

Board of Education Special Meeting

Monday, March 23, 2026 5:30 PM

Advance notice of the meeting was published in The Henderson News on March 19, 2026.

The Hatchery
1025 N. Main St.
Henderson, NE 68371

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

Public comment will be limited to items on the current agenda. Public comment may be limited to a total of 10 minutes, individuals will be limited to 2 minutes each.

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. Discussion Items

3.1. Policy Review: 202.01 & 202.01R1

3.2. Discuss Board Self-Evaluation

3.3. Discuss 5-Year School Improvement External Team Visit Results

3.4. Review Strategic Plan

4. Adjournment



Exit Presentation

HEARTLAND COMMUNITY
SCHOOLS

March 18, 2026

EXTERNAL TEAM MEMBERS:



Erin Sieh- Team Lead
Elementary Principal
Freeman Public Schools



Jen McNally
Director of Mental
Health & Wellness
ESU 5



Danielle Beerbohm
Director of Learning
Ashland Greenwood Public
Schools



Aaron Delhay
District Technology
Freeman Public Schools

Purpose:

The primary purpose of the visitation team is to validate efforts taken by the school to ensure student growth and to suggest actions to meet specific needs. Professional experiences, viewpoints, and analysis of data in the spirit of collaboration provide valuable insight to meet the expectations of Continuous Improvement.

92 NAC Chapter 10, 009.01B

The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.

Visitation Data

Evidence of Processes

- Action Plan
- School Profile
- Assessment Data
- Google Site
- Opening Presentation
- Perceptual Data

Focus Group Interviews:

- Community Stakeholders -
 - 7
- Students -
 - 11
- Teachers -
 - 6

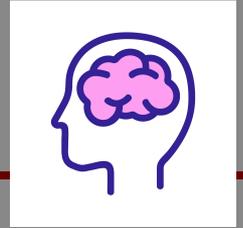
Classroom Visits:

- Elementary -
 - 18
- Secondary -
 - 19

Progress on Goals



Goal #1



“INCREASE AWARENESS AND SUPPORT FOR STUDENT MENTAL HEALTH AND BEHAVIORAL NEEDS.”

STRATEGIES from the Action Plan:

- Provide resources for staff around mental health.
- Provide opportunities for students, families, and community members related to mental health awareness.

OBSERVATIONS:

- Resource Allocation: The plan explicitly notes that "Funding is allocated for mental health services," which proves the goal is a priority.
- Early Intervention: Huskie bucks, wellness signage, PAWS, Second Step, Huskie time - K-6.
- Community Integration: Partnering with a local hospital.

Goal #2

“IMPROVE STUDENT LEARNING THROUGH HIGH-QUALITY INSTRUCTIONAL MATERIALS AND CONSISTENT CURRICULUM PROCESSES.”

STRATEGIES from the Action Plan:

- Develop a formal, written process for adopting high-quality instructional materials.
- Develop a consistent curriculum process across all subject areas.

OBSERVATIONS:

- Curriculum adoption timeline
- In progress - curriculum frameworks google site
- Assessment calendar
- Classrooms observations (hands-on math learning / student engagement)



Goal #3



“EXPAND THE INTEGRATION OF TECHNOLOGY IN THE CLASSROOM.”

STRATEGIES from the Action Plan:

- Provide professional development opportunities focused on instructional technology.
- Expand opportunities for students to utilize technology.

OBSERVATIONS:

- Student/Staff devices 1:1
- Interactive Displays/Large screen TVs in every room
- Substantial improvement to infrastructure which allows for future growth
- Clear and concise budget with future planning in mind
- Safety and security upgrades

community
supportive
safe
clean
home
team
loving
family
tight-knit
amazing
excellence
pride
commitment
passionate
close
caring
unity
flexible
incredible
involved
opportunistic

Focus Group Interviews

“Every child is a general education student first.”

“Hiring people to be family, not just to be here.”

“Good for their brain activities.”

“The proof is in the children.”

“Always ask - is there something I can do for you?”

Themes from Classroom Visits

- Student engagement
- Love of teaching
- Active participation
- Active listening
- Integrity to the high quality instructional materials
- Welcoming classrooms and building environment
- Happy chatter
- Positive reinforcements
- High quality classroom management

Commendations & Recommendations



Commendations

- Building project completion - UNDER BUDGET!
- Hiring a mental health practitioner in 2021.
- Commitment to continued growth and development of mental health services.
- Mental health services is available to all students & staff.
- Establishing a comprehensive curriculum framework
- Technology is utilized as a tool, daily, and not “the circus coming to town.”
- Device rotation is in place to ensure quality of equipment.
- Canvas used to deliver and assess student work
- Effective filtering in place to guide student learning
- FOOD SERVICE - WOW!

