

Board of Education Regular Meeting

Monday, February 8, 2016 2:00 PM

Conference Room  
1501 Front Street  
Henderson, NE 68371-8929

## **Agenda**

1. Preliminary Procedures
  1. Call to Order
  2. Public Notice of the Meeting
  3. Roll Call
2. Public Comments on Agenda Items
3. Public Comments on Topics Not on the Agenda
4. Reports
  1. Superintendent's Report
  2. Principals' Reports
5. Discussion Items
  1. Robotics
  2. Affordable Care Act
  3. AdvancED Visit
  4. NASB Membership
6. Old Business
7. New Business
  1. March Board Meeting
  2. April Board Meeting
  3. 2016-2017 Calendar
  4. Resignation
  5. Recognize HEA as Bargaining Agent

8. Future Agenda Items

9. Consent Agenda

1. Approval of Minutes

2. Approval of Treasurer's Report

3. Approval of Claims

4. Financial Reports

5. Out of State Travel Requests

10. Adjournment



# **HEARTLAND COMMUNITY SCHOOLS**

## **EXECUTIVE SUMMARY OF THE SCHOOL DISTRICT**

**Prepared as part of the  
AdvancED external team evaluation**

**March of 2016**

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## **Introduction**

When Henderson Community School and Bradshaw Public School consolidated in 1998, countless meetings were held to discuss all the logistics of such an undertaking. The term “Community” was agreed upon by both entities...and rightly so. Heartland is a community. It is evident when you walk the halls and see students working together, staff working with students and each other. The community is alive and serves as a basis for relationships to foster an environment where students can thrive and learn. There is a lot of pride in the halls of Heartland Community Schools. Our students, staff, parents, and patrons hold the school in high esteem and strive for excellence.

## Description of the School System

Heartland Community School District is a Class III district located sixty miles west of Lincoln and was formed when the Henderson Community School and Bradshaw Public School districts consolidated in 1998-99. Heartland Community School is dedicated to educating all students by providing challenging opportunities to learn according to individual needs. The Heartland district has an enrollment of 326 students, 39 teachers, and 13 paraprofessionals; an average adult to student ration of 1 to 6. Our class sizes range 5-12 in PK, 12-26 in Elementary, 10-36 in the Junior High, and 1-62 in the High School. The past five years our teachers with Master's percentage has ranged from 39.39% to 45.45% and years of teaching experience has ranged from 19.70 to 23.18 years. The district is currently 100% NCLB qualified. In the past 5 years, both the superintendent and elementary principal retired, which led to Brad Best being hired as the superintendent (2012-2013) and Sadie Houck being hired as the elementary principal/SPED director (2014-2015). Heartland is a family-friendly district that offers rigorous academic standards and achievement, and outstanding extracurricular activities. To learn more about the school district and its award-winning programs, access the district website at [www.heartlandschools.org](http://www.heartlandschools.org).

### Unique Local Insights

Heartland Community School-Henderson/Bradshaw builds 10 full days of in-service into the teachers' contract time for staff development. The topic of in-service targets the goals for school improvement and are focused on giving teachers the necessary information so the school can reach their goals. Staff members also analyze data and plan according to the needs of each student. By having the in-service during contract time, the district sends a message that staff development and input is important to the success of our district. The administration seeks input from the staff in a variety of ways such as: developing the calendar for the upcoming school year, direction for improvement, and sharing ideas that others can use in their classroom. By seeking input from staff members, an open climate has been created with support on all ends of the spectrum. The board has made specific efforts in keeping Heartland teachers at the high end of the salary scale for teachers in the Southern Nebraska Conference and surrounding areas.

Grace Children's Home is located in Henderson. "It is the purpose of Grace Children's Home to provide care, nurture, and special guidance and direction for children and youth from disrupted families. The Home is dedicated to provide for the physical,

spiritual, social, emotional and educational needs of those young people placed in the care of the home. Our goal is to provide an environment in which these youth have an opportunity to learn to live life to their fullest potential,” (<http://www.gracechildrenshome.com>). GCH has three cottages; one for boys and one for girls. It is very common for students from Grace to earn as many as 40 credits/semester when they attend Heartland.

Heartland Community Schools membership, once at 431 during 2000-2001 school year, is currently at 326. While our membership decreases over the years, our mobile and highly mobile student population has increased. We have been above the state average the past four consecutive school years in mobility; ranging from 12.62% to 16.38%. Our highly mobile population the past five years has ranged from 9.30% to 13.69%; double to triple the state average. Heartland’s Free and Reduced Lunch (FRL) percentage has increased from 19.72% in 2000-2001 to 30% in 2015-2016.

## District and Community Resources

Heartland Community Schools-Henderson/Bradshaw has worked to develop a partnership with many of the businesses in the community. The businesses in both communities of Henderson and Bradshaw support athletics by contributing to the programs. The school gives back to the community by playing a key role in sponsoring different events such as community days, hosting musical performance groups, and even fundraisers for local individuals in need (such as Run for Hunger, Christmas gifts/food, etc.). Each year, the National Honor Society sponsors a food drive that provides food for 30-40 families in need in York County. The community and the school work together in many areas when the need is present. Because of the relationships that develop through community involvement, parents and patrons take pride and ownership in their school. Stakeholders are willing to take time to serve on committees involving the improvement of the school. It is common to see a committee working towards school improvement with parents, teachers, board members, and patrons all working together. This past summer, the elementary and pre-school playgrounds were assembled with the help of staff, past and present students, board members and community members. At this time our community does not have a daycare center and is very limited with daycare and after school care resources. However, our community is working to solve this problem. Local churches have sought out grants and brought in contractors and engineers to look at the feasibility of creating a daycare center within one of the local churches. It is projected that this would be completed by the 2017-2018 school year.

## Current community perception

The district maintains a focus on student performance. The district is committed to teaching students skills necessary for education beyond high school. School improvement goals focus on student achievement. Goals for school improvement are developed according to data regarding student achievement and focus on areas the district needs to improve upon. During this time of improvement, in-service time is allocated for educating teachers in order to increase the performance of teachers and students.

# System's Purpose

## Our Current Mission Statement:

- Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

## Our Current Belief Statements:

- Heartland Community Schools - Henderson/Bradshaw believe:
  - all students have value and the ability to learn.
  - in providing a positive, safe, and caring environment for learning.
  - in providing challenging educational opportunities for each student.
  - in preparing students for a lifetime of learning.
  - in cooperative community support.
  - in the importance of integrity within all aspects of education.
  - in fostering a relationship of respect with the community.

# Notable Achievements and Areas of Improvement:

## Notable Achievements:

- Heartland Community Schools' high school marching band has won the All-Class championship trophy at Harvest of Harmony for the past three consecutive school years.
- Heartland has sent at least 4 competitors, some years as many as 10, to National FBLA since the Henderson/Bradshaw consolidation. In the last 5 years the range has been 7-10 with 2-4 students placing in the top ten in the nation each year. Even more notable, there have been three that finished first in the nation.

## Areas of Improvement

- Guidance services for PK-6th grade.
- Determine the need for a formal program to provide positive interaction for all students.
- Continue to improve the building mentoring program.
- Complete Course Curriculum Guides

## Improvement Goals

- To improve student learning through the re-alignment of teaching objectives and state standards within our curriculum.
  - Teachers are working on curriculum guides and have been given time during professional development and the summer months to complete the documents.
- To improve student reading comprehension through the enhancement of vocabulary instruction at all grade levels.
- Professional development time has been dedicated for staff to learn the WORDS process. The process is listed on the Wiki.
  - What's new?
  - Own words!
  - Represent!
  - Discuss!
  - Strengthen!
- Infusion of technology into the classrooms.
  - All teachers are provided a MacBook Pro. All students in grade 7-12 are

provided with a MacBook Air. Students can take computers home, after they learn about acceptable use, pay a \$30 insurance fee, and are up to date on all accounts. Also available are iPads for our SPED students, and a classroom set of iPod touches.

- Heartland elementary is very excited to have an iPad for every two children in the elementary, a full Mac lab, and a Mac cart for student use.

## **Additional Information**

### Preschool

Heartland Community Schools has been fortunate to have a preschool within its building since the 1988-1989 school year through the Geneva Support Services Cooperative (GSSC). The preschool was then taken over by Talking for Young Kids' Education (TYKE) at ESU 6 for the 2000-2001 school year. It was the summer before the 2011-2012 school year that Heartland decided to take over the preschool operations. The preschool has been taught by the same dual-certified teacher (early childhood and special education) throughout all of the years. Currently our preschool serves 22 students; 7 identified with a disability and 15 peers. The preschool operates with students 4 days a week with a 3 and 4-year-old morning session (7 total students) and a pre-kindergarten afternoon session (12 total students).

A preschool parent committee meets bi-monthly and have held events such as bike rodeos, baby sign language, and Love and Logic Parenting. The Early Intervention team also meets bi-monthly where preschool staff and administration learn about many different topics; autism, sensory listening, core strength, writing effective IFSP goals, best practices for birth-3, sensory integration within the preschool environment, poverty, and visual learning strategies. This PLC has been very beneficial to our preschool staff and students.

### Special Education

During the 2013-2014 school year Heartland Community School had a special education population rate of 26%. The current population rate is 20%. In the spring of 2014, Heartland Community Schools hired a new elementary principal that would also serve as the district special education director. Heartland now has a formal SAT process and screening process for MDT referrals. The Heartland special education department also uses IEP guidance forms, percentage calculations, and has a formal review process before finalizing SRS forms.

### Curriculum

In the past 5 years Heartland elementary reading scores have jumped from 77% proficient to 83-91% proficient. Heartland elementary implemented Reading Street grades K-6 during the 2012-2013 school year. Saxon Math was implemented this year

grades K-6. Elementary, middle grades, and high school are currently investigating science curriculum for implementation during the 2016-2017 school year.

