

Minden Public Schools
Board of Education
Board of Education Regular Meeting
C.L. Jones Middle School
520 West Third
Minden, NE 68959
Monday, December 8, 2014 7:30 PM

1. Roll Call
2. Minutes
3. Public Comment
4. Financial Reports – Action Items
 - 4.a. Consider Financial Reports
5. Old Business – Action Items
 - 5.a. Consider Bills – General Fund
6. Discussion Only
 - 6.a. Report from Superintendent
 - 6.b. Reports from Administrators
7. New Business
 - 7.a. Buildings, Grounds, and Transportation Matters
 - 7.b. Consider the Final Election Results of the Bond Issue Ballot Question That Was Asked of the Patrons of the District at the Statewide General Election on November 4, 2014
 - 7.c. Consider the Issuance of NOT TO EXCEED \$13,105,000 of General Obligation School Construction Bonds Series 2014, with Final Principal Amount, Interest Rates, and Terms To be Decided by the Rate Designator
 - 7.d. Consider and Take Action on the Amendment to the Contract with Boyd Jones
 - 7.e. Consider and Take Action on the Amendment to the Contract with DLR
 - 7.f. Consider the Authorization of Minden Public Schools to Become a Participant in the Nebraska Liquid Asset Fund
 - 7.g. Enter Executive Session
 - 7.h. Exit Executive Session
8. Additional Information
9. Adjournment

**MINDEN PUBLIC SCHOOLS
BOARD OF EDUCATION
November 11, 2014**

The agenda for the November 11, 2014 hearing and meeting was posted at the United States Post Office in Minden, Minden Exchange Bank, First Bank and Trust Company, Kearney County Courthouse, and the Minden city office. Agendas were mailed to the United States Post Office in Upland and Heartwell. The agenda was posted in the superintendent's office and published in the local paper.

The board meeting began at 7:30 pm with all board members present.

Motion by Grams and second by Glanzer to approve the minutes from the meeting held October 14. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Glanzer and second by Carpenter to approve the financial reports. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Carpenter and second by Glanzer to approve the claims against the General Fund. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Rhynalds and second by Glanzer to approve the district audit. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Carpenter and second by Rhynalds to approve the District's safety/security plan. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Krull and second by Grams to approve the FBLA out-of-state trip to the fall national conference. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Glanzer and second by Krull to approve the iPad insurance. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Motion by Krull and second by Grams to discuss, consider, and approve extending, amending, and modifying the construction manager-at-risk agreement with Boyd Jones Construction Company for the new high school addition to the existing middle school consisting of approximately 110,000 square feet and constructing additions and improvements to the existing middle school and elementary buildings approved by the voters of the Minden Public School District on November 4, 2014. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

At 8:18 pm, a motion was made by Carpenter and second by Glanzer to adjourn the meeting. Roll call: Carpenter, aye; Glanzer, aye; Grams, aye; Jacobsen, aye; Krull, aye; Rhynalds, aye. Motion carried.

