

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

Monday, June 12, 2023 8:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on June 8, 2023.

MISSION STATEMENT:

Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.

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. **Public Notice of the Meeting**

1.3. **Roll Call**

Motion to excuse 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

2. **Hearings**

2.1. **Policy 504.19: Student Fees**

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

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**

4.2. **Principals' Reports**

5. **Discussion Items**

5.1. **Back To School Meal / Picnic**

The Back to School Picnic will be August 13th from 5-7pm and all families are invited to attend.

- 5.2. **Policy 504.19: Student Fees**
- 5.3. **Policy 1005.03: Parental & Family Involvement In The Schools**
- 5.4. **Policy 504.20: Bullying Prevention**
- 5.5. **23-24 Elementary Handbook Revisions**
- 5.6. **23-24 Secondary Handbook Revisions**
- 5.7. **Review Teacher Evaluation Framework**
- 5.8. **Review Principals' Evaluation Framework**
- 5.9. **Strategic Plan**
- 5.10. **Impacts Of LB243 On Construction/Building Project**

6. **Action Items**

6.1. **Amend 23-24 Calendar**

Approve the amended 23-24 school calendar 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

7. **Consent Agenda**

Motion to approve the consent agenda 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

7.1. **Approval of Minutes**

7.1.1. *Regular Meeting: May 8, 2023*

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

7.3. **Approval of Claims**

7.4. **Financial Reports**

8. **Public Comments on Topics Not on the Agenda**

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9. **Closed Session**

The Board enter into Closed Session at 11:20 pm for the express purpose of conducting an evaluation of the job performance of an employee as to prevent the needless injury to the reputation of a person as is allowable by law. 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. **Superintendent Evaluation**

The Board exited Closed Session at 11:52 PM.

10. **Adjournment**

The next scheduled meeting to be held on June 19, 2023 at 7 PM.

Motion to adjourn the meeting at 11:53pm 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

Board President

Board Secretary

Public Hearing: 2023 - 2024 Student Fees Policy

Policy 504.19: Student Fees (attached)

Recommendation: No changes are being recommended to the policy governing student fees for the 2023-2024 school year.

Recent Year Charges: A list of the fees collected from students per the Student Fees policy from the recent, 22-23 school year is listed below.

2022-2023 Student Fees Collected

Meal Charges	Breakfast Sales	\$101,367
	Lunch Sales	
	Extra Milk Sales	
	Non-Reimbursable Sales (extras)	
Pre-School	Tuition	\$7,442
Admission	Activity Passes	\$3,590
Indust. Tech / Ag.	Student Project Materials Cost	\$1,870
Computer Deposits	Self-Insurance & Misc. Charges	\$4,806
TOTAL		\$119,075

HEARTLAND COMMUNITY SCHOOLS
STRIVING FOR EXCELLENCE

STUDENT FEES

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

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

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

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

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

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

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

The superintendent shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

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

The superintendent shall distribute regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

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

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

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

1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures *[to avoid the direct handling of fees; for the handling of fees]* for students receiving postsecondary education credits;
6. Procedures for handling of fees related to summer school or night school; and
7. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.

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

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

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

Legal Reference: Neb. Constitution, Art VII, Sect. 1
Neb. Statute 79-215 (tuition)
79-241 (option student busing)
79-605 (nonresident busing)
79-611 (transportation fees)
79-734 (books, equipment and supplies)
79-2,104 (student files)
79-2,125 to 2,134 (student fees law)
79-1104 (before-and-after-school services)
79-1106 to 1108 (learners with high ability)

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

Meal Price Recommendations

23 - 24 Recommended Meal Prices

Breakfast

K-6: \$1.95

7-12: \$1.95

Lunch

K-6: \$3.10

7-12: \$3.25

2nd Entrée: \$1.00

Extra Milk

\$0.50

22-23 Meal Prices

Breakfast

K-6: \$1.95

7-12: \$1.95

Lunch

K-6: \$3.10

7-12: \$3.25

2nd Entrée: \$1.00

Extra Milk

\$0.45

23-24 Expenditure Estimates

	21-22 Actual	22-23 Estimates	23-24 Estimates
Salary	\$79,227	\$85,521	\$92,867
Health Ins	\$14,108	\$11,988	\$14,597
FICA	\$5,900	\$6,390	\$7,104
NPERS	\$7,343	\$8,449	\$9,175
Supplies	\$6,209	\$5,603	\$6,164
Food	\$101,600	\$116,510	\$128,161
Equipment	\$0	\$11,334	\$35,000
Misc.	\$189	\$329	\$361
Total	\$214,576	\$246,125	\$293,429

23-24 Revenue Estimates

Sales - Lunch	\$87,500
Sales - Breakfast	\$11,000
Sales - Non-Reimbursable	\$2,500
State Reimbursement	\$2,000
Federal Reimbursement	\$104,500
Other Non-Revenue Receipt	\$3,800
Total	\$211,300

23-24 Surplus/Deficit Estimate **-\$82,129**

23-24 Ending Balance Estimate **\$79,871**

23-24 PROPOSED

Activities Admission Prices

Event Admission

Students (K-12)	\$5.00
Adults	\$6.00
Seniors (65+)	\$2.00
Jr. High Events	FREE

Maximum Family Cost per event \$20

Admission Prices and Maximum Family Costs set by HCS do not apply to Conference or NSAA events – those rates are set and required to be charged by the Conference and/or NSAA.

Yearly Passes

Family	\$180
Single Adults	\$75
Students (K-12)	\$50

Activities Admission prices currently recommended for 23-24 represent no change/increase from the prices set for 22-23.

2022 – 2023

Activities Admission Prices

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Students (K-12)	\$5.00
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Public Hearing: 2023 - 2024 Parental & Family Involvement Policy

Policy 1005.03: Parental Involvement (attached)

Recommendation: No changes are being recommended to the parental involvement policy for the 2023 - 2024 school year.

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

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4. The board will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The board will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
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Cross Reference: 507.01 Student Records Access
 606.03 Objection to Instructional Materials
 610.02 Test or Assessment Administration
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 1002. District Annual Report
 1005.01 Public Complaints

BULLYING PREVENTION

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

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

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

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505 Student Discipline

Approved _____ Reviewed _____ Revised _____

2023 - 2024

Heartland

Community Schools



Elementary Handbook Proposals

Current Wording:

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

Proposed Changes:

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. **When a student is leaving school for a planned absence, students will remain in their classroom until his/her ride has arrived at school. The office staff will call the classroom upon arrival and the student will be sent to the front office. Upon returning to school that same day, students can report to the office prior to reporting to their classroom.** ~~Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose.~~

Anytime a student leaves the school during the school day for any reason, the person picking them up must enter the building to check the student(s) out.

Proposed Wording (Clean Copy):

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. When a student is leaving school for a planned absence, students will remain in their classroom until his/her ride has arrived at school. The office staff will call the classroom upon arrival and the student will be sent to the front office. Upon returning to school that same day, students can report to the office prior to reporting to their classroom.

Anytime a student leaves the school during the school day for any reason, the person picking them up must enter the building to check the student(s) out.

