

Board of Education Regular Meeting

Monday, January 14, 2013 7:00 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
 1. Excuse board members if necessary
 4. Approval of Agenda
2. Public Comments on Agenda Items
3. Public Comments on Topics Not on the Agenda
4. Oath of Office
5. School Board Officer Elections
 1. Election of Board President
 2. Election of Board Vice President
 3. Election of Board Secretary
 4. Election of Board Treasurer
6. Reports
 1. Superintendent's Report
 2. Principals' Reports
7. Discussion Items
 1. Presentation by Project Search
 2. Patient Protection and Affordable Care Act (PPACA)
 3. Review of School Board Conferences

4. Safety and Crisis Protocol Discussion

8. Old Business

1. Administrator/Board Goal Setting Meeting

2. Date for policy meeting

9. New Business

1. Evaluation Policies

2. Administrator Evaluation Tools

3. Postponement of TERIP Deadline

10. Personnel

1. Julie Goertzen Application for Early Retirement and Resignation

2. 2014-2015 Negotiations

3. Elementary Principal's Contract

4. Secondary Principal's Contract

5. Superintendent's Contract

11. Future Agenda Items

12. 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

13. Adjournment

STATE OF NEBRASKA) AFFIDAVIT OF PROOF
) ss
COUNTY OF YORK) OF PUBLICATION

Jan Edgecombe being first duly sworn, deposes and says that she is publisher of The Henderson News, a weekly legal newspaper; printed, published and of general circulation in said county, and that the attached notice entitled Notice Board Meeting was published therein 1 successive weeks, the first publication thereof being on the 6th day of December, 20 12 and the last on the 6th day of December, 20 12, and further says not.

Notice of School Board Meeting

The board of education for the Heartland Community Schools will meet in regular session on Monday, December 10, 2012 as follows: 7:00 p.m. Regular Meeting.

The regular business meeting will be held in the school conference room at 1501 Front Street, Henderson, Nebraska. An agenda for the meeting, which shall be kept continually current, is readily available for the public inspection at the Superintendent's office during normal business hours.

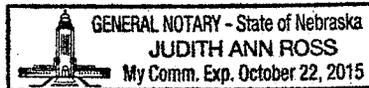
Publication Fee \$ 6.14

J. Edgecombe

Subscribed in my presence and sworn to before me this 26th day of December, 20 12.

Judith Ann Ross
Notary Public

My Commission expires Oct. 22, 2015



2008 - SCHOOL BOARD MEMBER OATH OF OFFICE

I, _____, hereby accept the office of Board Member of School District No. 96 of York County, Nebraska, and I do solemnly swear (affirm) that I will support the Constitution of the United States, the Constitution of the State of Nebraska, and faithfully and impartially perform the duties of the office of board member according to law, and to the best of my ability, so help me God.

Dated this _____ day of January, 20____.

Signature

Adopted: September 1, 1998
Revised: January 14, 2002
Reviewed:

High School Principal's Report

1. NHS, FFA, FBLA Food Delivery- Success! Over 30 households in the district received a box of food. Due to school being closed, several adults volunteered to deliver food as scheduled.
2. Student multi-media project- Brent Regier, Daniel Quiring, and Lincoln Ruybalid explain how a bill becomes a law.
3. Student Prezi on Evernote- http://prezi.com/kxftzfpml_ur/evernote-tutorial

Upcoming Events:

January 25 Jr. High Vocal Clinic

January 28 Conference Basketball

Staff in-service: Continued School Improvement aligning curriculum

Elementary Principal Report
Board Report
January 2013

1. Students in grades 5-8 participated in the National Geography Bee on January 10, 2013.
2. Students in grades 3-8 will participate in the York County Spelling Bee on February 6, 2013.
3. Student in grades 4 and 8 will participate in the NeSA W (Nebraska State Assessment in Writing) January 21 through February 8. Students in grade 4 write a narrative essay from a prompt during two 40 minute sessions. Eighth grade students write a descriptive essay in a 90 minute session online. Juniors will write a persuasive essay in one session online.

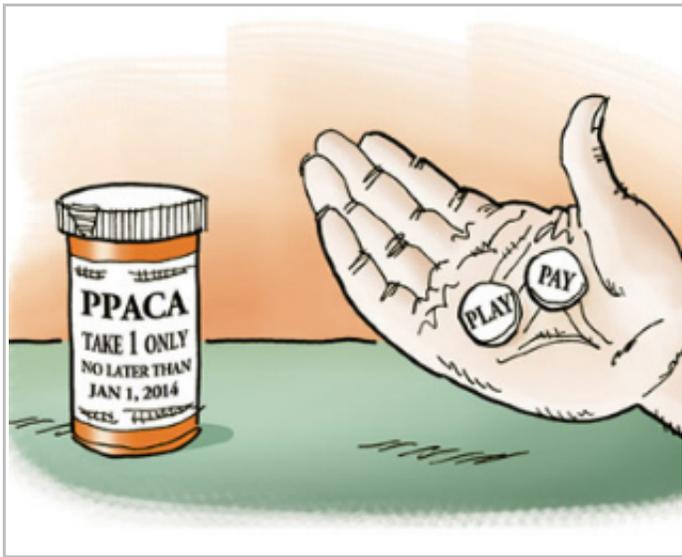
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Cheat Sheet: What employers need to know about the Affordable Care Act

Health care reforms, slated to take effect on Jan. 1, 2014, will bring a host of new responsibilities for businesses

BY ALANNA BYRNE, MARY SWANTON
November 27, 2012 • Reprints



President Obama's Election Day victory ends, or at least postpones, Republican promises to overhaul or repeal the Patient Protection and Affordable Care Act (PPACA), a hallmark piece of legislation from the president's first term. This means that, starting on Jan. 1, 2014, employers with more than 50 full-time equivalent employees must either provide health care coverage for their workers or pay

a penalty.

In the November feature "Pay or Play," InsideCounsel provides a look at the key factors that companies should consider when deciding whether to comply with the law—or face a stiff fine for failing to do so.



Does the size of a business matter?

The PPACA applies to all companies with more than 50-full time employees. Employers can choose not to provide coverage, but will pay \$2,000 for every worker they do not insure, excluding the first 30 employees.

A General Accounting Office review of several studies on the subject found that larger employers are less likely to drop health care coverage when the new reforms take effect, largely to remain competitive in attracting the best employees. Smaller companies with less than 100 workers, on the other hand, could face a disadvantage on the health care market, as they often can't get the same deals on insurance as their larger counterparts, so paying the penalty may make sense to them.



How are part-time and full-time workers affected?

Currently, many employers offer benefits only to full-time employees, generally defined as those working 35 or more hours a week. The PPACA, however, has lowered the standard for full-time employment from 35 to 30 hours, leaving companies that rely on part-time employees with a difficult choice to make.

“The problem arises when you have a workforce where your criteria [for receiving health benefits] was 35 hours per week, and now the threshold is 30,” says Patricia Cain, a partner at Neal, Gerber & Eisenberg. “If you have a lot of employees working 30-plus hours but less than 35, your choices are to cut them back to under 30 hours, pay the penalty tax or offer coverage.”



What industries will be most affected by the new reforms?

Unsurprisingly, the hardest-hit industries are likely to be those that have not provided health coverage—or have provided very minimal insurance—to workers in the past, while offering insurance to executives. These include restaurant chains, retail outlets and other businesses in the service sector. A nondiscrimination clause in the PPACA now requires that companies provide the same coverage to all employees at all levels, or face a \$3,000 per

employee penalty.

Complicating matters for these businesses, the coverage they offer must be affordable, which is defined as coverage that does not cost more than 9.5 percent of an employee's yearly W-2 wages. "To get out of all penalties, you have to offer [coverage] at 9.5 percent of household income. That's a pretty low threshold for servers or shift cooks," says BakerHostetler Partner John McGowan. "The business will incur some meaningful costs it doesn't have in the budget right now."



Are there hidden costs?

Ideally, the health care reforms will reduce health care costs by providing affordable preventative care and putting new regulations on health care providers. But the future of health care costs remains murky, and if they continue to rise after 2014, employers may be more likely to drop coverage.

"[The PPACA] mandates certain types of coverage be provided and mandates preventative coverage be provided at no cost, all of which are good for employees. But it doesn't appear to take an aggressive stand toward lowering costs, and that's what troubles employers," says Littler Mendelson Shareholder Steve Friedman.



What role will state-run health care exchanges play?

The PPACA requires everyone to have health insurance, meaning that those employees who don't receive it from their companies likely will have to seek it on state-run health care exchanges. But officials in some states have signaled their unwillingness to establish and oversee these exchanges, leaving the task to the federal government. And even if states do implement exchanges, some employers, particularly those operating in multiple states, are concerned about the quality and consistency of the programs.

"The big unknown is whether the exchanges will be a viable alternative to employer coverage," says Michael Tomasek, a partner at Freeborn & Peters. "How good will the quality be? Will they function well? Will they be administered well? We just don't know that yet. Until we know what the alternative to employer coverage is, it's impossible for employers to make a rational choice about pay or play."

