

Board of Education Regular Meeting
Monday, June 14, 2021 8:00 PM

Conference Room
1501 Front Street
Henderson, NE 68371-8929

Agenda

1. Preliminary Procedures
 1. Call to Order
 2. Public Notice of the Meeting
 3. Roll Call
2. Public Hearing on Anti-bullying, Student Fees, and Parent Engagement Policies
3. Public Comments on Agenda Items
4. Public Comments on Topics Not on the Agenda
5. Reports
 1. Superintendent's Report
 2. Principals' Reports
6. Discussion Items
 1. Cognia External Review Report
7. Old Business
 1. Facility Study
 2. Daycare/Pre-school Discussions
8. New Business
 1. Phone System Replacement Bids
 2. Student Handbook Changes
9. Future Agenda Items
10. Consent Agenda
 1. Correction to April 2021 Minutes

2. Approval of Minutes
 3. Approval of Treasurer's Report
 4. Approval of Claims
 5. Financial Reports
 6. Out of State Travel Requests
11. Adjournment

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

It is the policy of the district to provide full access to the parent and family members of any student of the district to review textbooks, tests, curriculum and instructional materials, records of a student of any such parent, unless otherwise prohibited by law, and to any surveys of students done by the school district. Summary information regarding the district's curriculum, testing, and surveys will be provided at the beginning of each school year. Requests for access to specific instructional materials should be addressed to the teacher or building principal.

Requests by parents and family members to attend and monitor courses, assemblies, counseling sessions and other instructional activities shall also be made to the building principal or teacher. While requests to monitor are usually granted, if the request is denied, reasons for the denial will be provided.

It is the policy of the district to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the district not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and family members.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents and family members. While verbal objections and decisions are valid, written follow-up to verbal communications is required from the parent and family members, and the principal. If a student is excused from the requested activity no penalty will be assessed but an agreed upon alternative activity must be performed to the satisfaction of the teacher and principal.

It is the policy of the district to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educational standards and both educationally and academically appropriate. It is the policy of the district to notify parents and family members of any standardized testing that may be scheduled within the school district.

It is the policy of the district to notify parents and family members of any survey which may be scheduled and to conduct student surveys judiciously, with full consideration of the fact that parents and family members may find items of the survey objectionable.

The following activities will also be included in the board's plan for parental and family involvement:

1. The board will involve parents and family members in the development of the Title I plan, the process for school review of the plan and the process for improvement;

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2. The board will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance;
3. The board will build the schools' and parents' and family members' capacity for strong parental and family involvement;
4. The board will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The board will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
6. The board will involve parents and family members in Title I activities.

The parent and family members or guardian of a student may have access to that student's records during normal business hours of the district according to Policy 507.01 Student Records Access.

This policy is adopted following a public hearing to receive public comments and suggestions.

Legal Reference: Neb. Statute 79-530 to 533
 No Child Left Behind, Title I, Sec. 1118, P.L. 107-110

Cross Reference: 507.01 Student Records Access
 606.03 Objection to Instructional Materials
 610.02 Test or Assessment Administration
 611.01 Student Progress Reports
 611.04 Parent Conferences
 1002. District Annual Report
 1005.01 Public Complaints

STUDENT FEES

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or nonspecialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. Extracurricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from a postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute;
8. Summer school or night school; and
9. Breakfast and lunch programs.

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment and specialized attire required for participation in extracurricular activities.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as

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- Participation in extracurricular activities;
- Postsecondary education costs; and
- Summer school or night school.

The superintendent shall distribute regulations to be published annually in the student handbook authorizing and governing:

- The superintendent shall also distribute any regulations authorizing and governing the following areas:

- The maximum dollar amount of each fee must be specified as part of this policy.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each household.

Legal Reference: Neb. Constitution, Art VII, Sect. 1
Neb. Statute 79-215 (tuition)
79-241 (option student busing)
79-605 (nonresident busing)
79-611 (transportation fees)

79-734 (books, equipment and supplies)
79-2,104 (student files)
79-2,125 to 2,134 (student fees law)
79-1104 (before-and-after-school services)
79-1106 to 1108 (learners with high ability)

Cross Reference: 505.05 Fines for Lost or Damaged Items
 506 Student Activities
 507.01 Student Records Access
 801 Transportation
 802.05 Free or Reduced Cost Meals Eligibility
 1005.01 Public Complaints

BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505 Student Discipline

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Heartland Community Schools

Henderson, Nebraska

March 14-17, 2021

School Accreditation Engagement Review

16025

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Improving
	EN:	2	IM:	3	RE:	4	SU:	3	EM:	3
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Improving
	EN:	3	IM:	4	RE:	2	SU:	2	EM:	3
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	4
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Improving
	EN:	4	IM:	4	RE:	2	SU:	1	EM:	4
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	3
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Initiating
	EN:	2	IM:	1	RE:	1	SU:	2	EM:	2
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	3	IM:	3	RE:	4	SU:	3	EM:	4

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Improving
	EN:	3	IM:	2	RE:	3	SU:	2	EM:	3
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Initiating
	EN:	2	IM:	2	RE:	1	SU:	1	EM:	2
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Improving
	EN:	3	IM:	2	RE:	3	SU:	2	EM:	3
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	4
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	3
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
2.8	The institution provides programs and services for learners' educational futures and career planning.									Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	3
2.9	The institution implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	4
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	3	IM:	2	RE:	3	SU:	3	EM:	4

Learning Capacity Standards										Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	3

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	1	SU:	1	EM:	3
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	3
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	3	IM:	4	RE:	4	SU:	3	EM:	4

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	4

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	325.50	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The virtual Engagement Review provided the Engagement Review Team (team) a unique opportunity to experience the culture, professional journey, and daily routines of Heartland Community Schools (HCS). It is evident there are many ingrained practices which have led to a positive, student-centered culture. The team identified four key themes aligned to the continuous improvement process at HCS. These themes present both strengths and opportunities to guide the improvement journey the school is actively pursuing. Interviews and a comprehensive review of artifacts produced supporting evidence for each theme. The four emerged themes focus on promotion of the observed positive culture and climate while also offering some considerations for continued improvement.

