

Board of Education Regular Meeting
Monday, August 12, 2024 8:00 PM
Notice of the meeting was posted in the Henderson News on
August 8, 2024.

Conference Room
1501 Front St
Henderson, NE 68371-8929

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE - Every Student, Every Day

AGENDA

1. **Preliminary Procedures**
 - 1.1. **Call to Order**
 - 1.2. **Recognize Notice of Meeting**
 - 1.3. **Recognize Open Meetings Act Posting**
 - 1.4. **Roll Call**
2. **Public Comments On Agenda Items**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.
3. **Reports**
 - 3.1. **Superintendent's Report**
 - 3.2. **Principals' Reports**
4. **Discussion Items**
 - 4.1. **Policy Review: Sections 400 - 403**
 - 4.2. **Re-Affirm Committee Members To Start The School Year**
 - 4.3. **Building / Construction Status & Update**
5. **Action Items**
 - 5.1. **Teacher Evaluation Frameworks**
 - 5.2. **Principal Evaluation Frameworks**
6. **Future Agenda Items**

6.1. Special Meeting - Fiscal Year Closeout: Monday, August 26, 2024 @ 7 PM

6.2. Regular September Meeting: Monday, September 9, 2024 @ 8 PM

6.3. Potential Special Meeting: Week of September 23rd (24-25 Budget Adoption)

7. **Consent Agenda**

7.1. Approval of Minutes

7.1.1. *Regular Meeting: July 8, 2024*

7.2. Approval of Treasurer's Report

7.3. Approval of Claims

7.4. Financial Reports

8. **Closed Session**

8.1. Strategy Session Related To Potential Purchase Of Real Estate

9. **Adjournment**

HEARTLAND ***COMMUNITY SCHOOLS***

1501 Front Street
Henderson, Nebraska 68371

Phone: (402) 723-4434
Fax: (402) 723-4431

August 12, 2024

TO: Heartland Community Schools Board of Education
FROM: Jeremy Klein, Superintendent
RE: Board Report (August 2024)

Regular August Board Meeting Reminder

Our regular August meeting is scheduled for Monday, August 12, 2024, at 8 PM in the Conference Room.

Please let Gary or I know if you need to be absent from the meeting.

Committee Meeting Reminders

Wednesday, August 14th @ 10 AM: OAC Mtg.

Consent Agenda: Minutes

Approval of the consent agenda will include approval of the minutes from the following meetings:

- Regular Meeting (July 8, 2024)

Consent Agenda: Claims

Approval of the month's claims are included in the consent agenda. Let me know if you have any questions on any claims prior to the meeting - I can either answer your question or bring an answer to the meeting.

Dates / Events Of Note

August 11: Pre-Year All Staff / Board Picnic @ 5 PM
August 12: First Day For Teachers / Staff
August 12: Regular August Board Meeting @ 8 PM
August 13: Secondary Computer Checkout @ 5:30 PM
August 13: K-6 Back To School Night General Session @ 6 PM
August 14: OAC Mtg. @ 10 AM
August 15: First Day Of School (early dismissal @ 11:40)
August 26: Special Board Meeting – Fiscal Year Closeout @ 7 PM
September 9: Regular September Board Meeting @ 8 PM

Reminders For Week Of August 12 – August 16

- All staff return on Monday, August 12th.
- Monday, Tuesday, Wednesday will be a combination of meetings, professional development, team planning, and individual planning for our staff.
- Fall sports seasons begin on Monday, August 12th.
- In the evening of Tuesday, August 13th there are some back to school events – Elementary Back To School Night and Laptop Computer Checkout for 7-12 students.
- First Day of School is Thursday, August 15th with an early dismissal at 11:40 AM.
- Friday, August 16th (second day of school) will be a full day of school.

New Staff

We will have a few new staff joining our team and serving our students for the 24-25 school year. A quick list is below.

- Alyssa Bartek: Part-time Point of Sale (Mrs. Bartek already serves as our web-media content creator/coordinator)
- Mark Hiebner: Instrumental Music
- Joyce Nunnenkamp: Para-educator
- Sarah Nunnenkamp: Part-time Point of Sale
- Karma Yantzie: Business / FBLA

Building Project Information

1. The basic flow of work as we begin will be: demolition and earthwork, underground work, then above ground work.
2. We should be able to avoid any material disruption to the flow of traffic in/out of the circle drive on the south side of the school throughout the project.
3. Demolition and earthwork began on Wednesday, July 31st.
4. Fencing is going up quickly around work zones. A preliminary fencing diagram is included with this report.
5. Additional fencing is being put up south of the building between the circle drive and the parking lot. This will give us additional greenspace for students outside since we're losing some playground space. You'll see a diagram of that, as well.
6. Underground utility work will begin on or about August 12th. That work will begin with storm sewer installation on the north and around the west.
7. Our goal is to have the south approach to the football stadium and the concrete around the concessions and restrooms back in place for the first home football game on September 6th. South access to the football field for the public/spectators will likely be on the west side of the Vo-Ag shop going forward – in the past this access has been on the east side of the Vo-Ag shop.

Special Legislative Session

The purpose for the call of the session was property tax relief.

Two major pieces of legislation introduced at the beginning of the session that affect schools were LB 1 and LB 9. LB 1 was the governor's plan introduced by Senator Linehan (Elkhorn) who chairs the Revenue Committee. LB 9 was put together by a group of 4 or 5 senators, including Senator Hughes, as an alternative to the governor's plan. LB 1 was an amalgamation of both tax changes and funding changes to political subdivisions – it was enormous in size and scope. LB 9 was more focused as it largely targeted increasing state support of local school funding with gradual step downs in a reduced levy lid.

LB 1 had broad opposition in its hearing – largely from the side of things of where tax exemptions would be eliminated to replace some of the revenue needed to replace local revenue. Some of the opposition came from the political subdivision realm, cities, counties, and schools because of the local funding restrictions, etc.

LB 9 had some opposition and some cautionary testimony but LB 9, in its original form had a broad base of support. It would have given the state and local subdivisions a 10-year timeline to implement a series of steps lowering local property tax collections. It was very reasonable and gave time to continually adjust the many moving parts that are involved in a change of this size.

AM51 introduced by Senator Linehan during this past week replaced the contents of LB 9 with the contents of an alternate bill that is very much in the vein of her original bill, LB 1. Both the proposed legislation and the process around it have become a source of contention both inside and outside of the Unicameral. AM51 was set for debate this past week but the number of errors and oversights was so numerous that bill drafting staff were not able to correct things in time to debate during the week. The Unicameral adjourned on Thursday until Monday so that drafters could fix errors and so that the proponents could negotiate for votes. It's clear that there is not much of a plan since "the fix to the crisis" is continually subject to negotiation for the sake of votes.

AM51 has some broad material deficiencies.

- AM51 contains a lot of "intent" language for future legislatures. It is not uncommon for legislation to include limited intent language. However, the breadth of the intent language included so far in AM51 is a bit of an outlier and is confusing in how it ties the hands of future legislatures; it's also demonstrative of how there currently is no commitment to a responsibly, workable plan.
- There were some quirks and vagueries in AM51, for example seeming spending the same dollars in two different places. This obviously can't be done, and the committee asserts that they'll clean this up. But a redundant commitment of approximately \$1.8 billion is a sign of how many things that the current approach is likely to fumble – to the detriment of local schools.
- AM51 fails to fully recognize how the needs calculation side of TEEOSA has failed to keep up with the needs of unequalized districts (like ours) and therefore will fail to properly fund re-equalization right out of the gate.
- AM51 would fail to fully replace the total revenue that it would prevent local subdivisions from collecting locally.
- AM51 would also cause a lid-facilitated revenue shortfall due to the lowering of the levy limit from \$1.05 to \$0.25 in one year. In other words, there is a gap between the arbitrary \$0.25 cap and the state funded backfill. The state also has yet to demonstrate if there is interest in filling the gap or if filling that gap is even possible.
- AM51 effectively creates state-mandated under-funding of schools on an ongoing basis. On top of that, in years where the state cannot live up to the financial commitment they've made to property tax relief, large property tax increases will be passed on locally, while still underfunding local schools.
- AM51, or anything close to it, would further exacerbate the structural issues that LB243 created for our district and likely other districts. While we currently have a plan to steadily recover from the issues that LB243 created, the implementation of anything similar to AM51 would make that impossible.

We are in regular contact with Senator Hughes and other legislators on the issue. We are also in regular contact with legislative contacts in our working organizations. A joint letter was crafted by a core group of working organizations and sent to the members of the Unicameral. I have attached a copy of that letter to this report.