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NCSA/NASB
2013 Education Forum
February 4 - 5, 2013
Younes Conference Center - Kearney

Monday, February 4th

▶ Pre-Conference Workshops

12:30 pm to 5:00 pm - Choose one

♦ **Health Care Reform - Planning for 2014 and Beyond - Blue Cross Blue Shield of NE**

Health care reform has been, and will remain, a hot topic for employers. This workshop is designed to provide basic information on those provisions of the Patient Protection and Affordability Act (PPACA) that take effect in 2014 and beyond, as well as an understanding of the law's impact on employers and individuals. Presentations will include a historical overview of PPACA, provisions taking effect in 2014, an overview of public health insurance exchanges, an analysis of the true cost of PPACA, employer mandates and responsibilities, risk corridors, and future (post-2014) PPACA requirements. Participation is encouraged for School Board Members, School Administrators, Chief Negotiators, and Association Presidents. Registration will be available on a team basis.

♦ **Creating A Culture for Success & Accountability for All - Harding and Shultz**

Working with administrators and teachers to improve their performance, their management of students, or even their compliance with directives is a critical skill for administrators and boards of education. Kelley Baker, Karen Haase, Steve Williams and Bobby Truhe will discuss evaluation techniques, effective communication skills, the essentials of good improvement plans, ways to create a good record of your efforts, and working with administrators, the school attorneys and the NSEA. This session will focus on principals' evaluation of teachers, superintendents' evaluation of principals, and the boards' evaluation of superintendents. Kelley, Karen, Steve and Bobby will illustrate the ways that good work pays off (and poor work doesn't) with vignettes from due process hearings.

Tuesday, February 5th

▶ **Keynote Session - "Mock Board Meeting with Messages"**

The Perry Law Firm attorneys will lead a mock board meeting that is intended to be informative yet entertaining. During the presentation, there will be lessons on legal "snafus" that arise during board meetings. Other legal topics will be included in the mock board meeting, such as issues with respect to student admission and rehiring of certificated staff.

REGISTRATION FORM: EDUCATION FORUM
February 4-5, 2013 - Younes Conference Center

Name: _____

School District: _____

Address: _____

City/State/Zip _____

Phone: _____

E-mail: _____



PRE-CONFERENCE REGISTRATION for February 4th (Please mark all that apply)

(Please note Pre-Conference is a separate fee. If you will be attending the Health Care Workshop, only one person needs to register from your team, however, please list all names and positions.)

Pre-Conference ___ \$65 per person (Creating A Culture for Success & Accountability)

 ___ \$65 per person or \$150 per team-3 or more (Health Care Reform)

REGISTRATION INFORMATION for February 5th Please list team member names and positions:

(Please mark all that apply)

NCSA/NASB Member ___ \$140

Non-Member Fee ___ \$335

NARSA/Student ___ \$50

Total Registration \$ _____

NCSA now accepts Credit Cards - To Pay With A Credit Card -

Register online at www.ncsa.org

Please mail or fax to: NCSA, 455 S. 11th Street Suite A, Lincoln, NE 68508 - Fax: 402-476-7740

Conference At A Glance

Monday, February 4th

- 12:30 p.m. Registration for Preconference I & II
1:00 p.m. **Preconference #1** or
Preconference #2
5:00 p.m. Reception
8:00 p.m. Hospitality Suites Open

Tuesday, February 5th

- 7:00 a.m. Registration & Continental Breakfast
Exhibits Open
8:15 a.m. Welcome & General Session
"Mock Board Meeting with Messages"
9:30 a.m. Break
10:00 a.m. **Concurrent Sessions I**
10:45 a.m. Break
11:15 a.m. **Concurrent Sessions II**
12:00 p.m. Luncheon
1:00 p.m. **Concurrent Sessions III**
1:45 p.m. Break
2:15 p.m. **Concurrent Sessions IV**
3:00 p.m. Adjourn

Registration deadline
is January 24th
There will be a \$50
cancellation fee after
January 28th

Breakout Session Development

- ◆ Student Discipline
- ◆ Classified Staff / Classified Compensation
- ◆ Interview Protocols
- ◆ Who are our Kids?
- ◆ Unemployment Insurance Issues
- ◆ Background Checks / Volunteers
- ◆ Tips & Tricks for Termination
- ◆ EHA Update / EHA Wellness
- ◆ Social Media for Teachers, Students and School
- ◆ Dealing with Employee Mental Health Issues
- ◆ Special Education
- ◆ Understanding the School Budget
- ◆ Using Media to Recruit Staff
- ◆ Legislative Update
- ◆ Reporting Abuse & Neglect in Your School

FOR A DETAILED LIST OF EVENTS AND SESSIONS AS THEY
BECOME AVAILABLE VISIT WWW.NCSA.ORG

Preconference Descriptions

- Pre-Conference Workshops - February 4th
12:30 pm to 5:00 pm - Choose one

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- Keynote Session - February 5th
"Mock Board Meeting with Messages"

Keynote Speakers: Jim Gessford, Rex Schultze & Greg Perry, Perry, Guthery, Haase & Gessford

The Perry Law Firm attorneys will lead a mock board meeting that is intended to be informative yet entertaining. During the hearing, there will be lessons on legal "snafus" that arise during board meetings. Other legal topics will be included in the mock board meeting, such as issues with respect to student admission and rehiring of certificated staff.

Room Reservation Information:

Those making reservations should call the hotels direct

Holiday Inn - 308-237-5971 \$82.95 Wingate Inn - 308-237-4400 \$82.95
Hampton Inn - 308-234-3400 \$82.95 Fairfield Inn - 308-236-4200 \$82.95

Back to the Basics of School Law

These evening workshops will be held in Gering on March 5, Kearney on March 6, Lincoln on March 12, and Norfolk on March

13. This presentation will offer an excellent opportunity for new and seasoned board members and superintendents to receive training from school attorneys on school board authority, operations, school board liability, student rights, and employee rights. Don't be fooled by the name, this is a great session for board members of all experience levels.

Registration will open for this session within the next couple of weeks at www.nasbonline.org.



Spring Conference

The 2013 NRCSA Spring Conference

The 2013 NRCSA Spring Conference will be held on March 21 & 22, 2013 at the Kearney holiday Inn and Convention Center. Information and registration forms available, check back often!

If you have any questions, comments, or concerns regarding the Spring Conference please contact Jeff Bundy at (402) 202-6028 or via e-mail at jbundy@nrcsa.net

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Registration Forms

****Note: The PDF versions of the forms can be completed by typing in the highlighted boxes. Use the 'Save As' command to save a create a new version of the completed form which can be printed or e-mailed to NRCSA.****

Member Registration

Member and non-member school districts may register for the 2013 Spring Conference using the links below. The registration fee is \$180.00 per person for member schools. To register, simply complete one of the forms below and return it to NRCSA along with payment for the registrations. Registrations may be cancelled responsible for all registration fees after that date.

[2013 NRCSA Spring Conference Member Registration Form \(PDF Version\)](#)

[2013 NRCSA Spring Conference Member Registration Form \(on-line Version\)](#)

Exhibitor Registration

Exhibitors may register for the 2013 Spring Conference using the link below. The registration fee is \$390.00 per space. There are a total of 70 exhibit spaces available. Return it to NRCSA along with payment for the registration. Registrations may be cancelled through Monday March 19, 2013. Exhibitors will be responsible for all registration fees after that date.

[2013 NRCSA Spring Conference Exhibitor Registration Form \(PDF Version\)](#)

Exhibitor Directory

Download the Exhibitor directory in PDF.

[2012 NRCSA Exhibitor Directory](#)

Keynote Speakers



Andrew McCrea

Farmer and rancher...popular author...nationally syndicated radio broadcaster...it's a unique combination that captivates and challenges audiences to action. Since 1996 Andrew McCrea has traveled the nation, producing the "American Countryside" features that are heard each day on radio stations coast-to-coast. Often described as today's Charles Kuralt, he's interviewed Emmy and Grammy winners, All-star athletes, Iditarod sled dog mushers, and even the world's rooster crowing champion! He's been body slammed by professional wrestlers, traveled to the launch pads at Cape Canaveral, and chronicled the plight of Central America's coffee farmers.

But what makes Andrew unique is the broad background his life encompasses. He continues to manage and work on his family's 3500 acre ranch in northwest Missouri. He checks cattle on horseback and even tracks down news stories on his cell phone while operating a combine or tractor. His blend of humor and real-life strategies for living life with purpose inspire groups to action.

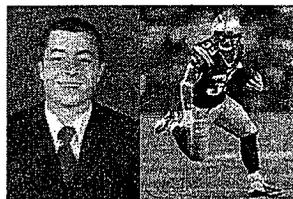


Dr. Jon Hill, Executive Director of the NREA, Dr. Roger Breed, Commissioner of Education

Dr. John Hill has served as a middle school mathematics teacher, middle and high school principal, assistant superintendent, and superintendent to impact rural schools and the role of instructional leaders at the district and building levels. He is also involved in the Purdue Educational Leadership Program and the Woodrow Wilson Fellowship program.

