

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE - Every Student, Every Day

**Minutes for
Board of Education Regular Meeting**

Monday, June 16, 2025 7:00 PM

Conference Room

1501 Front St

Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on June 12, 2025.

Attendance

Lacey Gloystein: Present

Ryan Goertzen: Absent

Jen Hiebner: Present

Jeb Mierau: Present

Tyler Newton: Present

Tammy Ott: Absent

1. Preliminary Procedures

1.1. Call to Order

Meeting was called to order by Tyler Newton at 7:00 PM.

1.2. Recognize Notice of Meeting

1.3. Recognize Open Meetings Act Posting

1.4. Roll Call

Excuse the absence of Ryan Goertzen and Tammy Ott. Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.

Lacey Gloystein: Yea, Jen Hiebner: Yea, Jeb Mierau: Yea, Tyler Newton: Yea

2. Public Comments On Agenda Items

Public comment will be limited to items on the current agenda. Public comment may be limited to a total of 30 minutes, individuals will be limited to 5 minutes each.

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

3. Reports

3.1. Superintendent's Report

3.2. Principals' Reports

3.3. School Improvement Report

4. Discussion Items

4.1. **Cooperative Sponsorship Update**

4.2. **Building / Construction Update**

4.2.1. *General Update*

4.2.2. *Elementary & High School Hallway Ceilings Penetrations*

Upon recommendation of building committee the board wishes to do option 7 and replace the entire ceiling/lights/etc.

4.2.3. *Soffit On Pre-Existing Building*

Jeb recommended painting red zone. Jeremy get final #s and building committee will decide whether to paint or replace red zone/ west side.

4.3. **Bin Site Development**

Parking lot goals: safety, access, elderly. Multiple options to consider from C&E

4.4. **Evaluation Frameworks**

4.4.1. *Certificated Non-Supervisory / Teachers*

4.4.2. *Principals*

4.5. **Policy Updates**

4.6. **25-26 Student Handbooks**

4.6.1. *Elementary Handbook*

4.6.2. *7-12 Handbook*

4.6.3. *Computer Use / Laptop Handbook*

4.7. **Meeting Livestreaming**

5. **Action Items**

5.1. **Approve Purchase of Science Lab Materials**

approve the purchase of science lab materials from Lab Aids as presented. Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.

Lacey Gloystein: Yea, Jen Hiebner: Yea, Jeb Mierau: Yea, Tyler Newton: Yea

approve the purchase of science lab materials from Lab Aids as presented. Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.

Lacey Gloystein: Yea, Jen Hiebner: Yea, Jeb Mierau: Yea, Tyler Newton: Yea

5.2. **Approve Purchase Of Classroom Furniture & Equipment**

approve the purchase of new classroom furniture and equipment from ASK Supply as presented.

Passed with a motion by Lacey Gloystein and a second by Jeb Mierau.

Lacey Gloystein: Yea, Jen Hiebner: Yea, Jeb Mierau: Yea, Tyler Newton: Yea

6. **Future Agenda Items**

6.1. **Date & Time For Regular July Meeting**

Regular July meeting scheduled for Monday, July 14, 2025 at 7 PM.

7. **Consent Agenda**

approve consent agenda as presented. Passed with a motion by Jen Hiebner and a second by Jeb Mierau.

Lacey Gloystein: Yea, Jen Hiebner: Yea, Jeb Mierau: Yea, Tyler Newton: Yea
adjourn Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.
Lacey Gloystein: Yea, Jen Hiebner: Yea, Jeb Mierau: Yea, Tyler Newton: Yea

7.1. Approval of Minutes

7.1.1. *Regular Meeting (5-12-25)*

7.2. Approval of Claims

7.3. Financial Reports

7.4. Approval Of Construction Claims

Board President

Board Secretary

Elementary Principal's Report

June, 2025

Fourth Graders Trip to the Archway and Stuhr Museum

- May 9
- Trip enhances their studies of Nebraska throughout the year.



Fifth Graders attend Groundwater Festival

- May 13 / Grand Island
- Hosted by Central Platte Natural Resources District
- Learned about the environment and how to be good stewards of Nebraska's precious soil and water resources.



Fourth Graders Visit City Hall

- May 20
- Fourth Graders walked to City Hall and the Water Tower in Henderson to learn about city government.
- Thanks Connie Brown for your time spent with the students.



Spring Sing and Elementary Awards

- May 16
- Thanks Mr. Hall and K-6 students for a wonderful performance.



H.S. Principal's Report

1. Handbook discussion- Agenda Item
 - a. Current Handbook can be viewed here: <https://tinyurl.com/47dtmuz5>
2. FBLA, attending NLC in Anaheim.
 - a. June 27 - July 3
3. H & H
 - a. Mr. Struckman's Newsletter: <https://tinyurl.com/yp2fach7>

Heartland Community Schools

5 Year School Improvement External Visitation Update

Board of Education Report

June 16, 2025

Continuous Improvement Team Members

Jeremy Klein - Superintendent

Tim Carr - Secondary Principal

Dana Reinke - Elementary Principal

Stephanie Buzek - Technology Coordinator / High School Math Teacher

Marc Regier - High School Science Teacher

Katie Waegli - 5th/6th Science Teacher / Elementary Math Intervention Teacher

April Kelley - ESU6 Professional Development Director

Overview of External Visit

- **Our visit is scheduled for the afternoon / evening of March 17 and the day of March 18, 2025.**
- All Nebraska accredited schools must have an external team visit at least once each five years.
- This visit is only a piece of school accreditation.
- Guiding principle behind visits are to provide an outside, objective view of the continuous improvement process.
- External team is composed of four to five professional peers from Nebraska who will conduct the visit.
- Peer reviews are a common strategy for supporting school improvement.
- Review teams engage in stakeholder interviews, classroom visits, and learn about unique characteristics of our communities.
- At the conclusion of visit, the team prepares an exit report which is submitted within four weeks of the visit.
- This report can help provide direction for the next five-year cycle.

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MISSION: EMPOWERING EXCELLENCE - Every Student, Every Day

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CIP Action Plan 2022-2026





1

Increase awareness and support for student mental health and behavioral needs.

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



2

Improve Student Learning through High-Quality Instructional Materials and Consistent Curriculum Processes.

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



TECHNOLOGY LEARNING

ENGAGED COMMUNITY STUDENT TEAM OWNERSHIP

FACILITATING WELCOMING CONSISTENTLY FRIENDLY NEEDS

WAYS POSITIVE ATMOSPHERE RELATIONSHIPS ENVIRONMENT STUDENTS CURRICULUM CARING SAFE GROWING FLEXIBLE GLOBAL SOCIETY ACTIVE CONNECTING FEEL MODEL

DATE SAFE EASILY WORKING SUCCESS THRU FAMILY-LIKE CONNECTED CURRENT RELATIONSHIPS SUCCESSFUL MEET UNITY

CONNECT VARIETY SCHOOL INDIVIDUALIZED

STUDENTS ONE-TO-ONE POPULATION

MOTIVATION

-
- TECHNOLOGY LEARNING
- ENGAGED COMMUNITY STUDENT TEAM OWNERSHIP
- FACILITATING WELCOMING CONSISTENTLY FRIENDLY NEEDS
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Sports Cooperative Update (June 16, 2025)

Summer weight room began on June 2nd. Reports are that attendance and participation have been very good throughout the first couple of weeks.

The Heartland team and the Hampton team have been meeting weekly throughout the summer to discuss and iron out various details. These have been very productive and helpful conversations.

The ADs have done some good work in scheduling some additional JV, Reserve, Freshman game opportunities for next year. I can give you more specifics on those additions in the future.

Mr. Carr and Mr. Klute have been working to align our handbooks on various top-line items regarding activities eligibility, etc. This is being done to ensure some basic equity in the expectations, requirements, etc.

Uniforms have been ordered for all of our co-op sports next year through the winter season – i.e. HS volleyball, JH volleyball, JH football, JH boys basketball, JH girls basketball, HS boys basketball, and HS girls basketball.

All Fall coaching positions are filled. Winter positions are largely filled – we would like to still add an additional HS boys asst. basketball coach and a HS girls assistant basketball coach.

We will begin interviewing for Spring season coaching positions later in the week of June 16th.

25-26 Coaching position hires up to this point are listed below.

HS Cheerleading

Head: Jess Klute

Asst: Amy Pinney

HS Girls Golf

Head: Chad Buzek

HS Volleyball

Head: Kayla Gaughen

Asst: Ashton Brown

Asst: Tahya Helzer

Asst: Lexie Wolinski

JH Volleyball

Head: Diane Torson

Asst: Carrie Regier

Asst: Christine Quiring

JH Football

Head: Les Reinke

Asst: Eric Allgood

Asst: Austin Helzer

HS Boys Basketball

Head: Patrick Alexander

Asst: Dylan Barnesberger

Asst: Noah Jones

Asst: Possibly 1 more to fill

HS Girls Basketball

Head: Paige Peters

Asst: Sammy Spirk

Asst: Possibly 1 more to fill

JH Girls Basketball

Head: Les Reinke

Asst: Blake Burgess

Asst: Meghan Siebert

JH Boys Basketball

Head: Erik Wetjen

Asst: Chris Arnett

Asst: Kale Wetjen

General Construction Update (6-16-25)

1. Initial, interior punch list walks have been done in Area A (daycare), Area B (4-classroom addition), and Area C (weight room / locker room). I anticipate walk-backs possibly beginning to take place the week of June 23rd.
2. We have not done any exterior punch lists or MEP punch lists up to this point.
3. DHHS did a preliminary inspection of the daycare on June 4th. That went relatively well and large items that were brought forward have been remedied. The inspector raised some question about the re-charge rate of the water heater – I am working with our design team and DHHS on sorting that out.
4. Despite all of the various items that we are working to complete/resolve these summer months (largely in the existing building) we continue to shoot for an August 1 target date for substantial completion.
5. Floor settling work has been completed in the activities hallway. The new flooring is being installed in that area. A number of voids were filled under the slab in this area.
6. The existing building has been successfully tied into the new transformer. Power was out from July 2nd through June 12th. Panel and wire replacement continues on the inside at a steady pace.
7. Sprinkler installation is continuing at a steady pace.
8. Mainstay is working on running cable for doors, cameras, data, etc.
9. North Gym. Bleachers have been removed. Walls and ceiling are currently being painted. New bleacher installation will take place as soon as the painters are done. HVAC work and installation of duct work is currently taking place. Floor work in the north gym is scheduled to begin July 7th.
10. Pump station installation will likely begin either the week of June 16th or June 23rd.

Two items to establish direction on that we'll discuss.

1. Remove or retain the intermediate ceiling in the original 1953 portion of the building.
2. Soffit replacement. I might recommend completing the green zone work and the portion of the red zone work from the southwest corner of the high school to the Door #23 entrance. This would meet our temperature mitigation needs while providing a cosmetic match in the most viewable areas.

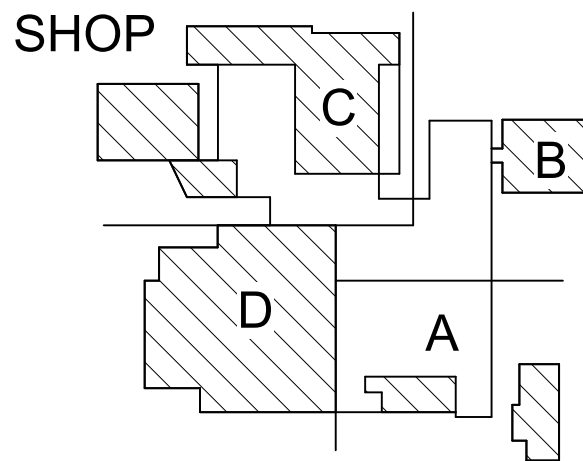
Project Budget(E): Starting June 20, 2024								
Comprehensive Project: \$12,307,364.00		\$9,917,697.17	Category		\$12,307,364.00	Expensed		
Construction: General Contractor	\$10,700,500.00	\$9,190,256.79		Hausmann PC	\$10,231,500.00	\$9,190,256.79	89.82%	
				Soil Contingency	\$46,000.00	\$0.00	0.00%	
				Budgeted Contingency	\$423,000.00	\$304,913.31	72.08%	
Owner Direct:	\$1,026,000.00	\$477,624.80		Weight Room	\$300,000.00	\$351,746.74	117.25%	
				Training Room	\$15,000.00	\$16,797.10	111.98%	
			\$505,000.00	^Cameras	\$200,000.00	\$38,817.33	19.41%	
				\$90,787.52	^PA & Bells	\$120,000.00	\$2,850.83	2.38%
					Doors & Security	\$75,000.00	\$17,392.48	23.19%
					IT Server	\$35,000.00	\$31,726.88	90.65%
					^Classroom Phones	\$75,000.00	\$0.00	0.00%
					Classroom Furn. & Equip.	\$30,000.00	\$10,630.44	35.43%
					Office Furn. & Equip.	\$5,000.00	\$0.00	0.00%
			Other Furn. & Equip.		\$30,000.00	\$0.00	0.00%	
			PK Outdoor		\$15,000.00	\$0.00	0.00%	
			PK Furn. & Equip.		\$15,000.00	\$7,663.00	51.09%	
			Displays & Sound		\$15,000.00	\$0.00	0.00%	
			Misc.		\$5,000.00	\$0.00	0.00%	
			Overage	\$91,000.00	-\$1,797.10	-1.97%		
Related Services:	\$492,464.00	\$163,705.67		Architectural & Engineering	\$377,352.00	\$154,788.67	41.02%	
				Legal	\$15,112.00	\$0.00	0.00%	
				Insurance	\$25,000.00	\$8,917.00	35.67%	
				Other	\$25,000.00	\$0.00	0.00%	
				Asbestos Abatement	\$50,000.00	\$0.00	0.00%	
Borrowing Costs:	\$88,400.00	\$86,109.91		Rating Agency	\$20,000.00	\$20,000.00	100.00%	
				Bond Counsel	\$13,700.00	\$13,700.00	100.00%	
				Paying Agent	\$750.00	\$750.00	100.00%	
				Underwriters Discount	\$47,950.00	\$47,950.00	100.00%	
				Election	\$6,000.00	\$3,709.91	61.83%	
						\$9,917,697.17	80.58%	

\$10,009,592.64 \$526,820.67

General Contract	
PC	\$10,231,500.00
Gross PCCO	\$304,913.31
Adjusted Gross Amount	\$10,536,413.31
Adjusted Gross Amount Paid minus retainage	\$9,190,256.79 87.22%
Remaining Adjusted Gross Amount minus retainage	\$819,335.85 7.78%
Adjusted Gross Retainage	\$526,820.67 5.00%
Balance To Finish	\$1,346,156.52
Balance To Finish	\$1,346,156.52
Change Order	Owner's Contingency
34	8
\$304,913.31	\$75,000.00

Project Budget(O): Starting June 20, 2024							
Comprehensive Project: \$12,307,364.00		\$11,700,128.32	Category		\$12,307,364.00	Obligated	
Construction: General Contractor	\$10,700,500.00	\$10,536,413.31		Hausmann PC	\$10,231,500.00	\$10,536,413	102.98%
				Soil Contingency	\$46,000.00	\$0.00	0.00%
				Budgeted Contingency	\$423,000.00	\$304,913.31	72.08%
Supplemental Work: Owner Contracted		\$24,933.00		Painting: North Gym		\$24,933.00	
Owner Direct:	\$1,026,000.00	\$648,918.10		Weight Room	\$300,000.00	\$351,746.74	117.25%
				Training Room	\$15,000.00	\$16,797.10	111.98%
			\$505,000.00	^Cameras	\$200,000.00	\$77,634.67	38.82%
			\$181,575.07	^PA & Bells	\$120,000.00	\$5,701.66	4.75%
				Doors & Security	\$75,000.00	\$34,784.97	46.38%
				IT Server	\$35,000.00	\$63,453.77	181.30%
				^Classroom Phones	\$75,000.00	\$0.00	0.00%
				Classroom Furn. & Equip.	\$30,000.00	\$82,613.40	275.38%
				Office Furn. & Equip.	\$5,000.00	\$3,682.79	73.66%
				Other Furn. & Equip.	\$30,000.00	\$0.00	0.00%
				PK Outdoor	\$15,000.00	\$0.00	0.00%
				PK Furn. & Equip.	\$15,000.00	\$12,503.00	83.35%
				Displays & Sound	\$15,000.00	\$0.00	0.00%
				Misc.	\$5,000.00	\$0.00	0.00%
	Overage	\$91,000.00	\$134,611.01	147.92%			
Related Services:	\$492,464.00	\$403,754.00		Architectural & Engineering	\$377,352.00	\$377,352.00	100.00%
				Legal	\$15,112.00	\$0.00	0.00%
				Insurance	\$25,000.00	\$8,917.00	35.67%
				Other	\$25,000.00	\$0.00	0.00%
				Asbestos Abatement	\$50,000.00	\$17,485.00	34.97%
Borrowing Costs:	\$88,400.00	\$86,109.91		Rating Agency	\$20,000.00	\$20,000.00	100.00%
				Bond Counsel	\$13,700.00	\$13,700.00	100.00%
				Paying Agent	\$750.00	\$750.00	100.00%
				Underwriters Discount	\$47,950.00	\$47,950.00	100.00%
				Election	\$6,000.00	\$3,709.91	61.83%
						\$11,700,128.32	95.07%

General Contract	
PC	\$10,231,500.00
Gross PCCO	\$304,913.31
Adjusted Gross Amount	<u>\$10,536,413.31</u>
Change Order	Owner's Contingency
34	8
\$304,913.31	\$75,000.00



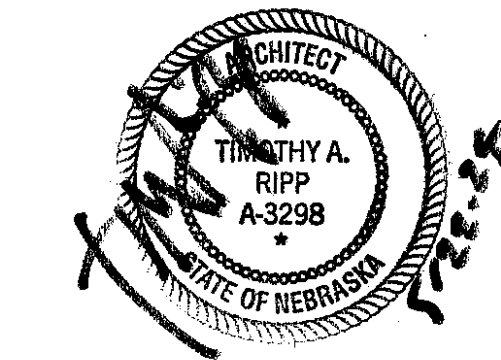
Key Plan

Heartland Community Schools Addition & Renovation

1501 Front Street
Henderson, NE 68371

CE No.: 380-001-21

May 22, 2024

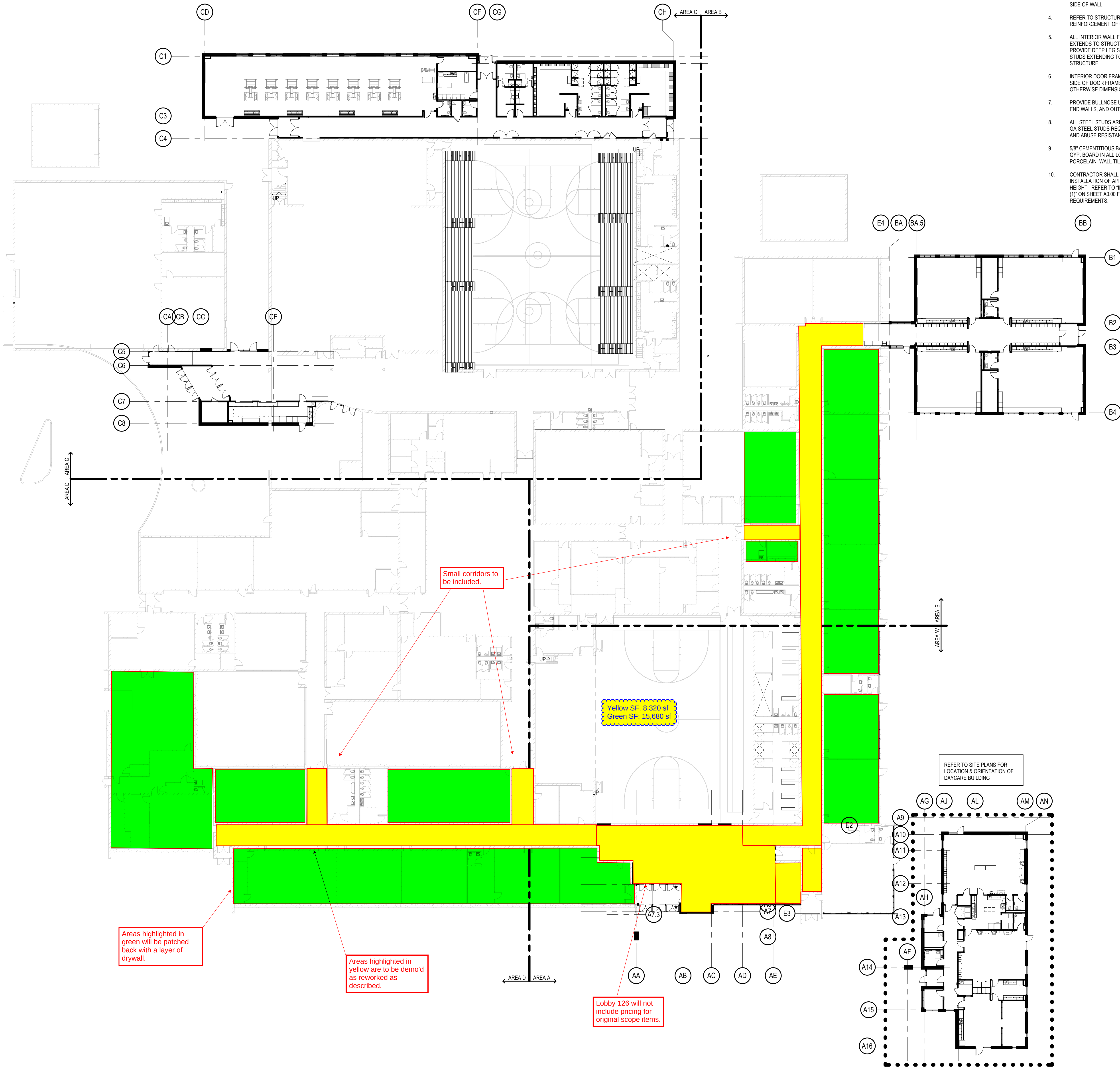


Orientation Plan

A0.02

GENERAL PLAN NOTES

1. THE GENERAL CONTRACTOR SHALL VERIFY ALL EXISTING DIMENSIONS AND CONDITIONS SHOWN ON THE PLANS PRIOR TO COMMENCEMENT OF THE WORK. IT SHALL BE THE CONTRACTORS RESPONSIBILITY TO COORDINATE INSTALLATION OF NEW WORK WITHIN THESE EXISTING CONDITIONS. ANY DEVIATIONS IN EXISTING CONDITIONS OR DIMENSIONS INDICATED SHALL BE COORDINATED WITH THE ARCHITECT AND OWNER.
2. ALL WALL / GENERAL PLAN DIMENSIONS ARE TO FACE OF MASONRY, FACE OF CONCRETE, AND TO FACE OF GYP. BOARD, TYP.
3. CONSTRUCTION OF WALLS ARE DESIGNATED STARTING ON TAG SIDE OF WALL.
4. REFER TO STRUCTURAL DRAWINGS FOR GROUTING AND REINFORCEMENT OF CMU WALLS.
5. ALL INTERIOR WALL FRAMING NOTED IN WALL TYPE SCHEDULE EXTENDS TO STRUCTURAL DECKING, BRACE AS REQUIRED. PROVIDE DEEP LEG SLIP TRACK AT TOP OF ALL INTERIOR WALLS / STUDS EXTENDING TO STRUCTURE TO ALLOW FOR DEFLECTION OF STRUCTURE.
6. INTERIOR DOOR FRAMES SHALL BE INSTALLED WITH THE HINGE SIDE OF DOOR FRAME 4" FROM ADJACENT WALL, UNLESS OTHERWISE DIMENSIONED.
7. PROVIDE BULLNOSE UNITS @ ALL DOOR AND WINDOW OPENINGS, END WALLS, AND OUTSIDE CORNERS IN CMU WALLS.
8. ALL STEEL STUDS ARE MIN. 25 GA. UNLESS NOTED OTHERWISE. 20 GA STEEL STUDS REQUIRED AT ALL CEMENTITIOUS BACKER BOARD AND ABUSE RESISTANT GYPSUM BOARD AS SPECIFIED.
9. 5/8" CEMENTITIOUS BACKER BOARD SHALL BE SUBSTITUTED FOR GYP. BOARD IN ALL LOCATIONS WHERE CERAMIC AND/OR PORCELAIN WALL TILE FINISHES ARE TO BE INSTALLED.
10. CONTRACTOR SHALL BE RESPONSIBLE FOR PRICING AND INSTALLATION OF APPROPRIATE FRAMING NEEDED FOR WALLS HEIGHT. REFER TO "INTERIOR STEEL STUD FRAMING GAGE TABLE (1)" ON SHEET A0.00 FOR FRAMING GAGES AND STUD SIZING REQUIREMENTS.
11. REFER TO CODE COMPLIANCE PLANS FOR LOCATION OF FIRE RATED WALLS AND SMOKE SEPARATION WALL LOCATIONS AND REQUIREMENTS.
12. ALL OPENINGS IN RATED ASSEMBLIES SHALL BE SEALED WITH FIRE / SMOKE RATED MATERIALS AND ASSEMBLIES. INSTALL RATED JOINT SEALANTS AT BOTH FACES OF PARTITIONS, AT PERIMETERS, AND THROUGH FIRE RATED ASSEMBLIES. REFERENCE CODE COMPLIANCE PLANS FOR LOCATION OF RATED ASSEMBLIES.
13. ALL EXPANSION JOINT COVERS WITH CONNECTION TO RATED ASSEMBLIES SHALL MEET THE SAME REQUIRED RATING AS THE ASSEMBLY. REFERENCE CODE COMPLIANCE PLANS FOR LOCATION OF RATED ASSEMBLIES.
14. ALL STC-RATED WALL ASSEMBLIES AND PARTITIONS INDICATED SHALL HAVE STAGGERED SHEATHING AND GYP. BOARD JOINTS ON OPPOSITE SIDES OF ASSEMBLIES. REFERENCE WALL TYPE SCHEDULE FOR SOUND ATTENUATION INSULATION REQUIRED WITHIN STUD CAVITIES. SEAL ASSEMBLIES AT CONSTRUCTION PERIMETERS, DECKING MATERIAL (TOP & BOTTOM), BEHIND CONTROL JOINTS, AND AT ALL OPENINGS AND PENETRATIONS WITH A CONTINUOUS BEAD OF ACOUSTICAL JOINT SEALANT. INSTALL ACOUSTICAL JOINT SEALANTS AT BOTH FACES OF ASSEMBLIES TO VIEW.
15. ALL SPANDREL GLAZING SHALL HAVE METAL STUD AND GPDW FURRING WALLS AT INTERIOR SIDE OF GLAZING WHERE EXPOSED TO VIEW.
16. GENERAL CONTRACTOR SHALL COORDINATE REPAINTING OF WALLS BETWEEN SUBCONTRACTORS AFTER EXISTING FIXTURES ARE SCHEDULED TO BE REMOVED AND PRIOR TO FIXTURES BEING REINSTALLED. REFER TO ELECTRICAL & MECHANICAL PLANS.
17. ALL WALL BOARD IN MECHANICAL ROOMS SHALL BE MOLD & MOISTURE RESISTANT DRYWALL.