**COLLABORATION MEMBERS**

Nebraska Council of School
Administrators

Nebraska Association of School
Boards

Nebraska State Education
Association

Schools Taking Action for
Children's Education (STANCE)

Greater Nebraska Schools
Association

Nebraska Rural Community
Schools Association

Educational Service Units
Coordinating Council

Stand for Schools

DATE: August 9, 2024

TO: Members of Nebraska Legislature

RE: AM51 to LB9

The Education Collaboration stands united in opposition to AM51 to LB9 and proposed amendments. We recognize the need for property tax relief and have consistently supported a more equitable balance of funding sources for K-12 public education in Nebraska. The drastic change to the Local Effort Rate (LER) proposed for 2025-26 risks breaking the TEEOSA formula due to the disproportionately large percentage of school funding being channeled through the State.

We are also concerned about the intent language in Section 80 of AM51. Expressing a desire to completely overhaul TEEOSA without a clear plan is premature. Moreover, the intent to "replace school general fund levies by no later than the 2026-27 school fiscal year," as reiterated from the plan, suggests a future scenario where the State assumes nearly all school funding responsibilities.

This proposed shift would leave the allocation of critical dollars solely to future legislatures, significantly undermining local control. We believe it is essential to maintain local control of significant school district funding, allowing local school boards to make decisions that reflect the unique needs and contexts of their communities.

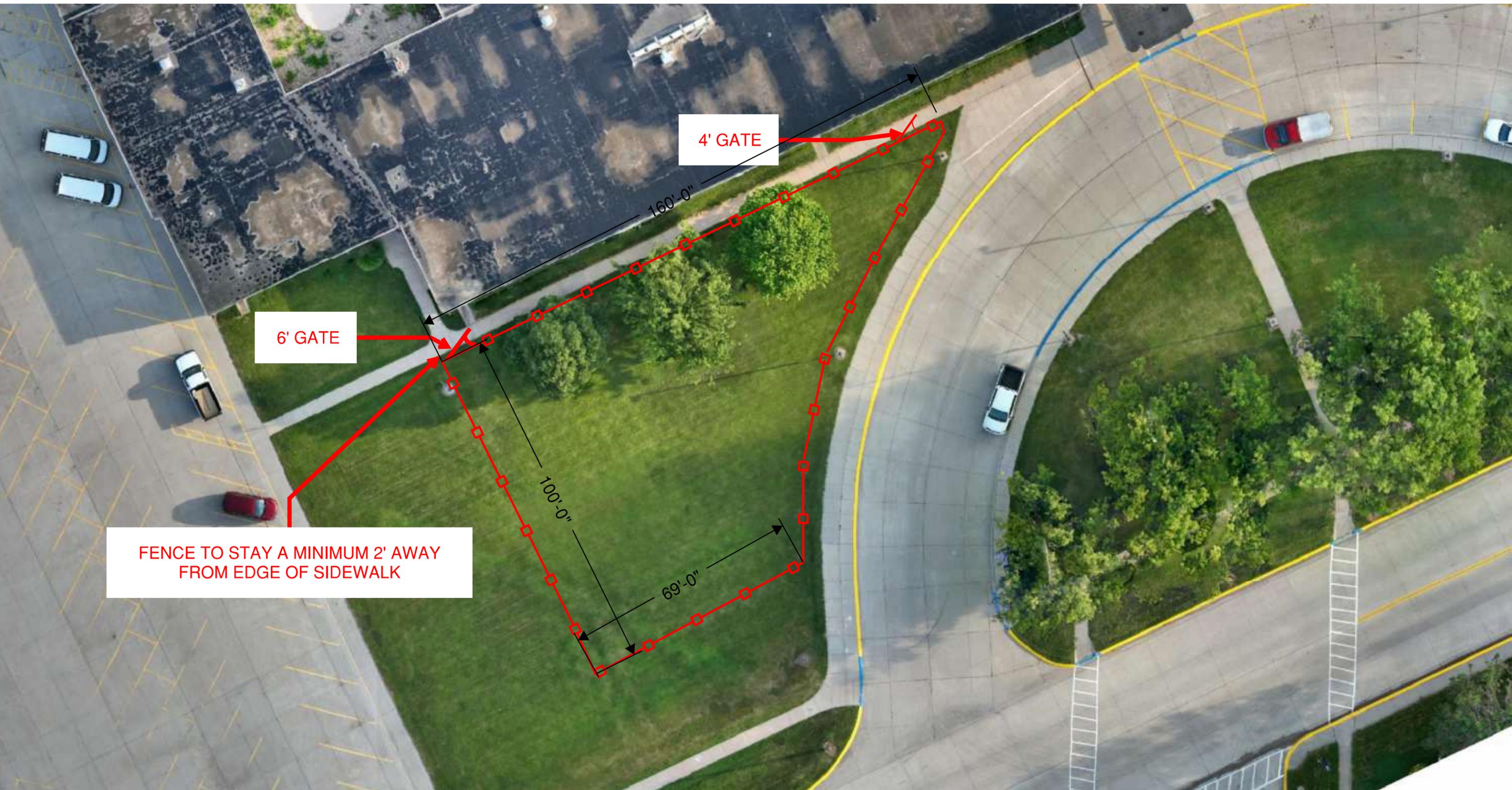
Additionally, the proposed plan fails to provide new funding for schools and, in fact, would result in a net loss of levying authority, leading to cuts in schools and reduced support for students. While the proposal funnels state money to schools, the existing caps mean that little to none of this money will be available for student support. There is a pressing need for property tax reform, but equally important is the need for increased funding for schools, particularly to address educator workforce shortages.

Making decisions of this magnitude about state aid to schools within the time constraints of a special session is reckless. We urge caution. The rushed nature of this process does not allow for careful planning, adequate forethought, or the inclusion of school finance experts and modeling to prevent adverse impacts and unforeseen consequences.

To avoid disastrous results, we recommend the establishment of an inclusive School Funding Commission. This commission should include board members, school business managers from diverse schools, NASB delegates, educators represented by NSEA, and school finance officials from the Nebraska Department of Education.



ITE LAYOUT PLAN OVERVIEW
12.17.2017



4' GATE

6' GATE

FENCE TO STAY A MINIMUM 2' AWAY FROM EDGE OF SIDEWALK

160'-0"

100'-0"

69'-0"

Elementary Principal's Report

August, 2024

Professional Development

- **Administrator Days (July 24 - 26)** - Thank you for the opportunity to attend the conference. Aside from the amazing keynote speakers and breakout sessions, the opportunity to network with other administrators from across the state is where a great deal of learning occurs.
- **New Teacher Orientation - August 9** - Welcomed new teachers to Heartland and provided a day of training and learning about Heartland Community Schools as well as the communities of Bradshaw and Henderson.
- **Back To School Professional Development - August 12 - 14** - We are excited to get all staff back together on Monday, August 12. We have a day full of collaboration and meetings scheduled for these three days while giving teachers an opportunity to work in their classrooms in preparation for the upcoming year.

Elementary Open House

- Tuesday, August 15 @ 6:00pm in the south gym
- FFA (Future Farmers of America) students will be hosting outdoor events for families to participate in beginning at 5:00.
- Families will also have the opportunity to tour classrooms during the evening.



The poster features a decorative border at the top with school supplies like calculators, rulers, and notebooks. The text is centered on a background of horizontal blue lines. The main title 'BACK TO SCHOOL NIGHT' is in large, bold, red letters. Below it, the date 'August 13' is in black. The event schedule includes 'Outdoor Games - 5:00 - 5:50pm' and 'General Session - 6:00pm (South Gym)'. It specifies 'PK - 6th Students and Families' and provides two options for visiting classrooms: '5:30 - 5:50 OR After General Session'. A dashed red line separates the top section from the 'Sophomore Class Fundraiser' section. The fundraiser menu lists 'Hamburger or Cheeseburger / Chips / Cookie / Water ~ \$7.00' and 'Hamburger or Cheeseburger ~ \$4.00', with a serving time of '5:00 - 7:00pm'. An image of a hamburger is shown on the right side of the fundraiser section.