### High Ability Learner (HAL) Opportunities

During the 2014-2015 HCS started a HAL committee that began to set up HAL opportunities for students grades 2-12. After months of researching and preparing boards, costumes, and speeches 35 HAL students performed during our first ever People of the Past and Present. This school year students have participated in extension camps such as Japanese, Dance, and upcoming Legos and Bird Watching camps. Our junior high students have dived into robotics and quiz bowl. The JH quiz bowl team, just qualified for state 2016. At the high school, we also started a quiz bowl team and a mathlete program. Two members of the HAL committee attended the Nebraska Association for the Gifted annual conference in February.

## Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

**Overall Rating: Level 3**

Indicator	Statement	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	<p>Purpose statements - past and present</p> <p><b>Our Current Mission Statement:</b> Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.</p> <p><b>Our Current Belief Statements:</b> Heartland Community Schools - Henderson/Bradshaw believe:</p> <ul style="list-style-type: none"> <li>• all students have value and the ability to learn.</li> <li>• in providing a positive, safe, and caring environment for learning.</li> <li>• in providing challenging educational opportunities for each student.</li> <li>• in preparing students for a lifetime of learning.</li> <li>• in cooperative community support.</li> <li>• in the importance of integrity within all aspects of education.</li> <li>• in fostering a relationship of respect with the community.</li> </ul> <p>School's Mission Statement / Belief Statement is posted on the School's Website (<a href="http://www.heartlandschools.org">www.heartlandschools.org</a>), the School's Wiki Page, Letterhead, Newsletter, on the walls (2 locations), in classrooms, and the Teacher Handbook (online page 4).</p> <p>2014 PARENT SURVEY TAKEN BY PARENTS AND JR/HS STUDENTS</p> <ul style="list-style-type: none"> <li>• Understanding Goals of the School Parents=100% Students=94%</li> <li>• Input on Decisions Parents=100% Students=47%</li> </ul> <p>Reviewed School's Mission and Belief Statements on September 17, 2012. Documentation of this event was recorded on the School's Wiki page.</p> <p>Annual Report on the School's website (<a href="http://www.heartlandschools.org">www.heartlandschools.org</a>).</p>	<ul style="list-style-type: none"> <li>• Minutes from meetings related to development of the school's purpose</li> <li>• Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>• Communication plan to stakeholders regarding the school's purpose</li> <li>• Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.	<p>Purpose statements - past and present</p> <p><b>Our Current Mission Statement:</b> Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.</p> <p><b>Our Current Belief Statements:</b> Heartland Community Schools - Henderson/Bradshaw believe:</p> <ul style="list-style-type: none"> <li>• all students have value and the ability to learn.</li> <li>• in providing a positive, safe, and caring environment for learning.</li> <li>• in providing challenging educational opportunities for each student.</li> <li>• in preparing students for a lifetime of learning.</li> <li>• in cooperative community support.</li> <li>• in the importance of integrity within all aspects of education.</li> <li>• in fostering a relationship of respect with the community.</li> </ul> <p>Reviewed School's Mission and Belief Statements on September 17, 2012. Documentation of this event was recorded on the School's Wiki page.</p>	<ul style="list-style-type: none"> <li>• The school's statement of purpose</li> <li>• Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>• Survey results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	Professional development days are focused around the school improvement process. Data is reviewed, research based teaching strategies are taught, opportunity to learn new technology is offered, and are all documented on the school wiki.	<ul style="list-style-type: none"> <li>• Agenda, minutes from continuous improvement planning meetings</li> <li>• Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>• The school data profile</li> <li>• The school continuous improvement plan</li> <li>• Survey results</li> </ul>	Level 3

## Standard 1 Narrative

Heartland Community Schools is committed to high expectations and participation of student improvement through our Mission Statement and Belief Statements. Heartland Community School provides a foundation of purpose through our Mission Statement and Belief Statements. However, this is an ongoing process of evaluation and documentation to provide the best reflective learning environment. These statements have been evaluated (September 17, 2012) and have been found to be current and relevant today providing clear goals for our school to implement. This focus requires more consistent review (annually) and application to our instructional model. As Heartland moves forward more awareness will be committed to the documentation of stakeholders involvement in these processes by use of our Faculty Wiki page, Heartlandschools.org website, and through surveys. Currently, in our 2014 Parent Survey, 100% of the parents surveyed believed the School's goals were communicated effectively while 94% of the students surveyed perceived the School's goals were communicated effectively. Staff and faculty undergo data collection review, goal monitoring, and school improvement development during regular professional meeting dates during the school year.

Our data collection comes from MAP, NESAS, ACT, PLAN, classroom achievement, and DIBELS test scores. The MAP, NESAS, PLAN are mailed home with letters of explanation. While DIBELS is individually explained face to face at parent teacher conferences. District wide scores are accessible on heartlandschools.org. ACT and PLAN test scores are communicated through the counselor's office. More defined definitions of scores summaries are available to the staff through the Heartland Wiki page. Evaluations of scores indicate to faculty and staff direction for continuing improvement of school wide classroom instruction. Efforts to improve areas of weakness have been done by implementation of a School wide reading program and a math program in the elementary classes.

Stakeholder goal communication is provided through student handbooks, heartlandschools.org, and District newsletter. Staff goals can be accessed through the District wiki page. Other positive mode of effective communication with all stakeholders comes from Student Grades being accessible through PowerSchool. Grades are updated weekly, with follow up communication to parents about student scores. These reports provide academic monitoring for eligibility in extracurricular activities. One issue with providing accessibility to information is to maintain up to date information, whether it may be student grades, test scores, or student access to learning materials. Technology greatly aids in providing additional instruction and communication after hours through Google classroom Haiku.

Uses of surveys.....2014 PARENT SURVEY TAKEN BY PARENTS AND JR/HS STUDENTS  
Interesting findings: Understanding Goals of the School Parents=100% Students=94%  
Input on Decisions Parents=100% Students=47%

## Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

**Overall Rating: Level 4**

Indicator	Statement	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	The governing body of Heartland Community Schools establishes policies and supports practices that ensure effective administration of its school. Policies and practices promote conditions that support student learning and effective instruction. Policies and practices promote professional growth of staff and appropriate fiscal management. Policies are available in the office for review and will be available on our school website at <a href="http://www.heartlandschools.org">www.heartlandschools.org</a> by summer 2016. There are opportunities for staff and stakeholder input on policy changes at board meetings. Yearly schedule for professional development days and handbooks for certified and classified staff are available. Information regarding governance is shared via newsletter and annual report to patrons.	<ul style="list-style-type: none"> <li>● Board policies</li> <li>● Professional development plans</li> <li>● Staff handbooks</li> <li>● Opportunity for input on policy revision</li> <li>● Student handbooks</li> <li>● Board minutes and agendas posted online</li> <li>● Newsletter articles regarding policy changes</li> <li>● School improvement wiki</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Heartland Community School's Board of Education undergoes an annual board self-evaluation. To further their skills, board members attend national, state, and area conferences and workshops. The Board is responsive to public input as part of their monthly agenda. Every board member acts in accordance with his or her defined roles and responsibilities in compliance with board policy.	<ul style="list-style-type: none"> <li>● Board policies outlining roles of board members</li> <li>● Members are very active in relevant professional development.</li> <li>● Legal counsel is in place</li> <li>● Policies are reviewed in a timely manner</li> <li>● Meeting minutes reflect mandated hearings and reviews</li> </ul>	Level 4

Indicator	Statement	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The Board of Education allows the administration and teachers the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Monthly reports are submitted and presented to the board by administrators to inform the board of school and student progress. The board and administration understand and respect one another's roles as it pertains to the operations of the school.	<ul style="list-style-type: none"> <li>● School improvement is a team effort</li> <li>● Board establishes similar goals</li> <li>● Roles of the admin team are identified</li> <li>● Board attends meetings and discusses their role as compared to that of administration</li> <li>● Board conducts self-evaluation each year</li> <li>● Climate surveys of staff, students, and parents</li> </ul>	Level 4

Indicator	Statement	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Administration and teachers work together to advance efforts in shared decision-making and to provide a framework for aligning our curriculum in Grades K-12. Student achievement data is a focus and reviewed as a group twice each year. Staff and leadership discuss and hold high expectations and are held accountable for maintaining and improving conditions that support student learning. The culture is one of support, collaboration, and common focus.	<ul style="list-style-type: none"> <li>● Board members are informed of school improvement initiatives</li> <li>● Professional development aligned with improvement goals</li> <li>● Data is reviewed twice each year to identify growth and needs</li> <li>● Staff, students, and parents are surveyed regarding initiatives</li> </ul>	Level 4

Indicator	Statement	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Heartland administrators engage stakeholders in support of the school's mission by encouraging input and participation in project and school climate surveys. A Preschool Advisory Committee is in place to gather input from parents. Stakeholders are encouraged to provide feedback to newsletter and web articles and to participate in board meetings. Information is regularly posted on our website, Facebook page, and Twitter feed to catch those patrons using social media. The administration operates with an "open door" policy and invites patrons to stop in with questions or input at any time. Stakeholders are invited to participate in learning extension opportunities.	<ul style="list-style-type: none"> <li>● Stakeholder surveys</li> <li>● Feedback sections on web articles</li> <li>● Preschool advisory notes</li> <li>● Extension camp agendas</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	Teachers and administrators are evaluated according to state law and local policy. The evaluation process for administrators has been rewritten to include best practices as identified in the research. We are currently discussing researched-based instructional strategies and are moving to a complete overhaul of our teacher evaluation process in order to identify and modify practices that are effective in improved student learning.	<ul style="list-style-type: none"> <li>● Board policies on supervision and evaluation</li> <li>● Job criteria identified in policy, handbooks, or job descriptions</li> <li>● Professional development agendas related to improvement in staff evaluation</li> </ul>	Level 3

## Standard 2 Narrative

The governing body of the Heartland Community Schools maintains policies and supports practices that ensure effective administration of the school system. Policies have recently undergone a comprehensive review that was completed in February of 2016. The new policies will be available on the school website for staff, students, and stakeholders to access at any time. The staff and general public were invited into the policy review sessions and a description of the revision will be published in our monthly newsletter that is sent to all stakeholders of the district.

The school board operates under policies that establish a code of ethics and address specific roles within the board and between the board, administration and staff. More often than not, all board members are in attendance at state and area conferences at which the role of board members and their relationship with school personnel and the general public are discussed. The school board understands the importance of their

responsibilities and takes pride in their continuing professional development. The board is responsive to public input and has established opportunities per board meeting for the general public to provide input on general operations of the school district and in regard to items on the current board agenda.

