

Board of Education Regular Meeting

Monday, October 13, 2014 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 Comments on Agenda Items
3. Public Comments on Topics Not on the Agenda
4. Reports
  1. Superintendent's Report
  2. Principals' Reports
5. Discussion Items
  1. Breakfast Survey
  2. Meeting Times
6. Old Business
  1. First Reading of Seclusion & Restraint Policy
  2. Progress on Board Goals
7. New Business
  1. Changes to Policy DJED - Bids
  2. Scoreboards
  3. North Star Negotiations Software
  4. Playground
  5. Activity Bus

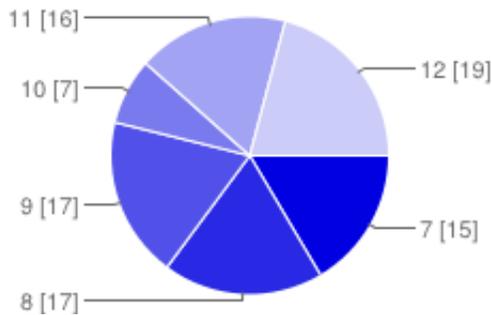
6. Theater Curtains
8. Executive Session
9. Future Agenda Items
10. Consent Agenda
  1. Approval of Minutes
  2. Approval of Treasurer's Report
  3. Approval of Claims
  4. Financial Reports
  5. Out of State Travel Requests
11. Adjournment

# 95 responses

[View all responses](#) [Publish analytics](#)

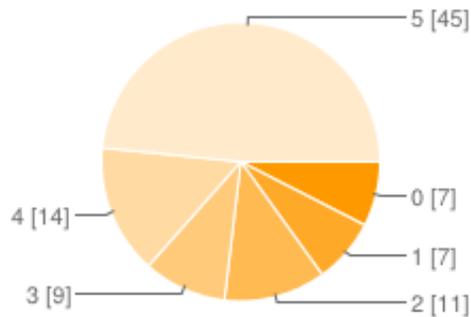
## Summary

Please indicate your grade level.



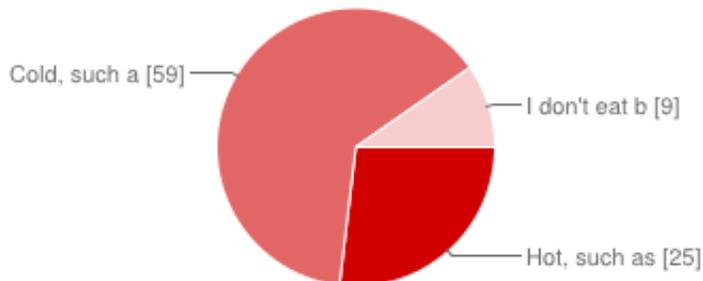
7	<b>15</b>	16%
8	<b>17</b>	18%
9	<b>17</b>	18%
10	<b>7</b>	7%
11	<b>16</b>	17%
12	<b>19</b>	20%

In a typical school week, how many mornings do you eat breakfast before coming to school?



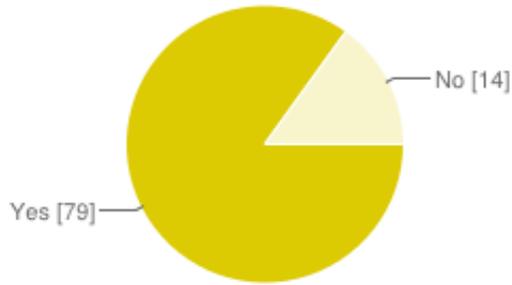
0	<b>7</b>	7%
1	<b>7</b>	7%
2	<b>11</b>	12%
3	<b>9</b>	9%
4	<b>14</b>	15%
5	<b>45</b>	47%

Is your typical breakfast on these days hot or cold?