Recommendations

- Consider developing an academic school improvement goal that is specific, measurable, and grounded in current student performance data.
- Consider developing processes/systems for student & staff mental wellness.
- PK–12 Multi-Tiered System of Supports (MTSS)
 - establishing consistent, system-wide structures and processes that ensure effective implementation across all grade levels and ability levels.
- Consider adopting and training staff in the SAMR model for technology integration

Next Steps

CELEBRATE!

1. Develop next five year goals
 - a. Based off data received from perceptual surveys (all stakeholders)
 - b. Technology integration moving to a more transformational approach
 - c. Continue doing what you do best at Heartland...
“Every Student, Every Day.”



Office of
Accreditation,
Certification, and
Approval



*The External Team would like to
thank the Heartland
community for welcoming us
and allowing us to experience
your school system.*

Erin Sieh

Danielle Beerbohm

Aaron Delhay

Jen McNally

Heartland Community Schools External Visitation Schedule March 17-18, 2026

Day 1: March 17, 2026

2:00 pm	Arrive at Heartland Community Schools	Conference Room
2:30 - 3:00 pm	Tour of Facilities	
3:00 - 4:00 pm	HCS School Improvement Presentation	Conference Room
4:00 - 5:00 pm	Teacher Interviews	Conference Room
5:00 - 5:30 pm	External Team Meeting time/break	Conference Room
5:30 - 6:30 pm	Dinner and visit with BOE, Parents, and Teachers	Cafeteria
6:30 - 7:30 pm	Interviews: (split external teams) Group 1: Board Members Group 2: Parents	Conference Room Secondary Library
7:30	Departure of External Team to hotel	York

Day 2: March 18, 2026

8:15 am	Arrival and Breakfast & Team Time	Conference Room
8:45 - 9:30 am	Student Interviews Group 1: Elementary Group 2: Grades 7-12	Conference Room Room III
9:30 - 10:30 am	Classroom Visits	Classrooms
10:30 - 11:00 am	External Team Time	Conference Room
11:00 -12:00 pm	School Improvement Team Interview	Conference Room
12:00 - 1:00 pm	Lunch	Cafeteria / Conference Room
1:00 - 3:00 pm	External Team Work Time	Conference Room
3:00 - 3:30 pm	External Team meet with Admin	Conference Room
3:40 pm	Exit Report to Heartland Staff	Cafeteria
4:30 pm	Departure of External Team	

HEARTLAND COMMUNITY SCHOOLS

OUR MISSION:

EMPOWERING EXCELLENCE - Every Student, Every Day

OUR VISION:

A school that is uniquely focused on supporting all students as they build the knowledge, the skills, and the dispositions necessary for:

- Life-Long Learning,
- Problem Solving,
- Critical Thinking,
- Civic Engagement, and
- Healthy Living.



OUR BELIEFS:

- All students have value.
- All students are capable of learning.
- Our school must provide a positive, safe, and caring environment for learning and for teaching.
- Our school must prepare students for a lifetime of learning.
- Our school must provide all students with challenging, learning opportunities.
- Community support is a strength of our school and fostering positive relationships between our school and our communities, based on cooperation and respect, is essential.
- We must always demonstrate integrity in our words and in our actions.



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN: BOARD-LEVEL

PRIORITY OUTCOMES FOR PLANNING, ACTING, and DECISION-MAKING

Outcome 1: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.

Strategy 1.1: Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.

Strategy 1.2: Using policy, delegate authority to the superintendent to manage district operations and to carry out the implementation of policy.

Strategy 1.3: Demonstrate collaborative problem solving and decision-making with the superintendent and thoughtfully consider the superintendent's recommendations prior to making decisions.

Strategy 1.4: Ensure that the superintendent's job description and evaluation framework: 1) are consistent with policy, 2) clearly state expectations, 3) clarify authority, and 4) are regularly reviewed by the board & superintendent and revised as needed.

Strategy 1.5: Provide clear expectations for the superintendent's performance and evaluate accordingly.

Strategy 1.6: Evaluate the superintendent's performance based upon mutually defined expectations and his success and progress towards mutually identified goals.

Strategy 1.7: Ensure the superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.

Strategy 1.8: Share responsibility for the orientation of new board members with the superintendent.

Strategy 1.9: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to the working relationship with the superintendent.

Outcome 2: Continuously review, revise, and develop policies and procedures to ensure accountability focused on growth and student achievement.

Strategy 2.1: Utilize a process to ensure regular review, revision, and adoption of board policies and aspire to complete a review of the board policy manual every one to three years.

Strategy 2.2: Align the process of reviewing, revising, and adopting board policies to the district's mission, vision and goals.

Strategy 2.3: Evaluate the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.