HCS demonstrate a strong commitment to a positive culture and strong educational experience for all students. HCS, a consolidation effort with over 20 years of serving students in Bradshaw and Henderson, provides a rich educational experience for students. Interviews indicated many of the families in Bradshaw and Henderson are multigenerational residents or have returned to the area to begin families of their own. Parent interviews indicated that several families have moved to the area for the high-quality education the school offers. State test scores, graduation rate, and daily attendance rate on the state profile system show high academic commitment and achievement. Other data such as stability of enrollment, housing development in a rural area, and increases in farmland prices all indicate an attraction to the area.

Interviews and artifacts demonstrated a strong commitment to not only a high level of education, but to a strong positive culture. Fifteen teachers were interviewed during the visit, ranging from kindergarten to advanced courses, and they spoke in high positive regard of the school district, the administration, and the school board. Teachers were involved not only during the school day, but most had an additional responsibility as a club or team sponsor well into the evening hours. Each member of the school faculty knew their role and responsibility, and praise of others' performance flowed abundantly.

While culture and overall academic success have remained high for a period of time, the school continues to engage in a mostly formal school improvement process. Curriculum alignment consistent with the state standards occurred within the last five years. Administration provided artifacts illustrating the alignment of the text and materials with the standards. Interviews with administration detailed the alignment process involved both examining course curriculum as well as referencing courses or grade levels prior to and following a specific course. Periodic evaluation of the curriculum occurs during staff development times. Common planning time for elementary teachers in adjacent grade levels allows for further discussions regarding curriculum.

Administration, school board members, and most teachers were able to speak to the documented goals and improvement process. The district chose to look at three defined areas of school improvement: technology, instructional strategies, and mental health of staff and students. Each area was explored by subgroups including administration and teachers to develop strategies for improvement. Strategies were research-based and/or successful in other similar-sized districts. These strategies were carried out for a period of time ranging from one to five years with documentation of an evaluation process for each area. The implementation of one-to-one technology for students is the longest, most sustained school improvement effort documented in the current plan. Board of education members spoke of hiring the current superintendent with a focus of infusing technology into the school. Over the course of several years, the district implemented a one-to-one Apple product initiative which currently provides a device for all students, grades kindergarten through 12th. This was monitored throughout the implementation process through a review of data including technology surveys, stakeholder input, and financial reviews. Interviews and observation showed each grade level or subject utilized technology in a slightly different way and level. For example, early elementary classes do not take devices outside of the building unless requested by the family, while high school students have multiple assignments requiring in and out of school use.

The technology plan was financially supported through the purchase of devices and providing high-quality staff development. This suggested not only the implementation of devices but a plan for continued implementation and development. Artifacts showed days of learning including technology training away from the district for all teachers. Teachers then were asked to present to colleagues in mini tech sessions. This provided teachers with a wide range of strategies to implement in the classrooms, and also supported the ingrained culture of collaboration within the district.

The team suggests continued development of the technology plan to continue meaningful use of technology. Continued attendance at the annual technology conference is an excellent way to continue not only professional development, but continuing to build a positive culture with the use of technology. As comfort grows with the use of technology, it can be used to enhance learning rather than substituting for more traditional methods of learning.

HCS focuses on a whole-child approach to learning. The school is providing leadership and innovation in education of the whole child in a rural area. As part of the school improvement process, the mental health of students emerged as a need for the district. Stakeholders revealed that this need emerged from both the transition of community demographics and the isolation of a rural community. Strategies for improvement included two major key concepts: A school-wide behavior plan and the implementation of mental health services within the school. These two strategies required both a staff development and fiscal contribution.

The elementary grade levels adopted the Positive Behavior Intervention and Support (PBIS) model for behavior management. A team of leaders were trained in the model and brought the staff development back to the district. The program was implemented in the elementary grade levels and may expand to the secondary level based on positive feedback. Documentation demonstrated the use of systemic rules throughout the building, positive rewards, and intervention strategies for struggling students. Nine students in grades third through sixth were interviewed and each one referred to the “fun things” they were able to do if they earned rewards. The students were able to discuss the rules of the school in all parts of the building, a key component of PBIS. Parents were aware of the program and were encouraged by the results.

A need for direct mental health services for struggling students was also recognized. Due to location and traditional resources of the area, the district contracted with a health clinic several miles away to provide a mental health provider. A school psychologist was also hired to assess and implement

strategies for mental health. This staffing commitment demonstrates a pledge to using resources to meet learning goals.

In addition to the focus on mental health, the district placed emphasis on other key areas of whole-child development including nutrition. The administration and staff were very complimentary of the cooking staff, but also commended their efforts to provide meals to all students during the COVID lockdown. All students had access to breakfast and lunch prepared by the school during the spring semester of 2020 after the pandemic forced a shutdown of schools. This program was operating within days of the school closure.

Finally, expanding the offerings of courses to meet the needs of all students is a focus, including enhancing the agriculture and industrial tech programs. Family consumer science has continued to thrive in this small school. Programs are reviewed periodically and adjusted based on student needs and trend data. As an example, recent physical changes in the building resulted in adding two green spaces or small garden areas that can be utilized by students for geology, family consumer science, agriculture, and other classes. Additionally, the outdoor space serves as an area for students needing a mental break from the day.