Description	Cost	Accepted (Yes/No)
Patching holes in the classroom ceiling areas	\$ 12,368.50	
Patch the holes in the intermediate corridor ceilings (after removal of the ACT ceiling system)	\$ 30,281.50	
Patch the holes in the intermediate corridor ceilings (no removal of ACT ceiling system)	\$ 52,581.50	
Removal of APC ceiling system in corridors west and north of lobby	\$ 27,586.00	
Removal of intermediate framed ceiling in corridors and lobby (demo includes all batt insulation in ceiling)	\$ 28,880.00	
New 2x2 APC ceiling in corridors	\$ 46,609.00	
New Lighting in Corridors, similar to classroom addition	\$ 15,194.00	
Addition of Fire Sprinkler above ceiling in corridors and lobby	\$ 57,717.00	
	\$ -	Total of Accepted Items

	Cost w/o Markup	Drop Dead Start Date	Cost w/Markup	
Option 1 Patch Holes in Classrooms, Patch Holes in Corridor, nothing else new	\$ 129,920.00	6/16/2025	\$	137,875.00
Option 2 Patch Holes in Classrooms, Patch Holes in Corridor, New ACT, Existing Lights	\$ 171,896.00	6/26/2025	\$	182,391.00
Option 3 Patch Holes in Classrooms, Patch Holes in Corridor, New ACT, New Lights	\$ 181,057.00	6/26/2025	\$	192,106.00
Option 4 Patch Holes in Classrooms, Leave Intermediate Ceiling, Add Sprinklers, New ACT, Existing Lights	\$ 164,331.50		\$	174,368.00
Option 5 Patch Holes in Classrooms, Leave Intermediate Ceiling, Add Sprinklers, New ACT, New Lights	\$ 173,492.50		\$	184,084.00
Option 6 Patch Holes in Classrooms, Remove Intermediate Ceiling, Add Sprinklers, New ACT, Existing Lights	\$ 193,211.50	6/16/2025	\$	204,996.00
Option 7 Patch Holes in Classrooms, Remove Intermediate Ceiling, New ACT, New Lights, add sprinklers	\$ 202,372.50	6/16/2025	\$	214,711.00

Lead Times on Materials

New Lights	2 weeks
New Pads	4-6 weeks
New Fire Sprinkler	TBD
New Exhaust Fans	TBD
New Fire Dampers	TBD

Clarifications

- Lead times for material are subject to change pending approval.
- HCI is not responsible for removing any abandoned electrical wire.
- HCI will notify the owner and design team if anything unforeseen is found during demo.
- A firecaulking allowance is held for fire caulking of exsiting penetrations in the intermediate ceilings. Costs will be tracked on a time and material basis. If allowance amount is exceeded a change order will be required to reimburse general contractor. If full allowance amount is not used, remaining balance to be credited to owner.
- New and Old lights are figured to be ran off of the existing lighting circuits that are powering current lights. No lighting control measures are included in this pricing.
- Speakers are to be salvaged and re-installed for all quotes requiring ceiling removal.
- Any additional work required by the fire marshal that is not specifically stated in this proposal is excluded.
- Intermediate ceiling demo includes demo of 1x1 tiles and insulation. All joist and sub-framing to remain as there are MEP items being supported.
- ROM is included for fire damper/exhaust fan install. Exact cost can be given once models are provided.
- Need clarification from fire marshal if Options 4 & 5 are a possibility, leaving intermediate ceiling would block water flow from the sprinkler heads to the joist framing.

Option 1:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Patch the holes in the intermediate corridor ceilings (no removal of ACT ceiling system)	\$ 52,581.50
Install fire dampers	\$ 35,000.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$129,920.00
PM Time	\$ 85.00
Bond	\$ 910.04
Insurance	\$ 455.02
Markup	\$ 6,504.50
	\$137,875.00

Option 2:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Patch the holes in the intermediate corridor ceilings (after removal of the ACT ceiling system)	\$ 30,281.50
Removal of APC ceiling system in corridors west and north of lobby	\$ 12,037.00
New 2x2 APC ceiling in corridors	\$ 33,560.00
Install fire dampers	\$ 35,000.00
Demo out diffuser and grille and reinstall	\$ 1,507.00
Install old lights that were demo'd/salvaged in the corridor	\$ 6,033.00
Demo out fire alarms and reinstall	\$ 919.00
Demo out speakers and cameras	\$ 2,720.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Resupport wiring	\$ 5,000.00
Touchup Painting Allowance	\$ 2,500.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$171,896.00
PM Time	\$ 85.00
Bond	\$ 1,203.87
Insurance	\$ 601.93
Markup	\$ 8,603.30
	\$182,391.00

Option 3:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Patch the holes in the intermediate corridor ceilings (after removal of the ACT ceiling system)	\$ 30,281.50
Removal of APC ceiling system in corridors west and north of lobby	\$ 12,037.00
New 2x2 APC ceiling in corridors	\$ 33,560.00
Install fire dampers	\$ 35,000.00
Demo out diffuser and grille and reinstall	\$ 1,507.00
New lighting in corridors, similar to classroom addition	\$ 15,194.00
Demo out fire alarms and reinstall	\$ 919.00
Demo out speakers and cameras	\$ 2,720.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Resupport wiring	\$ 5,000.00
Touchup Painting Allowance	\$ 2,500.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$181,057.00
PM Time	\$ 85.00
Bond	\$ 1,267.99
Insurance	\$ 634.00
Markup	\$ 9,061.35
	\$192,106.00

Option 4:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Removal of APC ceiling system in corridors west and north of lobby	\$ 12,037.00
New 2x2 APC ceiling in corridors	\$ 33,560.00
Demo out diffuser and grille and reinstall	\$ 1,507.00
Install old lights that were demo'd/salvaged in the corridor	\$ 6,033.00
Demo out fire alarms and reinstall	\$ 919.00
Demo out speakers and cameras	\$ 2,720.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Resupport wiring	\$ 5,000.00
Touchup Painting Allowance	\$ 2,500.00
Addition of fire sprinkler above ceiling in corridors and lobby	\$ 57,717.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$ 164,331.50
PM Time	\$ 85.00
Bond	\$ 1,150.92
Insurance	\$ 575.46
Markup	\$ 8,225.08
	\$ 174,368.00

Option 5:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Removal of APC ceiling system in corridors west and north of lobby	\$ 12,037.00
New 2x2 APC ceiling in corridors	\$ 33,560.00
Demo out diffuser and grille and reinstall	\$ 1,507.00
New lighting in corridors, similar to classroom addition	\$ 15,194.00
Demo out fire alarms and reinstall	\$ 919.00
Demo out speakers and cameras	\$ 2,720.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Resupport wiring	\$ 5,000.00
Touchup Painting Allowance	\$ 2,500.00
Addition of fire sprinkler above ceiling in corridors and lobby	\$ 57,717.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$173,492.50
PM Time	\$ 85.00
Bond	\$ 1,215.04
Insurance	\$ 607.52
Markup	\$ 8,683.13
	\$184,084.00

Option 6:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Removal of APC ceiling system in corridors west and north of lobby	\$ 12,037.00
Removal of intermediate framed ceiling in corridors and lobby (demo includes all batt insulation in ceiling)	\$ 28,880.00
New 2x2 APC ceiling in corridors	\$ 33,560.00
Demo out diffuser and grille and reinstall	\$ 1,507.00
Install old lights that were demo'd/salvaged in the corridor	\$ 6,033.00
Demo out fire alarms and reinstall	\$ 919.00
Demo out speakers and cameras	\$ 2,720.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Resupport wiring	\$ 5,000.00
Touchup Painting Allowance	\$ 2,500.00
Addition of fire sprinkler above ceiling in corridors and lobby	\$ 57,717.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$193,211.50
PM Time	\$ 85.00
Bond	\$ 1,353.08
Insurance	\$ 676.54
Markup	\$ 9,669.08
	\$204,996.00

Option 7:

Desctiption	Cost
Patching holes in the classroom ceiling areas	\$ 12,368.50
Removal of APC ceiling system in corridors west and north of lobby	\$ 12,037.00
Removal of intermediate framed ceiling in corridors and lobby (demo includes all batt insulation in ceiling)	\$ 28,880.00
New 2x2 APC ceiling in corridors	\$ 33,560.00
Demo out diffuser and grille and reinstall	\$ 1,507.00
New lighting in corridors, similar to classroom addition	\$ 15,194.00
Demo out fire alarms and reinstall	\$ 919.00
Demo out speakers and cameras	\$ 2,720.00
Floor Protection Corridors Only	\$ 1,870.00
Plastic Covering for Library	\$ 300.00
Cleaning	\$ 7,600.00
Fire Caulking Allowance	\$ 5,000.00
Resupport wiring	\$ 5,000.00
Touchup Painting Allowance	\$ 2,500.00
Addition of fire sprinkler above ceiling in corridors and lobby	\$ 57,717.00
Addional HCI Supervision (If PR 020 pricing is approved, if not, double the cost shown here)	\$ 15,200.00
Subtotal	\$ 202,372.50
PM Time	\$ 85.00
Bond	\$ 1,417.20
Insurance	\$ 708.60
Markup	\$ 10,127.13
	\$ 214,711.00

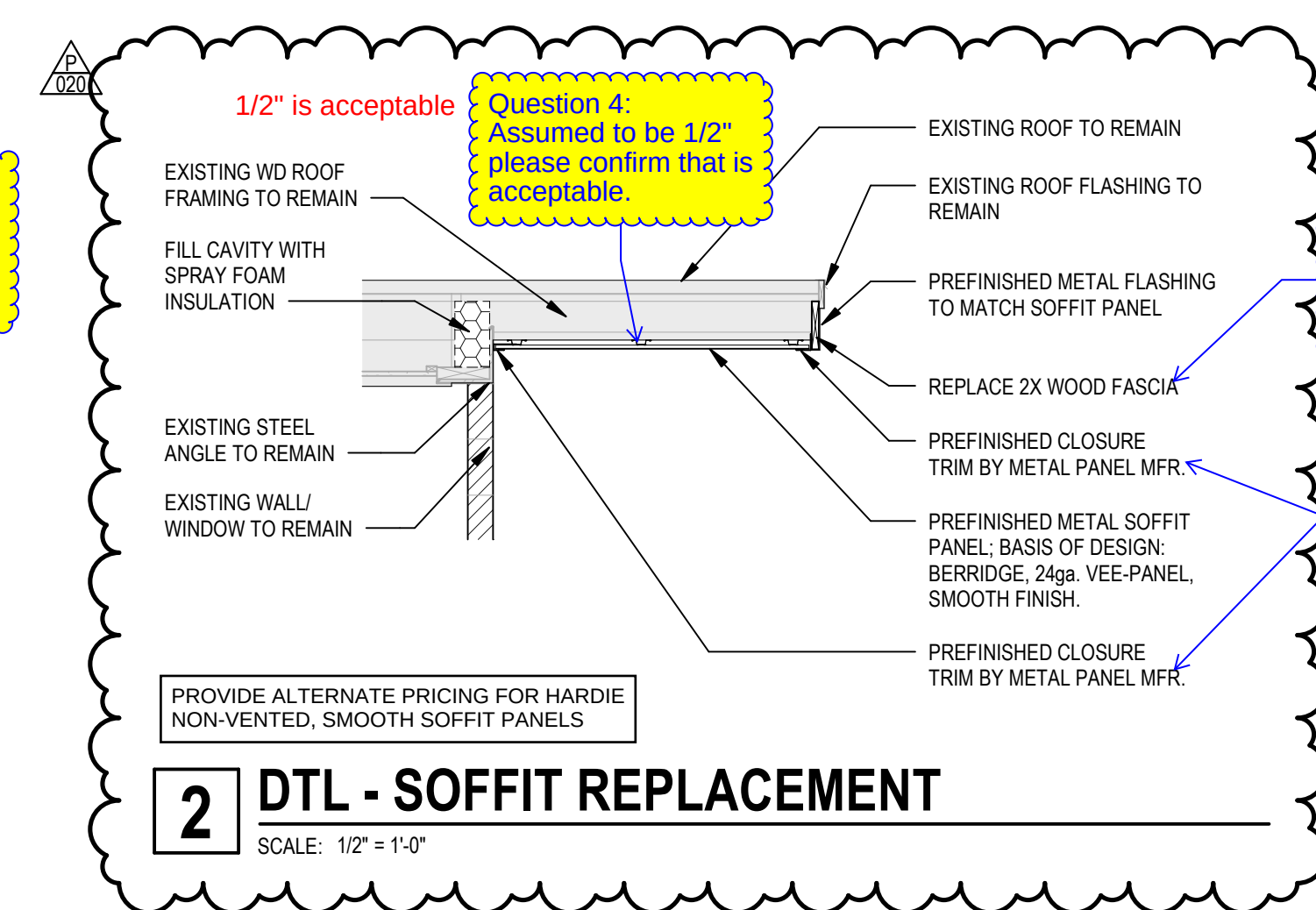
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C-CEILINGS

1. REMOVE EXISTING CEILING SYSTEM AS REQUIRED FOR NEW CONSTRUCTION, INCLUDING BUT NOT LIMITED TO: POP, GYP BOARD, GELING, BULKHEAD, SUSPENDED, ACoustICAL, METRIC, GRID, ELECTRICAL OR SIGNALING AND FIRE DEVICES. COORDINATE EXISTING OF MECHANICAL, ELECTRICAL AND PLUMBING DEMOLITION WITH NEW CONSTRUCTION. REPAIR WALLS, IF APPLICABLE, TO MATCH EXISTING FINISH, OR MATCH NEW FINISH.
2. REMOVE EXISTING LAY-IN-ACoustICAL CEILING PADS AS REQUIRED FOR INSTALLATION OF NEW FIRE SPRINKLER SYSTEM. EXTENT SHOWN BY HATCHED AREA. COORDINATE EXISTING OF DEMOLITION WITH MECHANICAL, ELECTRICAL AND PLUMBING NEW CONSTRUCTION. REPLACE PADS DAMAGED DURING BY NEW WORK TO MATCH EXISTING.
3. REMOVE EXISTING GYP BD, FRAMED BULKHEAD TO THE EXTENT SHOWN, INCLUDING BUT NOT LIMITED TO: GYP BOARD FRAMING, AND BRACKET, SUSPENDED, ACoustICAL, METRIC, GRID, ELECTRICAL OR PLUMBING TO REMAINS OF DEMOLITION. COORDINATE EXISTING OF MECHANICAL, ELECTRICAL AND PLUMBING DEMOLITION WITH NEW CONSTRUCTION. REPAIR ADJACENT WALLS, IF APPLICABLE, TO MATCH EXISTING FINISH. COORDINATE WITH NEW CONSTRUCTION.
4. REMOVE EXISTING PLASTER SPOFF IN ITS ENTIRETY, INCLUDING BUT NOT LIMITED TO LIGHT FIXTURES, MECHANICAL, DIFFUSERS, AND FIRE DEVICES.
5. REMOVE EXISTING METAL SPOFF IN ITS ENTIRETY, INCLUDING BUT NOT LIMITED TO LIGHT FIXTURES AND FIRE DEVICES.



Question 5:
Assumed to be a 2x8,
please confirm that is
acceptable.

Please field verify existing
fascia height, match
existing fascia to the
nearest board depth that
will cover the end of the
new material.

Question 3:
If Hardie board are these closure trim pieces needed or will the hardie board be caulked to the nearest surface?

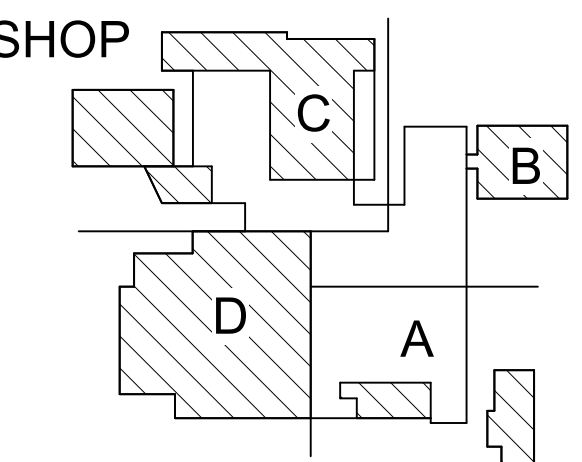
Per C&E, yes if
Hardie board is
figured then caulk will
be required at both
ends.



SHEET HISTORY:

SUED 05/22/2024 CONSTRUCTION DOCUMENTS
- 020 05/06/2025 PROPOSAL REQUEST 020

Nebraska State Statute 81-3436, section 6.5.3 requires information on Technical Submissions
Clark & Enersen, Inc.
Architecture Contact: Tim Ripp
Engineering Contact: TJ Schirmer
1010 Lincoln Mall, Suite 200
Lincoln, NE 68508
COA No. CA0029AE
Note that this information is being provided as required by state statutes for an organization. The individual in responsible charge for design is designated by the professional stamps on individual drawings. Please follow information in the Project Manual for submitting questions during bidding or construction



Key Plan

Heartland Community Schools Addition & Renovation

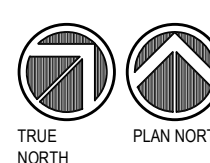
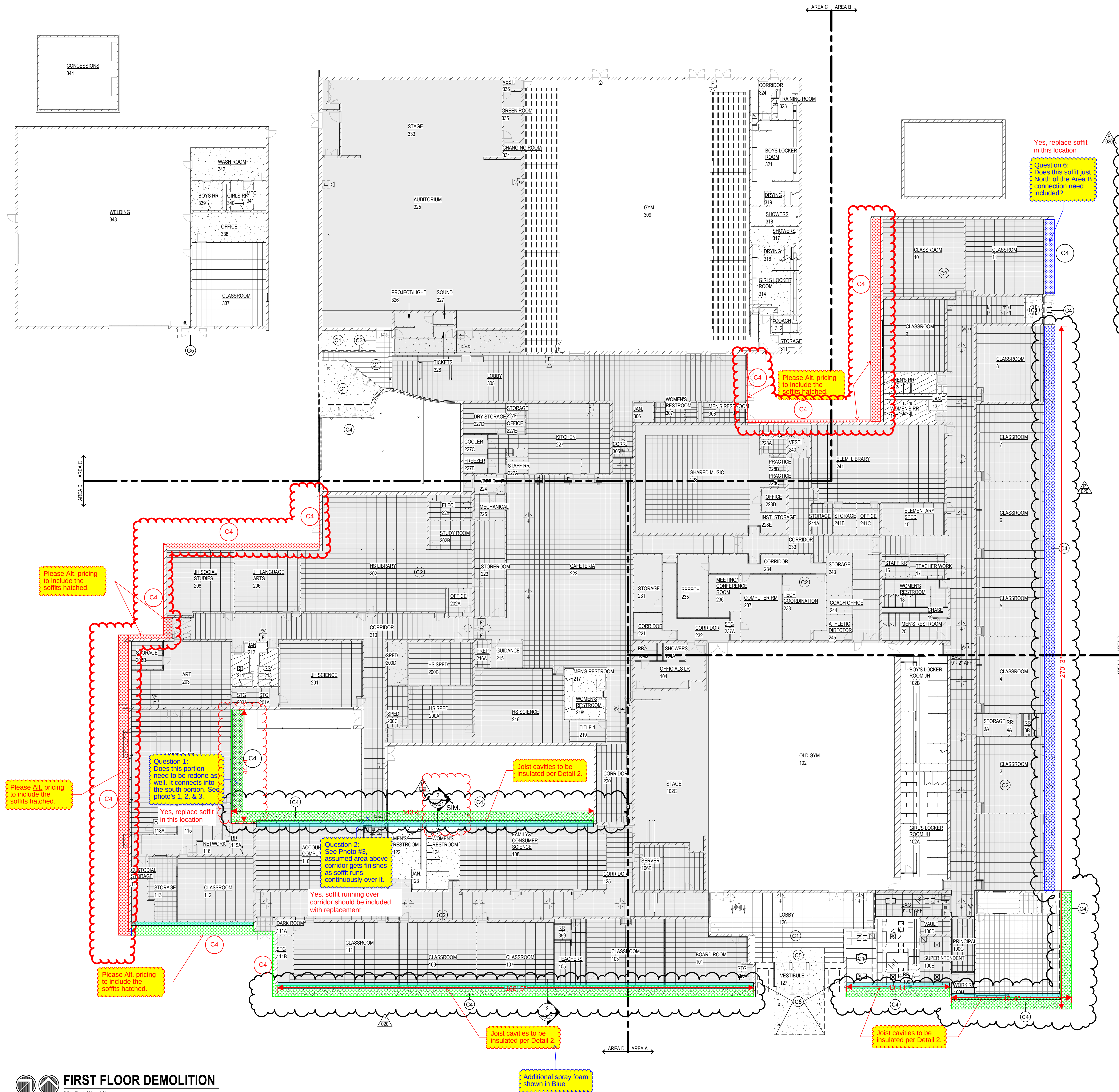
501 Front Street
Henderson, NE 68371

CE No.: 380-001-21

May 22, 2024

First Floor Reflected Ceiling Demolition Plan

A0.21



FIRST FLOOR DEMOLITION

SCALE: 1/16" = 1'-0"







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
☐ Proficient	The teacher plans for students to meet district and state content standards. Examples of possible indicators include: • 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.
☐ 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
☐ 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.
☐ 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
☐ Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement. Examples of possible indicators include: • Uses a variety of strategies • Uses multimodal instructional tools • Engages students in rigorous learning experiences
☐ 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
☐ 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 planning, preparing for instruction, and reporting.
☐ 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
☐ 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.
☐ 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
☐ 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.
☐ 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
☐ 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.
☐ 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
☐ 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.
☐ 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	
	☐ YES	☐ NO
	☐ YES	☐ NO
	☐ YES	☐ NO
	☐ YES	☐ NO

Overall Rating for Local District Standards Meets District Standards

☐ Yes	☐ No

Evaluator's Comments:

Click here to enter text.

Part V: Overall Rating.

Evaluator Rating	Description
☐ 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.
☐ 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	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	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	5. Evaluation process and forms are reviewed with new administrators.
Quarterly or Early Winter	6. Principal makes interim reports regarding Action Plan progress.
Early Spring	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.

Evidence:	Summary Rating Standard Met Standard Not Met
-----------	--

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:	Summary Rating Standard Met Standard Not Met
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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.

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

Evidence:	Summary Rating Standard Met Standard Not Met
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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:	Summary Rating Standard Met Standard Not Met
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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.

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

Part #3 - Target Goals & Action Plans

List up to 3 significant job targets and measurable outcomes, in the context of the district and building school improvement plans, to be accomplished in the next school year.