Elementary
BACK TO SCHOOL NIGHT
August 13
Outdoor Games - 5:00 - 5:50pm
General Session - 6:00pm (South Gym)
PK - 6th Students and Families
Visit Classrooms from:
5:30 - 5:50 OR After General Session

~~~~~

**Sophomore Class Fundraiser**

Hamburger or Cheeseburger / Chips /  
Cookie / Water ~ \$7.00  
Hamburger or Cheeseburger ~ \$4.00  
**Serving from 5:00 - 7:00pm**



### Summer Reading

- A special shout out to Mary Hiebner for once again running our summer reading program! She once again opened the elementary library every Tuesday and Thursday morning from June 11 - July 18 for families to check out books. Students could earn prizes for their time spent reading at home. The culminating activity for students that met their reading goals was a trip to The FunPlex in Geneva. A fun time was had by all!

### Thank You

- Thanks to the summer maintenance staff for their efforts all summer preparing for this school year. Thank you to Charlotte, Tammy and Dandi for their hard work throughout the summer to get ready for another GREAT year!
- A shout out to our staff that provided services to our students over the summer; Mrs. Deb Wilhelm, Mrs. Cami Buller, Mrs. Jennifer Buller, Mrs. Anita Blum (0-3 Speech Language Pathologist), Mrs. Cindy Huebert (Occupational Therapist), Ms. Maggie Urbanek (Physical Therapist), Ms. Deborah Thimsen Villa (Behavioral Therapist)

SUMMATIVE TEACHER/EDUCATIONAL SPECIALIST  
EVALUATION-PERMANENT TEACHER/SPECIALISTS



*Heartland Community  
Schools*

**TEACHER/SPECIALIST INFORMATION:**

Teacher/Specialist Name: [Click here to enter text.](#)  
Evaluator: [Click here to enter text.](#)

Grade/Subject Area: [Click here to](#)  
School Year: [Click here to enter text.](#)

**Part I: Nebraska Effective Practices** (see detailed Frameworks rubrics)

**EFFECTIVE PRACTICE: (1) Planning and Preparation.** The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | The teacher plans for students to meet district and state content standards.<br>Examples of possible indicators include: <ul style="list-style-type: none"><li>● Collaboration with colleagues aligning curriculum vertically and horizontally.</li><li>● Applying research based strategies.</li><li>● Provide challenging opportunities for all students to reach their highest level of excellence.</li><li>● Use data and identify learning goals and instructional objectives for students.</li></ul> |
| <input type="checkbox"/> Unsatisfactory | The teacher does not use district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.                                                                                                                                                                                                                                     |

**Evaluator's Comments:**

[Click here to enter text.](#)

**EFFECTIVE PRACTICE: (2) The Learning Environment.** The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social emotional development, and academic growth and achievement.

| Rating                                  | Description                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | The teacher creates and maintains an active learning environment that fosters positive relationships with each student, and promotes ownership through student engagement in learning, development, achievement, and safety. The teacher promotes diversity through recognition of students' experiences, social-emotional, linguistic, and physical strengths and needs. |
| <input type="checkbox"/> Unsatisfactory | The teacher fails to create and/or maintain a safe, effective, or engaging learning environment                                                                                                                                                                                                                                                                           |
| Evaluators Comments:                    |                                                                                                                                                                                                                                                                                                                                                                           |
|                                         |                                                                                                                                                                                                                                                                                                                                                                           |

**EFFECTIVE PRACTICE: (3) Instructional Strategies.** The teacher uses effective instructional strategies to ensure growth in student achievement.

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | <p>The teacher regularly uses effective instructional strategies to ensure growth in student achievement. Examples of possible indicators include:</p> <ul style="list-style-type: none"> <li>● Uses a variety of strategies</li> <li>● Uses multimodal instructional tools</li> <li>● Engages students in rigorous learning experiences</li> </ul> |
| <input type="checkbox"/> Unsatisfactory | The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.                                                                                                                                                                                                                                |
| <b>Evaluator's Comments:</b>            |                                                                                                                                                                                                                                                                                                                                                     |
| Click here to enter text.               |                                                                                                                                                                                                                                                                                                                                                     |

**EFFECTIVE PRACTICE: (4) Assessment.** The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                     |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | The teacher consistently and systematically develops and uses multiple methods of formative, interim, and summative assessment to measure student progress. The teacher uses assessment results when <u>planning, preparing for instruction, and reporting.</u> |
| <input type="checkbox"/> Unsatisfactory | The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.                                                                                         |
| <b>Evaluator's Comments:</b>            |                                                                                                                                                                                                                                                                 |
| Click here to enter text.               |                                                                                                                                                                                                                                                                 |

**EFFECTIVE PRACTICE: (5) Professionalism.** The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, and is a responsible member of the professional community.

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | The teacher consistently models ethical and responsible behavior as a member of the professional community by developing appropriate relationships with staff, students, and families, maintaining confidentiality, and following school policies in an effort to enhance each student's academic success and well-being. |
| <input type="checkbox"/> Unsatisfactory | The teacher fails to act in an ethical and/or professional responsible manner.                                                                                                                                                                                                                                            |
| <b>Evaluator's Comments:</b>            |                                                                                                                                                                                                                                                                                                                           |
| Click here to enter text.               |                                                                                                                                                                                                                                                                                                                           |

**EFFECTIVE PRACTICE: (6) Vision and Collaboration.** The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement with specific needs of students in mind. Collaboration with colleagues should ensure vertical alignment and appropriate pacing of curriculum. |
| <input type="checkbox"/> Unsatisfactory | The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.                                                                             |
| <b>Evaluator's Comments:</b>            |                                                                                                                                                                                                                                                                                                                                                                                        |
| Click here to enter text.               |                                                                                                                                                                                                                                                                                                                                                                                        |

## SUMMARY OF EFFECTIVE PRACTICES

### Areas of Strength

Click here to enter text.

### Areas of Development

Click here to enter text.

- Plan for Improvement for targeted areas for growth.
- Plan for Assistance attached (required for rating "Unsatisfactory" on any of the Effective Practices)

### Additional Comments

Click here to enter text:

**Part II: Student Learning Objectives/Specialist Program Objectives.** (Combined rating; attach SLO/SPO Templates)

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth in the areas of students' academic, physical, social-emotional, and mental health needs. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident. |
| <input type="checkbox"/> Unsatisfactory | Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.                                                                                                                                                                                                                                                          |
