conclusion paragraph due Friday, December 7th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Fri 12-07	<p>Goal: Review Julius Caesar Act 3.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: Julius Caesar conclusion paragraph due today. Test on Bless Me, Ultima, Tuesday, December 18th. Test on Julius Caesar Act 3 Monday, December 10th.</p>
Notes	

11-26-2018**KENNEDK**

ACCEL ENGLISH 2	
Mon 11-26	<p>Goal: Review A Separate Peace.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read A Separate Peace.</p> <p>Due: Test on A Separate Peace, Tuesday, November 27th. A Separate Peace body paragraph due Friday, November 30th.</p>
Tue 11-27	<p>Goal: Review A Separate Peace.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read A Separate Peace. Hand out Bless Me, Ultima.</p> <p>Due: Test on A Separate Peace today. A Separate Peace body paragraph due Friday, November 30th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Wed 11-28	<p>SSR</p> <p>Goal: Julius Caesar Act 2.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: A Separate Peace body paragraph due Friday, November 30th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Thu 11-29	<p>Goal: Review Julius Caesar Act 2.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: A Separate Peace body paragraph due Friday, November 30th. Test on Julius Caesar Act 2, Friday, November 30th. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Fri 11-30	<p>Goal: Test on Julius Caesar Act 2.</p> <p>Link: http://www.orlandoshakes.org/pdfs/curriculum-guides/JuliusCaesar_SG.pdf</p> <p>Assignment: Read Bless Me, Ultima.</p> <p>Due: A Separate Peace body paragraph due today. Test on Julius Caesar Act 2 today. Test on Bless Me, Ultima, Tuesday, December 18th.</p>
Notes	

Accelerated Sophomore English

Mr. Kennedy

Phone: (701) 446-2161 E-mail: kennedk@fargo.k12.nd.us

This course blends the strategies of reading, writing, speaking and listening while creating a familiarity with classic world literature. The course will cover a variety of literature types and writing assignments.

Text: *Adventures in Appreciation*

Material Covered

Grammar

Julius Caesar by Shakespeare

Vocabulary

The Chosen by Chaim Potok

The Catcher in the Rye by J.D. Salinger

To Kill a Mockingbird by Harper Lee

Siddhartha by Hermann Hesse

Bless Me, Ultima by Rudolfo Anaya

Antigone by Sophocles

Research Paper

Daily Planner:

This is an excellent resource and you must use it! All of our weekly outlines, plans and assignments will be posted here.

Class activities and participation:

This class is very focused on discussion and group activities. Because of this, you will be expected to participate in group discussion and work. Each group member is essential to the learning and success of the entire group. This is a big part of our learning in speaking and listening.

Writing:

It is extremely important to be able to organize and record your thoughts and we will practice this frequently.

Quizzes and Tests:

After a reading assignment, be prepared for a reading quiz on the material you have read. We will also take periodic quizzes to check your understanding of the material, and each unit will have a larger unit test. These tests are designed to help you understand what you need to work and focus more on, and as long as you participate and pay attention in class, and do your homework and assignments, you should be well prepared for every test.

Homework:

This will include written assignments and reading outside of class time or the completion of an assignment such as a test review or literature vocabulary. Homework is time for you to practice the skills we learn in class and further study the information presented. Learning something new takes practice!

Classroom Rules:

1. Be Prepared
2. Be Respectful
3. Participate in Class

4. No food or drink allowed in classrooms

Backpacks and Food: Per school policy no backpacks or food are allowed in the classroom. Please leave these items in your assigned locker.

Materials Needed: We are a laptop classroom, so most of your resources will be available due to your following proper saving, sending, and transferring techniques when using technology. You should also bring a pen and notebook as we will be doing some quick-writes that you will do during class.

Tardies: Although class starts when you arrive, you are expected to arrive on time (which means before the bell rings). Tardies affect the learning of all students in the class, including the student who chooses to come tardy. Habitual tardies (for example, coming before the bell but needing to go to your locker and get your book) are NOT acceptable. Part of being on time is being prepared when you arrive. According to district policy, three tardies will result in an unexcused absence and detention.

Cell Phone Policy: Cell phones are not to be used in my classroom unless I give specific directions to do so. I have a "phone holder" by the door of my room where you must place your phones once the bell rings. If you do not want to have your phone in this location during class you can keep it out of sight - if I see your phone it will be turned into the office immediately and a parent/guardian will be notified. If this occurs a second time, a meeting will be scheduled with a parent and a principal to discuss further action. **Essentially, if you don't want me to take it, keep it put away.**

NO LATE WORK except for an excused absence.

English Department Grading Scale

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

Grading and Progress Reports

PHILOSOPHY

Grades should be used as a measure of achievement of a student toward a set of district accepted standards. A grade should not be punitive but rather an honest report on a student’s progress toward the standard. It should include a variety of measures that contribute to a “picture” of a student’s achievement. Grades should be in a format that is easily understood by all stakeholders and provides consistency of evaluation of student achievement throughout the district and across all subjects and grade levels.

PURPOSE OF GRADING

The purpose of grades is to communicate to the student, parents, and other stakeholders a student’s level of attained achievement of a set of standards.

ELEMENTARY PROGRESS REPORT

Fargo Public elementary schools use a standards-based progress report to provide detailed feedback regarding student progress toward grade level Power Learning Targets. The standards-based report card measures how well an individual student is performing in relation to the grade level Power Learning Targets rather than in comparison to other students.

MIDDLE SCHOOL AND HIGH SCHOOL GRADES

The usual grading system at the middle school and high school in the Fargo Public Schools is a five-letter system consisting of A, B, C, D, and F. However; other reasonable grading systems such as satisfactory/unsatisfactory grades and incompletes may be utilized.

GRADE RANGES

The following grade ranges will be applied:

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- 0% - 59% F

TRANSCRIPT

Transcripts will display both unweighted and weighted Grade Point Averages (GPA). GPA will be determined by dividing the total number of grade points earned by the number of credit hours included on the transcript.

Course Grade	Unweighted Grade Points	Weighted* Grade Points
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D or P	1.0	1.0
F	0.0	0.0

* Weighted grade points will be applied for courses with consistently verified, elevated national curricula (e.g., Advanced Placement® Courses).

CLASS RANKING

The Fargo Public Schools reports two official ranks: unweighted and weighted. Each high school will determine a class rank based on cumulative GPA for all high school students at the end of each semester. Classes designated as S/U are not included in either rank.

Any two or more students who have identical cumulative GPAs shall be given the same rank. Subsequent students rank is determined by the number of students who have a higher GPA. See examples below:

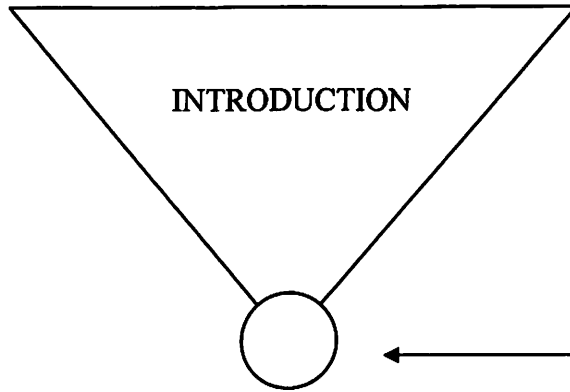
Unweighted GPA			Weighted GPA		
<u>Student Name</u>	<u>GPA</u>	<u>Rank</u>	<u>Student Name</u>	<u>GPA</u>	<u>Rank</u>
Student One	4.00	1 of 350	Student One	5.00	1 of 350
Student Two	3.98	2 of 350	Student Two	4.98	2 of 350
Student Three	3.95	3 of 350	Student Three	4.98	2 of 350
Student Four	3.95	3 of 350	Student Four	4.94	4 of 350
Student Five	3.91	5 of 350	Student Five	4.90	5 of 350

March 2015

FIVE PARAGRAPH ESSAY STRUCTURE

Introduction:

1. Attention Grabber
2. Thesis Statement= topic + impression
3. Preview

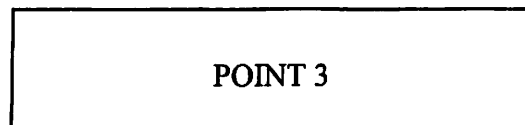
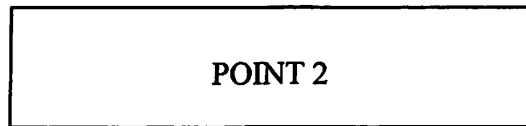
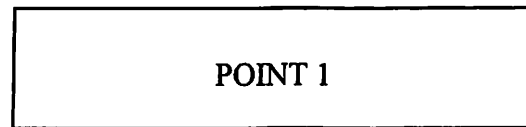


Thesis

Three points in
your preview

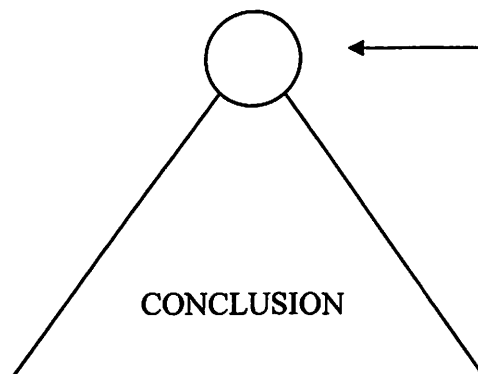
Body Paragraphs:

1. Topic Sentence= limited topic + specific impression
2. Evidence
3. Explain
4. Clincher



BODY

1. Restate thesis
2. Connect to wider world



CONCLUSION

5 POINT SCORING RUBRIC FOR 6 TRAITS

	5	4	3	2	1
VOICE Audience Purpose Point of View	<ul style="list-style-type: none"> • Writer quickly engages reader; strong interaction between reader and writer • Strongly committed to topic which comes to life • Begs to be read aloud; sincere; expressive; convincing 	<ul style="list-style-type: none"> • Writer recognizes audience; communicates message • Committed to topic; • Appropriate point of view; shows some originality 	<ul style="list-style-type: none"> • Writer shows some awareness of audience • Purpose/mode of writing present but inconsistent • Occasional sense of writer behind the words 	<ul style="list-style-type: none"> • Limited sense of audience; doesn't acknowledge needs of reader • Little commitment to topic • Inappropriately informal or personal 	<ul style="list-style-type: none"> • Lack of audience awareness; mismatch for the intended reader • No defined purpose/mode of writing • Writer lacks a sense of involvement; flat; lifeless
WORD CHOICE Vocabulary Meaning Message	<ul style="list-style-type: none"> • Powerful, varied, broad range of vocabulary • Thoughtfully placed terms or expressions • Words effectively communicate message in an interesting, precise, and natural way 	<ul style="list-style-type: none"> • Accurate, precise vocabulary • Purposeful, clear meaning but rarely experiments with language • Words convey the intended message 	<ul style="list-style-type: none"> • Appropriate but ordinary vocabulary • Functional expressions; may have some fine moments • Terms convey message but passive verbs or clichéd expressions may interfere 	<ul style="list-style-type: none"> • Colorless, generic vocabulary • Expressions may impair understanding; monotonous repetition • Inappropriate; unimaginative terms or slang detract from message 	<ul style="list-style-type: none"> • Limited vocabulary • Misused words interfere with meaning • Inadequate, imprecise terms or expressions; fails to communicate message
SENTENCE FLUENCY Flow Style Rhythm	<ul style="list-style-type: none"> • Sentences are carefully crafted to enhance meaning • Consistently strong, varied sentence structure; creative connections • Invites expressive oral reading; logical structure 	<ul style="list-style-type: none"> • Complete, correct sentence structure • Connections between phrases/sentences present but may not be refined • Reader moves easily through text 	<ul style="list-style-type: none"> • Basic, simple sentence structure • Some sentence variety attempted but may be mechanical • Parts of text may invite oral reading 	<ul style="list-style-type: none"> • Some incomplete or rambling passages • Monotonous, repetitive sentence patterns • Awkward constructions force reader to reread 	<ul style="list-style-type: none"> • Fragmented, choppy, confusing sentences; unnatural phrasing • Endless conjunctions • Very difficult to follow or read aloud

(Created by S Gigstad and M Malm 2003)

5 POINT SCORING RUBRIC FOR 6 TRAITS

	5	4	3	2	1
IDEAS Content Examples/Details Development	<ul style="list-style-type: none"> • Focused, interesting main idea • Strong, relevant, specific examples • Insightful details fit audience/purpose • Thorough explanation of the topic 	<ul style="list-style-type: none"> • Easily understandable main idea • Effective examples • Original details but some may be general • Appropriate explanation of the topic 	<ul style="list-style-type: none"> • Identifiable main idea • Supporting examples developing but limited • Predictable details • Reasonably clear topic but simplistic or basic 	<ul style="list-style-type: none"> • Main idea beginning but unclear • Few or irrelevant examples • Insufficient details • Development minimal; topic not focused; too broad 	<ul style="list-style-type: none"> • Lacks central idea • No clear examples; random thoughts • Extremely limited/unclear details • No sense of purpose; too short
ORGANIZATION Structure Sequence Connections	<ul style="list-style-type: none"> • Structure enhances ideas; inviting introduction and satisfying conclusion • Effective, creative sequencing • Smooth, effective transitions • Reader moves easily through the text 	<ul style="list-style-type: none"> • Clear, developed beginning, middle, and end • Logical sequencing • Transitions tie ideas together • Flow of ideas is controlled 	<ul style="list-style-type: none"> • Identifiable beginning, middle, and end • Sequencing logical but may be formulaic • Transitions present but some may be common • Flow of ideas may be slow or choppy 	<ul style="list-style-type: none"> • Structure is difficult to follow • Attempts sequencing • Ineffective or overused transitions • Reader is forced to reread 	<ul style="list-style-type: none"> • Fails to provide beginning, middle, and end • Lacks sequencing or direction • Lacks transitions • Pace drags; reader frequently confused
CONVENTIONS Mechanics Grammar/Usage Editing	<ul style="list-style-type: none"> • Strong, effective control of mechanics enhances readability • Spelling is correct even of more difficult words • Punctuation, capitalization, and paragraphing are effective • Grammar and usage are consistently correct • Needs almost no editing 	<ul style="list-style-type: none"> • Errors are few and do not interfere with readability • Spelling is usually correct • Punctuation, capitalization, and paragraphing are sound with few errors • Few grammar and usage errors do not distort meaning • Needs little editing 	<ul style="list-style-type: none"> • Reasonable control of mechanics but limited errors may affect readability • Spelling of common words is usually correct • Punctuation, capitalization, and paragraphing are attempted but not always correct • Occasional grammar and usage errors may distort meaning at times • Needs moderate editing 	<ul style="list-style-type: none"> • Errors in some areas of mechanics impede readability • Spelling errors are frequent • Punctuation, capitalization, and paragraphing are ineffective or distracting • Frequent grammar and usage errors show limited knowledge of rules • Needs significant editing 	<ul style="list-style-type: none"> • Numerous errors make reading difficult • Spelling errors numerous even of common words • Punctuation, capitalization, and paragraphing are often missing or incorrect • Grammar and usage errors are excessive and affect meaning • Needs extensive editing

Staff Conduct**Purpose**

The Fargo Public Schools has adopted this policy with the intent of fostering learning and working environments that operate efficiently; are safe, ethical, and equitable for students and staff; and meet community expectations.

All employees are expected to adhere to established policies, rules, and standards of conduct. Failure to comply lessens the ability of the school district to fulfill our mission of educating and empowering all students to succeed. The following categories outline expected conduct with subsequent examples of behavior that may lead to progressive disciplinary action, including but not limited to: verbal coaching, written reprimand, paid administrative leave, and/or termination of employment. The Superintendent's or designee's decision is final and does not include any formal appeal process.

1. Conduct oneself professionally, with a high level of honesty and integrity, whenever serving in his/her official capacity as a school district employee.
 - a. Insubordination: refusal to follow a supervisor's instruction
 - b. Failure to participate in all mandatory training or training appropriate to the position as required by the district.
 - c. Unsatisfactory work performance
 - d. Conduct disruptive to fellow employees
 - e. Failure to treat all staff, students, and community members with dignity and respect
 - f. Serious or intentional breach of confidentiality (FERPA)
2. Faithfulness and promptness in attendance at work.
 - a. Excessive absenteeism
 - b. Abuse of paid leave benefits
 - c. Failure to report absences
 - d. Excessive tardiness
 - e. Failure to use the timeclock appropriately and with fidelity
 - f. Extended lunch or other breaks. Employees working over five hours per day must be given at least a 30-minute, unpaid meal break. Employees may be allowed up to two 15-minute break periods if working over 7 hours per day. Employees may be allowed one 15-minute break period if working four to seven hours per day. If 15-minute break periods are allowed, employees may not utilize breaks to extend their lunch period or shorten their work day.
3. Support and enforcement of policies of the Board and regulations of the school administration.
 - a. Possessing, using, selling or buying any alcoholic beverage, narcotic, hallucinogenic drug, marijuana, barbiturate, amphetamine, or other intoxicant during working hours or on school premises, or being under the influence of a controlled substance while on Fargo Public Schools property
 - b. Use of tobacco or nicotine products while on Fargo Public Schools property

- c. Use of abusive or profane language or racial slurs toward students, parents, members of the public, or other employees
 - d. Disorderly conduct on school property which might include, but is not limited to: fighting, threatening or attempting to inflict bodily harm on another person
 - e. Unauthorized use or possession of any dangerous weapon on school property. (The definition of a dangerous weapon shall include but not be limited to firearms, knives, metal knuckles, straight razors, explosives, noxious irritants or poisonous gases, poisons, drugs or other items possessed with the intent to use, sell, harm, threaten or harass students, staff members, parents or the school community.
 - f. The dissemination or display of inappropriate material via personal or district owned electronic devices while on Fargo Public Schools property
4. Diligently execute all duties as assigned by supervisors and as set forth in job descriptions, district policies, or the negotiated agreement; make job-related decisions in a manner that is fair and consistent with district policy; staff members are also required to fulfill the terms of their contracts if applicable.
 - a. Falsification of any school record or employment application
5. Care and protection of school property.
 - a. Negligent conduct while on duty, resulting in personal injury to a student or another employee or property damage
 - b. Deliberate damage to or destruction of school property
 - c. Unauthorized use of school equipment (AP 3511 Renting, Borrowing, Lending or Leasing of School Owned Equipment)
 - d. Theft of school property or theft of the property of another employee
 - e. Posting, altering, or removing material from bulletin boards or other Fargo Public Schools property without authorization
6. Not use his/her position with the District for private gain.
7. Engage in appropriate and professional communications with students, verbal or written, at all times. Only use electronic communications or social media for conversations related to academic coursework or school related activities
 - a. Written correspondence, including but not limited to traditional written means, e-mail or text messages, or other social media platforms that include conversations beyond academic coursework or school related activities
 - b. Telephone calls or verbal communications that include conversations beyond academic coursework or school related activities
8. Concern and attention for their own and the school system's legal responsibility for the welfare of students, including the need to ensure that students are under proper supervision at all times.
 - a. Engaging in immoral conduct in relation to a student
 - b. Associating with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of controlled substances such as tobacco, alcohol, or drugs, or dating a student enrolled in the

district. Any such conduct with a student by an employee of the school district can also subject the offender to criminal liability.

The administration of the Fargo Public Schools reserves the right and will exercise the right to take appropriate action of certain conduct when the conduct is such that any reasonable person would be expected to know it is against the best interest of Fargo Public Schools.

Reviewed 11/1/06
Reviewed 4/08
Reviewed 9/08
Reviewed 8/2009
Revised 4/2011
Revised 1/2014
Revised 7/2015
Revised 1/2016
Revised 8/2017
Revised 7/2018

BRUINSHIP

S – Safe and Nurturing School

H – Honor Diversity and Champion Hope

I – Integrity and Excellence

P – Protect and Carry the Bruin Banner





(<https://www.nd.gov/espb/>)

Code of Ethics

Code of Professional Conduct for Educators

Article 67.1-03

State of North Dakota

Code of Professional Conduct for Educators

Section 67.1-03-01-01

Preamble

The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession.

The following code of professional conduct of the education standards and practices board governs all members of the teaching profession. A violation of this section constitutes grounds for disciplinary action which include the issuance of a warning or reprimand or both, suspension or revocation of the license of the affected educator, or other appropriate disciplinary action.

History: Effective July 1, 1995; amended effective August 1, 2002.

General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10.

4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
5. Shall present complete and accurate information on the application for licensure and employment;
6. Shall present complete and accurate information on any document in connection with professional responsibilities;
7. Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. Shall cooperate with the education standards and practices board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. Shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. Shall not breach a professional employment contract;
11. Shall not knowingly assign professional duties for which a professional educator's license is required;
12. Shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgement, nor offer a gratuity, gift, or favor to obtain special advantage; and
13. Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.

History: Effective July 1, 1995; amended effective August 1, 2002.

General Authority: NDCC 15.1-13-08, 15.1-13-09, 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10

Section 67.1-03-01-04

Principle III - Commitment to the Community

In fulfilling these obligations to the public, the North Dakota educator:

1. Shall distinguish between personal views and the views of the employing educational agency;
2. Shall not distort or misrepresent the facts concerning educational matters; and,
3. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

History: Effective July 1, 1995; amended effective August 1, 2002.

General Authority: NDCC 15.1-13-08, 15.1-13-09; 15.1-13-10

Law Implemented: NDCC 15.1-13-08, 15.1-13-10

Final Evaluation for Kevin Kennedy *Finished***Learner:**
Kevin Kennedy**Evaluator:**
Todd Bertsch**Evaluation Category:**
Teacher Category
2B - Informal Year**Observation Period:**
Jul 1, 2020 to Jun
30, 2021
America/Chicago**Date Submitted:**
Apr 11, 2021**Learner UUID:****Buildings:**
South High School**Final Score: Developing**

Instructional Practice <i>Adjusted</i>	Weight: 100.0%
Developing	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informal	Feb 4, 2021 5:41:21 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch
No	Standard	Informal	Apr 11, 2021 8:07:47 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch

Frequency Requirements

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Informal, expected 1, actual 2
---	--------------------------------

Instructional Practice: Developing**Domain 1: Classroom Strategies and Behaviors****Score:** Developing**Weight:** 89.47% (adj. from 68.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	1 (20.0%)
Level 2.0 (Developing)	4 (80.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	5

Domain 2: Planning and Preparing

Score: - Weight: 0.0% (adj. from 14.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Domain 3: Reflecting on Teaching

Score: Developing Weight: 10.53% (adj. from 8.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	1 (100.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	1

Domain 4: Collegiality and Professionalism

Score: - Weight: 0.0% (adj. from 10.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Overall Evaluation Comments**Comments**

Todd Bertsch Apr 11, 2021 8:17:41 PM

For the 2020-2021 school year, Mr. Kennedy is assigned to teach English 1, Theatre Arts, and Performing Arts 1 and 2. For this school year, Mr. Kennedy was on an overload. In addition to his teaching responsibility, Mr. Kennedy also advises improv, directs the one-act and three act plays, and the musical. Mr. Kennedy and I have had conversations regarding lesson planning, engagement activities, assessment strategies, and classroom management. I look forward to Mr. Kennedy continuing to make progress in these areas.

Approval and Notifications**Signatures**

Todd Bertsch's additional message in notification email:

Mr. Kennedy: Please review, add any comments, and electronically sign.

Thank you.

Todd

This evaluation was finished by **Todd Bertsch** on **Apr 11, 2021 8:18:48 PM**.

Kevin Kennedy acknowledged this evaluation on Apr 11, 2021 9:32:14 PM.

Thank you for coming into my classroom and I appreciate your time.

Additional Acknowledgment

Kevin Kennedy acknowledged receiving the Final Score rating **Developing** on Apr 11, 2021 9:32:14 PM.

Evaluator Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Todd Bertsch	Date Started: Feb 3, 2021 9:20:15 PM	Date Submitted: Feb 4, 2021 5:41:21 PM	Type: Standard (Informal)	Location: South High School
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Evaluation:
These results
count towards
evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- **Domain 1: Classroom Strategies and Behaviors** - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- **Domain 2: Planning and Preparing**
- **Domain 3: Reflecting on Teaching**
- **Domain 4: Collegiality and Professionalism**

Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

Resources:

[Scale](#) | [Reflection Questions](#)

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

On Monday, February 1st during period 6 (English 1), you provided a review exercise for students as they prepared for a summative assessment on the novel "Warriors Don't Cry". To determine student/class understanding of key elements from the novel, you had written a number of headings in which students were asked to write a key element or facts for each. Students were observed to volunteer and/or invited by you to record a fact. Students were told they should consult their notes to find the missing elements (you identified the number for each heading).

Reviewing Content

Focus Statement: The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

Desired Effect: Students produce an accurate representation of previously taught critical content.

Evidences:**Example Teacher Evidence:**

- Teacher begins the lesson with a brief review of content
- Teacher systematically emphasizes the cumulative nature of the content
- Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
 - Summary
 - Problem that must be solved using previous information
 - Questions that require a review of content
 - Demonstration
 - Brief practice test or exercise
 - Warm-up activity

Example Student Evidence:

- Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- Students can articulate the cumulative nature of the content
- Student responses to class activities indicate that they recall previous content
 - Artifacts
 - Pretests
 - Warm-up activities

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

To prepare for the summative assessment the following day, you used the class period to review. You asked students to identify key facts for a number of headings that were clumped together on the front white board (use the entire board with a numbering system for each heading). A number was associated with each heading which indicated the number of facts were needed. You informed students to make their way to the board and/or invited students to write a fact under the element of their choice. Students were encouraged to consult their notes. For the first few minutes, students responded well and volunteered. However, once the rush was over, it was observed that only a few students were engaged at adding the missing facts - many prompts by you. During the time of recording the missing elements and reviewing with the class, there was considerable downtime with very little participation. As you waited for volunteers, a conversation about the musical was allowed (what connection?). After you observed that all answers were written on the board, you transitioned to a verbal overview of the key elements. When multiple students stated they could not read what was written, frustration was observed. For future consideration, project the answers on a prepared document so all students have the opportunity to see, hear, and record the answers.

Evaluating the Effectiveness of Individual Lessons and Units

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

Evidence:

Teacher Evidence:

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

Resources:

Scale

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

As you reflect on this lesson, how might you best prepare so all students were active in their understanding/review of key facts for the novel? After the elements were all written on the board, you verbally stated the answers. When multiple students stated they couldn't read what was written and/or commented on the writing/spelling, the conversation shifted from a review exercise to a management issue. The lack of students being able to read the responses is a concern.