Target	Standard	Outcome & Data Source
		Outcome:
		Data Source:
		Outcome:
		Data Source:
		Outcome:
		Data Source:

Principal's Comments:

Superintendent's Comments:

Signatures:

Principal

Date

Superintendent

Date

Number	Title	Type	Reason	June 16	July 8	August 11	NOTES
502.01	Resident Students	Revision	Required To Align With Legislation	Discussion	Approval	-	Policy 502.01 Resident Students and Policy 502.02 Nonresident Students/Option Enrollment – LB 143 restated the Legislature’s strong position that enrollment in a district should not be limited by a student’s participation in a Section 504 plan, and IEP, or any similar special education provisions.
502.02	Nonresident Student, Option Enrollment	Revision	Required To Align With Legislation	Discussion	Approval	-	
504.06	Student Dress Code & Grooming	Revision	Required To Align With Legislation	Discussion	Approval	-	Policy 504.06 Student Dress Code and Grooming (formerly Student Appearance) – NDE has created a model Dress Code policy and districts are required to adopt similar or stronger language in their policies. We’ve done some minor rewriting of NDE’s version to make it clearer and more readable.
504.12	Cell Phones & Electronic Communication Devices	Revision	Required To Align With Legislation	Discussion	Approval	-	Policy 504.12 Cell Phones and Other Electronic Communication Devices – LB140 details the Legislature’s requirements for limiting cell phone use in district facilities during instruction hours. We have updated our policy but it still leaves important decisions regarding cell phone usage rules to each school district. Exclusions to the prohibition will be delineated in the student handbook.
506.01	Student Activity Eligibility	Revision	Required To Align With Legislation	Discussion	Approval	-	Policy 506.01 Student Activity and Policy 506.10 Physicals – LB89, called the Stands With Women Act created statutory definitions for “male” and “female” and set certain limitations on participation in single-sex sports. Policy 506.01 includes mention of the requirement for a physical (which will include determination of the student’s sex) prior to sports participation and the districts adherence to NSAA bylaws. We’ve added the legal reference to Policy 506.10.
506.10	Physicals	Revision	Alignment With Policy 506.01	Discussion	Approval	-	
507.05	COPPA Student Privacy Notice	New	Recommended To Help Districts Meet COPPA Requirements	Discussion	Discussion	Approval	Policy 507.05 Student Privacy Notice and Admin. Reg. 507.05R1 Approved Web-Based Educational Services and Programs – This policy is intended to help districts meet the guidelines of the Children’s Online Privacy Protection Act (COPPA). We are currently completing the listing of web-services (507.05R1) with staff which is why we’ll hold until August for approval.
507.05R1	Approved Web-Based Educational Programs & Services	New	Recommended To Help Districts Meet COPPA Requirements	Discussion	Discussion	Approval	
604.16	Behavior Intervention & Classroom Management	New	Required To Align With Legislation	Discussion	Approval	-	Policy 604.16 Behavioral Intervention and Classroom Management – NDE has created a model Behavioral Intervention policy and districts are required to adopt similar or stronger language in their policies. We have put the main language for Board expectations into Policy 604.16 but have put the detailed procedures for removal from the classroom and utilizing system supports into an Administrative Regulation 604.16R1. We’ve also done a moderate amount of rewriting of the policy portion of this, such as removing the instruction to “provide a structured approach for managing dysregulated behavior.”
604.16R1	NDE Standards For System Of Supports	New	Required To Align With Legislation	Discussion	Approval	-	
605.05	Religious Based Exclusion	Revision	Adding cross-reference to 1005.03	Discussion	Approval	-	
1005.03	Parental & Family Involvement	Revision	Required To Align With Legislation	Discussion	Discussion	Approval	Policy 1005.03 Parental and Family Involvement in the Schools – LB 428 has added a great deal of detail specifying the kinds of information that must be available to all parents along with a general requirement that districts should tell parents how they can access that information. We think the “how” part of the requirement works best to be generally described in the Student Handbook, but the laundry list of all information that must be available will be described in the policy.

RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Any student who is a ward of the state or court, or who is residing in a residential setting in the district for reasons other than to receive an education shall be provided educational services in accordance with state statute 79-215 including such reimbursement to the district as may be due under the statute.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. Such preliminary enrollment or advanced enrollment for a child of a military family shall also apply if such child has an individualized family service plan, has an IEP under the federal IDEA, receives special accommodations or services under section 504, or receives special education as defined in section 79-1125. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska.

When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

Legal Reference: Neb. Statute 79-215
 Neb. Statute 79-1125
 IDEA, 20 U.S.C. 1400 et seq.
 Section 504, Rehabilitation Act of 1973, 29 U.S.C. 794

Cross Reference: 101 District Organization and Basic Commitments
 503 Student Attendance
 801 Transportation

Approved _____ Reviewed _____ Revised _____

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times.

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application. See policy 502.01 for preliminary enrollment of children of military families.

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district; or
2. the student's option district merged with another district effective after February 1, and;
3. the student's attendance would occur during the next immediate and subsequent school years.

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

Approved _____ Reviewed _____ Revised _____

district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

The standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as allowed by law.

Option Priorities: An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current per-pupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

Transportation: The district may choose to provide transportation to the option student in the same manner as for resident students and may choose whether or not to charge the parents of those option students a fee to recover the district's costs for the transportation. All option students who qualify for free lunches are eligible for either free transportation or the reimbursement of transportation costs from the school district as provided by state statute. Students receiving special education services shall receive transportation services as provided in the student's Individualized Education Plan.

Legal Reference: Neb. Statute 79-215
 79-232 to 246
 NDE Rule 19.008

Cross Reference: 503 Student Attendance
 801 Transportation

STUDENT DRESS CODE AND GROOMING

The Board believes student dress or grooming that causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees or visitors is not appropriate. Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a positive learning environment.

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

The Board respects the diverse racial and religious backgrounds of our students. The District's students have the right to visibly express themselves through their attire when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The District will facilitate and encourage a positive learning environment for all students while complying with any applicable health and safety law, rule, regulations or ordinance.

“Caregiver” in this policy shall include any parent, guardian or other adult caregiver who is on record with the District as one of the student’s official custodians.

GENERAL PRINCIPLES/STANDARDS:

1. Non-Discrimination: The District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin. Bullying Prevention and Harassment policies are also referenced below.
2. Respect for Individuality: Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel. Altering a student's appearance or removing or altering a student's attire without consent from their caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.
3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion and will be protected from bullying and harassment according to district policies.
4. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The District reserves the right to request immediate attire changes from students.

HEALTH AND SAFETY CONSIDERATIONS:

In school environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. A good faith effort applied equally and without discrimination will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that such standard is necessary for the health and safety of the student or other individual.
2. Least Restrictive Means: Health and safety standards addressing such concerns should use the least restrictive means necessary. Measures that do not discriminate with respect to race, religion, sex, disability, or national origin should be pursued.

ENFORCEMENT:

Enforcement of this policy will be consistent with the district's code of conduct and discipline policies. Enforcement of this policy shall not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

TRAINING AND AWARENESS:

The district will communicate this policy with students and families in their preferred language(s). Feedback from diverse students, caregivers, staff, and administrators will be considered when adopting and revising this policy. The District will provide appropriate staff training about this policy for its effective implementation with caregivers.

CONFIDENTIALITY:

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing confidential student information with school staff or outside parties.

PARENTAL CONSENT:

The District shall make a good faith effort to obtain informed consent from a student's caregivers in their preferred language for any health and safety standard accommodation needed. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the caregiver using their preferred communication method (phone, email, or in person), explaining why adjustments to the student's attire or grooming are needed to meet health and safety standards.

2. Collaborative Solutions: Work with the student and caregiver to find accommodation options to meet health and safety standards. Discuss the potential results of each option on the student's well-being and educational experience.
3. Parental Consideration: Allow the caregiver time to privately discuss the situation with their student or family members to make an informed decision.
4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, stating the accommodation and health and safety standard that required the accommodation. A copy of this written consent should be provided to the caregiver.
5. Documentation & Follow-up: Communication and decisions made with the parent/guardian/caregiver shall be documented as below. These records are subject to the Family Educational Rights and Privacy Act (FERPA) and shall be maintained accordingly. Follow up with the caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

RECORD KEEPING:

The District will establish and maintain records for any efforts made to accommodate a student's appearance or grooming of any kind. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

The district will regularly review and analyse these records to identify areas that may require revisions of policies. It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

DEFINITIONS:

Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethal School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Neb. Statute 79-526
Neb. Statute 79-2,158

Cross Reference: 501 Objectives for Equal Educational Opportunities for
Students
504.18 Harassment
504.20 Bullying Prevention

Approved _____ Reviewed _____ Revised _____

CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

The District prohibits the use of cell phones or other electronic communication devices by students while on school property or attending a school instructional function except as provided otherwise below. Violation of this policy may include disciplinary measures under the district's student conduct policies up to and including suspension or expulsion.

Other electronic communication device means any device which transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. This includes personally owned electronic tablets, "smart" watches, earbuds, headphones, and gaming devices. The term "electronic communication device" includes a cell phone.

Students are not prohibited from using an electronic communication device while on school property or attending a school instructional function under any of the following circumstances:

1. When required by a student's individualized education program developed under the Special Education Act and its rules and regulations or a plan developed under section 504 of federal statutes;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When appropriate under District policies or otherwise allowed by an appropriate school employee.

In addition to any prohibitions on electronic communication devices stated above, students shall not use such devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students shall not use electronic devices at any time where there is an expectation of privacy.

This policy does not authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Rules for confiscation of prohibited devices, returning of confiscated devices, and disciplinary measures will be published in the student handbook.

It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference: Rehabilitation Act of 1973, 29 U.S.C. 794
 2025 Neb. Legislative session LB140

Cross Reference: 504.03 Student Conduct
 505 Student Discipline

Approved _____ Reviewed _____ Revised _____

STUDENT ACTIVITY ELIGIBILITY

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetime.

However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct themselves in accordance with student conduct policies. Violations of district policies may result in the loss of some or all extracurricular eligibility.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board also will take action. The events must not disrupt the education program or other school district operations.

Participation in interscholastic sports designated as male or female only shall be limited according to statutes. Eligibility requirements as published by the Nebraska School Activities Association (NSAA) shall be observed by all students. Participating students shall follow Policy 506.10 Student Physicals for Athletes. Additional eligibility requirements may be imposed by the school district at the board's discretion.

Such eligibility requirements shall include good citizenship, acceptable academic standing, parental permission and good health (sports only). All eligibility requirements shall be published in applicable student/parent handbooks.

Any student who is sanctioned or is found by the school district or NSAA to be ineligible to participate in any extracurricular activity may appeal the sanction or finding in accordance with the student conduct policy. Visitors attending these activities must follow Policy 1005.08 Public Conduct on School Premises.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference: 20 U.S.C. Sect.1681-1683; 1685-1686 (1994).
 34 C.F.R. Pt. 106.41 (1993)
 Neb Statute 79-296
 79-443

 2025 Neb. Legislature LB89

Cross Reference: 502 Student Attendance
 504 Student Rights and Responsibilities
 505 Student Discipline
 506.10 Student Physicals for Athletes
 508 Student Health and Well-Being
 1005.08 Public Conduct

Approved _____ Reviewed _____ Revised _____

STUDENT PHYSICALS FOR ATHLETICS

All boys or girls that participate in any athletics or practices must have a physical examination signed by a physician. The results of the examination and the physician's signature must appear on all local and state forms where it is required. All such examination results must be on file in the school where the student is to participate in athletics. In all cases, these forms should be signed first by parents to signify their permission and then by the physician. Only proper forms are to be used in all cases.

Legal Reference: NSAA Athletic Bylaws sect. 3.4
 2025 Neb. Legislature LB89

Approved _____ Reviewed _____ Revised _____

COPPA STUDENT PRIVACY NOTICE

The District may contract with publishers or online providers to offer online curriculum that aligns with school standards or other services that support the teaching and learning process of the students. These applications or websites are offered for the benefit of the students and our school. Online providers give our school full notice of their collection, use, and disclosure practices.

In order for our students to use these educational programs and services, certain personal identifying information, which may consist of the student's name, username, email address, grade level, age and/or date of birth, may be provided to the website operator strictly for educational purposes. Under the federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit:

<https://www.ftc.gov/business-guidance/privacy-security/childrens-privacy>

The law permits schools such as ours to consent to the collection of personal information on behalf of all of its students strictly for educational purposes, thereby eliminating the need for individual parental consent given directly to the website operator.

By acknowledging receipt of the Student/Family Handbook, you consent for our school to provide personal identifying information to operators of approved web-based educational programs and services strictly for educational purposes.

Approved _____ Reviewed _____ Revised _____

APPROVED WEB-BASED EDUCATIONAL PROGRAMS AND SERVICES		
Online Website or Service	Primary Purpose	Privacy Policy
<i>*This is a comprehensive list, not all grades use all services.</i>		
Google G-Suite for Education, Classroom, Groups, Meets, Hangouts, Sheets, Sites, Slides	Online teaching and learning framework	https://gsuite.google.com/terms/education_privacy.html , https://cloud.google.com/security/compliance/coppa/
Renaissance Learning: Star Math, Star Reading, Accelerated Reader, Freckle, MyOn, Nearpod	Student assessment and learning support	https://www.renaissance.com/privacy/
Sycamore	Student Information System	https://sycamoreleaf.com/privacy-policy/
Amplify - CKLA	Core Program - ELEM Reading/Language	https://amplify.com/customer-privacy/
Studies Weekly	Core Program - ELEM Social Studies & K-2 Science	https://www.studiesweekly.com/legal/
Heinemann - Math	Core Program - ELEM Math <i>*Starting 8 / 2025</i>	https://www.heinemann.com/products-privacy-policy/
Savaas - Math (formerly Pearson)	Core Program - JH/HS Math	https://www.savvas.com/company/trust-center
IXL	Support Student Learning	https://www.ixl.com/privacypolicy
Prodigy	Support Student Learning	https://www.prodigygame.com/main-en/privacy-policy-for-students/
Quizlet	Support Student Learning	https://quizlet.com/privacy
Quizizz	Support Student Learning	https://quizizz.com/privacy?lng=en
Khan Academy	Support Student Learning	https://www.khanacademy.org/about/privacy-policy
EdPuzzle	Support Student Learning	https://edpuzzle.com/privacycenter
Blooket	Support Student Learning	https://www.blooket.com/privacy
99 Math	Support Student Learning	https://99-math.org/privacy-policy/
Canva	Support Student Learning	https://www.canva.com/policies/privacy-policy/
Presi	Support Student Learning	https://prezi.com/legal/privacy-policy/
Conjuguemos	Support Student Learning	https://conjuguemos.com/privacy
Gimkit	Support Student Learning	https://www.gimkit.com/privacy
Storyboard That	Support Student Learning	https://www.storyboardthat.com/about/privacy-for-schools
ReadWorks	Support Student Learning	https://www.readworks.org/privacy
Newsela	Support Student Learning	https://newsela.com/legal/newsela-privacy-policy
Xtra Math	Support Student Learning	https://home.xtramath.org/privacy
Typing.com	Support Student Learning	https://www.typing.com/privacypolicy
ABC Mouse	Support Student Learning	https://www.ageoflearning.com/privacy-policies/
Remind	Communication	https://www.remind.com/privacy-policy
Class Dojo	Communication	https://www.classdojo.com/privacy
Sports You	Communication	https://sportsyou.com/legal/privacy-policy

BEHAVIORAL INTERVENTION AND CLASSROOM MANAGEMENT

In order to create and maintain a quality educational environment, the district will employ a system of supports for encouraging positive behavior, addressing challenges in a caring and constructive way, and fostering safe and supportive school and classroom environments. These support actions are intended to develop a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. Disruptive or unsafe actions sometimes characterized by depression, anxiety, moodiness, anger, extended frustration or conflict with others will be addressed by these support actions to develop self-regulation skills and re-integration into the classroom.

The district will employ the procedures in the accompanying administrative regulation as appropriate, engaging families to address student behavior and communicating with them about student behavioral incidents where needed, plans for remediation and resources for behavior improvement. Collaboration, as appropriate, between educational staff, school psychologists, behavioral specialists, school counselors, and social workers will work to position supports with the student's needs and strengths.

Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law. Behavioral awareness training must include, but not be limited to, evidence-based training on a continuum that includes:

1. Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma.
2. Positive behavior supports and proactive teaching strategies, including, but not limited to, expectations and boundaries.
3. Verbal intervention and de-escalation techniques.
4. Access to a registry of local mental health and counseling resources.
5. Incorporation of all the requirements for the Behavioral Awareness Point of Contact (BAPC) in accordance with Policy 508.19 Behavioral Points of Contact.

Review

The school district will regularly review and update this policy to confirm its effectiveness and compliance with state statute. Feedback from students, parents, staff, and administrators will be considered in the review process. This policy must be included with any notifications required under the Student Discipline Act.

Legal Reference: Neb. Statute 79-262.01

Cross Reference: 504.03 Student Conduct
505.03 Suspension and Expulsion of Students
508.19 Behavioral Points of Contact
612 Special Education Services
1005.03 Parental and Family Involvement in the Schools
1005.12 Title 1 Parent and Family Member Engagement

Approved: 8-11-25

Reviewed:

Revised:

NDE STANDARDS FOR SYSTEM OF SUPPORTS

1. Criteria for Removal

- a. Safety Concerns: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- b. Disruption to Learning: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- c. Attempted Interventions: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

2. Procedure for Removal

- a. Behavior Documentation: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior is essential.
- b. Safe Transition: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- c. Notification: Parents/guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

3. Post-Removal Actions

- a. Restorative Meeting: A meeting involving the student, parents/guardians, teacher, and administrator is scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- b. Behavior Support Plan (if needed): For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

4. Transition Back to the Classroom

- a. Reintegration Plan: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- b. Ongoing Support and Monitoring: Follow-up meetings with the student, teacher, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- c. Focus on Positive Growth: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.

Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring, structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home

Tier 3: Intensive, Individualized Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the principal, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs;
and
5. The objection shall state a proposed alternate activity or study.

The principal shall have discretion to make this determination. The factors the principal shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available principal-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs may be required to do an alternate supervised activity or study.

Cross Reference: 604 Instructional Curriculum
 607.02 School Ceremonies and Observances
 1005.03 Parental and Family Involvement in the Schools

Approved _____ Reviewed _____ Revised _____

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

It is the policy of the District to provide full access to the parents, guardians and educational decisionmakers of students of the district to review:

1. textbooks;
2. tests;
3. their students' records unless otherwise prohibited by law;
4. activities information;
5. digital materials, websites or applications used for learning;
6. training materials for teachers, administrators, and staff;
7. procedures for the review and approval of training materials, learning materials, and activities;
8. other curriculum materials used in the school district; and
9. 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.

The District will provide guidelines in the student handbook regarding how the District will provide access to parents, guardians, or educational decisionmakers other than by specific request for the information above, how it will provide access to records of students, and about the school district's testing policy.

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. 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. See Policy 605.05 Religious-Based Exclusion from a School Program.

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

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

It is the policy of the District to notify parents, guardians and educational decisionmakers of students electronically or by mail at least fifteen days prior to the administration of any survey which may be scheduled that includes:

1. sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature; or
2. a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use.

Such notice shall describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. Such surveys will be judiciously conducted, with full consideration of the fact that parents and family members may find items of the survey objectionable.

Parents, guardians, and educational decisionmakers have the right to request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, review the survey in person at the school, and exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey shall not disclose personally identifiable information of a child. No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

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

1. The District 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 District 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 District will build the schools' and parents' and family members' capacity for strong parental and family involvement;

4. The District will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The District 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 District 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. Nothing in this policy shall require the violation of student privacy statutes as referenced below.

This policy shall be adopted annually following a public hearing to receive public comments and suggestions.

Legal Reference: Neb. Statute 79-530 to 533
Every Student Succeeds Act (ESSA), 20 U.S.C. §1000 et. seq.
Family Educational Rights and Privacy Act (FERPA) of 1974, as
amended, 20 U.S.C. 1232g,
Protection of Pupil Rights Amendment of 1978, 20 U.S.C.
Children's Online Privacy Protection Act (COPPA) of 1998, 15
U.S.C. 6501 et seq.
Children's Internet Protection Act (CIPA), 47 C.F.R. 54.520

Cross Reference: 507.01 Student Records Access
605.05 Religious-Based Exclusion from a School Program
606.03 Objection to Instructional Materials
610.01 Test or Assessment Selection
610.02 Test or Assessment Administration
611.01 Student Progress Reports
611.04 Parent Conferences
1002. District Annual Report
1005.01 Public Complaints

2025 - 2026

Heartland

Community Schools



Elementary Handbook Proposal

Current Wording:

Article 3 - Use of Building and Ground - Page 14

Section 1 Visitors

All visitors must report to the office upon entering the main entrance, to sign in and receive a visitor's pass. Parents are asked to postpone their visits to school until after the first three weeks to ensure a smooth transition. Visitations by parents should be kept to an hour and a half in length, and cleared 24 hours in advance with the principal. Visits by parents to classrooms are encouraged; provided the visits do not disrupt the educational program, individual students, or create a safety concern.

Students who wish to have friends or family visit during the school day may do so provided the principal's office has been notified a minimum of 24 hours prior to the visit. Additionally, a student will only be allowed to visit during lunch and/or recess.

Parties, Gifts and Treats

During the school year some holidays will be recognized. "Room parents" will be selected to bring treats and/or set up activities for the class.

Party invitations will not be distributed at school unless the entire group is included. Children will be allowed to bring a simple treat for their classmates on their own birthdays.

School board policy says that students and their parents will be discouraged from the routine presentation of gifts to district employees on special occasions. Where a student feels a spontaneous desire to present a gift to a staff member, the gift will not be elaborate or unduly expensive. The Board shall consider as always welcome and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intending to discourage acts of generosity in unusual situations.

Proposed Changes:

Article 3 - Use of Building and Ground - Page 14

Section 1 Visitors

All visitors must report to the office upon entering the main entrance, to sign in and receive a visitor's pass *at all times. All visitors are also required to check out in the district office prior to exiting the building. This includes the beginning (before school) and end of the school day.* Parents are asked to postpone their visits to school until after the first three weeks to ensure a smooth transition. Visitations by parents should be kept to an hour and a half in length, and cleared 24 hours in advance with the principal. Visits by parents to classrooms are encouraged; provided the visits do not disrupt the educational program, individual students, or create a safety concern.

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If a delivery is made to school for a student by an outside business, parent, guardian, family member, friend, etc., the item(s) must remain at the front office and be picked up at the end of the school day by the student. Examples may include but are not limited to: balloons, flowers, candy arrangements, etc.

School board policy says that students and their parents will be discouraged from the routine presentation of gifts to district employees on special occasions. Where a student feels a spontaneous desire to present a gift to a staff member, the gift will not be elaborate or unduly expensive. The Board shall consider as always welcome and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intending to discourage acts of generosity in unusual situations.

Rationale:

For safety reasons, it is critical that we have all visitors check into the front office and sign in, and receive a visitors badge before entering the building. It is also critical for the overall safety of the school that all visitors are required to check out in the front office prior to exiting the building. Additionally, it is essential that this also includes before and after school (when the front doors are unlocked to allow students access).

Deliveries made to school cause a disruption to the learning environment in the classrooms. The expectation of keeping such items in the front office is critical to the overall flow of the school day.

Changes to come:

- If the time for arrival to participate in extracurricular activities changes for high school students, the elementary handbook will change also to keep consistency.
- Parental Involvement information

Clean Copy w/ Proposed Changes:

Article 3 - Use of Building and Ground - Page 14

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HEARTLAND COMMUNITY SCHOOLS

Technology Use and Agreement Handbook

Objectives

The goals of the project are increased student achievement through the improvement of 21st century skill sets of our students and staff. Areas of emphasis will include:

- Creativity and innovation
 - Communication and collaboration
 - Research and information fluency
 - Critical thinking, problem solving, and decision making
 - Digital citizenship
 - Technological operations and concepts
-

Laptop Specifications

- MacBook Air
 - USB-C Power Adapter
 - Hard Shell Case, Laptop Bag and Accessories Pouch
-

Receiving Your Laptop

Students and their parents will be required to complete the following steps before laptops will be issued.

- Attend an orientation meeting prior to the beginning of the school year or meet with the building principal to discuss acceptable use.
- Students wishing to use the computer off of school property will be required to pay a \$30 insurance and usage fee.
- Completion of the Laptop Responsibilities Agreement Form, Acceptable Use Policy Form, and Insurance Form

Using Your Laptop at School

Laptops are intended for use at school each day. Students are responsible for bringing their charged laptop to all classes. Only charge your laptop with the provided charger.

Privacy and Internet

E-mail is provided to each student for educational purposes only. **The only email account that students are allowed to access while using a school-issued laptop is one which has been assigned by Heartland Community Schools.** Please note that emails sent on school-issued devices are not private and may be reviewed at any time and without notice.

The following rules will apply when using an email account:

- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Students should maintain high integrity with regard to email content.
- Use of games, chat rooms, or conferencing applications may not be utilized during class without permission.

Software

The software originally installed by Heartland Community Schools must remain on the laptop in usable condition and be easily accessible at all times.

Screen Savers & Backgrounds

Only school appropriate backgrounds and screen savers may be used on the laptops.

Sounds

- Students must have personal earbuds/headphones to listen to audio.
- Sound must be muted unless permission is granted by the teacher for instructional purposes.

Personal Devices

- No personal devices, such as laptops, tablets, smart watches or smart phones will be allowed on our secure student network.
- The HCS Public network will be available for personal devices.

Printing

Printing at school will be regulated.

Using Your Laptop at Home

Laptops may be taken home each day, provided that:

- No money is owed on lunch accounts, fees, or fines
- The usage and insurance fee has been paid
- Agreement forms have been signed
- Proper use of the computer has been maintained by the student

Students are responsible for their laptop at all times. You are responsible for any loss or damage that occurs when someone else is using your assigned laptop.

Care of Your Laptop & Accessories

Laptops are provided to further enhance academic achievement. Students will use the laptops responsibly, safely, and respectfully. Students are responsible for the general care of the laptop and accessories they have been issued by the school.