| <b>Evaluator's Comments:</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Click here to enter text.               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

- Plan for Improvement attached for targeted areas for growth.
- Plan for Assistance attached (required for rating "Unsatisfactory")

**Part III: Individual Professional Development Plan.** (Attach Plan document)

| Evaluator Rating                        | Description                                                                                                                                                                                                               |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | The Individual Professional Development Plan's goal(s) have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance. |
| <input type="checkbox"/> Unsatisfactory | The Individual Professional Development Plan's goal(s) have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.                                        |
| <b>Evaluator's Comments:</b>            |                                                                                                                                                                                                                           |
| Click here to enter text.               |                                                                                                                                                                                                                           |

- Plan for Improvement attached for targeted areas for growth.
- Plan for Assistance attached (required for rating of "Unsatisfactory")

**Part IV: Local District Standards (Optional)**

| Local District Standards Meets District Standards | Meets District Standards     |                             |
|---------------------------------------------------|------------------------------|-----------------------------|
|                                                   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
|                                                   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
|                                                   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
|                                                   | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

**Overall Rating for Local District Standards Meets District Standards**

|                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|                              |                             |

**Evaluator's Comments:**

Click here to enter text.

**Part V: Overall Rating.**

| Evaluator Rating                        | Description                                                                                                                                                                                                                                                                              |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Proficient     | In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts. |
| <input type="checkbox"/> Unsatisfactory | In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.                         |

Plan for Assistance attached (required for Overall rating of "Unsatisfactory")

**Evaluator's Comments:****Areas of Strength**

Click here to enter text.

**Areas of Development**

Click here to enter text.

Contract Renewal for next year is recommended.

Contract Renewal for next year is not recommended.

**Additional Comments**

Click here to enter text.

*The signatures below certify that the evaluation and its results have been discussed between the teacher/specialist and his or her evaluator. As the teacher/specialist, I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained within the evaluation.*

**Evaluator Signature:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher/Specialist Signature:**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**Part VI: Attachments (attach the following items)**

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Classroom Observation Summaries
4. Student Learning Objectives/Specialist Program Objectives Templates
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

**Part VI: Record of Evaluation Activities (Summative Year)**

| Activity                                                           | Date | Teacher/Specialist Signature | Evaluator Signature |
|--------------------------------------------------------------------|------|------------------------------|---------------------|
| Orientation/Annual Notice                                          |      |                              |                     |
| Annual Self-Assessment Completed and Submitted (Optional)          |      |                              |                     |
| Student Learning Objectives/Specialist Program Objectives Approval |      |                              |                     |
| Individual Professional Development Plan Approval                  |      |                              |                     |
| <b>Dates of Observation</b>                                        |      |                              |                     |
| Formal Observation                                                 |      |                              |                     |
| Formal Observation                                                 |      |                              |                     |
| <b>Other Observations</b>                                          |      |                              |                     |
| 1.                                                                 |      |                              |                     |
| 2.                                                                 |      |                              |                     |
| 3.                                                                 |      |                              |                     |
| 4.                                                                 |      |                              |                     |
| <b>Dates of Observation Conferences:</b>                           |      |                              |                     |
| 1.                                                                 |      |                              |                     |
| 2.                                                                 |      |                              |                     |
| 3.                                                                 |      |                              |                     |
| 4.                                                                 |      |                              |                     |
| <b>SLO/SPO Review Conference</b>                                   |      |                              |                     |
| <b>SLO/SPO Summative Conference</b>                                |      |                              |                     |
| <b>IDP Plan Review Conference</b>                                  |      |                              |                     |
| <b>IDP Plan Summative Conference</b>                               |      |                              |                     |
| <b>Summative Evaluation Conference</b>                             |      |                              |                     |

# Principal Evaluation Heartland Community Schools

## Introduction

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

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

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

## Operating Principles

A comprehensive principal evaluation process must:

1. Align with District Performance Frameworks.  
Rationale: The Board of Education has endorsed Performance Frameworks as expectations for building principals.
2. Be intended to acknowledge strengths and improve performance.  
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.
3. Connect academic, social, emotional and developmental growth for all students in the building/system.  
Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.
4. Recognize the importance of a principal's role in improving the culture of the learning community.  
Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.
5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.  
Rationale: Examples may include self-assessment, a portfolio compiled by the principal, student achievement data, the school improvement plan, artifacts that address previous goals, and meeting agendas.
6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.  
Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.
7. Be ongoing and connected to school improvement goals.  
Rationale: An evaluation is a process, not a once a year conversation, and must be connected to the District and School Improvement plans.
8. Align building and district goals with community members' vision for education.  
Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Heartland Community Schools  
Principal Evaluation  
Performance Frameworks

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

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

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

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

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

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

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

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

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

## Timeline for Principal Evaluation

### SUGGESTED TIMELINE

### ACTION

- |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Late Spring                  | <ol style="list-style-type: none"><li>1. Principal and superintendent review vision, mission and district goals.</li><li>2. Superintendent and principal will review job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.</li></ol>                                                                                                                                                                                                                                                                                                                                                     |
| Early Summer                 | <ol style="list-style-type: none"><li>3. Principal creates an Action Plan, which is measurable and has timelines. The Action Plans are mutually agreed to by the principal and superintendent.</li><li>4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the superintendent.</li></ol>                                                                                                                                                                                                                                                                                                                                            |
| Prior to the Start of School | <ol style="list-style-type: none"><li>5. Evaluation process and forms are reviewed with new administrators.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Quarterly or Early Winter    | <ol style="list-style-type: none"><li>6. Principal makes interim reports regarding Action Plan progress.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Early Spring                 | <ol style="list-style-type: none"><li>7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent.</li><li>8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record.</li><li>9. A copy of the final written evaluation form is placed in the principal's personnel folder.</li></ol> |