Overall Comments and Notifications

Overall Comments:

The review activity was effective in idea, but poorly executed. It should be your goal to have all students participate at a high level to be engaged and check for understanding. You are encouraged to have prepared documents/materials to assist with organization and classroom management.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Todd Bertsch	Date Started: Mar 29, 2021 2:46:31 PM	Date Submitted: Apr 11, 2021 8:07:47 PM	Type: Standard (Informal)	Location: South High School
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Evaluation:
These results
count towards
evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- **Domain 1: Classroom Strategies and Behaviors** - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- **Domain 2: Planning and Preparing**
- **Domain 3: Reflecting on Teaching**
- **Domain 4: Collegiality and Professionalism**

Establishing Classroom Routines

Focus Statement: The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Desired Effect: Students know and follow the rules and procedures.

Evidences:

Example Teacher Evidence:

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

Example Student Evidence:

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

In general, an effective class period incorporates a preview/purpose, instruction, engagement activities, and a summary. Previously, Mr. Kennedy and I met to discuss these elements and how he will be planning to make necessary adjustments. We met on three occasions this semester.

For this lesson, attendance was taken and students were asked to turn to page 838. You provided an overview of the reading from last week prior to students new reading of Romeo and Juliet. Be aware of the number of students who respond without being called upon and can pursue a path not connected to the story line. Also, how to solicit participation from many who do not voluntarily contribute.

On the front white board was written 1. vocabulary, 2. figurative language literacy forms, textual interpretation, great quotes. The items were not referenced.

Helping Students Record and Represent Knowledge

Focus Statement: The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Desired Effect: Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.

Evidences:

Example Teacher Evidences:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to represent new knowledge through various types of models
 - Mathematical
 - Visual
 - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content

Example Student Evidence:

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson
- Student explanations of mental images represent critical content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

Students read assigned parts from Romeo and Juliet.

After each section, you strategically stopped to provide instructional inputs and check for understanding. Ex: You referenced a vocab word from the reading (Bosom) - slide for the definition, and you provided context. The process continued throughout the delivery. To help with understanding, you described/explained in ways

that students have experienced.

There were multiple stops to assist students with understanding. You effectively prepared slides to help students take accurate and consistent notes - most using their PLD. In addition you verbally provided additional inputs based on a higher degree of explanation or connect to a personal experience.

Mr. Kennedy engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models and monitors for evidence of the extent to which the majority of students accurately organize and summarize the important content.

What do you want students to know and be able to do with the information presented? Are they applying to Romeo and Juliet the story, or are there other purposes for the information - clarify with the students.

Maintaining a Lively Pace

Focus Statement: The teacher uses pacing techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.

Evidences:

Example Teacher Evidence:

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence:

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

You maintain a lively learning environment with stories and discussions. However, there are individuals that dominate responses and often a conversation that is not related to the learning target. How can you better balance students responding at random and not requiring you to redirect the discussion?

For this lesson, you successfully explained the meaning of the parts read from Romeo and Juliet. After short passages, you checked for understanding and monitored progress with large group questions, vocabulary words (PPT slides), and an overview with explanation. Students were successful at identifying examples of personification and metaphors. You often verbally painted picture of the characters and their actions.

You posted a quote and referenced that the quote would be a writing assignment on Wednesday (asynchronous learning day).

Overall Comments and Notifications

Overall Comments:

You have extensive knowledge of the assigned readings and are able to provide meaning with stories and additional instructional inputs. In reflection of your daily lessons, always be prepared to answer what do you want your students to know and able to do? How do you know if they learned it and how do they know if they

learned it? In addition, maintaining unsolicited student responses will enhance classroom management and allow for all students to participate.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Formal *TEACHERS*

19/20

Final Evaluation for Kevin Kennedy *Finished*

Learner: Kevin Kennedy **Evaluator:** Todd Bertsch **Evaluation Category:** Teacher Category 2A - Formal Year **Observation Period:** Jul 1, 2019 to Jun 30, 2020 America/Chicago **Date Submitted:** May 19, 2020

Learner UUID: **Buildings:** South High School

Final Score: Developing

Instructional Practice *Adjusted*

100.0%

Developing

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informal	Feb 5, 2020 9:43:01 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch
No	Standard	Formal	Feb 26, 2020 10:18:44 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch

Frequency Requirements	
Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Formal, expected 1, actual 1 Informal, expected 1, actual 1

Instructional Practice: Developing

Domain 1: Classroom Strategies and Behaviors

Score: Developing

Weight: 100.0% (adj. from 68.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	1 (14.29%)
Level 2.0 (Developing)	5 (71.43%)
Level 1.0 (Beginning)	1 (14.29%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	7

Domain 2: Planning and Preparing

Score: -

Weight: 0.0% (adj. from 14.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Domain 3: Reflecting on Teaching

Score: -

Weight: 0.0% (adj. from 8.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

[Signature]
1/3

Domain 4: Collegiality and Professionalism

Score: -

Weight: 0.0% (adj. from 10.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Overall Evaluation Comments

Comments

Todd Bertsch May 19, 2020 8:22:53 AM

For the 2019-2020 school year, Mr. Kennedy taught Theater Arts, Performing Arts 1 and 2, and English 1. My Kennedy is a very knowledgeable English instructor who has great ability to utilize his theatrical skills to describe and use a story-telling delivery method. Throughout observations, it has been recommended to Mr. Kennedy that he "stays on script" by providing learning targets, improve engagement strategies, and incorporate comprehensive daily formative assessment strategies. The need to be well-prepared and organized will assist with the effective use of classroom time, provide meaning/purpose, and support accountability for you and your students.

In addition to Mr. Kennedy's classroom responsibilities, Kevin is also the director of the musical, one/three act plays, and advises Donkey Hotey's Improv. Mr. Kennedy commits a great deal of time to his responsibilities. I look forward to future observations and working with Mr. Kennedy for classroom and extracurricular success.

Approval and Notifications

Signatures

Todd Bertsch's additional message in notification email:

Your signature is not required, but in the event that your formal year is scheduled again for next year, we would be finished. Thank you for all you do for your students, South High, and FPS.

This evaluation was finished by **Todd Bertsch** on **May 19, 2020 8:29:00 AM**.

Kevin Kennedy acknowledged this evaluation on May 19, 2020 9:43:02 AM.

Additional Acknowledgment

Kevin Kennedy acknowledged receiving the Final Score rating **Developing** on May 19, 2020 9:43:02 AM.

Evaluator Signature:

Date:

Learner Signature:

Date:

Final Evaluation for Kevin Kennedy *Finished*

18-19

Learner: Kevin Kennedy	Evaluator: Todd Bertsch	Evaluation Category: Teacher Category 2B - Informal Year	Observation Period: Aug 20, 2018 to May 31, 2019 America/New_York	Date Submitted: Mar 31, 2019 <i>Informal Placed</i>
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Learner UUID:
Buildings:
South High School

Final Score: Developing

Instructional Practice *Adjusted*

100.0%

Developing

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informal	Feb 7, 2019 11:44:04 AM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch
No	Standard	Informal	Feb 7, 2019 12:10:23 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch
No	Standard	Informal	Feb 10, 2019 6:39:46 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch
No	Standard	Informal	Feb 19, 2019 9:11:58 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch
No	Standard	Informal	Mar 19, 2019 9:51:39 PM	Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Todd Bertsch

Frequency Requirements	
Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)	Informal, expected 1, actual 5

P.A

Instructional Practice: Developing

Domain 1: Classroom Strategies and Behaviors

Score: Developing

Weight: 100.0% (adj. from 68.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	2 (16.67%)
Level 2.0 (Developing)	5 (41.67%)
Level 1.0 (Beginning)	5 (41.67%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	12

Domain 2: Planning and Preparing

Score: - Weight: 0.0% (adj. from 14.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Domain 3: Reflecting on Teaching

Score: - Weight: 0.0% (adj. from 8.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Domain 4: Collegiality and Professionalism

Score: - Weight: 0.0% (adj. from 10.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Overall Evaluation Comments

Comments

Todd Bertsch Mar 31, 2019 2:47:18 PM

Mr. Kennedy's teaching assignment is half in performing arts and half in Language Arts. In addition, Mr. Kennedy is the theater director for the musical one and three act plays, and Improv. Mr. Kennedy has a true passion for the stage which is resembled by the number of participants who express interest and are cast in performances. In the English classroom, Mr. Kennedy has been instructed to improve communication with homework assignments (ex: writing rubrics and purpose), effectively use classroom time, and be aware of statements to students that are sarcastic and/or offensive. Mr. Kennedy has demonstrated that he is aware of these expectations and has made efforts to improve in these areas.

Approval and Notifications

Signatures

Todd Bertsch's additional message in notification email:

Mr. Kennedy:

Please review, add any comments, and sign upon completion.

Thank you.

This evaluation was finished by **Todd Bertsch** on **Mar 31, 2019 2:48:37 PM**.

Kevin Kennedy acknowledged this evaluation on Mar 31, 2019 8:24:47 PM.

Thanks for your time and attention. You are welcome in my classroom anytime.

Additional Acknowledgment

Kevin Kennedy acknowledged receiving the Final Score rating **Developing** on Mar 31, 2019 8:24:47 PM.

Evaluator Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Todd Bertsch	Date Started: Feb 6, 2019 12:00:14 PM	Date Submitted: Feb 7, 2019 11:44:04 AM
Type: Standard (Informal)	Location: South High School	Evaluation: These results count towards evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- **Domain 1: Classroom Strategies and Behaviors** - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- **Domain 2: Planning and Preparing**
- **Domain 3: Reflecting on Teaching**
- **Domain 4: Collegiality and Professionalism**

✓ Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Resources:

Scale | Reflection Questions

Scale:

Not Applicable Not Using **Beginning** Developing Applying Innovating

Comments:

Daily Planner Post for Today:

SSR

Goal: Watch the movie Of Mice and Men. We will compare the movie to the book. (No time was spent comparing the movie to the book? Why is this necessary?)

Link: <http://www.litcharts.com/lit/of-mice-and-men>

Assignment: Review.

Due: Test on Friday, February 8th. Paper due Monday, February 11th.

✓ Demonstrating Intensity and Enthusiasm

Focus Statement: The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher using intensity and enthusiasm.

Evidences:

Example Teacher Evidence:

- Teacher enthusiastically demonstrates depth of content knowledge
- Teacher demonstrates importance of content by relating it to authentic, real-world situations
- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence:

- Students say that the teacher “likes the content” and “likes teaching”
- Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

Resources:

Scale | Reflection Questions | Video

Scale:

Not Applicable Not Using **Beginning** Developing Applying Innovating

Comments:

Period 5 - Honors English 2 - Wednesday, February 6th

Students spent the first 15 minutes in SSR. At 12:05, you started the movie from the previous day.

Exit at 12:27 - movie ran non stop without students having to discuss or complete a worksheet or document. There was no statements of review or expectations to discuss or record a response on a worksheet or electronic document.

Overall Comments and Notifications

Overall Comments:

What is the purpose/objective of watching the movie? What expectations do you have of the students? Why is it necessary to watch a video of a book that was previously read? How many other novels do you do this for?

For an Honors English class, students were only required to watch - poor planning and students were required to do nothing. What happens for the the students who are not present?

Your use of classroom time was not effectively used.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Todd Bertsch	Date Started: Feb 7, 2019 11:44:39 AM	Date Submitted: Feb 7, 2019 12:10:23 PM
Type: Standard (Informal)	Location: South High School	Evaluation: These results count towards evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- Domain 1: Classroom Strategies and Behaviors - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

✓ Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Resources:

Scale | Reflection Questions

Scale:

Not Applicable Not Using **Beginning** Developing Applying Innovating

Comments:

Daily Planner Post for Tuesday, February 5th

*Goal: Watch the movie *Of Mice and Men*. We will compare the movie to the book.*

Link: <http://www.litcharts.com/lit/of-mice-and-men>

Assignment: Review.

Due: Test on Friday, February 8th. Paper due Monday, February 11th.

✓ Demonstrating Intensity and Enthusiasm

Focus Statement: The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher using intensity and enthusiasm.

Evidences:

Example Teacher Evidence:

- Teacher enthusiastically demonstrates depth of content knowledge
- Teacher demonstrates importance of content by relating it to authentic, real-world situations
- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher strategically adjusts his/her energy level in response to student engagement

Example Student Evidence:

- Students say that the teacher “likes the content” and “likes teaching”
- Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

Resources:

Scale:

Not Applicable Not Using **Beginning** Developing Applying Innovating

Comments:

Tuesday, February 5th - Period 8

After taking attendance at the start of the period, you informed the class that you were going to start the movie (the name of the movie was not even shared). Students quickly found themselves a comfortable spot on the floor (many laying down) to watch.

You did not review any learning targets, did not ask the students to watch/listen for any key parts, or any purpose/objective.

For the next 20 minutes, the movie played without any stops for understanding, questions, or discussion.

Overall Comments and Notifications

Overall Comments:

What is the rationale for watching the video without having any expectations for the students during the class period. You were observed to start the movie, allowed the students to lay on the floor, and do nothing but watch.

For an Honors English class, you had no expectations for the students - no discussion, no writing, etc... What is the value of comparing the book to the movie? This is not effective use of classroom time.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy *Needs Attention*

Observer: Todd Bertsch	Date Started: Feb 10, 2019 5:28:48 PM	Date Submitted: Feb 10, 2019 6:39:46 PM
Type: Standard (Informal)	Location: South High School	Evaluation: These results count towards evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- Domain 1: Classroom Strategies and Behaviors - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

✓ Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Resources:

Scale | Reflection Questions

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

The following are the Daily Planner Posts for your Accelerated English 2 sections. For the Goal portion of your post, please change to the following: Students will... or Students will be able to.... The new language will assist you and the students with knowing the purpose and objective for the lecture, discussion, activity, etc... I look forward to you updating your Daily Planner with this update starting this week.

Daily Planner Post for Friday, February, February 8th for period 8 Accelerated English 2 students:

Goal: Watch the movie Of Mice and Men. We will compare the movie to the book.

Link: <http://www.litcharts.com/lit/of-mice-and-men>

Assignment: Review.

Due: Test on Monday, February 11th. Paper due Thursday, February 14th.

Daily Planner Post for Thursday, February 14th for period 8 Accelerated English 2 students:

Goal: We will analyze Hasidic Judaism.

Link: Study Guide: <http://www.glencoe.com/sec/literature/litlibrary/pdf/chosen.pdf>

Assignment: Read Chapter 4

Due: Quiz on Chapter 3. Of Mice and Men Paper Due.

✓ Helping Students Record and Represent Knowledge

Focus Statement: The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

Desired Effect: Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.

Evidences:

Example Teacher Evidences:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content

Example Student Evidence:

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content

- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to represent new knowledge through various types of models
 - Mathematical
 - Visual
 - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content
 - Student models and other artifacts represent critical content
 - Students can explain main points of the lesson
 - Student explanations of mental images represent critical content

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

Scale language (Developing) for this element: Engages students in activities that help them record and represent their knowledge in understanding of important content using a variety of models, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. Why were students not required to record notes for their "defining moment characters" as they watched the movie for the writing assignment?

To start class, you informed the class of the writing assignment. On Monday, February 4th, you reference a writing assignment on Daily Planner: Assignment: Assign 5 paragraph essay on the book. Did you have a handout on the expectations of the writing assignment or is it linked in Google Classroom? There was no update on the Daily Planner for Friday of the apparent change of the writing assignment.

It was obvious the students were very confused about the writing assignment on Friday. There were 5 questions that were asked for further clarification. You were not prepared. Did the writing assignment change? One student asked if he had to redo his paper that he was half finished with. How does the expectation of choosing 3 characters and defining character moments address any English standards or ELOs? If there is a connection, why is that not shared with the students and prepared for Accelerated students?

✓ Maintaining a Lively Pace

Focus Statement: The teacher uses pacing techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.

Evidences:

Example Teacher Evidence:

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence:

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using **Beginning** Developing Applying Innovating

Comments:

What is the purpose of spending 3 days watching "Of Mice and Men"? What ELO and/or standard does this address?

If there are scenes that enhance or reinforce a defining moment in the book, then have the students watch a clip/scene and apply to an objective.

I expect more from you and the students in this class.

Overall Comments and Notifications **Needs Attention**

Overall Comments:

The need to watch the entire movie of a book that was read in class, is not justified. At best, comparing characters addresses what ELO or standard? After spending 3 periods watching the movie and having one writing activity (in which there was much confusion) is a very poor use of time and resources. Your criteria for the writing assignment is lacking and students lack direction in knowing expectations and how the assignment will be scored. Do you have a writing rubric that can be applied?

We will meet this week to communicate your lesson plans and address, "Students will....." You will establish higher expectations for yourself and your students.

Notifications:

This observation has been completed by **Todd Bertsch** on **Feb 10, 2019 6:39:46 PM**

Kevin Kennedy has not acknowledged this observation

Signatures

Observation Results for Kevin Kennedy

Observer: Todd Bertsch	Date Started: Feb 19, 2019 11:32:43 AM	Date Submitted: Feb 19, 2019 9:11:58 PM
Type: Standard (Informal)	Location: South High School	Evaluation: These results count towards evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- Domain 1: Classroom Strategies and Behaviors - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

✓ Establishing Classroom Routines

Focus Statement: The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Desired Effect: Students know and follow the rules and procedures.

Evidences:

Example Teacher Evidence:

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

Example Student Evidence:

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

- Teacher focuses on procedures for students working individually or in small groups

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

The first 8 minutes were spent with house cleaning items - prep of the computer and collection of papers. You transitioned to a 5 question quiz (projected); which was immediately reviewed by calling on students.

What was your lesson objective and/or question of the day as students were divided into groups and asked to compose two questions on the white board?

✓ Helping Students Reflect on Learning

Focus Statement: The teacher engages students in activities that help them reflect on their learning and the learning process.

Desired Effect: Students examine their level of understanding and identify areas where they are clear and confused.

Evidences:

Example Teacher Evidences:

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning
- Teacher utilizes reflection activities to cultivate a growth mindset
- Teacher utilizes reflection activities to cultivate resiliency
- Teacher utilizes reflection activities to avoid negative thinking
- Teacher utilizes reflection activities to examine logic of learning and the learning process

Example Student Evidence:

- Students can explain what they are clear about and what they are confused about
- Students can describe how hard they tried
- Students can explain what they could have done to enhance their learning
- Student actions and reflections display a growth mindset
- Student actions and reflections display resiliency
- Student actions and reflections avoid negative thinking
- Student reflections involve examining logic of learning and the learning process

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

11:35 - Students were asked to get a half sheet of paper and record their answers to the projected 5 question quiz. Each question was read to the class. The quiz questions were completed in 4 minutes; formative assessment to ensure students read the assigned pages. After the quiz sheets were collected, To review the answers, you called on 5 different students (they answered correctly).

11:40 you had a group of 3 students report to the library to complete their assignment while the rest of the class was divided into groups of 3 to compose two questions from the last few chapters that were read. The questions were recorded on the white board by a member of each group.

11:50 To generate discussion, you read the questions to the class while random students responded and/or were called upon. The focus was on character(s) information read thus far and making predictions on the balance of the novel.

Were there questions that you needed to add to ensure the student questions addressed the content that you intended to address?

Overall Comments and Notifications

Overall Comments:

Students were observed to enjoy the conversation from the posted questions. You facilitated the discussion by allowing students to respond and by calling on a number of students. Were there guiding questions that you wanted students to discuss? Did they meet them? How do they know? I look forward to hearing and seeing the learning target during each classroom visit.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer:	Date	Date
Todd Bertsch	Started:	Submitted:
	Mar 19, 2019	Mar 19, 2019
	2:41:55 PM	9:51:39 PM
Type:	Location:	Evaluation:
Standard (Informal)	South High School	These results count towards evaluation

Marzano Observation and Feedback Protocol - Domains 1, 2, 3, and 4 (v3)

- Domain 1: Classroom Strategies and Behaviors - Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills.
- Domain 2: Planning and Preparing
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

✓ Providing Rigorous Learning Goals and Performance Scales (Rubrics)

Focus Statement: The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

Desired Effect: Students understand the learning goal and what the scale means.

Evidences:

Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson

Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

Resources:

Scale | Reflection Questions

Scale:

Not Applicable Not Using Beginning **Developing** Applying Innovating

Comments:

Daily Planner Post for today (Tuesday, March 19) - Accelerated English 2

Goal: Students will analyze Scout's first day of school.

Link: http://www.glencoe.com/sec/literature/litlibrary/pdf/to_kill_mockingbird.pdf

Assignment: Read Chapters 4 & 5 tonight.

Due: Quiz on Chapters 2 & 3 today.

Question of the day: Why does Scout have such a hard time on her first day of school?

RL.3 Analyze how and why characters and/or textual elements develop and interact over the course of a text.

How is the objective communicated to the students?

✓ Establishing Classroom Routines

Focus Statement: The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

Desired Effect: Students know and follow the rules and procedures.

Evidences:

Example Teacher Evidence:

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

Example Student Evidence:

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

- Teacher focuses on procedures for students working individually or in small groups

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

A 5 - question quiz was projected and read to the students as they recorded their answer on a piece of paper at their desk. When finished students were asked to flip them over and pass them forward once all were completed. A verbal review of the quiz answers was discussed. You called on students who verbally shared their answers. Many others shared their answer to determine their accuracy. Students were recognized with positive reinforcement for correct answers.

✓ Helping Students Reflect on Learning

Focus Statement: The teacher engages students in activities that help them reflect on their learning and the learning process.

Desired Effect: Students examine their level of understanding and identify areas where they are clear and confused.

Evidences:

Example Teacher Evidences:

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning
- Teacher utilizes reflection activities to cultivate a growth mindset
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- Teacher utilizes reflection activities to avoid negative thinking
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Example Student Evidence:

- Students can explain what they are clear about and what they are confused about
- Students can describe how hard they tried
- Students can explain what they could have done to enhance their learning
- Student actions and reflections display a growth mindset
- Student actions and reflections display resiliency
- Student actions and reflections avoid negative thinking
- Student reflections involve examining logic of learning and the learning process

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Comments:

A discussion of characters and their roles in the assigned chapters was discussed. Students were observed to be confident and comfortable with their responses. You would validate, add, or restate to student input which created a safe learning environment. The characters were listed on the board with a brief word description of an action. You asked a number of questions during the discussion. Is there a defined list of questions you want students to be accountable for?

3:02 After the chapter discussion, students were instructed to take out their annotation journals. The purpose was to have this as a dedicated resource for future reference. Why wouldn't this be a Google Doc?

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Final Evaluation for Kevin Kennedy *Finished*

2017-2018

Learner: Kevin Kennedy
Evaluator: Cory Lehman
Evaluation Category: Teacher (4+ years)
Observation Period: Aug 24, 2017 to Jun 2, 2018
Date Submitted: Mar 16, 2018
 America/Chicago *Informed teaching*

Learner UUID:
Buildings: South High School

Final Score: Applying

Instructional Practice *Adjusted*

100.0%

Applying

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informal	Feb 2, 2018 2:34:27 PM	Domain 1: Classroom Strategies and Behaviors (v3)	Cory Lehman
No	Standard	Unknown	Mar 15, 2018 2:31:49 PM	Domain 1: Classroom Strategies and Behaviors (v3)	Cory Lehman

Frequency Requirements	
Domain 1: Classroom Strategies and Behaviors (v3)	Formal, expected 1, actual 0 <i>Not Met</i> Informal, expected 1, actual 1 Walkthrough, expected 2, actual 1 <i>Not Met</i>

Instructional Practice: Applying

Domain 1: Classroom Strategies and Behaviors

Domain 4: Collegiality and Professionalism (v2)

Score: Applying

Weight: 100.0% (adj. from 80.0%)

Score: -

Weight: 0.0% (adj. from 20.0%)

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	5 (100.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	5

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	0 (0.0%)
Level 2.0 (Developing)	0 (0.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	0

Overall Evaluation Comments

Comments

Kevin Kennedy Mar 12, 2018 1:45:52 PM

The comments are appreciated. I will take this into consideration when moving forward with my planning.

Approval and Notifications

Signatures

This evaluation was finished by **Cory Lehman** on **Mar 16, 2018 9:32:16 AM**.
Kevin Kennedy acknowledged this evaluation on Mar 16, 2018 10:20:00 AM.

Additional Acknowledgment

Cory Lehman acknowledged the Final Score rating on Mar 16, 2018 9:32:16 AM.

Kevin Kennedy acknowledged receiving the Final Score rating **Applying** on Mar 16, 2018 10:20:00 AM.

Evaluator Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Cory Lehman	Date Started: Feb 2, 2018 2:21:57 PM	Date Submitted: Feb 2, 2018 2:34:27 PM
Type: Standard (Informal)	Location: South High School	Evaluation: These results count towards evaluation

Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

▼ Tracking Student Progress

Focus Statement: The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

Desired Effect: Students understand their current status on the scale and can articulate their progress toward the learning goal.

Evidences:

Example Teacher Evidence:

- Teacher helps students track their individual progress on the learning goal or target
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

Example Student Evidence:

- Students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Students take some responsibility for providing evidence in reference to their progress on the scale
- Artifacts and data support that students are making progress toward a learning goal

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

Facilitates tracking of student progress towards learning goals and/or targets using a formative approach to assessment and monitors for evidence of the extent to which the majority of students understand their level of performance.

✓ Maintaining a Lively Pace

Focus Statement: The teacher uses pacing techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.

Evidences:

Example Teacher Evidence:

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence:

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

Uses pacing techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.

✓ Using Friendly Controversy

Focus Statement: The teacher uses friendly controversy techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of using friendly controversy.

Evidences:

Example Teacher Evidence:

- Teacher structures mini-debates about the content
- Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- Teacher has students reveal sources of evidence to support their positions
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class
- Teacher develops conative skills during friendly controversy
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict

Example Student Evidence:

- Students engage or re-engage in friendly controversy activities with enhanced engagement
- Students describe friendly controversy activities as “stimulating,” “fun,” and “engaging”
- Students explain how a friendly controversy activity helped them better understand the content
- Students appear to take various perspectives while engaged in friendly controversy
- Students interact responsibly during friendly controversy
- Students appropriately handle controversy and conflict while engaged in friendly controversy

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

Uses friendly controversy techniques to maintain student engagement and monitors for evidence of the extent to which these activities enhance student engagement for the majority of students.

Overall Comments and Notifications

Overall Comments:

Students were engaged in a lively discussion regarding Elizabethan times.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Cory Lehman	Date Started: Mar 15, 2018 2:24:49 PM	Date Submitted: Mar 15, 2018 2:31:49 PM
Type: Standard	Location: South High School	Evaluation: These results count towards evaluation

Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

✓ Maintaining a Lively Pace

Focus Statement: The teacher uses pacing techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.