Throughout his thirty-eight year career in Nebraska public schools, Dr. Roger Breed has provided state-wide leadership as an active superintendent of schools and as a member of the Nebraska State Board of Education.

responsible for examining issues and developing recommendations regarding state standards, assessment programs, personnel selection issues.



Danny Woodhead

Danny Woodhead was born January 25, 1985 in North Platte, Nebraska and is a running back, who is currently a member of the NFL. He went undrafted in the 2008 NFL Draft and signed as a free agent with the New York Jets. He played college football for the University of Nebraska.

Woodhead set several NCAA college football rushing records, including single season rushing and all-time rushing. In 2007, he was named the best player in NCAA Division II, making him the third player to win the trophy twice in its history. On October 6, 2007, he set the record for most rushing yards in a game by a freshman, with 276 yards. Woodhead held this record until it was broken on December 13, 2008.

Woodhead signed as an undrafted free agent with the New York Jets in 2008, and with the New England Patriots in 2011. He has appeared in fifty-six games, starting nine, and has rushed for over 1,200 yards in his career. He believes in positive leadership and is a part of the Patriots offense.

Concurrent Sessions

15 Minutes a Month

This session will focus on federal legislative activities, including strategies to influence members of Congress in their deliberations. Presented by Dr. John Hill, Nebraska Rural Community Schools Association

Accreditation and School Improvement

All public school districts in Nebraska are required by law to be accredited. This session will provide a quick refresher of Rule 10 regulations that govern a school's accreditation process and potential revisions. Opportunities to share your thoughts and ideas regarding Rule 10 issues will be provided. Presented by Freida Lange & Rick Moses, NDI

Career Academies and Virtual Career Education in Nebraska

This session will discuss new proposals for the development and sustainability of career academies in rural Nebraska that align to Nebraska's workforce and economic development needs through virtual CTE courses in cooperation with Nebraska's ESUs will also be discussed. Presented by Rich Katt & Cory Epler, NDE

Continuing Contract Issues – (75 Minute Friday Session)

This session will focus on continuing contract issues schools such as renewal, termination, duty assignments and much much more. Presented by Perry Law Firm

EHA Health Plan Update

This session will discuss the plan changes as of September 13, 2013. In addition the EHA wellness program will also be discussed. Presented by Kent Treloar, EHA
Greg Long, EHA

Ethic Complaints and the Professional Practices Commission

This presentation will explain the process of ethics complaints and the role of the Professional Practices Commission. Topics discussed will include current trends in ethics complaints, and discuss techniques that may resolve issues at the local level prior to them becoming formal complaints. Presented by Jeff Schneider, Professor

The Evolving Nebraska Superintendency

The Nebraska superintendency is evolving. This session will examine data on Nebraska superintendent retention and turnover and related trends over the past 20 years. How can superintendents alike can function with the dynamic job market of Nebraska superintendencies. Presented by Dr. Jim Ossian, Wayne State College

How to Survive a Reduction in Force – (75 minute Friday Session)

This session will focus on the legal issues of a reduction in force. Going through a reduction in force is not an easy task. Typically, the process is one which can be political, and emotional problems. There are steps which can be taken by school administrators and boards of education, however, which can help to accomplish a reduction in force. Associated with RIF. Attorney Neal Stenberg has been involved in numerous reduction in force hearings and successfully argued the case of Nickel v. Saline County Court. That case was, and continues to be, the seminal case in Nebraska reduction in force jurisprudence. Attorney Stenberg will lecture on this important topic, detailed outline. Presented by Neal Stenberg, Stenberg Law Office

Legal Issues Related to School Safety and Security- (75 Minute Friday Session)

In the shadow of Newtown, this session will focus on school rights and responsibilities for school safety and security. Presented by Perry Law Firm

Legal Update for Rural Schools

In this session the school attorneys will give an update on legislation and legal developments affecting rural schools and the actions schools should consider taking.

National Center for Research in Rural Education: Progress to Date

This session will provide updates for the research studies and other activities taking place at the National Center for Research in Rural Education, housed in the Center for Rural and Community Development at UNL. Special focus will be given to updates from the first year of a large-scale science study "CSI: Coaching Science Inquiry in Rural Schools" and panelists, UNL

Nebraska's BlendED Initiative: An Impressive Collaboration

This session will provide an overview of the BlendED Initiative and how this undertaking is a collaborative effort between K-12, ESUs, post-secondary, NET, an infrastructure for single sign-on access (LDAP) for students and teachers in addition to a whole array of integrated tools and services from a course clearinghouse and teacher/student created content. On behalf of all Nebraska schools, the Educational Service Units Coordinating Council (ESUCC) submitted an IT Project F Committee (NITC). The NITC reviews technology initiatives for the Unicameral to assure feasibility and that thorough planning was done should the project be given Tier 1 status clearing the way for funding consideration by the Education and Appropriation Committees. The impact of this initiative on schools will be covered. Presented by Matthew Blomstedt and Panelists, Educational Service Unit Coordinating Council

Nebraska Teacher and Principal Model Evaluation Project

In early 2012, the State Board of Education authorized the NDE to develop model evaluation systems for teachers and principals based on the Nebraska Teach project by school districts. That project is now in its Design/Test Pilot Phase and will be piloted in approximately 21 schools in 2013-14. This session will discuss the project. Presented by Donlynn Rice, NDE & Jim Havelka, Havelka Educational Services

NSAA Updates and Activities Current Red Flags

This session will cover some of the new initiatives in regards to the NSAA and Activities in Nebraska. Any current legal issues facing state Associations and Activities. Presented by Rhonda Bianford-Green, Executive Director, NSAA & Rex Schultze, Perry Law Firm

School Finance 101

This session will discuss the basics of the school finance. The major factors of the formula (various adjustments and allowances, comparison arrays, etc) will be discussed. Presented by Bryce Wilson, NDE

School Finance Update

This session will provide information as to what the Legislature is addressing for state aid and other school finance issues related to the state aid formula, aid ceiling, etc. Presented by Bryce Wilson, NDE

Shell Creek Watershed Monitoring Program as a Model for Community Collaboration in Secondary Schools

So what would motivate students to donate valuable summer vacation time to do science research? The opportunity to make a difference! Students working on pride in their work, knowing they have made a difference in their community's views of environmental stewardship. Students have received many unsolicited awards. Science skills and literacy has been observed by the increase in the proficiency of data collection and analysis of results in presentations given to community groups. The relationship between patrons of the school district and students. This session will explore the Shell Creek Monitoring Program and the ways in which the program is presented.
Presented by Mark Seier and panelists, Newman Grove Public Schools

Top 10 Things to Know About School Lunch Programs

This presentation will provide the top 10 things you need to know about the changes to the school meals programs. Reauthorization for child nutrition programs, changes to the school lunch and breakfast programs. These changes include the types and amounts of food served, an additional 6 cents per meal reimbursement requirements, as well as other changes. Presented by Bev Benes, NDE

Understanding Contract Indemnification

School districts are routinely asked to enter into contracts which contain "indemnification" provisions whereby the school district agrees to "indemnify" the other party to a third person arising out of the performance of the contract. The word "indemnify" is a synonym for the term "insure". Indeed, when a school district agrees to indemnify, it assumes obligations which are not at all unlike those assumed by an insurance company under a policy of liability insurance. An indemnification provision creates a contract by the school district's liability policy. A Nebraska community college is currently facing a potential \$600,000+ liability arising out of its agreement to indemnify the carrier has taken the position that there is no coverage for the contractual liability assumed by the College. In this session, Attorney Neal Stenberg will focus on avoiding being exposed to potential uninsured liability arising out of indemnification agreements. He will also focus on the question whether public school districts can be held liable.
Presented by Neal Stenberg, Stenberg Law Office

Wood River Senior Leadership Class

This session will discuss the Senior Leadership Class at Wood River High School. The inception of the leadership class became a reality due to students wanting. Through thoughtful collaboration with peers and administration a new curriculum emerged. This class meets every day. The same concept is taught three days a week, yet maintaining no more than fourteen in a section.

The current curriculum includes college preparation including becoming familiar with college web sites, locating housing, parking, reading a course catalog, applying for a resume, how to write and ask for a recommendation, visualization exercise about the future, bringing in college students to talk about the reality of college. The College/Career Planning and Dave Ramesy's Foundation in Personal Finance. Presented by Terry Zessin & Nancy Roberts, Wood River Public Schools

More sessions will be added as they become available, check back often!