**Part #1 - Job Responsibilities and Effective Practices**

**Standard #1 - Vision for Learning**

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

*Example Indicators*

The Principal:

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

|           |                                                                                 |
|-----------|---------------------------------------------------------------------------------|
| Evidence: | <p><b><u>Summary Rating</u></b></p> <p>Standard Met</p> <p>Standard Not Met</p> |
|-----------|---------------------------------------------------------------------------------|

**Superintendent’s Comments:**

**Standard #2 - Continuous School Improvement**

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

*Example Indicators*

The Principal:

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

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

**Superintendent's Comments:**

**Standard #3 - Instructional Leadership**

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

*Example Indicators*

The Principal:

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

|                  |                                                                                 |
|------------------|---------------------------------------------------------------------------------|
| <p>Evidence:</p> | <p><b><u>Summary Rating</u></b></p> <p>Standard Met</p> <p>Standard Not Met</p> |
|------------------|---------------------------------------------------------------------------------|

**Superintendent’s Comments:**

**Standard #4 - Culture for Learning**

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

*Example Indicators*

The Principal:

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

|           |                                                                                 |
|-----------|---------------------------------------------------------------------------------|
| Evidence: | <p><b><u>Summary Rating</u></b></p> <p>Standard Met</p> <p>Standard Not Met</p> |
|-----------|---------------------------------------------------------------------------------|

**Superintendent's Comments:**

**Standard #5 - Systems Management**

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

*Example Indicators*

The Principal:

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

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

**Superintendent’s Comments:**

**Standard #6 - Staff Leadership**

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

*Example Indicators*

The Principal:

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

|           |                                                                          |
|-----------|--------------------------------------------------------------------------|
| Evidence: | <p><b>Summary Rating</b></p> <p>Standard Met</p> <p>Standard Not Met</p> |
|-----------|--------------------------------------------------------------------------|

**Superintendent’s Comments:**

**Standard #7 - Developing Relationships**

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

*Example Indicators*

The Principal:

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

|           |                                                                                 |
|-----------|---------------------------------------------------------------------------------|
| Evidence: | <p><b><u>Summary Rating</u></b></p> <p>Standard Met</p> <p>Standard Not Met</p> |
|-----------|---------------------------------------------------------------------------------|

**Superintendent’s Comments:**

**Standard #8 - Professional Ethics and Advocacy**

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

*Example Indicators*

The Principal:

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

|           |                                                                                 |
|-----------|---------------------------------------------------------------------------------|
| Evidence: | <p><b><u>Summary Rating</u></b></p> <p>Standard Met</p> <p>Standard Not Met</p> |
|-----------|---------------------------------------------------------------------------------|

**Superintendent's Comments:**

**Part #2 - Overall Summative**

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

Significant Achievements:

Areas for Growth:

Principal’s Summative Comments:

Superintendent’s Summative Comments:

Recommendation for Continuous Improvement:

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

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**HEARTLAND COMMUNITY SCHOOLS**  
**EMPOWERING EXCELLENCE - Every Student, Every Day**

**Minutes for**  
**Board of Education Regular Meeting**

Monday, July 8, 2024 8:00 PM  
Conference Room  
1501 Front St  
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on July 4, 2024.

**Attendance**

Mr. Gary Braun: Present  
Lacey Gloystein: Present  
Ryan Goertzen: Present  
Jen Hiebner: Present  
Tyler Newton: Present  
Tammy Ott: Absent

**1. Preliminary Procedures**

**1.1. Call to Order**

**1.2. Recognize Notice of Meeting**

**1.3. Recognize Open Meetings Act Posting**

Excuse the absence of Tammy Ott. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

**1.4. Roll Call**

**2. Hearings**

**2.1. Policy 504.19: Student Fees**

No testimony was offered.

**2.2. Policy 504.20: Bullying Prevention**

No testimony was offered.

**2.3. Policy 1005.03: Parental & Family Involvement In The Schools**

No testimony was offered.

**3. Public Comments On Agenda Items**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

**4. Reports**

**4.1. Superintendent's Report**

**5. Discussion Items**

**5.1. Annual Policy Review: Student Fees, Bullying Prevention, Parental Involvement**

## 5.2. Additions & Renovations Project Update

## 5.3. 24-25 Admissions & Activities Prices

## 5.4. Teacher Evaluation Frameworks

## 5.5. Principal Evaluation Frameworks

The Board reviewed the teacher evaluation frameworks for the coming year.

## 5.6. Jr.-Sr. High School Student Handbook

The Board discussed and reviewed specific handbook rules and regulations specific to cell phones.

## 5.7. Pre-Year Events

## 6. Action Items

### 6.1. Approved 24-25 Jr.-Sr. High School Student Handbook Changes

Approve changes to the 7-12 Student Handbook for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea  
Approve as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea  
Approve changes to the 7-12 Student Handbook for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

### 6.2. Approve 24-25 Elementary School Student Handbook Changes

Approve changes to the Elementary Student Handbook for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

### 6.3. Annual Policy Review: Fees, Bullying Prevention, Parental Involvement

Approve Policy 504.19 Student Fees, Policy 504.20 Bullying Prevention, and Policy 1005.03 Parental Involvement as reviewed for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

### 6.4. Adopt Policy Manual Revisions & Updates

Approve the adoption or revision of all policies identified in the attached table, Table 7-10-24, as they are herein presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

### 6.5. Approve 24-25 Meal Prices

Approve 24-25 meal prices as presented. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

### 6.6. Approve 24-25 Admissions & Activities Prices

Approve 24-25 Activities/Admissions prices as presented. Passed with a motion by Jen Hiebner and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

### 6.7. Approve 24-25 Substitute Teacher Rates

Approve 24-25 substitute teacher pay rates as presented. Passed with a motion by Lacey Gloystein and a second by Tyler Newton.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

## 7. Future Agenda Items

### 7.1. Regular Meeting: Monday, August 12, 2024 @ 8 PM

**7.2. Special Meeting: Monday, August 26, 2024 @ TBD**

**8. Consent Agenda**

Approve the Consent Agenda as presented. Passed with a motion by Ryan Goertzen and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

**8.1. Approval of Minutes**

**8.1.1. Regular Meeting: Monday, June 10, 2024**

**8.1.2. Special Meeting: Tuesday, June 25, 2024**

Meeting to be held at 7 PM.

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

**8.3. Approval of Claims**

**8.4. Financial Reports**

**9. Closed Session**

Entered into Closed Session at 10:19 PM.

Exited Closed Session at 10:48 PM.

Enter into Closed Session for the specific purpose of conducting a strategy session regarding a potential real estate purchase. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

**9.1. Strategy Session Related To Potential Purchase Of Real Estate**

**10. Adjournment**

Adjourn meeting at 10:49. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

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*Board President*

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*Board Secretary*

**HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW**  
**General Fund Treasurer's Statement for**  
**Month Ending July 31, 2024**

|                                 | CHECKING              | SAVINGS               | TOTAL                 |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| <b>Balance July 1, 2024</b>     | <b>\$1,488,489.91</b> | <b>\$2,003,845.34</b> | <b>\$3,492,335.25</b> |
| Receipts:                       |                       |                       |                       |
| York/Fillmore/Hamilton Co Taxes | \$54,555.73           |                       | \$54,555.73           |
| State of Nebraska:              |                       |                       |                       |
| - SPED Reimbursement            |                       |                       | \$0.00                |
| - TEEOSA                        |                       |                       | \$0.00                |
| - Medicaid Reimbursement        |                       |                       | \$0.00                |
| - Apportionment                 |                       |                       | \$0.00                |
| - Title IA                      |                       |                       | \$0.00                |
| - Title IIA                     |                       |                       | \$0.00                |
| - Career Education              |                       |                       | \$0.00                |
| - IDEA                          |                       |                       | \$0.00                |
| Other:                          |                       |                       |                       |
| - Interest                      | \$344.99              | \$4,550.10            | \$4,895.09            |
| - Preschool Tuition             | \$260.00              |                       | \$260.00              |
| - Rental of Facilities          |                       |                       | \$0.00                |
| - SCC-Sencap                    | \$1,488.00            |                       | \$1,488.00            |
| - REAP                          | \$34,285.00           |                       | \$34,285.00           |
|                                 |                       |                       | \$0.00                |