Rationale:

When a student has a planned absence (appointment / family trip, etc.) oftentimes their ride doesn't arrive on time. As a result, the student will sit on the front bench for an extended period of time (five to forty five minutes). The proposed change will keep the student in the classroom until the ride has arrived to save instructional time.

For safety reasons, adding that the person picking the student up anytime a student leaves the school will help. This will also be helpful as we begin construction.

Current Wording:

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

- (1) Student Appearance: Students at Heartland Community Schools are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
1. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 2. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
 3. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 4. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
 5. Head wear including hats, caps, bandannas, and scarves;
 6. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 7. Clothing or jewelry that is gang related.
 8. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion.

Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

Proposed Changes:

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

- (1) **Student Appearance Attire:** ~~Students at Heartland Community Schools are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:~~

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

An individual's dress, personal appearance, and cleanliness, as well as behavior, should reflect a sensitivity to and a respect for others. The fact that a school will permit a wide variety in school clothes does not mean that all styles are equally appropriate. The final decision in those situations of disagreement will be resolved by the school administration after consultation with the student and parents/guardians.

Students will be expected to adhere to the following guidelines during school functions on or off school property:

9. Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.
10. Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.
11. ~~Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.~~ Students are not to wear clothing which excessively exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline.
12. Clothing usually worn as undergarments may not be worn as outer garments - such items may include but are not limited to sports bras, spandex tops and boxer shorts.
13. No thin straps, halter tops or no strapless backs.
14. ~~Shorts, skirts, or skorts that do not reach mid-thigh or longer.~~ Skirts, dresses and shorts - As a reference, the length of clothing should generally extend beyond a closed fist when your arms are at your side.
15. ~~Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.~~ Clothing which promotes alcohol, tobacco/tobacco products (including nicotine products,

vaping products, and e-cigarettes) or drugs, or which contain any inappropriate messages is prohibited. Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.

16. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats). Shoes, boots or sandals must be worn at all times.
17. Head wear including hats, caps, bandannas, and scarves—Students are not allowed to wear hats, caps, visors, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.
18. Mesh shirts must have a t-shirt worn under them.
19. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.
20. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
21. Clothing or jewelry that is gang related.
22. Visible body piercing (other than ears).

~~Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.~~

~~Coaches, sponsors or teachers may have additional requirements for students who are representing the school as part of an extracurricular activity program.~~

~~On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.~~

***Consideration will be made for students who wear special clothing as required by religious beliefs, disability, medical status or condition or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Repeated dress code violations may result in more severe consequences. Significant,

intentional, or repeated violations of the dress code may result in formal disciplinary consequences that may include detention or suspension.

Proposed Wording (Clean Copy):

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

STUDENT ATTIRE

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

An individual's dress, personal appearance, and cleanliness, as well as behavior, should reflect a sensitivity to and a respect for others. The fact that a school will permit a wide variety in school clothes does not mean that all styles are equally appropriate. The final decision in those situations of disagreement will be resolved by the school administration after consultation with the student and parents/guardians.

Students will be expected to adhere to the following guidelines during school functions on or off school property:

1. Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.
2. Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.
3. Students are not to wear clothing which excessively exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline.
4. Clothing usually worn as undergarments may not be worn as outer garments - such items may include but are not limited to sports bras, spandex tops and boxer shorts.
5. No thin straps, halter tops or no strapless backs.
6. Skirts, dresses and shorts - As a reference, the length of clothing should generally extend beyond a closed fist when your arms are at your side.
7. Clothing which promotes alcohol, tobacco/tobacco products (including nicotine products, vaping products, and e-cigarettes) or drugs, or which contain any inappropriate messages is prohibited. Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.
8. Shoes, boots or sandals must be worn at all times.

9. Students are not allowed to wear hats, caps, visors, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.
10. Mesh shirts must have a t-shirt worn under them.
11. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.

***Consideration will be made for students who wear special clothing as required by religious beliefs, disability, medical status or condition or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Repeated dress code violations may result in more severe consequences. Significant, intentional, or repeated violations of the dress code may result in formal disciplinary consequences that may include detention or suspension.

Rationale:

The proposed changes will correlate with the 7-12 handbook to help with consistency throughout the building.

Summary of Proposed 23-24 Handbook Changes

Highlighted Portions are Additions

Strikethrough Portions Show Deletions

Tardy Policy, Page 18

TARDINESS

Punctuality is an important quality for the student to possess. Just as in the work world, tardiness cannot be tolerated, so also the school must have a sound and firm policy in the matter.

Tardy #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Conseq	W	W	W	D	D	D	D	D	D	3 Day ISS	D	D	Ø	3 Day OSS	Ø	Ø	Ø	5 Day OSS	Ø	Ø	Ø	Sem Susp

W=warning D=detention (30 min.)

Students who are tardy, will receive the following consequence(s):

After 3 tardies: Warning

For the 4th tardy, and each tardy following, a 30 minute detention will be served.

4-9 Tardies: one detention for each tardy

10th Tardy: three days in-school suspension

11-13 tardies: one detention for each tardy

14th tardy: three days out of school suspension

15-17 tardies: one detention for each tardy

18th tardy: five days out of school suspension

19-21 tardies: one detention for each tardy

22nd tardy: the student will be suspended for the remainder of the semester

Section 2

COURSE OFFERINGS

Heartland Community Schools – Henderson/Bradshaw offers the following courses at the high school level. The courses are listed at the grade level in which they are generally taken. Required classes are marked with an asterisk.

<p>FRESHMAN</p> <ul style="list-style-type: none"> *English 9 or English I *Computer Applications *Physical Science or Science 9 *World History *Pre-Algebra, Algebra I, or Geometry *FCS, AgriScience, or Intro to Business Chorus Band Art P.E./Health Driver’s Ed (Summer) 	<p>JUNIOR</p> <ul style="list-style-type: none"> *American Lit/Comp or English III *American History *Algebra I, II, Geometry, or Pre-Calculus *Speech Math Standards Journalism I or II Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus Economics Prob & Stats Business Law Art I, II, III Marketing Plant Science Personal Finance Animal Science Accounting I or II P.E TECHS
<p>SOPHOMORE</p> <ul style="list-style-type: none"> *English 10 or English II *Biology *P.E./Health *Algebra I, II, or Geometry Welding Accounting I 	<p>SENIOR</p> <ul style="list-style-type: none"> *Lit/Comp or English IV *American Government (1 semester) *Economics (1 semester) Journalism I, II, or III Sociology Psychology

Art I or II Band Chorus Computer Applications Drafting I or II Journalism I Spanish I Woods Foods	Pre-Calculus Calculus P.E. Math Standards Geometry Physics Algebra I or II Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus TECHS Prob & Stats Art I, II, III or IV Business Law Leadership Marketing Ag Projects Personal Finance AgriBusiness Accounting I or II
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Section 3

REQUIREMENTS FOR GRADUATION

Graduation from high school will be made on the recommendation of the Principal or Superintendent, provided the student has completed the following requirements:

English	40 hours	Comp. Appl.	5 hours
Math	30 hours	Speech	5 hours
Science	30 hours	Health	5 hours
Social Studies	30 hours	P.E.	10 hours
(American History, World History, American Government, Economics required)		Fine Arts	5 hours
		(Art, Vocal Music, Band)	

230 credit hours required for graduation.