Schedule

****Schedule is tentative and subject to change****

Wednesday, March 20, 2013

6:30 PM—9:00 PM Exhibitor Check-In & Setup—Ballroom
7:00 PM —9:00 PM Attendee Registration—Pre-Function Area
7:00 PM Hospitality Rooms (as posted)

Thursday, March 21, 2013

7:15 AM Attendee Registration—Pre-Function Area
Coffee and Rolls—Ballroom Exhibit Area
8:10 AM General Session—Loper Hall

Presiding: Alan Garey, NRCSA President, Supt, Medicine Valley Schools

Musical Welcome: Broken Bow Jazz Band, Broken Bow Public Schools

Scholarships and Awards:

Keynote Address:

10:15 AM Refreshment Break—Ballroom
10:45 AM—11:45 AM Thursday Morning Select-a-Sessions

12:00 PM Lunch General Session—Loper Hall

Presiding: Joan Reznicek, NRCSA Past President, Supt, Ponca Public Schools

Scholarships and Awards:

Keynote Address: Dr. Roger Breed, Dr. John Hill

2:00 PM—2:55 PM Thursday Afternoon Select-a-Sessions

2:55 PM Refreshment Break—Ballroom

3:25 PM—4:15 PM Thursday Afternoon Select-a-Sessions

4:30 PM NRCSA General Membership Meeting – Room EF

- 5:30 PM Administrators Fellowship Time – Exec Room
- 6:00 PM Country Buffet—Loper Hall
- 7:00 PM Hospitality Rooms Open
- 7:30 PM—9:00 PM Casino Night- Ballroom I

Friday, March 22, 2013

- 7:15 AM Attendee Registration—Pre-Function Area
Coffee and Rolls—Pre-Function Area
- 8:00 AM—9:15 AM Friday Select-a-Sessions
- 9:30 AM—10:15 AM Brunch Buffet—Loper Hall
- 10:15 AM Closing Session—Loper Hall

Presiding: Fred Helmink, NRCSA President-Elect, Supt, Fairbury Public Schools

Musical Welcome: Appledaris Show Choir, Falls City Public Schools

Scholarships and Awards:

Keynote Address:

- 12:00 PM Thank You's, Prizes, & Giveaways

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Policy CBJ - EVALUATION OF CERTIFICATED EMPLOYEES

All certificated employees to be evaluated shall be notified in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, or the superintendent observing the principal(s) will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once every other school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter.

The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

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

The superintendent shall evaluate each administrator and report to the board, annually, on the performance of the administrator and make recommendations regarding the administrators' employment and salary status.

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

Entire Instructional Period. For certified employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40- minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester or in the case of administrators, a cumulative evaluation from observations of required day-to-day duties.

Actual Classroom Observation. Actual classroom observation consists of observing the certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position.

The evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: CFC

EVALUATION OF ADMINISTRATIVE PERSONNEL

The Superintendent shall evaluate and report to the Board, annually, on the performance of all administrative personnel reporting to him/her and make recommendations regarding their employment and salary status.

Adopted: September 1, 1998

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: GBI-R

EVALUATION OF PROFESSIONAL PERSONNEL

1. All observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher.
2. Each teacher shall be given their evaluation report and shall have the opportunity to discuss such report with their supervisor or principal. After such discussions, the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents.
3. Any unusual circumstances or conditions which may have had an effect on the teacher's performance shall be recorded on the evaluation report.
4. Any adverse evaluation of a teacher's performance filed by the teacher's supervisor or principal may be subject to the grievance procedure established by the board policy, but only on the grounds of bad faith and/or discrimination.
5. Upon written request, each teacher shall have the right to review, at a time mutually convenient, the contents of their file excepting, however, any confidential references. At the teacher's request, a witness of their choice may accompany the teacher in such review. The review shall be made in the presence of the administrator responsible for the safekeeping of such files.
6. A teacher shall have the right to answer in writing any complaints filed in their personal file and their answers shall be attached to the complaint and reviewed by the Superintendent or his/her designated representative.
7. Each certified employee to be evaluated, shall receive a copy of this evaluation document at the beginning of the school year.

Adopted: September 1, 1998

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: GBI-R-2

EVALUATION OF PROFESSIONAL PERSONNEL

Time-line for evaluation of probationary personnel:

The principal shall each year:

1. Conduct a pre-visit conference with the teacher.
2. Conduct a minimum of one (1) classroom visit per semester (20-40 minutes)
3. Conduct a post visit conference to provide feed back to the instructor.
4. Use an evaluation method that they feel adequately meets the needs for the evaluation, i.e., written summary, checklist, or other.
5. Provide a written response to the instructor that includes:
 - A. Deficiencies and/or merits.
 - B. A means for correction of deficiencies.
 - C. A time-line for implementing suggested improvement.

Time-line for evaluation of tenured personnel:

The principal shall at least once every three (3) years (ideally every other year) provide an evaluation using the above steps for probationary personnel.

Adopted: September 1, 1998



NEBRASKA DEPARTMENT OF EDUCATION

TEACHER & PRINCIPAL PERFORMANCE FRAMEWORK

*Adopted by the Nebraska State Board of Education
November 9, 2011*

Introduction to the Nebraska Teacher & Principal Performance Framework

State educational policymakers across the nation are embracing educator effectiveness reforms as one of the keys to improving teaching and learning. These reforms should be predicated on clear criteria that define effective practice for teachers and principals.

Developing Nebraska's Performance Framework. In January 2011, the Nebraska State Board of Education authorized the drafting of possible performance standards for teachers and principals. This process began with the formation of a forty-member committee drawn from thirteen of the state's educational stakeholder groups representing teachers, principals, higher education representatives, school board members, and parents. The purpose of this committee was to prepare a set of draft performance practices for consideration by the State Board.

The committee's development of Effective Practices and Example Indicators was informed by the profession's national standards. For teachers, these include the 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Framework for Teaching developed by Charlotte Danielson. For principals, these include the Interstate School Leaders Licensure Consortium (ISLLC) 2008 policy standards. In addition, standards developed by other states served as a valuable resource.

The purpose of the Nebraska Teacher and Principal Performance Framework is to define effective practices in order to improve teaching and learning. The Practices address the roles of teachers and principals, defined as those educators whose primary task is working directly with students in a school setting. Local districts may wish to create Effective Practices for educational specialists not covered by the Nebraska Teacher and Principal Performance Framework.

Structuring the Performance Framework. Following the structure of Nebraska's curriculum standards, the Teacher and Principal Performance Framework is organized into two elements: a broad Effective Practice statement followed by several Example Indicators. The Indicators are designed to be examples that clarify and develop the Effective Practices; they are not an exhaustive list and can be enhanced by local districts as they use the Framework.

The Framework is designed to encompass a broad range of effective practices that characterize our state's best teachers and principals. In addition, embedded throughout the Framework are four essential themes: high expectations for student learning, a commitment to teacher and principal accountability for results, awareness of the individual circumstances of each student in light of the increasing diversity of our state's population, and the integration of technology.

A Guiding Framework. The Nebraska Teacher and Principal Performance Framework is intended to be a useful resource that provides a definition of effective practice to voluntarily guide local districts, institutions of higher education, and state and local policymakers as we strive together to ensure Nebraska's continuing commitment to improve educational achievement for all of our children. The State Board reaffirms its fundamental view that curriculum and instruction are best left to individual districts, and that the Nebraska Department of Education should serve as a resource for districts in that regard.

Nebraska's Performance Framework for Teachers

The Effective Practices:

(1) Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Example Indicators

The Teacher:

- a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.
- b) Understands research-based instructional approaches, strategies, assessments, and interventions.
- c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.
- d) Understands the effect of cultural and societal influences on learning for each student.
- e) Understands how national, state, and local standards impact teaching.
- f) Understands the components of an effective curriculum.
- g) Accepts responsibility for the growth of student learning, development, and achievement.

(2) Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Example Indicators

The Teacher:

- a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.
- b) Designs and adapts lessons based on student progress, assessment results, and interests.
- c) Uses a variety of appropriate, research-based teaching strategies.
- d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.
- e) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

(3) The Learning Environment

The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Example Indicators

The Teacher:

- a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.
- b) Ensures a safe and accessible environment.
- c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.
- d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.
- e) Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.
- f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.

(4) Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.

Example Indicators

The Teacher:

- a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.
- b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.
- c) Communicates effectively with students to promote and support high expectations for achievement.
- d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.
- e) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.
- f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.
- g) Uses existing and emerging technologies as needed to support and promote student learning.
- h) Implements engaging learning experiences that draw upon family and community resources.

(5) Assessment

The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Example Indicators

The Teacher:

- a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.
- b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.
- c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.
- d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.
- e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.
- f) Compiles and reports assessment data to accurately document student progress over time.

(6) Professionalism

The teacher acts as an ethical and responsible member of the professional community.

Example Indicators

The Teacher:

- a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.
- b) Actively pursues meaningful professional development.
- c) Contributes to and advocates for the profession.
- d) Protects the established rights and confidentiality of students and families.
- e) Adheres to school policies, procedures, and regulations.
- f) Models ethical behavior in accordance with established standards.
- g) Maintains accurate records, documentation, and data.

(7) Vision and Collaboration

The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

Example Indicators

The Teacher:

- a) Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
- b) Contributes to the continuous school improvement process.
- c) Establishes and maintains collaborative professional relationships.
- d) Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.
- e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

Nebraska's Performance Framework for Principals

The Effective Practices:

(1) Vision for Learning

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Example Indicators

The Principal:

- a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

(2) Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators

The Principal:

- a) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
- b) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- c) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
- d) Uses technology to increase school efficiency and effectiveness.
- e) Revises the school improvement plan based on a systematic review of progress toward its goals.
- f) Uses the continuous improvement plan to guide professional development within the school community.