School-aged students have benefited greatly from this improvement goal, and the team recommends expanding services to include other ages as a consideration. Serving as a hub in the community would continue to offer additional services for even more children. The board of education and administration referenced the need for the development of an early childhood program associated with the school district. Pursuing this consideration may allow for increased focus on the development of children at the youngest, most impressionable years. This may also prepare students for entry into primary grades, reducing the need for additional mental health services over time.

The leadership, including the board of education and administration, are committed to processes and procedures established to improve student learning. HCS has a strong administrative team and a highly functioning school board that has resulted in a climate of trust and mutual respect. Strong leadership with limited turnover has enabled the district to continue programs and procedures with consistency. This consistency was discussed in parent, teacher, administration, and board of education interviews. Several documents, including curriculum plans, school improvement charts, board retreat documents, and samples of PowerPoint presentations used at meetings support a commitment to consistent processes.

The board of education has a comprehensive policy manual and has a plan in place for reviewing board policies. Policies were recently adopted from the state school board association and are aligned to state laws and rules. The school discussed and documented a plan to review the policies during a comprehensive school improvement led by the school board association to begin in the fall of 2021. The administration also discussed the update of policies to align with changing laws and rules. These changes are typically done on an annual basis corresponding with current state or federal law changes.

The board of education and administrative team spoke consistently about the board's ability to understand and adhere to a code of ethics. The board of education stated they were responsible for adopting and reviewing policies and for making financial decisions, and spoke to the process of making decisions, including a comprehensive review community trend data, enrollment, financial reports, and student achievement scores. Data was presented as a part of the decision-making process, but the board did not feel overrun with data or unnecessary information. The board and administration have an annual board retreat to collaborate on goals of the leadership team, school improvement goals, and financial decisions. The board and administration spoke to the evolving process of the retreats, and evidence including PowerPoints and working documents were provided.

The leadership team looks towards making both short- and long-term goals based on several data sources.

The administrative team has served for several years in the district. They are responsible for the school improvement process, initiatives, and design of professional development. Each leadership team member is well respected and appreciated by the staff, students, board of education, and each other as indicated in interviews. The leadership team expressed the desire to do a great deal of the school improvement planning and work because they wanted the teachers to be in classrooms to focus on teachers' talents. Teachers report a high level of trust with administration and a willingness to work hard as it is modeled by leadership.

The administration planned professional development opportunities for staff based on the overall school improvement goals and individual needs. Professional development was focused primarily on PBIS training, technology, and instructional strategies based on the Marzano framework. The leadership team also expressed the importance of providing necessary training and tools to the teachers and other staff members to ensure the highest possible level of education. This commitment to being instructional leaders for the school district has facilitated a strong commitment by staff members, parents, and students.

The leadership team and board of education provide strong leadership for the district and have created a culture of respect, trust, and support. Due to their strong leadership and commitment towards classroom instructional time, others in the district had limited opportunities to take on leadership roles in the school improvement process. Providing additional opportunities to cultivate leadership opportunities for teachers and other staff is encouraged. Many of the processes and procedures for school improvement and data-driven decision-making are well-ingrained with the current board and administrative team. Several processes and procedures were not well documented in a formal written way. Documentation of processes for future leadership is encouraged so nothing is lost with changes in leadership.

HCS is encouraged to continue the development of student learning opportunities and focused instructional strategies. The school district has taken several steps to improve traditional academic courses, career-ready courses, the overall learning environment, and instructional strategies of educators. Evidence provided strong support of a continuous improvement process involving most staff, as well as the purchase and integration of technology into all grade levels and courses. However, there was minimal evidence to support creative, innovative, and collaborative lesson design. Students reported the use of technology to be primarily a replacement for paper/pencil tasks including reviews, writing assignments, and tests. Due to COVID restrictions, the review team was unable to be in classrooms to observe the use of technology or to see consistent instructional strategies implemented.

A process for aligning curriculum was facilitated for all core classes in the 2016-2017 school year. This process was also completed for all elementary grade levels. Collaborative meetings to provide alignment and continuity between grade levels was also implemented. At the high school level, a small district often results in one teacher responsible for a content area. Limited evidence was provided to demonstrate collaboration with other districts or input from other areas regarding secondary programs.

Teachers and administration discussed the increased use of data when making curricular and instructional decisions. As an example, NWEA MAP scores were used in the past as a holistic score. Currently, this student achievement tool is used to dig deeper into the specific skills and content a large group, small group, or a specific student may be lacking. Adjustments to a child's specific

learning plan using data to drive decisions using the Multi-Tiered Systems of Support (MTSS) process has been implemented for approximately three years.

The district has recently increased focus on enhancing the agriculture and industrial tech programs to include more career-based opportunities, including a school business of creating custom metalwork. The process of making this decision involved input from stakeholders as well as research from other school districts. Implementation required financial commitment by the board of education. Another example of adjusting instruction to meet the needs of learners was the addition of a robotics club. This program was developed by teachers and administration to provide an additional activity for a subpopulation of students.

One of the three continuous improvement goals focused on developing and implementing instructional strategies. The administration spoke about and there was supporting evidence of some initial work with the Marzano strategies. Teachers provided supporting evidence in reading through the instructional strategies and discussing how the strategies applied to their own personal experiences. Administration stated the teacher evaluation tool was developed around the instructional strategies by each teacher choosing a strategy for improvement. There was limited evidence, written or verbal, to support the incorporation of consistent instructional strategies throughout the district.

Many processes are emerging with documentation or ingrained in the school culture but not formally documented. The team recommends a continued formal and written process for the alignment of core curriculum. The plan may include a process for evaluation of the curriculum and possible collaboration or research of other districts. This would allow for teachers in “singleton departments” to gain other perspectives and ideas.