Secretary, Board of Education

MINDEN PUBLIC SCHOOLS
TREASURER'S REPORT
November 30, 2014

| | | | |
|--|----------------|--|----------------|
| SCHOOL BALANCE - October 31, 2014 | | | \$25,961.99 |
| Current Months Receipts | | | \$117,542.62 |
| Transfers from Investments | | | \$650,000.00 |
| Total Beginning Balance and Receipts | | | \$793,504.61 |
| Less: Disbursements | | | \$792,521.74 |
| Transfer to Investments | | | \$0.00 |
| Total Disbursements | | | \$792,521.74 |
| SCHOOL BALANCE - November 30, 2014 | | | \$982.87 |
| BALANCE PER BANK STATEMENT - November 30, 2014 | | | \$8,954.68 |
| Deposits In Transit | | | \$0.00 |
| LESS : Outstanding Checks | | | \$7,971.81 |
| RECONCILED BANK BALANCE - November 30, 2014 | | | \$982.87 |
| | | (Balance - November 30, 2013 = \$24,939.45) | |
| GENERAL FUND INVESTMENTS | | | \$2,991,108.08 |
| Money Market Minden Exchange | \$1,771,728.21 | 0.15% demand | |
| Money Market First Bank | \$1,219,379.87 | 0.25% demand | |
| | | (Balance November 30, 2013 = \$2,161,057.94) | |
| DEPRECIATION FUND INVESTED | | | \$622,244.76 |
| Money Market Minden Exchange Bank | \$97,708.51 | 0.15% demand | |
| Money Market First Bank | \$524,535.75 | 0.25% demand | |
| Checking Minden Exchange Bank | \$0.50 | | |
| | | (Balance November 30, 2013 = \$620,789.16) | |
| EMPLOYEE BENEFITS FUND | | | \$35,094.22 |
| Money Market First Bank | \$35,094.22 | 0.25% demand | |
| | | (Balance November 30, 2013 = \$35,006.60) | |
| BUILDING FUND | | | \$1,809,741.07 |
| Money Market Minden Exchange Bank | \$1,752,471.44 | 0.15% demand | |
| Money Market First Bank | \$57,268.10 | 0.25% demand | |
| Checking Minden Exchange Bank | \$1.53 | | |
| | | (Balance November 30, 2013 = \$1,008,294.01) | |
| LUNCH FUND | | | \$85,695.38 |
| Money Market First Bank | \$7,921.78 | 0.05% demand | |
| Checking First Bank | \$77,773.60 | | |
| | | (Balance November 30, 2013 = \$51,582.46) | |
| FUNDS PLEDGED FOR DEPOSITS | | | |
| Minden Exchange Bank | \$4,687,167.98 | Plus 250M FDIC | |
| First Bank | \$2,160,000.00 | Plus 250M FDIC | |