(3) Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators

The Principal:

- a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
- d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

(4) Culture for Learning

The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

- a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
- d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
- g) Leads an ongoing assessment of the school climate and culture.

(5) Systems Management

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.

(6) Staff Leadership

The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Example Indicators

The Principal:

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision.
- b) Develops and supports an effective learning environment for teachers and other staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school's staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

(7) Developing Relationships

The principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators

The Principal:

- a) Builds relationships that support the school and its vision.
- b) Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
- c) Encourages active family and community participation in the learning process to enhance student achievement.
- d) Strengthens the educational program by soliciting information from families and community members.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
- g) Strives to develop understanding and respect for others among students and staff.

(8) Professional Ethics and Advocacy

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Example Indicators

The Principal:

- a) Treats others with dignity and respect.
- b) Protects the established rights and confidentiality of students and staff.
- c) Seeks to make decisions that are just, fair, and equitable.
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- g) Responds to the political, social, economic, legal and cultural environment in which the school exists.

Nebraska Teacher & Principal Performance Framework Stakeholders

Becky Schnabel, Coordinator of Student Services - University of Nebraska, Omaha, Representing the Nebraska Council on Teacher Education

Bob Uhing, Administrator - Educational Service Unit 1, Representing the Educational Service Unit Coordinating Council

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Principal Evaluation Heartland Community Schools

Introduction

The process of evaluating a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

A new approach to principal evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the principal and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

Operating Principles

A comprehensive principal evaluation process must:

1. Align with District Performance Frameworks.

Rationale: The Board of Education has endorsed Performance Frameworks as expectations for building principals.

2. Be intended to acknowledge strengths and improve performance.

Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.

3. Connect academic, social, emotional and developmental growth for all students in the building/system.

Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.

4. Recognize the importance of a principal's role in improving the culture of the learning community.

Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.

5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.

Rationale: Examples may include self-assessment, a portfolio compiled by the principal, student achievement data, the school improvement plan, artifacts that address previous goals, and meeting agendas.

6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.

Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.

7. Be ongoing and connected to school improvement goals.

Rationale: An evaluation is a process, not a once a year conversation, and must be connected to the District and School Improvement plans.

8. Align building and district goals with community members' vision for education.

Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

**Heartland Community Schools
Principal Evaluation
Performance Frameworks**

Standard 1: Vision for Learning. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Standard 2: Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Standard 3: Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Standard 4: Culture for Learning. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Standard 5: Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Standard 6: Staff Leadership. The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Standard 7: Developing Relationships. The principal promotes and supports productive relationships with students, staff, families, and the community.

Standard 8: Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school. (see 1 below)

1 The principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the job descriptors for each standard at a satisfactory level.

Timeline for Principal Evaluation

SUGGESTED TIMELINE

ACTION

- | | |
|------------------------------|--|
| Late Spring | 1. Principal and superintendent review vision, mission and district goals. |
| | 2. Superintendent and principal will review job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. |
| Early Summer | 3. Principal creates an Action Plan, which is measurable and has timelines. The Action Plans are mutually agreed to by the principal and superintendent. |
| | 4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the superintendent. |
| Prior to the Start of School | 5. Evaluation process and forms are reviewed with new administrators. |
| Quarterly or Early Winter | 6. Principal makes interim reports regarding Action Plan progress. |
| Early Spring | 7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent. |
| | 8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record. |
| | 9. A copy of the final written evaluation form is placed in the principal's personnel folder. |

Part #1 - Job Responsibilities and Effective Practices

Standard #1 - Vision for Learning

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Example Indicators

The Principal:

- a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

| | |
|-----------|---|
| Evidence: | Summary Rating Meets Standard Does Not Meet Standard |
|-----------|---|

Standard #2 - Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators

The Principal:

- A) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
- B) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- C) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
- D) Uses technology to increase school efficiency and effectiveness.
- E) Revises the school improvement plan based on a systematic review of progress toward its goals.
- F) Uses the continuous improvement plan to guide professional development within the school community.

| | |
|-----------|--|
| Evidence: | <p style="text-align: center;">Summary Rating</p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|--|

Standard #3 - Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators

The Principal:

- a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
- d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

| | |
|-----------|--|
| Evidence: | <p style="text-align: center;">Summary Rating</p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|--|

Standard #4 - Culture for Learning

The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

- a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
- d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
- g) Leads an ongoing assessment of the school climate and culture.

| | |
|-----------|---|
| Evidence: | <p style="text-align: center;"><u>Summary Rating</u></p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|---|

Standard #5 - Systems Management

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school’s site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policy makers as they develop regulations, policies, and laws that impact the school.

| | |
|-----------|---|
| Evidence: | <p style="text-align: center;"><u>Summary Rating</u></p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|---|

Standard #6 - Staff Leadership

The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Example Indicators

The Principal:

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school’s vision.
- b) Develops and supports an effective learning environment for teachers and other staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school’s staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

| | |
|-----------|--|
| Evidence: | <p style="text-align: center;">Summary Rating</p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|--|

Standard #7 - Developing Relationships

The principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators

The Principal:

- a) Builds relationships that support the school and its vision.
- b) Develops an understanding of the community’s cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
- c) Encourages active family and community participation in the learning process to enhance student achievement.
- d) Strengthens the educational program by soliciting information from families and community members.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school’s mission.
- g) Strives to develop understanding and respect for others among students and staff.

| | |
|-----------|---|
| Evidence: | <p style="text-align: center;"><u>Summary Rating</u></p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|---|

Standard #8 - Professional Ethics and Advocacy

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Example Indicators

The Principal:

- a) Treats others with dignity and respect.
- b) Protects the established rights and confidentiality of students and staff.
- c) Seeks to make decisions that are just, fair, and equitable.
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- g) Responds to the political, social, economic, legal and cultural environment in which the school exists.

| | |
|-----------|---|
| Evidence: | <p style="text-align: center;"><u>Summary Rating</u></p> <p style="text-align: center;">Meets Standard</p> <p style="text-align: center;">Does Not Meet Standard</p> |
|-----------|---|

Part #3 - Overall Summative

| Job Responsibilities | Meets Standard | Does Not Meet Standard |
|--|----------------|------------------------|
| Standard #1 - Vision for Learning | | |
| Standard #2 - Continuous School Improvement | | |
| Standard #3 - Instructional Leadership | | |
| Standard #4 - Culture for Learning | | |
| Standard #5 - Systems Management | | |
| Standard #6 - Staff Leadership | | |
| Standard #7 - Develop Relationships | | |
| Standard #8 - Professional Ethics and Advocacy | | |

Significant Achievements:

Areas for Growth:

Principal's Comments:

Superintendent's Comments:

Recommendation for Continuous Improvement:

- _____ Professional Growth Plan
- _____ Action Plans
- _____ New/Modified Job Targets
- _____ Improvement Plan & Remediation Targets

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

EVALUATION OF SUPERINTENDENT

Name of Superintendent: _____

Name of Evaluator: _____

Date: _____

Time Period Covered for this Evaluation:

First Semester _____ Second Semester _____

Each Board member shall complete the evaluation individually and a total Board Composite will be made with the information provided from each Board Member. The Board President will then review the composite information and comments with the Superintendent upon a review and finalization of the composite evaluation by the full Board. Issues addressed in the evaluation should be limited to the time period covered for the evaluation period. During the process of establishing a Composite, the Board may discuss items with the Superintendent whenever questions about certain items emerge.

First year Superintendents are to be evaluated once each semester and thereafter once a year as the minimum standards. The formal evaluation of the Superintendent will be completed in December with the second evaluation completed in June.

Each Board Member shall rate the Superintendent in each specific category by filling in the blank with a rating from the identified rating scale. The Composite shall be the average of each Board member's indication per item. When giving a rating of 1 or 2, the Board Member must list specific criteria to support such a rank, so that the Board can discuss this specific item with the Superintendent.