Grading, page 26

TEST, REPORT CARDS, GRADES

Any student has the right to have his grade explained; however, students must use good manners when discussing with a teacher any questionable grade.

All full time subjects successfully completed will be given five (5) credit hours per semester, with the exception of ~~Driver's Education – 3 credit hours, and Teacher Aide's,~~ which will receive a "P" or "F", not on GPA, 1 credit hour.

~~Semester tests will be administered at the end of each semester.~~

Student Planners, page 31

STUDENT PLANNERS

~~Each student in grades 7–12 will be provided with a Student Planner at the beginning of the school year. If lost, replacements will be available for \$3.00.~~

Dress Code, Page 51

STUDENT ATTIRE AND GROOMING

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

An individual's dress, personal appearance, and cleanliness, as well as behavior, should reflect a sensitivity to and a respect for others. The fact that a school will permit a wide variety in school clothes does not mean that all styles are equally appropriate. **The final decision in those situations of disagreement will be resolved by the school administration after consultation with the student and parents/guardians.**

Students will be expected to adhere to the following guidelines during school functions on or off school property:

1. **Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.**
2. **Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.**
3. ~~Two-piece outfits must touch at the waist.~~ Students are not to wear clothing which **excessively** exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline. ~~The two-piece outfits must touch at all times (while standing or sitting.) Clothing must also cover the area under the arm.~~
4. Clothing usually worn as undergarments may not be worn as outer garments. Sports bras, spandex tops ~~and shorts~~, and boxer shorts will not be permitted as outerwear. No thin straps, halter tops or no strapless backs.

5. Skirts, dresses and shorts –should be mid-thigh or longer (index finger). Short shorts are not allowed. The length of clothing must extend beyond the tip of the longest finger. as a reference, the length of clothing should extend beyond a closed fist when your arms are at your side.
6. Clothing which promotes alcohol, tobacco/tobacco products (**including nicotine products, vaping products, and e-cigarettes**) or drugs, or which contain any inappropriate messages is prohibited. **Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.**
7. ~~5. The wearing of pants, jeans, or shorts worn in a sagging fashion below the waistline or oversized clothing is prohibited. Overalls and suspenders are to be worn in the manner intended, over the shoulder and fastened.~~
8. ~~6. Belts which are extra long with excess hanging loosely are prohibited. All belts are to be tucked in the belt loops and worn around the waist.~~
 - a. ~~7. Shoes, boots or sandals must be worn at all times.~~
 - b. ~~8. Wallet chains are not permitted.~~
9. ~~9.9-12th grade students may use electronic devices for educational purposes. These items are to be used at the direction of the teacher. If a student is misusing the device, the teacher will collect the item and turn it into the office. On the first offense, the student may pick up the device at the end of the day. The second offense, a parent/guardian will need to pick up the device. The third offense, a parent/guardian will need to pick up the device and the student will serve detention. After the third offense, follow the handbook for cumulative misconduct. (This is already listed in the technology section.)~~
10. ~~8. Students are not allowed to wear hats, caps, visors, bandannas, pajamas, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.~~
 - a. ~~11. Clothing with large holes will be prohibited.~~
 - b. ~~9. Mesh shirts must have a t-shirt worn under them.~~
 - c. ~~10. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.~~

*****Consideration will be made for students who wear special clothing as required by religious beliefs, disability, medical status or condition or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.**

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Repeated dress code violations may result in more severe consequences. Significant, intentional, or repeated violations of the dress code may result in formal disciplinary consequences that may include detention or suspension.

Rewritten Sections (Clean Version)

TARDINESS

Punctuality is an important quality for the student to possess. Just as in the work world, tardiness cannot be tolerated, so also the school must have a sound and firm policy in the matter.

Tardy #	1	2	3	4	5	6	7	8	9	10	11	12
Consequence	W	W	W	D	D	D	D	D	D	D	D	D

W=warning D=detention (30 min.)

Students who are tardy, will receive the following consequence(s):

After 3 tardies: Warning

For the 4th tardy, and each tardy following, a 30 minute detention will be served.

Section 2

COURSE OFFERINGS

Heartland Community Schools – Henderson/Bradshaw offers the following courses at the high school level. The courses are listed at the grade level in which they are generally taken.

Required classes are marked with an asterisk.

<p>FRESHMAN</p> <ul style="list-style-type: none"> *English 9 or English I *Computer Applications *Physical Science or Science 9 *World History *Pre-Algebra, Algebra I, or Geometry *FCS, AgriScience, or Intro to Business 	<p>JUNIOR</p> <ul style="list-style-type: none"> *American Lit/Comp or English III *American History *Algebra I, II, Geometry, or Pre-Calculus *Speech Math Standards Journalism I or II
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<p>Chorus Band Art P.E./Health Driver's Ed (Summer)</p>	<p>Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus Economics Prob & Stats Business Law Art I, II, III Marketing Plant Science Personal Finance Animal Science Accounting I or II P.E TECHS</p>
<p>SOPHOMORE *English 10 or English II *Biology *P.E./Health *Algebra I, II, or Geometry Welding Accounting I Art I or II Band Chorus Computer Applications Drafting I or II Journalism I Spanish I Woods Foods</p>	<p>SENIOR *Lit/Comp or English IV *American Government (1 semester) *Economics (1 semester) Journalism I, II, or III Sociology Psychology Pre-Calculus Calculus P.E. Geometry Physics Algebra I or II Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus TECHS Art I, II, III or IV Business Law Leadership Marketing Ag Projects Personal Finance</p>

	AgriBusiness Accounting I or II
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Section 3

REQUIREMENTS FOR GRADUATION

Graduation from high school will be made on the recommendation of the Principal or Superintendent, provided the student has completed the following requirements:

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Math	30 hours	Speech	5 hours
Science	30 hours	Health	5 hours
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(American History, World History, American Government, Economics required)		Fine Arts	5 hours
		(Art, Vocal Music, Band)	

230 credit hours required for graduation.

TEST, REPORT CARDS, GRADES

Any student has the right to have his grade explained; however, students must use good manners when discussing with a teacher any questionable grade.

All full time subjects successfully completed will be given five (5) credit hours per semester, with the exception of Teacher Aide's, which will receive a "P" or "F", not on GPA, 1 credit hour.

STUDENT ATTIRE

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

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1. Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.
2. Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.
3. Students are not to wear clothing which excessively exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline.
4. Clothing usually worn as undergarments may not be worn as outer garments - such items may include but are not limited to sports bras, spandex tops and boxer shorts.
5. No thin straps, halter tops or no strapless backs.
6. Skirts, dresses and shorts - As a reference, the length of clothing should generally extend beyond a closed fist when your arms are at your side.
7. Clothing which promotes alcohol, tobacco/tobacco products (**including nicotine products, vaping products, and e-cigarettes**) or drugs, or which contain any inappropriate messages is prohibited. Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.
8. Shoes, boots or sandals must be worn at all times.
9. Students are not allowed to wear hats, caps, visors, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.
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11. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.