Evidences:

Example Teacher Evidence:

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence:

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

✓ Using Friendly Controversy

Focus Statement: The teacher uses friendly controversy techniques to maintain student engagement in content.

Desired Effect: Students cognitively engage or re-engage as a result of using friendly controversy.

Evidences:

Example Teacher Evidence:

- Teacher structures mini-debates about the content
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- Students appear to take various perspectives while engaged in friendly controversy
- Students interact responsibly during friendly controversy
- Students appropriately handle controversy and conflict while engaged in friendly controversy

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Final Evaluation for Kevin Kennedy *Finished*

46-77

Learner:
Kevin Kennedy

Evaluator:
Cory Lehman

Evaluation Category:
Teacher (4+ years)

Observation Period:
Aug 25, 2016 to Jun 1, 2017
America/Chicago

Date Submitted:
Feb 21, 2017

Learner UUID:

Buildings:
South High School

*Teacher
Formal*

Final Score: Applying

Instructional Practice

100.0%

Applying

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informal	Feb 7, 2017 9:30:40 AM	Domain 1: Classroom Strategies and Behaviors (v3)	Cory Lehman
No	Standard	Formal	Feb 14, 2017 3:15:42 PM	Domain 1: Classroom Strategies and Behaviors (v3)	Cory Lehman

Frequency Requirements

Domain 1: Classroom Strategies and Behaviors (v3)

Formal, expected 1, actual 1
Informal, expected 1, actual 1
Walkthrough, expected 2, actual 2

Instructional Practice: Applying

Domain 1: Classroom Strategies and Behaviors

Score: Applying

Weight: 100.0%

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)
Level 3.0 (Applying)	6 (85.71%)
Level 2.0 (Developing)	1 (14.29%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	7

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

Cory Lehman's additional message in notification email:

Please look over evaluation and if you have any questions or concerns let me know. If there are no questions or concerns please sign and your evaluation for this year will be complete.

Thank you,

Cory Lehman

This evaluation was finished by Cory Lehman on Feb 21, 2017 11:25:37 AM.

Kevin Kennedy acknowledged this evaluation on Feb 21, 2017 12:23:50 PM.

Evaluator Signature:

Date:

Learner Signature:

Date:

Observation Results for Kevin Kennedy

Observer: Cory Lehman	Date Started: Feb 7, 2017 9:08:41 AM	Date Submitted: Feb 7, 2017 9:30:40 AM
Type: Standard (Informal)	Location: South High School	Evaluation: These results count towards evaluation

Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

Noticing When Students are Not Engaged

Focus Statement: The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Desired Effect: Students modify their level of engagement as a result of teacher action.

Evidences:

Example Teacher Evidence:

- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- Teacher notices when the energy level in the room is low or students are not participating
- Teacher takes action or uses specific strategies to re-engage students

Example Student Evidence:

- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

Students seem to be engaged in the story telling.

Demonstrating "Withitness"

Focus Statement: The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Desired Effect: Students adhere to rules and procedures as a result of the teacher's "withitness."

Evidences:

Example Teacher Evidence:

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room, making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

Example Student Evidence:

- Students recognize that the teacher is aware of their behavior
- Students interact responsibly
- Students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

Mr. Kennedy is lecturing on information that students seem to be interested in. Lecture seems to be the only format used in the lesson today.

Understanding Students' Interests and Backgrounds

Focus Statement: The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.

Evidences:

Example Teacher Evidence:

- Teacher relates content-specific knowledge to personal aspects of students' lives
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons
- Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Example Student Evidence:

- Students describe the teacher as someone who knows them and/or is interested in them
- Students respond when the teacher demonstrates understanding of their interests and backgrounds
- Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

Topic of Plague and Shakespeare seem to be engaging students that are answering and asking questions.

Overall Comments and Notifications

Overall Comments:

Students seemed to be engaged and entertained. Mostly lecture as students were supposed to be taking notes which some were and some were focused on listening.

Notifications:

Signatures

Observation Results for Kevin Kennedy

Observer: Cory Lehman	Date Started: Feb 14, 2017 2:49:37 PM	Date Submitted: Feb 14, 2017 3:15:42 PM
Type: Standard (Formal)	Location: South High School	Evaluation: These results count towards evaluation

Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

Organizing Students to Interact with New Content

Focus Statement: The teacher organizes students into appropriate groups to facilitate the processing of new content.

Desired Effect: Students interact in small groups to process and understand new knowledge.

Evidences:

Example Teacher Evidences:

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content
- Teacher provides guidance on one or more cognitive skills
 - Becoming aware of the power of interpretations
 - Avoiding negative thinking
 - Taking various perspectives
 - Interacting responsibly
 - Handling controversy and conflict resolution
- Teacher organizes students into ad hoc groups for the lesson
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

Example Student Evidence:

- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly
- Students appear to know how to handle controversy and conflict resolution
- Students actively ask and answer questions about the content
- Students add their perspectives to discussions
- Students attend to the cognitive skill(s)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

Students are randomly involved in adding to the discussion with either questions or comments on their own perspectives.

Noticing When Students are Not Engaged

Focus Statement: The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

Desired Effect: Students modify their level of engagement as a result of teacher action.

Evidences:

Example Teacher Evidence:

- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged

Example Student Evidence:

- Students appear aware of the fact that the teacher is noticing their level of engagement

Teacher notices when the energy level in the room is low or students are not participating

Teacher takes action or uses specific strategies to re-engage students

Students increase their level of engagement when the teacher uses engagement strategies

Students explain that the teacher expects high levels of engagement

Students report that the teacher notices when students are not engaged

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Comments:

Students were engaged in discussion with intriguing information and material.

Demonstrating "Withitness"

Focus Statement: The teacher uses behaviors associated with "withitness" to maintain adherence to rules and procedures.

Desired Effect: Students adhere to rules and procedures as a result of the teacher's "withitness."

Evidences:

Example Teacher Evidence:

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room, making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

Example Student Evidence:

- Students recognize that the teacher is aware of their behavior
- Students interact responsibly
- Students describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing **Applying** Innovating

Understanding Students' Interests and Backgrounds

Focus Statement: The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

Desired Effect: Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.

Evidences:

Example Teacher Evidence:

- Teacher relates content-specific knowledge to personal aspects of students' lives
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

Example Student Evidence:

- Students describe the teacher as someone who knows them and/or is interested in them
- Students respond when the teacher demonstrates understanding of their interests and backgrounds
- Student verbal and nonverbal behaviors indicate they feel accepted by their teacher

Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

Scale:

Not Applicable Not Using Beginning Developing Applying Innovating

Comments:

Questions were presented for bell ringer and discussion was followed.

Overall Comments and Notifications

Overall Comments:

Discussion is intriguing and keeps the students engaged and all students have an option to join the discussion.

Notifications:

Signatures

Observer Signature:

Date:

Learner Signature:

Date:

Final Evaluation for Kevin Kennedy *Finished*

2015/16

Learner:
Kevin Kennedy

Evaluator:
Cory Lehman

Evaluation Category:
Teacher (4+ years)

Observation Period:
Aug 4, 2015 to May 13,
2016 America/Chicago

Date Submitted:
Mar 15, 2016

Learner UUID:

Buildings:
South High School

*Teacher
NOT a formal year*

Final Score: Applying

Instructional Practice

100.0%

Applying

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Informa l	Feb 5, 2016 9:52:00 AM	Domain 1: Classroom Strategies and Behaviors (v3)	Cory Lehman

Frequency Requirements	
Domain 1: Classroom Strategies and Behaviors (v3)	Formal, expected 1, actual 0 Not Met Informal, expected 1, actual 1 Walkthrough, expected 2, actual 1 Not Met

Instructional Practice: Applying

Domain 1: Classroom Strategies and Behaviors

Score: Applying

Weight: 100.0%

Scale	Count
Level 4.0 (Innovating)	0 (0.0%)

Level 3.0 (Applying)	3 (75.0%)
Level 2.0 (Developing)	1 (25.0%)
Level 1.0 (Beginning)	0 (0.0%)
Level 0.0 (Not Using)	0 (0.0%)
Total Count:	4

Overall Evaluation Comments

Comments

Approval and Notifications

Signatures

Cory Lehman's additional message in notification email:

Mr. Kennedy,

Please look over and sign if all look good to you. I am available to discuss if needed.

Thanks,

Cory

This evaluation was finished by **Cory Lehman** on **Mar 15, 2016 7:23:56 AM**.


Kevin Kennedy acknowledged this evaluation on **Mar 15, 2016 2:54:53 PM**.

Evaluator Signature:

Date:

Learner Signature:

Date:

	Name	Kevin Kennedy	1	ENGLISH 2	South	Leave Type	Days Used	Days Left
	EmployeeID		3	ENGLISH 2	South	<i>Emergency</i>	0	2
	Home School	South	5A	ENGLISH 2	South	<i>Personal</i>	0	3
	Hire Date	08-2013 (1)	7	PERFORMING ARTS 2	South	<i>Professional</i>	2	N/A
			8	PERFORMING ARTS 1	South	<i>Sick</i>	0.6	11.4
			ACT	XC DRAMA	South			

Name	Signatures
Kevin Kennedy	2014-02-28 09:35:39
Todd Bertsch	2014-02-28 10:00:06

Goals

Mr. Kennedy's goal is to frame his lessons with an objective at the start of the hour and measure the students' learning with an exit ticket.

Created by: Kevin Kennedy

Comments:

Created by: Todd Bertsch

Date(s) of Observation(s)	February 10, 11, and 14
Observer	Todd Bertsch
Class Period(s)	English 10 - Period 5
Building	South High
Comments	Mr. Kennedy is completing his first year at Fargo South as an English and Drama instructor. Mr. Kennedy has 4 different preps this year (3 Drama and 1 English) which is a demanding schedule. In addition to the teaching schedule, Mr. Kennedy is also the director for the musical, 3-act play, and for Improv club. The musical this fall was an awesome production under his leadership. His positive attitude and ability to create effective relationships with students is appreciated. I continue to look forward to Mr. Kennedy making adjustments in his English classes that transfer the workload from a lecture delivery model to students becoming active learners in the classroom.



Evaluatee Sliders  Evaluatee Notes 

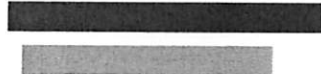
Evaluator Sliders  Evaluator Notes 


Planning and Preparation


Planning and Preparation

1.1.1. - Demonstrating knowledge of content, pedagogy, and best instructional practices (50678Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Teacher makes content errors and does not correct errors. Teacher does not correct content errors made by students. Teacher does not use research based on best instructional practices.	Teacher demonstrates basic content knowledge and articulates connections with other disciplines. Teacher demonstrates basic instructional knowledge but does not anticipate student misconceptions.	Teacher demonstrates solid knowledge of content, makes connections between content and other disciplines, and uses practices that show a clear understanding of current research.	Teacher demonstrates extensive knowledge of content with evidence of continuing pursuit of such knowledge; anticipates student misconceptions of material; and continually uses best practices supported by research. Teacher collaborates with others to create interdisciplinary units of study.



 The students will be able to analyze a Shakespearean text in four different ways: vocabulary acquisition, textual interpretation, figurative language, and Shakespeare's place in society. These four areas will be used as groundwork for our Project Based Learning assignment, which is to interpret a modern day revolution through the lens of Julius Caesar and the historical significance of the play.

 **Todd Bertsch** The reading/teaching of Julius Caesar this year will be related to a project based learning assessment which is guided by the driving question, "What conditions are necessary for a revolution?" To provide an overview, you informed the students that as the story/play is read and discussed, that attention will be given to vocabulary, figurative language, great quotes, and textual interpretation. (I encourage you to have them posted during the reading for reference purposes). During the reading, delivery, and interpretation of Julius Caesar, you were observed to prepare your lessons to address these 4 identified areas. The prepared powerpoint slides were effective at assisting with organization, presenting key information, and allowed students to take notes (by hearing and seeing). The incorporation of a photo and a story, when appropriate, allowed for students to connect to the theme/info of the slide. In addition to the slides, the group activities (review of countries currently in a revolution and identifying characteristics of man characters) were effective, gave meaning, and allowed for students to make comparisons of then and now.

Classroom Culture


Creating an Environment of Respect and Rapport


2.1.2. - Managing Classroom Instruction (small groups, transitions, spaces, procedures) (50683Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Students are not working with the teacher. The teacher fails to engage students productively in	Tasks for groups work are partially organized resulting in off task behavior. Transitions are inefficient	Tasks for group work are organized and groups are managed so students are engaged. Transitions occur	Groups working independently are productively engaged. Transitions are seamless

<p>learning. Instructional time is lost during transitions. The learning environment lacks organization and/or clearly defined spaces and procedures.</p>	<p>resulting in loss of instructional time. The classroom is arranged to support a positive learning environment.</p>	<p>smoothly and the environment is thoughtfully arranged to promote learning. The environment is safe and orderly and is conducive to learning.</p>	<p>and result in little disruption to the learning process. The learning environment is stimulating and engages students in learning. Procedures have been established that allow students to assume responsibility for productivity and time on task.</p>
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 We will read Julius Caesar aloud with various parts being assigned to the students. Each student will read at least once over the course of the unit. We will stop frequently to assess for comprehension.

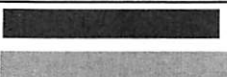
 **Todd Bertsch** In general, the format for the reading of Julius Caesar was quite consistent during observation periods. Students were asked to follow along as others read (students either volunteered or were assigned parts), you stopped students multiple times to explain either verbally and/or with a powerpoint slide. During the stops, you did ask a number of questions to ensure understanding and/or clarification. Since not all students were able to participate using this format, how might you increase engagement (ex; shoulder partner discussion)? When students were asked to work in groups (revolution characteristics), participation increased and you were observed to engage with students in multiple powerzone positions (generally you were located in the front of the classroom). You were observed to have a positive rapport drive with students and like to infuse humor with creative stories/facts.

Curriculum and Instruction

Curriculum and Instruction

3.1.3. - Instructional Strategies and Activities/Assignments (50687Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
<p>Teacher consistently uses only one instructional strategy. Activities/assignments are inappropriate for the lesson, student ages or backgrounds. Expectations for successful completion of work are not present. Student engagement is not evident.</p>	<p>Teacher relies primarily on the use of two or three instructional strategies. Some activities/assignments are appropriate for the lesson, student ages or backgrounds. Expectations for successful completion of work are not clear. There is some evidence of student engagement.</p>	<p>Teacher implements multiple appropriate instructional strategies. Activities/assignments are developmentally appropriate for the lesson, student ages or background. Expectations or criteria for successful completion of work are clear. Students are cognitively engaged.</p>	<p>Teacher implements multiple appropriate instructional strategies allowing for differentiation. Activities/assignments are developmentally appropriate for the lesson, student ages or background, and may be customized for individual students. Expectations or criteria for successful completion of work are clear and include high quality work samples. Students are cognitively engaged.</p>



 We will stop and discuss the text frequently to check for comprehension. We will also frequently assess for

comprehension with the use of written exit tickets. There will be a formative writing assignment early on in the reading of the play. A Project Based Learning assignment will be the summative assignment for the unit. Students will work in groups to make a video that compares the revolution in Julius Caesar to a modern day revolution. The students will be required to make direct connections to the text while also demonstrating the similarities and conditions in the modern world. The videos will culminate in a celebration of the entire 10th grade viewing the winning entries.

Todd Bertsch A number of effective teaching strategies were observed with the teaching of Julius Caesar. To begin each lesson, the concept of Framing the Lesson was observed (bellringer, driving question, exit question) were posted on the board/screen. To address the learning target(s), activities, lecture, some group work, and discussions were observed. To illustrate the characteristics of why a country might be in a revolution was effective. Students were required to access a Google Doc (prepared by the librarians) after a country was selected and identify 7 reasons/facts why they are in a revolution. To help students with the location of the countries, the projected map was effective. Each group was called to the front of the classroom to share their findings and identify the country on the map. A student scribe recorded the reasons on the board. Once all groups reported, the reasons were identified into categories (as we discussed, it would of been effective to have the students complete this activity in their groups rather than doing this large group) and written on the front board. This list was then compared to the US revolution in 1776 - this activity was well done and was very effective! In general, as students read, your prepared powerpoint slides (vocabulary, quotes, etc..) reinforced main points each time you stopped. Do you post your powerpoint slides for students to review outside of class on Daily Planner or Moodle? During the observations, what are the students responsible for? There were no in-class or homework assignments that were collected by you nor assigned.

Professional Responsibilities


Growing and Developing Professionally

4.4.1. - Professional Development (50696Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Teacher engages in no professional development or growth activities to enhance knowledge of educational practices	Teacher participates in required professional development and growth activities.	Teacher seeks out opportunities for participation in professional development to enhance content knowledge and pedagogical skill, such as enrolling in continuing education courses.	Teacher pursues opportunities for professional development by achieving advanced certification or degrees, in order to advance the profession.

Todd Bertsch In addition to PLC department meetings, all teachers have been assigned to study and read "The Fundamental 5 - The Formula for Quality Instruction". As a reminder, effective teaching strategies identified in the Fundamental 5 include (Framing the lesson, teaching in the powerzone, recognition and reinforcement, purposeful and meaningful small group discussion, and to write critically). Framing the Lesson is the one Fundamental Five strategy that you did well, with recognizing and reinforcing students positively. I look forward to seeing these five strategies incorporated into future lessons. I am confident that you are able to adjust and modify your lessons to ensure that a higher level of student engagement is implemented. The rigor in the classroom is yours, when and what will the rigor for the students look like on a daily weekly basis?

New Teacher 12/15/2013

	Name	Kevin Kennedy	1	ENGLISH 2	South	Leave Type	Days Used	Days Left
	Employee#		3	THEATRE ARTS	South	<i>Emergency</i>	0	2
	Home School	South	5A	ENGLISH 2	South	<i>Personal</i>	0	3
	Hire Date	08-2013 (1)	7	PERFORMING ARTS 2	South	<i>Professional</i>	1	N/A
			8	PERFORMING ARTS 1	South	<i>Sick</i>	0.6	11.4
			ACT	XC DRAMA	South			

Name	Signatures
Kevin Kennedy	2013-12-13 09:33:13
Todd Bertsch	2013-12-13 10:47:35

Goals

Mr. Kennedy's goal is to frame his lessons with an objective at the start of the hour and measure the students' learning with an exit ticket.

Created by: Kevin Kennedy

Comments:

Created by: Todd Bertsch

Date(s) of Observation(s)	December 2, 3, and 5
Observer	Todd Bertsch
Class Period(s)	English 2 - 5A
Building	South High

Comments

Mr. Kennedy is completing his first semester at Fargo South as an English and Drama instructor. Mr. Kennedy has 4 different preps this semester (3 Drama and 1 English) which is a demanding schedule. In addition to the teaching schedule, Mr. Kennedy is also the director for the musical and for Improv club. The musical this fall was an awesome production under his leadership. His positive attitude and ability to create effective relationships with students is appreciated. I look forward to Mr. Kennedy making adjustments in his English classes that transfer the workload from a lecture delivery model to students becoming active learners in the classroom.

Evaluatee Sliders  Evaluatee Notes 


Evaluator Sliders  Evaluator Notes 


Planning and Preparation

Planning and Preparation

1.1.3. - Designing Coherent Instruction (Learning Activities, use of Instructional Materials/Resources, Understanding and use of individual learning styles) (50680Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Materials and resources do not engage students in meaningful learning. Teacher uses a limited number of approaches to learning.	The learning activities, resources, and materials do not fully engage students in the learning throughout the lesson.	Most of the learning activities support instructional goals and engage students in learning. The lesson flows smoothly with materials and resources engaging students in meaningfully learning. Current educational research is being used. Teacher demonstrates knowledge of different learning styles of students (differentiation).	Learning activities, materials, and resources used are highly relevant to students. The lesson flows coherently and is well-founded in current research. Students are actively engaged in authentic learning.

 Powerpoint to introduce drama and dramatic structure. This will lead into the reading of Antigone.

 **Todd Bertsch** A bell ringer question and an exit ticket question were written on the board to identify and guide discussion and instructional inputs. The power point presentation slides contained bullet points and a photo(s) that would assist with the purpose and often provided a level of entertainment. Also, the prepared information tended to be more towards theatrics than a language arts approach (can you provide a standard and benchmark for this information?) The dominant instructional method was the teacher informing students in a story-like delivery model. Some students, with tablets, were observed to take notes, but the majority of students were passive learners. Students were observed to ask questions and/or comment on information that was being shared.


Classroom Culture


Creating an Environment of Respect and Rapport

2.1.2. - Managing Classroom Instruction (small groups, transitions, spaces, procedures) (50683Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Students are not working with the teacher. The teacher fails to engage students productively in learning. Instructional time is lost during transitions. The learning environment lacks organization and/or clearly defined spaces and	Tasks for groups work are partially organized resulting in off task behavior. Transitions are inefficient resulting in loss of instructional time. The classroom is arranged to support a positive learning environment.	Tasks for group work are organized and groups are managed so students are engaged. Transitions occur smoothly and the environment is thoughtfully arranged to promote learning. The environment is safe and orderly and is	Groups working independently are productively engaged. Transitions are seamless and result in little disruption to the learning process. The learning environment is stimulating and engages students in learning.

procedures.		conducive to learning.	Procedures have been established that allow students to assume responsibility for productivity and time on task.
-------------	--	------------------------	--

 Discussion of Romeo and Juliet as a model for dramatic structure. When the students have all studied the same play, the examples become clearer.


 **Todd Bertsch** Mr. Kennedy has a strong rapport drive with his students. This is a strength area for Mr. Kennedy. During classroom observations, students felt comfortable asking questions or adding a comment to the discussion. However, there was only one instructional strategy observed and that was teacher delivery. Students were not observed to converse in small groups, be required to read or write, or be accountable for any of the delivered information that was observed in class or identified on the Daily Planner.


Curriculum and Instruction

Curriculum and Instruction

3.1.3. - Instructional Strategies and Activities/Assignments (50687Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Teacher consistently uses only one instructional strategy. Activities/assignments are inappropriate for the lesson, student ages or backgrounds. Expectations for successful completion of work are not present. Student engagement is not evident.	Teacher relies primarily on the use of two or three instructional strategies. Some activities/assignments are appropriate for the lesson, student ages or backgrounds. Expectations for successful completion of work are not clear. There is some evidence of student engagement.	Teacher implements multiple appropriate instructional strategies. Activities/assignments are developmentally appropriate for the lesson, student ages or background. Expectations or criteria for successful completion of work are clear. Students are cognitively engaged.	Teacher implements multiple appropriate instructional strategies allowing for differentiation. Activities/assignments are developmentally appropriate for the lesson, student ages or background, and may be customized for individual students. Expectations or criteria for successful completion of work are clear and include high quality work samples. Students are cognitively engaged.

 Read and discuss Antigone aloud. Students will read different parts and we will stop to discuss for comprehension.

 **Todd Bertsch** Prior to the reading of Antigone, an entire class period was devoted to the explanation of the play Oedipus. Given Mr. Kennedy's theater and drama background, the information provided a very detailed and entertaining description of the story. When the Daily Planner is reviewed for activities and assignments, very little information is provided. The Daily Planner in the future will provide students with an objective (big question), link any power points or worksheets, and assignments - there was no observed in-class or homework/reading assigned to the students. What are the students responsible for? On a weekly basis, there should be a minimum of 3 days per week that students are accountable for their learning. Prior to the this lesson, Mr. Kennedy provided instructional inputs on the 4 parts to dramatic structure. To illustrate the meaning of dramatic structure, the play


Romeo and Juliet was reviewed and examples were given. Students comprehended and were able to identify the 4 parts accurately. Is this an ELA standard? You were observed to do all the "work", I look forward to you shifting the workload to the students who will demonstrate their understanding of "the big question" and/or learning targets.


Professional Responsibilities

Maintaining Accurate Records

4.1.1. - Student Progress in Learning (50690Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Teacher has no system for maintaining information on student progress or the system is in disarray.	Teacher's system for maintaining information on student progress is basic and partially effective.	Teacher's system for maintaining information on student progress in learning is effective and is based on many types of assessments.	Teacher's system for maintaining information on student progress in learning is highly effective, and is based on many types of assessments.

 Exit tickets and frequent questioning to check for comprehension.


 **Todd Bertsch** For the observed lessons, your delivery dominated the class time and little work was expected from the students. If the focus and intent was to hold students accountable for Antigone, were the two days of explanation needed and a good use of time to meet learning targets? Besides the exit ticket, there were limited checks for understanding. I look forward to you holding the students accountable for their learning with daily formative assessments and learning activities. Also, without stating an objective, what is the purpose of the lesson and how will the students know if they were successful?

Professional Responsibilities

Growing and Developing Professionally

4.4.1. - Professional Development (50696Kennedy)

Underdeveloped	Emerging	Proficient	Distinguished
Teacher engages in no professional development or growth activities to enhance knowledge of educational practices	Teacher participates in required professional development and growth activities.	Teacher seeks out opportunities for participation in professional development to enhance content knowledge and pedagogical skill, such as enrolling in continuing education courses.	Teacher pursues opportunities for professional development by achieving advanced certification or degrees, in order to advance the profession.

 **Todd Bertsch** In addition to PLC department meetings, all teachers have been assigned to study and read "The Fundamental 5 - The Formula for Quality Instruction". As a reminder, effective teaching strategies identified in the Fundamental 5 include (Framing the lesson, teaching in the powerzone, recognition and reinforcement, purposeful and meaningful small group discussion, and to write critically). As you review these five strategies, which one(s)

do you feel that you did successfully? I look forward to seeing these five strategies incorporated into future lessons. I am confident that you are able to adjust and modify your lessons to ensure that a higher level of student engagement is implemented while framing the lesson successfully.

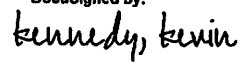
FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Three Act Play Director
ACTIVITY START DATE	12-1-2021
ACTIVITY END DATE	04-3-2022
SCHOOL	South
SALARY AMOUNT	\$5,835.00


Years Experience: 20
 Exp Pay: 1800
 Base Pay: 4035

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DF4642E...
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Yes


 SUPERINTENDENT OF SCHOOLS

2/1/2022 | 9:49:13 AM CST

February 1, 2022

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

February/March/April

trollwood
PERFORMING ARTS SCHOOL
— at Bluestem Center for the Arts —



January 4, 2022

Dear Kevin,

I am writing to you today as a confirmation of our offer and your acceptance of the **Winter Academy Improv Instructor** position at Trollwood Performing Arts School, a program of Fargo Public Schools. The dates you are scheduled to report to work on-site are **Saturdays, January 8 through Feb 12, 1:00-3:30pm** at Trollwood. The details of your offer are listed below:

Rate of Pay: \$150 middle school class & \$150 high school class

Paid by: Salary

As a salaried employee, your position is considered to be exempt from the minimum wage, overtime and other provisions of Minn. Stat., Chapter 177 on the basis of: *Professional Exemption*.