|                                 |                       |                       | \$0.00                |
|                                 |                       |                       | \$0.00                |
| <b>Subtotal:</b>                | <b>\$90,933.72</b>    | <b>\$4,550.10</b>     | <b>\$95,483.82</b>    |
| Transfer to MMA                 |                       |                       |                       |
| <b>Total Funds Available:</b>   | <b>\$1,579,423.63</b> | <b>\$2,008,395.44</b> | <b>\$3,587,819.07</b> |
| Less Disbursements              | \$442,321.73          |                       | \$442,321.73          |
| <b>Balance July 31, 2024</b>    | <b>\$1,137,101.90</b> | <b>\$2,008,395.44</b> | <b>\$3,145,497.34</b> |

| <u>Check #</u>  | <u>Vendor Name</u>                       | <u>Vendor Description</u>    | <u>Amount</u> |
|-----------------|------------------------------------------|------------------------------|---------------|
| Checking        | 1                                        |                              |               |
| <b>Checking</b> | <b>1</b>                                 | <b>Fund: 01 GENERAL FUND</b> |               |
| 31436           | AGTAC SERVICES                           | JANITORIAL SERVICES          | 8,844.00      |
| 31439           | AMAZON CAPITAL SERVICES                  | SUPPLIES                     | 8,896.24      |
| 31440           | ARBOR SCIENTIFIC                         | SUPPLIES                     | 536.91        |
| 31441           | AURORA PUBLIC SCHOOLS                    | REGISTRATION                 | 1,116.14      |
| 31442           | BLACK HILLS ENERGY                       | NATURAL GAS                  | 270.13        |
| 31443           | BLICK ART MATERIALS                      | SUPPLIES                     | 322.75        |
| 31444           | BREATH OF LIFE                           | SERVICES                     | 765.00        |
| 31445           | BRUNING-DAVENPORT USD                    | REIMBURSEMENT                | 3,538.82      |
| 31446           | BURTON ENTERPRISES                       | TRASH REMOVAL                | 220.00        |
| 31447           | CAROLINA BIOLOGICAL SUPPLY               | SUPPLIES                     | 155.74        |
| 31448           | CENTRAL NEBRASKA REHABILITATION SERVICES | SERVICES                     | 4,706.96      |
| 31449           | CENTRAL VALLEY AG                        | SERVICES                     | 4,494.99      |
| 31450           | CHEMSEARCH                               | SUPPLIES                     | 180.00        |
| 31451           | CITY OF HENDERSON                        | WATER/SEWER                  | 577.80        |
| 31452           | CLAY COUNTY NEWS                         | ADVERTISING                  | 80.00         |
| 31453           | CROWN PLAZA HOTEL                        | LODGING                      | 839.70        |
| 31454           | DAS STATE ACCT-CENTRAL FINANCE           | STATE REPORTING              | 267.63        |
| 31455           | DIETZE MUSIC HOUSE                       | SUPPLIES                     | 55.00         |
| 31456           | EDUTYPING                                | RENEWAL                      | 307.72        |
| 31457           | ESU 6                                    | SERVICES                     | 27,058.31     |
| 31458           | ESU COORDINATING COUNCIL                 | SERVICES                     | 186.00        |
| 31459           | FILLMORE COUNTY HOSPITAL                 | SERVICES                     | 11,833.34     |
| 31460           | FLINN SCIENTIFIC INC                     | SUPPLIES                     | 107.96        |
| 31461           | GIPPER MEDIA INC                         | SUBSCRIPTION                 | 1,075.00      |
| 31462           | GRAINGER                                 | SUPPLIES                     | 361.64        |
| 31463           | GRIZZLY INDUSTRIAL                       | SUPPLIES                     | 626.74        |
| 31464           | HD SUPPLY                                | SUPPLIES                     | 962.80        |
| 31465           | HENDERSON FOOD MART                      | SUPPLIES                     | 83.04         |
| 31466           | HENDERSON HEALTH CARE                    | SERVICES                     | 185.00        |
| 31467           | HENDERSON MOTORS                         | SERVICES                     | 184.51        |
| 31468           | HOMETOWN LEASING                         | COPY MACHINE LEASE           | 1,429.54      |
| 31469           | INSPIRA FINANCIAL                        | CAFETERIA 125 PLAN           | 3,183.33      |
| 31470           | IXL LEARNING                             | SUBSCRIPTIONS                | 3,506.00      |
| 31471           | J.W. PEPPER & SON                        | SUPPLIES                     | 90.49         |
| 31472           | JOURNEYED.COM                            | SOFTWARE                     | 500.00        |
| 31473           | KROEKER GRAIN & LUMBER                   | SUPPLIES                     | 285.43        |
| 31474           | KSB SCHOOL LAW                           | LEGAL SERVICES               | 1,189.00      |
| 31475           | MAINSTAY COMMUNICATIONS                  | TELEPHONE                    | 360.42        |
| 31476           | MAKERBOT                                 | SUPPLIES                     | 312.00        |
| 31477           | MATHESON TRI GAS INC                     | SUPPLIES                     | 85.89         |
| 31478           | MCI                                      | TELEPHONE                    | 82.57         |
| 31479           | MENARDS                                  | SUPPLIES                     | 1,343.30      |
| 31480           | NCS PEARSON                              | TEXTBOOKS                    | 1,363.69      |
| 31481           | NCSA                                     | REGISTRATION                 | 520.00        |
| 31482           | NEBRASKA DEPARTMENT OF EDUCATION         | REGISTRATION FEES            | 85.00         |

| Check # | Vendor Name                     | Vendor Description | Amount   |
|---------|---------------------------------|--------------------|----------|
| 31483   | NEBRASKA SCIENTIFIC             | SUPPLIES           | 744.93   |
| 31484   | ONE SOURCE                      | BACKGROUND CHECK   | 29.00    |
| 31485   | PAPER TIGER SHREDDING           | SERVICES           | 70.00    |
| 31486   | PERENNIAL PUBLIC POWER DISTRICT | ELECTRICITY        | 5,039.70 |
| 31487   | PETERSON'S PETAL COMPANY        | SUPPLIES           | 60.00    |
| 31488   | PRO ED                          | SUPPLIES           | 110.40   |
| 31489   | QUILL                           | SUPPLIES           | 1,117.25 |
| 31490   | READ NATURALLY                  | SUPPLIES           | 309.35   |
| 31491   | REALLY GOOD STUFF               | SUPPLIES           | 87.67    |
| 31492   | SCHOOL OUTFITTERS               | SUPPLIES           | 778.79   |
| 31493   | SCHOOL SPECIALTY                | SUPPLIES           | 2,193.05 |
| 31494   | SDC PUBLICATIONS                | TEXTBOOKS          | 576.00   |
| 31495   | SERVICE PRESS                   | SERVICES           | 232.87   |
| 31496   | SWEETWATER                      | SUPPLIES           | 2,712.92 |
| 31497   | TARR, JACK                      | SERVICES           | 359.00   |
| 31498   | TIME MANAGEMENT SYSTEMS         | SERVICES           | 128.14   |
| 31499   | TRI COUNTY AUTO                 | SERVICES           | 1,068.34 |
| 31500   | U.S. BANK                       | SUPPLIES           | 4,566.19 |
| 31501   | UNITE PRIVATE NETWORKS          | SERVICES           | 1,072.46 |
| 2116    | UNITED STATES POSTAL SERVICE    | NEWSLETTER         | 206.63   |
| 31502   | VERIZON WIRELESS                | TELEPHONE          | 168.87   |
| 31503   | VERNIER                         | SUPPLIES           | 76.00    |
| 31504   | WITT, JAMES                     | SERVICES           | 550.00   |
| 31505   | YORK ACE HARDWARE               | SUPPLIES           | 27.53    |

**Fund Total: 115,461.62**

**Checking Account Total: 115,461.62**

Checking 2

**Checking 2 Fund: 02 DEPRECIATION RESERVE FUND**

|      |                      |          |          |
|------|----------------------|----------|----------|
| 1124 | BSN SPORTS           | SUPPLIES | 9,905.17 |
| 1123 | PAINT & PAPER PALACE | SERVICES | 4,329.00 |

**Fund Total: 14,234.17**

**Checking Account Total: 14,234.17**

Checking 6

**Checking 6 Fund: 06 SCHOOL LUNCH/MILK FUND**

|      |                           |          |           |
|------|---------------------------|----------|-----------|
| 4273 | LP HVAC LLC               | SERVICES | 10,196.77 |
| 4274 | MIDWEST RESTAURANT SUPPLY | SUPPLIES | 25,315.00 |
| 4275 | NUNNENKAMP ELECTRIC LLC   | SERVICES | 121.90    |
| 4276 | US FOODS                  | SUPPLIES | 2,374.04  |

**Fund Total: 38,007.71**

**Checking Account Total: 38,007.71**

Checking 8

**Checking 8 Fund: 08 SPECIAL BUILDING FUND**

|      |                        |          |           |
|------|------------------------|----------|-----------|
| 1072 | CLARK & ENERSEN        | SERVICES | 14,200.15 |
| 1073 | GLOBAL INDUSTRIAL      | SUPPLIES | 592.69    |
| 1074 | GRAINGER               | SUPPLIES | 471.86    |
| 1075 | PUBLIC RISK MANAGEMENT | BOND     | 8,917.00  |
| 1076 | SHERWIN WILLIAMS       | SUPPLIES | 356.23    |

**Fund Total: 24,537.93**

**Checking Account Total: 24,537.93**

# HEARTLAND COMMUNITY SCHOOLS

## Fund Account Balances

|                                | July 31, 2023   | July 31, 2024  |
|--------------------------------|-----------------|----------------|
| General Fund                   | \$2,962,381.87  | \$3,145,497.34 |
| Activity Fund                  | \$98,287.69     | \$94,399.03    |
| School Lunch Fund              | \$168,714.21    | \$154,856.79   |
| Depreciation Fund              | \$446,756.08    | \$680,036.77   |
| Unemployment Fund              | \$3,020.44      | \$3,053.36     |
| Qualified Capital Purpose Fund | \$0.00          | \$0.00         |
| Special Building Fund          | \$12,870,991.07 | \$7,442,800.58 |
| Bond Fund                      | \$261,454.35    | \$304,372.71   |

Regular; Beginning Month 09/2023; Processing Month 07/2024; Active Chart of Account Number True; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

| <u>Chart of Account Number</u> | <u>Chart of Account Description</u> | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|--------------------------------|-------------------------------------|--------------------------|-----------------|-----------------|-----------------------|----------------|
| 05 704 0101                    | FOOTBALL                            | (675.00)                 | 9,004.01        | 3,887.00        | 0.00                  | (5,792.01)     |
| 05 704 0102                    | VOLLEYBALL                          | 0.00                     | 4,523.82        | 3,852.74        | 0.00                  | (671.08)       |
| 05 704 0103                    | BOYS BASKETBALL                     | 0.00                     | 6,139.43        | 4,589.82        | 0.00                  | (1,549.61)     |
| 05 704 0104                    | GIRLS BASKETBALL                    | 0.00                     | 6,004.40        | 3,575.68        | 0.00                  | (2,428.72)     |