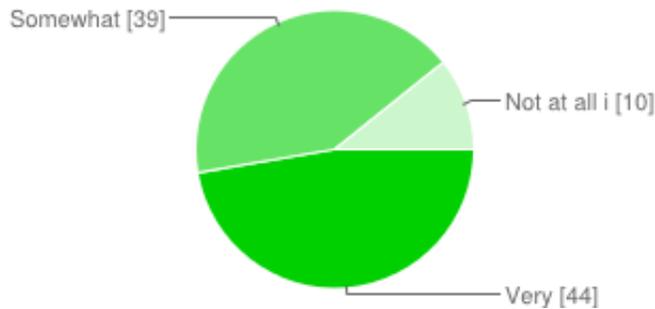
Hot, such as pancakes, omelet, sausage, etc.	<b>25</b>	26%
Cold, such as cereal, rolls, pop tarts	<b>59</b>	62%

**Are you typically hungry by 10:00 in the morning?**



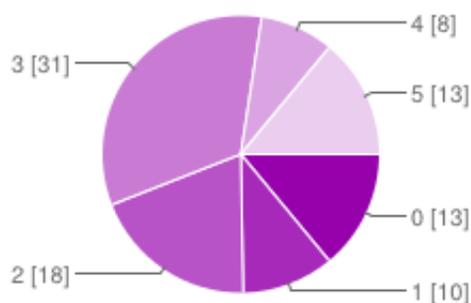
Yes	<b>79</b>	83%
No	<b>14</b>	15%

**How interested would you be in eating breakfast at school if we served items such as: pancakes, omelets, breakfast pizza, egg/sausage/cheese muffins, etc.?**



Very	<b>44</b>	46%
Somewhat	<b>39</b>	41%
Not at all interested	<b>10</b>	11%

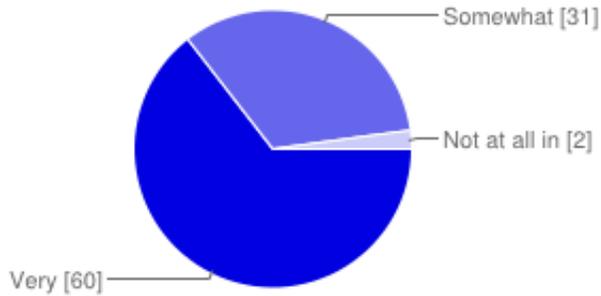
**How many days per week would you eat at school if we offered breakfast items such as those mentioned in the previous question?**



0	<b>13</b>	14%
1	<b>10</b>	11%
2	<b>18</b>	19%
3	<b>31</b>	33%
4	<b>8</b>	8%
5	<b>13</b>	14%

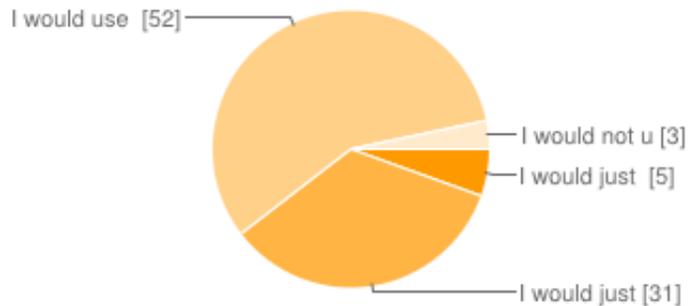
**Some schools offer a "grab & go" breakfast snack around 10:00. Students pass a cart that contains items such as juice, fruit, yogurt, granola bars, or a wrap and everything is \$1 per item. How interested would you be if we had a "grab & go"**

## type of breakfast?



Very	<b>60</b>	63%
Somewhat	<b>31</b>	33%
Not at all interested	<b>2</b>	2%

## If we were to offer both a hot breakfast AND a "grab & go" snack cart ....



I would just eat the breakfast.	<b>5</b>	5%
I would just use the snack cart.	<b>31</b>	33%
I would use both opportunities to eat.	<b>52</b>	55%
I would not use either option.	<b>3</b>	3%

## What other comments do you have regarding serving breakfast or having a mid-morning snack cart at school?

you should also sell water bottles

I get up pretty early every morning, so I can usually warm up a breakfast burrito that I made prior before I get to school. Sometimes its just a peanut butter sandwich, but by 10 I'm hungry. I'd eat off the snack cart, but around that time, I could just as easily get to Mrs. Koehler's room and buy stuff for \$.50. The issue is being late to the next class. I've got a bit of a walk to get to Regier's room, and I don't have time to go to Koehler and make it back to the classroom ahead of the bell. Other students would most likely have the same problem.