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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. Examples of possible indicators include: <ul style="list-style-type: none">● Collaboration with colleagues aligning curriculum vertically and horizontally.● Applying research based strategies.● Provide challenging opportunities for all students to reach their highest level of excellence.● Use data and identify learning goals and instructional objectives for students.
<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	The teacher regularly uses effective instructional strategies to ensure growth in student achievement. Examples of possible indicators include: <ul style="list-style-type: none"> ● Uses a variety of strategies ● Uses multimodal instructional tools ● Engages students in rigorous learning experiences
<input type="checkbox"/> Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.
Evaluator's Comments:	
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.
Evaluator's Comments:	
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.
Evaluator's Comments:	
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.
Evaluator's Comments:	
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.
Evaluator's Comments:	
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.
Evaluator's Comments:	
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			
Dates of Observation			
Formal Observation			
Formal Observation			
Other Observations			
1.			
2.			
3.			
4.			
Dates of Observation Conferences:			
1.			
2.			
3.			
4.			
SLO/SPO Review Conference			
SLO/SPO Summative Conference			
IDP Plan Review Conference			
IDP Plan Summative Conference			
Summative Evaluation Conference			

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

Part #1 - Job Responsibilities and Effective Practices

Standard #1 - Vision for Learning

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

Example Indicators

The Principal:

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

<p>Evidence:</p>	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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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><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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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><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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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><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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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.

<p>Evidence:</p>	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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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><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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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.

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

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 SITUATIONAL AWARENESS

MAINTAIN	OPPORTUNITIES TO CULTIVATE OR TO CAPITALIZE UPON
<p>1) Culture Of High Expectations.</p> <p>2) Culture Of Support: the school supporting students and their success & our communities supporting the school, its students, and its staff.</p> <p>3) Priority On <i>Education First</i>.</p> <p>4) Relationships: mutual respect and a spirit of service.</p> <p>5) Opportunities To Broadly Excel: While our size may limit our ability to provide some highly specialized or niche opportunities, our size together with our culture provides students with valuable opportunities to explore and excel in a variety of high quality and beyond-basic experiences.</p> <p>6) Financial Health & Stability</p> <p>7) Facilities: Safe, efficient, and effective facilities that support the success of students and reflect the tradition of our communities supporting and valuing excellence in education.</p> <p>8) Extra-Curricular & Co-Curricular: High-quality programs, offering wide opportunities for growth, and both internal & external support for broad participation.</p> <p>9) Innovation & Integration: methods and tools (e.g. technology) to improve instruction, to remove barriers to learning, to increase both collaboration and autonomy.</p>	<p>1) Connecting Life & Career Readiness with the traditional learning environment.</p> <p>2) Career & Technical Education: expansion / investment</p> <p>3) Supporting Health & Well-being: physical / mental / social-emotional</p> <p>4) Behavioral Supports: systems for mitigating negative impacts to learning and learning environments within the context of behaviors, behavioral reinforcement, and behavior management.</p> <p>5) Professional Development: identifying and meeting the training and learning needs of certified, classified, and substitute staff.</p> <p>6) External Connections & Partnerships (Community, Extra-Agency, etc.)</p> <p>7) Purposeful Informing: apprising stakeholders of goals, needs, challenges and progress made towards such; as well as successes and achievements of the district, its students, and its staff.</p>
CHALLENGES	TRAPS
<p>1) Staffing: recruitment and retention demands/difficulties.</p> <p>2) Coaches & Sponsors: increasing staffing demands/difficulty as well as maintaining consistency and longevity in program leadership.</p> <p>3) Employee Fulfillment, Engagment, and Renewal: increasing satisfaction and retention while mitigating dissatisfaction and burnout.</p> <p>4) Scheduling Dynamics & Logistics: (i.e. staffing numbers, academic requirements, student interests, periods, sections, operational logistics, etc.) can have a limiting effect on our ability to offer some advanced or highly specialized courses/programs.</p> <p>5) Budgetary Constraints/Expectations</p> <p>6) Legislative / Regulatory Environment: external requirements and priorities are continuously increasing and changing, and perhaps even competing or incompatible.</p> <p>7) Demographic Shifts: A growth in socio-economic barriers, an expanding variation in the zones of proximal development within age-grouped cohorts, and a diminishing proportion of whole-student needs being met independently of the school.</p> <p>8) Indirect / External: Housing, childcare, job market, "Main Street" vulnerability, extreme southern location of the school relative to the district's boundaries.</p>	<p>1) Socio-Political Pressures: failing to maintain balance, boundaries, and perspective.</p> <p>2) Division Among Stakeholders: failing to maintain balance, boundaries, and perspective.</p> <p>3) Pace Of Change: failing to balance this pace, moving unnecessarily fast or slow, disregarding realities & context.</p> <p>4) Ignoring Incrementalism: making perfect the enemy of good - failing to achieve positive, sustainable growth in pursuit of the overly bold or aspirational.</p> <p>5) Too Many Foci: attempting to be all things to all people at all times; failing to distinguish between what's "important" and what is a "priority".</p> <p>6) Acting Without Purpose: business for the sake of business, conflating activity with achievement.</p> <p>7) Assumption Making: arriving at conclusions without reaching beyond internalized information, context, or perspective.</p>

EMPOWERING EXCELLENCE - EVERY STUDENT, EVERY DAY



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN TOP-LEVEL DISTRICT PLAN

GUIDING PRINCIPLES FOR PLANNING, ACTING, and DECISION-MAKING

I. Diverse Student Learning Experiences

Diverse and robust learning experiences, supported by relevant curriculum and effective instructional methods, are critical to the growth, the learning, and the achievement of all students. Offering varied and engaging experiences (e.g. STEM, CTE, AP, co-curricular, etc.) ensures that our students will have access to multiple pathways for learning and growth thus enabling our students to more fully prepare and position themselves for future success.

II. Family and Community Partnerships

Key partnerships (e.g. family-based, community-based, extra-agency) are both increasingly beneficial and increasingly necessary for the achievement of our long-term goals. Communication, engagement, and transparency with all stakeholders is important for building relationships and maintaining trust among stakeholders and partners - establishing, maintaining, and adjusting our methods and practices in how we continually engage and communicate will also be important.

III. Personnel Effectiveness

Fundamental to our success is the district's ability to recruit, develop, and retain high-quality educators and support staff while simultaneously investing in their knowledge, skills, and personal expertise.

IV. Whole-Child Focused

Expecting, leading, supporting, and contributing to a district climate that emphasizes the importance of respect, acceptance, inclusion, and health & well-being (physical / social-emotional / mental) is vital to the success of our students and our staff.

V. District Resources

We are committed to investing our resources in exceptional learning opportunities for all students, meaningful instruction, professional development, innovation, and collaboration while simultaneously providing buildings, grounds, and services-infrastructure that are safe and well-maintained. This commitment is necessary to support of an environment where students and staff can consistently learn, work, and perform at high levels.

VI. Board Governance

The Board will commit itself and the necessary resources in support of the long-term goals of the school district. The Board will use its evaluation, accountability, and policy-making capacities as mechanisms for reaching and supporting established goals.