| 05 704 0105                    | TRACK                               | 0.00                     | 8,303.05        | 3,481.85        | 0.00                  | (4,821.20)     |
| 05 704 0107                    | GENERAL ATHLETICS                   | 0.00                     | 3,374.23        | 0.00            | 0.00                  | (3,374.23)     |
| 05 704 0110                    | JH FOOTBALL                         | 0.00                     | 807.00          | 0.00            | 0.00                  | (807.00)       |
| 05 704 0111                    | JH VOLLEYBALL                       | (180.00)                 | 1,323.15        | 0.00            | 0.00                  | (1,503.15)     |
| 05 704 0112                    | JH BOYS BASKETBALL                  | 0.00                     | 2,568.85        | 0.00            | 0.00                  | (2,568.85)     |
| 05 704 0113                    | JH GIRLS BASKETBALL                 | 0.00                     | 2,349.55        | 0.00            | 0.00                  | (2,349.55)     |
| 05 704 0114                    | JH TRACK                            | 0.00                     | 480.00          | 900.00          | 0.00                  | 420.00         |
| 05 704 0116                    | SEASON PASS                         | 5,030.00                 | 0.00            | 3,150.00        | 0.00                  | 8,180.00       |
| 05 704 0117                    | GIRLS GOLF                          | (125.00)                 | 5,699.90        | 1,860.00        | 0.00                  | (3,964.90)     |
| 05 704 0118                    | BOYS GOLF                           | 0.00                     | 6,997.01        | 1,500.00        | 0.00                  | (5,497.01)     |
| 05 704 0119                    | DISTRICT ACCOUNT                    | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0120                    | CONFERENCE ACCOUNT                  | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0129                    | COACH - FB                          | 1,178.25                 | 530.00          | 5,044.70        | 0.00                  | 5,692.95       |
| 05 704 0130                    | COACH - VB                          | 70.87                    | 1,260.00        | 1,730.00        | 0.00                  | 540.87         |
| 05 704 0131                    | COACH - GIRLS BB                    | 3,306.80                 | 953.74          | 1,393.63        | 0.00                  | 3,746.69       |
| 05 704 0132                    | COACH - BOYS BB                     | 2,226.18                 | 821.77          | 900.00          | 0.00                  | 2,304.41       |
| 05 704 0133                    | COACH - JH BB                       | 555.00                   | 0.00            | 0.00            | 0.00                  | 555.00         |
| 05 704 0135                    | COACH - GIRLS GOLF                  | 391.80                   | 0.00            | 100.00          | 0.00                  | 491.80         |
| 05 704 0136                    | COACH - BOYS GOLF                   | 1,937.10                 | 2,973.49        | 3,021.75        | 0.00                  | 1,985.36       |
| 05 704 0137                    | COACH - TRACK                       | 1,741.38                 | 677.00          | 2,222.78        | 0.00                  | 3,287.16       |
| 05 704 0138                    | COACH - JH VB                       | 339.49                   | 0.00            | 0.00            | 0.00                  | 339.49         |
| 05 704 0200                    | BAND UNIFORMS                       | 735.69                   | 473.58          | 0.00            | 0.00                  | 262.11         |
| 05 704 0201                    | BAND                                | 1,734.04                 | 470.50          | 142.20          | 0.00                  | 1,405.74       |
| 05 704 0202                    | CHORUS                              | 1,589.50                 | 139.86          | 0.00            | 0.00                  | 1,449.64       |
| 05 704 0203                    | MARCHING SHOES                      | (0.34)                   | (241.87)        | 0.00            | 0.00                  | 241.53         |
| 05 704 0204                    | VOCAL CLINIC                        | 580.05                   | 8,872.14        | 9,347.00        | 0.00                  | 1,054.91       |
| 05 704 0206                    | MUSIC TRIP                          | 3,280.15                 | 4,913.00        | 614.52          | 0.00                  | (1,018.33)     |
| 05 704 0207                    | DISTRICT MUSIC                      | 2,847.09                 | 0.00            | 0.00            | 0.00                  | 2,847.09       |
| 05 704 0301                    | ART                                 | 2,800.40                 | 468.19          | 410.00          | 0.00                  | 2,742.21       |
| 05 704 0302                    | MUSICAL                             | (9.00)                   | 3,440.41        | 0.00            | 0.00                  | (3,449.41)     |
| 05 704 0304                    | ALL SCHOOL PLAY                     | 5,817.61                 | 565.38          | 910.00          | 0.00                  | 6,162.23       |
| 05 704 0305                    | ONE ACT                             | (150.00)                 | 851.43          | 0.00            | 0.00                  | (1,001.43)     |
| 05 704 0403                    | FBLA                                | 2,819.37                 | 4,510.34        | 4,126.27        | 0.00                  | 2,435.30       |

Regular; Beginning Month 09/2023; Processing Month 07/2024; Active Chart of Account Number True; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

| <u>Chart of Account Number</u> | <u>Chart of Account Description</u> | <u>Beginning Balance</u> | <u>Expenses</u> | <u>Revenues</u> | <u>Balance Change</u> | <u>Balance</u> |
|--------------------------------|-------------------------------------|--------------------------|-----------------|-----------------|-----------------------|----------------|
| 05 704 0404                    | IND TECH/AG PROJECTS                | (199.17)                 | 1,957.50        | 2,665.19        | 0.00                  | 508.52         |
| 05 704 0405                    | FFA                                 | 2,692.56                 | 23,801.68       | 23,869.00       | 0.00                  | 2,759.88       |
| 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                 | 89.36                    | 249.00          | 478.19          | 0.00                  | 318.55         |
| 05 704 0410                    | COACH - JH ROBOTICS                 | 297.40                   | 0.00            | 685.83          | 0.00                  | 983.23         |
| 05 704 0411                    | COACH - HS ROBOTICS                 | 702.15                   | 0.00            | 0.00            | 0.00                  | 702.15         |
| 05 704 0450                    | JH ROBOTICS                         | 2,787.54                 | 479.95          | 0.00            | 0.00                  | 2,307.59       |
| 05 704 0451                    | HS ROBOTICS                         | 743.50                   | 1,899.29        | 0.00            | 0.00                  | (1,155.79)     |
| 05 704 0500                    | CLASS OF 2020                       | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0501                    | CLASS OF 2021                       | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0502                    | CLASS OF 2022                       | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0503                    | CLASS OF 2023                       | 359.35                   | 91.05           | 0.00            | 0.00                  | 268.30         |
| 05 704 0504                    | CLASS OF 2024                       | 1,806.53                 | 1,822.93        | 0.00            | 0.00                  | (16.40)        |
| 05 704 0505                    | CLASS OF 2025                       | 5,637.60                 | 6,968.58        | 2,751.00        | 0.00                  | 1,420.02       |
| 05 704 0506                    | CLASS OF 2026                       | 2,583.98                 | 0.00            | 2,389.49        | 0.00                  | 4,973.47       |
| 05 704 0507                    | CLASS OF 2027                       | 0.00                     | 0.00            | 2,222.70        | 0.00                  | 2,222.70       |
| 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              | 1,058.83                 | 2,806.08        | 1,929.10        | 0.00                  | 181.85         |
| 05 704 0701                    | HCS CUSTOMS                         | 1,312.27                 | 6,960.73        | 7,639.59        | 0.00                  | 1,991.13       |
| 05 704 0709                    | YEARBOOK                            | 161.40                   | 4,267.98        | 6,286.00        | 0.00                  | 2,179.42       |
| 05 704 0801                    | STUDENT COUNCIL                     | 212.92                   | 1,318.03        | 695.16          | 0.00                  | (409.95)       |
| 05 704 0802                    | CONCESSIONS                         | (699.97)                 | 25,746.19       | 25,966.27       | 0.00                  | (479.89)       |
| 05 704 0804                    | INTEREST ON ACT ACCT                | 88.41                    | 0.00            | 91.44           | 0.00                  | 179.85         |
| 05 704 0805                    | LOCKERS PROJECT                     | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0806                    | ELEM STUDENT COUNCIL                | 2,565.71                 | 292.10          | 643.28          | 0.00                  | 2,916.89       |
| 05 704 0810                    | JH HOMEROOM                         | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0913                    | REVOLVING - SECONDARY               | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0914                    | REVOLVING - ELEMENTARY              | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0915                    | STUDENT SUPPLIES                    | 250.00                   | 0.00            | 200.00          | 0.00                  | 450.00         |
| 05 704 0918                    | JOHN BAYLOR TEST PREP               | 2,200.00                 | 0.00            | 0.00            | 0.00                  | 2,200.00       |
| 05 704 0924                    | OTT SCHOLARSHIP                     | 28,475.68                | 1,000.00        | 300.89          | 0.00                  | 27,776.57      |
| 05 704 0930                    | MONSANTO/BAYER GRANT                | 0.00                     | 0.00            | 0.00            | 0.00                  | 0.00           |
| 05 704 0936                    | FIELD TRIP GRANT                    | 4,273.89                 | 0.00            | 0.00            | 0.00                  | 4,273.89       |
| 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            | 6,518.63                 | 0.00            | 0.00            | 0.00                  | 6,518.63       |

**Activity Fund Balance Report - Summary - Exclude Encumbrances**

09/2023 - 07/2024

Regular; Beginning Month 09/2023; Processing Month 07/2024; Active Chart of Account Number True; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