The school board allows leadership the autonomy to meet goals for school improvement, student achievement, and classroom instruction. Each month, members provide written reports to the school board regarding items of interest in each of the buildings and the district as a whole. The administration also provides information related to agendas and discussions that occur at teacher professional development days as well as student performance data and curriculum reviews and updates. Approximately 4 or 5 times each year, student present information to the school board related to improved learning practices, academic activities, and innovative classroom practices.

The leadership and staff foster a collaborative approach in working toward professional practices and improved teaching and learning. Student performance data is reviewed as a group twice each year to identify improvements and new or continuing concerns. Concerns are further discussed as a group to identify the changes that need to be explored or implemented to address the identified need. School improvement goals are identified from this process and are voted upon by the administration and staff in order to build a collaborative environment of toward common objectives. A school wiki web site was established and serves as a clearinghouse for data, school goals and initiatives, and resources for the school improvement process. At least once each year, teachers spend a day in a technology “mini-conference” at which teachers teach one another about instructional techniques utilizing the district technology resources.

The board and administration solicit input from stakeholders to various initiatives or policies. Climate surveys are completed by staff, parents, and students every 3 years as part of the requirements of Rule 10. The results are reviewed and by the administration and board of education. As the need arises for input on initiatives related to teaching and learning, surveys have also been conducted to gather input. Community stakeholders have been involved in the hiring of administration and they have also provided feedback on the qualities they value in such positions. Stakeholders are encouraged to participate in monthly board meetings and various presentations by students serve as a way to bring parents into the meetings. The involvement of stakeholders on a regular basis is challenging, perhaps as a result of a general sense of satisfaction as to the health of the district and the way business is conducted on a regular basis.

## Teaching and Assessing for Learning

The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

**Overall Rating: Level 3**

Indicator	Statement	Response	Evidence	Rating
3.1	The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.	<p>Instruction Techniques- Marzano, Enrollment patterns are available from the Secondary Principal, Graduate follow-up surveys are provided by Guidance counselor, Course descriptions are updated annually, Course schedules- secondary principal, Learning expectations are shared with parents and students (contract) &amp; displayed in the room, Teachers collect work samples specific to their area of instruction, Posted Learning Objectives – daily, Survey results available on the WiKi and at PT conferences</p> <p>The supervision and evaluation of employees, while conducted according to state law and district policy, is being evaluated at the present time. We recognize that to increase our opportunity for staff to grow in ways to be more effective in the classroom, our evaluation tool must be updated to reflect those expectations. While conversations about effective teaching and learning are a part of numerous conversations between administrators and staff, the current evaluation tool does not provide for specific feedback in these areas. We are in the process of gathering information on the Nebraska Teacher and Principal Evaluation Model. This work integrates many research-based indicators from the works of Marzano and Daniels. Our plan is to delve deeply into this process during the 2016-17 school year and we plan for full implementation in the fall of 2017. Evaluation practices for classified staff are also being modified, albeit slowly, to reflect goal oriented summary evaluations.</p>	<ul style="list-style-type: none"> <li>● Descriptions of instructional techniques</li> <li>● Enrollment patterns for various courses</li> <li>● Graduate follow-up surveys</li> <li>● Course descriptions</li> <li>● Course Schedules</li> <li>● Learning Expectations for different courses</li> <li>● Representative samples of student work across courses</li> <li>● Posted learning objectives</li> <li>● Lesson Plans</li> <li>● Survey Results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<p>Level 2 •summer curriculum work done by teachers, Curriculum writing process- English &amp; World Language, Elementary Reading and Math Curriculum is aligned, all staff is in the process of working on Curriculum guides, Common assessments- DIBELS, Reading Street, MAP, Saxon</p> <p>An area of weakness is curriculum alignment. This is currently being addressed through paid summer curriculum work and short periods of time during staff days.</p>	<ul style="list-style-type: none"> <li>● Curriculum Writing Process</li> <li>● A description of the systematic review process for curriculum, instruction and assessment</li> <li>● Curriculum guides</li> <li>● Lesson plans aligned to the curriculum</li> <li>● Products – scope and sequence, curriculum maps</li> <li>● Common assessments</li> <li>● Survey results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<p>Teacher Evaluation criteria/walkthroughs- observation forms &amp; collected by grade level principals, examples of student work- teachers collected, teachers use LMS systems (Haiku), teachers require students to submit projects using technology (imovie, google doc, educreation to review lessons), Authentic assessments- FCS, Science- observation of metamorphosis, Genius Time- showing evidence of learning about a project they select and are interested are in, Cross-curricular projects (Sandhill Cranes project), Wiki (Survey results)</p>	<ul style="list-style-type: none"> <li>● Teacher evaluation criteria</li> <li>● Findings from supervisor walkthroughs and observations.</li> <li>● Student work demonstrating the application of knowledge</li> <li>● Examples of teacher use of technology as a learning tool</li> <li>● Interdisciplinary projects</li> <li>● Authentic assessments</li> <li>● Professional development focused on these strategies</li> <li>● Agenda items addressing these strategies</li> <li>● Survey results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Level 3- Formal and consistent evaluations (principals have a schedule of evaluations & forms), walk-through forms are filled out by principals and given to teachers, Staff provides a mentor for new teachers (training is provided by ESU 6),	<ul style="list-style-type: none"> <li>● Supervision and evaluation procedures</li> <li>● Curriculum maps</li> <li>● Peer or mentoring opportunities and interactions</li> <li>● Administrative classroom observation protocols and logs</li> <li>● Examples of improvements to instructional practices resulting from the evaluation process</li> <li>● Documentation of collection of lesson plans and grade books</li> <li>● Survey results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<p>Level 2: Learning communities: Google Community, Google Document for High School staff to share teaching strategies that work towards Marzano goals, Staff participates in TLC to build Technology use in the classroom, Mentoring Program through ESU 6, Homeroom Middle School collaboration weekly</p> <p>SAT</p> <p>Move to level 3: training with our paras Poverty training for paras/all staff Letter sound training / reading instruction throughout</p>	<ul style="list-style-type: none"> <li>● Examples of improvements to content and instructional practice resulting from collaboration.</li> <li>● Peer coaching guidelines and procedures.</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Level 3: Examples of student work are shown so students know what is expected/rubrics, teachers are working their way through the book <u>Becoming a Reflective Teacher</u> by Robert Marzano, rubrics & checklists are provided for students (standards of performance), Google Forms are used to show class testing grades (chart), future teacher survey (new teachers are being integrated via goal setting after their first observation)	<ul style="list-style-type: none"> <li>• Samples of exemplars used to guide and inform student learning</li> <li>• Examples of learning expectations and standards of performance</li> <li>• Examples of assessments that prompted modification in instruction</li> <li>• Survey results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	We have five new teachers involved in the Effective Instructional Strategies program through ESU 6. This includes three summer workshops and two during the school year. They are paired with five experienced teachers who are going through a mentoring program with them. The mentors attend three training meetings and receive a binder of materials to cover with their mentee. The current expectations are simply attending the workshops and meeting with the mentor. There is a need to develop accountability and documentation of the mentor/mentee relationship.	<ul style="list-style-type: none"> <li>• Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning.</li> <li>• Professional learning calendar with activities for instructional support of new staff</li> <li>• Records of meetings and walkthroughs/feedback sessions</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Parents and caregivers can be kept up to date through a variety of avenues: open house, parent teacher conferences, school newsletter, calendar, PowerSchool Twitter, Facebook, Haiku, school web page, and marquee. Parent and community volunteers are used in the classroom to help with special activities, parties, teaching PE classes in their area of expertise, teaching after school clubs, and reading with individual students. Parents can see their child's progress in a variety of ways. Kindergartners present the farm program. First graders read with parents for PAL day. Second graders present information learned about early Americans in "An Early American Christmas". Third graders create inventions and invite parents and friends to "The Invention Convention". Fourth graders present their research on a Nebraska person or place. Fifth graders present research on a state. Sixth graders present their science projects at the science fair. In the older grades parents are kept up to date on progress through sporting events, concerts, one act plays, and musicals. According to the parent survey listed on the school wiki, parents stated that they feel comfortable at the school and feel well informed about the progress of their children.	<ul style="list-style-type: none"> <li>• Volunteer program with variety of options for participation</li> <li>• Calendar outlining when and how families are provided with information on child's progress</li> <li>• List of varied activities and communication modes with families, e.g., info portal, online newsletters, parent centers, academic nights, open house, early release days</li> <li>• Survey results</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	There is not a formal program; however, we feel that we provide positive interaction for students through FFA, FBLA, sports, drama, music, band, homeroom, special education programs, HAL, art club, STRIV, robotics, math club, quiz bowl, science club, and other activities.	JH students are in a homeroom for 7th and 8th grade. HR teachers meet with students daily.	Level 1

Indicator	Statement	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers report their grades on PowerSchool using a 4.0 system of grades. The high school principal's notes from a staff meeting on grading determined that makeup work could be completed until the end of the quarter. Every two weeks blue slips get mailed home to the parents of Jr. High school students to make them aware of late assignments. We have an eligibility policy in place for students involved in activities. Communication is sent home to parents to keep them aware of their child's eligibility. Our grading policy at the 7-12 level is consistent at the percentage breakdown and letter grade assignments. Teachers have autonomy in deducting 0-30% for late work. Until this year, we had a range from 0-100% deduction for late work, and in some cases, late work was not accepted after three days. That has changed this year.	<ul style="list-style-type: none"> <li>• Sample report cards for each grade level and for all courses</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	The school provides multiple professional development days for teachers throughout the school year as well as sending teachers to workshops at the service unit and elsewhere. On an administrative level, the professional development days are evaluated after each one. On the teacher' level, these days are not regularly evaluated.	<ul style="list-style-type: none"> <li>• Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	Our special ed team provides and coordinates learning services. Other services provided are Title I, HAL, and the SAT process. It is up to each teacher to meet the needs of various learning services and multiple intelligences.	<ul style="list-style-type: none"> <li>• List of learning support services and student population served by such services</li> <li>• Data used to identify unique learning needs of students</li> </ul>	Level 3

### Standard 3 Narrative

As Heartland Community Schools' mission statement describes, we are dedicated to educating all students by providing challenging opportunities to learn according to individual needs. Our curriculum provides challenging learning experiences so that all students have sufficient opportunities to develop learning, thinking, and life skills that will allow them to be successful at the next level. Teachers of similar courses collaborate

to make sure learning expectations are aligned, and the secondary principal is responsible for ensuring course descriptions are updated annually.