William Johnson, Treasurer

Monthly Board Report All Expenses

| Account | Description | Budgeted | Disbursed | Balance Remaining | Percentage Spent |
|---------------|--|-----------------------|-----------------------|-----------------------|------------------|
| 1-1100 | Instructional Supplies & Services | \$538,452.48 | \$76,352.53 | \$462,099.95 | 14.18% |
| 1-1100-110 | Instructional Salaries & Benefits | \$4,173,545.32 | \$1,361,069.15 | \$2,812,476.17 | 32.61% |
| 1-1125 | Academic Intervention Supplies & Service | \$3,850.00 | \$0.00 | \$3,850.00 | 0.00% |
| 1-1125-110 | Academic Intervention Salaries & Benefits | \$106,991.06 | \$32,733.68 | \$74,257.38 | 30.59% |
| 1-1200 | SPED Supplies & Services | \$99,150.00 | \$16,851.89 | \$82,298.11 | 17.00% |
| 1-1200-110 | SPED Salaries & Benefits | \$1,096,132.18 | \$334,471.18 | \$761,661.00 | 30.51% |
| 1-1290 | Preschool Supplies & Services | \$30,750.00 | \$4,512.25 | \$26,237.75 | 14.67% |
| 1-1290-110 | Preschool Salaries & Benefits | \$51,808.66 | \$16,174.86 | \$35,633.80 | 31.22% |
| 1-1310 | Gifted Supplies & Services | \$2,100.00 | \$426.00 | \$1,674.00 | 20.29% |
| 1-1310-110 | Gifted Salaries & Benefits | \$44,632.51 | \$14,851.19 | \$29,781.32 | 33.27% |
| 1-2120 | Guidance Supplies & Services | \$4,075.00 | \$309.66 | \$3,765.34 | 7.60% |
| 1-2120-110 | Guidance Salaries & Benefits | \$253,380.33 | \$84,815.76 | \$168,564.57 | 33.47% |
| 1-2130 | Health Services | \$43,084.02 | \$14,610.34 | \$28,473.68 | 33.91% |
| 1-2150 | Safety & Security | \$20,000.00 | \$649.50 | \$19,350.50 | 3.25% |
| 1-2190 | Activities Supplies & Services | \$30,000.00 | \$2,389.00 | \$27,611.00 | 7.96% |
| 1-2190-110 | Activities Salaries & Benefits | \$187,310.91 | \$47,181.47 | \$140,129.44 | 25.19% |
| 1-2210 | ESU Grant | \$2,056.74 | \$0.00 | \$2,056.74 | 0.00% |
| 1-2212 | Staff Training and Curriculum Development | \$0.00 | \$593.30 | -\$593.30 | #DIV/0! |
| 1-2215 | Assessment Coordinator Supplies & Service | \$1,500.00 | \$97.00 | \$1,403.00 | 6.47% |
| 1-2215-110 | Assessment Coordinator Salary & Benefits | \$36,218.95 | \$9,191.81 | \$27,027.14 | 25.38% |
| 1-2222 | Media Center Supplies & Services | \$26,242.25 | \$9,625.95 | \$16,616.30 | 36.68% |
| 1-2222-110 | Media Center Salaries & Benefits | \$219,533.77 | \$73,934.11 | \$145,599.66 | 33.68% |
| 1-2310 | Board of Education | \$81,770.63 | \$18,062.46 | \$63,708.17 | 22.09% |
| 1-2320 | Executive Administration Supplies & Services | \$14,750.00 | \$2,115.62 | \$12,634.38 | 14.34% |
| 1-2320-110 | Executive Administration Salaries & Benefits | \$223,320.96 | \$74,757.00 | \$148,563.96 | 33.48% |
| 1-2410 | Principals Supplies & Services | \$17,745.00 | \$2,276.04 | \$15,468.96 | 12.83% |
| 1-2410-110 | Principals Salary & Benefits | \$499,543.07 | \$170,738.16 | \$328,804.91 | 34.18% |
| 1-2500 | Postage & Telephone | \$20,500.00 | \$4,167.06 | \$16,332.94 | 20.33% |
| 1-2510 | Business Administration | \$107,229.14 | \$29,596.04 | \$77,633.10 | 27.60% |
| 1-2520 | Non-Pupil Vehicle Fuel & Maintenance | \$20,500.00 | \$981.61 | \$19,518.39 | 4.79% |
| 1-2610 | Custodial Supplies & Services | \$116,459.32 | \$24,208.39 | \$92,250.93 | 20.79% |
| 1-2610-110 | Custodial Salaries & Benefits | \$178,918.91 | \$54,293.21 | \$124,625.70 | 30.35% |
| 1-2615 | Utilities | \$292,300.00 | \$91,453.11 | \$200,846.89 | 31.29% |
| 1-2620 | Maintenance Supplies & Services | \$428,000.00 | \$46,204.51 | \$381,795.49 | 10.80% |
| 1-2620-110 | Maintenance Salaries & Benefits | \$154,578.32 | \$39,699.77 | \$114,878.55 | 25.68% |
| 1-2620-300 | Insurance | \$122,115.00 | \$122,115.00 | \$0.00 | 100.00% |
| 1-2750 | Pupil Transportation Supplies & Services | \$174,000.00 | \$21,542.09 | \$152,457.91 | 12.38% |
| 1-2750-110 | Pupil Transportation Salaries & Benefits | \$132,133.40 | \$47,354.47 | \$84,778.93 | 35.84% |
| 1-3135 | High Ability Learners | \$7,200.00 | \$0.00 | \$7,200.00 | 0.00% |
| 1-3501 | SCIP Grant | \$800.00 | \$500.00 | \$300.00 | 0.00% |
| 1-4200 | Title I Part A | \$100,158.00 | \$30,786.83 | \$69,371.17 | 30.74% |
| 1-4310 | Title II Part A | \$23,415.00 | \$21,631.20 | \$1,783.80 | 92.38% |
| 1-4400 | Federal Funds | \$161,956.00 | \$80,728.56 | \$81,227.44 | 49.85% |
| 1-5000 | Repayment of Taxes | \$0.00 | \$56,815.37 | -\$56,815.37 | #DIV/0! |
| 1-6000 | Summer School | \$9,026.14 | \$0.00 | \$9,026.14 | 0.00% |
| 1-8000 | Interfund Transfers | \$50,000.00 | \$0.00 | \$50,000.00 | 0.00% |
| 1-9000 | Payroll Reimbursed by Other Funds/Agencies | \$0.00 | \$2,410.86 | -\$2,410.86 | #DIV/0! |
| Totals | | \$9,907,233.07 | \$3,043,277.99 | \$6,863,955.08 | 30.72% |