It would be great for breakfast pizza at the school from the grocery store

I think this is very good (and delicious!!) idea. I hope guys can do this!!!

waffles, bacon, eggs, Biscuit,

I get really hungry between breakfast and lunch, and when I'm hungry I'm not able to focus in classes. So school-breakfast would be great.

Nope don't have any.

I love this idea!!!

snack cart i would use some of the time and this sounds like a great idea

None.

Cinnamon rolls

maybe use lunch card to scan or keep on credit so don't have to use money every time, so don't have to carry around money every day?

This is a great idea!

Could we have pop tarts different Flavors to?

get the pizza from the store

i think it is a great idea. when i eat breakfast in the morning im still hungry at 10 and i am ready to eat at lunch. the mid-morning snack cart is a very smart idea. when i heard that we might be having a hot breakfast that got me pretty excited:)

i would like it very much because of all the walking around i have 3 bowls of cereal most mornings and i am hungry by 10 ish

I love this idea of a 10 o'clock breakfast/snack cart! Students and teachers are hungry at this time and need a pick me up or energy from food to keep us going. In most other work environments people have the opportunity to "get" food! I love that your considering this for our school!!! You have my vote!!!!

Think it is a good idea.

It would be nice if it was for free...but I might find myself buying once in awhile but not very often. Would be awesome if it was free, or get one free breakfast per week.

I think that would be a great idea because many athletes and students get hungry. School lunch just isn't enough, so I feel if we had a chance to eat a better breakfast or a snack we wouldn't be as hungry.

Can we use our lunch card or would you rather have us use money?

have the things be 50 cents

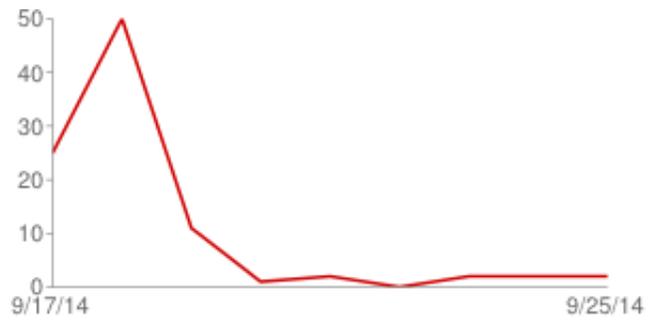
it would be a great opportunity for everyone to eat together breakfast and have a snack when we are hungry

i would like to have the snack cart but i dont really have time for breakfast in the morning cause my bus gets back at 8

I think it would be hard to get to the go and snack cart because we have to go to class fast. So I think it would be hard to get to the breakfast or the snack to go because we are all on a tight schedule to get to class. I really think it is a good idea but I would have trouble using it

because of time.

## Number of daily responses



## Policy IDDE - RESTRAINT AND SECLUSION OF STUDENTS

Restraint and seclusion are behavioral interventions, not educational techniques. They are limited to exigent circumstances and situations that necessitate their use to protect the safety of the student, other students, staff and property. When used as safety intervention, they should be used as methods of last resort. When used as behavior intervention, they must be used according to the terms of this policy.

This policy does not cover interventions such as voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider have indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

### I. Seclusion

#### A. Definition

1. Seclusion is a last resort emergency safety intervention that provides an opportunity for the student to regain self-control. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.
2. A room or area used for seclusion:
  - a. must not be locked;
  - b. must not prevent the student from exiting the area should staff become incapacitated or leave that area;
  - c. must provide for adequate space, lighting, ventilation, viewing, and the safety of the student.

#### B. Timeout

1. Timeout is a behavior intervention in which a student, for a limited and specified time, is placed in an environment where access to positive reinforcement is unavailable.
2. Timeout should not be confused with seclusion because a student's movement in a timeout setting is not physically restricted.
3. Timeout lies within a continuum of procedures that help students self-regulate and control their behavior.

#### C. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

#### D. Time and Duration

1. Emergency seclusion should be used only as long as necessary to allow a student to regain control of his/her behavior, but generally:
  - a) Elementary school students – no longer than 15 minutes; and
  - b) Middle and high school students – no longer than 20 minutes.
  - c) If an emergency seclusion lasts longer than the suggested maximum time, the staff member should:

- (1) summon additional support (e.g., change of staff, introducing a nurse or specialist, obtaining additional expertise); and
- (2) document the need to explain the extension beyond the time limit.