Please rate on the following scale: 1= low 2=below average 3=average 4=above average 5=high

1. To serve as executive head of the entire school system in charge of both educational, transportation, business and other auxiliary functions;

- a. Assures/provides supervision and evaluation of certified employees and reports completion to the board
b. Assures/provides supervision and evaluation of non-certified employees and reports completion to the board
c. Assures/provides supervision and evaluation of administrative personnel and reports completion to the board
d. Makes policy information available to employees and provides interpretation and answers employee questions in regards to policy
e. Delegates responsibility while assuming primary responsibility
f. Recommends personnel policy for effective school operations
g. Fosters a school climate of mutual respect
h. Encourages a constructive student atmosphere
i. Follows statutes/policy with students
j. Promotes academic growth of the district
k. Assures/provides constructive student supervision

Comments: Composite Score:

2. To administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out policies of the board; to initiate matters of educational policy and to make definite recommendations thereof; to keep abreast of the best educational developments and advice regarding changes in policies;

- a. Follows policies related to board position
b. Keeps board informed of important issues
c. Works constructively with the board

- d. Adequately available to the board _____
- e. Represents position of the school district as directed by the Board and Board Policy _____
- f. Fosters mutual respect with board _____
- g. Overall superintendent-Board working relationship _____
- h. Promotes a positive student atmosphere _____
- i. Provides constructive student supervision when directly involved in this role _____
- j. Attends adequate meetings fostering public relations _____
- k. Conducts oneself adequately as a school representative _____
- l. Fosters positive relationships with patrons _____
- m. Fosters positive relationships with parents _____
- n. Fosters positive relationships with students _____
- o. Fosters positive relationships with employees _____
- p. Appearance adequate while performing professional responsibilities _____
- q. Evidence of adequate verbal communication _____
- r. Demonstrates positive public relations _____
- s. The newsletter is informative for the public _____
- t. Willingly seeks constructive feedback from the board, students, patrons and employees _____
- u. Shows awareness and involvement in the state legislative process _____
- v. Communicates how legislative action may impact our school district _____
- w. Keeps Board members aware and involved in the legislative process _____

Comments: Composite Score:

3. To recommend the number and types of positions required to provide proper personnel for the operation of such a program;

- a. Provides annual/ongoing review of the programs to determine personnel needs and/or requirements _____
- b. Makes verbal/written recommendations to the Board when personnel changes are Indicated _____
- c. Delegates responsibility while assuming primary responsibility when allowed by Policy _____

Comments: Composite Score:

4. To recommend policies on organization, finance, instruction, school planning and other functions of the school program;

- a. Assures that new policies are not in conflict with current board policy/positions _____
- b. Recommends personnel policy for effective school operations _____
- c. Assures an annual review (or every 2 years) of board policy _____

Comments: Composite Score:

5. To nominate for appointment, to assign, and to define the duties of all personnel, subject to the board approval;

- a. Assures Certificated employees possess or are in the process of acquiring the necessary qualifications and

- skills to carry out the duties of the position/ assignment(s) within the limits of the NE Dept. of Education regulations _____
- b. Assures non-Certificated employees possess or are in the process of acquiring the necessary qualifications and skills to carry out the duties of the position _____
 - c. Provides policy information to all employees as well as job descriptions _____
 - d. Recommends appointments for open employment positions and answers pertinent questions from the board related to filling the position _____

Comments: Composite Score:

6. To supervise the preparation of the annual budget and to recommend it to the board for approval;

- a. Annually presents a budget for board approval _____
- b. Provides ongoing budget information as requested by the board _____
- c. Provides an opportunity for questions/feedback regarding the annual budget _____
- d. Provides adequate explanation to board members in relation to how the budget is prepared in accordance with state laws _____
- e. To inform the Board with information regarding budget shortfalls/over runs by program area _____
- f. To inform Board Members of the budget line item that funding will be debited from, when recommending board action _____

Comments: Composite Score:

7. To advise and recommend in matters of business administration; to pass upon all proper requests for equipment and supplies; to point out possible economies; and to supervise activities of the school system;

- a. Presents monthly fiscal information to board members and answers all appropriate questions of the board _____
- b. Follows the proper accounting procedure for the general account, Investments/Dep., Building/Sinking Funds, Activity Funds, Lunch Funds, and Special Projects/Program Funds _____
- c. Follows board policy on individual and personal expense _____
- d. Provides written cost analysis for future projects in advance of monthly meetings _____
- e. Overall Financial planning _____
- f. Annually prepares, updates and presents a 5 year plan _____

Comments: Composite Score:

8. To keep the Board continually informed on the progress and condition of the schools;

- a. Recommends an adequate program of maintenance _____
- b. Recommends an adequate program of improvements _____
- c. Evidence of overall planning (As in budget, projects, etc.) _____
- d. Monitors security and keeps board members apprised of current security matters _____
- e. Enforces safety regulations and assures compliance with the safety plan _____
- f. Promotes safety consciousness _____
- g. Provides evidence of proper maintenance of building and grounds through verbal and/or written reports _____

Comments: Composite Score:

9. To conduct a continuous study of the development and needs of the school and to keep the public adequately informed concerning his/her findings;

- a. Promotes academic growth of the school district _____
- b. Solicits patron, graduates, employee and professional input/suggestions to improve the district _____
- c. Provides evidence of a continuous study of the needs of the district through verbal or written reports to the Board _____
- d. Provides evidence of keeping the patrons informed of district needs, based on findings and input _____

Comments: Composite Score:

10. To represent the Board to the personnel and to represent the personnel to the Board through professional negotiation channels;

- a. Plans budget items for negotiation information _____
- b. Follows board policies in relation to the Superintendents role in negotiations _____

Comments: Composite Score:

11. To conduct and/or oversee all matters of school district business assigned to him/her by the Board;

- a. Prepares and maintains accurate agendas for monthly board meetings _____
- b. Assures an adequate plan for transporting students safely to and from school _____
- c. Carries out the duties and responsibilities of the Superintendent in an ethical and moral manner _____
- d. Represents the board in accordance with board policy/positions _____
- e. Does not attempt to exercise authority or power not associated with the position of the Superintendent of the school District _____

Comments: Composite Score:

12. To see that all necessary and required forms, reports, contracts, etc., are completed accurately and submitted to the appropriate agency on or before the required due date.

- a. Assures compliance with federal laws (Chapter I, II, Lunch, Grants, ADA, Title IX, etc.) _____
- b. Assures compliance with state laws (School Law of Nebraska School Operations, Rule 15, Annual reviews, etc.) _____
- c. Assures compliance with Dept. Of Education Regulations (Standards, etc.) _____
- d. Assures compliance/cooperation with local jurisdictions (Local policy, City Ordinances, Wed. night activities, etc.) _____
- e. Provides evidence of compliance of applicable laws on an ongoing basis, based upon verbal and/or written reports _____

Comments: Composite Score:

This Evaluation has been reviewed with me.

Board President _____ Date: _____

Superintendent _____ Date: _____

Adopted: September 1, 1998

Revised: June 11, 2002

Reviewed:

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

December 10, 2012 07:00PM
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.

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

1.4. Approval of Agenda

Motion Passed: Motion to approve the agenda as presented or amended passed with a motion by Mr. Gary Braun and a second by Mr. Boyd Stuhr.

| | |
|--------------------|-----|
| Mr. Kent Allen | Yes |
| Mr. Gary Braun | Yes |
| Mr. Paul Brune | Yes |
| Mr. Glenn Larson | Yes |
| Mr. Boyd Stuhr | Yes |
| Mrs. Debra Wilhelm | Yes |

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

4.1. Superintendent's Report

4.2. Principals' Reports

5. Discussion Items

5.1. NASB State Convention & Legislative Issues Conference

5.2. NASB Board of Directors

5.3. FFA Members Report on National Convention

6. Old Business

6.1. Review Board Self-Evaluation

6.2. Community Center Update

7. New Business

7.1. Educator's Health Alliance Update

7.2. Update on Annual Report and Achievement Data

7.3. Board and Administrator Retreat

7.4. Discuss Superintendent's Contract

8. Future Agenda Items

9. Consent Agenda

Motion Passed: Motion to approve the consent agenda passed with a motion by Mr. Glenn Larson and a second by Mr. Gary Braun.

| | |
|--------------------|---------|
| Mr. Kent Allen | Yes |
| Mr. Gary Braun | Yes |
| Mr. Paul Brune | Yes |
| Mr. Glenn Larson | Yes |
| Mr. Boyd Stuhr | Abstain |
| Mrs. Debra Wilhelm | Abstain |

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

9.5. Out of State Travel Requests

10. Adjournment

Discussion:

The next scheduled meeting to be held on Monday, January 14, 2013 at 7:00 p.m.