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 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 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 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).

EMPOWERING EXCELLENCE - EVERY STUDENT, EVERY DAY



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN BOARD GOVERNANCE PLAN

GUIDING PRINCIPLES FOR PLANNING, ACTING, and DECISION-MAKING

I. Diverse Student Learning Experiences

Diverse and robust learning experiences, supported by relevant curriculum and effective instructional methods, are critical to the growth, the learning, and the achievement of all students. Offering varied and engaging experiences (e.g. STEM, CTE, AP, co-curricular, etc.) ensures that our students will have access to multiple pathways for learning and growth thus enabling our students to more fully prepare and position themselves for future success.

II. Family and Community Partnerships

Key partnerships (e.g. family-based, community-based, extra-agency) are both increasingly beneficial and increasingly necessary for the achievement of our long-term goals. Communication, engagement, and transparency with all stakeholders is important for building relationships and maintaining trust among stakeholders and partners - establishing, maintaining, and adjusting our methods and practices in how we continually engage and communicate will also be important.

III. Personnel Effectiveness

Fundamental to our success is the district's ability to recruit, develop, and retain high-quality educators and support staff while simultaneously investing in their knowledge, skills, and personal expertise.

IV. Whole-Child Focused

Expecting, leading, supporting, and contributing to a district climate that emphasizes the importance of respect, acceptance, inclusion, and health & well-being (physical / social-emotional / mental) is vital to the success of our students and our staff.

V. District Resources

We are committed to investing our resources in exceptional learning opportunities for all students, meaningful instruction, professional development, innovation, and collaboration while simultaneously providing buildings, grounds, and services-infrastructure that are safe and well-maintained. This commitment is necessary to support of an environment where students and staff can consistently learn, work, and perform at high levels.

VI. Board Governance

The Board will commit itself and the necessary resources in support of the long-term goals of the school district. The Board will use its evaluation, accountability, and policy-making capacities as mechanisms for reaching and supporting established goals.

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.

EMPOWERING EXCELLENCE - EVERY STUDENT, EVERY DAY

HEARTLAND COMMUNITY SCHOOLS 2023 - 2024 SCHOOL CALENDAR

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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17	18	19	20	21	22	23
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October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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December 2023						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	Beginning/End of Term
	No School - Professional Development
	No School - Break
	Parent-Teacher Conferences
	Early Dismissal
	Event
	NSAA Moratorium
	Curriculum Development

Aug. 11	New Teacher Orientation
Aug. 14-16	Teacher Inservice
Aug. 17	K-12 Classes Begin (11:40 Dismissal)
Sept. 4	No School - Labor Day
Sept. 11	No School - Professional Development
Oct. 9	No School - Professional Development
Oct. 9	PTC 4:30 PM - 8:30 PM
Oct. 12	PTC 4:30 PM - 8:30 PM
Oct. 19	Last Day - 1st Quarter
Oct. 20	No School - Fall Break
Oct. 23	First Day - 2nd Quarter
Nov. 6	No School - Professional Development
Nov. 22-24	No School - Thanksgiving Break
Dec. 22	Last Day - 1st Semester
Dec. 23-27	NSAA Moratorium
Dec. 25-29	No School - Holiday Break

Jan. 1 - 3	No School - Holiday Break
Jan. 4 - 5	No School - Professional Development
Jan. 8	Classes Resume / 1st Day - 2nd Semester
Feb. 9	No School
Mar. 1	No School - Professional Development
Mar. 4	PTC 4:30 PM - 8:30 PM
Mar. 5	PTC 4:30 PM - 8:30 PM
Mar. 6	Last Day - 3rd Quarter
Mar. 7	No School - Professional Development
Mar. 8	No School - Winter Break
Mar. 11	First Day - 4th Quarter
Mar. 29	No School - Spring Break
Apr. 1	No School - Spring Break
Apr. 9	No School - Staff Workday (HS Track Invite)
May 1	Seniors' Last Day
May 5	Graduation
May 17	Last Day - 2nd Semester (11:30 Dismissal)

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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February 2024						
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March 2024						
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April 2024						
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May 2024						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

1st Quarter	43	Student Days
	49	Teacher Days
2nd Quarter	41	Student Days
	42	Teacher Days
3rd Quarter	41	Student Days
	45	Teacher Days
4th Quarter	47	Student Days
	49	Teacher Days
1st Semester	84	Student Days
	91	Teacher Days
2nd Semester	88	Student Days
	94	Teacher Days
School Year	172	Student Days
	185	Teacher Days

Additional days for students and/or staff will be added to the end of the year if it is determined to be necessary.

NSAA DATES	
Start of Fall Practices	Aug. 7
District Golf	Oct. 2-3
State Golf	Oct. 9-10
State Football 1st Rd.	Oct. 19
State Volleyball	Nov. 1-2-3-4
Start of Winter Practices	Nov. 13
District One-Act	Week of Nov. 27
NSAA Moratorium	Dec. 23-24-25-26-27
Girls State Basketball	Feb. 28-Mar. 2
Boys State Basketball	Mar. 6-9
Start of Spring Practices	Feb. 26
District Music	Week of Apr. 15
District Track	May 9
District Golf	May 13-14
State Track	May 17-18
State Golf	May 21-22



Heartland Community Schools
1501 Front Street
Henderson, NE 68371
Phone: 402-723-4434
www.heartlandschools.org

Amendment: changes day of no school from Thursday, April 11th to Tuesday, April 9th. Nebraska FBLLA changed their 5-year calendar causing us to move the date of our HS track meet to Tuesday, April 9th.

HEARTLAND COMMUNITY SCHOOLS 2023 - 2024 SCHOOL CALENDAR

August 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
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October 2023						
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	Beginning/End of Term
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	Early Dismissal
	Event
X	NSAA Moratorium
	Curriculum Development

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17	18	19	20	21	22	23
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April 2024						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
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 1501 Front Street
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 Phone: 402-723-4434
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**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

Monday, May 8, 2023 8:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on May 4, 2023.

MISSION STATEMENT:

Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.

1. **Preliminary Procedures**

1.1. **Call to Order**

1.2. **Public Notice of the Meeting**

1.3. **Roll Call**

2. **Public Comment 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. **Finalizing Building Documents**

Mr. Klein shared that the building committee met with the design team on May 4th to finalize building plans. The current plan is to put the bid packages out on May 11th with bid opening on June 6th.

4.2. **Supt. Evaluation**

The board is required to do two evaluations of the superintendent during the first year. Our first evaluation was in November. Board members will each fill out an evaluation by May 26th that will be compiled and presented to Jeremy by Gary Braun and Lacey Gloystein.

4.3. **Annual Report**

4.4. **Schedule Officers Committee Meeting**

Board officers will meet on May 30th at 1pm to review surveys regarding the strategic plan and mission/vision.

4.5. **Schedule Civics Committee Meeting**

The Committee on American Civics will meet June 5th at 1pm.