Strategy 2.4: Consider recommendations from the superintendent and administrators when developing and updating policies.

Strategy 2.5: Follow an adopted policy for referring stakeholders with questions, concerns, comments, or feedback to the appropriate personnel.

Strategy 2.6: Ensure board policies are accessible to the public.

Strategy 2.7: Review and discuss the contents of the District Annual Report.

Strategy 2.8: Annually review the district's status/progress related to student achievement.

Strategy 2.9: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to policy review, development, and implementation.

Outcome 3: Maintain congruence between the board's governance of the district and the district's mission, vision, beliefs and strategic planning.

Strategy 3.1: Annually review the district's mission and vision statements.

Strategy 3.2: Engage district patrons to discuss status/progress of strategic planning, as well as the needs and vision of the school district.

Strategy 3.3: Annually review the district's status/progress related strategic planning outcomes.

Strategy 3.4: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to the congruence between the board's governance of the district and the district's mission, vision, and strategic planning.

Outcome 4: Communicate and engage with stakeholders (parents, students, staff, and community members) for the purpose of promoting the district, building positive, stakeholder relationships, and sustaining long-term partnerships that will serve education.

Strategy 4.1: Foster positive and ongoing engagement within our communities.

Strategy 4.2: Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.

Strategy 4.3: Maintain a cohesive communications plan to inform and educate our communities on district issues.

Strategy 4.4: Engage our communities to build understanding and support for public education and the school district.

Strategy 4.5: Consider opportunities to collaborate with village/city/county/regional/state officials to address community growth to support the growing viability of the school district.

Strategy 4.6: Ensure that a district report is provided to patrons annually.

Strategy 4.7: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to effective communication and engagement with stakeholders.



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN: DISTRICT-LEVEL

PRIORITY OUTCOMES FOR PLANNING, ACTING, and DECISION-MAKING

Outcome 1: Provide diverse, high-quality, learning experiences (basic skills, college-preparatory curricula, CTE programming, soft skills, living skills) for the purpose of providing all students with multiple pathways for current and future success.

Strategy 1.1: Implementing robust, rigorous, and standards-based curricula that is aligned both vertically and horizontally.

Strategy 1.2: Utilizing effective, varied, and differentiated instructional practices to lead students towards reaching curricular outcomes and meeting curricular standards.

Strategy 1.3: Utilizing valid, reliable, and authentic assessment methods to guide instructional processes and to provide evidence of meeting curricular standards.

Strategy 1.4: Expanding or extending learning opportunities for students that increase their post-secondary/college/career readiness skills and knowledge.

Strategy 1.5: Expanding or extending learning opportunities for students that increase their access to post-secondary/college/career pathways.

Strategy 1.6: Intervening as appropriate through a multi-tiered system of supports for the purpose of improving academic, behavioral, social-emotional outcomes/performance.

Outcome 2: Provide, and continually plan to provide for, the capital resources required to appropriately meet the district's priorities in a reasonable and responsible manner.

Strategy 2.1: Comprehensive facilities planning to address both short-term and long-term needs & goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.

Strategy 2.2: Building the district's internal and external resource capabilities and committing the resources necessary to support meaningful learning opportunities, necessary staffing levels, effective space allocation, and health & safety.

Strategy 2.3: Providing safe, well-maintained, and highly functional buildings and grounds to support an environment in which students can learn and staff can perform effectively.

Strategy 2.4: Sustaining financial stability through disciplined, long-term, financial/capital planning and purposeful, financial/capital management.

Outcome 3: Recruit, develop, and retain high-quality educators & staff, and support the district's capacity to continuously do so.

Strategy 3.1: Structuring & staffing each school and each department in full support of both the academic development and the physical-mental-social-emotional wellbeing of all students while ensuring that the district's operations are safe, efficient, and effective.

Strategy 3.2: Cultivating a positive culture of learning for teachers, support staff, and administrators that includes purposeful professional development intended to build the knowledge, skills, and dispositions for sustained improvement and collective efficacy.

Strategy 3.3: Identifying and implementing effective efforts towards maintaining working environments and working relationships that promote employee engagement, fulfillment, and renewal.

Outcome 4: Utilize systems and well-matched opportunities that are highly supportive of a districtwide climate emphasizing and directed towards respect, acceptance, inclusion, and health & wellbeing (physical / mental / social-emotional).

Strategy 4.1: Supporting the social-emotional and behavioral needs of all students through a multi-tiered system of supports as a means for aligning supports for students with student needs, district priorities, and established initiatives.

Strategy 4.2: Cultivating a positive, safe, and supportive learning environment for all students through the use of systems and practices that are supportive of positive behavioral outcomes and student well-being (physical / mental / social-emotional).