- **Allowances: NA**
- **Paid vacation, sick, or paid time off: Not Applicable**
- **Pay Period Detail**:** *Your wages will be paid on the 15th day of the month, with your first payment of wages earned to be paid on February 15th.*

**There are 31 days in each pay period for the following months: January, March, May, July, August, October, and December; there are 30 days in each pay period for the following months: April, June, September, November; there are 28 days in the month of February in the year 2021.

- **Deductions***:** All applicable taxes will be deducted, as per state and federal law.

***Please note, all wages and stipends are subject to taxation and will be taxed on the gross amount as per federal and state tax laws. Other deductions that may be made from your pay, in addition to Federal Income Tax and State Income Tax, includes the following: Federal Insurance Contribution Act including Medicare Tax and Social Security Tax; Teacher's Fund for Retirement; other deductions required by law; approved insurances such as Health Insurance, Dental Insurance, Vision Insurance, and Life Insurance; United Way; Association Dues; Optional Retirement including 403b Tax Sheltered Annuities and Roth IRA Accounts; Fargo Public Schools Foundation; Health Savings Account; and Flexible Savings Account. Due to changing information related to COVID-19, FPS is reviewing hiring needs for programs that are conducted in 2021. A hired candidate may be required to engage in distance/online activities or the position may not be needed. Communication will be forthcoming as events progress.

Please indicate in writing through the signing of this notification that you have received this letter of confirmation and that all information is accurate as per our agreement.

Sincerely,

Kathy Anderson
Executive Director

Signature of Employee

Date

1/5/22



trollwood
PERFORMING ARTS SCHOOL
— at Bluestem Center for the Arts —



January 4, 2021

Dear Kevin,

I am writing to you today as a confirmation of our offer and your acceptance of the Winter Academy Improv Instructor position at Trollwood Performing Arts School, a program of Fargo Public Schools. The dates you are scheduled to report to work are: **January 9 – February 13**. The details of your offer are listed below:

Rate of Pay: \$300

Paid by: Salary

As a salaried employee, your position is considered to be exempt from the minimum wage, overtime and other provisions of Minn. Stat., Chapter 177 on the basis of: *Professional Exemption*.

- **Allowances: Not Applicable**
- **Paid vacation, sick, or paid time off: Not Applicable**
- **Pay Period Detail**:** Your wages will be paid on the 15th day of the month, with your first payment of wages earned to be paid on February 15.

**There are 31 days in each pay period for the following months: January, March, May, July, August, October, and December; there are 30 days in each pay period for the following months: April, June, September, November; there are 28 days in the month of February in the year 2021.

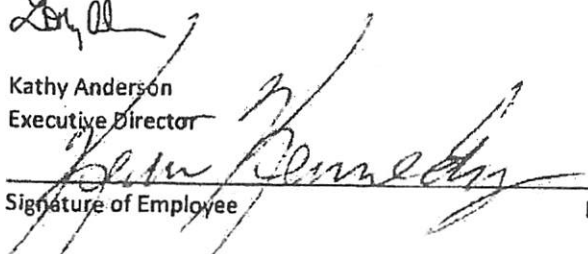
- **Deductions***:** All applicable taxes will be deducted, as per state and federal law.

***Please note, all wages and stipends are subject to taxation and will be taxed on the gross amount as per federal and state tax laws. Other deductions that may be made from your pay, in addition to Federal Income Tax and State Income Tax, includes the following: Federal Insurance Contribution Act including Medicare Tax and Social Security Tax; Teacher's Fund for Retirement; other deductions required by law; approved Insurances such as Health Insurance, Dental Insurance, Vision Insurance, and Life Insurance; United Way; Association Dues; Optional Retirement including 403b Tax Sheltered Annuities and Roth IRA Accounts; Fargo Public Schools Foundation; Health Savings Account; and Flexible Savings Account. Due to changing information related to COVID-19, FPS is reviewing hiring needs for programs that are conducted in 2021. A hired candidate may be required to engage in distance/online activities or the position may not be needed. Communication will be forthcoming as events progress.

Please indicate in writing through the signing of this notification that you have received this letter of confirmation and that all information is accurate as per our agreement.

Sincerely,


Kathy Anderson
Executive Director


Signature of Employee

Date

1/6/21

The information in this letter complies with the Minnesota Wage Theft Law. You have the right to request this notice be provided to you in additional languages, by request.

601 50th Avenue S, Moorhead MN 56560 | P 218.477.6500 | F 218.477.6501 | trollwood@fargo.k12.nd.us | www.trollwood.org | A program of the Fargo Public Schools



Recipient's Committee on the Arts and Humanities Emerging Up Teller Award | United Nations' Peace Messenger Award | North Dakota Governor's Award for the Arts

COMPLIANCE VERIFICATION - DETACH AND RETURN TO HUMAN RESOURCES

I hereby verify that I have read and understand the information presented in this document.

Kevin Kennedy
Printed Name
Kevin Kennedy
Signature

Employee ID
46/21
Date

trollwood

PERFORMING ARTS SCHOOL

May 5, 2019

To: Kevin Kennedy *new position for '19*

From: Kathy Anderson, Executive Director

Re: Seasonal Employment at Trollwood Performing Arts School, a program of Fargo Public Schools

In accordance with the agreement between the Fargo Public Schools/Trollwood Performing Arts School, please find below the specifics related to your employment. You will be held accountable to complete your duties as assigned to receive full payment.

Position:

Start Date: End Date:

Period of Onsite Service:

Site:

Budget Code:

Workers Comp:

Salary: or Hourly Wage:

Payment Schedule: Monthly salary checks shall be distributed on the fifteenth of each month. If the fifteenth of a given month falls on Saturday, that check will be delivered on the preceding Friday. If the fifteenth of a given month falls on Sunday, that check will be delivered on the following Monday.

PAY DAY	FY 1	FY 2
January 15		
February 15		
March 15		
April 15		
May 15		
June 15	\$1,500.00	
July 15		\$1,500.00
August 15		
September 15		
October 15		
November		
December 15		
Total Salary =	\$3,000.00	
	FY1 Total =	FY2 Total =
	\$1,500.00	\$1,500.00

If you have any questions, please contact:

Kathy Anderson, Executive Director
 Fargo Public Schools Human Resources



May 5, 2019

To: Kevin Kennedy

From: Kathy Anderson, Executive Director

Re: Seasonal Employment at Trollwood Performing Arts School, a program of Fargo Public Schools

In accordance with the agreement between the Fargo Public Schools/Trollwood Performing Arts School, please find below the specifics related to your employment. You will be held accountable to complete your duties as assigned to receive full payment.

Position Two: Trollwood Players Director

Start Date: 7/15/2019 **End Date:** 8/9/2019

Period of Onsite Service:

Site: South High

Budget Code:

Workers Comp:

Salary: \$2,000.00 or **Hourly Wage:**

Payment Schedule: Monthly salary checks shall be distributed on the fifteenth of each month. If the fifteenth of a given month falls on Saturday, that check will be delivered on the preceding Friday. If the fifteenth of a given month falls on Sunday, that check will be delivered on the following Monday.

Pay Day	FY 1	FY 2
January 15		
February 15		
March 15		
April 15		
May 15		
June 15		
July 15		\$1,000.00
August 15		\$1,000.00
September 15		
October 15		
November 15		
December 15		
Total Salary =	\$2,000.00	FY1 Total = \$0.00
		FY2 Total = \$2,000.00

If you have any questions, please contact:

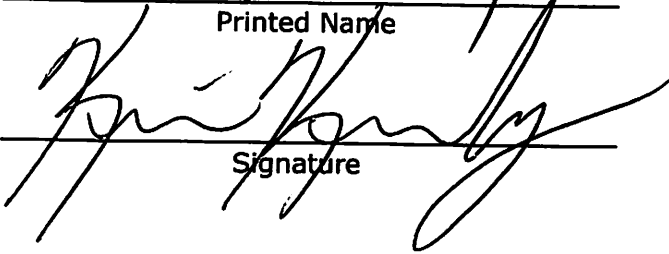
Kathy Anderson, Executive Director
 Fargo Public Schools Human Resources

COMPLIANCE VERIFICATION - DETACH AND RETURN TO HUMAN RESOURCES

I hereby verify that I have read and understand the information presented in this document.

Kevin Kennedy

Printed Name



Signature

Employee ID

6/4/19

Date



FARGO PUBLIC SCHOOLS

NEW HIRE WORKFLOW-Professional Staff

First Name: Kevin

Last Name: Kennedy

Start Date of Contract: 8/19/2013

Administrator requesting new hire: Todd Bertsch

Request Date: 5/10/2013

Assignment	Building	FTE
Drama/English	South	1.0

Insert Additional Assignments

Total FTE: 1.00

Additional Notes:

Replacing Gwen Stark

HR Director Action- (Done)

Lane: MA+30

Years: 11

Step: 12

Benefit Eligible: Yes

TFFR PERS N/A

Contracted Days: 191

Filling One Year LOA : Yes No

If yes, name of employee on LOA:

GP User Account Needed: No Yes (Rights/Settings similar to:)

Comments: replace Gwen Stark - retirement

Account Code - (Done)

Assigned Account Code	Percentage
	100

Insert item

Total: 100.00

ID Issued - (Done)

Initial GP Sheet Completed

Print Apple Sheet

Evals

New Hire Login Completed

Notify IT Services (Laptop Assignment)

ID#

Home Phone #

Last 4 digits of SS #

AESOP Entry - (Done)

GP Entry -(Done)

New Employee Entry GP Sheet

EXCEL Spreadsheet Entry

Attendance Information Added - (Done)

Benefits GP -(Done)

Benefits Verified Retirement Verified

Save

Save and Archive

District Administration



415 4th Street North
Fargo, ND 58102-4514
701.446.1000
Fax: 701.446.1200
www.fargo.k12.nd.us

Dr. Jeffrey M. Schatz
Superintendent
701.446.1005

Dr. Robert Grosz
Assistant Superintendent,
Teaching & Learning
701.446.1010

Mrs. Nancy Jordheim
Assistant Superintendent,
Human Resources
701.446.1038

Mr. Broc Lietz
Business Manager
701.446.1027

Mrs. AnnMarie Campbell
Executive Assistant &
Communications
701.446.1005

5/15/2013

Kevin Kennedy

Dear Kevin:

Enclosed is your initial contract with the Fargo Public Schools. Please sign the contract and return the original to the Human Resources Office.

If you have any questions about your employment, please contact your principal or coordinator. If you have specific questions about your insurance benefits, please contact Kelly Alverson at 701-446-1050.

Thank you for becoming a member of our team. The District welcomes you and looks forward to working with you to promote a great educational experience for the students of the Fargo Public Schools.

Sincerely,

Nancy Jordheim
Assistant Superintendent
For Human Resources

Enclosure



**Fargo Public Schools
Human Resources
415 N 4th Street
Fargo, ND 58102**

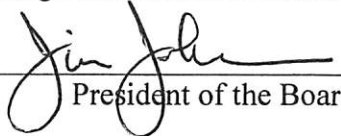
CONTRACT OF EMPLOYMENT

This agreement is made and entered into on the **14th day of May, 2013** between **Kevin Kennedy**, a duly qualified teacher (hereinafter called TEACHER), holding a valid North Dakota Teacher License and the School Board of the Fargo Public School District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. **DURATION:** Said TEACHER is licensed to teach in the Public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the 2013-2014 school year for a term of **191** days, beginning on 8/19/2013.
2. **SALARY:** The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of **\$58,218.00***, payable in equal installments.
3. **ASSIGNMENT:** The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said TEACHER is qualified.
4. **COMPLIANCE WITH POLICIES:** TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. **CERTIFICATION:** The TEACHER certifies that the Highly Qualified standard set by NCLB and the State of North Dakota has been met.
6. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and **returned to the Human Resources Office by 4:00 pm on 6/14/13 or it will be deemed rejected.**

***Based upon a MA+30 - 11 years of experience (Step 12) at 1.00 FTE
Based upon 2012-13 Salary Schedule**

Fargo Public School District

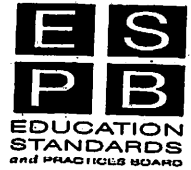


President of the Board

Teacher's Signature

Date

Please return the original copy to Human Resources at the above address.



Educator's Professional License

This certifies that the person herein has met the requirements of the North Dakota Education Standards and Practices Board with satisfactory preparation and experience for the license specified herein.

Kevin Kennedy

License Tier	Title / Term	Issued	Expires
	OSEL Five Year Initial	7/2/2013	10/9/2018
License Number			
000418707			

DEGREES

Institution	Degree	Major	Level	Minor	Level
Out-of-State College or University	Bachelor's	English	7-12		
Out-of-State College or University	Master's Degree	Advanced Professional Education Program	7-12		

Endorsements

Communications: Drama 9-12



BY

Restrictions

Re-Education Requirements

Semester hours required to renew: 6

After 2006, a minor in the core academic areas will no longer be valid for grades 9-12. A person must hold a valid North Dakota teacher's license in order to be permitted or employed to teach in any school in this state. If you have questions about your license, contact ESPB at (701) 328-9641.

Janet S. Welk

Executive Director

Michael Heilman

President of the Board

Date Printed: 12/9/2013



Educator's Professional License

This certifies that the person herein has met the requirements of the North Dakota Education Standards and Practices Board with satisfactory preparation and experience for the license specified herein.

Kevin Kennedy

License Tier	Title / Term	Issued	Expires
	OSEL Five Year Initial	7/2/2013	10/9/2018
License Number			
000418707			

Qualified to Teach

- | | | | |
|-------|----------------------|-------|------------------------|
| 05005 | Language Arts 7 | 05040 | Composition |
| 05006 | Language Arts 8 | 05041 | Advan Composition |
| 05007 | Reading 7 | 05042 | Creative Writing |
| 05009 | Reading 8 | 05043 | Mythology |
| 05011 | Developmental Read | 05061 | Theatre Arts |
| 05022 | Grammar | 05063 | Advan Theatre Arts |
| 05024 | Hist of Eng Lang | 05071 | English 9 |
| 05030 | Humanities (English) | 05072 | English 10 |
| 05031 | American Literature | 05073 | English 11 |
| 05033 | Modern Literature | 05074 | English 12 |
| 05034 | English Literature | 05076 | Business English |
| 05035 | World Literature | 05077 | Advanced English |
| 05036 | Biography | 05099 | Mass Media |
| 05037 | Drama (LIT) | 05111 | Appl Communications |
| 05038 | Poetry | 05580 | AP English Composition |
| 05039 | Fiction | 05581 | AP English Literature |

PLAN ON FILE

EXPIRES

Mr. Kevin K Kennedy

Contents:

1. Online Application
2. Attachment: Certificate
3. Attachment: Cover Letter
4. Attachment: Reference Letters
5. Attachment: Reference Letters p. 2
6. Attachment: Reference Letters p. 3
7. Attachment: Resume
8. Attachment: Transcripts
9. Attachment: Transcripts p. 2
10. Attachment: Transcripts p. 3
11. Attachment: Transcripts p. 4
12. Attachment: Transcripts p. 5
13. Attachment: Transcripts p. 6
14. Attachment: Transcripts p. 7
15. Reference Letter: Reference Letter
16. Reference Letter: Reference Letter
17. Reference Letter: Reference Letter

Jeff Hagle
(Joan Stark
relative)

MA + 30

11 years experience

Step 12

Hagle

Prepared for:
Fargo Public Schools
May 13, 2013 9:20 AM

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Shattuck-St. Mary's School English Teacher/Drama Teacher				1	
Date From - Date To:	8/2011 - 6/2012	Full or Part Time:	Full	Last Annual Salary:	42,000
Reason for Leaving:	Don't want to work in a boarding school.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments	Taught AP Language and Composition, British Literature, Drama 1, Drama 2, and Drama 3.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Oak-Land Junior High School English Teacher					
Date From - Date To:	2/2011 - 6/2011	Full or Part Time:	Full	Last Annual Salary:	64,000
Reason for Leaving:	Maternity leave long term-substitute				
May we contact this employer?	Yes				
Responsibilities/Accomplishments	Taught 9th Grade Honors English and 9th Grade English.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Fridley High School English Teacher					
Date From - Date To:	Fall 2008 - June 2010	Full or Part Time:	Full	Last Annual Salary:	60,000
Reason for Leaving:	I wasn't rehired because of budget issues.				
May we contact this employer?	Yes				
Responsibilities/Accomplishments	Helped implement International Baccalaureate program into high school. Wrote curriculum and taught IB course Theory of Knowledge. Taught 9th, 10th, and 12th grade English.				

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Hill-Murray School English Teacher					
Date From - Date To:	Fall 2001 - Spring 2008	Full or Part Time:	Full	Last Annual Salary:	41,000 7
Reason for Leaving:	Looking for more opportunity				
May we contact this employer?	Yes				
Responsibilities/Accomplishments	Taught Honors Pre-AP 9th Grade English, taught 12 Grade British Literature, taught 10th Grade World Literature, directed nine shows, including 2007 State One-Act Finalist "A Class Divided," Assistant Varsity Basketball Coach 3 years, Coached Freshman Football one year, co-founder of Breakfast Book Club (BBC).				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Princeton School District Substitute Teacher				Various	
Date From - Date To:	Spring 2001 - Spring 2001	Full or Part Time:	Part	Last Annual Salary:	\$100 per day
Reason for Leaving:	Sub work only				
May we contact this employer?	Yes				
Responsibilities/Accomplishments	Subbed on every level in the district.				

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: De La Salle, Minneapolis, MN
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Education Continued

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
University of St. Thomas, St. Paul, MN		Education Hrs: 27	Hrs:		
St. Cloud State University, St. Cloud, MN		English Hrs: 36	Hrs:	M.A.	
St. Cloud State University, St. Cloud, MN		English Hrs: 36	Hrs:	B.S.	
University of Notre Dame, Notre Dame, IN		Communications and Theater Hrs: 120	Hrs:	B.A.	

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Education Continued

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
Kent State University, Kent Ohio		Education Hrs: 3	Hrs:		

Highest Degree Attained

MA/MS/etc.

**Number of graduate hours beyond your
highest degree:**

30

Grad Program Of Study

English and Education

List honors, awards or distinctions you have earned:

Wrote and directed award winning state one-act play "A Class Divided" 2007.

Semester Hours

For the subject areas below in which you have 15 or more semester hours/credits, please indicate how many university semester hours/credits you have and/or if you are endorsed.

Subject Area	Semester Hours	Endorsed	Subject Area	Semester Hours	Endorsed
English - Composition	15	No	English - Drama	15	No
English - General English	15	No	English - Literature	15	No

Certification

Do you hold a National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a North Dakota certificate? **No**

* Have you applied for a North Dakota certificate? **No**

* List the date you applied for certification:

If pending, date test taken

* Have you passed the National Teachers Exam (NTE)?

* Have you passed the required Praxis exam(s)?

* If "Yes", list the scores:

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Certification (cont.)

Do you hold a current out-of-state certificate? Yes

State	Type	Certificate Number	Expiration Date	Current?
MN	English/Language Arts 7-12	393239	6/30/201	Yes

List your out-of-state certified teaching/administration fields:

English/Language Arts -12

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a North Dakota school district? **No**

If Yes, what type of school district considered you Highly Qualified?

No information entered on Highly Qualified Teacher Subject(s)/Method(s).

Extracurricular Activities

Athletic	Baseball	Basketball		
Club	Drama	Improv	Musical	

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

My main focus has been theatre. I have directed 9 shows at Hill-Murray School and I have acted in 8 more. I directed one show at Shattuck-St. Mary's and two shows at Waterville-Elysian-Morristown High School. I have been involved with theatre in some capacity, including, writing, directing, and acting, for the past 32 years. My involvement has been on all levels including, professional, college, community, and high school theatre. I also coached basketball for 3 years and baseball for 5 years.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe what standards and benchmarks, in your area of instruction, mean to you. How do you assess that you have met the standards?

Standards provide a guideline for me. In Minnesota we are provided certain benchmarks that we are expected to meet at each grade level. From there, I build my curriculum to meet those standards. I assess in many different ways such as: writing, tests and quizzes, and through discussion to determine the mastery of material.

2. How would you incorporate educational technology to improve instruction?

The best thing to come along for writing instruction has been the Smart Board. It has provided me the ability to demonstrate rewriting in many ways that incorporate student participation.

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:		
School/Org:		
Current Position:		
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:		
Email:		
Relationship to Candidate:		
Years Known:		
	Reference 3 of 3	
Name:		
School/Org:		
Current Position:		
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:		
Email:		
Relationship to Candidate:		
Years Known:		

Referrals

How did you hear about employment with us?

Fargo Public School's Website

University Posting

Additional Information

List any additional information which will help in determining your qualifications for a position.

I have quite a bit of drama experience that is only touched upon by my resume. I acted professionally with an Improvisation Troupe in Minneapolis and I have continued to be involved in theater on some level since 1981.

Disclosures

Contract Status

* Are you currently under contract?

If Yes, which district?

If Yes, when does it expire?

Yes

Waterville-Elysian-Morristown

June 2012

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Disclosures continued

When may your present employer be contacted?

Immediately.

Professional Status

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

Yes

If Yes, explain:

I wasn't rehired at Fridley High School because of budget issues.

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

List any accommodations:

* Are you a veteran or the spouse of a veteran and wish to claim veteran's preference? (If yes, federal form #DD214 is required)

No

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records of conviction or arrest.

* Are you eligible to work in the United States?

Yes

* Have you ever been arrested, charged or convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever been convicted of a felony sexual offense and are now considered a Level 1-2 or 3 sex offender?

No

If yes, explain, giving dates:

Fargo Public Schools Online Application

Kennedy, Kevin - AppNo: 15056

Date Submitted: 2/7/2013

Legal Information continued

* Does your name appear on any Sex Offender Database in any state or country? No

* Are you a veteran or a spouse of a veteran and wish to claim veteran's preference? (If yes, federal form #DD214 is required) No

Equal Opportunity Employer

Fargo Public Schools is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, sex, age, disability or non-disqualifying handicap in its education programs/activities and employment practices. The Fargo Public Schools seeks to provide access to all its programs for those interested persons who might have a variety of handicapping conditions. This includes those with impaired vision and hearing loss. Furthermore, Fargo Schools' district policy 5060 assures that the district and its employees will not retaliate against any persons who file a complaint regarding these or any other OCR enforced statutes regarding discrimination and/or treatment. Additionally the School District will discipline any individual who retaliates or takes adverse action against any person who reports alleged discrimination and/or harrassment or who testifies, assists, or participates in any investigation relating to a discrimination and/or harrassment complaint. If you have concerns or need information regarding the existence and location of services, activities, and facilities that are accessible, please contact the ADA Coordinator, Deb Dillon, Director of Alternative Programming at, (701) 446-1000. For information regarding Title IX compliance, call Brad Franklin, Principal, Jefferson Elementary School or Jennifer Soupir-Fremstad, Assistant Principal, South High School at (701) 446-1000. You may also write to the coordinators at Fargo Public Schools, 415 N. 4th Street, Fargo, ND 58102.

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The North Dakota Century Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate s employment. The ND Century Code also stipulates that the School District perform a check on the national Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Kevin Kennedy, agree to all of the terms above.

I agree

Kevin Kennedy

February 7, 2013

Todd Bertsch, Principal
South High School
1840 15th Avenue South
Fargo, ND 58103

Dear Todd Bertsch:

I am writing to apply for both the Drama and English positions advertised recently by South High School. Attached are my resume, transcripts, teaching certificate, and letters of reference.

I am a self-starter with highly developed skills in setting goals and meeting them. As my resume shows, my background includes twelve years of successful teaching experience. Last year I taught at a boarding school with a very diverse student body. I taught students from China, Korea, Mexico, and Canada. These students ranged in ability from strong English speakers to ELL students with minimal English skills. I have been successful teaching a variety of grades, and can demonstrate excellent planning and communication skills.

If you would like to discuss your needs and how I might meet them, please let me know. I will be glad to provide additional details or meet for a personal interview. You can reach me by phone at _____ or email at _____

Thank you for your consideration. I look forward to talking with you.

Sincerely,

Kevin Kennedy



Fridley Public Schools

A World-Class Community of Learners

Fridley High School
6000 West More Lake Drive NE
Fridley, Minnesota 55432
Phone: 783-502-5600
Fax: 783-502-5640

Principal

Assistant Principal

Activities Director

April 20, 2010

To Whom It May Concern:

Kevin Kennedy has asked me to write a letter of recommendation on his behalf for your position. I am pleased to have the opportunity to tell you about his many outstanding attributes.

This year, we implemented the International Baccalaureate Diploma Program at FHS. We selected Kevin to teach our Theory of Knowledge course based on interviews for this position, in addition to his regular English teaching assignment. Kevin is extremely well read and he easily makes connections between the multiple courses in the Diploma Program and the TOK curriculum due to his depth of knowledge. One of the key components of the International Baccalaureate program is inquiry and this is one of Kevin's greatest strengths. He is a voracious reader and he asks good questions as he genuinely wants to know more and learn more each day.

Kevin Kennedy is one of the favorite teachers of the students in our building. He connects with students and listens well. He comes to work each day with a positive attitude and is always willing to stay late to assist needy students.

For each of these reasons, I recommend Kevin Kennedy for your position. If you have any questions about him, please don't hesitate to contact me at

Sincerely,

Principal
Fridley High School



Fridley Public Schools

A World-Class Community of Learners.

Fridley High School
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5600
Fax: 763-502-5640

Principal

Assistant Principal

Activities Director

April 19th, 2010

To whom it may concern,

I highly recommend Kevin Kennedy as a candidate for your teaching position. As a colleague of Kevin's for the past two years, I have had the pleasure of working with him and observing his teaching.

Kevin is an excellent teacher because he works hard to get every student engaged in learning. His positive attitude and demeanor provide a strong connection with students of all ability levels. He is able to teach everything from simple concepts to advanced concepts with ease. Students enjoy being in his classroom, which is in no doubt due to his enthusiasm for teaching and caring personality.