2014/15 Projections vs. Actuals for General Fund As of November 30, 2014

Income

| 2014/15 Budgeted Income = \$9,383,840.07 | | | | Running Balance |
|--|------------------|----------------|-------------------------|-------------------------|
| Month | Projected Income | Actual Income | Over/(Under) Projection | Over/(Under) Projection |
| September | \$1,830,787.20 | \$1,831,024.89 | \$237.69 | \$237.69 |
| October | \$548,016.26 | \$666,767.10 | \$118,750.84 | \$118,988.53 |
| November | \$245,856.61 | \$118,029.03 | (\$127,827.58) | (\$8,839.05) |
| December | \$183,923.27 | | | |
| January | \$1,385,054.79 | | | |
| February | \$766,659.73 | | | |
| March | \$471,068.77 | | | |
| April | \$359,401.07 | | | |
| May | \$2,362,850.93 | | | |
| June | \$861,436.52 | | | |
| July | \$141,695.99 | | | |
| August | \$227,088.93 | | | |

Cash Flow

| Beginning Reconciled GF Balance = \$2,716,239.32 | | | | Running Balance |
|--|---------------------|------------------|-------------------------|-------------------------|
| Month | Projected Cash Flow | Actual Cash Flow | Over/(Under) Projection | Over/(Under) Projection |
| September | \$946,071.29 | \$1,008,926.81 | \$62,855.52 | \$62,855.52 |
| October | (\$253,478.90) | (\$58,548.92) | \$194,929.98 | \$257,785.50 |
| November | (\$572,480.84) | (\$674,526.26) | (\$102,045.42) | \$155,740.08 |
| December | (\$570,017.17) | \$0.00 | | |
| January | \$558,791.55 | \$0.00 | | |
| February | (\$28,891.09) | \$0.00 | | |
| March | (\$308,630.47) | \$0.00 | | |
| April | (\$436,149.75) | \$0.00 | | |
| May | \$1,547,485.65 | \$0.00 | | |
| June | (\$122,351.72) | \$0.00 | | |
| July | (\$700,418.82) | \$0.00 | | |
| August | (\$583,322.75) | \$0.00 | | |

Expenses

| 2014/15 Budgeted Expenses = \$9,907,233.07 | | | | Running Balance |
|--|--------------------|-----------------|-------------------------|-------------------------|
| Month | Projected Expenses | Actual Expenses | Over/(Under) Projection | Over/(Under) Projection |
| September | \$884,715.91 | \$822,098.08 | (\$62,617.83) | (\$62,617.83) |
| October | \$801,495.16 | \$725,316.02 | (\$76,179.14) | (\$138,796.97) |
| November | \$818,337.45 | \$792,555.29 | (\$25,782.16) | (\$164,579.13) |
| December | \$753,940.44 | | | |
| January | \$826,263.24 | | | |
| February | \$795,550.82 | | | |
| March | \$779,699.24 | | | |
| April | \$795,550.82 | | | |
| May | \$815,365.28 | | | |
| June | \$983,788.24 | | | |
| July | \$842,114.81 | | | |
| August | \$810,411.68 | | | |