Student interviews revealed a desire for additional, higher level course offerings such as Advanced Placement (AP) offerings. While this may be difficult to accomplish due to the size of the district and staffing limitations, the team recommends exploring options by utilizing additional modes of delivery, including internet-based options.

The team recommends engaging in additional professional development regarding Marzano’s instructional strategies. Developing common instructional strategies to improve overall student learning and teacher effectiveness will continue the growth in this focused area. HCS has shown it is a very collaborative, supportive district. Utilizing the strengths of teachers by empowering them as teacher mentors using common instructional strategies is encouraged.

While student achievement scores are strong and do show growth, little evidence showed that students are presented lessons to develop creativity, innovation, and student collaboration. It is suggested the curriculum alignment and instructional strategies goals be used to incorporate opportunities for students.

In conclusion, the ratings of the Standards and the verification of Assurances provide quantitative information used throughout team deliberations. The team gathered substantial material from stakeholder interviews and a review of the school’s submitted documents. Students will be the beneficiaries of this analysis. The team recognizes the institution for its genuine engagement in the continuous improvement process and encourages the Heartland Community Schools stakeholders to use the insights from this review as they move forward in their continuous improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Katherine Urbanek, Lead Evaluator	Dr. Katherine Urbanek has been the superintendent of schools for the rural Nebraska district of Mitchell Public Schools for six years. Before this role she served as principal, curriculum and assessment director, and school improvement leader for another rural district. She has worked with Cognia for over 13 years as a team member for engagement reviews and leading her district's accreditation process. Dr. Urbanek received her doctorate degree in education from Doane University and two masters' degrees in curriculum and instruction and educational leadership. She has also received a superintendent certification from the University of Nebraska (Kearney) and an assessment endorsement (Lincoln).
Terry Zessin	Terry Zessin is currently in the first year of being superintendent at Wood River Rural schools. He was previously the grades 6-12 principal at Wood River for 12 years. Before becoming principal he taught social studies at Tri County schools for eight years. During his employment at Tri County, he was the school improvement chair, National Honor Society sponsor, student council sponsor, head and assistant football coach, and assistant track coach. He received his bachelor's degree from Peru State College in social science education, earned a master's degree in curriculum and instruction from Doane in 2005, a second master's degree in grades 7-12 principalship from the University of Nebraska-Kearney in 2007, and an education specialist certificate from the University of Nebraska-Lincoln in 2016.

Team Member Name	Brief Biography
Kristin Kasten	Kristin Kasten is a professional development coordinator for Educational Service Unit #13 in the panhandle of Nebraska. She works closely with administrators and teachers from 21 school districts to deliver and coordinate professional learning opportunities in a variety of subject areas including assessment, school improvement, mathematics, and curriculum alignment. Prior to her current position, she was an elementary teacher for 27 years. She served as chairperson for her district's school improvement committee, elementary data team, elementary collaboration team, as well as served on several Cognia Engagement Review Teams. Kristin has earned a bachelor's degree from the University of Nebraska-Lincoln in elementary education with a master's degree in reading from the University of Nebraska-Kearney.

References and Readings

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Facility Plan Input Survey 5/18/21

Parent of child in school	17
Parent with no child in school	10

Features you like about school facilities?

Theater	8
Gymnasiums	7
One Building	6
Playground Accessibility	6
Courtyards	5
Cafeteria Updates	5
Signage	5
Parking Improvements	4
Maintenance Upkeep	3
Outdoor Athletic Facilities	2
Room Sizes	2
Updates of Building	2
Climate Control	1
Drop Off/Pickup	1
Libraries	1
Windows	1
Pre-School	1
Locked Entrances	1

Additional educational opportunities?

STEM Career	8
Daycare/After School	7
Title 1 & High School	2
Greenhouse	1
Expanded Music	1
Expanded Art	1
Expanded English	1
Baylor ACT Prep	1

Areas to improve school facilities?

Small Group Space	10
Restrooms	8
Weightroom	6
Front Entrance	4
Locker Rooms	4
Daycare/After School	2
Additional Storage	2
Indoor Concessions	1
Fenced Play Area	1
Drop Off/Pickup	1
More Color on Walls	1
Additional Gym	1
Main Entrance Security	1
South Gym Circulation	1
Shop Improvements	1
Teacher Work Room	1
Maker Spaces	1
Football Visitor Restrooms	1
More Shade Trees	1
Ag Animals Facility	1

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

Monday, May 10, 2021 8:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

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

Mr. Kent Allen: Present
Mr. Gary Braun: Present
Lacey Gloystein: Present
Tyler Newton: Present
Tammy Ott: Present
Mr. Steve Stebbing: Present

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

4.1. Superintendent's Report

Mr. Best shared updates related to number of positive Covid cases within HCS. He shared that graduation went very well.

4.2. Principals' Reports

Mrs. Reinke shared an update in the elementary school regarding a childrens author visiting our school, 5th grade field trip to the Capitol building, and Senator Kolterman meeting with students.

Mr. Carr shared how HCS celebrated those seniors who received academic scholarships enabling them to further their education at colleges and universities.

5. Discussion Items

5.1. Early review of 2021-22 Budget

Mr. Best presented budget information for 2021 through 2022. Budget is tentative and very preliminary. Total expenses projected to be 2.88% higher from last year. General fund tax needs are projected to be 4.84% higher than last year.

5.2. Review of Current Legislation

Mr. Best presented the status of a number of legislative bills that have the potential of affecting schools that have passed or are in final readings.