Over the past year, Kevin developed a class called Theory of Knowledge, which is part of the Diploma Programme of International Baccalaureate at Fridley High School. As a fellow Diploma Programme teacher, we have collaborated on how to create links between his class and mine, which is the purpose of Theory of Knowledge. Kevin came in to teach a lesson with my Language A1 (English) students that was both engaging and insightful and helped the students to begin making connections on their own. I often have students share their discussions from Kevin's classroom with me, which indicates that they are actively participating in the class. He is a teacher who is not only passionate about the education his students receive, but also about getting to know the whole student as evidenced by his commitment to attending student productions and sporting events. Kevin has also been a great asset to the school by chaperoning events, which demonstrates his desire to help in all parts of the school. He involved himself very quickly in the FHS community.

I know Kevin will be an asset to any school he serves. His students will benefit from his commitment to engaging them as learners and his colleagues will benefit from working with him.

Sincerely,

Language A and Diploma Programme Language A1



Fridley Public Schools

A World-Class Community of Learners.

Fridley High School
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5600
Fax: 763-502-5640

Principal

Assistant Principal

Activities Director

IB Coordinator

April 19, 2010

To Whom It May Concern:

It is my pleasure to write this letter on Kevin Kennedy's behalf. I have worked with him for the past two years, but I actively teamed with him this year. It has been an excellent experience working on a team with Kevin. He brings a lot of fun, collegiality and creativity to curriculum writing and planning. He is a great team player.

Kevin is an enthusiastic teacher who has a real talent to motivate students to achieve academically. Students like Kevin immensely, and he works to forge relationships with them so he can establish their trust and respect. This makes him extremely effective in the classroom with kids.

Kevin's classroom management is also effective and conducive to providing an excellent learning atmosphere. He knows how to keep kids on task with positive and motivating support and respect. Again, this helps build the trust necessary in the classroom to build an effective learning atmosphere.

In sum, Kevin's team working skills, relationships with students and effective classroom management make him an excellent teaching candidate for any position he is considering. It is my pleasure to recommend him.

Sincerely,

Fridley High School

- This is a course designed to get students to look at the way knowledge is interrelated and to critically look at the ways knowledge is attained.
- This is primarily a discussion based course.

12th Grade Writing Composition

- This is primarily a writing course to prepare seniors for college level writing.
- Some of the units taught were: descriptive writing, expository writing, persuasive writing, personal narrative, and a multi-genre research paper.
- Utilized formal and informal assessment methods to verify that learning outcomes were being met.
- Adapted curriculum and classroom management plans to enable diverse learners to be successful.

9th Grade English

- Designed and taught units on the five-paragraph essay, Shakespeare, grammar, vocabulary, and research strategies.
- Some of the works taught were: *Romeo and Juliet*, *To Kill a Mockingbird*, *Night*, and *The Odyssey*.
- Writing encompassed the five-paragraph essay, on-demand essays, paragraph structure, and preparing for the MCA writing exam.

10th Grade English

- Designed and taught units on drama, speech, grammar, vocabulary, and reading strategies for the MCA reading exam.
- Some of the works taught were: *Of Mice and Men*, *The Secret Life of Bees*, *Brighton Beach Memoirs*, and *Antigone*.
- Implemented Personal Project as part of International Baccalaureate Middle Years Program.

Fall 2001 to 2008

Hill-Murray School

Maplewood, MN

12th Grade British Literature and Composition

- Designed and taught units on composition, Shakespeare, British literature, grammar, vocabulary, and college entrance preparation.
- Some of the works taught were: *1984*, *Macbeth*, *Hamlet*, *Pride and Prejudice*, *Frankenstein*, *Antigone*, *The Apology of Socrates*, and *Inherit the Wind*.
- Adapted curriculum and classroom management plans to enable diverse learners to be successful.

9th Grade Honors Literature and Composition

- Designed and taught units on the five-paragraph essay, Shakespeare, grammar, vocabulary, and research strategies.
- Some of the works taught were: *Romeo and Juliet*, *To Kill a Mockingbird*, *Black Boy*, *The Chosen*, *Animal Farm*, and *Of Mice and Men*. This is an intense reading course where the students read eleven novels over the course of the year.
- Writing encompassed the five-paragraph essay, on-demand essays, paragraph structure, and other forms. The students wrote fifteen papers over the course of the year.

10th Grade World Literature and Composition

- Designed and taught units on the synthesis essay, Shakespeare, grammar, the Hero's Journey, Greek Mythology, vocabulary, and citing works in papers.
- Some of the works taught were: *A Midsummer Night's Dream*, *The Metamorphosis*, *Siddhartha*, *All Quiet on the Western Front*, and *The Fixer*.

Creative Writing

- Designed and taught units on short-story writing, non-fiction storytelling, poetry, and playwriting.
- Worked with the theater department to produce student written ten minute plays from class.

7

Fall 2000 to Summer 2001

St. Cloud State University

St. Cloud, MN

Freshman Composition

- Designed and taught composition as a Graduate Assistant.
- Taught formal university composition components such as: library research, citing works, research paper structure, and footnoting.

School Related Volunteer Work

- Raised \$500 to build a well in Africa.
- Raised \$4500 for a student with cancer.
- Collected 4680 books for Books for Africa drive.
- Organized donors for blood drive, 2001-2008.

Extra-Curricular Experience

Fall 2001 to Present

Various Schools

Minnesota

Theater

- Wrote and directed one-act *A Row of White Crosses*.
- Directed *The Pink Panther Strikes Again*.
- Directed *Brighton Beach Memoirs*.
- Designed and built the set for *Brighton Beach Memoirs*.
- Wrote and directed one-act *A Class Divided*. Play went on to perform in state one-act finals.
- Wrote and directed one-act *The Birthright*. Play placed second in region finals.
- Co-wrote and directed *Frankenstein*.
- Directed many other plays including, *As You Like It*, *A Christmas Carol*, *Antigone*, and *The Man Who Came to Dinner*.
- Director of summer theater program for ages 10-17.
- Taught improvisation and acting techniques.
- Acted in nine plays at Hill-Murray.
- Chaperoned theater trips to New York and London.

Basketball

- Assistant Varsity Coach 2003-2004 season.
- B-Squad Coach 2001-2002 and 2002-2003 seasons.

Football

- Freshman Football Coach 2001.

Education

St. Cloud State University

St. Cloud, MN

- Master of Arts in English
- Bachelor of Science in English
- Licensure in English/Language Arts 7-12: File number 393239.
- Graduated Magna Cum Laude.

University of Notre Dame

Notre Dame, IN

- Bachelor of Arts in Theater

Continuing Education

- Theory of Knowledge Levels I & II Workshop (International Baccalaureate)
- Personal Project Workshop (International Baccalaureate)
- 2008 Arthur and Rochelle Belfer National Conference for Educators, United States Holocaust Memorial Museum

- AP English Language and Composition Workshop
- 24th Annual International Conference on Critical Thinking
- Young Adult Literature Seminar

Achievements & Activities

- Directed and acted in shows for Lakeshore Players Ten Minute Play Festival.
- Wrote and acted in three shows at Dudley Riggs' Brave New Workshop.
- Eagle Scout
- Chaperoned 8th grade social studies trip to Washington, D.C.
- Started Breakfast Book Club for students in 2004. Met five times a year with an average of thirty students attending.
- Coached 11U Traveling Baseball team.

References

- Available upon request.

Student Academic Record as of Summer Semester 2008

***** Graduate Academic Record *****

Kevin Kier Kennedy

Inst. Name: University Of Notre Dame

Award Name: Bachelor of Arts

Awarded on:

Inst. Name: Saint Cloud State University

Award Name: Bachelor of Science

Major: English

Awarded on:

Inst. Name: ~~Saint Cloud State University~~

Award Name: Master of Arts

Major: English

Awarded on:

***** St. Cloud State University *****

GPA	GPA	Course	Cr/Hr			
Credit	Subj Nbr	Title	Cr/Hr	Grade	Earned	
Pts						
Summer						
3.00	12.00	ENGL 514 Tchg Amer Indian Lit	3.00	A	3.00	
3.00	12.00	ENGL 559 Tchg Young Adult Lit	3.00	A	3.00	
GRAD Term Att:		6.00	Earn:	6.00	GPA Crs:	6.00 GPA Pts: 24.00
GPA: 4.00						
**** Cum Att:		6.00	Earn:	6.00	GPA Crs:	6.00 GPA Pts: 24.00
GPA: 4.00						
Fall						
Major: English						
Major: English						
3.00	9.99	ENGL 606 Research:Bibliog Strategi	3.00	B+	3.00	
3.00	11.01	ENGL 633 Applied Rhetoric	3.00	A-	3.00	
3.00	12.00	ENGL 656 Teaching of College Writ	3.00	A	3.00	
GRAD Term Att:		9.00	Earn:	9.00	GPA Crs:	9.00 GPA Pts: 33.00
GPA: 3.66						
**** Cum Att:		15.00	Earn:	15.00	GPA Crs:	15.00 GPA Pts: 57.00
GPA: 3.80						

Spring

Major: English

3.00	9.99	ENGL 612	Sem Amer Lit Early 20th C	3.00	B+	3.00		
3.00	12.00	ENGL 621	Seminar Renaissance Lit	3.00	A	3.00		
0.00	0.00	ENGL 655	Supervised Teaching	1.00	S	1.00		
1.00	4.00	ENGL 600	YAL:Current Trends	1.00	A	1.00		
0.00	0.00	ENGL 699	Master's Thesis	4.00	S	4.00		
GRAD Term Att:		12.00	Earn:	12.00	GPA Crs:	7.00	GPA Pts:	25.99
GPA:		3.71						
**** Cum Att:		27.00	Earn:	27.00	GPA Crs:	22.00	GPA Pts:	82.99
GPA:		3.77						

Summer

3.00	12.00	HIST 580	Sem: World War II at Home	3.00	A	3.00		
3.00	12.00	ENGL 650	Tchg Multicultural Lit	3.00	A	3.00		
0.00	0.00	ENGL 699	Master's Thesis	2.00	S	2.00		
1.00	4.00	ENGL 600	Tchg MC Lit	1.00	A	1.00		
GRAD Term Att:		9.00	Earn:	9.00	GPA Crs:	7.00	GPA Pts:	28.00
GPA:		4.00						
**** Cum Att:		36.00	Earn:	36.00	GPA Crs:	29.00	GPA Pts:	110.99
GPA:		3.82						

Career Graduate Summary - Semester Hours

Local: Att:	36.00	Earn:	36.00	GPA Crs:	29.00	GPA Pts:	110.99
GPA:		3.82					
Transfer: Att:		Earn:		GPA Crs:		GPA Pts:	
GPA:							
Total: Att:	36.00	Earn:	36.00	GPA Crs:	29.00	GPA Pts:	110.99
GPA:		3.82					

Z - Grade Not Yet Recorded

* * * END OF ACADEMIC RECORD * * *

***** Undergraduate Academic Record *****

Inst. Name: University Of Notre Dame

Award Name: Bachelor of Arts

Awarded on:

Inst. Name: Saint Cloud State University

Award Name: Bachelor of Science

Major: English

Awarded on:

Inst. Name: Saint Cloud State University
 Award Name: Master of Arts
 Major: English
 Awarded on: l

University Of Notre Dame
 UNDG QUARTER Credits Accepted in Transfer Conversion : 192.00

Anoka-Ramsey Community College
 UNDG SEMESTER Credits Accepted in Transfer Summer : 6.00

***** St. Cloud State University *****

GPA	GPA	Course	Cr/Hr			
Credit	Subj Nbr	Title	Cr/Hr	Grade	Earned	
Conversion						
****	Trsf Att:	192.00	Earn:	192.00	GPA Crs:	0.00 GPA Pts: 0.00
GPA: 0.00						
UNDG	Cum Att:	192.00	Earn:	192.00	GPA Crs:	0.00 GPA Pts: 0.00
GPA: 0.00						

St. Cloud State University changed from the quarter calendar to the semester calendar on August 24, .
 Credits that follow are in semester hours.

UNDG Cum Att: 128.00 Earn: 128.00 GPA Crs: 0.00 GPA Pts: 0.00
 GPA: 3.63

Summer

3.00	12.00	HURL 497	HURL and the Teacher	3.00	A	3.00
2.00	8.00	IM 421	Media/Mat/Methods Instruc	2.00	A	2.00
1.00	4.00	IM 442	Wkshop Using Micros in Ed	1.00	A	1.00
UNDG	Term Att:	6.00	Earn:	6.00	GPA Crs:	6.00 GPA Pts: 24.00
GPA: 4.00						
****	Cum Att:	134.00	Earn:	198.00	GPA Crs:	6.00 GPA Pts: 24.00
GPA: 4.00						

Fall

Major: English

3.00	12.00	ENGL 331	Adv Expository Writing	3.00	A	3.00
3.00	12.00	ENGL 351	Intro Lang Arts Pedagogy	3.00	A	3.00
1.00	4.00	ENGL 400	Technology in the Schools	1.00	A	1.00
3.00	12.00	CFS 200	Intro to Education	3.00	A	3.00
3.00	6.00	APSY 262	Human Growth/Development	3.00	C	3.00

APSY 361 Intro to Educ Psych 3.00 C 3.00
 3.00 6.00
 UNDG Term Att: 16.00 Earn: 16.00 GPA Crs: 16.00 GPA Pts: 52.00
 GPA: 3.25
 **** Cum Att: 150.00 Earn: 214.00 GPA Crs: 22.00 GPA Pts: 76.00
 GPA: 3.45

Spring

ED 421 Cultural Foundations Educ 3.00 A 3.00
 3.00 12.00
 ED 431 Curriculum & Instruction 3.00 A 3.00
 3.00 12.00
 ENGL 451 Adv Lang Arts Pedagogy 3.00 A 3.00
 3.00 12.00
 ENGL 499 Technology in the Schools 2.00 A 2.00
 2.00 8.00
 UNDG Term Att: 11.00 Earn: 11.00 GPA Crs: 11.00 GPA Pts: 44.00
 GPA: 4.00
 **** Cum Att: 161.00 Earn: 225.00 GPA Crs: 33.00 GPA Pts: 120.00
 GPA: 3.63

Summer

**** Trsf Att: 6.00 Earn: 6.00 GPA Crs: 0.00 GPA Pts: 0.00
 GPA: 0.00
 UNDG Cum Att: 167.00 Earn: 231.00 GPA Crs: 33.00 GPA Pts: 120.00
 GPA: 3.63

Fall

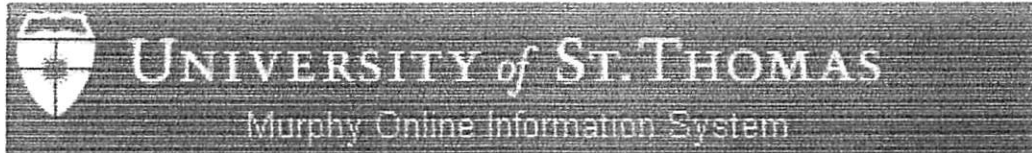
Major: English
 Major: English
 ED 466 Secondary School Teaching 10.00 S 10.00
 0.00 0.00
 UNDG Term Att: 10.00 Earn: 10.00 GPA Crs: 0.00 GPA Pts: 0.00
 GPA: 0.00
 **** Cum Att: 177.00 Earn: 241.00 GPA Crs: 33.00 GPA Pts: 120.00
 GPA: 3.63

Career Undergrad Summary - Semester Hours

Local: Att: 43.00 Earn: 43.00 GPA Crs: 33.00 GPA Pts: 120.00
 GPA: 3.63
 Transfer: Att: 134.00 Earn: 134.00 GPA Crs: 0.00 GPA Pts: 0.00
 GPA: 0.00
 Total: Att: 177.00 Earn: 177.00 GPA Crs: 33.00 GPA Pts: 120.00
 GPA: 3.63


Z - Grade Not Yet Recorded

* * * END OF ACADEMIC RECORD * * *



Display Transcript

Kevin K. Kennedy
Jul 29, 2008 12:24 pm

 This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

Institution Credit Transcript Totals

Transcript Data

STUDENT INFORMATION

Name : Kevin K. Kennedy

UST ID :

Curriculum Information

Current Program

College: School of Education

Major and Department: Curr & Instr Educ
K-12, Grad Ed -
Curriculum &
Instr

27 - *[Signature]*
3 - *[Signature]*

This is NOT an Official Transcript

DEGREES AWARDED

Sought/Tracked: Master of Arts **Degree Date:**

Curriculum Information

Primary Degree

Major: Curr & Instr Educ K-12

INSTITUTION CREDIT - 100 -

Spring 2005

College: School of Education

Major: Curr & Instr Educ K-12

Student Type: New First Time Student

Academic Standing: No Standing

27

Subject	Course	Level	Title	Grade	Credit Hours	Quality R Points
CIED	690	G	Topics: Curr & Instr	A	3.000	12.00 I
Term Totals (Graduate)						

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.00
Cumulative:	3.000	3.000	3.000	3.000	12.00	4.00

Unofficial Transcript

Summer 2005

College: School of Education

Major: Curr & Instr Educ K-12

Student Type: Continuing Student

Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality R Points
CIED	500	G	Princ of Educ Research	B+	3.000	9.90
CIED	610	G	Theories of Cog for Inst	B	3.000	9.00
Term Totals (Graduate)						

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6.000	18.90	3.15
Cumulative:	9.000	9.000	9.000	9.000	30.90	3.43

Unofficial Transcript

Fall 2006

College: School of Education
Major: Curr & Instr Educ K-12
Student Type: Continuing Student
Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
CIED	505	G	Social Foundations of Educ	A	3.000	12.00
Term Totals (Graduate)						

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	12.00	4.00
Cumulative:	12.000	12.000	12.000	12.000	42.90	3.57

Unofficial Transcript

Spring 2006

College: School of Education
Major: Curr & Instr Educ K-12
Student Type: Continuing Student
Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
DVDT	800	G	Topics:Christian Theol Tr	A-	3.000	11.10
Term Totals (Graduate)						

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	11.10	3.70
Cumulative:	15.000	15.000	15.000	15.000	54.00	3.60

Unofficial Transcript

Summer 2006

College: School of Education
Major: Curr & Instr Educ K-12

Student Type: Continuing Student
Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality R Points
CIED	532	G	Curriculum K-12	B-	3.000	8.10
Term Totals (Graduate)						

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	8.10	2.70
Cumulative:	18.000	18.000	18.000	18.000	62.10	3.45

Unofficial Transcript

fall 2006

College: School of Education
Major: Curr & Instr Educ K-12
Student Type: Continuing Student
Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality R Points
CIED	690	G	Topics: Curr & Instr:Tchg & Ln	B+	3.000	9.90
CIED	701	G	Gender, Power & Pedagogy	A	3.000	12.00
Term Totals (Graduate)						

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	6.000	6.000	6.000	6.000	21.90	3.65
Cumulative:	24.000	24.000	24.000	24.000	84.00	3.50

Unofficial Transcript

Spring 2007

College: School of Education
Major: Curr & Instr Educ K-12
Student Type: Continuing Student
Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality R Points
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LHDT 525 G Intro to Lrng Technologies **B+ 3.000 9.90**
Term Totals (Graduate)

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Current Term:	3.000	3.000	3.000	3.000	9.90	3.30
Cumulative:	27.000	27.000	27.000	27.000	93.90	3.47

Unofficial Transcript

TRANSCRIPT TOTALS (GRADUATE) -Top-

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	27.000	27.000	27.000	27.000	93.90	3.47
Total Transfer:	0.000	0.000	0.000	0.000	0.00	0.00
Overall:	27.000	27.000	27.000	27.000	93.90	3.47

Unofficial Transcript

RELEASE: 7.2

SID: _____ BID: _____ Date of Birth: _____ Date Issued: 08-FEB-2011
 Official Transcript

Record of: Kevin K Kennedy
 Issued To: KEVIN KENNEDY

Page: 1

Course Level: Graduate

THE OFFICIAL TRANSCRIPT ISSUED
 DIRECTLY TO THE STUDENT

CURRENT PROGRAM(S):

Graduate Non-Degree
 College : Coll of Ed Health Human Svcs
 Campus : Kent Campus
 Major : Intrnl Bacclaurte Diploma Prog

SUBJ NO.	C	COURSE TITLE	CRED GRD	PTS R
----------	---	--------------	----------	-------

INSTITUTION CREDIT:

Term:	Fall			
CI	50095 KC ST: IB DP LEVEL I		1.00 S	0.00
	Total Earned Credits	1.00		

Term:	Summer			
CI	50095 KC ST:IB DIPLOMA PROGRAM LEVEL II		1.00 S	0.00
	Total Earned Credits	1.00		

Term:	Fall			
CI	50095 KC ST: IB MIDDLE YEARS PROGRAM LEVEL III		1.00 S	0.00
	Total Earned Credits	1.00		

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	3.00	0.00	0.00	0.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	3.00	0.00	0.00	0.00

***** END OF TRANSCRIPT *****

KENT STATE
 UNIVERSITY
 TRANSCRIPT OF ACADEMIC RECORD

1373031

UNIVERSITY REGISTRAR



UNIVERSITY OF NOTRE DAME NOTRE DAME, INDIANA 46556

A BLACK AND WHITE TRANSCRIPT IS NOT OFFICIAL.
TRANSCRIPT GUIDE PRINTED ON REVERSE

Kennedy, Kevin Kler
Undergraduate School
STUDENT ACADEMIC RECORD

TRANSCRIPT DATE: _____

STUDENT NAME AND ADDRESS AS OF LAST ENROLLMENT:
Kennedy, Kevin Kler
[REDACTED]

ADDRESS AT TIME OF ADMISSION:
[REDACTED]

STUDENT ID: _____
BIRTH DATE: _____
BIRTHPLACE: _____

ADMISSION DATE: _____
CLASSIFICATION: _____
YEAR GRAD HS: _____

Degree: _____
De La Salle High School
Minneapolis, MN 55401

DEGREE DATE CONFERRED:
B.A. 01/06/00

MAJOR OR CONCENTRATION:
Communications & Theatre

AREA OF CONCENTRATION:
[REDACTED]

COURSE ID DESCRIPTIVE TITLE OF COURSE

CRS	CRS	QUAL	SEMESTER	UNIVERSITY	CUM
CRHR	GR	PTS CARRIED	PASSED AVG	CARRIED	PASSED AVG CREDITS

Fall
CMSC 101 Concepts of Modern Science
ENGL 109 Composition and Literature
HIST 115 Growth of American Nation
MATH 105 Elements of Calculus I
PE 111 Physical Education Activity
Good Standing
Freshman Year of Studies Program

3.0	C	6.000	12.0	12.0	2.250	12.0	12.0
3.0	B	7.500					
3.0	C	6.000					
3.0	B	7.500					
0.0	S	7.500					
0.0	S						

Spring
CMSC 102 Concepts of Modern Science
ECON 123 Principles of Economics I
FS 180 Freshman Seminar
MATH 104 Finite Mathematics
PE 112 Physical Education Activity
PHIL 101 Introduction to Philosophy
Good Standing
Freshman Year of Studies Program

3.0	C	6.000	15.0	15.0	2.500	27.0	27.0
3.0	B	6.000					
3.0	B	6.000					
3.0	S	7.500					
3.0	B	7.500					

Fall
ACCT 231 Principles of Accounting I
COTH 135 Introduction to Theatre
ECON 224 Principles of Economics II
MARK 231 Principles of Marketing
Good Standing
College of Arts & Letters

3.0	C	6.000	12.0	12.0	2.625	39.0	39.0
3.0	B	6.000					
3.0	B	7.500					
3.0	B	7.500					

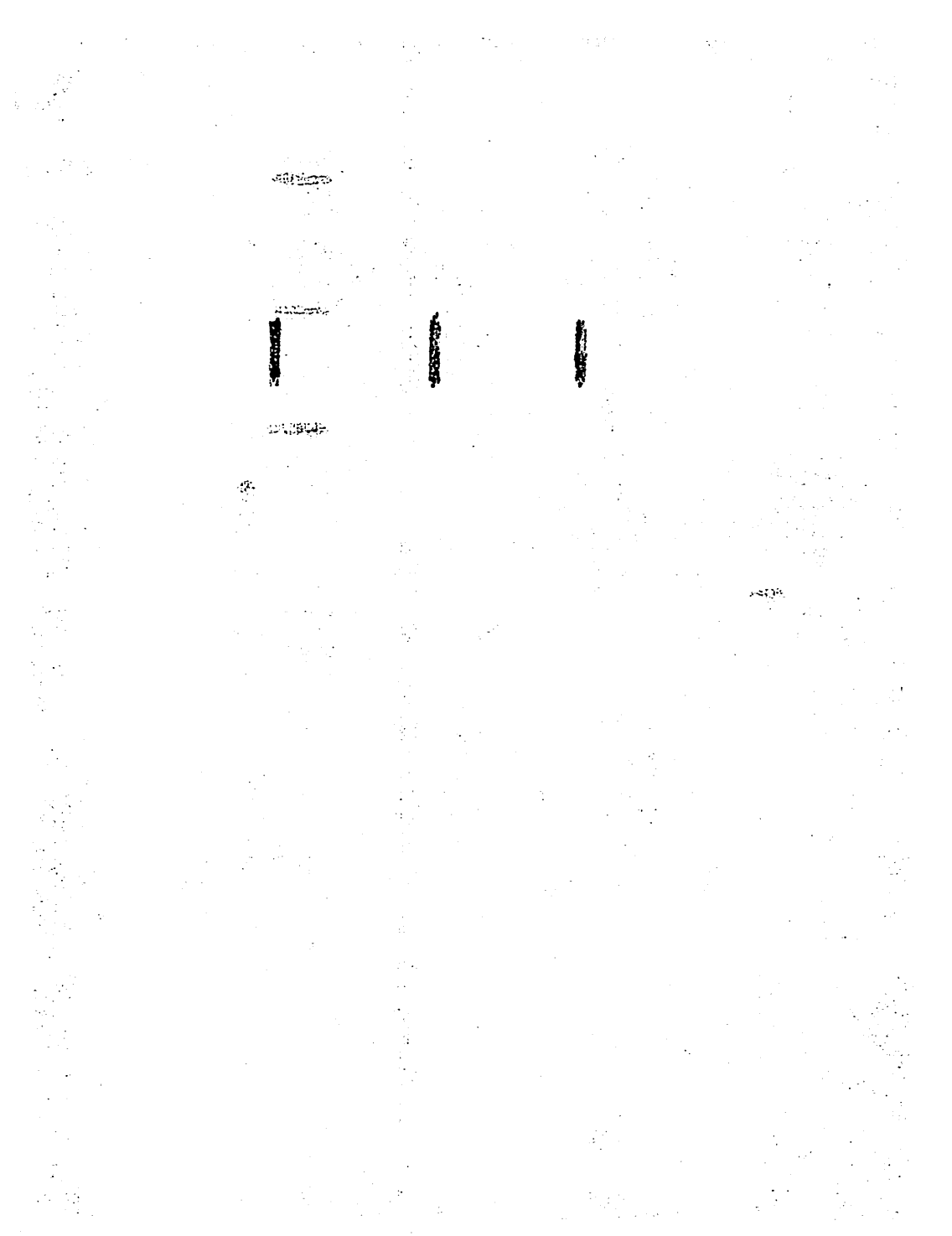
Kennedy, Kevin Kier
Undergraduate School
STUDENT ACADEMIC RECORD
Kennedy, Kevin Kier
STUDENT ID: [REDACTED]