General Fund Balance

| Beginning Reconciled GF Balance = \$2,716,239.32 | | | |
|--|----------------------|------------------------------|-------------------------|
| Month | Projected GF Balance | Actual Reconciled GF Balance | Over/(Under) Projection |
| September | \$3,662,310.61 | \$3,726,830.53 | \$64,519.92 |
| October | \$3,408,831.71 | \$3,666,583.66 | \$257,785.50 |
| November | \$2,836,350.87 | \$2,992,090.95 | \$155,740.08 |
| December | \$2,266,333.70 | | |
| January | \$2,825,125.25 | | |
| February | \$2,796,234.16 | | |
| March | \$2,487,603.69 | | |
| April | \$2,051,453.94 | | |
| May | \$3,598,939.59 | | |
| June | \$3,476,587.87 | | |
| July | \$2,776,169.05 | | |
| August | \$2,192,846.30 | | |

Lunch Fund Checks and Liabilities

| Check Number | Date | Payee | Reason | Amount |
|---------------------------------------|------------|------------------------------|------------------------------|---------------------|
| EFT | 11/19/2014 | Sysco - EFT | Commodities | \$ 9,728.15 |
| 4845 | 11/19/2014 | Roberts Dairy | Milk Products | \$ 4,652.85 |
| 4846 | 11/19/2014 | Pepsi-cola Bottling | Beverages | \$ 541.00 |
| 4847 | 11/19/2014 | Dollar General | Lunch Room Supplies | \$ 20.35 |
| 4848 | 11/19/2014 | Cash-wa Distributing Co. | Commodities | \$ 4,248.69 |
| 4849 | 11/19/2014 | Thompson Company | Commodities | \$ 873.36 |
| 4850 | 11/19/2014 | Chesterman Company | Beverages | \$ 185.50 |
| 4851 | 11/19/2014 | Minden Middle School | Water | \$ 108.00 |
| 4852 | 11/19/2014 | Minden Office Supply | Lunch Room Printer Ink | \$ 91.82 |
| 4853 | 11/19/2014 | A-1 Refrigeration | Lunch Room Equipment Repairs | \$ 725.00 |
| 4855 | 11/19/2014 | Apple Acres Orchard | Apples | \$ 280.00 |
| 4856 | 11/19/2014 | Apple Acres Orchard | Apples | \$ 105.00 |
| 2790 | 12/9/2014 | Blue Cross Blue Shield | Payroll Liability | \$ 1,435.61 |
| 2791 | 12/9/2014 | Minden Public Schools | Payroll Liability | \$ 1,686.08 |
| 2791 | 12/9/2014 | Minden Public Schools | Payroll Liability | \$ 83.34 |
| 2792 | 12/9/2014 | Mps Payroll | Payroll Liability | \$ 1,622.77 |
| 2793 | 12/9/2014 | Mps Payroll NE Income Tax | Payroll Liability | \$ 75.52 |
| 2794 | 12/9/2014 | Principal Life Insurance Cor | Payroll Liability | \$ 14.58 |
| 2795 | 12/9/2014 | Guardian (The) | Payroll Liability | \$ 30.10 |
| Subtotal | | | | \$ 26,507.72 |
| Net Payroll - December 2014 | | | | \$ 7,633.18 |
| Total Lunch Fund Disbursements | | | | \$ 34,140.90 |

Bond Fund Liabilities

| Check Number | Date | Payee | Reason | Amount |
|------------------------------------|-----------|--------------------------|------------------------------|----------------------|
| EFT | 12/9/2014 | Kearney County Treasurer | Final Bond Principal Payment | \$ 315,000.00 |
| EFT | 12/9/2014 | Kearney County Treasurer | Final Bond Interest Payment | \$ 4,173.75 |
| EFT | 12/9/2014 | Kearney County Treasurer | Bond Trustee Fee | \$ 500.00 |
| Total Bond Fund Liabilities | | | | \$ 319,673.75 |

Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

Minden High School

11/01/2014 through 11/30/2014

Bank Statement Reconciliation Summary

| | |
|------------------------------|---------------------|
| 1. Statement Balance | \$ 141,046.31 |
| 2. - Outstanding checks | \$ 2,502.83 |
| 3. + Outstanding Deposits | \$ 25.71 |
| 4. + Outstanding Adjustments | \$ 0.00 |
| 5. Total | <hr/> \$ 138,569.19 |
| 6. + Investments | \$ 37,000.00 |
| 7. Book Balance | <hr/> \$ 175,569.19 |

Superintendent's Report December 2014

Holiday Breakfast- Friday, December 19

All board members are invited to attend and help serve a holiday breakfast to all staff members on Friday, December 19 at 7:15 AM. Please join us in celebrating the holiday season with our staff members.

January Board Meeting

This is a reminder that the January board meeting has been moved to Monday, January 12th at 5:00 p.m.

MINDEN PUBLIC SCHOOLS

ACTIVITIES/ATHLETIC DEPARTMENT

*Phillip Hoyt, Assistant Principal
Activities Director*

*325 North Yates Avenue
Minden, NE 68959-1598
308-832-2254 School
308-832-1892 Fax*

DECEMBER 2014-15 BOARD MEETING ACTIVITIES DIRECTOR REPORT

Post Season Honors for the fall sports have been announced for softball, football and volleyball.

Softball

*All Tribland Outfielder- Lily Steen

*All Tribland Honorable Mention - Sam Hoskins and Morgan Houseman

Football

*All District Team – Bryson Holsten and Keith Bendix Honorable Mention – Pheonix Duffy, Johnathan Miller

Volleyball

*Lincoln Journal Star-

All State C-1 1st team Ali Rowse Honorable Mention - Addi Woodward, Rebecca Stewart

*Nebraska Prep Volleyball

C-1 1st Team Setter - Ali Rowse C-1 Honorable Mention - Rebecca Stewart

*Kearney Hub Region Volleyball Awards

1st Team-Ali Rowse 3rd Team - Addison Woodward, Honorable Mention Rebecca Stewart

*Hastings Tribune

1st Team-Ali Rowse Honorable Mention-Addison Woodward, Rebecca Stewart

*Southwest Conference Honors

1st Team- Ali Rowse and Addison Woodward

2nd Team- Rebecca Stewart

*Minden Individual Record Broken

Alison Rowse broke the career assist record with 3013 assists from 2011-2014.

The Minden Band performed at the Christmas Parade on Friday, November 28. The Minden Vocal groups will be performing at various sites in town during December. The band will be playing at home basketball games this winter and will have their Christmas Concert in coordination with the high school vocal groups on December 16 at the CL Jones Gym. The middle school band and vocal groups will performed on Monday, Dec 15.

The winter activity seasons have started for High School Play Production, Jr. High Girls Basketball, Jr High Wrestling, Girls and Boys Basketball and Wrestling. All team have competed well so far this winter and look for much success.

The Minden Play Production Team has performed “The Monster” at the One Act Festival in Kearney and SWC Play Production held at Valentine. Minden finished in 4th place overall with Outstanding Actor/Actress honors going to Riley Ratka, Courtney Thompson, Ashlee Spencer, Josef Keuhn, and Jaydyn Horner. The team will compete at District Play Production held on Friday, December 5. State Play Production Championships will be held in Norfolk on December 12. Good luck to those students and their coach.

The 7th and 8th Grade Girls Basketball teams continue to compete into December as they played Adams Central on December 4 and play both Broken Bow and Cozad next week on December 9 and 11. Their last game will be against Sandy Creek on December 18.

The Jr. High Wrestling Team competed in the Minden Invite on November 18 and the Minden Quad on November 25. The team wrestled at McCook on December 2nd and will compete at Kearney Horizon on December 8. They finish their season at Cozad on December 16th.