5.3. Future of Daycare and Pre-School Programming

Mr. Best presented information regarding future of daycare and pre-school at Heartland Community Schools. Two challenges facing our community and local employers including HCS are: 1) lack of housing, and 2) daycare services in our school district. Both HCS and our local hospital see additional daycare services expanding and helping with the recruitment of future employees.

5.4. Facility Study Update

Mr. Best presented preliminary information from Clark & Enersen, an engineering firm based out of Lincoln on a HCS facility study. More info at a later date.

5.5. Review Planning for Use of Elementary & Secondary School Emergency Relief Funds

Mr. Best discussed the planned use of ESSER funds.

6. Old Business

7. New Business

7.1. Consider Earlier Dismissal Date for 2020-21 School Year

Mr. Best shared the staff and administration at HCS has done an amazing job over the past school year and is seeking to finish school earlier than what was planned. All teaching hour requirements by the state have been met. Staff and students ready to take break from a long year.

Motion to dismiss school on Wednesday, May 19, 2021 at 11:30am. Passed with a motion by Mr. Kent Allen and a second by Tammy Ott.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

8. Future Agenda Items

9. Consent Agenda

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

Motion to accept Consent Agenda. Passed with a motion by Mr. Steve Stebbing and a second by Tyler Newton.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

9.5. Out of State Travel Requests

10. Adjournment

The next scheduled meeting to be held on June 14, 2021 at 8:00 pm.

Motion to adjourn the meeting at 10:02 pm. Passed with a motion by Tammy Ott and a second by Lacey Gloystein.

Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Tyler Newton: Yea, Tammy Ott: Yea, Mr. Steve Stebbing: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending May 31, 2021

	CHECKING	SAVINGS	TOTAL
Balance May 1, 2021	\$726,204.97	\$2,982,317.79	\$3,708,522.76
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$913,008.27		\$913,008.27
State of Nebraska:			
- SPED Reimbursement	\$39,073.00		\$39,073.00
- TEEOSA	\$5,433.00		\$5,433.00
- Medicaid Reimbursement			\$0.00
- Apportionment			\$0.00
- IDEA			\$0.00
			\$0.00
Other:			
- Interest	\$141.21	\$851.58	\$992.79
- Preschool Tuition			\$0.00
- Rental of Facilities			\$0.00
- SENCAP Payment	\$2,916.00		\$2,916.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Subtotal:	\$960,571.48	\$851.58	\$961,423.06
Transfer to MMA			
Total Funds Available:	\$1,686,776.45	\$2,983,169.37	\$4,669,945.82
Less Disbursements	\$391,083.93		\$391,083.93
Balance May 31, 2021	\$1,295,692.52	\$2,983,169.37	\$4,278,861.89

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1 Fund: 01	GENERAL FUND	
29039	ACT INC	SUBSCRIPTION	1,499.00
29040	ALPHACARD	SUPPLIES	121.98
29041	AMAZON CAPITAL SERVICES	SUPPLIES	3,500.25
29042	APPLE, INC	COMPUTER SUPPLIES	16,661.80
29043	ARBOR SCIENTIFIC	SUPPLIES	1,312.13
29044	AWARDS UNLIMITED INC	SUPPLIES	66.21
29045	BEST, BRADLEY	REIMBURSEMENT	82.46
29046	BIO CORPORATION	SUPPLIES	346.34
29047	BLACK HILLS ENERGY	NATURAL GAS	883.37
29048	BURTON ENTERPRISES	TRASH REMOVAL	190.00
29049	CENGAGE LEARNING	SUPPLIES	1,214.40
29050	CENTRAL NE REFRIGERATION INC.	SERVICES	318.24
29051	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	14,574.41
29052	CENTRAL VALLEY AG	SERVICES	2,746.32
29053	CHEMSEARCH	SUPPLIES	708.05
29054	CITY OF HENDERSON	WATER/SEWER	495.00
29055	CLARK & ENERSEN	SERVICES	11,364.09
29056	CROSSROADS AWARDS	SUPPLIES	305.50
29057	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	232.49
29058	DIETZE MUSIC HOUSE	SUPPLIES	121.27
29059	EAKES OFFICE SOLUTIONS	SUPPLIES	2,462.58
29060	EBSCO SUBSCRIPTION SERVICES	SUBSCRIPTIONS	280.80
29061	EDUTYPING	RENEWAL	260.46
29062	ELECTRONIC SYSTEMS	SUPPLIES	95.00
29063	ESU 6	SERVICES	1,025.83
29064	ESU 9	SERVICES	441.43
29065	ESU COORDINATING COUNCIL	SERVICES	500.00
29066	FILLMORE COUNTY HOSPITAL	SERVICES	3,833.33
29067	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS	285.29
29068	GEYER INSTRUCTIONAL	SUPPLIES	120.35
29069	GOPHER PERFORMANCE	SUPPLIES	2,262.27
29070	GRIZZLY INDUSTRIAL	SUPPLIES	623.22
29071	HASTINGS MUSEUM	FIELD TRIPS	25.00
29072	HEARTLAND SCHOOL LUNCH FUND	FUND TRANSFER	317.94
29073	HENDERSON FOOD MART	SUPPLIES	223.52
29074	HENDERSON MEAT PROCESSOR	SUPPLIES	131.92
29075	HENDERSON MOTORS	SERVICES	1,002.50
29076	HENRY SCHEIN	SUPPLIES	77.99
29077	HOMETOWN LEASING	COPY MACHINE LEASE	945.19
29078	HOUGHTON MIFFLIN HARCOURT	SUPPLIES	1,582.69
29079	INSTRUMENTALIST AWARDS LLC	SUPPLIES	36.50
29080	JOURNEYED.COM	SOFTWARE	1,378.00
29081	LIBRARY STORE, THE	SUPPLIES	143.05
29082	MAINSTAY COMMUNICATIONS	TELEPHONE	366.54
29083	MATHESON TRI GAS INC	SUPPLIES	439.38