TRANSCRIPT DATE: [REDACTED]

1

COURSE ID	DESCRIPTIVE TITLE OF COURSE	CRS CRHR	CRS GR	QUAL PTS	SEMESTER CARRIED	UNIVERSITY CARRIED	SEMESTER PASSED	UNIVERSITY PASSED	AVG	AVG	CUM CREDITS
Spring											
COTH 272	Stagecraft	3.0	A	12.000							
COTH 272L	Stagecraft Laboratory	1.0	A	4.000							
COTH 276	Acting I	3.0	B	9.000							
ENGL 324	Drama	3.0	C	6.000							
SOC 102	Introduction to Sociology	3.0	B	9.000							
THED 200	Found of Theo. Biblic Historc										
AN "S" GRADE WAS ISSUED FOR SOC 102 SOLELY BECAUSE OF THE DEATH OF THE INSTRUCTOR.											
Good Standing											
College of Arts & Letters											
					13.0	13.0	3.077	52.0	52.0	2.615	55.0
Fall											
COTH 325	Acting: Modern Roles	3.0	B	9.000							
COTH 344	Directing: Process	3.0	B	9.000							
COTH 375	Rehearsal and Performance	3.0	A	12.000							
COTH 417	History of Theatre	3.0	C	6.000							
MGT 231	Principles of Management	3.0	C	6.000							
MLSP 101	Beginning Spanish I	3.0	B	9.000							
PHIL 261	Philosophy of Religion	3.0	B-	7.500							
Good Standing											
College of Arts & Letters											
					21.0	21.0	2.786	73.0	73.0	2.664	76.0
Spring											
COTH 244	Modern Dance Bag/Int.	1.0	A	4.000							
COTH 375	Rehearsal and Performance	3.0	A	12.000							
COTH 377	Playwriting I	3.0	A	10.500							
COTH 499	Independent Study	3.0	C	6.000							
RLST 240	Catholic Social Thought	3.0	B	9.000							
Good Standing											
College of Arts & Letters											
					13.0	13.0	3.192	86.0	86.0	2.744	89.0

LS



UNIVERSITY OF NOTRE DAME NOTRE DAME, INDIANA 46556

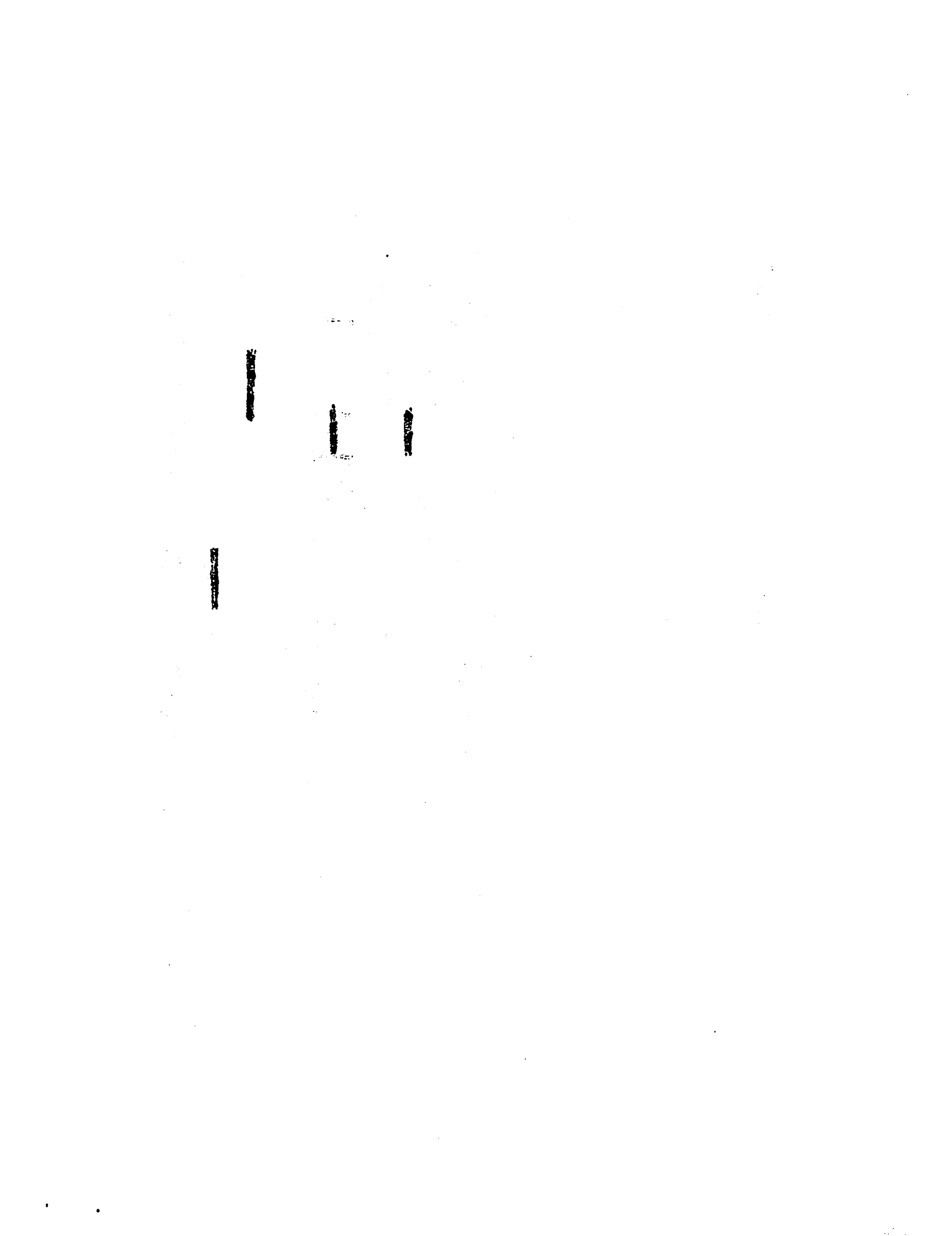
A BLACK AND WHITE TRANSCRIPT IS NOT OFFICIAL
TRANSCRIPT GUIDE PRINTED ON REVERSE

Kennedy, Kevin Kier
Undergraduate School
STUDENT ACADEMIC RECORD
Kennedy, Kevin Kier
STUDENT ID: [REDACTED]

TRANSCRIPT DATE: [REDACTED]

COURSE ID	DESCRIPTIVE TITLE OF COURSE	CRS CRHR	CRS GR	QUAL PTS	SEMESTER CARRIED	PASSED AVG	UNIVERSITY CARRIED	PASSED AVG	QUAL CREDITS
Fall									
COTH 227	Oral Interpretation I	3.0	C-	5.001	12.0	2.417	98.0	98.0	2.704
COTH 431	Drama to 1850	3.0	B	6.999					
COTH 494	Theatre Seminar	3.0	B-	8.001					
ENGL 396	20th Century American Authors	3.0	B-	8.001					
Good Standing									
College of Arts & Letters									
Spring									
COTH 375	Rehearsal and Performance	2.0	A	8.000					
COTH 390	Theatre Production Workshop	2.0	A	8.000					
COTH 444	Directing/Practice	3.0	A	12.000					
COTH 477	Playwriting II	3.0	A	6.000					
ENLT 369	19 Cent Russian Writers	3.0	C	9.999					
HUST 302	Comedy and Culture	3.0	B+	9.999					
Dean's Honor List									
College of Arts & Letters									
Prior To Fall 1990-91									
Introduction to Screenwriting									
	Elementary Spanish	2.0					University of California - Los Angeles		
	Elementary Spanish	2.0					University of California - Los Angeles		
	Elementary Spanish	2.0					University of California - Los Angeles		

THE NAME OF THE UNIVERSITY IS PRINTED IN BLUE ACROSS THE FACE OF THE 11 X 8 1/2 TRANSCRIPT - OFFICIAL TRANSCRIPTS BEAR THE UNIVERSITY SEAL AND THE REGISTRAR'S SIGNATURE





Fridley Public Schools

A World-Class Community of Learners

Fridley High School
6000 West More Lake Drive NE
Fridley, Minnesota 55432
Phone: 783-502-5600
Fax: 783-502-5640

Principal

Assistant Principal

Activities Director

April 20, 2010

To Whom It May Concern:

Kevin Kennedy has asked me to write a letter of recommendation on his behalf for your position. I am pleased to have the opportunity to tell you about his many outstanding attributes.

This year, we implemented the International Baccalaureate Diploma Program at FHS. We selected Kevin to teach our Theory of Knowledge course based on interviews for this position, in addition to his regular English teaching assignment. Kevin is extremely well read and he easily makes connections between the multiple courses in the Diploma Program and the TOK curriculum due to his depth of knowledge. One of the key components of the International Baccalaureate program is inquiry and this is one of Kevin's greatest strengths. He is a voracious reader and he asks good questions as he genuinely wants to know more and learn more each day.

Kevin Kennedy is one of the favorite teachers of the students in our building. He connects with students and listens well. He comes to work each day with a positive attitude and is always willing to stay late to assist needy students.

For each of these reasons, I recommend Kevin Kennedy for your position. If you have any questions about him, please don't hesitate to contact me at

Sincerely,

Principal
Fridley High School



Fridley Public Schools

A World-Class Community of Learners

Fridley High School
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5600
Fax: 763-502-5640

Principal

Assistant Principal

Activities Director

IB Coordinator

April 19, 2010

To Whom It May Concern:

It is my pleasure to write this letter on Kevin Kennedy's behalf. I have worked with him for the past two years, but I actively teamed with him this year. It has been an excellent experience working on a team with Kevin. He brings a lot of fun, collegiality and creativity to curriculum writing and planning. He is a great team player.

Kevin is an enthusiastic teacher who has a real talent to motivate students to achieve academically. Students like Kevin immensely, and he works to forge relationships with them so he can establish their trust and respect. This makes him extremely effective in the classroom with kids.

Kevin's classroom management is also effective and conducive to providing an excellent learning atmosphere. He knows how to keep kids on task with positive and motivating support and respect. Again, this helps build the trust necessary in the classroom to build an effective learning atmosphere.

In sum, Kevin's team working skills, relationships with students and effective classroom management make him an excellent teaching candidate for any position he is considering. It is my pleasure to recommend him.

Sincerely,

Fridley High School



Fridley Public Schools

A World-Class Community of Learners.

Fridley High School
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5600
Fax: 763-502-5640

Principal

Assistant Principal

Activities Director

April 19th, 2010

To whom it may concern,

I highly recommend Kevin Kennedy as a candidate for your teaching position. As a colleague of Kevin's for the past two years, I have had the pleasure of working with him and observing his teaching.

Kevin is an excellent teacher because he works hard to get every student engaged in learning. His positive attitude and demeanor provide a strong connection with students of all ability levels. He is able to teach everything from simple concepts to advanced concepts with ease. Students enjoy being in his classroom, which is in no doubt due to his enthusiasm for teaching and caring personality.

Over the past year, Kevin developed a class called Theory of Knowledge, which is part of the Diploma Programme of International Baccalaureate at Fridley High School. As a fellow Diploma Programme teacher, we have collaborated on how to create links between his class and mine, which is the purpose of Theory of Knowledge. Kevin came in to teach a lesson with my Language A1 (English) students that was both engaging and insightful and helped the students to begin making connections on their own. I often have students share their discussions from Kevin's classroom with me, which indicates that they are actively participating in the class. He is a teacher who is not only passionate about the education his students receive, but also about getting to know the whole student as evidenced by his commitment to attending student productions and sporting events. Kevin has also been a great asset to the school by chaperoning events, which demonstrates his desire to help in all parts of the school. He involved himself very quickly in the FHS community.

I know Kevin will be an asset to any school he serves. His students will benefit from his commitment to engaging them as learners and his colleagues will benefit from working with him.

Sincerely,

Language A and Diploma Programme Language A1



STATE OF NORTH DAKOTA
 EDUCATION STANDARDS AND PRACTICES BOARD
 2718 Gateway Avenue, Suite 204
 Bismarck, North Dakota 58503-0585



Educator's Professional License

This certifies that the person herein has met the requirements of the North Dakota Education Standards and Practices Board with satisfactory preparation and experience for the license specified herein.

Kevin Kennedy

License Tier	Title / Term	Issued	Expires
III	OSEL Five Year Renewal	4/9/2018	10/9/2023
License Number			
000418707			

DEGREES

Institution	Degree	Major	Level	Minor	Level
Out-of-State College or University	Bachelor's	Communications: English	5-12		
Out-of-State College or University	Master's Degree	Advanced Professional Education Program	5-12		

Endorsements

Communications: Drama 9-12

Restrictions

Re-Education Requirements

Semester hours required to renew: 6

A person must hold a valid North Dakota teacher's license in order to be permitted or employed to teach in any school in this state. If you have questions about your license, contact ESPB at (701) 328-9641.

Rebecca S. Pitkin

Executive Director

Carly Pittman

President of the Board

Al

Date Printed: 4/10/2018



Educator's Professional License

This certifies that the person herein has met the requirements of the North Dakota Education Standards and Practices Board with satisfactory preparation and experience for the license specified herein.

Kevin Kennedy

License Tier	Title / Term	Issued	Expires
III	OSEL Five Year Renewal	4/9/2018	10/9/2023
License Number			
000418707			

Qualified to Teach

- | | | |
|-------------------------------------|--------------------------|---|
| 05005 Language Arts 7 | 05036 Biography | 05074 English 12 |
| 05006 Language Arts 8 | 05037 Drama (LIT) | 05076 Business English |
| 05007 Reading 7 | 05038 Poetry | 05077 Advanced English |
| 05009 Reading 8 | 05039 Fiction | 05078 College Learning Lab-English 12 |
| 05011 Developmental Reading/Writing | 05040 Composition | 05099 Mass Media |
| 05012 English Intervention | 05041 Advan Composition | 05111 Appl Communications |
| 05022 Grammar | 05042 Creative Writing | 05305 Language Arts 5 |
| 05024 Hist of Eng Lang | 05043 Mythology 9-12 | 05306 Language Arts 6 |
| 05030 Humanities (English) | 05061 Theatre Arts | 05315 Reading 5 |
| 05031 American Literature | 05063 Advan Theatre Arts | 05316 Reading 6 |
| 05033 Modern Literature | 05071 English 9 | 05580 AP English Language & Culture |
| 05034 English Literature | 05072 English 10 | 05581 AP English Literature & Composition |
| 05035 World Literature | 05073 English 11 | |

PLAN ON FILE.

EXPIRES



MEMO

April 27, 2015

To: Kevin Kennedy

From: Kathy Anderson, Executive Director

Re: Seasonal Employment at Trollwood Performing Arts School, a program of the Fargo Public Schools

In accordance with the agreement between the Fargo Public Schools/Trollwood Performing Arts School, please find below the specifics related to your employment. You will be held accountable to complete your duties as assigned to receive full payment:

POSITION: Trollwood Academy Theatre Instructor #1

SITE: Trollwood Performing Arts School

SALARY/WAGE:	Acting Basics, Per. 1	\$ 700
	Beginning Improv, Per. 2	\$ 700
	Beginning Improv, Per. 4	<u>\$ 700</u>
	SALARY TOTAL:	\$2100

PAYMENT SCHEDULE: See Attached

PERIOD OF SERVICE: June 3-July 1, 2015

PERIOD OF ONSITE SERVICE: June 3-July 1, 2015

CODE:

FPS ID:

WORKERS' COMP:

Neither party shall be liable for damages or failure to perform any obligation under this agreement, if such delay or failure results directly from circumstances beyond the control of either party. Such circumstances shall include, but shall not be limited to: fire, water damage, flood, earthquake or other natural catastrophes.

If you have any questions please contact:
Kathy Anderson, Executive Director
Fargo Public Schools Human Resources Office



FARGO PUBLIC SCHOOLS

STAFFING ADJUSTMENT WORKFLOW - Professional Staff

Administrator requesting staff adjustment: Date:

EMPLOYEE:

Employee Name: ID #

CURRENT POSITION:

Assignment	Building	FTE
<input type="text" value="English/Drama"/>	<input type="text" value="South"/>	<input type="text" value="1.0"/>

Insert Additional Assignments

Total Current FTE: 1.00

NEW POSITION:

Assignment	Building	FTE
<input type="text" value="English/Drama"/>	<input type="text" value="South"/>	<input type="text" value="1.1"/>

Insert item

Total New FTE: 1.10

Type of change: (check all that apply)

- FTE
- Building
- Assignment (Grade/Subject)
- Overload
- Other

Type of adjustment: (required)

- New Additional Hours
- Replacing:

Start date of new position: End date if not permanent:

Funding source for staffing change:

Type	Account Code	%
<input type="text" value="General Fund"/>	<input type="text"/>	<input type="text"/>

Insert Additional Funding Sources

Additional notes:

HR Approval: Approved Denied In Progress

Insurance Benefits: Add/Drop Yes No Adjust Yes No

GP User Account Needed: No Yes (Rights/Settings similar to:)

Notify GP Specialist for account creation

Comments:

HR Processing - (Done)

Assigned Account Code	FTE

Insert Item

Total FTE: 0.00

Excel Database

GP Updated

Contract Addendum Issued Yes N/A

AppliTrack Completed

Phone

AESOP - (Done or Not Applicable)

Attendance - (Done or Not Applicable)

Benefits GP - (Done or Not Applicable)

Benefits - (Done or Not Applicable)

Orientation Paperwork Retirement Form

IT - (Done or Not Applicable)

AD Laptop Door Access PowerSchool

Notes:

Save

Save and Archive


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS Musical Director
 ACTIVITY START DATE 02-1-2021
 ACTIVITY END DATE 04-18-2021
 SCHOOL South
 SALARY AMOUNT \$5,748.00


Years Experience: 19
 Exp Pay: 1800
 Base Pay: 3948

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DF4842E...
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Yes


 SUPERINTENDENT OF SCHOOLS

1/25/2021 | 3:21:08 PM CST
 DATE

January 25, 2021
 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

Feb/March/April

South


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS One Act Play Director
 ACTIVITY START DATE 12-15-2020
 ACTIVITY END DATE 01-29-2021
 SCHOOL South
 SALARY AMOUNT \$1,533.00


Years Experience: 19
 Exp Pay: 480
 Base Pay: 1053

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA8F2ED4DF4642E...
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Yes


 SUPERINTENDENT OF SCHOOLS

1/25/2021 | 3:20:21 PM CST
 DATE

January 25, 2021
 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

Dec/Jan/Feb

South



April 1, 2018

To: Kevin Kennedy *new position for '18 salary*

From: Kathy Anderson, Executive Director

Re: Seasonal Employment at Trollwood Performing Arts School, a program of Fargo Public Schools

In accordance with the agreement between the Fargo Public Schools/Trollwood Performing Arts School, please find below the specifics related to your employment. You will be held accountable to complete your duties as assigned to receive full payment.

Position: Trollwood Academy Theatre Instructor

Start Date: 6/4/2018 **End Date:** 6/28/2018

Period of Onsite Service: _____

Site: Trollwood

Budget Code: _____

Workers Comp: _____

Salary: \$3,000.00 or **Hourly Wage:** _____

Payment Schedule: Monthly salary checks shall be distributed on the fifteenth of each month. If the fifteenth of a given month falls on Saturday, that check will be delivered on the preceding Friday. If the fifteenth of a given month falls on Sunday, that check will be delivered on the following Monday.

PAY DAY	FY 1	FY 2
January 15		
February 15		
March 15		
April 15		
May 15		
June 15	\$1,500.00	
July 15		\$1,500.00
August 15		
September 15		
October 15		
November		
December 15		
Total Salary =	\$3,000.00	
	FY1 Total =	FY2 Total =
	\$1,500.00	\$1,500.00

If you have any questions, please contact:
 Kathy Anderson, Executive Director
 Fargo Public Schools Human Resources



April 1, 2018

To: Kevin Kennedy

From: Kathy Anderson, Executive Director

Re: Seasonal Employment at Trollwood Performing Arts School, a program of Fargo Public Schools

In accordance with the agreement between the Fargo Public Schools/Trollwood Performing Arts School, please find below the specifics related to your employment. You will be held accountable to complete your duties as assigned to receive full payment.

Position Two:

Start Date: **End Date:**

Period of Onsite Service:

Site:

Budget Code:

Workers Comp

Salary: or **Hourly Wage:**

Payment Schedule: Monthly salary checks shall be distributed on the fifteenth of each month. If the fifteenth of a given month falls on Saturday, that check will be delivered on the preceding Friday. If the fifteenth of a given month falls on Sunday, that check will be delivered on the following Monday.

Pay Day	FY 1	FY 2
January 15		
February 15		
March 15		
April 15		
May 15		
June 15		
July 15		\$1,000.00
August 15		\$1,000.00
September 15		
October 15		
November 15		
December 15		
Total Salary =	\$2,000.00	FY1 Total = \$0.00
		FY2 Total = \$2,000.00

If you have any questions, please contact:

Kathy Anderson, Executive Director
Fargo Public Schools Human Resources

trollwood

PERFORMING ARTS SCHOOL

March 28, 2017

To: Kevin Kennedy

Selected Staffing adj.

From: Kathy Anderson, Executive Director

Re: Seasonal Employment at Trollwood Performing Arts School, a program of Fargo Public Schools

In accordance with the agreement between the Fargo Public Schools/Trollwood Performing Arts School, please find below the specifics related to your employment. You will be held accountable to complete your duties as assigned to receive full payment.

Position: Trollwood Academy Improv Instructor

Start Date: 6/1/2017

End Date: 6/28/2017

Period of Onsite Service:

Site: Trollwood

Budget Code:

Workers Comp:

Salary: \$2,800.00 or **Hourly Wage:**

Payment Schedule: Monthly salary checks shall be distributed on the fifteenth of each month. If the fifteenth of a given month falls on Saturday, that check will be delivered on the preceding Friday. If the fifteenth of a given month falls on Sunday, that check will be delivered on the following Monday.

PAY DAY	FY 1	FY 2
January 15		
February 15		
March 15		
April 15		
May 15		
June 15	\$1,400.00	
July 15		\$1,400.00
August 15		
September 15		
October 15		
November		
December 15		
Total Salary =	\$2,800.00	FY1 Total = \$1,400.00
		FY2 Total = \$1,400.00

If you have any questions, please contact:

Kathy Anderson, Executive Director
Fargo Public Schools Human Resources



FARGO PUBLIC SCHOOLS

TROLLWOOD EMPLOYMENT WORKFLOW

Administrator Requesting Workflow: Request Date:

EMPLOYEE INFORMATION

Type: New Hire Staffing Adjustment *Salary*

Employee ID

First Name: Last Name:

Direct Deposit:

Information Sheet:

Start Date: End date if applicable:

FPS Email Account: Yes No (Needed for position at Trollwood)

Group: TWD Staff (Share Files) TWD All

Notes:

Notify HR - Begin Processing
Notify HR -

PROCESSING

Human Resources - Done

Home Phone # Last 4 Digits of SS # Employee ID #

- Background Check SS Card GP Entry ID Issued
- I-9 Direct Deposit VeriTime
- W-4 Info Sheet Notify IT Services

AESOP - Done

IT Services - Done

User Object Memberships (Add/Remove) Email

Payroll - Done


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS One Act Play Director
 ACTIVITY START DATE 11-29-2021
 ACTIVITY END DATE 01-21-2022
 SCHOOL South
 SALARY AMOUNT 1556

Years Experience: 20
 Exp Pay: 480
 Base Pay: 1076

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 F40F2ED4DF4842E...
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



SUPERINTENDENT OF SCHOOLS

11/22/2021 | 12:16:11 PM CST

November 22, 2021

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

Decl Jan / Feb

South

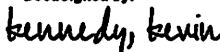
FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS Musical Director
 ACTIVITY START DATE 08-25-2021
 ACTIVITY END DATE 11-21-2021
 SCHOOL South
 SALARY AMOUNT \$5,835.00

Years Experience: 20
 Exp Pay: 1800
 Base Pay: 4035

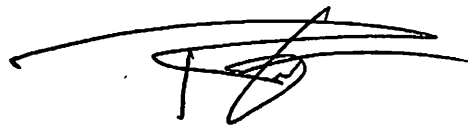
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 F40F2ED4DF4042E...
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes


 SUPERINTENDENT OF SCHOOLS

9/3/2021 | 10:16:19 AM CDT

August 31, 2021

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

September/October/November

South

FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Improv
 ACTIVITY START DATE 08-25-2021
 ACTIVITY END DATE 05-26-2022
 SCHOOL South
 SALARY AMOUNT \$3,345.00

Years Experience: 20
 Exp Pay: 1032
 Base Pay: 2313

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:
kenedy, kevin
 FARGO PUBLIC SCHOOLS
 INSTRUCTOR/COACH

[Signature]
 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Yes

[Signature]
 SUPERINTENDENT OF SCHOOLS

9/3/2021 | 9:11:22 AM CDT
 DATE

August 31, 2021
 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

10 Month

South


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Drama Club
 ACTIVITY START DATE 08-25-2021
 ACTIVITY END DATE 05-26-2022
 SCHOOL South
 SALARY AMOUNT \$1,011.00

Years Experience: 20
 Exp Pay: 312
 Base Pay: 699

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 Kennedy, Kevin
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



SUPERINTENDENT OF SCHOOLS

9/3/2021 | 10:16:59 AM CDT

August 31, 2021

DATE

DATE

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Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

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10 Month

South


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Three Act Play Director
ACTIVITY START DATE	9/2/2020
ACTIVITY END DATE	11/8/2020
SCHOOL	South
SALARY AMOUNT	\$5,748.00

Years Experience: 19
 Exp Pay: 1800
 Base Pay: 3948

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DF4642E

 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



 SUPERINTENDENT OF SCHOOLS

8/29/2020 | 3:46:51 PM CDT

August 14, 2020

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

September/October/November

South


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Improv
 ACTIVITY START DATE 9/2/2020
 ACTIVITY END DATE 6/3/2021
 SCHOOL South
 SALARY AMOUNT \$3,296.00

Years Experience: 19
 Exp Pay: 1032
 Base Pay: 2264

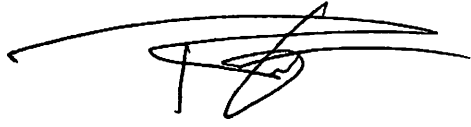
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DF4642E
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes


 SUPERINTENDENT OF SCHOOLS

8/29/2020 | 3:49:27 PM CDT
 DATE

August 14, 2020
 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

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10 Month

South


FARGO PUBLIC SCHOOLS

CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Club
ACTIVITY ASSIGNMENT	Drama Club
ACTIVITY START DATE	9/2/2020
ACTIVITY END DATE	6/3/2021
SCHOOL	South
SALARY AMOUNT	\$996.00

Years Experience: 19
 Exp Pay: 312
 Base Pay: 684

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0E2ED4DF4642E
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



SUPERINTENDENT OF SCHOOLS

8/29/2020 | 3:48:24 PM CDT

August 14, 2020

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

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10 Month

South

FARGO PUBLIC SCHOOLS - 415 NORTH 4TH STREET - FARGO, ND 58102 - PHONE (701) 446-1000

DR. RUPAK GANDHI
SUPERINTENDENT
Phone:(701)

DR. ROBERT GROSZ
ASSOCIATE. SUPT. - SECONDARY ED.
Phone: (701) 0

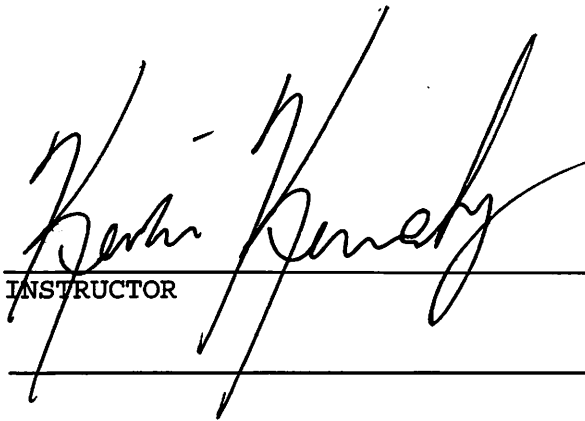
DOUG ANDRING
HUMAN RESOURCES DIRECTOR
Phone:(701)

JACKIE GAPP
BUSINESS MANAGER
Phone:(701)

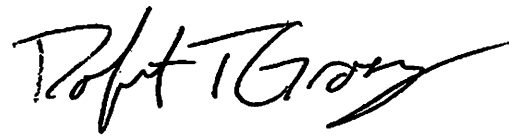
MELISSA EIDSNESS
ASSOCIATE. SUPT. - ELEMENTARY ED
Phone:(701)

ADDITIONAL ASSIGNMENT FOR 2020-21

NAME: Kevin Kennedy
ASSIGNMENT: OVERLOAD
FTE: 0.10
LOCATION: South High School
SALARY AMOUNT: \$8,523.60



INSTRUCTOR



ASSOCIATE SUPERINTENDENT

DATE: 9/4/2020

Please sign and return one copy to the Human Resources Office within ten (10) days of the above date. You may retain one copy for your files.