As a staff, we are in the process of aligning curriculum to the current State Standards. The staff has focused on SMART goals to make individual improvements in our areas of weakness. We are currently exploring ways in which we can incorporate effective PLCs. In addition, the school has created a survey for instructors, parents, and students to contribute to our goal of promoting improvements as a whole organization.

Teachers have been instructed on and are implementing many of Robert Marzano's instructional techniques. One Marzano technique being used by teachers is that of sharing student learning expectations with parents and students. Expectations are displayed in the classroom as a visual reminder to both the students and staff. In addition to this, daily learning objectives are posted for students. Parents are able to see expectations and evidence of student learning on both the Wiki and at bi-yearly Parent Teacher Conferences. Varied learning needs are met through high ability programs such as extension camps, robotics, and People of the Past and Present as well as Special Education, birth through age 21. Student work and successes are displayed throughout the building as well as online through use of Artsonia, Huskie Howl, and striv.tv.

Teachers at Heartland Community Schools engage students in their learning through instructional strategies that ensure achievement of learning expectations. Teachers use LMS systems, such as Haiku, for student communication and learning. Students submit projects using technology such as iMovie, Google Docs, and Educreation. Evidence of student learning can be observed through a new elementary student program, Genius Time. Students show evidence of learning through research projects they select and show a passion for, and then present this information. Heartland Elementary students have access to iPads, mini iPads, and laptops on a daily basis to encourage learning and optimize classroom guided practice opportunities. Our junior high and high school students are 1:1 with laptops. Having each student with access to a computer enhances student learning and performance in the classroom as well as provides classroom guided practice opportunities. For example, students enrolled in Spanish class participate in many flipped classroom activities through use of Haiku. Throughout the year, Professional Development days focus on improvement of instructional strategies.

To aid teachers in their efforts to reach students effectively, school leaders are often present and engaged in the classrooms of all teachers. All administrators have an "Open Door Policy" and are available to advise and work with the staff at Heartland Community Schools. Administrators evaluate teachers twice per year during years one through three, and once every three years after teachers are tenured. Administrators are consistently doing "walk-throughs" and checking in with staff during plan periods to ensure that all students are receiving the most effective instruction. Administrators keep logs of evaluations and observations that are readily available upon request.

Heartland Community Schools is operating as a collaborative learning organization at a basic level. All teachers participate in some form of collaborative learning community, though most are informal. A Student Assistance Team (SAT) meets bi-weekly throughout the year to ensure that students' classroom needs are being met. Members of the SAT team explore strategies and possibilities to provide the most effective instruction to all students. Teachers have access to a Google Document titled "Marzano's Strategy #13", which was utilized during the 2014-2015 school year to record teacher progress toward the school's instructional goal. The Google Document has been a successful method for collaborating with teachers of all grade levels and subject matters regarding successful strategies to encourage student reflection. Two teachers also serve as part of the Technology Learning Cadre (TLC) in Milford at the Service Unit. In addition, the middle school teachers meet formally to discuss their Homeroom program on a weekly basis. This year, the school also began participating in a mentoring program through ESU 6, working to establish peer-coaching teams within our district. As we work to improve our level of operating as a collaborative learning organization, Heartland Community Schools will need to involve para professionals in staff training, work to develop common language and protocols throughout all grade and subject levels, and utilize data to increase improvement in student performance.

Elementary and Secondary teachers have set goals for areas in which to improve in within the Marzano Instructional Model. New teachers participate in ESU6's EIS (Effective Instruction Series) Program. The program is designed to focus on Marzano's instructional model and how to captivate effective instruction within your classroom. Examples of student work are used and shown so students know the expectation. Rubrics and checklists are provided for students to indicate standards of performance. Google forms are used to show class testing charts.

Heartland Community School is setting up new hire teachers with success. School personnel take part in the mentoring programs through Educational Service Unit 6 (ESU 6). New hire teachers are matched up with seasoned teachers to help them find success during the new school year. Mentors attend training through ESU 6 and gain information they can utilize to aid their mentee.

As an organization, Heartland Community Schools has incorporated programs that engage families in their children's education. Parent volunteers are used in many elementary classrooms to aid teachers and support student learning. Parent and community volunteers are used in the classroom to help with special activities, team teaching in their area of expertise, after school academic clubs, high ability learners, and reading with individual students. These activities engage families in social and academic progress of students.

School personnel regularly inform families of their children's learning and academic process/progress. Learning management systems including PowerSchool and Haiku

provide parents with information about learning expectations, course content, and academic progress as do course-work syllabus and classroom-generated reports (blue-slips and weekly eligibility reports}. Report cards and progress reports are issued each quarter. Bi-yearly parent-teacher conferences and new student orientation at the beginning of each school year are scheduled. Assessment results, including standardized assessments and progress monitoring are shared with families in a timely manner. Newsletter, district website, Twitter, and Facebook are used for communication. Important school and district information is provided through School Messenger, a telephone messaging system.

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Students that are not identified, but have trouble meeting expectations of the classroom, are placed into the Student Assistance Team (SAT). Students are also referred to the SAT after an IEP dismissal; these students remain on SAT for 1 calendar year. The SAT teams meet biweekly to discuss strategies that may help these students succeed. At one time Heartland identified students that we felt did not have a strong connection with our school through a systematic process. We would like to bring this program back and follow it through to see the benefits to our students. At Heartland we are also excited to offer smaller class sizes and have a plethora of activities for students to be involved in; 97% of our high school student body is involved in extracurricular activities.

Heartland Community Schools operates on a grade scale of 4.0. At the end of the 2014-2015 school year, the middle school and high school staff met together to develop expectations and policies for grading and homework. The grading procedure was discussed once again before the 2015-2016 school year began so that teachers could develop common procedures. All teachers allow make up work to be completed until the end of the quarter with up to a 30% deduction off of the grade. Every two weeks blue slips will be sent home to the parents of Jr. High school students so that they could be aware of late assignments. Progress reports are sent home to Jr. High and High School families when students are receiving any D or F in any class. There is an eligibility policy in place for our middle school and high school students. Not only does the eligibility play a factor in students being able to participate in extracurricular activities, but parents also receive communication to make them aware of their child's program.

Heartland Community Schools leaders encourage teachers to engage in professional development throughout the school year and summer. Some examples of external professional development include EIS for new teachers, the teacher mentoring program at ESU 6, reading strategies for the classroom, regional science conference in Kansas City, Nebraska technology conference at NETA and Atlanta, and CTE: NCE Conference in Kearney. Examples of in-house professional development days include: Saxon 101, Reading Street 101, How to run your reading groups, data review, technology share, DIBELS, Reflective Teacher 101, Marzano vocabulary 101, C4L, and Evernote.

Data review is accomplished in multiple ways at Heartland Community Schools. Every January the staff works together to review and analyze all types of data, which is gathered on our Heartland Wiki page.

## Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

**Overall Rating: Level 3**

Indicator	Statement	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	Heartland Community Schools advertises open positions on their web site and with the Omaha World Herald. The web site allows prospective candidates to answer questions to provide a preliminary screener for school leaders. The admin team reviews candidates' materials and qualified candidates interviewed by the team. The team consists of the superintendent, the elementary principal, and the secondary principal. Each year, when the budget is created, funds are allocated according to need based upon the next year's salary schedule, which was considered during the previous terms negotiations.	<ul style="list-style-type: none"> <li>● Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff.</li> <li>● School budgets for the last three years</li> <li>● Documentation of highly qualified staff</li> <li>● Assessments of staffing needs</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	Heartland's school calendar allows for 175 student contact days and 185 teacher contract days. In the event of a school closure, additional days are added to maintain 175 student contact days. Heartland is open from 8:15-3:30 with an 8 period (48 minutes/period) day. Instruction time is protected by not participating in athletic contests that do not begin before noon during the school day. Junior high events and practices do not take place during the school day. The ten contract days are devoted to professional development based upon our school improvement goals.	<ul style="list-style-type: none"> <li>● School calendar</li> <li>● School schedules</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	<p>Last year, Heartland added a daytime custodian for additional cleaning that needs to be completed during the school day.</p> <p>The depreciation fund is used to keep the building and equipment updated. Each year, money is set aside for replacement at the appropriate time. A schedule is set up that includes facility, vehicles, busses, roof replacement/repair, track, and other items.</p> <p>During professional development time, Mr. Best asks staff about safety concerns in and around the building. The custodian that works during the school day also addresses concerns as they arise.</p>	<ul style="list-style-type: none"> <li>• Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures</li> <li>• Schedule to replace equipment based off of depreciation</li> <li>• Safety committee notes</li> <li>• Documentation of compliance with local and state inspections</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	The library provides a number of print and online resources for students. Databases are all accessible through our school website. Both the media specialist and our library paraprofessional can help students access information when help is needed.	<ul style="list-style-type: none"> <li>• Data on media and information resources available to students and staff</li> <li>• Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>• Budget related to media and information resource acquisition</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	All cables and access points have been updated and operate with CAT6 technology. The technology plan allows for updates with the infrastructure and hardware/software.	<ul style="list-style-type: none"> <li>• Policies relative to technology</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	Counseling is available to students through YAP, our school guidance counselor and also Doane College interns. Teachers are aware and refer students as needed.  Our junior students meet with their homerooms every day. The homeroom program allows for team building, character building, and gives teachers an opportunity to touch base with specific students every day.	<ul style="list-style-type: none"> <li>List of support services available to students</li> <li>Social classes and services, e.g., bullying, character education</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	When teachers notice different needs of students, one of several things can happen. They can seek advice from the guidance counselor or principal. A referral can be made to the SAT team or for one of our counseling options.  All high school students complete a four year plan for classes during high school. During their 8 <sup>th</sup> grade year, students take Careers to learn about career pathways and clusters. Students are given guidance on which classes to take.	<ul style="list-style-type: none"> <li>List of services available related to counseling, assessment, referral, educational and career planning</li> <li>Budget for counseling, assessment, referral, educational and career planning</li> </ul>	Level 3

## Standard 4 Narrative

Heartland Community Schools uses a systematic process to recruit, employ, and retain qualified professional and support the purpose and direction of the schools. Perspective school employees complete an online application. Certified teacher applicants send in a cover letter, online application, resume, and references to the superintendent. The superintendent and two principals conduct an interview with chosen applicants.