NEW BOARD REPORT

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>		
29084	MCI	TELEPHONE	77.85		
29085	MENARDS	SUPPLIES	655.85		
29086	NCSA	REGISTRATION	335.00		
29087	NUNNENKAMP, VALERIE	MEDIA COORDINATOR	300.00		
51821	PAYFLEX	CAFETERIA 125 PLAN	151.47		
29089	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,096.13		
29090	PROQUEST LLC	SUBSCRIPTION	1,510.39		
29091	QUADIENT LEASING	POSTAGE MACHINE	556.71		
29092	QUILL	SUPPLIES	1,197.95		
29093	SAVVAS	SUBSCRIPTION	25.97		
29094	SCHOOL SPECIALTY	SUPPLIES	625.54		
29095	SERVICE PRESS	SERVICES	49.09		
29096	SOCIAL STUDIES SCHOOL SERVICE	SUPPLIES	103.87		
29097	SUPERIOR OUTDOOR POWER CENTER, INC.	SUPPLIES	81.93		
29098	SUTTON PUBLIC SCHOOLS	DISTRICT MUSIC CONTEST	393.05		
29099	TEACHER CREATED RESOURCES	SUPPLIES	124.64		
29100	TIME MANAGEMENT SYSTEMS	SERVICES	124.00		
29101	TRI COUNTY AUTO	SERVICES	747.39		
29102	U.S. BANK	SUPPLIES	3,475.26		
29103	UNITE PRIVATE NETWORKS	SERVICES	559.33		
2067	UNITED STATES POSTAL SERVICE	NEWSLETTER	140.05		
29104	VERIZON WIRELESS	TELEPHONE	163.69		
29105	YORK ACE HARDWARE	SUPPLIES	120.85		
29106	YORK NEWS TIMES	SERVICES	586.41		
			Fund Total:	91,806.51	
			Checking Account Total:	91,806.51	
<u>Checking</u> 6					
Checking	6	Fund: 06	SCHOOL LUNCH/MILK FUND		
4106	HENDERSON FOOD MART	SUPPLIES	64.81		
4107	HILAND DAIRY	SUPPLIES	739.65		
4108	US FOODS	SUPPLIES	1,773.51		
			Fund Total:	2,577.97	
			Checking Account Total:	2,577.97	

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	May 31, 2020	May 31, 2021
General Fund	\$4,497,684.46	\$4,278,861.89
Activity Fund	\$110,935.15	\$89,167.76
School Lunch Fund	\$49,833.00	\$73,416.05
Depreciation Fund	\$752,397.80	\$632,026.65
Unemployment Fund	\$2,996.06	\$2,997.56
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$447,902.87	\$221,994.22

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0101	FOOTBALL	0.00	6,745.44	3,786.00	0.00	(2,959.44)
05 704 0102	VOLLEYBALL	0.00	2,166.58	(638.00)	0.00	(2,804.58)
05 704 0103	BOYS BASKETBALL	0.00	8,604.01	1,945.00	0.00	(6,659.01)
05 704 0104	GIRLS BASKETBALL	0.00	3,383.12	1,945.00	0.00	(1,438.12)
05 704 0105	TRACK	0.00	3,879.06	2,636.10	0.00	(1,242.96)
05 704 0107	GENERAL ATHLETICS	0.00	2,398.06	0.00	0.00	(2,398.06)
05 704 0110	JH FOOTBALL	0.00	1,097.00	0.00	0.00	(1,097.00)
05 704 0111	JH VOLLEYBALL	0.00	1,796.91	0.00	0.00	(1,796.91)
05 704 0112	JH BOYS BASKETBALL	0.00	1,160.00	0.00	0.00	(1,160.00)
05 704 0113	JH GIRLS BASKETBALL	0.00	1,230.00	0.00	0.00	(1,230.00)
05 704 0114	JH TRACK	0.00	1,905.00	1,080.00	0.00	(825.00)
05 704 0116	SEASON PASS	0.00	0.00	1,025.00	0.00	1,025.00
05 704 0117	GIRLS GOLF	0.00	1,596.49	0.00	0.00	(1,596.49)
05 704 0118	BOYS GOLF	0.00	973.00	0.00	0.00	(973.00)
05 704 0119	DISTRICT ACCOUNT	0.00	0.00	163.51	0.00	163.51
05 704 0120	CONFERENCE ACCOUNT	0.00	225.00	406.20	0.00	181.20
05 704 0129	COACH - FB	1,027.84	0.00	400.00	0.00	1,427.84
05 704 0130	COACH - VB	1,104.15	1,130.00	1,364.91	0.00	1,339.06
05 704 0131	COACH - GIRLS BB	3,050.97	290.00	0.00	0.00	2,760.97
05 704 0132	COACH - BOYS BB	2,604.63	0.00	0.00	0.00	2,604.63
05 704 0133	COACH - JH BB	392.32	0.00	0.00	0.00	392.32
05 704 0135	COACH - GIRLS GOLF	743.12	0.00	0.00	0.00	743.12
05 704 0136	COACH - BOYS GOLF	21.62	(510.00)	228.99	0.00	760.61
05 704 0137	COACH - TRACK	1,592.94	691.25	865.00	0.00	1,766.69
05 704 0138	COACH - JH VB	112.31	444.00	500.05	0.00	168.36
05 704 0200	BAND UNIFORMS	77.20	0.00	0.00	0.00	77.20
05 704 0201	BAND	(27.63)	(306.69)	0.00	0.00	279.06
05 704 0202	CHORUS	324.92	0.00	0.00	0.00	324.92
05 704 0203	MARCHING SHOES	(502.00)	(123.33)	0.00	0.00	(378.67)
05 704 0204	VOCAL CLINIC	2,930.21	190.00	0.00	0.00	2,740.21
05 704 0206	MUSIC TRIP	(319.18)	0.00	938.23	0.00	619.05
05 704 0207	DISTRICT MUSIC	1,447.13	0.00	0.00	0.00	1,447.13
05 704 0301	ART	2,516.12	0.00	0.00	0.00	2,516.12
05 704 0302	MUSICAL	0.00	864.96	0.00	0.00	(864.96)
05 704 0304	ALL SCHOOL PLAY	210.73	0.00	0.00	0.00	210.73
05 704 0305	ONE ACT	244.54	873.22	0.00	0.00	(628.68)
05 704 0403	FBLA	4,734.18	1,534.86	621.30	0.00	3,820.62
05 704 0404	IND TECH/AG PROJECTS	94.70	2,827.12	2,960.27	0.00	227.85