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending December 31, 2012

| | CHECKING ACCT | SAVINGS ACCT | TOTAL |
|---------------------------------|------------------|-----------------|--------------|
| Balance, Dec 1, 2012 | 435,387.06 | 2,326,877.25 | 2,762,264.31 |
| Receipts: | | | |
| York, Fillmore & Hamilton Co. | | | |
| TAXES | 21,708.65 | | 21,708.65 |
| State of Nebraska: | | | |
| Medicaid (MIPPS) | 3,243.78 | | 3,243.78 |
| IDEA Funds R reimbursement | 103,843.00 | | 103,843.00 |
| SPED (School Age) Reimbursement | 45,771.00 | | 45,771.00 |
| State Aid | 1,872.73 | | 1,872.73 |
| Other: | | | |
| Interest | 93.63 | 1,041.91 | 1,135.54 |
| Preschool Tuition | 65.00 | | 65.00 |
| Rental Fees | 45.00 | | 45.00 |
| | | | 0.00 |
| TOTAL: | 176,642.79 | 1,041.91 | 177,684.70 |
| Transfer to MMA | | | |
| Total Amount Available | 612,029.85 | 2,327,919.16 | 2,939,949.01 |
| Disbursements | 326,503.70 | | 326,503.70 |
| Balance, Dec 31, 2012 | 285,526.15 | 2,327,919.16 | 2,613,445.31 |

Expenditure Summary
12/2012

Regular, Processing Month 12/2012

| Account Number | Account Description | Revised Budget | Activity During Month | Activity to Date | Balance at EOM | % of Budget |
|----------------|--|----------------|-----------------------|------------------|----------------|-------------|
| 9 | Expenditure | | | | | |
| 01 | GENERAL FUND | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | \$2,502,594.00 | \$175,633.02 | \$741,995.17 | \$1,760,598.83 | 29.79 |
| 1200 | SPECIAL EDUCATION PROGRAMS | \$914,780.00 | \$36,684.99 | \$157,150.93 | \$757,629.07 | 17.18 |
| 2120 | GUIDANCE SERVICES | \$92,586.00 | \$7,641.61 | \$29,490.11 | \$63,095.89 | 31.85 |
| 2130 | HEALTH SERVICES | \$2,131.00 | \$0.00 | \$404.45 | \$1,726.55 | 18.98 |
| 2212 | INST STAFF TRNG AND CURR DEV | \$24,200.00 | \$0.00 | \$100.00 | \$24,100.00 | 0.41 |
| 2222 | SCHOOL LIBRARY SERVICES | \$134,853.00 | \$10,938.11 | \$43,158.12 | \$91,694.88 | 32.09 |
| 2310 | BOARD OF EDUCATION | \$81,074.00 | \$5,126.17 | \$21,341.28 | \$59,732.72 | 26.32 |
| 2320 | EXECUTIVE ADMINISTRATION | \$183,013.00 | \$14,502.84 | \$59,337.01 | \$123,675.99 | 32.42 |
| 2400 | OFFICE OF PRINCIPAL | \$292,345.00 | \$22,908.36 | \$94,657.94 | \$197,687.06 | 32.38 |
| 2510 | GENERAL ADMIN-BUSINESS SERVICE | \$32,300.00 | \$5,290.51 | \$8,465.74 | \$23,834.26 | 26.21 |
| 2520 | VEHICLE ACQUISITION, SERV, MTNCE | \$7,800.00 | \$127.76 | \$469.77 | \$7,330.23 | 6.02 |
| 2610 | OPERATION OF PLANT | \$269,977.00 | \$15,112.23 | \$68,019.15 | \$201,957.85 | 25.57 |
| 2620 | MAINTENANCE OF PLANT | \$131,706.00 | \$7,380.88 | \$29,550.74 | \$102,155.26 | 22.44 |
| 2750 | REGULAR PUPIL TRANSPORTATION | \$174,125.00 | \$14,929.93 | \$55,505.08 | \$118,619.92 | 31.88 |
| 2760 | SCHOOL AGE SPEC ED TRANSPORT | \$92,507.00 | \$6,093.92 | \$21,745.04 | \$70,761.96 | 23.51 |
| 3000 | COMMUNITY SERVICES | \$3,541.00 | \$0.00 | \$0.00 | \$3,541.00 | 0.00 |
| 4200 | CHAPTER I (CURRENT YR) | \$50,274.00 | \$4,380.37 | \$17,521.47 | \$32,752.53 | 34.85 |
| 4404 | IDEA | \$54,365.00 | \$0.00 | \$0.00 | \$54,365.00 | 0.00 |
| 4406 | IDEA PART B | \$6,257.00 | \$0.00 | \$0.00 | \$6,257.00 | 0.00 |
| 4410 | IDEA FUNDS | \$43,666.00 | \$0.00 | \$0.00 | \$43,666.00 | 0.49 |
| 4955 | NCLB FUNDS | \$10,855.00 | \$0.00 | \$0.00 | \$10,855.00 | 0.00 |
| 4992 | REAP FUNDS | \$35,080.00 | \$0.00 | \$0.00 | \$35,080.00 | 0.00 |
| 6000 | SUMMER SCHOOL | \$2,100.00 | \$218.00 | \$218.00 | \$1,882.00 | 10.38 |
| 7000 | ADULT EDUCATION | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 8000 | TRANSFERS | \$1,000,000.00 | \$0.00 | \$0.00 | \$1,000,000.00 | 0.00 |
| 01 | GENERAL FUND | \$6,142,129.00 | \$326,968.70 | \$1,349,130.00 | \$4,792,999.00 | 22.04 |
| 02 | DEPRECIATION RESERVE FUND | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | \$520,000.00 | \$0.00 | \$0.00 | \$520,000.00 | 0.00 |
| 02 | DEPRECIATION RESERVE FUND | \$520,000.00 | \$0.00 | \$0.00 | \$520,000.00 | 0.00 |
| 03 | UNEMPLOYMENT FUND | | | | | |
| 1100 | REGULAR INSTRUCTIONAL PROGRAMS | \$2,950.00 | \$0.00 | \$0.00 | \$2,950.00 | 0.00 |
| 03 | UNEMPLOYMENT FUND | \$2,950.00 | \$0.00 | \$0.00 | \$2,950.00 | 0.00 |
| 05 | ACTIVITIES FUND | | | | | |
| 9000 | NON-PROGRAMMED CHARGES | \$0.00 | \$17,914.27 | \$81,577.97 | (\$81,577.97) | 0.00 |
| 05 | ACTIVITIES FUND | \$0.00 | \$17,914.27 | \$81,577.97 | (\$81,577.97) | 0.00 |
| 06 | SCHOOL LUNCH/MILK FUND | | | | | |
| 2100 | SUPPORTIVE SERVICES PUPILS | \$190,000.00 | \$16,612.99 | \$69,378.24 | \$120,621.76 | 36.68 |
| 06 | SCHOOL LUNCH/MILK FUND | \$190,000.00 | \$16,612.99 | \$69,378.24 | \$120,621.76 | 36.68 |
| 08 | SPECIAL BUILDING FUND | | | | | |
| 2620 | MAINTENANCE OF PLANT | \$135,000.00 | \$0.00 | \$0.00 | \$135,000.00 | 0.00 |
| 08 | SPECIAL BUILDING FUND | \$135,000.00 | \$0.00 | \$0.00 | \$135,000.00 | 0.00 |
| 09 | QUALIFIED CAPITAL PURPOSES UNDERTAKING | | | | | |
| 2515 | BUILDING & SITES | \$85,625.00 | \$70,000.00 | \$70,000.00 | \$15,625.00 | 81.75 |
| 5000 | DEBT SERVICES | \$16,875.00 | \$10,606.25 | \$10,606.25 | \$6,268.75 | 62.85 |
| 09 | QUALIFIED CAPITAL PURPOSES UNDERTAKING | \$102,500.00 | \$80,606.25 | \$80,606.25 | \$21,893.75 | 78.64 |
| 9 | Expenditure | \$7,092,579.00 | \$442,102.21 | \$1,580,692.46 | \$5,511,886.54 | 22.36 |

HEARTLAND COMMUNITY SCHOOLS
HENDERSON/BRADSHAW
FUND ACCOUNT BALANCES

| | Dec 31, 2011 | Dec 31, 2012 |
|-----------------------------------|--------------|--------------|
| General Fund | 2,176,306.44 | 2,613,445.31 |
| Activity Fund | 64,725.62 | 72,078.32 |
| School Lunch Fund | 12,354.08 | (1,058.77) |
| Depreciation Fund | 515,105.84 | 605,127.71 |
| Unemployment Fund | 2,952.38 | 2,956.35 |
| Qualified Capital Purpose Fund | 53,857.39 | 19,190.10 |
| Special Building Fund | | 135,215.13 |