Heartland Community Schools' employees strive to meet the needs of all students. In order to sustain this in the future an increase in certified teachers and paraprofessionals may be necessary. Currently, there is one special education teacher servicing the junior high and upper elementary. There is one guidance counselor servicing PK-12 students, but the concern is there more need at the elementary level. Is additional guidance necessary?

Instructional time, material resources and fiscal resources are sufficient and are focused on supporting the purpose and direction of the school. The preschool curriculum has been updated recently so it directly links with the Early Learning Guidelines and the required state assessment, "Teaching Strategies GOLD". In the elementary, the curriculum has been updated in the reading (Reading Street by Scott Foresman) and math (Pearson Math). This year more instructional time has been provided in the

elementary in order to focus on the high academic expectations at Heartland Community Schools. Decisions are in progress for updating the K-12 science curriculum as well as the middle school math curriculum. Besides updating curriculum, however, teachers are also working on aligning their classroom curriculums K-12 with state standards. In the past few years HAL (High Ability Learners), SAT (Students Assistance Team), Robotics, Quiz Bowl, and extension clubs have been added. Fiscal resources are purchased as needed. School leaders do an excellent job of providing fiscal resources per requests from school personnel.

Heartland Community Schools strives to provide a safe, consistent, and secure environment for all students. We maintain security cameras in the school building and parking lot. The school maintains locked doors and secured entrances during school hours into the facility. Safety checks are done on school personnel as part of the application process. These safety checks include background checks and Neglect/Abuse Registry. Emergency plans are in place and posted next to the door of each classroom. A crisis team is in place, has been trained, and meets when necessary. All buildings are prepared and comply with requirements for safety drills, including fire, tornado, and lockdowns.

Recess time is supervised by paraprofessionals over the noon hour. The number of paraprofessionals supervising was increased for the 2015-2016 school year. Certified staff supervise recess at other times of the day. The school works closely with Grace Children's Home, which is a local group home that serves sixth through twelfth grade students. Currently, the system of communication between teachers and Grace staff is a card system that communicates the student's school performance as well as assignments. Heartland Community Schools takes pride in offering a clean and healthy learning environment for all and students and staff. In order to meet these needs we should work to continue to improve the cleanliness of our school, especially in the restrooms. Clearly defined roles and responsibilities for all janitorial staff could maintain our high level of accountability. Heartland Community Schools has continually made tremendous steps forward in the areas of technology and media. We provide one-to-one technology access for students in middle and high school levels (grades 7-12) on MacBook Air laptop computers as well as availability of iPad carts in elementary (K-6). Professional development time has been given for high school staff to learn and implement the Haiku Learning Platform.

The technology infrastructure supports the school's teaching, learning, and operational needs but it is a continual process of evaluation to sustain and improve. Further training on digital educational applications for classroom implementation is necessary and additional support staff would aid in this training as well as benefit teachers needing assistance with technological issues on a daily basis. Currently there is one technology staff in the building. In the future, additional staff would be beneficial to the time consuming needs of maintaining all of the wonderful building technology services. Both of the media centers in the elementary and high school at Heartland have recently been

updated. They have additional technology services available for checkout as well as provide access for numerous online resources students and staff. The school provides information and notifications to students, teachers, and stakeholders on the school website, Facebook, School Reach (automated phone notification service), Striv (a live video streaming for schools to share their events live online), and Artsonia (an online art museum to share student artwork).

Heartland Community Schools' focuses on the physical, social, and emotional needs of students through the family support programs as well as student services that are currently in place. The family support programs include the food, coat, and school supply drives, as well as Christmas gift giving to families in need within our school district. School organizational teams also help facilitate community-wide services, including health screenings and blood drives. The preschool program also has a parent advisory committee that sponsors workshops and events for parents of young children in the district. Other school-based services that have been provided for several years to meet student needs include the "Random Act of Kindness" program and the Sportsmanship summit. Recently added programs include the Kindness Retreat, and Girls on the Run.

The school utilizes data obtained from the climate surveys of parents, students, and teacher. The data collected confidentially through the Free and Reduced Lunch application led the school to start a breakfast program several years ago. Based upon recent survey information that secondary students were not utilizing the before-school breakfast, a mid-morning "Grab and Go" breakfast service was added.

In junior high, the after school program, "9<sup>th</sup> Period", is utilized for any student needing additional support for missing homework or for additional teacher help. Elementary students are also given one-on-one support by their regular classroom teacher outside of the regular school day when needed. In addition, the SAT (Student Assistance Team) process is in place for students as found necessary. This team serves students K-12 and meets bimonthly to support and offer suggestions for further helpful strategies for students. The SAT team works on developing individual student plans, referrals for special education when needed, counseling, and classroom strategies or approaches with a common goal of the students success. The SAT process is utilized for both academic concerns and social-behavioral issues that students might be experiencing. When social concerns are identified, the Circle of Friends program is available for students.

When all regular education supports are exhausted through a response to intervention (RTI) process, then referral for special education evaluation is started after parental permission is obtained. Once a student's educational needs are identified, then an individual education plan is written by the IEP team, which includes the parents and the student when appropriate. Special education services might include accommodation/modification assistance for students, reading assistance for students during test taking, and learning strategy information, including note taking and study

skill training. For junior high and high school students, basic level classes are offered, grade monitoring is provided through weekly grade updates, and personal goal setting is implemented. For high school students receiving special education support, credit recovery through PLATO online computer program is available to enhance student educational performance. High school students are provided a variety of transitional services through the school, including career exploration, vocational rehabilitation connections, and as well as other transitional opportunities when needed.

All of these services are provided, but may need further through adjustments to ensure all are an organized system. For example possibly a more systematic process could be developed for ALL teachers to view data and analyze the effectiveness of the programs being provided. This would also allow the school to continually check a student's needs are not being overlooked in some way.

The Heartland Community School also provides services that support the counseling, assessment, referral, educational and career planning needs of all students in several ways. These services focus both on the assessment and referral areas in order to determine students' possible special education needs and also counseling and career planning needs.

Students have access to numerous counseling services. The guidance counselor does personal goal setting through individual meetings throughout the year and student-led conferences in junior high where future plans are identified steps as well as steps to achieve them documented. More in depth counseling services for individual needs are available through free or low cost sessions from Doane College Counseling Internship Program and Blue Valley Mental Health Counseling. Referrals to outside private counselors are also made when necessary.

Career planning and educational services are provided. The guidance counselor assists students in college selection and career skills. All 8<sup>th</sup> grade students complete a semester long careers class where students become familiar with the Nebraska Career Education Model clusters and pathways. In this class, students complete a four-year plan. This plan is based on results from an interest inventory (Kuder Career Interests Assessment), which identifies specific career pathways within the career cluster model and suggested courses for that pathway. Students have opportunities to attend group/individual college visits, career field trips, job shadowing scheduled by the counselor, as well as graduation checkups. All seniors attend a financial aid planning session given by Education Quest. ACT prep is offered twice a year to interested students.

Offering students courses through UNL Independent Study High School as well as dual credit courses enhances the secondary curriculum. Juniors and seniors are encouraged by the counselor to enroll in the Southeast Nebraska Career Academy Partnership (SENCAP Career Academy), which allows students to earn free college credit in a career

area. Homework assistance in junior high is given through our 9<sup>th</sup> period study hall program for missing/late homework. The PSAT and ASVAB tests are administered to sophomores and juniors to identify academic strengths and career interests. Students apply for outside leadership programs such as Youth Leadership York, Hugh O'Brian Youth Leadership (HOBY), Nebraska Leadership Seminar (NLS), Cornhusker Boys and Girls State with assistance from the counselor. Group and individual counseling sessions about where to find scholarships as well as how to apply for them are held with the counselor.

## Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

### Overall Rating: Level 3

Indicator	Statement	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	NeSA, MAP, Textbook Tests, DIBELS; Heartland Secondary uses Haiku, a LMS to track assessments and communicate with students about expectations and learning (rubrics, Wiki discussions).	<ul style="list-style-type: none"> <li>• Brief description of student assessment system including range of data produced from standardized assessments on student learning and school performance.</li> <li>• Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.	NeSA, MAP, DIBELS, noredink, Amplify; We target specific skills based on deficits in assessments as a school. Really strong in reading, language arts and math data collection and use of data for targeted instruction.	<ul style="list-style-type: none"> <li>• Written protocols and procedures for data collection and analysis</li> <li>• List of data sources related to student learning, instruction, program effectiveness and conditions that support learning.</li> <li>• Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning.</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	Paraprofessionals are not trained in DIBELS, NeSA, MAP, Data collection. Non-Reading teachers and secondary teachers do not know how to interpret DIBELS data and how to target instruction. We do have trainings, notes, and evidence of training. "Support Staff" and the word "All" puts us at level 2.	<ul style="list-style-type: none"> <li>• Training materials specific to the evaluation, interpretation and use of data</li> <li>• Documentation of attendance and training related to data use</li> <li>• Professional learning schedule specific to the use of data</li> </ul>	Level 2

Indicator	Statement	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	Need to share out data from graduate surveys; Would it be beneficial to have current students complete surveys about their readiness?	<ul style="list-style-type: none"> <li>• Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>• Agendas, minutes of meetings related to analysis of data</li> <li>• Evidence of student growth</li> <li>• Evidence of student success at the next level</li> </ul>	Level 3

Indicator	Statement	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	Annual report meets the criteria above and it is posted on our web site.	<ul style="list-style-type: none"> <li>● School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals</li> <li>● Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders</li> <li>● Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals</li> <li>● Executive summaries of student learning reports to stakeholder groups</li> <li>● Minutes of board meetings regarding achievement of student learning goals</li> </ul>	Level 4

### Standard 5 Narrative

Our greatest area of strength is using the data from DIBELS, MAP, NeSA. There are many processes in place to collect data of student achievement, analyze gains made by students and plan for areas that need improvement. We have a yearly data review to highlight “Kudos” and “Concerns” followed by a plan for improvement in instruction, analyzing curriculum alignment, based off student need. While we feel like the process is applied to several academic areas, it is in our plan to extend these practices across the

curriculum. We will continue to have a data review in January. Results and data are shared with the public in the annual report.