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0405	FFA	8,190.09	9,496.68	10,786.40	0.00	9,479.81
05 704 0407	SCIENCE CLUB	1,229.12	0.00	0.00	0.00	1,229.12
05 704 0408	BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	QUIZ BOWL/MATH CLUB	748.77	461.01	391.74	0.00	679.50
05 704 0410	COACH - JH ROBOTICS	216.80	105.27	0.00	0.00	111.53
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	0.00	848.57	240.00	0.00	(608.57)
05 704 0451	GRANT - HS ROBOTICS	0.00	816.89	0.00	0.00	(816.89)
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	3,399.23	2,005.24	0.00	0.00	1,393.99
05 704 0502	CLASS OF 2022	5,397.11	3,573.04	885.00	0.00	2,709.07
05 704 0503	CLASS OF 2023	3,794.00	0.00	40.50	0.00	3,834.50
05 704 0504	CLASS OF 2024	0.00	0.00	1,213.55	0.00	1,213.55
05 704 0505	CLASS OF 2025	0.00	0.00	0.00	0.00	0.00
05 704 0506	CLASS OF 2026	0.00	0.00	0.00	0.00	0.00
05 704 0507	CLASS OF 2027	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	718.28	817.88	906.76	0.00	807.16
05 704 0701	HCS CUSTOMS	0.00	7,433.34	7,729.22	0.00	295.88
05 704 0709	YEARBOOK	0.00	6,993.58	3,888.85	0.00	(3,104.73)
05 704 0801	STUDENT COUNCIL	1,562.48	839.33	1,046.53	0.00	1,769.68
05 704 0802	CONCESSIONS	1,073.36	11,888.94	10,598.78	0.00	(216.80)
05 704 0804	INTEREST ON ACT ACCT	0.73	0.00	6.45	0.00	7.18
05 704 0805	LOCKERS PROJECT	12,401.58	0.00	0.00	0.00	12,401.58
05 704 0806	ELEM STUDENT COUNCIL	1,047.28	36.29	447.29	0.00	1,458.28
05 704 0810	JH HOMEROOM	352.46	0.00	0.00	0.00	352.46
05 704 0913	REVOLVING - SECONDARY	0.00	0.00	0.00	0.00	0.00
05 704 0914	REVOLVING - ELEMENTARY	200.30	0.00	0.00	0.00	200.30
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	32,607.15	1,500.00	23.77	0.00	31,130.92
05 704 0930	MONSANTO/BAYER GRANT	2,500.00	5,000.00	2,500.00	0.00	0.00
05 704 0936	FIELD TRIP GRANT	4,500.00	0.00	0.00	0.00	4,500.00
05 704 0937	CIRCLE OF FRIENDS AUTISM GRANT	828.84	0.00	0.00	0.00	828.84
05 704 0938	IF KIDS COULD CURE GRANT	9,371.49	0.00	0.00	0.00	9,371.49
05 704 0939	GIRLS ON THE RUN	657.75	0.00	0.00	0.00	657.75
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0950	COMPUTER DEPOSITS	6,064.54	1,153.00	240.00	0.00	5,151.54

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2020 - 05/2021

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0951	STAFF LOUNGE ACCOUNT	1,412.74	2,241.75	1,773.75	0.00	944.74
05 704 0952	EHA ELEVATE PROGRAM	1,229.86	4,361.65	5,705.00	0.00	2,573.21
Fund Total: 05		<u>125,154.13</u>	<u>104,637.52</u>	<u>68,651.15</u>	<u>0.00</u>	<u>89,167.76</u>