General Precautions

- Keep all liquids away from the laptop. Never eat or drink while using the laptop. Loose crumbs can cause a screen to be damaged.
- Laptop should not be placed on or under soft items, such as blankets, pillows, or sofa cushions. This may cause the laptop to overheat and result in damage to the machine.
- Cords and cables must be inserted carefully into the device to prevent damage. Loosely wrap charging cords so that undue stress is not placed on the end that connects to the charger.
- Laptop and case must remain free of any writing, drawing, stickers or labels that are not the property of HCS. If a student wishes to use a case of their own, the case must first be approved by the HCS Technology Coordinator.
- Laptop must never be left unsupervised.

Screen Care

- To avoid damaging the screen, only the power supply and power cord should accompany the laptop inside the sleeve.
- Never close the laptop with anything on the keyboard, such as pencils or notebooks or even loose papers.
- Avoid touching the laptop screen. If you need your screen cleaned please use a clean, soft cloth. NO cleansers of any kind.

Protecting and Storing Your Laptop

- Laptop must always be transported within the school issued laptop bag.
- Protect the laptop from extreme heat and cold. If the laptop has been in extreme cold or hot temperatures, let it come up to room temperature before operating it.
- Laptop should never be left in a car.
- When laptop is not in use, please store it in a secure location.
- Heavy objects should never be placed or stacked on top of the laptop. This includes books, musical instruments, etc.

Laptop Repair & Assessed Fees

- If a computer is damaged or malfunctioning, it must be reported immediately so repair can be made.
- Under no circumstances should anyone else attempt repairs on laptops. All laptop repairs must be provided by Heartland Community Schools.
- If a laptop is lost or stolen, it must be reported immediately to the school and appropriate law enforcement authorities.
- A “loaner” laptop may be issued to a student when they leave their laptop for repair. The student will be expected to return the loaner laptop at the end of the school day.
- Each summer, all laptops will be inspected for damage that would cause them to be inoperable or for major physical damage that would be noticeable to someone looking at the laptops from a distance. Damage will be assessed according to the following schedule:
- A \$100 maximum deductible for the first incident of damage may be assessed. If there are additional incidents of damage, the full cost of repair and the loss of privilege of removing device from school property may be required of the student. In the case of theft or accidental breakage in the course of normal, educational use, the administration of Heartland Community Schools may elect to waive the charges.

Suspension of Laptop Use

The use of any District technology is a privilege and not a right. Students are expected to use their computer in accordance with the district’s 1:1 laptop policy and procedures, and any applicable laws. Failure to use this computer in an appropriate manner will result in the following consequences as determined by the administration of Heartland Community School.

The following actions are NOT permitted on school issued laptops:

- Attempting to bypass or bypassing the Internet filter.
- Accessing or attempting to access social media sites and computer games without specific permission from a teaching or administrative staff member.
- Physically altering or disassembling a computer in any way.
- Accessing or attempting to access inappropriate material on the Internet.
- Giving your username and password to another student to use

(Remember - you are responsible for whatever they do with your account!)

Any of these violations could lead to any or a combination of the following:

- Removal of take home privileges.
- Permanent removal of school technology privileges.
- Financial payment for damages.
- Other consequences deemed necessary.
- Criminal charges being filed against the student.

Acceptable Use Policy

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

Staff/Students must:

- Respect and protect the privacy of others.
- Use only assigned accounts.
- Not view, use, or copy passwords, data, or networks to which they are not authorized.
- Not distribute private information about others or themselves.
- Respect and protect the integrity, availability, and security of all electronic resources.
- Observe all network security practices, as posted.
- Use personal mobile devices on the HCS Public network only.
- Not log in (authenticate) to the private network or VPN unless using district owned/authorized devices or services.
- Report security risks or violations to a teacher or network administrator.
- Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
- Respect and protect the intellectual property of others.
- Not infringe copyrights (no making illegal copies of music, games, or movies!).
- Not plagiarize.
- Respect and practice the principles of community.
- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting materials to a teacher.
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not use the resources to further other acts that are criminal or violate the school's code of conduct.

- Not send spam, chain letters, or other mass unsolicited mailings.
- Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
- Not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
- **Staff/Students may, if in accord with the policy above:**
 - Design and post web pages and other material from school resources.
 - Responsibly use social networking and internet communication resources with a teacher's permission and within the guidelines stated above.
- **Supervision and Monitoring:**
 - School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. Administrators may further define such rules. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Laptop Loan Agreement

Your child has been loaned a MacAir laptop, hardshell case, and bag to improve and personalize his/her education this year. It is essential that the Heartland Community Schools Acceptable Use Policy be followed to ensure the safe, efficient and ethical operation of the district's device.

In order for your child to use the laptop in class and to take it home, you must be willing to accept the following responsibilities and terms. In addition there is a \$30 annual insurance fee, payable to Heartland Community Schools, which applies to cases of theft or accidental breakage in the course of normal, educational use. This fee is required before your child will be allowed to take the device home. Until the fee is paid in full, the student may use the device only while at school. All lunch accounts, fees, and fines must be paid in full in order for your child to remove the laptop from school property.

In cases of negligence (loss or abuse) by the student, a \$100 maximum deductible for the first incident of damage may be assessed. If there are additional incidents of damage, the full cost of repair and the loss of privilege of removing device from school property may be required of the student. Examples of negligence include, but are not limited to: drinks or foods spilled on computer, rough housing or horseplay with devices, or not carrying laptop in protective case.

Parent Responsibilities and Terms

As a parent, I will:

- read the Acceptable Use Policy and discuss it with my child.
- supervise my child's use of the laptop at home.
- make sure my child charges the laptop nightly and begins the school day with a fully charged battery.
- make sure my child brings the laptop to school each day and keeps it locked in their locker when not using it for a class.
- discuss appropriate use of the Internet and supervise my child's use of the Internet.
- not attempt to repair the laptop.
- report any problems or damage to the laptop to a school administrator.
- report loss/theft of the laptop to school and proper authorities (police) within 24 hours.
- not change or attempt to change the configuration of software or hardware.

- insure that my child only uses accounts assigned by the school.
- not alter or remove the school device management certificates at any time.
- agree to allow the school administration and faculty to inspect and examine the device, apps and content at any time.
- agree to make sure that the laptop is returned to the school when requested and upon my son's/daughter's withdrawal from Heartland Community Schools.

Student Responsibilities and Terms

As a student, I will:

- read the Acceptable Use Policy and discuss it with my parent/guardian.
- adhere to the terms of the Heartland Community Schools Acceptable Use Policy and District guidelines each time the laptop is used, at home or at school.
- recharge the laptop nightly and begin the school day with a fully charged battery.
- bring the laptop to school each day and keep it locked in my locker when not using it.
- keep the laptop in its assigned protective case at all times when not being used.
- make the laptop available for inspection by an administrator or other staff member upon request.
- use appropriate language in all communications.
- abide by copyright laws.
- not use or attempt to use another student's assigned hardware, subscriptions, logins, files, or personal information.
- not give out personal information, such as name, address, photo, or other identifying information online.
- report loss/theft of laptop to parents, school and proper authorities (police) within 24 hours.
- not use the laptop to record (audio or visual) others without their permission.
- not change or attempt to change the configuration or settings of management certificates.
- not attempt to repair, alter or make additions to the laptop.
- report all problems and damage immediately to the administrator or technology staff.

- not remove or attempt to remove identification tags on the laptop or deface with stickers, marking pens, etc.

Laptop Loan Agreement

- One MacBook Air, USB-C power adapter, hard shell case, bag and accessories pouch and are being loaned to Borrower and are in good working order.
- It is Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment.
- This equipment is, and at all times remains, the property of Heartland Community Schools of Henderson, Nebraska, and is herewith loaned to the student for educational purposes only for the academic school year.
- Student may not deface or destroy this property in any way.
- Inappropriate use of the machine may result in the student losing his/her right to use this device.
- The equipment will be returned to the school when requested by Heartland Community Schools, or sooner, if the student withdraws from Heartland Community Schools prior to the end of the school year.
- Nebraska statutes 79-737 and 79-2,127 allow the district to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property.
- Borrower acknowledges and agrees that Borrower's use of the district property is a privilege and that by Borrower's agreement to the terms hereof, Borrower acknowledges responsibility to protect and safeguard the district property and to return the same in good condition and repair upon request by Heartland Community Schools.

Signature Page

I have read and agree to abide by the Heartland Community Schools Acceptable Use Policy for use of the Internet with the school issued device and personal devices.

Student Signature_____Date_____

Parent Signature_____Date_____

I agree to follow the Heartland Community Schools' responsibilities and rules at all times while using the school issued device in accordance with the Acceptable Use Policy and Laptop Loan Agreement.

Student Signature_____Date_____

Parent Signature_____Date_____

Media Release (Please check ONE of the following)

☐ Students and teachers at Heartland Community Schools may be videotaping and taking photographs of many of the activities throughout the school year. Your child's image may be used in promotional videos or presentations to outside groups, school web pages, and/or various media outlets and newspapers. By signing below, you agree to allow your child to be in photographs and/or videos used by Heartland Community Schools.

☐ I do not give consent for Heartland Community Schools to use photographs of my child in promotional videos, presentations, school web pages, and/or other media outlets.

Parent Signature_____Date_____



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09	01	1.00	SMS-CEL-3000NC	FROM CELLS TO ORGANISMS, 3rd EDITION EQUIPMENT PACKAGE (NO CART)	2472.00	2472.00
10	01	15.00	SMS-CEL-3RSB	SEPUP FROM CELLS TO ORGANISMS REVISED STUDENT BOOK THIRD EDITION	29.99	449.85
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UNIT OVERVIEW

BODY SYSTEMS

6th

Unit Issue: How interactions between body systems can be affected by disease, medications, and other factors.

Anchoring Phenomenon: How body systems function and interact in a healthy person and when a person is sick.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 21–26 periods of approximately 45–50 minutes (approximately 5–6 weeks). There are no suggested activities to skip in this unit as skipping an activity in this case would mean losing key NGSS elements of the unit, e.g. the opportunity to practice elements of the PE prior to the activity that assesses it.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. View and Reflect: The Pellagra Story Students learn about how scientists gather evidence on the functioning of the human body through a video segment on pellagra and a short reading about modern clinical trials.	Pellagra, investigating human health, clinical trials, data, evidence, hypothesis, inference, informed consent, observations, trade-offs LITERACY	Preview the video. Copy Student Sheets.	B&T A3	1–2
2. Modeling: Parts of a Whole Students begin to learn about major organs and systems in the human body. First, they complete an activity that exposes their current knowledge and ideas about the sizes and locations of specific organs. They then create a three-dimensional model of selected organs and structures and revisit their ideas about the human body.	Body systems, organs, organ systems, function, structure	Obtain chart paper, balances, and markers; copy Student Sheet; line torso models with plastic.	QUICK CHECK Proc.	2
3. Investigation: What's Happening Inside? Students learn about systems in the human body and their functions. Students group Organ or Structure Cards into systems and explore the function of organs and their associated body systems.	Organs, structures, body systems, levels of organization LITERACY	Copy Student Sheet.	QUICK CHECK A1, A3	1
4. Reading: Digestion: An Absorbing Tale Students read about functions and structures of the human digestive system. The reading also introduces the idea of system interactions between the muscular and circulatory systems.	Digestive system, stomach, intestine, system interactions, digestion, nutrients LITERACY	Copy Student Sheets. Gather string and tape.	EXP QUICK CHECK A2 MOD A2 EXP A4	1

UNIT OVERVIEW AND MATERIALS

BODY SYSTEMS (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
5. Modeling: Food Breakdown Students use information provided in the text to develop physical models of proteins and carbohydrates. They use these models to explore the breakdown of food during digestion and the use of the resulting subunits as building blocks for human proteins (in the case of amino acids) or for generating usable energy (in the case of sugars). They create drawn models to represent the use of food as a source for matter and energy.	Matter and energy from food, carbohydrate, cell, energy, fat, matter, model, protein.	Copy Student Sheets. Divide pop beads into sets.	MOD A3	1–2
6. Laboratory: Observing Organisms Students investigate the behavior of living organisms (blackworms) in response to touch (stimulus response).	Stimulus, response LITERACY	Order blackworms two weeks ahead. Gather fish food, plastic bin, unbleached paper towels, microscopes, spring water.	QUICK CHECK A1	1–2
7. Laboratory: Can You Feel the Difference? In Part A, students explore their individual sensitivity to touch. They test their abilities to feel the difference between one and two points on different parts of their hands and arms. In Part B, students further investigate human sensitivity to touch by determining the smallest distance at which they can still feel two points. This experience reinforces the concept of sensory limitations and explores the phenomenon of variation among individuals.	Interpreting stimuli, control, variable.	Copy Student Sheets.	AID A1 EXP A5	2
8. Reading: Finding the Nerve Students read more about the human nervous system, how it functions, and how it interacts with other systems in the human body.	Nervous system, interneuron, motor neuron, nerves, neuron, sensory neuron, touch receptors. LITERACY	Copy Student Sheet.	EXP A4 (Assessment of PE MS-LS1-8)	1
9. Laboratory: Heartily Fit Students collect data on their heart and respiratory rates by measuring their pulses and breathing rates before and after moderate-impact exercises. They analyze the data to establish the relationship between circulatory and respiratory function during exercise. As an Extension, students can measure the effect on recovery time of regular exercise performed over a month-long period.	Circulatory system, respiratory system, effects of exercise, pulse, range. LITERACY, MATHEMATICS	Copy Student Sheets.	AID QUICK CHECK A3	1–2

BODY SYSTEMS (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
10. Laboratory: Gas Exchange This activity explores the role of the respiratory system in the regulation of gases in the blood. Students investigate how to quantitatively measure the amount of carbon dioxide in their exhaled breath by using an indicator to perform a titration.	Exchange of oxygen and carbon dioxide, indicator. SENSEMAKING	Copy Student Sheet. Gather chart paper, sponge, carbonated water, chemical splash goggles. Arrange access to wall clock or watch that displays seconds.	QUICK CHECK A5	2
11. Reading: Interacting Systems Students use the Stop to Think strategy as they read about levels of organization in the circulatory and respiratory systems, and how these systems and subsystems interact with each other and the digestive system to maintain life.	Interactions between circulatory, respiratory, and digestive systems, alveoli, artery, atrium, blood, blood vessels, capillaries, cardiovascular system, circulatory system, heart, lungs, respiratory system, veins, ventricle. LITERACY	Copy Student Sheets.	EXP A3	2
12. Modeling: The Circulation Game As a class, students model the path of blood as it travels through the human circulatory system to the lungs and other organs. The activity emphasizes the transport function of blood, particularly the transport of gases, nutrients, and wastes, and how the circulatory system interacts with other body systems.	Circulatory system, gas exchange, waste removal LITERACY	Copy Student Sheets. Gather drum.	ARG A4 (Assessment of PE MS-LS1-3)	2
13. Investigation: Testing Medicines: A Clinical Trial Students simulate a clinical trial to investigate how medicines are tested. In this model, students participate in a taste test to stimulate the clinical trial of a new headache medicine. The class pools results and draws conclusions based on their data.	Clinical trials	Copy Student Sheets. Gather large stirring spoon, permanent marker, 1 2-quart container, 2 1-quart containers, sugar, water.	AID A2 E&T A4	3
14. Talking it Over: Evaluating Clinical Trials Students work together to analyze the clinical trial results of three new headache medicines that a company is testing. Students look at effectiveness of the drugs and reported side effects. Students use this information to decide which drug should be put forward for further testing and development.	Clinical trials, evaluating medicines, side effects of medicines LITERACY	Copy Student Sheets.	ARG A1	1–2

UNIT OVERVIEW

SOLAR SYSTEM AND BEYOND

6th

Unit Issue: Choose a proposed space mission based on which missions have the most potential for technological advancements and better scientific understanding.

Anchoring Phenomenon: There are a variety of objects in space and they move over time. Technology plays a critical role in learning more about these objects.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 19–35 periods of approximately 45–50 minutes (approximately 4–7 weeks). If you find that you cannot finish in this timeframe, consider skipping Activity 3 or Activity 4, and/or Activity 11 or Activity 12.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Talking It Over: Exploring Space Students read about different missions to space that have helped scientists understand more about our Solar System. Each mission description includes information about what was learned and some of the technological challenges faced by the mission. Students then share what they learned and discuss the trade-offs between exploring space with spacecraft and using research money elsewhere.	Space exploration, spacecraft, trade-offs, evidence LITERACY SENSEMAKING	Prepare Student Sheets.	B&T A2	1–2
2. Investigation: The Predictable Moon Students use Moon Phase Cards to make observations about the different phases of the Moon and look for patterns. Once they identify the pattern of the cycle of the Moon's phases, they examine observations of the Moon made over a period of time. They try to identify a pattern in the observations and make predictions about the appearance of the Moon on days missing from the data set. They establish that the cycle of the Moon's phases is a little shorter than a typical month on Earth.	Moon phases, patterns, cycles LITERACY	Obtain Moon phase calendar; prepare Student Sheet.		1–2

SOLAR SYSTEM AND BEYOND (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
3. Modeling: Explaining the Moon's Phases Students explore physical models to help them understand the reason for the changes to the Moon's appearance over time. The models use a light to represent the Sun and a white or pale ball to represent the Moon. This model introduces students to the idea that the Moon's phase at any given time depends on the Moon's changing position relative to Earth and the Sun as the Moon orbits Earth. In the next activity, students explore a computer model of the same idea. Using both models best helps students visualize the orbit of the Moon around Earth and how it explains the changing appearance of the Moon as viewed from Earth.	Patterns, modeling, orbit, Moon phases	Confirm available space for activity; prepare Student Sheet.	EXP A5	1–2
4. Computer Simulation: Moon Phase Simulation Working at computers, students interact with a two-dimensional simulation that shows the direction of sunlight and the relative positions of Earth and the Moon as Earth rotates and the Moon orbits Earth. Students sketch what they observe in the simulation and build toward an understanding of how the Moon orbits Earth. They then connect this experience with their observations of the Moon's phases and the physical models used in the previous activities.	Modeling, Moon phases, orbit	Arrange for computer time.	MOD A4	1
5. Modeling: The Moon's Orbit Students manipulate a physical model of the orbital plane in which the Moon travels as it orbits Earth. This three-dimensional model allows students to investigate why eclipses, both lunar and solar, are relatively rare. This activity is the final opportunity in this unit for students to cement their understanding regarding why the Moon's orbit results in phase changes in the Moon as seen from Earth.	Orbital plane, Moon phases, lunar eclipse, solar eclipse	Prepare the Moon's orbit model	MOD A3 (Assessment of PE MS-ESS1-1; Part 1)	1–2

SOLAR SYSTEM AND BEYOND (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
6. Investigation: Changing Sunlight Students graph and analyze data on length of daylight and the angle of the Sun during the course of a year in the Northern Hemisphere and relate the patterns they observe to seasonal changes. They discover the correlation between daylight length and the position of the Sun in the sky, and relate these variables to the seasons. This awareness of seasonal patterns in the Sun's position and apparent motion prepares them for a discussion of the reasons behind these changes in the next three activities.	Year, Northern Hemisphere, Southern Hemisphere SENSEMAKING MATHEMATICS	Prepare Student Sheets	QUICK CHECK A4-A6	1-2
7. Computer Simulation: A Year Viewed from Space Students use a computer model to investigate the effects of Earth's orbit around the Sun and Earth's tilt on seasonal changes in the Northern Hemisphere. Students use the simulation to observe Earth as it revolves around the Sun and to record data for different seasons. They use their observations to develop an explanation for the cause of Earth's seasons.	Seasons, Earth's orbit, Earth's axis, Earth's tilt	Arrange for computer time; prepare Student Sheets.	EXP A3, A6	1-2
8. Modeling: Earth's Tilt Students continue to explore the effect of Earth's tilt in determining the seasons. Two teacher demonstrations show that light is more concentrated, or less spread out, when it strikes a surface at a 90-degree angle than at any other angle. Using a photovoltaic cell, students explore how the angle of the sunlight striking it affects the amount of solar energy the cell absorbs.	Seasons, energy from the Sun, Earth's tilt SENSEMAKING	Check weather forecast for sunny weather, prepare Student Sheet.	QUICK CHECK A3 EXP A4	1-2
9. Reading: Earth on the Move Students read a summary of the reason for Earth's seasons. The reading emphasizes the role of Earth's tilt in determining the angle of the Sun's rays and the length of the day, both of which contribute to observed seasonal variations in temperature at Earth's surface. Students complete a Three-level Reading Guide to help them process the information in the reading.	Earth's tilt, Earth's orbit LITERACY SENSEMAKING	Prepare Student Sheet.	MOD A1 (Assessment of PE MS-ESS1-1: Part 2)	1-2

SOLAR SYSTEM AND BEYOND (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
10. Investigation: Observing Objects in Space Students make observations of celestial bodies and learn to identify different kinds of objects that can be seen in space. They identify various objects (e.g., planets, stars, asteroids, comets, galaxies, and moons) by such features as apparent size, brightness, and visual appearance. Students use telescopic images to make accurate observations of the different space objects.	Space objects, Solar System	Review celestial observation tips, obtain local stargazing information.	E&T A6	1–2
11. Modeling: Drawing the Solar System Using a distance scale, students calculate the distance from the Sun to each planet in the Solar System. They make a model of the Solar System by drawing the scaled distance to each planet. Using the same scale, they investigate the diameters of the planets and discover that the scale used for distances in the Solar System is inadequate for drawing an accurate model of each planet. The activity is supported by a literacy strategy that helps students articulate their prior knowledge and reflect on the development of the main concepts in the activity.	Scale, models, planets SENSEMAKING	Prepare Student Sheets.		1–2
12. Project: How Big Are the Planets? Students explore the sizes of planets in the Solar System, and create a physical model showing the relative sizes of the planets. To do this, they select an appropriate scale, calculate the diameter of the scaled objects, and find round objects that accurately represent the size of each planet. They consider how large the Sun would have to be in their scale model. Students use a literacy strategy to reflect on what they have learned about the diameters of the planets.	Scale, planets	Prepare Student Sheet, gather equipment for Extension.	COM PROC. 7 AID A4	2–3
13. Investigation: Identifying Planets Students analyze data on planets and objects in the Solar System. They are then given four descriptions of different planets based on actual space missions. They use the planet descriptions and their analysis of the planetary data to identify which planets in our Solar System the transmissions are referring to.	Space missions, planet properties, analyzing data	Prepare Student Sheet.	AID A2 (Assessment of PE MS-ESS1-3)	1–2

SOLAR SYSTEM AND BEYOND (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
14. Investigation: Gravitational Force Students are introduced to some of the characteristics of gravity as they explore the relationship of gravitational pull to distance and mass. They graph the gravitational force between Saturn and some particles in its orbiting rings. Students compare the gravitational force of smaller and larger mass particles orbiting at the same distance, and of particles of equal mass orbiting at different distances from the planet.	Gravity, gravitational force, mathematics, mass		AID A1	1–2
15. Reading: The Effects of Gravity This reading about gravity summarizes for students the relationship between mass, distance, and gravitational force. Students also read about gravity's role in the orbits of space objects, and how objects are put into orbit around Earth. Two literacy strategies are used to support students' comprehension of the ideas in the reading.	Gravity, galaxy, orbital motion LITERACY		MOD A4	1–2
16. Computer Simulation: Modeling Gravity Students use a computer simulation to model how gravity affects the orbits of planets in the Solar System. They use their model and data related to the planets to figure out how massive the Sun must be for us to observe the planetary orbits seen in our Solar System. They then complete a short reading relating their model to the motions of stars and solar systems within a galaxy. Finally, students are asked to develop and use a model to describe the role of gravity in the motions of space objects within solar systems and galaxies.	Orbital motions, gravity	Prepare Student Sheet.	MOD A3 (Assessment of PE MS-ESS1-2)	2–3
17. Talking It Over: Choosing a Mission Students make a decision about funding a space exploration mission to Saturn's moon Titan. Presented with three proposed missions, students must recommend one. To aid their decision-making, students discuss the feasibility of each mission and what it could accomplish. The student groups make a decision based on information in the mission proposals and content from the previous activities. As a culmination of their work on the issue, each student then writes a letter citing the evidence that forms the basis of their recommendation.	LITERACY	Prepare Student Sheet.	COM Proc. 5 E&T A3	1–2

UNIT OVERVIEW

ECOLOGY

6th

Unit Issue: The environmental impacts of introduced species.