Additional areas of strength are the use of Haiku (LMS), Amplify, PowerSchool and noredink. Each of these tools allow students to check their progress, give teachers direction for the learner's next step, and provide opportunity for students to reflect on their learning. Each platform provides students with necessary information to write individual goals and build toward a personal learning plan.

Our greatest area of need is to provide training for our support staff. We feel teachers are adequately trained in assessment, analyzing, and teaching to meet identified needs, but support staff is not trained to administer and interpret test results. However, support staff is under the supervision of a certified teacher. The teachers provide the necessary training and information to the paraprofessionals that work directly with the students, rather than a formal program.

Another area of need is gathering feedback from current students through surveys. We need to know if students feel prepared for moving on to the next grade. Planning "move forward" days would be possible step for this area. Currently, the 6<sup>th</sup> grade visits the junior high for about an hour, meeting homeroom teachers and junior high senate. There is an orientation night for 7<sup>th</sup> graders, 9<sup>th</sup> graders, and new students.

**Minutes for  
Heartland Community Schools  
Board of Education Regular Meeting**

January 11, 2016 7:00 PM  
Conference Room

**MISSION STATEMENT:** *Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.*

**Attendance Taken at 7:00 PM:**

Present Board Members:

Mr. Kent Allen  
Mr. Gary Braun  
Mr. Paul Brune  
Mr. Glenn Larson  
Mr. Glen Ott  
Mr. Boyd Stuhr

**1. Preliminary Procedures**

**1.1. Call to Order**

**1.2. Public Notice of the Meeting**

**1.3. Roll Call**

**2. Public Comments on Agenda Items**

**3. Public Comments on Topics Not on the Agenda**

**4. Election of Board Officers**

**4.1. Election of Board President**

Discussion:

Superintendent Best opened the floor for nominations for President. Gary Braun was the only nominee.

**Motion Passed:** To close nominations and elect Gary Braun as President passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

**4.2. Election of Vice-President**

Discussion:

President Braun opened the floor for nominations for Vice-President. Paul Brune was the only nominee.

**Motion Passed:** To close nominations and elect Paul Brune as Vice-President passed with a motion by Mr. Glen Ott and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Abstain
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

#### 4.3. Election of Secretary

Discussion:

President Braun opened the floor for nominations for Secretary. Boyd Stuhr was the only nominee.

**Motion Passed:** To close nominations and elect Boyd Stuhr as Secretary passed with a motion by Mr. Kent Allen and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Abstain

#### 4.4. Election of Treasurer

Discussion:

President Braun opened the floor for nominations for Treasurer. Kent Allen was the only nominee.

**Motion Passed:** To close nominations and elect Kent Allen as Treasurer passed with a motion by Mr. Paul Brune and a second by Mr. Boyd Stuhr.

Mr. Kent Allen	Abstain
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

### 5. Reports

#### 5.1. Superintendent's Report

Discussion:

Superintendent Best reviewed his written report. In addition, he indicated that Tri-County Public School will be leaving the Southern Nebraska Conference next year. Also, Fairbury has indicated an interest in joining the SNC. Brief discussion was held regarding the process of joining the SNC.

#### 5.2. Principals' Reports

Discussion:

Mrs. Houck reviewed her written report highlighting the 2nd grader's "Old Fashioned Christmas"

presentations. State testing has begun and will continue through the spring semester. Professional Development day on January 4th was very productive. Discussions among the K-12 science teachers has begun to develop our science curriculum. Mr. Carr reviewed his written report highlighting the successful food drive at the end of last semester. He mentioned that the Brass Choir and Chamber Singers performed on the NETV Holiday Harmonies broadcast in addition to performing at the Henderson Care Center and the Bradshaw Methodist Church. He highlighted several student projects which board members could look at online.

**6. Discussion Items**

**6.1. NSAA Transgender Participation Policy**

**6.2. Summer Projects**

Discussion:

Mr. Best listed several possible projects for the summer including Theater updates, and many other repair items.

**6.3. Policy Review Meetings**

**6.4. Date for Board/Admin Retreat**

**6.5. NASB Meetings**

**7. Old Business**

**7.1. Board Self-Evaluation**

**7.2. Board/Admin Retreat Topics**

Discussion:

Mr. Best revealed the top 3 topics from the recent survey of board members. Further input to Mr. Best prior to the retreat in February is encouraged.

**8. New Business**

**8.1. Executive session to discuss Superintendent's contract**

Discussion:

President Braun declared the executive session ended at 9:03 p.m.

**Motion Passed:** To enter into executive session to discuss Superintendent's contract at 8:50 p.m. passed with a motion by Mr. Paul Brune and a second by Mr. Kent Allen.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

**8.2. Superintendent's Contract**

**Motion Passed:** To approve Superintendent's contract as discussed passed with a motion by Mr. Glenn Larson and a second by Mr. Boyd Stuhr.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

**9. Future Agenda Items**

**10. Consent Agenda**

**Motion Passed:** To approve the consent agenda passed with a motion by Mr. Paul Brune and a second by Mr. Glenn Larson .

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

**10.1. Approval of Minutes**

**10.2. Approval of Treasurer's Report**

**10.3. Approval of Claims**

**10.4. Financial Reports**

**10.5. Out of State Travel Requests**

**11. Adjournment**

Discussion:

The next scheduled meeting to be held on February 8, 2016 at 7:00 p.m.

**Motion Passed:** To adjourn the meeting at 9:23 p.m. passed with a motion by Mr. Kent Allen and a second by Mr. Paul Brune.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

**Minutes for  
Heartland Community Schools  
Board of Education Work Session**

January 20, 2016 5:30 PM  
Conference Room

***MISSION STATEMENT: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.***

**Attendance Taken at 5:40 PM:**

Present Board Members:

Mr. Kent Allen  
Mr. Gary Braun  
Mr. Paul Brune  
Mr. Glenn Larson  
Mr. Glen Ott  
Mr. Boyd Stuhr

**1. Preliminary Procedures**

**1.1. Call to Order**

Discussion:

Meeting was called to order at 5:40 PM.

**1.2. Public Notice of the Meeting**

Discussion:

The meeting was published in the Henderson News on January 14, 2016.

**1.3. Roll Call**

**2. Discussion Items**

**2.1. Board Policy Review**

Discussion:

Jim Luebbe of NASB reviewed recommended board policy additions in accordance with state law, state department rule, and federal guidelines.

**3. Adjournment**

Discussion:

The next scheduled meeting to be held on February 8, 2016.

**Motion Passed:** Motion to adjourn the meeting at 7:55 PM passed with a motion by Mr. Glenn Larson and a second by Mr. Paul Brune.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Yes
Mr. Glen Ott	Yes
Mr. Boyd Stuhr	Yes

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

Regular; Processing Month 01/2016; Fund Number 01

Account Number	Account Description	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
<b>9</b>	<b>Expenditure</b>					
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$2,436,601.90	\$169,200.72	\$910,029.66	\$1,526,572.24	38.02
1200	SPECIAL EDUCATION PROGRAMS	\$773,913.29	\$87,660.96	\$294,289.23	\$479,624.06	38.08
2120	GUIDANCE SERVICES	\$97,906.44	\$7,832.66	\$39,281.28	\$58,625.16	40.12
2130	HEALTH SERVICES	\$2,750.56	\$0.00	\$51.13	\$2,699.43	1.86
2212	INST STAFF TRNG AND CURR DEV	\$17,000.00	(\$4.28)	\$1,731.91	\$15,268.09	10.19
2222	SCHOOL LIBRARY SERVICES	\$144,946.29	\$10,079.26	\$53,528.38	\$91,417.91	37.60
2310	BOARD OF EDUCATION	\$89,574.59	\$12,184.00	\$42,147.73	\$47,426.86	49.68
2320	EXECUTIVE ADMINISTRATION	\$219,297.27	\$15,389.65	\$85,213.31	\$134,083.96	38.86
2400	OFFICE OF PRINCIPAL	\$280,376.74	\$21,827.94	\$112,562.04	\$167,814.70	40.15
2510	GENERAL ADMIN-BUSINESS SERVICE	\$22,200.00	\$1,109.10	\$7,694.09	\$14,505.91	35.19
2520	VEHICLE ACQUISITION, SERV, MTNCE	\$15,600.00	\$0.00	\$0.00	\$15,600.00	0.00
2610	OPERATION OF PLANT	\$303,917.50	\$23,926.77	\$119,749.82	\$184,167.68	39.40
2620	MAINTENANCE OF PLANT	\$165,110.69	(\$44,145.77)	\$1,646.63	\$163,464.06	1.00
2750	REGULAR PUPIL TRANSPORTATION	\$193,283.47	\$9,924.68	\$60,382.64	\$132,900.83	31.24
2760	SCHOOL AGE SPEC ED TRANSPORT	\$64,976.04	\$2,494.91	\$18,483.32	\$46,492.72	28.45
3000	COMMUNITY SERVICES	\$3,525.83	\$0.00	\$0.00	\$3,525.83	0.00
4200	TITLE 1 PART A NCLB	\$124,765.79	\$8,731.56	\$43,624.61	\$81,141.18	34.97
4250	OTHER FEDERAL CATEGORICAL	\$0.00	\$0.00	\$225.00	(\$225.00)	0.00
4310	TITLE IIA	\$9,531.00	\$989.24	\$1,079.24	\$8,451.76	11.32
4404	IDEA PART B BASE	\$98,000.00	\$0.00	\$0.00	\$98,000.00	0.00
4690	OTHER FED NON-CATEGORICAL EXP	\$8,080.00	\$234.85	\$2,301.73	\$5,778.27	28.49
4992	REAP FUNDS	\$23,277.00	\$0.00	\$19,235.59	\$4,041.41	82.64
6000	SUMMER SCHOOL	\$7,051.67	\$0.00	\$0.00	\$7,051.67	1.72
8000	TRANSFERS	\$30,000.00	\$0.00	\$0.00	\$30,000.00	0.00
9000	NON-PROGRAMMED CHARGES	\$1,100,000.00	(\$1,841.38)	(\$4,020.82)	\$1,104,020.82	(0.37)
01	GENERAL FUND	<u>\$6,231,686.07</u>	<u>\$325,594.87</u>	<u>\$1,809,236.52</u>	<u>\$4,422,449.55</u>	<u>29.36</u>
9	Expenditure	<u>\$6,231,686.07</u>	<u>\$325,594.87</u>	<u>\$1,809,236.52</u>	<u>\$4,422,449.55</u>	<u>29.36</u>