06/11/2021 09:57 AM

User ID: CJG

Function Number	Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure					
01 GENERAL FUND					
1100 REGULAR INSTRUCTION	2,361,766.42	165,622.15	1,653,229.45	708,536.97	70.00
1200 SPED - SA	645,280.22	45,623.17	419,968.94	225,311.28	65.08
1291 SPED - 3-5	142,043.89	11,319.45	61,768.73	80,275.16	43.49
1292 SPED - 0-2	9,269.65	739.09	7,055.72	2,213.93	76.12
1300 SUMMER SCHOOL	3,525.83	0.00	0.00	3,525.83	0.00
2110 ATTENDANCE & SOCIAL WORK SVCS	9,300.00	0.00	9,466.21	(166.21)	101.79
2120 GUIDANCE SERVICES	106,788.11	8,858.78	83,366.75	23,421.36	78.07
2130 HEALTH SERVICES - GEN ED	2,350.56	0.00	0.00	2,350.56	0.00
2140 PSYCHOLOGICAL SVCS - GEN ED	0.00	336.00	1,932.00	(1,932.00)	0.00
2141 PSYCHOLOGICAL SVCS - SPED SA	125,272.53	10,678.31	84,639.47	40,633.06	67.56
2151 SPEECH PATH & AUDIOLOGY SVCS - SPED SA	104,476.36	8,399.89	79,558.62	24,917.74	76.15
2153 SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	1,500.00	242.25	2,760.57	(1,260.57)	184.04
2161 OCCUPATIONAL THERAPY SVCS - SPED SA	14,000.00	4,859.13	29,277.10	(15,277.10)	209.12
2162 OCCUPATIONAL THERAPY SVCS - SPED 3-5	2,000.00	406.25	3,040.07	(1,040.07)	152.00
2163 OCCUPATIONAL THERAPY SVCS - SPED 0-2	4,000.00	260.00	1,666.52	2,333.48	41.66
2171 PHYSICAL THERAPY SVCS - SPED SA	18,000.00	2,442.04	15,856.31	2,143.69	88.09
2172 PHYSICAL THERAPY SVCS - SPED 3-5	0.00	180.00	816.22	(816.22)	0.00
2173 PHYSICAL THERAPY SVCS - SPED 0-2	2,000.00	106.50	1,576.03	423.97	78.80
2181 VISION SERVICES - SPED SA	7,500.00	218.31	7,234.50	265.50	96.46
2182 VISION SERVICES - SPED 3-5	0.00	0.00	398.10	(398.10)	0.00
2183 VISION SERVICES - SPED 0-2	0.00	0.00	106.16	(106.16)	0.00
2213 INSTRUCTIONAL STAFF TRAINING	15,000.00	58.00	1,108.83	13,891.17	7.39
2220 LIBRARY/MEDIA SERVICES	182,365.10	14,498.42	133,716.76	48,648.34	73.32
2230 INSTRUCTION-RELATED TECHNOLOGY	42,213.16	3,387.70	31,892.87	10,320.29	75.55
2310 BOARD OF EDUCATION	98,300.46	7,001.21	66,668.39	31,632.07	67.82
2320 EXECUTIVE ADMINISTRATION	289,850.75	22,604.21	203,336.32	86,514.43	70.15
2330 DISTRICT LEGAL SERVICES	5,000.00	0.00	524.00	4,476.00	10.48
2410 OFFICE OF THE PRINCIPAL	349,362.91	28,064.36	251,910.30	97,452.61	72.11
2490 SCHOOL ADMINISTRATION - OTHER	7,635.74	633.24	5,676.24	1,959.50	74.34
2510 FISCAL SERVICES	41,950.00	2,185.13	26,782.68	15,167.32	63.84
2580 ADMINISTRATIVE TECHNOLOGY SERVICES	42,213.16	3,387.68	31,892.87	10,320.29	75.55
2610 OPERATION OF BUILDINGS	386,649.51	22,155.69	203,362.18	183,287.33	52.60
2620 MAINTENANCE OF BUILDINGS	64,550.95	1,381.50	35,508.20	29,042.75	55.01
2650 VEHICLE OP/MAINT/PURCH - NON STUDENT	0.00	0.00	0.00	0.00	0.00
2710 VEHICLE OPERATION & PURCH - GEN ED	131,663.73	12,352.45	99,637.57	32,026.16	75.68
2712 VEHICLE OPERATION & PURCH - SPED SA	47,728.44	6,033.24	48,582.02	(853.58)	101.79
2713 VEHICLE OPERATION & PURCH - SPED 3-5	7,400.00	690.45	5,457.82	1,942.18	73.75
2730 VEHICLE SERVICING & MAINT - GEN ED	23,000.00	2,556.39	20,365.03	2,634.97	88.54
2732 VEHICLE SERVICING & MAINT - SPED SA	4,500.00	0.00	2,966.28	1,533.72	65.92
2733 VEHICLE SERVICING & MAINT - SPED 3-5	2,000.00	0.00	992.97	1,007.03	49.65
3300 COMMUNITY SERVICES OPERATIONS	3,525.83	0.00	0.00	3,525.83	0.00
3535 HIGH ABILITY LEARNERS	8,080.00	320.00	6,822.00	1,258.00	84.43
6200 TITLE IA	91,277.25	5,656.41	30,381.86	60,895.39	33.29
6310 TITLE IIA	7,428.00	0.00	0.00	7,428.00	0.00
6406 IDEA - PRESCHOOL	7,285.00	0.00	7,285.00	0.00	100.00
6408 IDEA - BASE & ENROLLMENT/POVERTY	96,991.00	0.00	79,495.61	17,495.39	81.96
6969 TITLE IV-A	10,000.00	0.00	6,000.00	4,000.00	60.00
6990 OTHER FEDERAL PROGRAMS (PBIS)	0.00	0.00	50.00	(50.00)	0.00
6992 REAP	31,481.00	0.00	32,191.24	(710.24)	102.26
6996 ELE & SEC SCH EMERGENCY RELIEF (ESSER)	0.00	0.00	4,749.63	(4,749.63)	0.00
8000 OUTGOING TRANSFERS	30,000.00	0.00	0.00	30,000.00	0.00
9000 NON-PROGRAM EXPENDITURES	1,000,000.00	0.00	0.00	1,000,000.00	0.00
	6,586,525.56	393,257.40	3,801,074.14	2,785,451.42	57.71

Expenditure Summary

Function Number

Revised Budget

Activity During
MonthActivity to
Date

Balance at EOM

% of
Budget

Expenditure

06 SCHOOL LUNCH/MILK FUND

3100 FOOD SERVICES OPERATIONS

208,343.00

22,010.91

193,556.01

14,786.99

92.90

208,343.00

22,010.91

193,556.01

14,786.99

92.90