Anchoring Phenomenon: Introduced species are changing environments all around us.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 29–34 periods of approximately 45–50 minutes (approximately 6–7 weeks). If you find you cannot finish in this time frame, consider skipping activities 5 and/or 13.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Talking it Over: The Miracle Fish? Students read and discuss what happened after the Nile perch was introduced into Lake Victoria.	ecology, evidence, trade-offs, introduced species SENSEMAKING	Send drop card for blackworms (need by Activity 5) and <i>Paramecium</i> (Activity 9); prepare Student Sheet.	ARG QUICK CHECK A6 E&T A7	2
2. Project: Introduced Species After learning about eight species that have been introduced into the United States; students begin research to be presented later in the unit (Activity 16).	ecology, introduced species, ecosystem, biodiversity	Gather research resources; decide logistics, schedule, and timeline for research projects; prepare Student Sheet.	To be assessed at a later date: EXP: Introduced Species Research, and COM: Introduced Species Reports	2
3. Investigation: Data Transects Students use a model of a transect to compare organisms found in two different physical environments located in a prairie.	ecology, transects, ecological relationships, ecosystem components, restoration	Prepare Student Sheet.	3 AID QUICK CHECK A3	2
4. Investigation: Taking a Look Outside Students explore patterns in their local environment by using the transect method learned in the previous activity.	ecology, transects, abiotic and biotic ecosystem components, ecological relationships	Identify one or more suitable field sites; obtain hygrometer or sling psychrometer (optional).	PCI Proc. ODA Proc. QUICK CHECK	2–3
5. Laboratory: A Suitable Habitat Students plan and conduct a laboratory investigation to explore blackworms' responses to different habitats.	ecology, habitat, habitat requirements, adaptation LITERACY	Request blackworm shipment 2–3 weeks in advance; obtain spring water or de-chlorinated tap water, aquatic leaf litter, fish food.	PCI Proc. ARG A2	2
6. Investigation: Ups and Downs Students graph and interpret population data over time.	population size, population fluctuation, MATHEMATICS	Obtain transparent tape (optional); obtain visual aid; prepare Student Sheet.	ARG A1 AID A3	2
7. Laboratory: Coughing Up Clues Students gather information on owl diets and the owl's place in a food web as students dissect owl pellets.	food web, predator, prey, competition, energy flow	Obtain glue and cardboard (optional); prepare visual aid; prepare Student Sheet.	EXP A1 QUICK CHECK A2	1–2

ADDITIONAL RESOURCES

ECOLOGY (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
8. Reading: Eating for Matter and Energy Students read the text on food webs and the flow of energy through them. They create a model to explain the dissipation of energy from one level to the next.	food web, energy flow, matter, producers, consumers, predator, prey LITERACY	Obtain materials for student models, such as stickers, colored markers, paper, graduated cylinders, and beakers.	EXP A2 MOD QUICK CHECK A3	2–3
9. Laboratory: Population Growth Students use microscopes to compare populations of <i>Paramecium</i> that have been growing in environments with different amounts of food.	population growth, resource availability, competition	Request <i>Paramecium</i> shipment 2–3 weeks in advance; obtain visual aid; obtain spring water or de-chlorinated tap water, paper towels, milk and toothpicks (optional); need microscopes.	AID A3 (Assessment of PE MS-LS2-1)	2
10. Investigation: Interactions in Ecosystems Students interpret data from graphs and match them to ecological scenarios describing patterns of interaction that affect population sizes.	interactions, predator, prey, competition, symbiosis, mutualism, commensalism, parasitism LITERACY	Prepare Student Sheets.	EXP Proc. (Assessment of PE MS-LS2-2) QUICK CHECK A1	1
11. Laboratory: Cycling of Matter Students investigate the role of decomposers while isolating and examining nematodes in soil samples. Students study decomposition in a small classroom compost container.	decomposers, decomposition, cycling of matter, producers, consumers, food web	Obtain soil samples; need microscopes.	MOD QUICK CHECK A1	2
12. Modeling: Modeling the Introduction of a New Species Students work in groups to model a food web using a set of organism cards. They are then given an additional card representing an introduced species and must revise their models.	cycling of matter, flow of energy, ecosystem, food web	Obtain materials for student ecosystem models, such as string, stickers, and paper.	MOD Proc. (Assessment of PE MS-LS2-3)	2
13. Investigation: Abiotic Impacts on Ecosystems Students investigate a model of large-scale ecosystem disruption by arranging cards showing the effects of a large forest fire.	disruptions, dynamics, resilience, ecosystem, succession	Prepare Student Sheet.	EXP A3	1–2
14. Investigation: Effects of an Introduced Species Students use a Web-based graphing tool to graph and analyze a large data set on zebra mussels and their effects on several ecosystem components.	introduced species, ecosystem, dynamics, disturbance, disruption, biodiversity	Arrange access to multiple computers with Internet access.	ARG A1, A2 (Assessment of PE MS-LS2-4)	2

ECOLOGY (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
15. Talking it Over: Too Many Mussels Students evaluate control options to address the problems caused by zebra mussels for humans and ecosystems.	engineering, design, solution, criteria, constraints, ecosystem services, biodiversity	Prepare Student Sheets.	ARG A1a (Assessment of PE MS-LS2-5) E&T A1b ENG QUICK CHECK SS 15.2	2
16. Project: Introduced Species Student groups present their introduced species research. The class discusses the characteristics of an introduced species that make it likely to proliferate in a given ecosystem.	ecosystem, ecology, food web, introduced species, competition, predator, prey, engineering, solution, biodiversity, ecosystem services	Prepare Student Sheet.	COM Presentations EXP Written Report	2-3

UNIT OVERVIEW

REPRODUCTION

Unit Issue: The use of genetic information to make medical and health-related decisions.

Anchoring Phenomenon: Most people have features more like their biological relatives than most other people, but even within a family, each person is unique.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 19–28 periods of approximately 45–50 minutes (approximately 4–6 weeks). There are no suggested activities to skip in this unit as skipping an activity in this case would mean losing key NGSS elements of the unit, e.g. the opportunity to practice elements of the PE prior to the activity that assesses it.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. View and Reflect: Joe's Situation Students are introduced to a scenario of a student who has just learned he may have inherited a genetic condition (Marfan syndrome).	genes, genetic disorders LITERACY SENSEMAKING	Preview the video, preview Activity 7, plan when to set up seedlings for demo.	B&T QUICK CHECK A7	1–2
2. Modeling: Creature Features Students develop models to investigate the inheritance of a trait in imaginary creatures.	gene, trait, sexual reproduction, breeding, offspring, inherited, modeling, hypothesis LITERACY SENSEMAKING	Obtain chart paper; obtain black, blue, and orange markers; copy Student Sheets; make templates; preview Activity 7; plan when to set up seedlings for demo.	MOD QUICK CHECK A2	1–2
3. Reading: Reproduction Students read about the differences between sexual and asexual reproduction at the cellular level.	cell, heredity, offspring, asexual reproduction, sexual reproduction, clone, fertilization LITERACY	Copy Student Sheet, preview Activity 7, plan when to set up seedlings for demo.	EXP QUICK CHECK A1 MOD A3	2
4. Investigation: Gene Combo Students model the inheritance of single-gene traits by collecting and analyzing data from coin tosses.	gene, inherited, fertilization, allele, dominant, recessive, random, probability, modeling, hypothesis MATHEMATICS SENSEMAKING	Obtain pennies and small cups (optional), copy Student Sheet.	ODA Proc ARG QUICK CHECK A6 EXP A8	1–2
5. Problem Solving: Gene Squares Students use Punnett squares to model sexual reproduction and predict the approximate frequencies of traits among offspring.	allele, dominant, recessive, carrier, heterozygous, homozygous, Punnett square MATHEMATICS	Copy Student Sheet.	MOD A5	2–3
6. Reading: Mendel, First Geneticist Students read about Gregor Mendel's experiments with pea plants.	gene, trait, allele, sexual reproduction, offspring, dominant, recessive, probability, random LITERACY		EXP A5	1–2

UNIT OVERVIEW AND MATERIALS

REPRODUCTION (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
7. Laboratory: Do Genes Determine Everything? Students design an experiment to investigate the effect of the environment on such plant traits as seedling color.	gene, allele, trait, heredity, heterozygous, homozygous, nature vs. nurture LITERACY MATHEMATICS	Obtain masking tape, permanent markers.	PCI Proc. ODA Proc. AID A1 EXP A2 (Assessment of PE MS-LS1-5)	2
8. Reading: Show Me the Genes! Students read about the behavior of chromosomes and the function of DNA during sexual reproduction.	cell, gene, allele, chromosome, DNA, fertilization, mutation, nucleus, sexual reproduction LITERACY SENSEMAKING		MOD A1, A3 QUICK CHECK A2	2
9. Investigation: Breeding Critters — More Traits Students create imaginary critter offspring to model patterns of inheritance and develop explanations of what happens in terms of genes, chromosomes, and environmental effects.	allele, chromosome, diversity, dominant, gene, recessive, trait	Obtain pennies, colored pencils; prepare materials (e.g., cut straws), copy Student Sheet.	MOD A7 (Assessment of PE MS-LS3-2) EXP A8	1–2
10. Investigation: Animal Behavior Students read one of four real case studies on a behavioral or physical trait in an animal. They examine and interpret graphs to argue for how those traits increase the animal's reproductive success.	reproductive success, animal behavior LITERACY MATHEMATICS SENSEMAKING		ARG A1 (Assessment of PE MS-LS1-4)	2
11. Investigation: Plant–Animal Interactions Students read about four different flowers and four different pollinators. They construct an argument for how the structure of the plant increases its reproductive success by attracting a specific type of pollinator.	pollination, pollinator		ARG A1 (Assessment of PE MS-LS1-4)	1
12. Modeling: How Do Genes Produce Traits? Students use a simplified codon table to determine part of the fibrillin protein sequence from a given DNA sequence and explore the protein's three-dimensional structure.	DNA, gene, protein, subunit	Copy Student Sheet.	QUICK CHECK A2, A3	1–2
13. Modeling: Fault in the Genes Students model mutations and their effects on protein sequence and structure.	mutation SENSEMAKING	Preview video.	MOD A4 (Assessment of PE MS-LS3-1)	1–2
14. Talking It Over: Advising Joe Students revisit the Marfan scenario and use a model to construct an explanation of what is going on and an argument about what Joe should do.	DNA, dominant, heterozygous/ homozygous, mutation, probability, trait	Copy Student Sheet.	COM Proc. B&T A2	1–2

UNIT OVERVIEW

WAVES

Unit Issue: Waves can have both helpful and harmful effects on human health.

Anchoring Phenomenon: Sound and light waves can both help and harm humans.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 16–24 periods of approximately 45–50 minutes (approximately 4–5 weeks). If you find you cannot finish in this time frame, consider skipping activities 6 and/or 9.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Investigation: It's a Noisy World This activity introduces sound intensity and the decibel scale. Students examine cards that represent the relative intensity of various sounds and learn that an increase of 10 dB is equivalent to a 10-fold increase in sound intensity.	sound intensity, decibel, scale MATHEMATICS SENSEMAKING			1–2
2. Investigation: Making Sound Waves Students explore frequency and intensity through the pitch of everyday sounds. They use a long metal spring to model sound waves.	sound intensity, frequency, pitch, loudness, audiograms SENSEMAKING	Gather objects that make different pitches (optional).	MOD A4	1–2
3. Reading: The Nature of Sound Students read about the properties of longitudinal waves, such as sound, including wave speed, transmission through media, and how its energy is related to its amplitude.	longitudinal waves, sound transmission, media, speed of sound, energy of sound LITERACY MATHEMATICS SENSEMAKING		AID A5	1
4. Investigation: Noise-Induced Hearing Loss Students are introduced to the concept of noise-induced hearing loss. They analyze fictitious profiles and develop a list of strategies to reduce the risk of noise-induced hearing loss.	frequency, audiograms, decibel scale, effects of intense sounds on hearing, risk evaluation MATHEMATICS SENSEMAKING	Prepare self case study.	ODA Proc.	1
5. Investigation: Telephone Model Students investigate a method of sound transmission through a cord. Using this telephone model, they compare the transmission of sound as analog and digital signals.	Analog wave, digital signal, interference	Construct telephones (optional).	COM A3	1
6. Reading: Analog and Digital Technology Students read about the technology of digital hearing aids that receive sound waves and manipulate them for the user.	Analog wave, digital signal, interference, transmission, receiver, recording digital information LITERACY SENSEMAKING		COM A2 (Assessment of PE MS-PS4-3)	1

UNIT OVERVIEW AND MATERIALS

WAVES (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
7. Investigation: Another Kind of Wave Using a long metal spring, students investigate transverse waves. They examine the relationship between frequency and wavelength and revisit amplitude and energy.	Transverse wave, transmission, wavelength LITERACY MATHEMATICS SENSEMAKING		MOD A7 COM A8 AID A9 (Assessment of PE MS-PS4-1)	1–2
8. Laboratory: Wave Reflection In this activity, students first investigate the law of reflection by bouncing sound off a wall. They take what they have learned and design an investigation for light rays. Finally, they explore the reflection of light off a curved mirror.	Sound, light, law of reflection, concave mirrors, communication dishes		PCI Proc.	2
9. Laboratory: Refraction of Light Students direct a ray of light through water and trace its path into and out of the water. Then students investigate the special case of total internal reflection.	Light refraction, incident ray, refracted ray, total internal reflection	Prepare Student Sheets.	PCI Proc. AID A2	1–2
10. Laboratory: Comparing Colors Students explore the nature of light by investigation the colors of the visible spectrum. First they observe how a diffraction grating splits white light into its component colors. Then they investigate the frequency of the different colors of white light through the use of a phosphorescent material.	Visible light spectrum, transmission of energy, ultraviolet, evidence	Gather flashlight.	E&T A6b	1
11. Laboratory: Selective Transmission Students learn more about the properties of light by investigating transmission reflection and absorption of waves outside the visible spectrum. Students investigate three thin films that selectively transmit light that is not visible, such as ultraviolet.	Selective transmission, reflection, absorption, ultraviolet LITERACY	Sunshine needed.	AID A2	1–2
12. Reading: The Electromagnetic Spectrum Students read about the kinds of electromagnetic energies emitted from the sun that are not visible. The wavelengths, frequencies, and energy levels of light are discussed. The discovery and applications of infrared and ultraviolet are introduced.	Electromagnetic spectrum, infrared, ultraviolet, LITERACY SENSEMAKING		COM A5	1

WAVES (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
13. Laboratory: Where Does the Light Go? Students compare the reflection and absorption of sunlight off a dark surface and reflective surface. Then they consider the increased health risks due to the sunlight that is reflected onto the skin and eyes from sand, snow, or water.	Absorption, reflection, refraction, ultraviolet exposure, law of reflection, evidence SENSEMAKING	Sunshine needed; gather covering cloth.	MOD A2 (Assessment of PE MS-PS4-2) COM A5	1–2
14. Laboratory: Blocking Out Ultraviolet Students design an experiment that compares the effects of sunblock lotion and moisturizing lotion for their ability to transmit, reflect, or absorb ultraviolet. They relate the results to the sun's effects on human health and the use of sunscreens.	Ultraviolet properties, skin cancer, cataracts, vitamin D deficiency, increased risk SENSEMAKING	Sunshine needed.	PCI Proc.	1–2
15. Talking It Over: Personal Protection Plan Students analyze a series of fictitious profiles to determine the relative risk of cataracts and skin cancer for each case. After analyzing these narratives, each student determines his or her own relative exposure risk from ultraviolet, and then creates a personal protection plan.	Health risks of ultraviolet exposure, benefits and trade-offs, risk evaluation	Prepare Student Sheets.	E&T A5	1–2

UNIT OVERVIEW

FROM CELLS TO ORGANISMS

Unit Issue: Public health, preventing the spread and the treatment of infectious diseases.

Anchoring Phenomenon: Organisms as different as humans, plants, and many of the microorganisms that make people sick are all made of cells.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 21–30 periods of approximately 45–50 minutes (approximately 5–6 weeks). There are no suggested activities to skip in this unit as skipping an activity in this case would mean losing key NGSS elements of the unit, e.g. the opportunity to practice elements of the PE prior to the activity that assesses it.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Investigation: Disease Outbreak Students model the spread of an infectious disease by simulating participation in various activities that could expose them to infectious agents. They use a model disease indicator to find out if they were infected. Based on the results, the class discusses how infectious diseases are spread, laying a foundation for further analysis of the cause and transmission of the disease.	evidence, trade-offs, infectious	Determine time-line for the different parts of the activity; prepare Student Sheets; set up different Places and Action drop-per bottles. Submit certificate to order <i>Elodea</i> required later in the unit.	AID A1 E&T QUICK CHECK A2b	2–3
2. View and Reflect: An Invisible Organism Students watch a segment of the video, <i>A Science Odyssey</i> : “Matters of Life and Death,” which focuses on the bubonic plague epidemic in San Francisco in the early 1900s. This story introduces the role of microbes in spreading infectious diseases and the cellular nature of living organisms.	evidence, trade-offs, vector LITERACY	Obtain and preview video.	E&T A3	1
3. Laboratory: Evidence of Microscopic Organisms Students learn how to use a microscope and how to draw their observations. They use their observations to gather evidence that there are living organisms that cannot be seen with just the human eye. Their observations of these single-celled organisms will be used to develop the idea that all living things are made of cells.	microbe	Prepare Student Sheets; gather microscopes; set up microscope video camera (optional); prepare/obtain any additional slides (optional); develop a microscope performance assessment (optional).	PCI Proc. QUICK CHECK	2–3
4. Reading: The History of Cell Theory Students read about the history of the scientific discoveries leading to cell theory. Students learn that individual cells are the building blocks that make up multicellular bodies. They identify the contributions of scientists to both science and technology.	cell, cell theory, germ theory of disease, microbe, multicellular, unicellular LITERACY	Prepare Student Sheet.	EXP A1	1–2

UNIT OVERVIEW AND MATERIALS

FROM CELLS TO ORGANISMS (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
5. Laboratory: Cells Alive! Students explore the idea that cells are alive and perform life functions (e.g., respiration). Students use yeast, a single-celled organism, to investigate the ability of cells to respire.	cell, cellular respiration, energy, indicator, matter, microbe, multicellular, unicellular	Obtain packets of fresh active dry yeast; prepare yeast solution; prepare clay suspension; test tap water with BTB.	ODA Proc. AID A5	2
6. Reading: Parts of a Cell A reading elaborates on the basic structures common to all cells. The roles of the cell membrane, cytoplasm, and nucleus are emphasized. Students read about how the cell structures of the various microbes examined in the "Evidence of Microscopic Organisms" activity are used to classify these organisms.	bacteria, cell, cellular respiration, function, organelles (cell membrane, cell wall, chloroplast, cytoplasm, mitochondria, nuclear membrane, nucleus), protist, structure, virus LITERACY	Prepare Student Sheets.	MOD A3	1–2
7. Investigation: Investigating the Cell Membrane Students investigate the function of the cell membrane by evaluating the ability of particles to pass through the plastic membrane of a sandwich bag. They will use the reaction between starch and Lugol's solution as evidence of the movement of some particles across the cell membrane. The class discusses how cell permeability relates to cell function.	cell, cell membrane, cytoplasm, function, model, structure	Set up control and demonstration cups; de-shell eggs (optional).	ODA Proc. AID A3	1–2
8. Modeling: Modeling Cell Structure and Function Students use an interactive computer animation to review what they have learned about the structure and function of cells and to compare animal and plant cells. Students then construct, present, and are assessed on a physical model of a plant or animal cell.	cell, model, organelles (cell membrane, cell wall, chloroplast, cytoplasm, genetic material, mitochondria, nuclear membrane, nucleus)	Make sure students have access to computers with internet; obtain materials to make cell models.	MOD Proc. 5 (Assessment of PE MS-LS1-2)	2
9. Laboratory: Observing Multicellular Organisms Students view prepared slides of multicellular organisms and prepare a slide of onion tissue. They compare the cells of multicellular organisms to the unicellular organisms they observed in the "Evidence of Microscopic Organisms" activity. They will use their observations as the basis of understanding cells, tissues, and other levels of multicellular organization in the next activity.	cell, cell membrane, chloroplast, cytoplasm, multicellular, nucleus, unicellular	Prepare Student Sheet; gather microscopes; obtain and prepare onion for slide making; set up microscope video camera (optional).	PCI Proc. QUICK CHECK EXP A3 (Assessment of PE MS-LS1-1)	2

FROM CELLS TO ORGANISMS (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
10. Reading: Cells, Tissues, and Organs Students further investigate levels of biological organization. A short reading provides additional information on levels of organization in multicellular organisms.	cell, levels of organization, organ, organ system, tissue LITERACY		EXP A4	1
11. Modeling: Energy and Matter in Cells Students use physical models to explore the breakdown of food during digestion and the use of the resulting subunits as building blocks for human proteins or for generating usable energy. They then create drawn models to represent the use of food as a source for matter and energy.	carbohydrates, cell, cellular respiration, digestion, energy, fats, matter, multicellular, proteins LITERACY	Prepare Student Sheets.	MOD A4 (Assessment of PE MS-LS1-7) EXP A5	1–2
12. Laboratory: The Cells of Plants Students investigate plant-specific cellular structures through microscopy. By comparing photosynthetic and nonphotosynthetic cells, they will identify structures required for photosynthesis. Students will also explore the structure–function relationship between plant-specific structures and photosynthesis.	cell, cell wall, chloroplast, energy	Prepare Student Sheet; obtain additional living plant materials (such as spinach and onion) to make slides; set up microscope video camera (optional).	EXP A4	1–2
13. Laboratory: A Plant's Source of Energy Students collect evidence for photosynthesis by examining the aquatic plant <i>Elodea</i> . They first perform an investigation to observe the uptake of carbon dioxide by the plant as one indicator that photosynthesis is taking place. Students then design an experiment to investigate the role of light in photosynthesis.	cell, cellular respiration, chloroplasts, energy, photosynthesis	Order and prepare <i>Elodea</i> ; prepare Student Sheet; determine light source(s).	PCI Proc. EXP A7 (Assessment of PE MS-LS1-6)	2–3
14. View and Reflect: Fighting Disease The discovery of the first antibiotic and the problems encountered in testing and producing this “miracle drug” are investigated. Students view a video segment containing historic footage and photographs that help explain how infectious diseases first came to be treated.	antibiotic, bacteria, cell, evidence, microbe, scientific method	Prepare Student Sheet; obtain and preview video.		1
15. Investigation: Disease Detectives Students assume the role of epidemiologists as they read information about patients. They investigate microbes that might be the infectious agents and hypothesize which microbe is causing the disease. As new evidence comes to light, they evaluate their hypotheses.	bacteria, cell, epidemiologist, evidence, hypothesis, infectious agent, microbe, protist, trade-offs LITERACY	Prepare Student Sheet.	B&T A3	1–2

UNIT OVERVIEW

ENERGY

Unit Issue: Energy-efficiency and energy use.

Anchoring Phenomenon: Some energy transfers and transformations are more efficient than others.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 22-35 periods of approximately 45 to 50 minutes (approximately 5-7 weeks). If you find you cannot finish in this time frame, consider skipping activities 9 and/or 12.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Investigation: Home Energy Use Students brainstorm the uses of energy in the home and become aware of everyday energy consumption. They compare the features of two homes and suggest which one consumes less energy. Students then develop an operational definition of energy-efficiency.	Energy, energy use, energy-efficiency, trade-off SENSEMAKING	Prepare Student Sheets.	E&T QUICK CHECK A5	1-2
2. Laboratory: Drive a Nail Students explore how they can tranck the transfer of energy by designing and conducting an experiment to drop metal rods of different masses from different heights to drive a nail into a foam block. They discover the relationship between gravitational potential energy and both mass and height, and they quantify the transformation of gravitational potential energy to kinetic energy	Kinetic energy, potential energy, gravitational potential energy, energy transfer and transformation, variables LITERACY		PCI Proc.	2-3
3. Role Play: Roller Coaster Energy Students further examine energy transformations between gravitational potential energy and kinetic energy in the context of a common experience—namely, roller coasters. Students are introduced to the idea that some energy is transformed into thermal energy and sound during energy transformations.	Kinetic energy, potential energy, energy transfer and transformation	Prepare Student Sheet.	EXP A1	1-2
4. Investigation: Shake the Shot Students further investigate energy transfer and transformation. They transfer kinetic energy to a system of metal shot in a container and explore the resulting energy transformation by measuring temperature change. The investigation introduces the relationships between motion, temperature, and thermal energy.	Energy transfer and transformation, heat, temperature, thermal energy	Fill shakers.	AID A3	1-2

UNIT OVERVIEW AND MATERIALS

ENERGY (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
5. Reading: Conservation of Energy Students are introduced to the fundamental principle of energy—the law of conservation of energy. They learn that almost all energy transformations involve the process of heating, in which some energy is transformed to thermal energy. People usually consider this energy as “lost” since it is often no longer useful to them. Students are introduced to the idea of efficiency in a transformation.	Absorption and release of energy, law of conservation of energy, energy-efficiency, conserving energy SENSEMAKING	Prepare Student Sheet.	ARG QUICK CHECK A3	1–2
6. Investigation: Follow the Energy Students continue to explore the consequences of the law of conservation of energy by analyzing specific energy transfers and transformations. Students focus on different energy types through examples of transformations that either absorb or release energy.	Energy types, following energy transformation and transfer SENSEMAKING	Prepare Student Sheet.	ARG A3 (Assessment of PE MS-PS3-5)	2–3
7. Laboratory: Mixing Hot and Cold Water Students investigate thermal energy transfer between water samples of different volumes and temperatures. To start, students predict the results of mixing water samples of different temperatures. They then test their predictions through experimental measurement of the temperatures of the mixtures as they reach thermal equilibrium. Lastly, students explain their results by applying their understanding of thermal energy transfer.	Energy transfer	Provide supply of hot and cold water.	EXP A2	2
8. Laboratory: Thermal Energy Storage Students design and conduct an investigation to determine the relationship between the mass, type of material, and temperature change when substances at different initial temperatures are combined.	Energy transfer, storage and release of thermal energy	Provide supply of hot and cold water.	PCI Proc. (Assessment of PE MS-PS3-4)	2
9. Reading: Energy Across the Sciences Students read about energy transfers and energy transformation in several different examples, keeping track of this information as they read. They summarize what all of the examples have in common by writing a blurb that could go on the back of a science textbook about energy.	Energy transformation and transfer (and efficiency) LITERACY	Prepare Student Sheet.	COM QUICK CHECK A2	1–2

ENERGY (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
10. Design: Energy Transfer Challenge Students explore thermal energy transfer (heat) by coming up with, designing, and testing one process and structure to melt as much ice as possible and another to allow as little ice to melt. They then use the data collected to compare and analyze the effectiveness of their designs and analyze variables that affect the transfer of thermal energy.	Energy transfer, transformation (and efficiency), engineering design	Gather ice cubes and optional insulating materials.	ENG Proc., A4 QUICK CHECK A5	2–3
11. Laboratory: Energy in Light Students measure, compare, and analyze the temperature change experienced by different materials when exposed to the same amount of sunlight.	Energy transfer, transformation, absorption, (and efficiency)	Gather graph paper and trays.	AID A1	1–2
12. Reading: Conduction, Convection, and Radiation Students read about thermal energy transfer. They are introduced to the terms convection and radiation and compare the three methods of thermal energy transfer. The Listen, Stop, and Write literacy strategy helps students comprehend the ideas presented in the text.	Energy transfer, conduction, convection, radiation, insulation LITERACY		EXP A3	1–2
13. Design: Maximizing Solar Energy Transfer Students design, test, evaluate, and redesign a solar heater.	Energy transfer, transformation, reflection, (and efficiency), engineering design	Prepare a supply of room temperature water, gather optional materials.	ENG Proc. (Assessment of PE MS-PS3-3 and MS-ETS1-4)	2–3
14. Laboratory: Hot Bulbs Students compare the amount of thermal energy transferred by a small incandescent and LED light bulb. They use their measurements to calculate the efficiency of the bulbs to produce light by measuring how much “wasted” energy is “lost” in producing thermal energy. They also compare “lifetime” costs for different types of bulbs. Finally, students consider the trade-offs involved when deciding which type of bulb to purchase.	Energy transfer, transformation, and efficiency	Obtain fresh 9–volt batteries, check bulb harness setups, and prepare a supply of room temperature water.	E&T A4	1–2

ENERGY (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
15. Problem Solving: Improving Home Energy-Efficiency Students gather more information about the factors that affect energy use and efficiency because of how they affect energy transformation. They use their knowledge of energy concepts and an economic analysis to make energy-saving recommendations that meet the needs of families in fictional scenarios. Their analyses calculate the time it takes for energy improvements to pay for themselves and the savings over 10 years. Students present the trade-offs of their home energy-efficiency plans in their recommendations.	Energy-efficiency, home improvements	Prepare Student Sheets.	COM A1 E&T A1	2-3

UNIT OVERVIEW

FORCE AND MOTION

Unit Issue: Car and driver safety, specifically how people can reduce the risk of motor vehicle accidents.