# HEARTLAND COMMUNITY SCHOOLS FUND ACCOUNT BALANCES

	January 31, 2015	January 31, 2016
General Fund	4,094,674.73	4,350,394.35
Activity Fund	106,634.76	80,437.38
School Lunch Fund	8,249.02	3,546.91
Depreciation Fund	1,114,966.21	1,421,637.85
Unemployment Fund	2,962.51	2,965.56
Qualified Capital Purpose Fund	86,290.11	198,550.55
Special Building Fund	432,798.56	274,263.59

# HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

## General Fund Treasurer's Statement for

Month Ending January 31, 2016

	CHECKING ACCT	SAVINGS ACCT	TOTAL
Balance Jan 1, 2016	954,483.03	2,868,961.44	3,823,444.47
Receipts:			
York, Fillmore & Hamilton Co.			
TAXES	762,864.97		762,864.97
State of Nebraska:			
Medicaid (MAPPS)			0.00
MEDICAID (MIPPS)	874.20		874.20
SPED Reimbursement	34,215.00		34,215.00
2016 Apportionment	50,387.23		50,387.23
			0.00
			0.00
Other:			
Interest	266.09	1,329.86	1,595.95
Preschool Tuition	357.50		357.50
Rental of facilities	349.00		349.00
ESU 6 Receipts	645.90		645.90
Local Donation - Kirby's	255.00		255.00
Autism Action Grant	1,000.00		1,000.00
<b>TOTAL:</b>	<b>851,214.89</b>	<b>1,329.86</b>	<b>852,544.75</b>
Transfer to MMA			
Total Amount Available	1,805,697.92	2,870,291.30	4,675,989.22
Disbursements	325,594.87		325,594.87
Balance, December 31, 2015	1,480,103.05	2,870,291.30	4,350,394.35

02/22/2016 10:46 AM

Posted - All; Batch Description BOARD CLAIMS FEB 2016, 2016 FEB BOARD CLAIMS 3

User ID: CJG

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
<b>Checking</b>	<b>1</b>	<b>Fund: 01 GENERAL FUND</b>	
24165	A-MAY-ZING CONSTRUCTION & PLUMBING LLC	MAINT-OTHER PROPERTY SERVICES	400.00
24164	ADVANCED OFFICE AUTOMATION	COPY MACHINE	37.19
24166	AS CENTRAL SERVICES	STATE REPORTING	227.47
24167	ASK SUPPLY CO. LLC	SUPPLIES	384.50
24168	B & H PHOTO	SUPPLIES	266.71
24169	BEST, BRADLEY	REIMBURSEMENT	7.00
24170	BURTON ENTERPRISES	TRASH REMOVAL	190.00
24171	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	3,535.83
24172	CHEMSEARCH	SUPPLIES	135.00
24173	CRITEL ENTERPRISES, LLC	SERVICES	115.50
24174	DART CUSTOM IMPRINTING	SERVICES	216.05
24175	DIETZE MUSIC HOUSE	SUPPLIES	207.55
24176	EAKES OFFICE PLUS	SUPPLIES	5,526.08
24177	ENTERPRISE FINANCIAL	SERVICES	167.00
24178	ESU #6	SERVICES	1,848.44
24179	FARM SHOW MAGAZINE	SUBSCRIPTION	23.95
24180	FOLLETT SCHOOL SOLUTIONS, INC.	SUPPLIES	88.57
24181	GOFF, CYNTHIA	REIMBURSEMENT	74.76
24182	HEARTLAND SEATING INC	SERVICES/MAINTENANCE	3,170.00
24183	HENDERSON COMMUNITY COOP ASSN.	SUPPLIES	5,032.48
24184	HENDERSON FOODMART	SUPPLIES	572.24
24185	HENDERSON MEAT PROCESSOR	SERVICES	56.35
24186	HENDERSON PHARMACY	SUPPLIES	3.98
24187	JANZEN ELECTRIC	SERVICES	403.17
24188	KEARNEY HIGH SCHOOL	HONOR BAND	75.00
24189	KIDWELL	SERVICES	521.88
24190	KROEKER GRAIN/LUMBER	SUPPLIES	1,506.18
24191	KULLY PIPE & STEEL SUPPLY	SUPPLIES	20.23
24192	LAMINATOR.COM	SUPPLIES	192.41
24193	MAINSTAY COMMUNICATIONS	TELEPHONE	165.09
24194	MATHESON TRI GAS INC	SUPPLIES	157.88
24195	MENARDS	SUPPLIES	39.07
24196	MOVIE LICENSING USA	SERVICES	0.00
24197	NANTKES, JENN	SERVICES	580.73
24198	NASB	REGISTRATION	3,860.00
24199	NE COUNCIL OF SCHOOL ADMINISTRATORS		570.00
24200	NEBRASKA ASSOCIATION FOR THE GIFTED		350.00
24201	NEBRASKA WESLEYAN UNIVERSITY	VOCAL MUSIC	70.00
24202	NEBRASKA.GOV	DRIVING RECORDS	1.56
24203	NELSON, KATHY		15.00
24204	NO RED INK		2,154.00
24205	NUNNENKAMP, ROY	LUNCH REIMBURSEMENT	7.50
24206	PAYFLEX SYSTEMS	SEC 125 INSURANCE	100.00
24207	PERENNIAL PUBLIC POWER DIST.	ELECTRICITY	4,544.70

**NEW BOARD REPORT**

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
24208	PREMIER BUSINESS SERVICES	ACCOUNTING SERVICES	1,212.30	
24209	PUBLIC RISK MANAGEMENT	BOND	158.00	
24210	QUILL	SUPPLIES	1,595.61	
24211	RENZ, BRITANY	REIMBURSEMENT	23.95	
24212	SERVICE PRESS	SERVICES	76.66	
24213	SOURCEGAS	UTILITIES	5,437.02	
24214	SUPPLYWORKS FORMERLY AMSAN	SUPPLIES	771.51	
24215	TRI COUNTY AUTO	REPAIRS	1,989.32	
24216	UNIVERSITY OF NEBRASKA-KEARNEY	SERVICES	275.00	
24217	VERIZON WIRELESS	TELEPHONE	122.52	
		<b>Fund Total:</b>		<b>49,282.94</b>
		<b>Checking Account Total:</b>		<b>49,282.94</b>