| <u>Chart of Account Number</u> | <u>Chart of Account Description</u> | <u>Beginning Balance</u> | <u>Expenses</u>   | <u>Revenues</u>   | <u>Balance Change</u> | <u>Balance</u>   |
|--------------------------------|-------------------------------------|--------------------------|-------------------|-------------------|-----------------------|------------------|
| 05 704 0939                    | GIRLS ON THE RUN                    | 657.75                   | 34.86             | 0.00              | 0.00                  | 622.89           |
| 05 704 0940                    | HUSKIE BEEF                         | 0.00                     | 0.00              | 0.00              | 0.00                  | 0.00             |
| 05 704 0941                    | EARLY INTERVENTION                  | 1,000.00                 | 635.51            | 0.00              | 0.00                  | 364.49           |
| 05 704 0950                    | COMPUTER DEPOSITS                   | 14,006.54                | 321.00            | 4,399.50          | 0.00                  | 18,085.04        |
| 05 704 0951                    | STAFF LOUNGE ACCOUNT                | 818.97                   | 567.75            | 0.00              | 0.00                  | 251.22           |
| 05 704 0952                    | EHA ELEVATE PROGRAM                 | 2,676.03                 | 3,924.42          | 5,480.00          | 0.00                  | 4,231.61         |
| Fund Total: 05                 |                                     | <u>123,344.45</u>        | <u>174,397.99</u> | <u>145,452.57</u> | <u>0.00</u>           | <u>94,399.03</u> |

| Function Number    |                                           | Revised Budget | Activity During Month | Activity to Date | Balance at EOM | % of Budget |
|--------------------|-------------------------------------------|----------------|-----------------------|------------------|----------------|-------------|
| <b>Expenditure</b> |                                           |                |                       |                  |                |             |
| <b>01</b>          | <b>GENERAL FUND</b>                       |                |                       |                  |                |             |
| 1100               | REGULAR INSTRUCTION                       | 2,863,454.00   | 212,894.93            | 2,404,823.01     | 458,630.99     | 83.98       |
| 1200               | SPED - SA                                 | 1,008,474.00   | 41,001.72             | 604,053.25       | 404,420.75     | 59.90       |
| 1291               | SPED - 3-5                                | 6,949.00       | 1,494.02              | 52,156.71        | (45,207.71)    | 750.56      |
| 1292               | SPED - 0-2                                | 0.00           | 44.87                 | 69.69            | (69.69)        | 0.00        |
| 1300               | SUMMER SCHOOL                             | 3,499.00       | 0.00                  | 0.00             | 3,499.00       | 0.00        |
| 2110               | ATTENDANCE & SOCIAL WORK SVCS             | 0.00           | 0.00                  | 1,800.00         | (1,800.00)     | 0.00        |
| 2120               | GUIDANCE SERVICES                         | 102,110.00     | 7,393.74              | 85,727.15        | 16,382.85      | 83.96       |
| 2130               | HEALTH SERVICES - GEN ED                  | 11,351.00      | 0.00                  | 175.83           | 11,175.17      | 1.55        |
| 2140               | PSYCHOLOGICAL SVCS - GEN ED               | 0.00           | 0.00                  | 10,873.50        | (10,873.50)    | 0.00        |
| 2141               | PSYCHOLOGICAL SVCS - SPED SA              | 145,000.00     | 12,327.97             | 87,802.57        | 57,197.43      | 60.55       |
| 2142               | PSYCHOLOGICAL SVCS - SPED 3-5             | 0.00           | 2,175.52              | 6,972.24         | (6,972.24)     | 0.00        |
| 2151               | SPEECH PATH & AUDIOLOGY SVCS - SPED SA    | 112,766.00     | 10,684.13             | 107,257.28       | 5,508.72       | 95.11       |
| 2152               | SPEECH PATH & AUDIOLOGY SVCS - SPED 3-5   | 0.00           | 169.68                | 509.03           | (509.03)       | 0.00        |
| 2153               | SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2   | 0.00           | 505.38                | 5,855.23         | (5,855.23)     | 0.00        |
| 2161               | OCCUPATIONAL THERAPY SVCS - SPED SA       | 49,741.00      | 3,810.40              | 46,259.54        | 3,481.46       | 93.00       |
| 2162               | OCCUPATIONAL THERAPY SVCS - SPED 3-5      | 6,704.00       | 404.25                | 5,147.03         | 1,556.97       | 76.78       |
| 2163               | OCCUPATIONAL THERAPY SVCS - SPED 0-2      | 2,800.00       | 0.00                  | 1,808.21         | 991.79         | 64.58       |
| 2171               | PHYSICAL THERAPY SVCS - SPED SA           | 19,289.00      | 1,319.01              | 15,278.77        | 4,010.23       | 79.21       |
| 2172               | PHYSICAL THERAPY SVCS - SPED 3-5          | 2,423.00       | 389.47                | 3,248.79         | (825.79)       | 134.08      |
| 2173               | PHYSICAL THERAPY SVCS - SPED 0-2          | 5,311.00       | 499.13                | 5,829.69         | (518.69)       | 109.77      |
| 2181               | VISION SERVICES - SPED SA                 | 7,738.00       | 437.50                | 6,882.48         | 855.52         | 88.94       |
| 2182               | VISION SERVICES - SPED 3-5                | 1,200.00       | 0.00                  | 0.00             | 1,200.00       | 0.00        |
| 2183               | VISION SERVICES - SPED 0-2                | 1,000.00       | 0.00                  | 0.00             | 1,000.00       | 0.00        |
| 2213               | INSTRUCTIONAL STAFF TRAINING              | 25,957.00      | 2,112.00              | 6,231.53         | 19,725.47      | 24.01       |
| 2220               | LIBRARY/MEDIA SERVICES                    | 178,936.00     | 10,998.29             | 143,518.55       | 35,417.45      | 80.21       |
| 2230               | INSTRUCTION-RELATED TECHNOLOGY            | 37,873.00      | 5,792.46              | 46,733.77        | (8,860.77)     | 123.40      |
| 2240               | ACADEMIC STUDENT ASSESSMENT               | 22,450.00      | 0.00                  | 7,375.50         | 15,074.50      | 32.85       |
| 2310               | BOARD OF EDUCATION                        | 75,500.00      | (536.91)              | 30,813.97        | 44,686.03      | 40.81       |
| 2320               | EXECUTIVE ADMINISTRATION                  | 381,248.00     | 27,001.57             | 336,682.56       | 44,565.44      | 88.31       |
| 2330               | DISTRICT LEGAL SERVICES                   | 15,000.00      | 767.00                | 2,923.50         | 12,076.50      | 19.49       |
| 2410               | OFFICE OF THE PRINCIPAL                   | 394,368.00     | 28,038.79             | 338,662.21       | 55,705.79      | 85.87       |
| 2490               | SCHOOL ADMINISTRATION - OTHER             | 34,171.00      | 3,670.64              | 11,116.09        | 23,054.91      | 32.53       |
| 2510               | FISCAL SERVICES                           | 37,700.00      | 6,228.14              | 19,980.56        | 17,719.44      | 53.00       |
| 2560               | PUBLIC INFORMATION SERVICES               | 112,075.00     | 3,623.98              | 43,937.63        | 68,137.37      | 39.20       |
| 2580               | ADMINISTRATIVE TECHNOLOGY SERVICES        | 57,567.00      | 3,536.99              | 41,840.96        | 15,726.04      | 72.68       |
| 2610               | OPERATION OF BUILDINGS                    | 709,786.00     | 34,854.04             | 508,348.31       | 201,437.69     | 71.62       |
| 2620               | MAINTENANCE OF BUILDINGS                  | 0.00           | 765.17                | 765.17           | (765.17)       | 0.00        |
| 2710               | VEHICLE OPERATION & PURCH - GEN ED        | 272,886.00     | 1,370.26              | 132,859.01       | 140,026.99     | 48.69       |
| 2712               | VEHICLE OPERATION & PURCH - SPED SA       | 82,914.00      | 771.52                | 23,620.88        | 59,293.12      | 28.49       |
| 2713               | VEHICLE OPERATION & PURCH - SPED 3-5      | 13,052.00      | 0.00                  | 11,173.68        | 1,878.32       | 85.61       |
| 2730               | VEHICLE SERVICING & MAINT - GEN ED        | 56,250.00      | 700.92                | 22,157.64        | 34,092.36      | 39.39       |
| 2732               | VEHICLE SERVICING & MAINT - SPED SA       | 6,000.00       | 0.00                  | 1,266.91         | 4,733.09       | 21.12       |
| 2733               | VEHICLE SERVICING & MAINT - SPED 3-5      | 3,000.00       | 0.00                  | 1,927.67         | 1,072.33       | 64.26       |
| 3300               | COMMUNITY SERVICES OPERATIONS             | 19,499.00      | 0.00                  | 0.00             | 19,499.00      | 0.00        |
| 3535               | HIGH ABILITY LEARNERS                     | 8,000.00       | 0.00                  | 15,022.68        | (7,022.68)     | 187.78      |
| 3551               | CAREER EDUCATION                          | 0.00           | 0.00                  | 6,703.92         | (6,703.92)     | 0.00        |
| 6200               | TITLE IA                                  | 77,050.00      | 6,359.06              | 69,949.68        | 7,100.32       | 90.78       |
| 6406               | IDEA - PRESCHOOL                          | 7,425.00       | 0.00                  | 0.00             | 7,425.00       | 0.00        |
| 6408               | IDEA - BASE & ENROLLMENT/POVERTY          | 105,061.00     | 8,176.77              | 94,881.06        | 10,179.94      | 90.31       |
| 6992               | REAP                                      | 32,000.00      | 0.00                  | 0.00             | 32,000.00      | 0.00        |
| 6998               | ELE & SEC SCH EMERGENCY RELIEF (ESSERIII) | 0.00           | 0.00                  | 56,939.71        | (56,939.71)    | 0.00        |
|                    |                                           | 7,115,577.00   | 439,782.41            | 5,427,963.15     | 1,687,613.85   | 76.28       |

**Expenditure Summary**

Regular; Processing Month 07/2024; Fund Number 06

| Function Number    |                               | Revised Budget | Activity During Month | Activity to Date  | Balance at EOM      | % of Budget |
|--------------------|-------------------------------|----------------|-----------------------|-------------------|---------------------|-------------|
| <b>Expenditure</b> |                               |                |                       |                   |                     |             |
| <b>06</b>          | <b>SCHOOL LUNCH/MILK FUND</b> |                |                       |                   |                     |             |
| 3100               | FOOD SERVICES OPERATIONS      | 0.00           | 2,503.76              | 233,638.73        | (233,638.73)        | 0.00        |
|                    |                               | <u>0.00</u>    | <u>2,503.76</u>       | <u>233,638.73</u> | <u>(233,638.73)</u> | <u>0.00</u> |