Anchoring Phenomenon: Some cars and driving behaviors result in fewer accidents and less damage than others.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 25–32 periods of approximately 45–50 minutes (approximately 5–7 weeks). There are no suggested activities to skip in this unit as skipping an activity in this case would mean losing key NGSS elements of the unit, e.g. the opportunity to practice elements of the PE prior to the activity that assesses it.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Talking It Over: Improving Car and Driver Safety This activity introduces students to a scenario about car and driver safety. They analyze and compare some features of two vehicles in order to choose the one they determine is safer. In the process, they discover that they need to know more about the science involved in accidents and the design of vehicle safety features if they are to make good decisions. They also consider how engineers contribute to the design of safer vehicles.	Analyzing data, evidence, trade-offs LITERACY	Prepare Student Sheets, prepare Literacy Sheet (optional)	E&T A3	1–2
2. Laboratory: Measuring and Graphing Speed Students use a cart, ramp, and track to measure the time it takes for a cart to roll 100 cm. They calculate speed from their distance and time measurements and express it as a rate of motion. Students then match segments of a distance-vs.-time graph to portions of a narrative describing two students' journeys to school. The graphs allow students to determine both the speed and the relative position of an object with respect to a fixed point.	Distance, time, speed, rate, motion graphs	Cut trip slips or gather scissors, choose method for measuring speed, prepare Student Sheets.	AID QUICK CHECK A2	2

UNIT OVERVIEW AND MATERIALS

FORCE AND MOTION (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
3. Laboratory: Speed and Kinetic Energy Students use the same cart system to explore the qualitative relationship between the speed of the cart and its kinetic energy. Students release the carts from different heights on the ramp and measure the speeds of the carts. Students know based on their understanding of energy transformation that a cart with a greater release height has more gravitational potential energy that can be transformed into kinetic energy of motion. They then use their understanding of energy transfer to investigate what happens when a block is in the path of a cart. Using different release heights, students compare how far a block placed on the track moves after a cart hits it. Students discover that a faster-moving cart moves the block farther—more kinetic energy has been transferred from the cart to the block.	Speed, kinetic energy, experimental design	Choose method for measuring speed, prepare Student Sheets.	ODA QUICK CHECK Proc. 9 AID A2	1–2
4. Laboratory: Mass and Kinetic Energy Students plan and carry out an investigation on the effect that a cart's mass has on its kinetic energy. Similar to the previous activity, they measure how far a block on the track moves after a cart hits it. They vary mass by loading one or more metal cylinders onto the cart. They discover that the more massive the cart, the farther the block moves, indicating a greater transfer of kinetic energy.	Mass, kinetic energy, experimental design		PCI Proc. AID A1	2
5. Investigation: Quantifying Kinetic Energy Students examine cards indicating the kinetic energy of cars of different masses going different speeds. Each pair of students will examine either one car type going at different speeds or multiple car types all going the same speed. Pairs of students construct graphs of the data they collected and organized, and then share with the other pair in their group. The class conducts a gallery walk of all of the graphs, and determines that kinetic energy is directly proportional to mass, and proportional to the square of the speed.	Kinetic energy, speed, mass, graphing, linear, nonlinear MATHEMATICS		AID A2 (Assessment of PE MS-PS3-1)	2

FORCE AND MOTION (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
6. Laboratory: Changing Direction Students investigate direction of motion by making observations of a marble's motion around a circular track. They predict and then observe the direction the marble rolls when a section of the track is removed. They develop an argument to explain their observations. They also investigate whether changing the mass of the marble affects the motion of the marble.	Change in motion, acceleration, force	Gather large sheets of paper (optional), prepare Student Sheet.	ARG QUICK CHECK A1	2
7. Laboratory: Changing Speed Students conduct a hands-on investigation using a modified cart system to investigate balanced and unbalanced forces. Students observe that a cart's motion doesn't change when forces are balanced. When students apply unbalanced forces to the cart and analyze the cart's speed, they discover that the greater the imbalance, the greater the change in cart speed.	Change in motion, acceleration, deceleration, balanced and unbalanced forces	Assemble cart apparatuses, choose method for measuring speed.	EXP A1	2
8. Investigation: Force, Mass, and Acceleration Students interact in a teacher-led demonstration using a motion sensor to determine that acceleration is the change in an object's motion over a period of time. Students further investigate the quantitative relationship between force and other variables using the SI units for force and acceleration. Students derive the equation that relates force, mass, and acceleration by analyzing provided data. They graph the relationship between these variables and are introduced to Newton's second law.	Force, mass, acceleration, equations, graphing MATHEMATICS	Download <i>Graphical Analysis</i> software to use with motion sensor.	EXP A5	2
9. Reading: Newton's Laws of Motion Students complete a reading about forces and are introduced to two of Newton's laws of motion. The reading is supported by a literacy strategy designed to address common misconceptions about force and motion. Students apply their understanding of Newton's first two laws to car and driver safety features.	Force, mass, acceleration, Newton's first and second laws of motion LITERACY	Prepare Student Sheet.	COM QUICK CHECK A4	1

UNIT OVERVIEW AND MATERIALS

FORCE AND MOTION (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
10. Investigation: Interacting Objects Students conduct a series of investigations to explore the forces involved when objects interact. From these investigations, students begin to notice that interacting objects apply forces to each other. Students engage in a class discussion to make sense of their observations and draw conclusions about the forces involved when objects interact. Students begin to build understanding that the forces applied by interacting objects are equal in size and opposite in direction, which is Newton's third law of motion.	Force, system, Newton's third law of motion, criteria, constraint	Review demonstrations.	MOD A2	2-3
11. Modeling: Newton's Third Law In this activity, students complete a short reading about Newton's third law. After an introduction to the crosscutting concept of systems and system models, students create their own system models that illustrate Newton's third law. Students share their system models with the class and discuss the similarities and differences between their classmates' system models and their own. Students reflect on the use of system models in science during class discussion.	Force, system, Newton's third law of motion	Prepare materials and locations for student to post system models.	MOD Proc.	1-2
12. Problem Solving: Collisions and Changes in Motion Students use system models to investigate collisions between objects of the same mass and objects of different masses. Students use their conclusions from this investigation as well as their understanding of Newton's third law to address the issue of car and driver safety in the event of a collision.	Mass, force, Newton's third law of motion	Prepare Student Sheets.	EXP A3 (Assessment of PE MS-PS2-1) E&T A4	2-3
13. Laboratory: Braking Distance In this activity, students investigate the effect of speed and mass on braking distance. To begin, students use a model cart-and-track system to conduct an investigation to determine the effect of speed on braking distance. Then, students plan and carry out their own investigations to determine the effect of mass on braking distance. Using their data as evidence, students determine that higher speeds and larger masses result in larger braking distances. Students relate these findings to the work of engineers.	Mass, force, speed	Review concept of friction from "Changing Direction" activity.	PCI Proc. (Assessment of PE MS-PS2-2) ARG QUICK CHECK A4, A5	2

FORCE AND MOTION (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
14. Problem Solving: Coming to a Stop Students learn that the distance a car takes to stop is a result of two separate factors—the distance traveled during the driver's reaction time and the distance traveled once the brakes have been engaged, both of which increase with increased speed. They investigate the actual stopping distances of cars by calculating and graphing data for different speeds, road conditions, and states of driver alertness (assuming the mass of the car is fixed in these calculations). Students consider how technology could be used in the design of vehicles to ensure that an alert driver is operating the vehicle.	Braking distance, stopping distance, speed, technology	Prepare Student Sheet.	AID A5	1–2
15. Design: Designing a Car and Driver Safety System In this culminating activity, students design car and driver safety systems. These systems are designed to alert drivers to changes in the various factors that will affect their abilities to stop their vehicles. First, students brainstorm the requirements, criteria, and constraints for their systems. Then, they review scientific concepts that relate to the components of the systems they are focused on. Students use their understanding of force and motion to precisely define the criteria and constraints of the design problems and work with their groups to create preliminary designs of the systems.	Engineering design, problem solving, system modeling LITERACY	Develop time frame for activity, plan classroom configuration for groups of 8, prepare Student Sheets, prepare Literacy Sheet (optional)	B&T A1 COM A3 (Assessment of PE MS-ETS1-1)	2–3

UNIT OVERVIEW

CHEMISTRY OF MATERIALS

Unit Issue: Properties of materials determine their uses and effect on the environment.

Anchoring Phenomenon: Different materials are used for different purposes.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 19–24 periods of approximately 45–50 minutes (approximately 4–5 weeks). There are no suggested activities to skip in this unit as skipping an activity in this case would mean losing key NGSS elements of the unit, e.g. the opportunity to practice elements of the PE prior to the activity that assesses it.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Talking It Over: Exploring Materials Students brainstorm and discuss what they know about the properties of aluminum, glass, and plastic as materials for producing single-use drink containers. They discuss their current understanding of the advantages and disadvantages of each material and develop a list of questions needed to decide which is better for single-use drink containers. They then examine four graphs of data on the materials to help inform their choice.	Chemical and physical properties, usefulness of materials, health and environmental impacts of materials LITERACY	Collect sample glass, aluminum, and plastic drink containers to show class.	B&T A2 OEC QUICK CHECK A2	1
2. Laboratory: Investigating Elements Students investigate the physical properties of a set of elements. They investigate physical properties including appearance, malleability, density, and solubility in water at room temperature. They are introduced to the concept that each element is composed of a specific type of atom.	Elements, chemical and physical properties, atomic nature of elements	Prepare Student Sheet.		1–2
3. Laboratory: Physical and Chemical Properties of Materials Students explore the properties of several materials, including compounds and elements. They look at density relative to water, solubility in water, and reactivity. They then analyze data on melting point, boiling point, and flammability.	Chemical and physical properties	Set up demonstration; prepare containers of sodium chloride; prepare Student Sheet.		2
4. Laboratory: Determining Density Students determine the volume and mass of six samples—aluminum, glass, and four types of plastics—and then calculate the density for each object. Based on their calculations, they predict if the objects will sink or float in water and then test their predictions.	Mass, volume, density, physical properties	Choose appropriate materials for demonstration; prepare Student Sheet.	QUICK CHECK A1	1–2

UNIT OVERVIEW AND MATERIALS

CHEMISTRY OF MATERIALS (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
5. Talking It Over: Evaluating Properties of Materials Students gather information from text and visual resources on aluminum, glass, and plastic. They evaluate the sources of information for point of view and bias, and use the information to inform a debate about which material is the best choice for a reusable drink container.	Chemical and physical properties SENSEMAKING	Prepare Student Sheets.	OBC QUICK CHECK Proc 2-4	2
6. Modeling: Modeling Molecules Students begin to explore the organization of atoms and molecules as they use models to investigate atoms, elements, chemical bonds, molecules, and compounds.	Atoms, molecules, elements, chemical bonds, compounds		MOD QUICK CHECK A6	2
7. Reading: Structure and Properties of Materials Students integrate information from text and diagrammatic models describing the structures of a variety of substances and relating these structures to the properties of the substances. They organize information about the various structures that are made of individual atoms, molecules, or extended structures.	Atoms, molecules, elements, chemical bonds, compounds, extended structures LITERACY	Prepare models; prepare Student Sheet.	MOD QUICK CHECK A4 MOD A5	2
8. Talking It Over: What's in a State? Student groups discuss the three states of matter and characteristics of each. Students examine syringes filled with materials in each state and predict and test whether they can compress the substances. Students then use a simulation to investigate the particles in each substance—how they move and how they interact with each other. Throughout the activity, students draw and revise models of the particles in each state.	States, state changes SENSEMAKING	Prepare the syringes; preview the simulation; prepare Student Sheet.	MOD QUICK CHECK Proc 8	1-2
9. Laboratory: Energy and Particle Movement Students investigate the effect of temperature on gas particles through two different investigations. In the first investigation, they observe what happens to a soap film when the container is submerged in hot or ice water. In the second investigation, they observe what happens to air and water inside of a syringe that is submerged in hot, room temperature, or ice water.	State changes, kinetic energy, thermal energy, particle movement	Prepare plastic cup of dish soap and source of hot and ice water; prepare Student Sheet.	MOD QUICK CHECK A3	1-2

CHEMISTRY OF MATERIALS (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
10. Laboratory: Modeling State Changes Students record the temperature of water over time as they freeze it. They then record the temperature over time as the ice melts. Students graph their data to produce curves that show the freezing and melting temperatures of water.	State changes, pressure, temperature, kinetic energy, thermal energy, particle movement	Prepare Student Sheet.	MOD A3 (Assessment of PE MS-PS1-4)	1–2
11. Laboratory: Making Polymers Having previously investigated properties of two plastics, students cross-link polyvinyl alcohol (PVA) with sodium borate to produce a third polymer similar to the one known commercially as slime. Students are introduced to synthetic chemistry and chemical change as they compare the properties of the starting substances and the product they developed through a chemical cross-linking reaction.	Plastics, polymers	Gather pieces from molecular model set; prepare warm soapy water.	ODA Proc 1 OEC QUICK CHECK Proc 11 & 12	2
12. Modeling: Modeling Polymers Students construct models to study the structure of polymers. Manipulating the models helps them understand how the physical properties of a polymer result from its extended structure. In a second type of model, the class acts as a polymer, with student pairs representing monomers. Students identify the strengths and weaknesses of the models to represent polymers and cross-linking.	Plastics, polymers, chemical and physical properties SENSEMAKING	Prepare Student Sheet.	MOD A3 (Assessment of PE MS-PS1-1)	1
13. Talking It Over: The Impact of Plastics on Society Students gather information from provided text and diagrams to determine the resources used to manufacture a set of four polymers (Teflon, Kevlar, compostable polymers, and polyester), their properties, and their impacts on the environment. Students use this information to assess the benefits and trade-offs of plastics in modern society.	Monomers, polymers, cross-linked polymers, chemical and physical properties, usefulness of materials, health and environmental impacts of materials SENSEMAKING	Prepare room signs for Walking Debate; prepare Student Sheet.	E&T A2 (Assessment of PE MS-PS1-3)	2

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UNIT OVERVIEW

WEATHER AND CLIMATE

Unit Issue: How human behavior is affecting weather and climate and what can be done about it.

Anchoring Phenomenon: Weather and climate change over time and vary from place to place due to natural processes and human activity.

Listed below is a summary of the activities in this unit. Note that the total teaching time is listed as 24–32+ periods of approximately 45–50 minutes (approximately 5–7 weeks). If you don't have enough time to complete the whole unit, consider skipping Activities 5 and 12.

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
1. Talking It Over: Climate Change Students examine various events linked to climate change. They develop questions about climate change to guide their learning through the unit. Later in the unit, they use evidence in explaining how each event is related to climate change.	climate change LITERACY SENSEMAKING			1
2. Investigation: Investigating Local Weather Students use a weather website (or other published resource) to obtain weather data for their local area. They record several key weather observations from 5 consecutive days; find the mean, median, and mode values for each of their data sets, and discuss the benefits and drawbacks of using each of the three types of averages. They then obtain local monthly weather averages and use these to compute seasonal data. They graph the seasonal data and then compare their 5-day averages to monthly and seasonal data.	weather, daily vs. monthly vs. seasonal data (mean, median, mode), precipitation, meteorologist LITERACY MATHEMATICS	Arrange Internet access; gather metric rulers, weather reports for 5 consecutive days (optional); copy Student Sheets.	ODA PROC.	1–2
3. Project: Local History of Severe Weather Students design and conduct a survey to learn about the history of weather disasters in the local area. They consider whether there is evidence that the incidence of severe weather has changed over time.	severe weather, atmosphere, atmospheric scientist LITERACY	Copy Student Sheets.	ODA A2	2+

UNIT OVERVIEW AND MATERIALS

WEATHER AND CLIMATE (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
4. Problem Solving: Climate Types and Distribution Patterns Students use a literacy strategy known as a DART (directed activity related to text) to organize the information about different climates (dry, tropical, etc.). They identify their local climate and compare their personal observations and seasonal weather averages to the climate description. Students then examine climate graphs for three different regions and use the graphs to identify each region's climate. The class discusses the relationship between climate and weather.	weather, climate zones, climatologist, latitude LITERACY MATHEMATICS	Copy Student Sheet.	ARG A5	2+
5. Problem Solving: Earth's Surface Students use a gridded world map to estimate the amounts of Earth's surface covered by water and land. They then label major landmasses and bodies of water for use later in the unit. As a class, they calculate the mean, median, and mode of their estimates to help determine an "accepted value" for the class.	hydrologist, mean, median, mode MATHEMATICS	Gather calculators (optional), copy Student Sheets.		1
6. Laboratory: Heating Earth's Surfaces Students plan and carry out an experiment to measure how the Sun's energy heats land and water as well as how quickly both of those substances cool. An Anticipation Guide elicits students' current ideas about the warmth of land and water and reinforces the idea that differences in heating and cooling of land and water are important factors in determining climate.	climate, Sun's energy LITERACY SENSEMAKING	Place sand and water out in large basins; gather light sources/heat lamps (optional), graph paper; copy Student Sheets.	PCI PROC.	2-3
7. Problem Solving: Ocean Temperatures Students investigate the range of mean ocean surface temperatures around the globe. They map and discuss patterns of surface temperatures in particular regions of the oceans. Members of each small group then merge their findings and summarize global patterns.	climate, ocean temperatures, latitude	Obtain calculators; copy Student Sheets.	EXP A4	1-2

WEATHER AND CLIMATE (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
8. Modeling: Investigating Water Students investigate the mixing of cold water with warm water, and fresh water with salt water. They learn that the denser water (cold and/or salty) sinks below the less dense water (warm and/or fresh). They relate their classroom observations to the movement of water of different temperatures and salinity in the ocean.	density, scientific model LITERACY	Prepare blue-colored ice cubes; practice the demonstration; provide hot and cold water.	EXP A6	1–2
9. Role Play: Oceans and Climate Students learn more about how oceans affect climate. They participate in a role play in which the characters discuss the history of the identification of the Gulf Stream and how modern technology is used to gather ocean data. An Intra-Act literacy strategy helps guide discussion about the ideas presented in the role play.	climate, ocean currents, climatologist, hydrologist LITERACY	Copy Student Sheets, obtain role play props (optional).	EXP A5	1–2
10. Reading: The Causes of Climate Students read about more factors affecting climate, including the Sun's energy. A literacy strategy helps students comprehend the ideas presented in the text.	climate, Sun's energy, landforms, altitude, Coriolis effect LITERACY	Obtain heat lamp (optional).	MOD A5	1
11. Investigation: Worldwide Wind Students use a computer simulation to identify the most common wind direction in a particular location. They share their data with the class and construct a map of global wind patterns.	wind, wind direction, prevailing wind	Obtain scale; arrange Internet access; copy Student Sheets.	ODA A2	1–2
12. Design: Measuring Wind Speed and Direction Students are introduced to the Beaufort wind force scale and its development. They use the engineering design process as they design, build, and test instruments for measuring wind speed and direction. After improving their instruments, they use them to collect wind data.	wind, anemometer, wind vane, engineering design	Gather two large fans, chart paper (optional), timers, scissors, staplers, glue, markers, tape, additional building materials (optional); copy Student Sheets.	PCI PROC. ENG PROC. (Assessment of PEs MS-ETS1-3, MS-ETS1-4)	3+
13. Investigation: Forecasting Weather Students work together to interpret a weather map and construct a weather report. Each group then presents a weather report to the class. Students use this information to forecast the next day's weather.	weather maps, weather fronts, weather forecasts, high- and low-pressure systems	Gather local weather maps; copy Student Sheets.	ARG PROC. (Assessment of PE MS-ESS2-5)	1–2

UNIT OVERVIEW AND MATERIALS

WEATHER AND CLIMATE (continued)

Activity Description	Topics	Advance Preparation	Assessment	Teaching Periods
14. Reading: Atmosphere and Climate Students read about the relationships among Earth's atmosphere, its circulation patterns, weather, and climate. A literacy strategy helps them comprehend the ideas presented in the text.	atmosphere, atmospheric layers, wind, global warming, greenhouse gases LITERACY		MOD A4 (Assessment of PE MS-ESS2-6)	1
15. Investigation: History of Earth's Atmosphere Students place in chronological order eight cards describing the history of Earth's atmosphere. With these cards they examine the relative amounts of carbon dioxide and oxygen gases at different times in Earth's history, and the role of living organisms in determining the composition of the atmosphere.	atmospheric composition, geological time			1
16. Investigation: Global Warming Students analyze graphs of historical data related to global warming and climate change, examining the influence of both natural and human-related factors.	causal relationship, correlation, global warming, greenhouse gases, climate change LITERACY	Arrange Internet access; copy Student Sheet.	ARG A2 (Assessment of PE MS-ESS3-5) E&T:A5	2
17. Talking It Over: People, Weather, and Climate Students role play atmospheric scientists, climatologists, hydrologists, and meteorologists who analyze data summarizing weather, climate, water usage, and atmospheric conditions for the fictional Sunbeam City. Students consider the possible link between population growth and changes in local weather, atmosphere, and water availability. They then make recommendations about ways to reduce humans' impact on local conditions.	weather, climate, atmosphere, hydrologist, weather careers LITERACY SENSEMAKING	Obtain calculators; copy Student Sheets.	E&T A3	2-3

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/21/2025	18740

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
PETERS/REGIERS	KLW	

Item	Description	Ordered	Rate	Amount
JNT-8002JC	CUBBIE TRAY 8.63X13.5X5.25 BLUE EACH	1	8.15	8.15
JNT-5368JC	MOBILE 6 SECTION BOOK ORGANIZER BIRCH EACH	1	459.86	459.86
STX61515U06C	STORAGE BINS ASSORTED 10.63X15.63X8 6/CS EACH CS	1	76.75	76.75
STX61430U06C	STORAGE BINS W LIDS 11.25X13.53X7.87 CLEAR 6/CS EACH CS	1	94.69	94.69
JNT-8000JC	CUBBIE TRAY 8.63X13.5X5.25 RED EACH	1	8.15	8.15
JNT-8004JC	CUBBIE TRAY 8.63X13.5X5.25 YELLOW EACH	1	8.15	8.15
JNT-8006JC	CUBBIE TRAY 8.63X13.5X5.25 GREEN EACH	1	8.15	8.15
VS45413XX	SPACE WALK MOBILE STORAGE DOUBLE STANDARD OPPOSITE WITH THE FOLLOWING DETAILS EACH: (ROW 1 BINS CLEAR 9-3" ROW 2 BINS CLEAR 4-6" 1-3", METAL FRAME BROOM YELLOW, METAL TOP WHITE)	1	1,352.00	1,352.00
VS03822XX	RONDOLIFT STOOL FIVE STAR FOOT WITH THE FOLLOWING DETAILS: (ARCTIC METAL, LIGHT GREEN SEAT, SOFT CASTORS)	1	241.80	241.80
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (LIGHT BLUE)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (LIGHT GREEN)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (TRAFFIC RED)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (BROOM YELLOW)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (TURQUOISE)	1	195.00	195.00
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH (ARCTIC METAL, BROOM YELLOW PLASTIC)	2	327.60	655.20
VS23072XX	ECO TABLE R WITH THE FOLLOWING DETAILS: EACH (SIZE GREEN, ARCTIC METAL, WHITE LAMINATE, SOFT CASTORS)	2	447.20	894.40