#### E. Staff Requirements

While using seclusion, staff must:

1. involve appropriately-trained key identified personnel to protect the care, welfare, dignity, and safety of the student;
2. continually observe the student in seclusion for indications of physical distress and seek medical assistance if there is a concern; and
3. document observations.

## II. Restraint

There are three types of restraint: physical, chemical, and mechanical.

A. Physical restraint involves direct physical contact that prevents or significantly restricts a student's movement.

1. Restraint is a last resort emergency safety intervention. Restraint is an opportunity for the student to regain self-control.
2. This policy on physical restraint is not intended to forbid actions undertaken:
  - a. to break up a fight
  - b. to take a weapon away from a student
  - c. to hold a student briefly in order to calm or comfort
  - d. to escort a student physically from one area to another location within the school building
  - e. to assist a student in completing a task/response if the student does not resist or resistance is minimal in intensity or duration.
  - f. to hold a student briefly in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

B. Chemical restraint is the administration of medication for the purpose of restraint.

1. The school district will not, under any circumstances, engage in chemical restraint.
2. Chemical restraint does not apply to medication prescribed by and administered in accordance with the directions of a physician.

C. Mechanical restraint means the use of any device or material attached to or adjacent to a student's body that restricts normal freedom of movement and which cannot be easily removed by a student.

1. Mechanical restraint does not include:
  - a. an adaptive or protective device recommended by a physician or therapist (when it is used as recommended).
  - b. safety equipment used by the general student population as intended (for example, seat belts, safety harness on school transportation).

III. Limitations in Use

- A. Seclusion and/or restraint shall not be used:
1. for the convenience of staff;
  2. as a substitute for an educational program; or
  3. as a form of discipline/punishment.

IV. Recurring Behavior

- A. If a pattern of behavior emerges, or is anticipated, which may require the use of emergency seclusion, the school personnel must:
1. conduct a functional behavioral assessment;
  2. call a meeting of the student's IEP team to develop or revise a positive behavior intervention plan to facilitate the reduction or elimination of the use of seclusion and/or restraint
- B. Given the limited size and training of the school district's staff, students whose behavior routinely requires seclusion and restraint may not be able to be served in the school district and may require a placement out of the school district.

V. Prohibited Practices

- A. The following are prohibited under all circumstances, including emergency situations:
1. corporal punishment;
  2. the deprivation of basic needs;
  3. anything that constitutes child abuse;
  4. the seclusion of preschool children; and
  5. the intentional application of any noxious substance(s) or stimuli which result in physical pain or extreme discomfort.

Adopted:

Revised:

Reviewed:

**HEARTLAND COMMUNITY SCHOOLS**  
**Progress on Board Goals for 2014-15**

**Board Goals:**

- 1. Continue to expand technology access for both students and staff and provide the necessary training for teachers to implement into the classroom.**
  - Nearly every professional development day has incorporated opportunities for staff training on the use of technology.
  - Several staff members have participated in area workshops.
  - Three staff members were sent to Atlanta to an international technology conference. They will present their findings at an upcoming professional development day.
- 2. Develop and prioritize strategies to insure the Guidance Program is meeting the current needs of the students and district. A strong emphasis will be placed on communication with students, parents, and the public.**
  - A number of initiatives have been implemented or expanded to increase the lines of communication between the school, students, and parents. (see attached)
  - A survey will be taken to gather additional information about perceived needs.
- 3. Maximize the additional time provided by the Professional Development Schedule to provide teachers with the most up to date research-based teaching strategies training. (Note: This will be a minimum of a two-year process to make certain that all teaching strategies will align with the teacher evaluation process being developed by the Nebraska Department of Education).**
  - Between ESU trainers and the local administration, we will lead a “book study” of Robert Marzano’s Becoming a Reflective Teacher. This book is largely a collection of findings from a meta-analysis of the research that include effective instructional practices. Teachers will work in “study groups” to discuss, analyze, and prioritize the findings for our own use.
  - The state DOE has expanded their pilot program of the new teacher evaluation tool for a second year. This tool will be based upon much of the same research. We are hopeful to be familiar with the components of the recommendations so that we may