5. **Action Items**

5.1. **Pre-Approve Summer Project Expenditures**

Mr. Klein presented summer projects including the replacement of the rooftop cooling unit for the high school library, the water heater for the kitchen and the installation of a back flow prevention for the kitchen sink drains. Motion to pre-approve and authorize the necessary expenditures for capital projects not to exceed \$25,000 for the replacement of the roof top HVAC unit above the HS Library, \$17,500 for the

replacement for the kitchen's hot water heater, and \$25,000 for the installation of back-flow prevention for the kitchen sink drains. 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, Tammy Ott: Yea

6. **Future Agenda Items**

6.1. **Regular June Meeting: Monday, June 12th @ 8 PM**

6.2. **Annual Policy Hearings Prior To June Meeting**

7. **Consent Agenda** Motion to approve the consent agenda 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, Tammy Ott: Yea

7.1. **Approval of Minutes**

7.1.1. Regular Meeting: April 10, 2023

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

7.3. **Approval of Claims**

7.4. **Financial Reports**

8. **Public Comment on Topics Not on the Agenda**

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.

9. **Adjournment**

The next scheduled meeting to be held on Motion to adjourn the meeting at 10:08pm Passed with a motion by Tyler Newton and a second by Lacey Gloystein.

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

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW
General Fund Treasurer's Statement for
Month Ending May 31, 2023

	CHECKING	SAVINGS	TOTAL
Balance May 1, 2023	\$738,069.82	\$2,071,751.61	\$2,809,821.43
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$873,699.92		\$873,699.92
State of Nebraska:			
- SPED Reimbursement	\$48,649.00		\$48,649.00
- TEEOSA	\$6,640.00		\$6,640.00
- Medicaid Reimbursement	\$10,496.39		\$10,496.39
- Apportionment			\$0.00
- IDEA Base & Preschool			\$0.00
- Title IV			\$0.00
- Title IIA			\$0.00
Other:			
- Interest	\$264.45	\$4,704.30	\$4,968.75
- Preschool Tuition	\$292.50		\$292.50
- Rental of Facilities			\$0.00
- Meeting Stipend			\$0.00
- SCC Sencap Reimb	\$248.00		\$248.00
-			\$0.00
			\$0.00
			\$0.00
Subtotal:	\$940,290.26	\$4,704.30	\$944,994.56
Transfer to MMA			
Total Funds Available:	\$1,678,360.08	\$2,076,455.91	\$3,754,815.99
Less Disbursements	\$605,538.29		\$605,538.29
Balance May 31, 2023	\$1,072,821.79	\$2,076,455.91	\$3,149,277.70

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL FUND	
30573	AGTAC SERVICES	JANITORIAL SERVICES	8,587.00
30574	ALPHACARD	SUPPLIES	2,545.36
30576	AMAZON CAPITAL SERVICES	SUPPLIES	2,559.53
30577	ASK SUPPLY CO. LLC	SUPPLIES	5,233.00
30578	AWARDS UNLIMITED INC	SUPPLIES	62.57
30579	BELAU, DONALD	SERVICES	348.16
30580	BLACK HILLS ENERGY	NATURAL GAS	1,142.45
30581	BURTON ENTERPRISES	TRASH REMOVAL	190.00
30582	CDW-G	SUPPLIES	285.73
30583	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	9,846.70
30584	CENTRAL VALLEY AG	SERVICES	3,135.49
30585	CHEMSEARCH	SUPPLIES	596.60
30586	CITY OF HENDERSON	WATER/SEWER	540.00
30587	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	238.13
30588	DIETZE MUSIC HOUSE	SUPPLIES	116.10
30589	EAKES OFFICE SOLUTIONS	SUPPLIES	1,253.82
30590	EDUTYPING	RENEWAL	274.75
30591	ESU 6	SERVICES	441.91
30592	ESU 9	SERVICES	720.00
30593	ESU COORDINATING COUNCIL	SERVICES	186.00
30594	FILLMORE COUNTY HOSPITAL	SERVICES	5,916.67
30595	FIVE STAR TRUCK CENTER	BUS WASH	59.98
30596	FOLLETT SCHOOL SOLUTIONS, INC	BOOKS	3,395.72
30597	GRAINGER	SUPPLIES	34.57
30598	HEARTLAND SCHOOL LUNCH FUND	FUND TRANSFER	107.17
30599	HENDERSON FOOD MART	SUPPLIES	216.65
30600	HENDERSON HEALTH CARE	SERVICES	180.00
30601	HOME DEPOT PRO, THE	SUPPLIES	258.97
30602	HOMETOWN LEASING	COPY MACHINE LEASE	1,360.94
30603	IXL LEARNING	SUBSCRIPTIONS	7,013.00
30604	J.W. PEPPER & SON	SUPPLIES	550.79
30605	JOSTENS	SUPPLIES	226.67
30606	JOURNEYED.COM	SOFTWARE	1,378.00
30607	KROEKER GRAIN & LUMBER	SUPPLIES	45.00
30608	KSB SCHOOL LAW	LEGAL SERVICES	680.00
30609	LIBRARY STORE, THE	SUPPLIES	407.18
30610	LINCOLN JOURNAL STAR	ADVERTISING	620.60
30611	MAINSTAY COMMUNICATIONS	TELEPHONE	354.38
30612	MATHESON TRI GAS INC	SUPPLIES	48.44
30613	MAY, JANET	SERVICES	150.00
30614	MCI	TELEPHONE	76.91
30615	MENARDS	SUPPLIES	292.65
30616	NAEA	REGISTRATION	235.00
30617	NICK'S FARM STORE	SUPPLIES	3,123.75
30618	OTT, TAMMY	REIMBURSEMENT	70.16

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
30619	PAYFLEX	CAFETERIA 125 PLAN	909.88
30620	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,066.04
30621	PIONEER DOOR	SERVICES	771.00
30622	QUILL	SUPPLIES	3,007.11
30623	RACKCOACH	SUBSCRIPTION	1,000.00
30624	RSCHOOLTODAY (DWC)	RSCHOOL CALENDAR	431.25
30625	SCHOOLMATE	SUPPLIES	110.00
30626	SERVICE PRESS	SERVICES	168.39
30627	SOUTHEAST COMMUNITY COLLEGE	TUITION	2,641.27
30628	SSOA	SUBSCRIPTIONS	201.88
30629	SUPREME SCHOOL SUPPLY	SUPPLIES	308.08
30630	SUTTON PUBLIC SCHOOLS	DISTRICT MUSIC CONTEST	474.72
30631	TIME MANAGEMENT SYSTEMS	SERVICES	124.00
30632	TRI COUNTY AUTO	SERVICES	91.33
30633	TWO BAKERS	SERVICES	119.00
30634	U.S. BANK	SUPPLIES	4,052.53
30635	UNITE PRIVATE NETWORKS	SERVICES	426.77
2102	UNITED STATES POSTAL SERVICE	NEWSLETTER	175.82
30636	VEERHUSEN, HILLARY	REIMBURSEMENT	120.91
30637	VERIZON WIRELESS	TELEPHONE	168.40
30638	YORK ACE HARDWARE	SUPPLIES	125.00
Fund Total:			84,599.88
Checking Account Total:			84,599.88
<u>Checking</u>	2		
Checking	2	Fund: 02 DEPRECIATION RESERVE FUND	
1112 LP HVAC LLC		SERVICES	19,878.28
Fund Total:			19,878.28
Checking Account Total:			19,878.28
<u>Checking</u>	6		
Checking	6	Fund: 06 SCHOOL LUNCH/MILK FUND	
4212 ARBUCK, SARA		CONCESSIONS	74.50
9051923 CORNERSTONE BANK		SERVICES	83.11
4213 HEARTLAND ACTIVITY FUND		FUND TRANSFER	188.25
4214 HENDERSON FOOD MART		SUPPLIES	9.59
4215 HILAND DAIRY		SUPPLIES	948.24
4216 US FOODS		SUPPLIES	2,000.98
Fund Total:			3,304.67
Checking Account Total:			3,304.67
<u>Checking</u>	7		
Checking	7	Fund: 07 BOND FUND	
1001 CORNERSTONE BANK		SERVICES	149,681.25
Fund Total:			149,681.25
Checking Account Total:			149,681.25
<u>Checking</u>	8		
Checking	8	Fund: 08 SPECIAL BUILDING FUND	
1064 CLARK & ENERSEN		SERVICES	16,278.23
Fund Total:			16,278.23
Checking Account Total:			16,278.23