		Subtotal
		Sales Tax (0.0%)
		Total

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/21/2025	18740

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
PETERS/REGIERS	KLW	

Item	Description	Ordered	Rate	Amount
VS22236XX	RONDOLIFT R HEIGHT ADJUSTABLE TABLE WITH THE FOLLOWING DETAILS: (ARCTIC METAL, MAPLE TOP, HINGED, LOCKING)	1	1,765.40	1,765.40
VS01453XX	LECTERN/TABLE ADJUSTABLE HEIGHT WITH THE FOLLOWING DETAILS EACH: (ARCTIC METAL, MAPLE TOP)	1	1,014.00	1,014.00
VS40053XX	LEARN BOX BASE CABINET WITH THE FOLLOWING DETAILS: (LIGHT GREEN FRONT, LIGHT GREEN FRONT EDGE, WHITE BODY, LOCKING, FOR ADD ON CABINET, SOFT CASTORS, 3"+3"+6+ DRAWERS)	2	1,040.00	2,080.00
VS40056XX	LEARN BOX ADD-ON CABINET LEFT WITH THE FOLLOWING DETAILS EACH:(ARCTIC METAL, PERFORATED BACK, LIGHT GREEN FRONT, LIGHT GREEN FRONT EDGE, WHITE BODY LOCKING)	1	496.60	496.60
VS40058XX	LEARN BOX ADD-ON CABINET RIGHT WITH THE FOLLOWING DETAILS EACH:(ARCTIC METAL, PERFORATED BACK, LIGHT GREEN FRONT, LIGHT GREEN FRONT EDGE, WHITE BODY LOCKING)	1	496.60	496.60
VS45490	CERTWOOD BOX 12.25 x 3 x 16.75 WITH THE FOLLOWING DETAILS EACH: (CLEAR)	10	18.20	182.00
VS45491	CERTWOOD BOX 12.25 x 6 x 16.75 WITH THE FOLLOWING DETAILS EACH: (CLEAR)	4	28.62	114.48
TARIFF SURCHARGE RE...	RECOVERY OF INCOMING TARIFF CHARGES	1	276.43	276.43

		Subtotal	\$11,207.81
		Sales Tax (0.0%)	\$0.00
		Total	\$11,207.81

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/21/2025	18742

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
S. THIESEN	KLW	

Item	Description	Ordered	Rate	Amount
RUA42LCL	STORAGE BIN W/SNAP LID 11.09 GALLON 17.31X20.5X12.25 CLEAR/BLUE EACH	14	45.00	630.00
VS23033XX	ECHO TABLE-R TEACHERS DESK 1 PEDESTAL W/DOOR 1 PEDESTAL W/4 DRAWERS WITH THE FOLLOWING DETAILS: (SIZE BLUE, MAPLE LAMINATE, FULL DRAWER, ORGANIZATIONAL SET, LOCKING, SCREENS)	1	2,216.76	2,216.76
VS45319XX	SHIFT+ TRANSFER TEACH WITH THE FOLLOWING DETAILS EACH: (ARCTIC METAL, MAPLE LAMINATE, WITHOUT MAGNETS, RIGHT SIDE DOOR)	1	1,469.00	1,469.00
VS47474XX	SERIES 800 MOBILE LOW SHELVING CABINET WITH THE FOLLOWING DETAILS EACH: (GREY WHITE SHELF, MAPLE LAMINATE)	4	847.60	3,390.40
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH: (ARCTIC METAL, BROOM YELLOW PLASTIC)	1	327.60	327.60
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH: (ARCTIC METAL, DARK RED PLASTIC)	1	327.60	327.60
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH: (ARCTIC METAL, DARK BLUE)	1	327.60	327.60
VS47441XX	SERIES 800 MOBILE LOW SHELVING CABINET WITH THE FOLLOWING DETAILS EACH:	1	1,206.40	1,206.40
TARIFF SURCHARGERERE...	RECOVERY OF INCOMING TARIFF CHARGES	1	249.45	249.45

		Subtotal	\$10,144.81
		Sales Tax (0.0%)	\$0.00
		Total	\$10,144.81

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18743

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
K. WAegli	KLW	

Item	Description	Ordered	Rate	Amount
MLN950ANT	LAPTOP COMPUTER CADDY 29.5X20 WITH HEIGHT ADJUSTABLE 17 TO 38 ANTHRACITE EACH	1	301.23	301.23
VS31508XX	PANTOMOVE-LUPO KIGA WITH FOLLOWING DETAILS EACH: (SOFT CASTORS, ARCTIC METAL, TURQUOISE PLASTIC)	1	327.60	327.60
VS01470XX	PUZZLE FREEFORM TABLE WITH THE FOLLOWING DETAILS EACH: (SIZE YELLOW, ARCTIC METAL, MAPLE TOP)	1	715.00	715.00
VS03823XX	RONDO STOOL STACKABLE WITH THE FOLLOWING DETAILS EACH: (SIZE YELLOW, ARCTIC METAL, LIGHT GREY SEAT, PLASTIC GLIDES)	1	137.80	137.80
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (TURQUOISE)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (DARK GREY)	1	195.00	195.00
TARIFF SURCHARGE RE...	RECOVERY OF INCOMING TARIFF CHARGES	1	42.28	42.28

Subtotal		\$1,913.91
Sales Tax (0.0%)		\$0.00
Total		\$1,913.91

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18744

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
C. BULLER	KLW	

Item	Description	Ordered	Rate	Amount
JNT-2681JC	COAT LOCKER 5 SECTION 48" X 50.5" X 15" NATURAL EACH	4	742.72	2,970.88
JNT-04400JC	MOBILE STORAGE ISLAND WITH CLEAR CUBBIE TRAYS 48X29X29.5 BIRCH EACH	3	988.43	2,965.29
JNT-0441JC	MOBILE STORAGE ISLAND 48X29X29.5 BIRCH EACH	1	890.72	890.72
JNT-0769JC	ADJUSTABLE MOBILE STRAIGHT SHELVES SUPER SIZED 48X15X35.5 BIRCH EACH	2	575.72	1,151.44
JNT-3291JC	DOUBLE SIDED ISLAND SUPER SIZED 48X28.5X35.5 BIRCH EACH	1	852.00	852.00
ALE-HSD6030BM	DESK STEEL DOUBLE PEDESTAL 60 X 30 X 29.5 BLACK/MOCHA EACH	1	1,004.05	1,004.05
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH: (ARCTIC METAL, BLACK GREY PLASTIC)	1	327.60	327.60
TARIFF SURCHARGE RE...	RECOVERY OF INCOMING TARIFF CHARGES	1	8.82	8.82

Subtotal		\$10,170.80
Sales Tax (0.0%)		\$0.00
Total		\$10,170.80

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18745

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
T. PETERS	KLW	

Item	Description	Ordered	Rate	Amount
VS23033XX	ECHO TABLE-R TEACHERS DESK 1 PEDESTAL W/DOOR 1 PEDESTAL W/4 DRAWERS WITH THE FOLLOWING DETAILS: ((SIZE BLUE, ARCTIC METAL, MAPLE LAMINATE TOP, WHITE LAMINATE SIDES AND FRONT, FULL DRAWER, ORGANIZATIONAL SET, LOCKING, SCREENS, PLASTIC GLIDES)	1	2,152.80	2,152.80
VS23179XX	ECO TABLE Q WITH THE FOLLOWING DETAILS EACH: (SIZE GREEN, ARCTIC METAL, MAPLE TOP, T-COMPONENT GLIDES)	2	634.40	1,268.80
VS45317XX	SHIFT+LANDSCAPE LOW CABINET W/SHELVES WITH THE FOLLOWING DETAILS EACH: (ARCTIC METAL, WHITE LAMINATE, PERFORATED METAL ARCTIC, LINKING MAGNETS ADJUSTABLE GLIDES)	2	1,339.00	2,678.00
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH: (ARCTIC METAL LIGHT BLUE PLASTIC)	1	327.60	327.60
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (TRAFFIC RED)	6	195.00	1,170.00
TARIFF SURCHARGE RE...	RECOVERY OF INCOMING TARIFF CHARGES	1	204.54	204.54

It's been a pleasure working with you! If you should need anything else please ASK.
308-234-5166

Subtotal \$7,801.74

Sales Tax (0.0%) \$0.00

Total \$7,801.74

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18746

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
P. PETERS	KLW	

Item	Description	Ordered	Rate	Amount
VS23074XX	ECO TABLE R WITH THE FOLLOWING DETAILS EACH: (SIZE RED, ARCTIC METAL, WHITE TOP, 4-CASTORS)	1	553.80	553.80
VS31506XX	PANTOMOVE-LUPO HEIGHT ADJUSTABLE WITH SOFT CASTORS 17.75" TO 22.75" SEAT WIDTH 17" WITH FOLLOWING DETAILS EACH: (ARCTIC METAL, BROOM YELLOW PLASTIC)	1	327.60	327.60
VS22150XX	FLIP TABLE TQ WITH THE FOLLOWING DETAILS EACH: (SIZE BLUE, ARCTIC METAL, WHITE TOP)	1	959.40	959.40
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (LIGHT BLUE)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (LIGHT GREEN)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (TURQUOISE)	1	195.00	195.00
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (BROOM YELLOW)	1	195.00	195.00
TARIFF SURCHARGE RE...	RECOVERY OF INCOMING TARIFF CHARGES	1	70.56	70.56

It's been a pleasure working with you! If you should need anything else please ASK.
308-234-5166

Subtotal \$2,691.36

Sales Tax (0.0%) \$0.00

Total \$2,691.36

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18747

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
A. RAYMOND	KLW	

Item	Description	Ordered	Rate	Amount
HON-105892LK11	DESK DOUBLE PEDESTAL 60X30X29.5 KINGSWOOD WALNUT EACH	1	1,189.36	1,189.36
ALE-EL4614	ELUSION SERIES MESH STOOL 22.6 TO 31.6 SEAT HEIGHT BLACK EACH	1	330.28	330.28
ALE-LT4219	LEITHEN BONDED LEATHER MIDBACK CHAIR GRAY/SILVER EACH	1	161.13	161.13
NPS-6430	FIXED HEIGHT VINYL PADDED SEAT STEEL STOOL BACKLESS GRAY EACH	1	95.25	95.25

It's been a pleasure working with you! If you should need anything else please ASK. 308-234-5166	Subtotal	\$1,776.02
	Sales Tax (0.0%)	\$0.00
	Total	\$1,776.02

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18747

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
A. RAYMOND	KLW	

Item	Description	Ordered	Rate	Amount
HON-105892LK11	DESK DOUBLE PEDESTAL 60X30X29.5 KINGSWOOD WALNUT EACH	1	1,189.36	1,189.36
ALE-EL4614	ELUSION SERIES MESH STOOL 22.6 TO 31.6 SEAT HEIGHT BLACK EACH	1	330.28	330.28
ALE-LT4219	LEITHEN BONDED LEATHER MIDBACK CHAIR GRAY/SILVER EACH	1	161.13	161.13
NPS-6430	FIXED HEIGHT VINYL PADDED SEAT STEEL STOOL BACKLESS GRAY EACH	1	95.25	95.25

It's been a pleasure working with you! If you should need anything else please ASK. 308-234-5166	Subtotal	\$1,776.02
	Sales Tax (0.0%)	\$0.00
	Total	\$1,776.02

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18748

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
J. BULLER	KLW	

Item	Description	Ordered	Rate	Amount
VS23079XX	ECO TABLE R WITH THE FOLLOWING DETAILS EACH: (SIZE BLUE, ARCTIC METAL, WHITE TOP, PLASTIC GLIDES)	1	598.00	598.00
VS23051XX	ECO TABLE R WITH THE FOLLOWING DETAILS EACH: SIZE BLUE, ARCTIC METAL, WHITE TOP, PLASTIC GLIDES)	1	592.80	592.80
VS22240XX	RONDOLIFT R HEIGHT ADJUSTABLE TABLE WITH THE FOLLOWING DETAILS EACH: (ARCTIC METAL, WHITE TOP, MOBILE)	1	1,547.00	1,547.00
VS09452XX	SHIFT + UP TABLE BENCH PLATFORM WITH THE FOLLOWING DETAILS EACH: (ARCTIC METAL)	1	429.00	429.00
VS09445XX	SHIFT + LANDSCAPE PAD WITH THE FOLLOWING DETAILS EACH: (STAMSKIN GREEN)	2	78.00	156.00
VS09445XX	SHIFT + LANDSCAPE PAD WITH THE FOLLOWING DETAILS EACH: (STAMSKIN ORANGE)	2	78.00	156.00
VS09445XX	SHIFT + LANDSCAPE PAD WITH THE FOLLOWING DETAILS EACH: STAMSKIN YELLOW)	2	78.00	156.00
VS31579XX	PANTOMOVE-LUPO KIGA WITH FOLLOWING DETAILS EACH: (ARCTIC METAL, LIGHT GREEN PLASTIC, LIGHT GREY UPHOLSTERY SOFT CASTORS)	1	403.00	403.00
VS03825XX	HOKKI STOOL WITH FOLLOWING DETAILS EACH: (SIZE VIOLET, LIGHT GREEN)	1	98.80	98.80
VS03813XX	HOKKI STOOL ADJUSTABLE HEIGHT 15-19.75" EACH WITH THE FOLLOWING DETAILS: (LIGHT GREEN)	2	195.00	390.00
VS31400XX	PANTOSWING-LUPO WITH FOLLOWING DETAILS EACH: (SIZE YELLOW, ARCTIC METAL, LIGHT GREEN PLASTIC, PLASTIC GLIDES)	3	140.40	421.20
VS31400XX	PANTOSWING-LUPO WITH FOLLOWING DETAILS EACH: (SIZE GREEN, ARCTIC METAL, LIGHT BLUE PLASTIC, PLASTIC GLIDES)	6	140.40	842.40

		Subtotal
		Sales Tax (0.0%)
		Total

ASK Supply Co. LLC

P.O. Box 624

Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18748

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
J. BULLER	KLW	

Item	Description	Ordered	Rate	Amount
VS45430XX	SPACE WALK MOBILE STORAGE WITH THE FOLLOWING DETAILS EACH: (LIGHT GREEN FRAME, FRONT BACK TOP SIDES ALL WHITE, LOCKING, CLEAR BINS=3-9" 4-6" BOOK)	1	1,866.80	1,866.80
VS45411XX	SPACE WALK MOBILE STORAGE WITH THE FOLLOWING DETAILS EACH: (LIGHT GREEN FRAME, FRONT BACK TOP SIDES ALL WHITE, LOCKING, CLEAR BINS=8-6" 2-3")	1	1,989.00	1,989.00
VS45414XX	SPACE WALK MOBILE STORAGE WITH THE FOLLOWING DETAILS EACH: (LIGHT GREEN FRAME, FRONT BACK TOP SIDES ALL WHITE, LOCKING, CLEAR BINS=27-9")	1	2,730.00	2,730.00
TARIFF SURCHARGE RE...	RECOVERY OF INCOMING TARIFF CHARGES	1	333.20	333.20

Subtotal		\$12,709.20
Sales Tax (0.0%)		\$0.00
Total		\$12,709.20

ASK Supply Co. LLC

P.O. Box 624
Kearney, NE 68848

Sales Order

Date	S.O. No.
5/22/2025	18750

Name / Address
Heartland Community School 1501 Front Street Henderson, NE 68371

Ship To
Heartland Community School 1501 Front Street Henderson, NE 68371

P.O. No.	Rep	Contact #
FREIGHT FURNIT...	KLW	

Item	Description	Ordered	Rate	Amount
Freight	Freight Expense (COMBINED FROM PARTIAL VS 27' CONTAINER, JONTI-CRAFT, HON, ALERA, AND BIGGEST BOOK)	1	8,275.00	8,275.00

It's been a pleasure working with you! If you should need anything else please ASK.
308-234-5166

Subtotal	\$8,275.00
Sales Tax (0.0%)	\$0.00
Total	\$8,275.00

NEW BOARD REPORT

Posted - All; Fund Number 01, 02, 06, 08; Processing Month 06/2025

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1 Fund: 01 GENERAL FUND		
32096	AMAZON CAPITAL SERVICES	SUPPLIES	12,072.16
32163	AURORA NEWS-REGISTER	SUBSCRIPTION	100.40
32114	BAYLOR ENTERPRISES INC		2,000.00
32141	BIO CORPORATION	SUPPLIES	345.08
32115	BLACK HILLS ENERGY	NATURAL GAS	664.23
32164	BRUNING-DAVENPORT USD	REIMBURSEMENT	3,538.82
32116	BURTON ENTERPRISES	TRASH REMOVAL	531.00
32166	CAPITAL ONE		124.42
32117	CAROLINA BIOLOGICAL SUPPLY	SUPPLIES	114.24
32118	CENTRAL VALLEY AG	SERVICES	2,941.40
32119	CHEMSEARCH	SUPPLIES	975.70
32167	CITY OF HENDERSON	WATER/SEWER	595.14
32142	CLAUSEN, TAMALA	Services	3,681.00
32168	CRITEL ENTERPRISES, LLC	SERVICES	1,557.40
32099	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	585.74
32169	EAKES OFFICE SOLUTIONS	SUPPLIES	1,570.01
32143	EDUTYPING	RENEWAL	329.70
32120	ESU 6	SERVICES	420.72
32121	ESU 9	SERVICES	1,000.00
32122	FILLMORE COUNTY HOSPITAL	SERVICES	6,125.00
32178	FISHER SCIENTIFIC EDUCATION	SUPPLIES	130.76
32123	FIVE STAR TRUCK CENTER	BUS WASH	200.25
32124	FUTURE BUSINESS LEADERS OF AMERICA, INC	REGISTRATION	2,027.00
32101	GO PHYSICAL THERAPY	SERVICES	7,709.75
32179	HD SUPPLY	SUPPLIES	377.97
32102	HEARTLAND ACTIVITY FUND	FUND TRANSFER	17,163.00
32145	HENDERSON FOOD MART	SUPPLIES	41.45
32146	HOMETOWN LEASING	COPY MACHINE LEASE	272.06
32103	HONEYSUCKLE LANE FLORAL & GIFTS		75.00
32147	INSPIRA FINANCIAL	CAFETERIA 125 PLAN	300.00
32148	IXL LEARNING	SUBSCRIPTIONS	3,506.00
32105	J.W. PEPPER & SON	SUPPLIES	35.00
32106	JOURNEYED.COM	SOFTWARE	1,557.00
32107	KROEKER GRAIN & LUMBER	SUPPLIES	95.60
32126	KSB SCHOOL LAW	LEGAL SERVICES	77.00
32149	LABAIDS		29,749.54
32127	LIBRARY STORE, THE	SUPPLIES	176.55
32180	LOVE SIGNS OF GRAND ISLAND, L.L.C.	SERVICES	150.00
32128	MAINSTAY COMMUNICATIONS	TELEPHONE	362.95
32150	MATHESON TRI GAS INC	SUPPLIES	89.05
32129	MCI	TELEPHONE	75.97
32130	MENARDS	SUPPLIES	541.22
32151	MJ MECHANICAL LLC		3,005.20
32162	NE DEPARTMENT OF EDUCATION	SUPPLIES	796.00
32152	NICK'S FARM STORE	SUPPLIES	472.96

NEW BOARD REPORT

Posted - All; Fund Number 01, 02, 06, 08; Processing Month 06/2025

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>		
32131	PAPER TIGER SHREDDING	SERVICES	70.00		
32181	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	3,999.39		
32132	PITNEY BOWES	EQUIPMENT RENTAL	491.61		
32110	QUILL	SUPPLIES	1,217.97		
32174	ROCKS, MINERALS & FOSSILS, LLC		96.75		
32154	SCHOOL SPECIALTY	SUPPLIES	1,242.10		
32135	SEATON, BAILEY		175.00		
32136	SERVICE PRESS	SERVICES	402.58		
32175	SHERWIN WILLIAMS	SUPPLIES	259.75		
32111	SUN VALLEY LANES		1,333.50		
32137	SUTTON PUBLIC SCHOOLS	DISTRICT MUSIC CONTEST	367.91		
32155	TIME MANAGEMENT SYSTEMS	SERVICES	127.72		
32176	TRI COUNTY AUTO	SERVICES	39.99		
32177	U.S. BANK	SUPPLIES	3,658.66		
32156	UNANIMOUS INC		4,912.00		
32157	UNITE PRIVATE NETWORKS	SERVICES	428.98		
2131	UNITED STATES POSTAL SERVICE	NEWSLETTER	206.63		
32113	VAUGHT, CHELSEA	ACCOMPANIST	350.00		
32139	VERIZON WIRELESS	TELEPHONE	169.71		
32158	WINFIELD SWEETS AND EATS	SERVICES	1,125.00		
Fund Total:				128,934.69	
Checking Account Total:				128,934.69	

<u>Checking</u>	2				
Checking	2	Fund: 02	DEPRECIATION RESERVE FUND		
1134	BSN SPORTS		SUPPLIES	3,881.52	
1133	E2IDESIGN			4,616.22	
1135	PAINT & PAPER PALACE		SERVICES	13,600.48	
Fund Total:				22,098.22	
Checking Account Total:				22,098.22	

<u>Checking</u>	6				
Checking	6	Fund: 06	SCHOOL LUNCH/MILK FUND		
4326	AMAZON CAPITAL SERVICES		SUPPLIES	82.68	
4327	HENDERSON FOOD MART		SUPPLIES	43.25	
4328	HILAND DAIRY		SUPPLIES	649.51	
4329	SYSCO		SYSCO	616.90	
Fund Total:				1,392.34	
Checking Account Total:				1,392.34	

<u>Checking</u>	8				
Checking	8	Fund: 08	SPECIAL BUILDING FUND		
1112	ASK SUPPLY CO. LLC		SUPPLIES	71,982.96	
1116	CLARK & ENERSEN		SERVICES	12,738.62	
1114	E2IDESIGN			9,232.44	
1111	HAUSMANN CONSTRUCTION		SERVICES	740,923.43	
1115	MAINSTAY TECHNOLOGY		SERVICES	90,787.52	
1113	NATIONAL CONCRETE CUTTING INC			16,400.00	
1120	OVR PERFORMANCE LLC			4,003.00	
1117	QUILL		SUPPLIES	3,868.73	
1110	SORINEX EXERCISE EQUIPMENT, INC.			128,990.05	

Heartland Community School
06/13/2025 2:32 PM

NEW BOARD REPORT

Posted - All; Fund Number 01, 02, 06, 08; Processing Month 06/2025

Page: 3

User ID: JMAY

<u>Check #</u>	<u>Vendor Name</u>
1119	U.S. BANK

<u>Vendor Description</u>	<u>Amount</u>
SUPPLIES	9,117.10

Fund Total: 1,088,043.85

Checking Account Total: 1,088,043.85

Fund: 01	GENERAL FUND	Beginning Balance	Expense	Revenue	Ending Balance
Fund Balance 01 704		3,812,075.64	133,282.61	4,347.92	3,683,140.95
Fund: 02	DEPRECIATION RESERVE FUND	Beginning Balance	Expense	Revenue	Ending Balance
Fund Balance 02 704		929,589.43	22,098.22	0.00	907,491.21
Fund: 03	UNEMPLOYMENT FUND	Beginning Balance	Expense	Revenue	Ending Balance
Fund Balance 03 704		3,055.91	0.00	0.00	3,055.91
Fund: 06	SCHOOL LUNCH/MILK FUND	Beginning Balance	Expense	Revenue	Ending Balance
Fund Balance 06 704		(20,657.06)	1,470.34	78.00	(22,049.40)
Fund: 07	BOND FUND	Beginning Balance	Expense	Revenue	Ending Balance
Fund Balance 07 704		242,105.42	0.00	0.00	242,105.42
Fund: 08	SPECIAL BUILDING FUND	Beginning Balance	Expense	Revenue	Ending Balance
Fund Balance 08 704		5,372,803.82	1,088,043.85	0.00	4,284,759.97