**quickly update our teacher evaluation process based upon this research.**

**4. Develop a plan to promote the Heartland Schools to students, parents, and patrons within the district, with an emphasis on the Bradshaw area.**

- We are now sending multiple copies of our newsletter to the Bradshaw village office for distribution to new residents.**
- A “welcome packet” is being developed that will include information about our school district for new residents to our district.**
- Consideration is being given to the development of a “newborn packet” to be given to parents of newborns in our communities. It would include educational ideas on how to prepare their child for school.**
- The teachers and administration are making more of a conscious effort to attend local Bradshaw functions as representatives of the school district. (Community days, dinners, events)**
- Contact has been made to a village board member about updating the village sign to include Heartland Schools, but no updates have been received.**

## Heartland Community Schools- Guidance

We've always done this...	New in 2014 ...	Looking down the road...
Mailed a letter home with the upcoming fall schedule.	Changed the wording to make an appointment with Mr. Carr to review the schedule and discuss upcoming classes.	Possibly add an incentive of early computer check-out with a scheduled appointment to review your child's schedule. Parent and child attend.
Started Remind 101	Remind 101: Texting, tweeting, emailing parents & students w/ reminders about scholarships, ACT dates, etc. Counselor Corner on school website  *Counselor's corner now shows a list of all available scholarships.	Will Continue.
Mailed/Emailed Newsletter	Emailing Newsletter to junior parents too.	Will Continue.
Emailed scholarship opportunities to seniors and parents, about 50 scholarships with reminders.  Post scholarship opportunities on Facebook, web site, and announcements.	Include: Scholarship of the Week on the Toilet Paper Email reminders average about 10 a week, Remind 101 average is about 5 a week..	Will Continue.
Informal meetings and check-ins with seniors on scholarships, deadlines, college visits.	Formal, Individual meetings with each senior in Nov. and March to discuss scholarships, deadlines, ensure they are hearing from me (Mrs. Koehler) electronically. Do they need help with lining up college visits, etc.?	Completed in September and January.

	Plan to do an exit survey with seniors in May	Complete as part of senior year exit survey.
8th Grade Career Class -Guest speakers -Visit York College -Visit local businesses, hospital, Cornerstone Bank, DayIn Enterprises -Show the students the community and encourage them to come back to live and work in the community.	Will Continue.	Will continue to look for opportunities to expand.
College Awareness Week College Colors day	Will Continue.	Will Continue.
Education Quest Representative comes to talk to seniors and parents about financial aid. Taylor has live streamed this and it is available for parents to view.	Will Continue.	Will continue.
		Enter HCS course offerings on Nebraska Career Connections website and aligned with career clusters.

## **Policy DJED - SOLICITING PRICES (BIDS & QUOTATIONS)**

### **Current Opening Paragraph:**

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for such project are forty thousand dollars or more. All purchases of and contracts for supplies, materials, equipment and contractual services involving more than \$5,000.00 shall be based, unless determined by the superintendent to be inappropriate, on competitive bids. The bidding procedures shall comply with the requirements of state law and shall include the following:

### **Suggested Opening Paragraph:**

All purchases of and contracts for supplies, materials, equipment and contractual services involving a cost of \$??? or more shall be based, unless determined by the superintendent to be inappropriate, on competitive quotes from at least 2 providers. The District shall formally bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for such project are \$40,000 or more. The bidding procedures shall comply with the requirements of state law and shall include the following:

## **Policy DJED - SOLICITING PRICES (BIDS & QUOTATIONS)**

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1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidder, or representative of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders for any project over \$40,000 shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidder, or representative of the bidders. Bid under \$40,000 shall be sealed and shall be opened by the Superintendent in the presence of at least one or more witnesses. The Board may reject any or all bids.
4. Additional Procedures: Labor and material bonds in the amount of the contract shall be provided by the person to whom the contract is awarded in a sum not less than the contract price, except for projects with a total cost of five thousand dollars or less, unless required by the bid notice or contract documents. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.
5. Award of Contracts: All open-market orders or contracts shall be awarded to the lowest responsible, qualified bidder, consideration being given to the qualities of the articles to be supplied, their suitability to the requirements of the educational system, the delivery terms and the past performance of vendors.

Adopted: September 1, 1998

Revised: March 11, 2008

Reviewed: July 20, 2011