Activity Fund Balance Report - Summary - Include Encumbrances

01/2016 - 01/2016

Excluding Zeros; Beginning Month 01/2016; Processing Month 01/2016; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0101	FUND BALANCE/FOOTBALL	(11,815.39)	182.50	0.00	0.00	2,834.85	0.00	(14,832.74)
05 704 0102	FUND BALANCE/VOLLEYBALL	(1,952.28)	(539.97)	0.00	0.00	62.50	0.00	(1,474.81)
05 704 0103	FUND BALANCE/BOYS BASKETBALL	(659.76)	1,060.00	2,567.92	0.00	0.00	0.00	848.16
05 704 0104	FUND BALANCE/GIRLS BASKETBALL	(1,405.68)	990.00	2,758.92	0.00	409.66	0.00	(46.42)
05 704 0105	FUND BALANCE/TRACK	(3,941.29)	0.00	948.28	0.00	985.49	0.00	(3,978.50)
05 704 0107	FUND BALANCE/GENERAL ATHLETICS	2,763.94	0.00	0.00	0.00	89.74	0.00	2,674.20
05 704 0109	FUND BALANCE/LOCK ACCOUNT	274.00	0.00	0.00	0.00	0.00	0.00	274.00
05 704 0110	FUND BALANCE/JH FOOTBALL	(1,066.61)	670.88	0.00	0.00	443.59	0.00	(2,181.08)
05 704 0111	FUND BALANCE/JH VOLLEYBALL	(493.16)	0.00	0.00	0.00	0.00	0.00	(493.16)
05 704 0112	FUND BALANCE/JH BOYS BASKETBAL	0.00	280.00	299.00	0.00	0.00	0.00	19.00
05 704 0113	FUND BALANCE/JH GIRLS BASKET	(294.00)	320.00	0.00	0.00	0.00	0.00	(614.00)
05 704 0114	FUND BALANCE/JH TRACK	0.00	0.00	0.00	0.00	528.99	0.00	(528.99)
05 704 0115	FUND BALANCE/HOLIDAY TOURNAMEN	431.07	0.00	0.00	0.00	0.00	0.00	431.07
05 704 0116	FUND BALANCE - SEASON PASS	4,475.00	0.00	0.00	0.00	0.00	0.00	4,475.00
05 704 0117	FUND BALANCE/GIRLS GOLF	(703.50)	0.00	0.00	0.00	832.00	0.00	(1,535.50)
05 704 0118	FUND BALANCE/BOYS GOLF	0.00	352.50	0.00	0.00	0.00	0.00	(352.50)
05 704 0119	FUND BALANCE/DISTRICT ACCOUNT	916.18	0.00	0.00	0.00	0.00	0.00	916.18
05 704 0120	FUND BALANCE/CONFERENCE ACCT	(304.76)	0.00	0.00	0.00	0.00	0.00	(304.76)
05 704 0122	FUND BALANCE/HUSKIE AUTHENTIC	(315.00)	0.00	0.00	0.00	0.00	0.00	(315.00)
05 704 0130	FUND BALANCE - SARAH MATHEWSON VB	4,892.40	0.00	0.00	0.00	408.00	0.00	4,484.40
05 704 0131	FUND BALANCE - GREG VEERHUSEN GIRLS BB	1,514.34	0.00	0.00	0.00	178.00	0.00	1,336.34
05 704 0132	FUND BALANCE - CLARK RIBBLE BOYS BB	303.91	0.00	0.00	0.00	0.00	0.00	303.91
05 704 0133	FUND BALANCE - JHBB MALTSBERGER	744.51	0.00	0.00	0.00	0.00	0.00	744.51
05 704 0134	FUND BALANCE/DISCOUNT CARD	497.89	0.00	0.00	0.00	0.00	0.00	497.89
05 704 0135	SUPPLIES/COACH GIRLS GOLF	0.00	0.00	628.22	0.00	0.00	0.00	628.22
05 704 0200	FUND BALANCE BAND UNIFORM	38.97	0.00	0.00	0.00	0.00	0.00	38.97
05 704 0201	FUND BALANCE/BAND	(104.99)	55.90	0.00	0.00	0.00	0.00	(160.89)
05 704 0202	FUND BALANCE/CHORUS	376.83	0.00	661.12	0.00	0.00	0.00	1,037.95
05 704 0203	FUND BALANCE/MARCHING SHOES	(27.33)	0.00	0.00	0.00	0.00	0.00	(27.33)
05 704 0204	FUND BALANCE/VOCAL CLINIC	2,801.87	1,000.00	0.00	0.00	94.65	0.00	1,707.22
05 704 0205	FUND BALANCE/MUSIC CALENDAR	2,518.94	0.00	0.00	0.00	0.00	0.00	2,518.94
05 704 0206	FUND BALANCE/MUSIC TRIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
05 704 0207	FUND BALANCE/DISTRICT MUSIC	516.65	0.00	0.00	0.00	68.86	0.00	447.79
05 704 0300	FUND BALANCE-ELEM ART	36.17	0.00	0.00	0.00	0.00	0.00	36.17
05 704 0301	FUND BALANCE ART	1,005.91	93.92	222.50	0.00	0.00	0.00	1,134.49
05 704 0302	FUND BALANCE/MUSICAL	(750.00)	0.00	0.00	0.00	0.00	0.00	(750.00)
05 704 0304	FUND BALANCE/ALL SCHOOL PLAY	9.54	0.00	0.00	0.00	0.00	0.00	9.54
05 704 0305	FUND BALANCE/ONE ACT	(427.06)	0.00	0.00	0.00	0.00	0.00	(427.06)
05 704 0401	FUND BALANCE/AG ED PROJECTS	5,926.81	0.00	15.00	0.00	0.00	0.00	5,941.81

Activity Fund Balance Report - Summary - Include Encumbrances

01/2016 - 01/2016

Excluding Zeros; Beginning Month 01/2016; Processing Month 01/2016; Fund Number 05

Fund: 05      ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0402	FUND BALANCE/FCS LAB FEES	494.06	0.00	0.00	0.00	0.00	0.00	494.06
05 704 0403	FUND BALANCE/FBLA	6,642.63	0.00	0.00	0.00	0.00	0.00	6,642.63
05 704 0404	FUND BALANCE-INDUSTRIAL TECH	3,893.74	0.00	144.31	0.00	0.00	0.00	4,038.05
05 704 0405	FUND BALANCE/FFA	8,182.22	18.69	475.22	0.00	0.00	0.00	8,638.75
05 704 0407	FUND BALANCE/SCIENCE CLUB	954.12	0.00	0.00	0.00	0.00	0.00	954.12
05 704 0408	FUND BALANCE - BIOLOGY/ENGLISH TRIP	0.00	0.00	719.20	0.00	0.00	0.00	719.20
05 704 0409	FUND BALANCE - QUIZ BOWL/MATH CLUB	0.00	0.00	609.30	0.00	0.00	0.00	609.30
05 704 0505	FUND BALANCE - CLASS OF 2015	200.99	0.00	0.00	0.00	0.00	0.00	200.99
05 704 0506	FUND BALANCE CLASS OF 2016	2,271.89	289.75	0.00	0.00	0.00	0.00	1,982.14
05 704 0507	FUND BALANCE CLASS OF 2017	5,399.62	0.00	0.00	0.00	0.00	0.00	5,399.62
05 704 0508	FUND BALANCE CLASS OF 2018	3,437.28	0.00	0.00	0.00	0.00	0.00	3,437.28
05 704 0509	FUND BALANCE CLASS OF 2019	3,566.13	0.00	751.12	0.00	0.00	0.00	4,317.25
05 704 0601	FUND BALANCE/NATL HONOR SOC	443.11	39.70	0.00	0.00	0.00	0.00	403.41
05 704 0709	FUND BALANCE/YEARBOOK	3,531.13	5,823.42	0.00	0.00	0.00	0.00	(2,292.29)
05 704 0800	FUND BALANCE/FCA-FBLA	1,516.00	0.00	0.00	0.00	0.00	0.00	1,516.00
05 704 0801	FUND BALANCE/STUDENT COUNCIL	1,254.03	0.00	161.95	0.00	0.00	0.00	1,415.98
05 704 0802	FUND BALANCE/CONCESSIONS	1,161.90	7,494.54	7,482.11	0.00	0.00	0.00	1,149.47
05 704 0803	FUND BALANCE/POP MACHINE	(24.20)	0.00	0.00	0.00	0.00	0.00	(24.20)
05 704 0804	FUND BALANCE/INTEREST ON ACT A	17.05	0.00	1.09	0.00	0.00	0.00	18.14
05 704 0805	FUND BALANCE/LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	0.00	0.00	12,401.58
05 704 0806	FUND BALANCE/ELEM STUDENT COUN	3,136.70	7.30	161.95	0.00	0.00	0.00	3,291.35
05 704 0807	FUND BALANCE/LIFE TCH/MEMORY B	321.06	0.00	676.39	0.00	0.00	0.00	997.45
05 704 0913	REVOLVING-SECONDARY	(3,002.50)	735.00	500.00	0.00	0.00	0.00	(3,237.50)
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	0.00	0.00	2,200.00
05 704 0919	FUND BALANCE-MISC	350.00	0.00	0.00	0.00	0.00	0.00	350.00
05 704 0924	OTT SCHOLARSHIP	750.00	0.00	0.00	0.00	0.00	0.00	750.00
05 704 0926	FUND BALANCE/DEKALB SCHOLARSHIP	500.00	0.00	0.00	0.00	0.00	0.00	500.00
05 704 0927	FUND BALANCE/PIONEER SCHOLARSHIP	400.00	0.00	0.00	0.00	0.00	0.00	400.00
05 704 0934	FUND BALANCE -GUIDANCE	1,207.68	0.00	0.00	0.00	0.00	0.00	1,207.68
05 704 0936	FUND BALANCE	4,500.00	0.00	0.00	0.00	0.00	0.00	4,500.00
05 704 0950	COMPUTER DEPOSITS	6,543.59	134.70	0.00	0.00	0.00	0.00	6,408.89
05 704 0951	STAFF LOUNGE ACCOUNT	1,621.23	356.70	364.15	0.00	0.00	0.00	1,628.68
Fund Total: 05		79,655.16	19,365.53	20,147.75	0.00	6,936.33	0.00	73,501.05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
<b>Fund: 06 SCHOOL LUNCH/MILK FUND</b>				
<u>Current Assets</u>				
06 101	CASH	10,632.31	(7,085.40)	3,546.91
06 102	MMA-FIRST PREMIER ACCOUNT	0.00	0.00	0.00
06 103	CERTIFICATE OF DEPOSIT	0.00	0.00	0.00
	Current Assets Subtotal:	10,632.31	(7,085.40)	3,546.91
<u>Other Assets</u>				
06 390	BUDGETED REVENUE	0.00	0.00	0.00
06 392	LESS: REVENUE RECEIVED	(57,701.49)	(12,546.81)	(70,248.30)
	Other Assets Subtotal:	(57,701.49)	(12,546.81)	(70,248.30)
Total Assets and Deferred Outflows of Resources:		(47,069.18)	(19,632.21)	(66,701.39)
<u>Current Liabilities</u>				
06 402	ACCOUNTS PAYABLE	0.00	0.00	0.00
06 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
06 451	FICA PAYABLE	0.00	0.00	0.00
06 452	FIT PAYABLE	0.00	0.00	0.00
06 453	INSURANCE PAYABLE	0.00	0.00	0.00
06 454	RETIREMENT PAYABLE	0.00	0.00	0.00
06 455	SIT PAYABLE	43.70	0.00	43.70
06 456	TSA PAYABLE	0.00	0.00	0.00
06 457	BENEFITS PAYABLE	0.00	0.00	0.00
06 458	DUES PAYABLE	0.00	0.00	0.00
06 459	CANCER INS PAYABLE	0.00	0.00	0.00
	Current Liabilities Subtotal:	43.70	0.00	43.70
<u>Other Liabilities</u>				
06 603	ENCUMBRANCES	0.00	0.00	0.00
06 690	BUDGETED EXPENDITURES	0.00	0.00	0.00
06 692	LESS: EXPENDITURES TO DATE	(62,039.25)	(19,632.21)	(81,671.46)
06 694	LESS: ENCUMBRANCE COMMITMENTS	0.00	0.00	0.00
06 696	LESS: ACCOUNTS PAYABLE	0.00	0.00	0.00
	Other Liabilities Subtotal:	(62,039.25)	(19,632.21)	(81,671.46)
<u>Fund Balance</u>				
06 704	FUND BALANCE	14,926.37	0.00	14,926.37
06 705	BUDGETED FUND BALANCE	0.00	0.00	0.00
	Fund Balance Subtotal:	14,926.37	0.00	14,926.37
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		(47,069.18)	(19,632.21)	(66,701.39)