06/13/2025 02:55 PM

Regular; Processing Month 06/2025; Fund Number 01

User ID: JMAY

Function Part 3		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
9	Expenditure					
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,962,679.00	76,054.49	2,149,019.53	813,659.47	72.54
1200	SPED - SA	1,018,049.00	3,864.50	480,005.84	538,043.16	47.15
1290	1290	63,881.00	0.00	46,912.23	16,968.77	73.44
1300	SUMMER SCHOOL	3,526.00	0.00	0.00	3,526.00	0.00
2110	ATTENDANCE & SOCIAL WORK SVCS	0.00	0.00	1,900.00	(1,900.00)	0.00
2120	GUIDANCE SERVICES	105,846.00	0.00	64,004.01	41,841.99	60.47
2130	HEALTH SERVICES - GEN ED	11,351.00	0.00	13,977.00	(2,626.00)	123.13
2140	PSYCHOLOGICAL SVCS - GEN ED	170,000.00	6,125.00	102,671.14	67,328.86	60.39
2150	SPEECH PATH & AUDIOLOGY SVCS - GEN ED	116,261.00	160.00	96,919.45	19,341.55	83.36
2160	OCCUPATIONAL THERAPY SVCS - GEN ED	64,556.00	5,525.15	47,403.65	17,152.35	73.43
2170	PHYSICAL THERAPY SVCS - GEN ED	32,021.00	2,024.60	20,938.59	11,082.41	65.39
2180	VISION SERVICES - GEN ED	11,060.00	1,000.00	4,782.64	6,277.36	43.24
2210	2210	32,957.00	191.94	5,158.35	27,798.65	15.65
2220	LIBRARY/MEDIA SERVICES	188,727.00	176.55	124,152.48	64,574.52	65.78
2230	INSTRUCTION-RELATED TECHNOLOGY	38,710.00	0.00	37,234.36	1,475.64	96.19
2240	ACADEMIC STUDENT ASSESSMENT	26,450.00	5,506.00	6,044.50	20,405.50	22.85
2310	BOARD OF EDUCATION	77,000.00	2,295.78	32,791.36	44,208.64	42.59
2320	EXECUTIVE ADMINISTRATION	396,684.00	82.02	256,391.82	140,292.18	64.63
2330	DISTRICT LEGAL SERVICES	15,000.00	77.00	8,281.50	6,718.50	55.21
2410	OFFICE OF THE PRINCIPAL	420,518.00	0.00	300,780.33	119,737.67	71.53
2490	SCHOOL ADMINISTRATION - OTHER	35,439.00	0.00	8,314.31	27,124.69	23.46
2510	FISCAL SERVICES	37,700.00	5,609.52	76,272.29	(38,572.29)	202.31
2560	PUBLIC INFORMATION SERVICES	113,275.00	1,822.02	39,169.19	74,105.81	34.58
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	58,403.00	15.00	35,282.35	23,120.65	60.41
2610	OPERATION OF BUILDINGS	757,375.00	13,248.31	495,998.14	261,376.86	65.49
2620	MAINTENANCE OF BUILDINGS	0.00	259.75	5,665.28	(5,665.28)	0.00
2710	VEHICLE OPERATION & PURCH - GEN ED	386,530.00	2,941.40	152,184.90	234,345.10	39.37
2730	VEHICLE SERVICING & MAINT - GEN ED	71,725.00	159.00	31,410.85	40,314.15	43.79
3300	COMMUNITY SERVICES OPERATIONS	20,723.00	350.00	350.00	20,373.00	1.69
3530	3530	8,000.00	0.00	20,694.50	(12,694.50)	258.68
3550	3550	0.00	796.00	796.00	(796.00)	0.00
6200	TITLE IA	77,050.00	0.00	59,120.12	17,929.88	76.73
6400	6400	237,307.00	0.00	79,802.51	157,504.49	33.63
6990	OTHER FEDERAL PROGRAMS	225,100.00	650.66	7,179.64	217,920.36	3.19
01	GENERAL FUND	7,783,903.00	128,934.69	4,811,608.86	2,972,294.14	61.81
9	Expenditure	7,783,903.00	128,934.69	4,811,608.86	2,972,294.14	61.81

Activity Fund Balance Report - Summary - Exclude Encumbrances

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts with Activity; 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	(1,806.56)	1,431.10	0.00	0.00	(3,237.66)
05 704 0102	Volleyball	(480.59)	0.00	0.00	0.00	(480.59)
05 704 0103	Boys Basketball	(2,140.33)	0.00	0.00	0.00	(2,140.33)
05 704 0104	Girls Basketball	(89.09)	0.00	0.00	0.00	(89.09)
05 704 0105	Track	(9,697.78)	0.00	0.00	0.00	(9,697.78)
05 704 0107	General Athletics	(7,089.34)	0.00	0.00	0.00	(7,089.34)
05 704 0110	Jh Football	(480.00)	0.00	0.00	0.00	(480.00)
05 704 0111	Jh Volleyball	(2,255.01)	0.00	0.00	0.00	(2,255.01)
05 704 0112	Jh Boys Basketball	(551.98)	0.00	0.00	0.00	(551.98)
05 704 0113	Jh Girls Basketball	(572.40)	0.00	0.00	0.00	(572.40)
05 704 0114	Jh Track	(865.78)	0.00	0.00	0.00	(865.78)
05 704 0116	Season Pass	11,395.00	0.00	0.00	0.00	11,395.00
05 704 0117	Girls Golf	(773.37)	0.00	0.00	0.00	(773.37)
05 704 0118	Boys Golf	(1,199.30)	1,811.72	0.00	0.00	(3,011.02)
05 704 0119	District Account	(306.23)	0.00	0.00	0.00	(306.23)
05 704 0129	Coach - Fb	679.37	0.00	0.00	0.00	679.37
05 704 0130	Coach - Vb	94.87	0.00	0.00	0.00	94.87
05 704 0131	Coach - Girls Bb	4,327.49	0.00	0.00	0.00	4,327.49
05 704 0132	Coach - Boys Bb	1,875.69	0.00	0.00	0.00	1,875.69
05 704 0133	Coach - Jh Bb	555.00	0.00	0.00	0.00	555.00
05 704 0135	Coach - Girls Golf	291.91	0.00	0.00	0.00	291.91
05 704 0136	Coach - Boys Golf	981.36	0.00	0.00	0.00	981.36
05 704 0137	Coach - Track	1,349.16	0.00	0.00	0.00	1,349.16
05 704 0138	Coach - Jh Vb	867.26	0.00	0.00	0.00	867.26
05 704 0200	Band Uniforms	262.11	0.00	0.00	0.00	262.11
05 704 0201	Band	1,230.28	0.00	0.00	0.00	1,230.28
05 704 0202	Chorus	949.64	0.00	0.00	0.00	949.64
05 704 0203	Marching Shoes	(171.77)	576.19	0.00	0.00	(747.96)
05 704 0204	Vocal Clinic	2,438.47	0.00	0.00	0.00	2,438.47
05 704 0207	District Music	2,847.09	0.00	0.00	0.00	2,847.09
05 704 0301	Art	2,607.41	0.00	0.00	0.00	2,607.41
05 704 0302	Musical	(10,602.80)	0.60	0.00	0.00	(10,603.40)
05 704 0304	All School Play	6,162.23	0.00	0.00	0.00	6,162.23
05 704 0305	One Act	(3,142.94)	0.00	0.00	0.00	(3,142.94)
05 704 0403	Fbla	(3,039.08)	160.10	0.00	0.00	(3,199.18)
05 704 0404	Ind Tech/ag Projects	(908.97)	0.00	0.00	0.00	(908.97)

Activity Fund Balance Report - Summary - Exclude Encumbrances

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts with Activity; 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 0405	Ffa	(2,851.79)	2,607.76	0.00	0.00	(5,459.55)
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	98.39	0.00	0.00	0.00	98.39
05 704 0410	Coach - Jh Robotics	983.23	0.00	0.00	0.00	983.23
05 704 0411	Coach - Hs Robotics	702.15	0.00	0.00	0.00	702.15
05 704 0450	Jh Robotics	1,957.59	0.00	0.00	0.00	1,957.59
05 704 0451	Hs Robotics	(740.00)	0.00	0.00	0.00	(740.00)
05 704 0503	Class Of 2023	268.30	0.00	0.00	0.00	268.30
05 704 0505	Class Of 2025	(402.70)	0.00	0.00	0.00	(402.70)
05 704 0506	Class Of 2026	1,985.33	2,438.24	0.00	0.00	(452.91)
05 704 0507	Class Of 2027	4,764.86	0.00	0.00	0.00	4,764.86
05 704 0508	Class Of 2028	2,899.66	0.00	0.00	0.00	2,899.66
05 704 0601	National Honor Society	649.51	89.42	0.00	0.00	560.09
05 704 0701	Hcs Customs	442.88	0.00	0.00	0.00	442.88
05 704 0709	Yearbook	1,228.42	0.00	0.00	0.00	1,228.42
05 704 0801	Student Council	(283.83)	102.94	0.00	0.00	(386.77)
05 704 0802	Concessions	4,186.68	183.14	0.00	0.00	4,003.54
05 704 0804	Interest On Act Acct	197.25	0.00	0.00	0.00	197.25
05 704 0806	Elem Student Council	2,838.68	0.00	0.00	0.00	2,838.68
05 704 0810	Jh Homeroom	(14.96)	0.00	0.00	0.00	(14.96)
05 704 0913	Revolving - Secondary	(19,428.50)	0.00	0.00	0.00	(19,428.50)
05 704 0914	Revolving - Elementary	2,801.06	0.00	0.00	0.00	2,801.06
05 704 0915	Student Supplies	450.00	0.00	0.00	0.00	450.00
05 704 0918	John Baylor Test Prep	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	Ott Scholarship	26,833.22	0.00	0.00	0.00	26,833.22
05 704 0936	Field Trip Grant	4,273.89	0.00	0.00	0.00	4,273.89
05 704 0937	Circle Of Friends Autism Grant	828.84	0.00	0.00	0.00	828.84
05 704 0938	If Kids Could Cure Grant	6,518.63	0.00	0.00	0.00	6,518.63
05 704 0939	Girls On The Run	584.58	0.00	0.00	0.00	584.58
05 704 0941	Early Intervention	586.37	0.00	0.00	0.00	586.37
05 704 0950	Computer Deposits	22,561.09	0.00	0.00	0.00	22,561.09
05 704 0951	Staff Lounge Account	118.17	0.00	0.00	0.00	118.17
05 704 0952	Eha Elevate Program	4,102.06	765.00	0.00	0.00	3,337.06
05 704 0953	STUHR	141,291.38	0.00	0.00	0.00	141,291.38
Fund Total: 05		206,967.78	10,166.21	0.00	0.00	196,801.57

TO OWNER/CLIENT: York County School District No. 93-0096, commonly known as Heartland Community Schools 1501 Front St Henderson, Nebraska 68371	PROJECT: Heartland Community Schools - Additions / Renovations 1501 Front St Henderson, Nebraska 68371	APPLICATION NO: 11 INVOICE NO: 24026011 PERIOD: 05/01/25 - 05/31/25 PROJECT NO: 24-026
FROM CONTRACTOR: Hausmann Construction, Inc. 8885 Executive Woods Drive Lincoln, Nebraska 68512	VIA ARCHITECT/ENGINEER: Shane Nickelson (Clark & Enersen, Inc.) 1010 Lincoln Mall Suite 200 Lincoln, Nebraska 68508	CONTRACT DATE:

CONTRACT FOR: Heartland Community School - Additions / Renovations

CONTRACTOR'S APPLICATION FOR PAYMENT	
Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet is attached.	
1. Original Contract Sum	\$10,231,500.00
2. Net change by change orders	\$228,777.77
3. Contract Sum to date (Line 1 ± 2)	\$10,460,277.77
4. Total completed and stored to date (Column G on detail sheet)	\$9,672,654.57
5. Retainage:	
a. 4.81% of completed work	\$448,493.07
b. 10.00% of stored material	\$33,904.71
Total retainage (Line 5a + 5b or total in column I of detail sheet)	\$482,397.78
6. Total earned less retainage (Line 4 less Line 5 Total)	\$9,190,256.79
7. Less previous certificates for payment (Line 6 from prior certificate)	\$8,449,333.36
8. Current payment due:	\$740,923.43
9. Balance to finish, including retainage (Line 3 less Line 6)	\$1,270,020.98

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner/Client:	\$392,199.85	\$(226,228.10)
Total approved this month:	\$119,407.47	\$(56,601.45)
Totals:	\$511,607.32	\$(282,829.55)
Net change by change orders:	\$228,777.77	

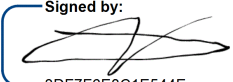
The undersigned certifies that to the best of the Contractor's knowledge, information and belief, the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work which previous Certificates for payment were issued and payments received from the Owner/Client, and that current payments shown herein is now due.

CONTRACTOR: Hausmann Construction, Inc.

Initial
RT

DS
M

Signed by:



By:

3DEZF6E8C1E544E...

 Date: 5/23/2025

State of:

County of:

Subscribed and sworn to before

me this day of

Notary Public:

My commission expires:

ARCHITECT'S/ENGINEER'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on the on-site observations and the data comprising this application, the Architect/Engineer certifies to the Owner/Client that to the best of the Architect's/Engineer's knowledge, information and belief that Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED: \$740,923.43

(Attach explanation if amount certified differs from the amount applied for. Initial all figures on this Application and on the Continuation Sheet that are changed to confirm the amount certified.)

ARCHITECT/ENGINEER:

By:



 Date: 05/30/2025

This certificate is not negotiable. The amount certified is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to the rights of the Owner/Client or Contractor under this Contract.

A			B	C	D	E	F	G		H	I
ITEM NO.	BUDGET CODE		DESCRIPTION OF WORK	SCHEDULED VALUE	WORK COMPLETED		MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D + E + F)	% (G / C)	BALANCE TO FINISH (C - G)	RETAINAGE
					FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD					
1 001 - Site Mobilization				\$45,000.00	\$45,000.00	\$0.00	\$0.00	\$45,000.00	100.00%	\$0.00	\$2,151.82
2 002 - Building Permit				\$10,500.00	\$10,500.00	\$0.00	\$0.00	\$10,500.00	100.00%	\$0.00	\$502.09
3 003 - Payment and Performance Bond				\$55,000.00	\$55,000.00	\$0.00	\$0.00	\$55,000.00	100.00%	\$0.00	\$2,630.00
4 004 - General Liability Insurance				\$51,157.00	\$51,157.00	\$0.00	\$0.00	\$51,157.00	100.00%	\$0.00	\$2,446.24
5 005 - General Conditions				\$475,000.00	\$402,861.78	\$42,100.00	\$0.00	\$444,961.78	93.68%	\$30,038.22	\$21,460.93
6 006 - Testing and Inspections				\$44,310.00	\$42,196.00	\$0.00	\$0.00	\$42,196.00	95.23%	\$2,114.00	\$2,025.62
7 007 - Owner Contingency											
	7.1	1-050.M Allowance 1.Material	Allowance 1	\$75,000.00	\$19,380.03	\$0.00	\$0.00	\$19,380.03	25.84%	\$55,619.97	\$949.67
	7.2	PCCO #001 PCCO #001		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	(\$0.02)
	7.3	PCCO #002 PCCO #002		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	(\$0.01)
	7.4	PCCO #004 PCCO #004 & CFA #003		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$0.00	\$0.02
	7.5	PCCO #005 CFA #004 and CO #005		\$0.00	\$0.00	\$11,491.23	\$0.00	\$11,491.23	0.00%	(\$11,491.23)	\$1,149.12
007 - Owner Contingency Subtotals				\$75,000.00	\$19,380.03	\$11,491.23	\$0.00	\$30,871.26	41.16%	\$44,128.74	\$2,098.78
8 008 - Selective Demolitoiin				\$47,790.00	\$29,089.50	\$12,500.00	\$0.00	\$41,589.50	87.03%	\$6,200.50	\$2,026.92
9 009 - Footing and Foundations				\$351,000.00	\$343,063.06	\$0.00	\$0.00	\$343,063.06	97.74%	\$7,936.94	\$16,404.67
10 010 - Flatwork				\$355,000.00	\$329,957.00	\$15,000.00	\$0.00	\$344,957.00	97.17%	\$10,043.00	\$16,735.49
11 011 - Masonry				\$911,000.00	\$900,000.00	\$0.00	\$0.00	\$900,000.00	98.79%	\$11,000.00	\$43,036.40
12 012 - Steel Supply				\$310,000.00	\$310,000.00	\$0.00	\$0.00	\$310,000.00	100.00%	\$0.00	\$14,823.65
13 013 - Steel Install				\$156,251.00	\$156,251.00	\$0.00	\$0.00	\$156,251.00	100.00%	\$0.00	\$7,471.64
14 014 - Rough Carpentry				\$127,000.00	\$124,147.55	\$1,301.04	\$0.00	\$125,448.59	98.78%	\$1,551.41	\$6,005.18
15 015 - Finish Carpentry				\$80,000.00	\$40,526.25	\$16,750.00	\$0.00	\$57,276.25	71.60%	\$22,723.75	\$2,789.58
16 016 - Metal Wall Panels				\$57,000.00	\$51,026.10	\$2,557.00	\$0.00	\$53,583.10	94.01%	\$3,416.90	\$2,567.83
17 017 - EPDM Roofing				\$305,000.00	\$302,237.00	\$0.00	\$0.00	\$302,237.00	99.09%	\$2,763.00	\$14,452.44
18 018 - Air Barrier and Waterproofing				\$82,373.00	\$78,211.90	\$0.00	\$0.00	\$78,211.90	94.95%	\$4,161.10	\$3,739.95
19 019 - Joint Sealants and Fireproofing				\$51,000.00	\$43,795.00	\$4,689.00	\$0.00	\$48,484.00	95.07%	\$2,516.00	\$2,355.16

A		B	C	D	E	F	G		H	I
ITEM NO.	BUDGET CODE	DESCRIPTION OF WORK	SCHEDULED VALUE	WORK COMPLETED		MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D + E + F)	% (G / C)	BALANCE TO FINISH (C - G)	RETAINAGE
				FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD					
20	020 - Spray Foam Insulation		\$7,600.00	\$7,600.00	\$0.00	\$0.00	\$7,600.00	100.00%	\$0.00	\$380.00
21	021 - Expansion Control		\$21,750.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$21,750.00	\$0.00
22	022 - Doors and Hardware		\$250,000.00	\$176,360.10	\$63,194.88	\$0.00	\$239,554.98	95.82%	\$10,445.02	\$11,678.19
23	023 - Aluminum and Glazing		\$440,000.00	\$113,193.19	\$123,324.00	\$166,679.66	\$403,196.85	91.64%	\$36,803.15	\$28,353.49
24	024 - Overhead Doors		\$25,000.00	\$0.00	\$7,625.62	\$17,374.38	\$25,000.00	100.00%	\$0.00	\$2,118.72
25	025 - Framing, Drywall, and Insulation		\$244,159.00	\$240,790.00	\$0.00	\$0.00	\$240,790.00	98.62%	\$3,369.00	\$11,514.15
26	026 - Hardcoat Exterior Finish System		\$30,000.00	\$23,500.00	\$4,100.00	\$0.00	\$27,600.00	92.00%	\$2,400.00	\$1,328.73
27	027 - Acoustical Ceilings and Wall Treatments		\$70,000.00	\$57,633.00	\$8,655.00	\$0.00	\$66,288.00	94.70%	\$3,712.00	\$3,188.66
28	028 - Flooring		\$216,204.00	\$63,341.00	\$20,520.00	\$110,494.00	\$194,355.00	89.89%	\$21,849.00	\$15,157.71
29	029 - Painting		\$85,000.00	\$71,173.00	\$3,100.00	\$0.00	\$74,273.00	87.38%	\$10,727.00	\$3,568.08
30	030 - Toilet, Bath, and Fire Protection Specialties		\$20,426.00	\$20,426.00	\$0.00	\$0.00	\$20,426.00	100.00%	\$0.00	\$976.73
31	031 - Wall Protection		\$9,000.00	\$9,000.00	\$0.00	\$0.00	\$9,000.00	100.00%	\$0.00	\$430.36
32	032 - Visual Display Surfaces		\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	100.00%	\$0.00	\$478.18
33	033 - Signage		\$18,435.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$18,435.00	\$0.00
34	034 - Metal Lockers		\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$60,000.00	100.00%	\$0.00	\$3,000.00
35	035 - Track and Field Equipment		\$20,754.00	\$20,754.00	\$0.00	\$0.00	\$20,754.00	100.00%	\$0.00	\$0.00
36	036 - Window Coverings		\$26,000.00	\$0.00	\$18,650.00	\$0.00	\$18,650.00	71.73%	\$7,350.00	\$932.50
37	037 - Casework, Countertops, and Solid Surfacing		\$162,500.00	\$63,142.00	\$42,100.00	\$44,499.00	\$149,741.00	92.15%	\$12,759.00	\$9,657.46
38	038 - Gymnasium Bleachers		\$185,000.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$185,000.00	\$0.00
39	039 - Site Accessories		\$100,511.00	\$24,176.87	\$76,334.13	\$0.00	\$100,511.00	100.00%	\$0.00	\$5,025.55
40	040 - Fire Suppression		\$639,500.00	\$519,650.00	\$82,500.00	\$0.00	\$602,150.00	94.16%	\$37,350.00	\$29,066.46
41	041 - Plumbing		\$635,000.00	\$573,228.00	\$36,654.00	\$0.00	\$609,882.00	96.04%	\$25,118.00	\$29,319.81
42	042 - HVAC		\$1,625,000.00	\$1,454,199.27	\$109,445.00	\$0.00	\$1,563,644.27	96.22%	\$61,355.73	\$75,245.22
43	043 - Electrical		\$1,100,000.00	\$1,007,401.65	\$52,265.37	\$0.00	\$1,059,667.02	96.33%	\$40,332.98	\$51,015.76
44	044 - Earthwork and Site Clearing		\$195,650.00	\$188,452.50	\$0.00	\$0.00	\$188,452.50	96.32%	\$7,197.50	\$9,032.52
45	045 - Track Surfacing		\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	100.00%	\$0.00	\$0.00

A		B	C	D	E	F	G	H	I	
ITEM NO.	BUDGET CODE	DESCRIPTION OF WORK	SCHEDULED VALUE	WORK COMPLETED		MATERIALS PRESENTLY STORED (NOT IN D OR E)	TOTAL COMPLETED AND STORED TO DATE (D + E + F)	% (G / C)	BALANCE TO FINISH (C - G)	RETAINAGE
				FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD					
46	046 - Fencing		\$32,350.00	\$28,500.00	\$0.00	\$0.00	\$28,500.00	88.10%	\$3,850.00	\$1,425.00
47	047 - Retaining Walls		\$6,780.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$6,780.00	\$0.00
48	048 - Seeding and Landscaping		\$45,000.00	\$6,562.00	\$18,500.00	\$0.00	\$25,062.00	55.69%	\$19,938.00	\$1,238.78
49	049 - Site Utilities		\$335,500.00	\$335,500.00	\$0.00	\$0.00	\$335,500.00	100.00%	\$0.00	\$16,043.01
50	050 - PCCO 001		\$3,913.00	\$3,913.00	\$0.00	\$0.00	\$3,913.00	100.00%	\$0.00	\$187.10
51	051 - PCCO 002		\$7,004.84	\$7,004.84	\$0.00	\$0.00	\$7,004.84	100.00%	\$0.00	\$334.94
52	052 - PCCO 003		\$64,379.56	\$64,379.56	\$0.00	\$0.00	\$64,379.56	100.00%	\$0.00	\$3,078.51
53	053 - PCCO 004		\$90,674.35	\$43,405.90	\$0.00	\$0.00	\$43,405.90	47.87%	\$47,268.45	\$2,141.14
54	054 - PCCO 005									
	54.1 PCCO #005 CFA #004 and CO #005									
	54.1.1	PCO #025 PCO #025 - RFI 083 - Daycare Exterior Head of Wall CMU Gap	\$1,597.91	\$0.00	\$1,597.91	\$0.00	\$1,597.91	100.00%	\$0.00	\$159.79
	54.1.2	PCO #026 PCO #026 - RFI 085 FRP in Laundry 507 Clarification	\$306.65	\$0.00	\$306.65	\$0.00	\$306.65	100.00%	\$0.00	\$30.67
	54.1.3	PCO #026AR PCO #026AR - RFI 086 - Option A: Spray Beams and Roof Deck in Corridor 119	\$5,883.40	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$5,883.40	\$0.00
	54.1.4	PCO #027R2 PCO #027R2 - PR 014 - Sanitary Sewer Line Area C	\$21,992.71	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$21,992.71	\$0.00
	54.1.5	PCO #030 PCO #030 - PR 019 Existing Deck Support	\$4,975.16	\$0.00	\$4,975.16	\$0.00	\$4,975.16	100.00%	\$0.00	\$497.52
	54.1.6	PCO #031 PCO #031 - Area C New Entrance Added Concrete	\$2,352.30	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$2,352.30	\$0.00
	54.1.7	PCO #034 PCO #034 - Added Fence Around Daycare	\$21,670.22	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$21,670.22	\$0.00
	54.1.8	PCO #035 PCO #035 - RFI 095 - Finish Around Demo'd Openings in Area C	\$3,341.18	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$3,341.18	\$0.00
	54.1.9	PCO #036 PCO #036 - Added Concrete from Area C to Track	\$686.49	\$0.00	\$686.49	\$0.00	\$686.49	100.00%	\$0.00	\$68.65
	PCCO #005 Subtotals		\$62,806.02	\$0.00	\$7,566.21	\$0.00	\$7,566.21	12.05%	\$55,239.81	\$756.63
054 - PCCO 005 Subtotals			\$62,806.02	\$0.00	\$7,566.21	\$0.00	\$7,566.21	12.05%	\$55,239.81	\$756.63
Grand Totals			\$10,460,277.77	\$8,552,685.05	\$780,922.48	\$339,047.04	\$9,672,654.57	92.47%	\$787,623.20	\$482,397.78