FARGO PUBLIC SCHOOLS
415 N 4TH STREET
FARGO, NORTH DAKOTA

CONTRACT OFFER OF REEMPLOYMENT

This agreement is made and entered into on April 27, 2020 between Kevin Kennedy, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher License and the School Board of the Fargo Public Schools District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. DURATION: Said TEACHER is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the 2020-21 school year for a term of 190.00 days beginning on August 24, 2020.
2. SALARY: The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of \$85,236.00 payable in equal installments.
3. ASSIGNMENT: The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said TEACHER is qualified.
4. COMPLIANCE WITH POLICIES: TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. CERTIFICATION: The TEACHER certifies that the Highly Qualified standard set by the State of North Dakota has been met.
6. **DEADLINE FOR ACCEPTANCE: This contract must be signed and returned to the Human Resources Office by 4:30 pm on May 12, 2020 or it will be deemed rejected.**

Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

2020-21 SALARY: \$85,236.00
 ACADEMIC SALARY LANE: MA+45
 EXPERIENCE CREDIT: 18
 SALARY SCHEDULE STEP: 18
 FULLTIME EQUIVALENCY: 1.00
 NUMBER OF CONTRACT DAYS: 190.00
 NUMBER OF SALARY INSTALLMENTS ELECTED: 12

Dr. Rupak Gandhi
Superintendent of Schools
Fargo Public School District #1

Robin Nelson
President
Fargo Board of Education

I hereby accept your offer of a professional position for the school year 2020-21.

FARGO\kennedk
Kevin Kennedy -

April 27, 2020
Date



CONTRACT OFFER OF REEMPLOYMENT

This agreement is made and entered into on the 27th day February, 2020 between Kevin Kennedy, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher License and the School Board of the Fargo Public Schools District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. **DURATION:** Said TEACHER is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the 2019-20 school year for a term of 191 days beginning on August 19th, 2019.
2. **SALARY:** The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of **\$78,408.00** payable in equal installments.
3. **ASSIGNMENT:** The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said TEACHER is qualified.
4. **COMPLIANCE WITH POLICIES:** TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. **CERTIFICATION:** The TEACHER certifies that the Highly Qualified standard set by the State of North Dakota has been met.
6. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and returned to the Human Resources Office by 4:30 pm on the 12th day of March, 2020 or it will be deemed rejected.
- 7.

Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

2019-20 SALARY: \$78,408.00

ACADEMIC SALARY LANE: MA+45

EXPERIENCE CREDIT: 17

SALARY SCHEDULE STEP: 17

FULLTIME EQUIVALENCY: 1.00

NUMBER OF CONTRACT DAYS: 191

NUMBER OF SALARY INSTALLMENTS ELECTED: 12

Rupak Gandhi
Superintendent of Schools
Fargo Public School District #1

Robin Nelson
President
Fargo Board of Education

I hereby accept your offer of a professional staff position for the school year 2019/20

Employee's Signature:
Employee ID#:

Date: 2/27/20

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS One Act Play Director
ACTIVITY START DATE	1/1/2020
ACTIVITY END DATE	2/9/2020
SCHOOL	South
SALARY AMOUNT	\$1,504.00

Years Experience: 18
 Exp Pay: 480
 Base Pay: 1024

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DF4642E
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



SUPERINTENDENT OF SCHOOLS

12/22/2019 | 10:27:46 PM CST

December 19, 2019

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

January/February/March

South

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS Musical Director
 ACTIVITY START DATE 9/10/2018
 ACTIVITY END DATE 11/18/2018
 SCHOOL South
 SALARY AMOUNT \$56622000

Years Experience: 17

Exp Pay: 1800

Base Pay: 3842

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

Kennedy, Kevin
FA0F2ED4DE4842E

INSTRUCTOR/COACH

Do you hold a current ND Teaching License

Y N

Are you a retired ND Teacher/TFFR Employee

Y N



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS

9/6/2018 | 8:56:01 AM CDT

September 4, 2018

DATE

DATE

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Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

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Sept/Oct/Nov

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS Three Act Play Director
 ACTIVITY START DATE 2/1/2019
 ACTIVITY END DATE 4/14/2019
 SCHOOL South
 SALARY AMOUNT \$56622000

Years Experience: 17
 Exp Pay: 1800
 Base Pay: 3842

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DE4642E

INSTRUCTOR/COACH

Do you hold a current ND Teaching License
 Y X N

Are you a retired ND Teacher/TFFR Employee
 Y N X



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS

9/6/2018 | 8:54:53 AM CDT

September 4, 2018

DATE

DATE

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Feb/March/April

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS One Act Play Director
 ACTIVITY START DATE 12/10/2018
 ACTIVITY END DATE 2/22/2019
 SCHOOL South
 SALARY AMOUNT \$1,500,400

Years Experience: 17
 Exp Pay: 480
 Base Pay: 1024

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DE4842E

INSTRUCTOR/COACH

Do you hold a current ND Teaching License
 Y X N

Are you a retired ND Teacher/TFFR Employee
 Y N X



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS

9/6/2018 | 8:57:28 AM CDT

September 4, 2018

DATE

DATE

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Jan/Feb/March

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Club
ACTIVITY ASSIGNMENT	Drama Club
ACTIVITY START DATE	08-23-2018
ACTIVITY END DATE	05-30-2019
SCHOOL	South
SALARY AMOUNT	\$978

Years Experience: 17

Exp Pay: 312

Base Pay: 666

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

Kennedy, Kevin

FA0F2ED4DF4842E

INSTRUCTOR/COACH

Do you hold a current ND Teaching License

Y N

Are you a retired ND Teacher/TFFR Employee

Y N

DISTRICT ACTIVITIES DIRECTOR

SUPERINTENDENT OF SCHOOLS

9/6/2018 | 8:12:59 AM CDT

September 4, 2018

DATE

DATE

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Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

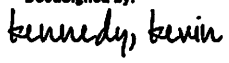
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FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME Kennedy, Kevin
 EMPLOYEEID
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Improv
 ACTIVITY START DATE 08-23-2018
 ACTIVITY END DATE 05-30-2019
 SCHOOL South
 SALARY AMOUNT \$3,234

Years Experience: 17
 Exp Pay: 1032
 Base Pay: 2202

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

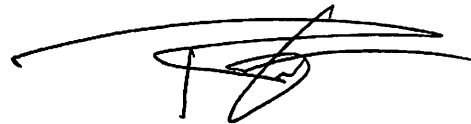
DocuSigned by:

 FA0F2ED4DF4842E...
 INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Y X N

Are you a retired ND Teacher/TFFR Employee
 Y N X



SUPERINTENDENT OF SCHOOLS

9/6/2018 | 8:07:24 AM CDT

September 4, 2018

DATE

DATE

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FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	club
ACTIVITY ASSIGNMENT	Improv
ACTIVITY START DATE	08-22-2019
ACTIVITY END DATE	05-28-2020
SCHOOL	South
SALARY AMOUNT	\$3,234.00

Years Experience: 18
 Exp Pay: 1032
 Base Pay: 2202

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DE4842E


 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



 SUPERINTENDENT OF SCHOOLS

8/30/2019 | 7:58:56 AM CDT

August 29, 2019

DATE

DATE

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Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

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10 Month


South

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Club
ACTIVITY ASSIGNMENT	Drama Club
ACTIVITY START DATE	08-22-2019
ACTIVITY END DATE	05-28-2020
SCHOOL	South
SALARY AMOUNT	\$978.00

Years Experience: 18
 Exp Pay: 312
 Base Pay: 666

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0E2E04DEA642E


 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



 SUPERINTENDENT OF SCHOOLS

8/30/2019 | 7:59:51 AM CDT

August 29, 2019

DATE

DATE

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10 Month


South

FARGO PUBLIC SCHOOLS CO-CURRICULAR ASSIGNMENT FOR

NAME	Kennedy, Kevin
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Musical Director
ACTIVITY START DATE	9/16/2019
ACTIVITY END DATE	12/15/2019
SCHOOL	South
SALARY AMOUNT	\$5,642.00

Years Experience: 18
 Exp Pay: 1800
 Base Pay: 3842


CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

DocuSigned by:

 FA0F2ED4DF4642E...
 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Yes



SUPERINTENDENT OF SCHOOLS

9/23/2019 | 9:20:30 PM CDT

September 23, 2019

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

October/November/December

South



FARGO PUBLIC SCHOOLS
415 N 4TH STREET
FARGO, NORTH DAKOTA

CONTRACT OFFER OF REEMPLOYMENT

This agreement is made and entered into on the 4th day September, 2018 between Kevin Kennedy, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher License and the School Board of the Fargo Public Schools District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. **DURATION:** Said TEACHER is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the **2018-19** school year for a term of 191 days beginning on August 20, 2018.
2. **SALARY:** The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of **\$74,842.00** payable in equal installments.
3. **ASSIGNMENT:** The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said TEACHER is qualified.
4. **COMPLIANCE WITH POLICIES:** TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. **CERTIFICATION:** The TEACHER certifies that the Highly Qualified standard set by the State of North Dakota has been met.
6. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and returned to the Human Resources Office by 4:30 pm on the 20th day of September, 2018 or it will be deemed rejected.

Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

2018-2019 SALARY: \$74,842.00

ACADEMIC SALARY LANE: MA+45

EXPERIENCE CREDIT: 16

SALARY SCHEDULE STEP: 16

FULLTIME EQUIVALENCY: 1.00

NUMBER OF CONTRACT DAYS: 191

NUMBER OF SALARY INSTALLMENTS ELECTED: 12

Rupak Gandhi
Superintendent of Schools
Fargo Public School District #1

Rebecca Knutson
President
Fargo Board of Education

I hereby accept your offer of a professional staff position for the school year 2018-19

Employee's Signature:
Employee ID#

Date 9/6/18



415 4th Street North
Fargo, ND 58102-4514
701.446.1000
FAX: 701.446.1200
www.fargo.k12.nd.us

Dr. Jeffrey M. Schatz, *Superintendent* • 701.446.1005
Dr. Robert Grosz, *Associate Superintendent, Teaching & Learning & Secondary Education* • 701.446.1010
Dr. Rachael Agre, *Assistant Superintendent, Elementary Education & Professional Development* • 701.446.1069
Mr. Broc Lietz, *Business Manager* • 701.446.1027
Ms. Brittnee Nikle, *Director, Human Resources* • 701.446.1038
Mrs. AnnMarie Campbell, *Executive Assistant & Communications* • 701.446.1005

September 6, 2017

ADDENDUM TO CERTIFIED EMPLOYEES' CONTRACT

Kevin Kennedy

The following adjustment has been made to your teaching contract for the 2017-18 school year:

Revised Contract Amount: \$72,835

Lane/Years/Step: MA+45 - 15 (Step 15)

Contract FTE: 1.00

Days: 191

Effective: 8/21/2017

LANE CHANGE

Handwritten signature of Brittnee Nikle in cursive.

Brittnee Nikle
Human Resources Director

Handwritten signature of Kevin Kennedy in cursive, written over a horizontal line.
Employee's Signature

9/7/17
Date

Please sign and return one copy to Human Resources.

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2017-2018

NAME **Kevin Kennedy**
 EMPLOYEEID _____
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Drama Club
 ACTIVITY START DATE 08-24-2017
 ACTIVITY END DATE 05-24-2018
 SCHOOL South
 SALARY AMOUNT **\$971.00**

PAYMENT DATES:
CLUB/ADVISOR: 10 MONTH

Years Experience: 16
 Exp Pay: 312
 Base Pay: 659

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



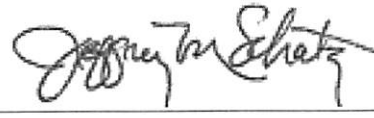
 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Y N

Are you a retired ND Teacher/TFFR Employee
 Y N



 SUPERINTENDENT OF SCHOOLS

8/28/17

 DATE

August 24, 2017

 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

PROCESSED 8/29/17 JLS

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2017-2018

NAME **Kevin Kennedy**
 EMPLOYEEID _____
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Improv
 ACTIVITY START DATE 08/24/2017
 ACTIVITY END DATE 05-31-2018
 SCHOOL South
 SALARY AMOUNT **\$3,213.00**

PAYMENT DATES:
CLUB/ADVISOR: 10 MONTH

Years Experience: 16
 Exp Pay: 1032
 Base Pay: 2181

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Y N

Are you a retired ND Teacher/TFFR Employee
 Y N



SUPERINTENDENT OF SCHOOLS

8/28/17

August 24, 2017

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

PROCESSED 8/29/17 JLS

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2017-2018

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS One Act Play Director
ACTIVITY START DATE	12-4-2017
ACTIVITY END DATE	02-23-2018
SCHOOL	South
SALARY AMOUNT	\$1,494.00

PAYMENT DATES:
DEC/JAN/FEB

Years Experience: 16
Exp Pay: 480
Base Pay: 1014

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

Kevin Kennedy

INSTRUCTOR/COACH

Do you hold a current ND Teaching License

Y N

Are you a retired ND Teacher/TFFR Employee

Y N

10/23/17

DATE

Todd Olson

DISTRICT ACTIVITIES DIRECTOR

Jessie M. Schatz

SUPERINTENDENT OF SCHOOLS

October 17, 2017

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

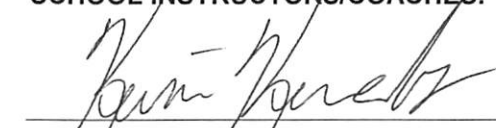
PROCESSED 11/2/17 JLS

**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2017-2018**

NAME	Kevin Kennedy	
EMPLOYEEID		
ACTIVITY	Drama	
ACTIVITY ASSIGNMENT	HS Three Act Play Director	
ACTIVITY START DATE	08-24-2017	
ACTIVITY END DATE	11-5-2017	PAYMENT DATES:
SCHOOL	South	SEPT/OCT/NOV
SALARY AMOUNT	\$5,603.00	

Years Experience: 16
Exp Pay: 1800
Base Pay: 3803

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



INSTRUCTOR/COACH

Do you hold a current ND Teaching License

Y N

Are you a retired ND Teacher/TFFR Employee

Y N

8/28/17

DATE



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS

August 24, 2017

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

PROCESSED 8/29/17 JLS



CONTRACT OFFER OF REEMPLOYMENT

This agreement is made and entered into on the 21st day August, 2017 between **Kevin Kennedy**, a duly qualified teacher (hereinafter called **TEACHER**) holding a valid North Dakota Teacher License and the **School Board of the Fargo Public Schools District #1, County of Cass, North Dakota** (hereinafter called the **SCHOOL DISTRICT**).

1. **DURATION:** Said **TEACHER** is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said **SCHOOL DISTRICT** during the **2017-18** school year for a term of 191 days beginning on August 21, 2017.
2. **SALARY:** The School Board of said **SCHOOL DISTRICT** agrees to pay said **TEACHER** an annual salary of **\$70,828** payable in equal installments.
3. **ASSIGNMENT:** The above named **TEACHER** agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said **TEACHER** is qualified.
4. **COMPLIANCE WITH POLICIES:** **TEACHER** agrees to comply with all policies of the **SCHOOL DISTRICT**, which policies shall be made readily available on the web or in print upon request by the teacher.
5. **CERTIFICATION:** The **TEACHER** certifies that the Highly Qualified standard set by the State of North Dakota has been met.
6. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and returned to the Human Resources Office by 4:30 pm on the 5th day of September, 2017 or it will be deemed rejected.

Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

2017-2018 SALARY: \$70,828

ACADEMIC SALARY LANE: MA+30


EXPERIENCE CREDIT: 15

SALARY SCHEDULE STEP: 15


FULLTIME EQUIVALENCY: 1.00

NUMBER OF CONTRACT DAYS: 191

NUMBER OF SALARY INSTALLMENTS ELECTED: TEACH12



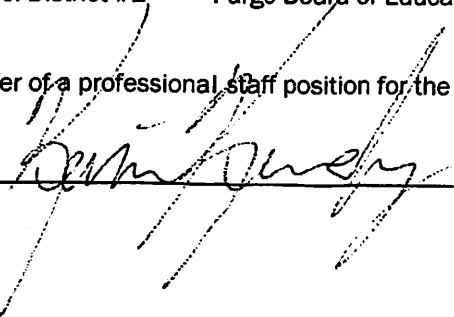
 Dr Jeffrey Schatz
 Superintendent of Schools
 Fargo Public School District #1



 Jim Johnson
 President
 Fargo Board of Education

I hereby accept your offer of a professional staff position for the school year 2017-18.

Employee's Signature:
Employee ID#:

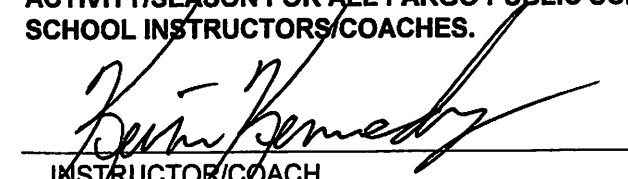
 Date 8/21/17

**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2016-2017**

NAME	Kevin Kennedy	
EMPLOYEEID		
ACTIVITY	Drama	
ACTIVITY ASSIGNMENT	HS One Act Play Director	
ACTIVITY START DATE	12-12-2016	
ACTIVITY END DATE	02-3-2017	PAYMENT DATES: JANUARY/FEBRUARY
SCHOOL	South	
SALARY AMOUNT	\$1,484.00	

Years Experience: 15
Exp Pay: 480
Base Pay: 1004

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



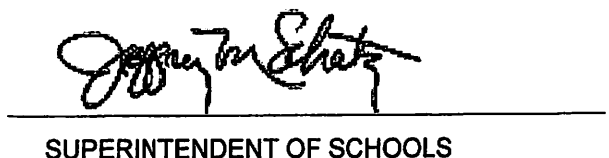
INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
Y N

Are you a retired ND Teacher/TFR Employee
Y N



SUPERINTENDENT OF SCHOOLS

12/19/16

DATE

December 15, 2016

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

PROCESSED 12/29/16 JLS

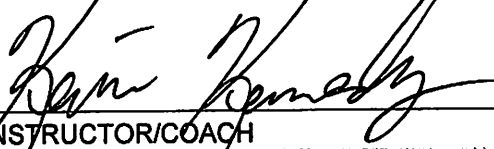
**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2016-2017**

NAME **Kevin Kennedy**
 EMPLOYEEID
 ACTIVITY **Drama**
 ACTIVITY ASSIGNMENT **HS Three Act Play Director**
 ACTIVITY START DATE **02-13-2017**
 ACTIVITY END DATE **04-23-2017**
 SCHOOL **South**
 SALARY AMOUNT **\$5,566.00**

**PAYMENT DATES:
FEBRUARY/MARCH/APRIL**

Years Experience: 15
 Exp Pay: 1800
 Base Pay: 3766

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.




 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License
 Y N

Are you a retired ND Teacher/TFFR Employee
 Y N



 SUPERINTENDENT OF SCHOOLS

12/19/16

 DATE

December 15, 2016

 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

PROCESSED 12/29/16 JLS


**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2016-2017**

NAME **Kevin Kennedy**
 EMPLOYEEID
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Improv
 ACTIVITY START DATE 08-25-2016
 ACTIVITY END DATE 06-1-2017
 SCHOOL South
 SALARY AMOUNT **\$3,191.00**

**PAYMENT DATES:
CLUB/ADVISOR: 10 MONTH**

Years Experience: 15
 Exp Pay: 1032
 Base Pay: 2159

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

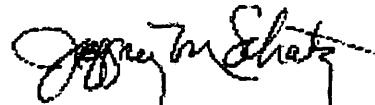


 INSTRUCTOR/COACH
 Do you hold a current ND Teaching License
 Y N



 DISTRICT ACTIVITIES DIRECTOR

Are you a retired ND Teacher/TFFR Employee
 Y N



 SUPERINTENDENT OF SCHOOLS

8/22/16

 DATE

August 10, 2016

 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

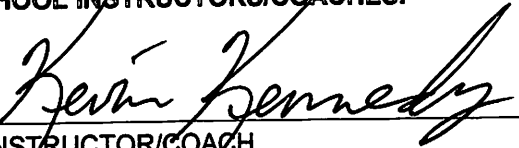
FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2016-2017

NAME **Kevin Kennedy**
EMPLOYEEID
ACTIVITY **Drama**
ACTIVITY ASSIGNMENT **HS Musical Director**
ACTIVITY START DATE **08-29-2016**
ACTIVITY END DATE **11-6-2016**
SCHOOL **South**
SALARY AMOUNT **\$5,566.00**

**PAYMENT DATES:
SEPT/OCT/NOV**

Years Experience: 15
Exp Pay: 1800
Base Pay: 3766

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR

Do you hold a current ND Teaching License

Y N

Are you a retired ND Teacher/TFFR Employee

Y N



SUPERINTENDENT OF SCHOOLS

August 10, 2016

8/22/16

DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

PROCESSED 8/26/16 JLS



FARGO PUBLIC SCHOOLS
 415 N 4TH STREET
 FARGO, NORTH DAKOTA

CONTRACT OFFER OF REEMPLOYMENT

This agreement is made and entered into on the 28th day April, 2016 between Kevin Kennedy, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher License and the School Board of the Fargo Public Schools District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. DURATION: Said TEACHER is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the **2016-17** school year for a term of 191 days beginning on August 22, 2016.
2. SALARY: The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of **\$70,328** payable in equal installments.
3. ASSIGNMENT: The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said TEACHER is qualified.
4. COMPLIANCE WITH POLICIES: TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. CERTIFICATION: The TEACHER certifies that the Highly Qualified standard set by the State of North Dakota has been met.
6. DEADLINE FOR ACCEPTANCE: This contract must be signed and returned to the Human Resources Office by 4:30 pm on the 11th day of May, 2016 or it will be deemed rejected.

Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

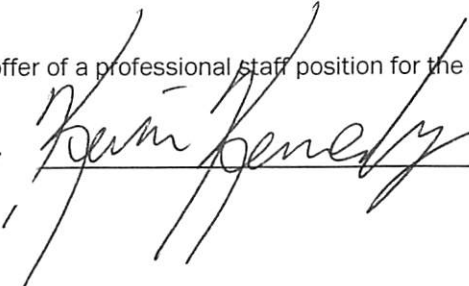
2016-2017 SALARY: \$70,328
 ACADEMIC SALARY LANE: MA+30
 EXPERIENCE CREDIT: 14
 SALARY SCHEDULE STEP: 15
 FULLTIME EQUIVALENCY: 1.00
 NUMBER OF CONTRACT DAYS: 191
 NUMBER OF SALARY INSTALLMENTS ELECTED: 12

Dr Jeffrey Schatz
 Superintendent of Schools
 Fargo Public School District #1

Linda Boyd
 President
 Fargo Board of Education

I hereby accept your offer of a professional staff position for the school year 2016-17.