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	May 31, 2022	May 31, 2023
General Fund	\$4,044,980.37	\$3,149,277.70
Activity Fund	\$109,634.73	\$96,699.94
School Lunch Fund	\$118,799.55	\$171,278.03
Depreciation Fund	\$531,137.16	\$465,542.42
Unemployment Fund	\$2,999.06	\$3,015.40
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$286,139.39	\$12,845,915.01
Bond Fund	\$0.00	\$343,801.87

Regular; Beginning Month 09/2022; Processing Month 05/2023; 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	1,220.00	6,448.42	6,118.82	0.00	890.40
05 704 0102	VOLLEYBALL	(680.00)	5,136.32	3,842.72	0.00	(1,973.60)
05 704 0103	BOYS BASKETBALL	0.00	6,723.74	2,972.40	0.00	(3,751.34)
05 704 0104	GIRLS BASKETBALL	45.00	3,711.05	3,486.26	0.00	(179.79)
05 704 0105	TRACK	136.95	7,039.92	1,200.00	0.00	(5,702.97)
05 704 0107	GENERAL ATHLETICS	0.00	4,900.81	0.00	0.00	(4,900.81)
05 704 0110	JH FOOTBALL	0.00	360.00	0.00	0.00	(360.00)
05 704 0111	JH VOLLEYBALL	0.00	645.00	0.00	0.00	(645.00)
05 704 0112	JH BOYS BASKETBALL	0.00	1,299.99	0.00	0.00	(1,299.99)
05 704 0113	JH GIRLS BASKETBALL	0.00	1,200.00	0.00	0.00	(1,200.00)
05 704 0114	JH TRACK	0.00	1,760.00	750.00	0.00	(1,010.00)
05 704 0116	SEASON PASS	900.00	0.00	3,590.00	0.00	4,490.00
05 704 0117	GIRLS GOLF	0.00	2,420.00	375.00	0.00	(2,045.00)
05 704 0118	BOYS GOLF	0.00	2,959.48	0.00	0.00	(2,959.48)
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	1,646.35	200.00	0.00	0.00	1,446.35
05 704 0130	COACH - VB	1,139.87	931.00	299.00	0.00	507.87
05 704 0131	COACH - GIRLS BB	2,584.92	291.54	713.42	0.00	3,006.80
05 704 0132	COACH - BOYS BB	2,350.71	2,586.94	1,042.41	0.00	806.18
05 704 0133	COACH - JH BB	555.00	0.00	0.00	0.00	555.00
05 704 0135	COACH - GIRLS GOLF	361.80	(30.00)	0.00	0.00	391.80
05 704 0136	COACH - BOYS GOLF	1,094.93	1,372.40	1,672.57	0.00	1,395.10
05 704 0137	COACH - TRACK	2,112.37	1,199.00	640.00	0.00	1,553.37
05 704 0138	COACH - JH VB	512.99	173.50	0.00	0.00	339.49
05 704 0200	BAND UNIFORMS	433.68	0.00	0.00	0.00	433.68
05 704 0201	BAND	1,419.13	329.08	0.00	0.00	1,090.05
05 704 0202	CHORUS	1,589.50	0.00	0.00	0.00	1,589.50
05 704 0203	MARCHING SHOES	34.25	34.59	0.00	0.00	(0.34)
05 704 0204	VOCAL CLINIC	973.53	3,668.48	3,275.00	0.00	580.05
05 704 0206	MUSIC TRIP	2,017.34	0.00	1,262.81	0.00	3,280.15
05 704 0207	DISTRICT MUSIC	2,307.09	0.00	540.00	0.00	2,847.09
05 704 0301	ART	2,798.29	817.89	820.00	0.00	2,800.40
05 704 0302	MUSICAL	0.00	4,740.57	2,975.00	0.00	(1,765.57)
05 704 0304	ALL SCHOOL PLAY	5,200.73	0.00	616.88	0.00	5,817.61
05 704 0305	ONE ACT	223.54	1,400.45	0.00	0.00	(1,176.91)
05 704 0403	FBLA	3,426.56	2,608.38	2,216.17	0.00	3,034.35

Regular; Beginning Month 09/2022; Processing Month 05/2023; 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	(301.00)	1,345.96	1,870.04	0.00	223.08
05 704 0405	FFA	3,896.46	21,589.32	20,767.00	0.00	3,074.14
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	529.36	140.00	0.00	0.00	389.36
05 704 0410	COACH - JH ROBOTICS	511.73	0.00	0.00	0.00	511.73
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	247.33	632.79	2,373.00	0.00	1,987.54
05 704 0451	HS ROBOTICS	0.00	1,789.50	1,733.00	0.00	(56.50)
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	2,337.73	1,978.38	0.00	0.00	359.35
05 704 0504	CLASS OF 2024	3,855.61	4,869.08	2,820.00	0.00	1,806.53
05 704 0505	CLASS OF 2025	3,176.60	0.00	350.00	0.00	3,526.60
05 704 0506	CLASS OF 2026	628.23	0.00	1,955.75	0.00	2,583.98
05 704 0507	CLASS OF 2027	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	832.86	1,366.62	1,592.59	0.00	1,058.83
05 704 0701	HCS CUSTOMS	(1,461.08)	16,296.57	20,210.71	0.00	2,453.06
05 704 0709	YEARBOOK	0.00	3,630.60	7,477.50	0.00	3,846.90
05 704 0801	STUDENT COUNCIL	1,345.13	1,211.72	241.00	0.00	374.41
05 704 0802	CONCESSIONS	(3,117.08)	26,154.65	29,238.03	0.00	(33.70)
05 704 0804	INTEREST ON ACT ACCT	3.44	0.00	59.33	0.00	62.77
05 704 0805	LOCKERS PROJECT	0.00	0.00	0.00	0.00	0.00
05 704 0806	ELEM STUDENT COUNCIL	1,580.47	485.02	1,423.96	0.00	2,519.41
05 704 0810	JH HOMEROOM	0.00	0.00	0.00	0.00	0.00
05 704 0913	REVOLVING - SECONDARY	750.00	400.00	(350.00)	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	0.00	0.00	250.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	29,189.44	1,000.00	199.87	0.00	28,389.31
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	5,783.63	199.00	934.00	0.00	6,518.63