The boys and girls basketball teams played Kearney Catholic on December 1 in the opening Jamboree games at Kearney. The girls defeated Southern Valley and the boys lost on Dec 4 at Southern Valley. The teams competed at home against Ogallala on Saturday Dec 6 and will compete against Lexington at home on Tuesday December 9. The wrestling team competed on December 6 at the Cozad Invite and will compete at the Holdrege invite on December 13.

The NSAA District V meeting was held on November 12 at McCook High School. Proposals for the NSAA Bylaws were discussed and voted on. Proposals were on domicile changes, international transfer bylaw, fall sports starting times, music bylaw changes, golf, and executive director duties. Final voting on proposals will be held on January 14 in Holdrege.

The SWC Activities Directors meeting was held in Broken Bow on November 19. SWC activities for the remainder of this year and 2014-15 changes in bylaws were discussed. Items discussed were to change back to the previous basketball format for the SWC Basketball Tournament of letting the higher seeded team play at home the first and second rounds. The current format only has the higher seed playing at home the first round. With 7 teams, the No. 1 team gets the bye first round so they will never get to play a home game during the tournament. Also discussed was the possibility of expanding the number of SWC teams, the SWC wrestling tournament, and timing systems for SWC track this spring.

**C. L. JONES MIDDLE SCHOOL
DECEMBER 2014
BOARD REPORT**

1. NWEA – Maps Mini-Inservice

Denise O'Brien, Director of Teaching and Learning at ESU 10, visited the middle school on Thursday, December 3, 2014. Denise met with reading, language arts, and math teacher to discuss NWEA-Maps reports and suggest teaching strategies to address academically weak areas. She met with small groups of teachers throughout the day. Teachers were impressed by her knowledge.

10:00 - 10:40 5th grade, Rm-206, Schoone, Christensen, Gilson

10:45 - 11:30 4th grade, Rm-211, Stepp, Beck, Thatcher

11:35 - 12:25 6th grade, Rm-202, Paulsen, Space, Emery

12:30 - 1:05 Lunch

1:05 - 1:45 Teacher's Workroom, Griess, O'Brien, Ferguson, Wood

1:50 - 2:30 JO's Office, Hansen, tenBensel,

2. iPad's

The self-insurance plan is going well. On November 20th and 24th, we held parent nights to explain the program. They were not well attended but concerns of parents were address and 90% of the parents who attended enrolled in the program after each meeting. We have 90 out of 161 6th – 8th grade students enrolled in the program at this time. These students will be allowed to take their iPads hone on Monday, December 8, 2014.

3. CLJMS webpage articles

Please visit the C. L. Jones Middle School homepage to read the following articles:

- 4th – 8th Winter Concert
- Franklin Quiz Bowl
- Hour of Code
- Canned Food Drive
- iPad Self-Insurance Plan, Grades 6-8
- Powerschool Grade Email Notifications
- NWEA Maps testing data

4. CLJMS December Staff Meeting – Agenda

CLJ Staff Mtg

CLJ Media Center,

December 5, 2014, 2:25PM

Agenda/Notes

- Staff members are to bring iPads to all staff meetings.

- All black text is Mr. Osgood, *All text in Blue are live links, Notes by Ann*

- Anyone may add an agenda item. If you have an item for the agenda please add your name beside the item. If you add notes to the meeting do so in a different color and add your name.

Explain Everything App

Explain Everything is a very powerful tool which allows one to use video, voice, pictures, graphics, draw, etc. to create a presentation. Great app for a teacher and student. This is one of the essential apps that all teachers and students should have and use. Currently, the app is on 21 of our staff members iPads. If you are one who did not get the app, and after viewing the tutorials you feel you can use it, let me know.