Employee's Signature:
 Employee ID#:

 Date 4/28/16

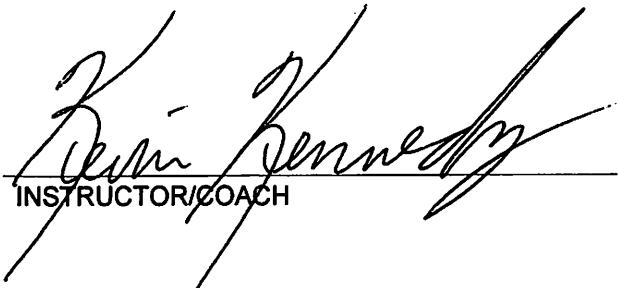
**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2015-2016**

NAME **Kevin Kennedy**
 EMPLOYEEID
 ACTIVITY Club
 ACTIVITY ASSIGNMENT Improv
 ACTIVITY START DATE 08-27-2015
 ACTIVITY END DATE 05-27-2016
 SCHOOL South
 SALARY AMOUNT **\$3,170.00**

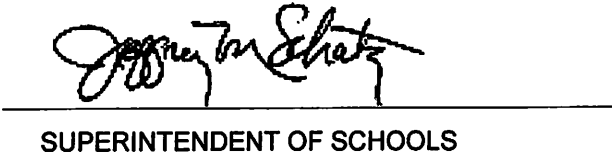
**PAYMENT DATES:
CLUB/ADVISOR: 10 MONTH**

Years Experience: 14
 Exp Pay: 1032
 Base Pay: 2138

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.


 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR


 SUPERINTENDENT OF SCHOOLS


8/26/15
 DATE

August 21, 2015
 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

Processed 8/27/15




FARGO PUBLIC SCHOOLS
 415 N 4TH STREET
 FARGO, NORTH DAKOTA

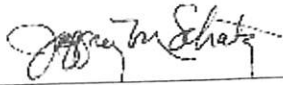
CONTRACT OFFER OF REEMPLOYMENT

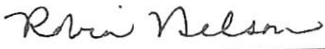
This agreement is made and entered into on the 19th day of June, 2015 between Kevin Kennedy, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher's License and the Fargo Public Schools District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. DURATION: Said TEACHER is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the 2015-16 school year for a term of 191 days beginning on August 24, 2015.
2. SALARY: The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of \$ 67,670.00 payable in equal installments.
3. ASSIGNMENT: The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract, including teaching assignments for which said TEACHER is highly qualified.
4. COMPLIANCE WITH POLICIES: TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. QUALIFICATIONS: The TEACHER hereby certifies that he/she holds a valid teacher's license issued by the North Dakota Education Standards and Practices Board (ESPB) and is highly qualified as defined and required by ESPB.
6. DEADLINE FOR ACCEPTANCE: This contract must be signed and returned to the Human Resources Office by 4:30 pm on the 20th day of July, 2015 or it will be deemed rejected.

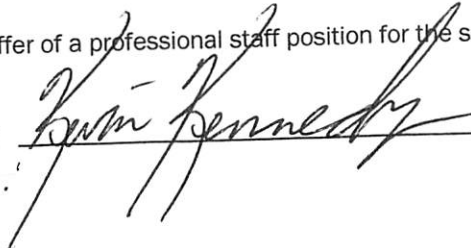
Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

2015-2016 SALARY: \$67,670.00
 ACADEMIC SALARY LANE: MA+30
 EXPERIENCE CREDIT: 13
 SALARY SCHEDULE STEP: 14
 FULLTIME EQUIVALENCY: 1.00
 NUMBER OF CONTRACT DAYS: 191.00
 NUMBER OF SALARY INSTALLMENTS ELECTED: 12


 Superintendent of Schools
 Fargo Public School District #1


 Robin Nelson
 President
 Fargo Board of Education

I hereby accept your offer of a professional staff position for the school year 2015-16.

Employee's Signature:  Date: 7/9/15
 Employee ID#:

**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2015-2016**

NAME **Kevin Kennedy**
 EMPLOYEEID
 ACTIVITY **Drama**
 ACTIVITY ASSIGNMENT **HS Three Act Play Director**
 ACTIVITY START DATE **01-4-2016**
 ACTIVITY END DATE **02-28-2016**
 SCHOOL **South**
 SALARY AMOUNT **\$5,528.00**

**PAYMENT DATES:
JANUARY/FEBRUARY**

Years Experience: 14
 Exp Pay: 1800
 Base Pay: 3728

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.

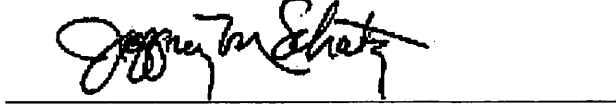


 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Current/Past/Retired TFFR Employee: Y N



SUPERINTENDENT OF SCHOOLS

1/28/16

 DATE

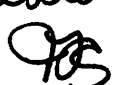
January 26, 2016

 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

Processed 2/1/16


South

**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2015-2016**

NAME Kevin Kennedy
 EMPLOYEEID
 ACTIVITY Drama
 ACTIVITY ASSIGNMENT HS One Act Play Director
 ACTIVITY START DATE 02-29-2016
 ACTIVITY END DATE 03-31-2016
 SCHOOL South
 SALARY AMOUNT **\$1,474.00**

**PAYMENT DATES:
FEBRUARY/MARCH**

Years Experience: 14
 Exp Pay: 480
 Base Pay: 994

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.


 INSTRUCTOR/COACH


 DISTRICT ACTIVITIES DIRECTOR

Current/Past/Retired TFFR Employee. Y N


 SUPERINTENDENT OF SCHOOLS

1/28/16
 DATE

January 26, 2016
 DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

South
 Processed 2/1/16

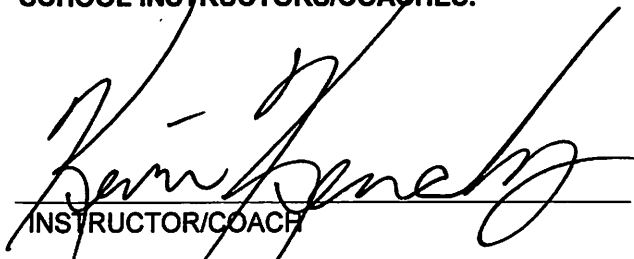

**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2015-2016**

NAME **Kevin Kennedy**
 EMPLOYEEID
 ACTIVITY **Drama**
 ACTIVITY ASSIGNMENT **HS Musical Director**
 ACTIVITY START DATE **09-28-2015**
 ACTIVITY END DATE **12-13-2015**
 SCHOOL **South**
 SALARY AMOUNT **\$5,528.00**

**PAYMENT DATES:
OCTOBER/NOVEMBER/
DECEMBER**

Years Experience: 14
 Exp Pay: 1800
 Base Pay: 3728

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



 INSTRUCTOR/COACH



 DISTRICT ACTIVITIES DIRECTOR

Current/Past/Retired TFFR Employee. Y N



SUPERINTENDENT OF SCHOOLS

September 15, 2015

9/16/15

 DATE

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 5th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools. Fargo Public Schools may cancel this activity in its sole discretion and in that event this contract is also deemed canceled. If the activity is canceled after commencement of the activity, the employee shall only be paid for days worked prior to cancellation. If this occurs, payment shall be made for days worked at a daily rate as determined by dividing the total contract amount by season length in weeks divided by five. Contracts commence and conclude with the NDHSAA and FPS regulated dates for the assigned activity.

Processed 9/24/15

South

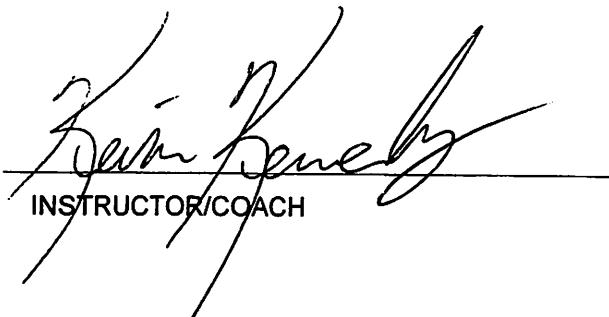


**FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2014-2015**

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Musical Director
ACTIVITY START DATE	08-27-2014
ACTIVITY END DATE	11-9-2014
SCHOOL	South
SALARY AMOUNT	\$5,438.00

Years Experience: 13
Exp Pay: 1800
Base Pay: 3638

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.


INSTRUCTOR/COACH


DISTRICT ACTIVITIES DIRECTOR


SUPERINTENDENT OF SCHOOLS


9/5/14
DATE

September 3, 2014
DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

Rec'd 9/8/14


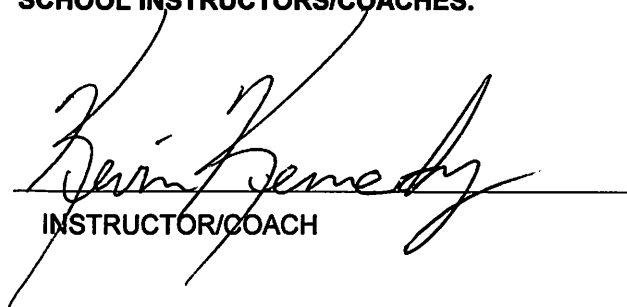
South

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2014-2015

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Three Act Play Director
ACTIVITY START DATE	12-15-2014
ACTIVITY END DATE	02-22-2015
SCHOOL	South
SALARY AMOUNT	\$5,438.00

Years Experience: 13
Exp Pay: 1800
Base Pay: 3638

CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.


INSTRUCTOR/COACH


DISTRICT ACTIVITIES DIRECTOR


SUPERINTENDENT OF SCHOOLS


9/19/14
DATE

September 16, 2014
DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

Rec'd 9/23/14


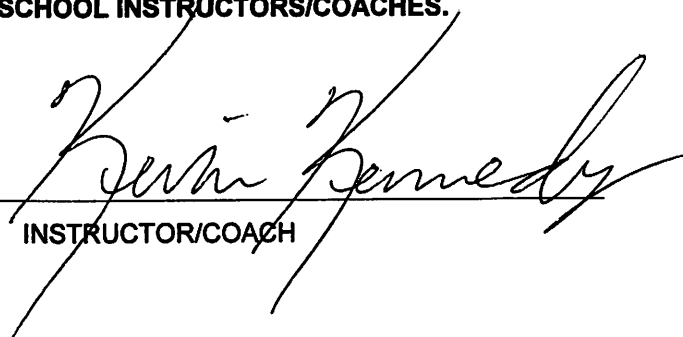
South

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2014-2015

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS One Act Play Director
ACTIVITY START DATE	02-23-2015
ACTIVITY END DATE	03-31-2015
SCHOOL	South
SALARY AMOUNT	\$1,450.00

Years Experience: 13
Exp Pay: 480
Base Pay: 970

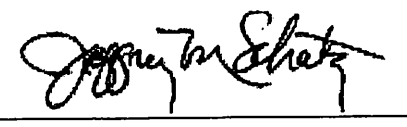
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS

9/19/14

DATE


September 16, 2014

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

Rec'd 9/23/14


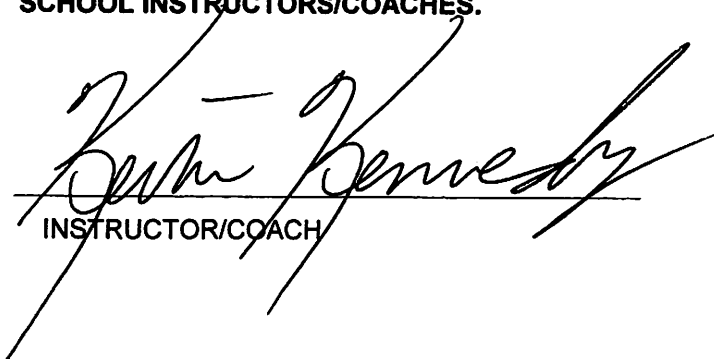
South

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2014-2015

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Club
ACTIVITY ASSIGNMENT	Improv
ACTIVITY START DATE	08-27-2014
ACTIVITY END DATE	05-29-2015
SCHOOL	South
SALARY AMOUNT	\$3,118.00

Years Experience: 13
Exp Pay: 1032
Base Pay: 2086

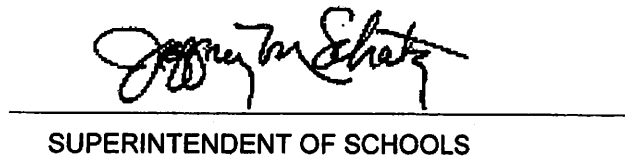
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



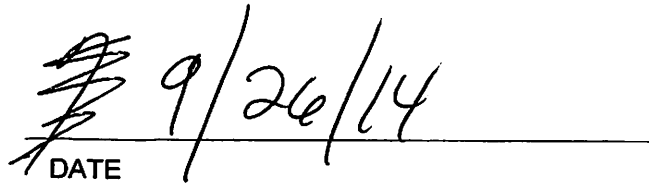
INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS



DATE


September 16, 2014

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

Processed
10/31/14 

South



FARGO PUBLIC SCHOOLS
415 N 4TH STREET
FARGO, NORTH DAKOTA

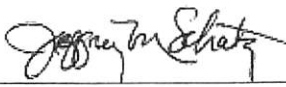
CONTRACT OFFER OF REEMPLOYMENT

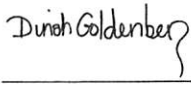
This agreement is made and entered into on the 17th day of April, 2014 between Kevin Kennedy, a duly qualified teacher (hereinafter called TEACHER) holding a valid North Dakota Teacher's License and the Fargo Public Schools District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

1. DURATION: Said TEACHER is licensed to teach in the public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the 2014-15 school year for a term of 191 days beginning on August 22, 2014.
2. SALARY: The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of \$ 63,476.00 payable in equal installments.
3. ASSIGNMENT: The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract, including teaching assignments for which said TEACHER is highly qualified.
4. COMPLIANCE WITH POLICIES: TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. QUALIFICATIONS: The TEACHER hereby certifies that he/she holds a valid teacher's license issued by the North Dakota Education Standards and Practices Board (ESPB) and is highly qualified as defined and required by ESPB.
6. DEADLINE FOR ACCEPTANCE: This contract must be signed and returned to the Human Resources Office by 4:30 pm on the 18th day of May, 2014 or it will be deemed rejected.

Your salary is based on your training and experience credit currently recorded in the Human Resources office as indicated:

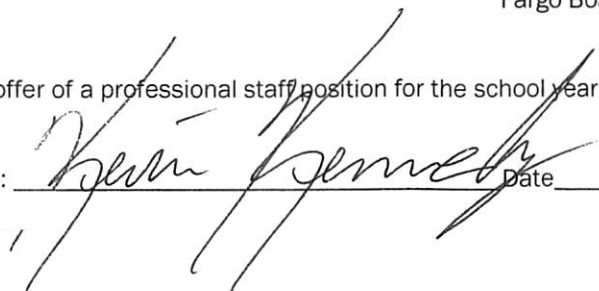
2014-2015 SALARY:	\$63,476.00
ACADEMIC SALARY LANE:	MA+30
EXPERIENCE CREDIT:	12
SALARY SCHEDULE STEP:	13
FULLTIME EQUIVALENCY:	1.00
NUMBER OF CONTRACT DAYS:	191.00
NUMBER OF SALARY INSTALLMENTS ELECTED:	12


 Superintendent of Schools
 Fargo Public School District #1


 Dinah Goldenberg
 President
 Fargo Board of Education

I hereby accept your offer of a professional staff position for the school year 2014-15/

Employee's Signature:
Employee ID#:

 Date 4/17/14

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2013-2014

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS One Act Play Director
ACTIVITY START DATE	03-4-2014
ACTIVITY END DATE	03-28-2014
SCHOOL	South
SALARY AMOUNT	\$1,450.00

Years Experience: 12
Exp Pay: 480
Base Pay: 970

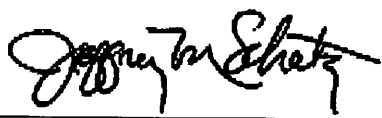
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS

3/7/14

DATE

March 5, 2014

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

Rec'd 3/7/14

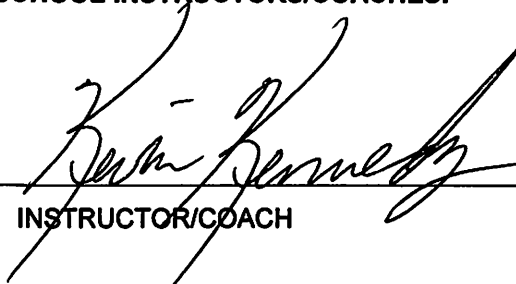

South

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2013-2014

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Three Act Play Director
ACTIVITY START DATE	12-16-2013
ACTIVITY END DATE	02-23-2014
SCHOOL	South
SALARY AMOUNT	\$5,438.00

Years Experience: 12
Exp Pay: 1800
Base Pay: 3638

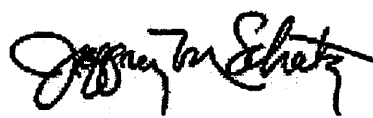
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



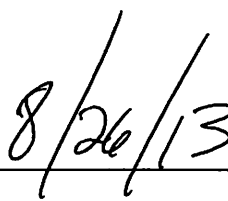
INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS



DATE

August 23, 2013

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

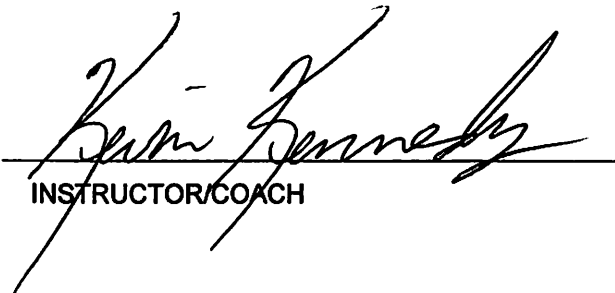
South


FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2013-2014

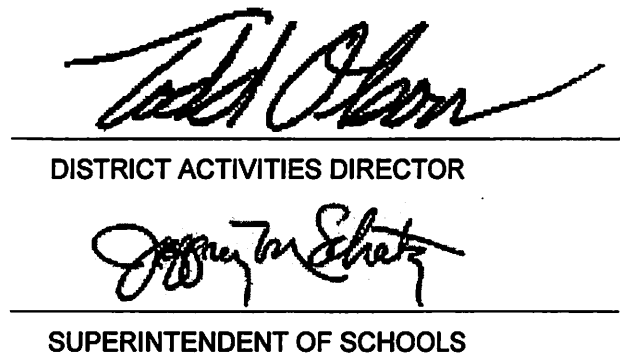
NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Club
ACTIVITY ASSIGNMENT	Improv
ACTIVITY START DATE	08-22-2013
ACTIVITY END DATE	05-30-2014
SCHOOL	South
SALARY AMOUNT	\$3,118.00

Years Experience: 12
Exp Pay: 1032
Base Pay: 2086

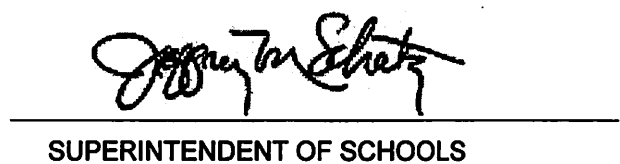
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



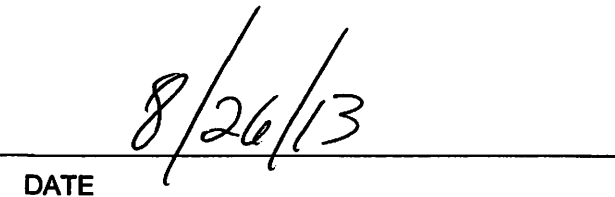
INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS



DATE

August 23, 2013

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

South

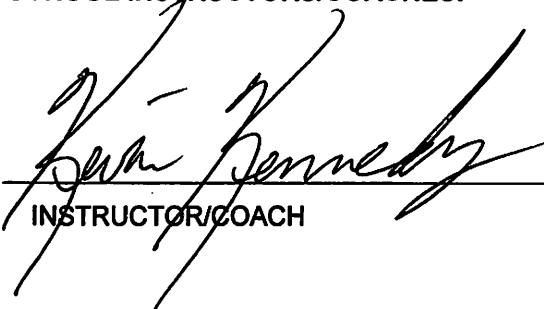
*Rec'd
8/27/13*

FARGO PUBLIC SCHOOLS
CO-CURRICULAR ASSIGNMENT FOR 2013-2014

NAME	Kevin Kennedy
EMPLOYEEID	
ACTIVITY	Drama
ACTIVITY ASSIGNMENT	HS Musical Director
ACTIVITY START DATE	09-24-2013
ACTIVITY END DATE	11-24-2013
SCHOOL	South
SALARY AMOUNT	\$5,438.00

Years Experience: 12
Exp Pay: 1800
Base Pay: 3638

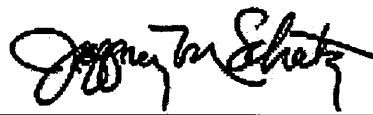
CO-CURRICULAR ASSIGNMENTS WILL BE PAID IN EQUAL PAYMENTS DURING THE ACTIVITY/SEASON FOR ALL FARGO PUBLIC SCHOOL PERMANENT EMPLOYEES AND NON-SCHOOL INSTRUCTORS/COACHES.



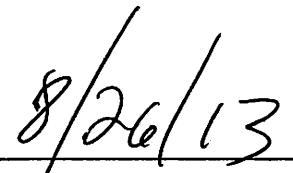
INSTRUCTOR/COACH



DISTRICT ACTIVITIES DIRECTOR



SUPERINTENDENT OF SCHOOLS



DATE

August 23, 2013

DATE

This co-curricular contract is effective for one activity/athletic season as identified above and is subject to yearly renewal.

Please sign and return one copy to Student Activities at the Fargo Public Schools District Office by the 8th day of the first month of your contract.

I acknowledge that this contract will become null and void if I accept a position as an hourly employee of the Fargo Public Schools.

South


8/27/13

FARGO PUBLIC SCHOOLS

SALARY INSTALLMENT FORM

NEW INSTRUCTIONAL STAFF



As a new teacher for the Fargo Public Schools, you have the option to have your teaching salary divided over 10 or 12 installments. If you choose 10 installments, you will receive 10 equal monthly payments beginning September 16, 2013 and ending June 16, 2014. If you choose 12 installments, you will receive 12 equal monthly payments beginning September 16, 2013 and ending with 3 monthly payments on June 16, 2014.

Please indicate whether you want your basic salary paid in ten or twelve installments.

Name: Kevin Kennedy

Last 4 digits of your Social Security Number: _____

_____ 10 Installments X 12 Installments

415 4th Street North
Fargo, ND 58102-4514
701.446.1000
Fax: 701.446.1200
www.fargo.k12.nd.us

Dr. Jeffrey M. Schatz
Superintendent
701.446.1005

Dr. Robert Grosz
Assistant Superintendent,
Teaching & Learning
701.446.1010

Mrs. Nancy Jordheim
Assistant Superintendent,
Human Resources
701.446.1038

Mr. Broc Lietz
Business Manager
701.446.1027

Mrs. AnnMarie Campbell
Executive Assistant &
Communications
701.446.1005

*IRS regulations and guidance state that school employees working in a school year that falls in two calendar years will avoid any penalty if they simply make an election, before starting work in the new school year, to annualize their salary. **This election, once made, is irrevocable for the 2013-2014 school year.***

Kevin Kennedy
Employee's Signature

6/4/13
Date

Return this form to Human Resources with your signed teacher contract for 2013-2014.

7/30/2013



415 4th Street North
Fargo, ND 58102-4514
701.446.1000
Fax: 701.446.1200
www.fargo.k12.nd.us

Dr. Jeffrey M. Schatz
Superintendent
701.446.1005

Dr. Robert Grosz
Associate Superintendent,
Teaching & Learning
& Secondary Education
701.446.1010

Mrs. Rachael Agre
Assistant Superintendent,
Elementary Education
& Professional Development
701.446.1069

Mr. Broc Lietz
Business Manager
701.446.1027

Mrs. AnnMarie Campbell
Executive Assistant &
Communications
701.446.1005

ADDENDUM TO CERTIFIED EMPLOYEES' CONTRACT

Kevin Kennedy

The following adjustment has been made to your teaching contract for the 2013/2014 school year:

REVISED CONTRACT AMOUNT: \$59218

LANE/YEARS/STEP: MA+30 - 11 (Step 12)

CONTRACT PERCENTAGE: 1.00%

DAYS: 191

Revised - 2013-14 salary schedule

EFFECTIVE DATE: 8/19/2013

Sheryl Lehman
Human Resources Director

Employee's Signature

Date

8/8/13

Please sign and return one copy to Human Resources.



**Fargo Public Schools
Human Resources
415 N 4th Street
Fargo, ND 58102**

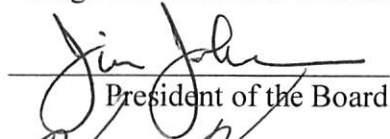
CONTRACT OF EMPLOYMENT

This agreement is made and entered into on the **14th day of May, 2013** between **Kevin Kennedy**, a duly qualified teacher (hereinafter called TEACHER), holding a valid North Dakota Teacher License and the School Board of the Fargo Public School District #1, County of Cass, North Dakota (hereinafter called the SCHOOL DISTRICT).

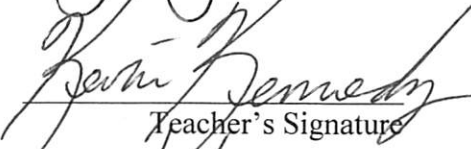
1. **DURATION:** Said TEACHER is licensed to teach in the Public school in Cass County of North Dakota and hereby contracted to teach in said SCHOOL DISTRICT during the 2013-2014 school year for a term of **191** days, beginning on 8/19/2013.
2. **SALARY:** The School Board of said SCHOOL DISTRICT agrees to pay said TEACHER an annual salary of **\$58,218.00***, payable in equal installments.
3. **ASSIGNMENT:** The above named TEACHER agrees to faithfully perform such services as may be reasonably assigned by the School Board or its designated representative(s) during the life of this contract including teaching assignments for which said TEACHER is qualified.
4. **COMPLIANCE WITH POLICIES:** TEACHER agrees to comply with all policies of the SCHOOL DISTRICT, which policies shall be made readily available on the web or in print upon request by the teacher.
5. **CERTIFICATION:** The TEACHER certifies that the Highly Qualified standard set by NCLB and the State of North Dakota has been met.
6. **DEADLINE FOR ACCEPTANCE:** This contract must be signed and **returned to the Human Resources Office by 4:00 pm on 6/14/13 or it will be deemed rejected.**

***Based upon a MA+30 - 11 years of experience (Step 12) at 1.00 FTE
Based upon 2012-13 Salary Schedule**

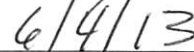
Fargo Public School District



President of the Board



Teacher's Signature



Date

Please return the original copy to Human Resources at the above address.

COMPLIANCE VERIFICATION - DETACH AND RETURN TO HUMAN RESOURCES

I hereby verify that I have read and understand the information presented in this document.

Kevin Kennedy

Printed Name

Kevin Kennedy

Signature

Employee ID

6/4/17

Date