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2022 - 05/2023

Regular; Beginning Month 09/2022; Processing Month 05/2023; 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	0.00	0.00	0.00	657.75
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0941	EARLY INTERVENTION	0.00	0.00	1,000.00	0.00	1,000.00
05 704 0950	COMPUTER DEPOSITS	13,856.54	0.00	0.00	0.00	13,856.54
05 704 0951	STAFF LOUNGE ACCOUNT	1,257.76	698.21	619.00	0.00	1,178.55
05 704 0952	EHA ELEVATE PROGRAM	1,975.62	4,809.59	5,510.00	0.00	2,676.03
Fund Total: 05		<u>111,792.26</u>	<u>153,525.56</u>	<u>138,433.24</u>	<u>0.00</u>	<u>96,699.94</u>

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,508,143.00	279,629.77	1,850,652.93	657,490.07	73.79
1200	SPED - SA	853,090.00	53,419.88	505,726.89	347,363.11	59.28
1291	SPED - 3-5	0.00	11,745.64	111,382.29	(111,382.29)	0.00
1292	SPED - 0-2	0.00	803.50	7,607.45	(7,607.45)	0.00
1300	SUMMER SCHOOL	3,526.00	0.00	0.00	3,526.00	0.00
2120	GUIDANCE SERVICES	74,495.00	4,847.69	44,436.71	30,058.29	59.65
2130	HEALTH SERVICES - GEN ED	11,351.00	0.00	0.00	11,351.00	0.00
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	960.00	7,664.00	(7,664.00)	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	131,000.00	4,956.67	45,586.03	85,413.97	34.80
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	99,923.00	8,775.46	82,505.38	17,417.62	82.57
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	0.00	614.34	2,983.88	(2,983.88)	0.00
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	15,000.00	4,719.24	36,551.73	(21,551.73)	243.68
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	0.00	1,134.90	5,252.09	(5,252.09)	0.00
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	0.00	0.00	1,473.38	(1,473.38)	0.00
2171	PHYSICAL THERAPY SVCS - SPED SA	22,000.00	1,962.07	15,871.59	6,128.41	72.14
2172	PHYSICAL THERAPY SVCS - SPED 3-5	0.00	269.50	1,886.50	(1,886.50)	0.00
2173	PHYSICAL THERAPY SVCS - SPED 0-2	0.00	680.61	4,490.22	(4,490.22)	0.00
2181	VISION SERVICES - SPED SA	10,000.00	750.00	5,522.75	4,477.25	55.23
2183	VISION SERVICES - SPED 0-2	0.00	0.00	348.88	(348.88)	0.00
2213	INSTRUCTIONAL STAFF TRAINING	20,800.00	55.45	5,334.32	15,465.68	25.65
2220	LIBRARY/MEDIA SERVICES	162,709.00	10,919.42	114,285.23	48,423.77	70.24
2230	INSTRUCTION-RELATED TECHNOLOGY	42,108.00	3,565.65	33,594.59	8,513.41	79.78
2240	ACADEMIC STUDENT ASSESSMENT	22,000.00	0.00	5,302.50	16,697.50	24.10
2310	BOARD OF EDUCATION	72,600.00	229.33	29,848.48	42,751.52	41.11
2320	EXECUTIVE ADMINISTRATION	375,791.00	28,857.66	264,107.63	111,683.37	70.28
2330	DISTRICT LEGAL SERVICES	15,000.00	377.50	3,693.00	11,307.00	24.62
2410	OFFICE OF THE PRINCIPAL	379,988.00	29,837.57	266,959.70	113,028.30	70.25
2490	SCHOOL ADMINISTRATION - OTHER	5,540.00	461.69	4,155.21	1,384.79	75.00
2510	FISCAL SERVICES	38,700.00	302.75	12,844.75	25,855.25	33.19
2560	PUBLIC INFORMATION SERVICES	108,075.00	2,778.32	35,281.92	72,793.08	32.65
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	60,497.00	3,580.65	34,697.20	25,799.80	57.35
2610	OPERATION OF BUILDINGS	631,568.00	36,476.56	432,694.26	198,873.74	68.51
2620	MAINTENANCE OF BUILDINGS	0.00	0.00	1,508.74	(1,508.74)	0.00
2710	VEHICLE OPERATION & PURCH - GEN ED	235,753.00	13,156.95	176,426.87	59,326.13	74.84
2712	VEHICLE OPERATION & PURCH - SPED SA	59,131.00	5,777.86	48,252.73	10,878.27	81.60
2713	VEHICLE OPERATION & PURCH - SPED 3-5	12,052.00	1,172.48	10,150.76	1,901.24	84.22
2730	VEHICLE SERVICING & MAINT - GEN ED	50,000.00	2,931.07	17,849.55	32,150.45	35.70
2732	VEHICLE SERVICING & MAINT - SPED SA	3,000.00	316.65	1,221.59	1,778.41	40.72
2733	VEHICLE SERVICING & MAINT - SPED 3-5	3,000.00	150.00	818.93	2,181.07	27.30
3300	COMMUNITY SERVICES OPERATIONS	5,289.00	0.00	0.00	5,289.00	0.00
3535	HIGH ABILITY LEARNERS	8,000.00	(18.35)	7,174.40	825.60	89.68
6200	TITLE IA	94,869.00	6,952.00	62,568.00	32,301.00	65.95
6406	IDEA - PRESCHOOL	7,390.00	0.00	0.00	7,390.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	100,894.00	0.00	0.00	100,894.00	0.00
6992	REAP	32,000.00	4,028.45	44,496.34	(12,496.34)	139.05
6997	ELE & SEC SCH EMERGENCY RELIEF (ESSERII)	82,291.00	0.00	79,883.86	2,407.14	97.07
6998	ELE & SEC SCH EMERGENCY RELIEF (ESSERIII)	194,970.00	79,391.48	197,406.49	(2,436.49)	101.25
8000	OUTGOING TRANSFERS	135,000.00	0.00	0.00	135,000.00	0.00
9000	NON-PROGRAM EXPENDITURES	943,537.00	0.00	0.00	943,537.00	0.00
		<u>7,631,080.00</u>	<u>606,570.41</u>	<u>4,620,499.75</u>	<u>3,010,580.25</u>	<u>60.55</u>

Expenditure Summary

Regular; Processing Month 05/2023; Fund Number 06

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
06	SCHOOL LUNCH/MILK FUND					
3100	FOOD SERVICES OPERATIONS	0.00	21,360.18	230,421.76	(230,421.76)	0.00
		<u>0.00</u>	<u>21,360.18</u>	<u>230,421.76</u>	<u>(230,421.76)</u>	<u>0.00</u>