NEW BOARD REPORT

Unposted; Batch Description 2013 JANUARY BOARD INVOICES

| Check # | Vendor Name | Vendor Description | Amount |
|----------|--|--|-----------|
| Checking | 1 | | |
| Checking | 1 Fund: 01 | GENERAL FUND | |
| 20833 | ADVANCED OFFICE AUTOMATION | COPY MACHINE | 25.45 |
| 20834 | AMSAN | SUPPLIES | 713.56 |
| 20835 | AS CENTRAL SERVICES | STATE REPORTING | 222.15 |
| 20836 | BEST, BRADLEY | REIMBURSEMENT | 144.37 |
| 20837 | BRAUN, GARY | MILAGE | 116.55 |
| 20838 | BRUNE, PAUL | MILAGE / REIMBURSEMENT | 12.04 |
| 20839 | BURTON ENTERPRISES | TRASH REMOVAL | 190.00 |
| 20840 | CENTRAL NEBRASKA REHABILITATION SERVICES | SERVICES | 3,502.28 |
| 20841 | CITY OF HENDERSON | UTILITIES | 450.00 |
| 20842 | DIETZE MUSIC HOUSE | SUPPLIES | 175.62 |
| 20843 | DWIGHT HAUPT'S PIANO SERVICE | SERVICES | 180.00 |
| 20844 | EAKES OFFICE PLUS | SUPPLIES | 1,148.76 |
| 20845 | EMERGENCY MANAGEMENT/COMMUNICATIONS | SERVICES | 250.00 |
| 20846 | EPP, ARDITH | SERVICES <i>INSERVICE</i> | 40.00 |
| 20847 | ESU #6 | SERVICES - <i>SUCCESS / SPEECH</i> | 88,876.71 |
| 20848 | FASTENAL | SUPPLIES | 172.24 |
| 20849 | FOLLETT LIBRARY RESOURCES | LIBRARY BOOKS | 81.74 |
| 20850 | FOLLETT SOFTWARE COMPANY | <i>SERVICES SOFTWARE RENEWAL</i> | 1,000.00 |
| 20851 | GRAINGER | SUPPLIES | 233.90 |
| 20852 | GREATAMERICA LEASING CORPORATION | POSTAL MACHINE RENTAL | 135.00 |
| 20853 | HAMILTON COUNTY CLERK | ELECTION STATEMENT | 51.17 |
| 20854 | HAMILTON INFORMATION SYSTEMS | COMPUTER SERVICES | 1,134.34 |
| 20855 | HENDERSON ACE HARDWARE | SUPPLIES | 25.09 |
| 20856 | HENDERSON CHAMBER OF COMMERCE | SERVICES | 520.00 |
| 20857 | HENDERSON COMMUNITY COOP ASSN. | SUPPLIES | 3,323.62 |
| 20858 | HENDERSON HEALTH CARE SERVICE | SERVICES | 182.00 |
| 20859 | HENDERSON MEAT PROCESSOR | SERVICES <i>INSERVICE</i> | 64.89 |
| 20860 | HENDERSON MOTORS | SERVICES | 587.40 |
| 20861 | HOMETOWN LEASING | COPY MACHINE LEASE | 236.00 |
| 20862 | HTMC | RADIO ADVERTISING | 85.00 |
| 20863 | J.W. PEPPER & SON | SUPPLIES | 901.11 |
| 20864 | KING'S GLASS | SERVICES | 281.40 |
| 20865 | MAINSTAY COMMUNICATIONS | TELEPHONE | 105.53 |
| 20866 | MATHESON-LINWELD | SUPPLIES | 77.38 |
| 20867 | MENARDS | SUPPLIES | 30.24 |
| 20868 | MOVIE LICENSING USA | SERVICES | 200.00 |
| 20869 | NASB | REGISTRATION | 595.00 |
| 20870 | NCSA | REGISTRATION | 100.00 |
| 20871 | NEBRASKA CIUNCIL OF SCHOOL ATTORNEYS (NCOSA) | SERVICES | 140.00 |
| 20872 | PAYFLEX SYSTEMS | SEC 124 INSURANCE <i>INT SET UP + MONTHLY FEES</i> | 703.50 |
| 20873 | PERENNIAL PUBLIC POWER DIST. | ELECTRICITY | 4,822.45 |
| 20874 | PERRY GUTHERY HAASE & ASSOC | LEGAL SERVICES | 280.00 |
| 20875 | PETAL PUSHERS | SERVICES | 41.00 |
| 20876 | PETERS, RUTH | GRIDDLE RENTAL | 35.00 |

NEW BOARD REPORT

Unposted; Batch Description 2013 JANUARY BOARD INVOICES

| <u>Check #</u> | <u>Vendor Name</u> | <u>Vendor Description</u> | <u>Amount</u> |
|-------------------------|--|--|---------------|
| 20877 | QUILL | SUPPLIES | 192.99 |
| 20878 | SCHOLASTIC LIBRARY | SUPPLIES | 66.07 |
| 20879 | SCHWEITZER, ROYCE | REIMBURSEMENT | 175.00 |
| 20880 | SERVICE PRESS | SERVICES | 32.14 |
| 20881 | SOURCEGAS | UTILITIES | 2,873.82 |
| 20882 | SUPERIOR OUTDOOR POWER CENTER, INC. | SUPPLIES | 350.75 |
| 20883 | TRI COUNTY AUTO. | REPAIRS | 217.27 |
| 20884 | UNITE PRIVATE NETWORKS, LLC | SERVICES - <i>INTERNET</i> | 1,869.15 |
| 20885 | US POSTAL SERVICE | POSTAGE | 500.00 |
| 20886 | VERIZON WIRELESS | TELEPHONE | 46.94 |
| 20887 | YORK PUBLIC SCHOOLS | SERVICES <i>MALTSBERGER INS.</i> | 4,477.02 |
| 20888 | ZANER BLOSER EDUC. | SUPPLIES/TEXTS | 169.90 |
| 1655 | MCI | TELEPHONE | 148.11 |
| 1657 | U.S. BANK | SUPPLIES <i>LIBRARY BOOKS/COMP.</i> | 1,461.66 |
| 1658 | UNITED STATE POSTAL SERVICE | <i>HARDWARE/ SOFTWARE/ BOARD CONF BR</i> NEWSLETTER | 135.40 |
| Fund Total: | | | 124,908.71 |
| Checking Account Total: | | | 124,908.71 |

| <u>Account Number</u> | <u>Description</u> | <u>Previous Balance</u> | <u>Current Month</u> | <u>Ending Balance</u> |
|--|---------------------------------------|-------------------------|----------------------|-----------------------|
| Fund: 06 SCHOOL LUNCH/MILK FUND | | | | |
| <u>Current Assets</u> | | | | |
| 06 101 | CASH | 4,287.14 | (5,345.91) | (1,058.77) |
| 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: | 4,287.14 | (5,345.91) | (1,058.77) |
| <u>Other Assets</u> | | | | |
| 06 390 | BUDGETED REVENUE | 177,500.00 | 0.00 | 177,500.00 |
| 06 392 | LESS: REVENUE RECEIVED | (37,797.17) | (11,267.08) | (49,064.25) |
| | Other Assets Subtotal: | 139,702.83 | (11,267.08) | 128,435.75 |
| | Total Assets: | 143,989.97 | (16,612.99) | 127,376.98 |
| <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 | 190,000.00 | 0.00 | 190,000.00 |
| 06 692 | LESS: EXPENDITURES TO DATE | (52,765.25) | (16,612.99) | (69,378.24) |
| 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: | 137,234.75 | (16,612.99) | 120,621.76 |
| <u>Fund Balance</u> | | | | |
| 06 704 | FUND BALANCE | 19,211.52 | 0.00 | 19,211.52 |
| 06 705 | BUDGETED FUND BALANCE | (12,500.00) | 0.00 | (12,500.00) |
| | Fund Balance Subtotal: | 6,711.52 | 0.00 | 6,711.52 |
| | Total Liabilities/Fund Equity: | 143,989.97 | (16,612.99) | 127,376.98 |

HOT LUNCH EXP REPORT
12/2012

Regular; Processing Month 12/2012; Fund Number 06

| Account Number | Account Description | Revised Budget | Expended During Month | Expenditures to Date | Balance at EOM | % of Budget |
|-------------------|-----------------------------|----------------|--------------------------|-------------------------|----------------|-------------|
| 06 | SCHOOL LUNCH/MILK FUND | | | | | |
| 06 1100 410 | SUPPLIES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1100 470 | FOOD PURCHASED | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1200 000 | LABOR COSTS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1200 130 | OVERTIME | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1200 230 | INSURANCE BC/BS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1200 290 0 000 | OTHER | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1300 000 | REPAYMENT OF LOAN | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1400 000 | TRANSFER TO SAVINGS | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 1600 590 0 000 | DELIVERY CHARGES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 2100 000 | REPAYMENT OF LOAN | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 2100 140 | HOT LUNCH SALARIES | \$100,000.00 | \$6,728.95 | \$25,902.34 | \$74,097.66 | 25.90 |
| 06 2100 210 | HOT LUNCH FICA | \$0.00 | \$514.77 | \$1,981.53 | (\$1,981.53) | 0.00 |
| 06 2100 220 | HOT LUNCH RETIREMENT | \$0.00 | \$649.88 | \$2,384.56 | (\$2,384.56) | 0.00 |
| 06 2100 240 | HOT LUNCH WORKMEN'S COMP | \$0.00 | \$0.00 | \$4,100.00 | (\$4,100.00) | 0.00 |
| 06 2100 410 | SCHOOL LUNCH SUPPLIES | \$5,000.00 | \$679.82 | \$2,453.05 | \$2,546.95 | 55.38 |
| 06 2100 470 | SCHOOL LUNCH FOOD PURCHASED | \$85,000.00 | \$7,879.57 | \$31,135.29 | \$53,864.71 | 36.63 |
| 06 2100 530 | SCHOOL LUNCH EQUIPMENT | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 2100 590 | DELIVERY CHARGES | \$0.00 | \$25.00 | \$222.08 | (\$222.08) | 0.00 |
| 06 2100 690 | OTHER MISC EXPENSES | \$0.00 | \$135.00 | \$1,199.39 | (\$1,199.39) | 0.00 |
| 06 6000 000 | WITHHOLDINGS-PAYROLL | \$0.00 | \$0.00 | \$0.00 | \$0.00 | 0.00 |
| 06 | SCHOOL LUNCH/MILK FUND | \$190,000.00 | \$16,612.99 | \$69,378.24 | \$120,621.76 | 36.68 |