Here are several tutorials for Explain Everything -

Quick overview of the app <http://youtu.be/l4JOsrEsyso0>

How to use Explain Everything app (7 min. presentation by a teacher)

<http://youtu.be/qpbw7gAJJ48>

Using Explain Everything in the Classroom (2 min. by a teacher) <http://youtu.be/Cr9sZycBYLM>

Hour of Code-December 8-12-Sue Yant

Video Introduction: https://www.youtube.com/watch?v=rH7AjDMz_dc

C.L. Jones Middle school will be joining schools around the world by participating in an Hour of Code during Computer Science Education Week, December 8-12, 2014. Hour of Code is organized by Code.org, dedicated to expanding participation in computer science by making it available in more schools. An unprecedented coalition of partners have come together to support the Hour of Code — including Microsoft, Apple, Amazon, Boys and Girls Clubs of America, and the College Board. All students will be using the Hour of Code in library skills classes and during Star.

Hour of Code Tutorials

Code with Anna and Elsa <http://studio.code.org/s/frozen/stage/1/puzzle/1>

Angry Birds <http://studio.code.org/hoc/1>

Flappy Bird <http://studio.code.org/flappy/1>

Holiday Card <http://scratch.mit.edu/hoc2014/>

Happy Holidays ColarMix-Sue Yant

I. Snowflake Memories, 4-8 Band/Vocal Winter Concert - Carla Jacobs

The 4-8 Winter Band/Vocal concert will take place on December 15th, from 6:30-7:30. This will be a combined concert. The CLJ-MPS calendar, and District website calendar have been corrected to reflect this change.

We will need extra hands to run the concert and would appreciate any and all help in hosting this all-school event for our students, their families, and the community.

***Specific directions will be written out, so you'll know what to do and what to expect.

-Help supervise and get kids on and off stage

-Help usher (hand out programs, direct people to restrooms, control door during performances)

Thank you to everyone who has adjusted their schedule next week to accommodate getting the kids ready for the concert. John and Carla

Rehearsal Schedule

Week of December 8th, Period 4

- Monday, Full 7/8 Vocal
- Tuesday, Full 7/8 Band
- Wednesday, Full 7/8 Band
- Thursday, Full 7/8 Vocal
- Friday, Full 7/8 Band and Vocal in the hs band room

Monday, December 15th

- Request is to have risers up by 10:00 for vocal practice.
- Band and Vocal set up during P. 4
- Carla in CLJMS gym from 12:20 to 1:50
- 4-8 Concert rehearsal, CLJMS Gym 2:20 – 3:20

II. December 19, 2014 Schedule

Please click on [December 19th](#) to view the schedule for that day. Please review the schedule and let me know of any changes that will need to be made. Thanks

III. Inservice January 16th

On January 16, 2015 we have an inservice day set for the district. The day is not an open workday and will be structured. I have listed some ideas for the day below. Please add list ideas you have for the day. Please do so in another color and your name

- Working on digital curriculum guides
- Instructional technology presentations by staff members
- Lesson design
- C4L training / discussion
- Google classroom
- Practice making Explain Everything
- Ron Coniglio - Writing
- **Sharing of instructional strategies, programs, etc between schools/grades - Steph**
- **Denise O'Brien MAPS reports**

IV. Digital Curriculum Guides

All courses at CLJMS will have digital curriculum guides. This will be completed by the end of the third quarter.

- For the courses which already have digital guides they need to be transferred to a google document and share with me.
- Hardcopy guides need to be scanned with OCR, put into a google doc, corrected and shared with me.
- Courses that do not have a guide need to develop one using the template [Basic Curriculum Guide Template](#) Curriculum guides for all courses at CLJ need to be completed by the end of third quarter. This will be for all courses including those that run by quarter, trimester, semester, or full year.

V. Calendar Review for December and January

VI. Canned Food Drive-Sue Yant December 3-17th

Information has been given to Student Council representatives for your classrooms.

VII. NeSA-W Operational Test January 19-February 6

- Grade 4 - paper/pencil
- Grade 8 & 11 - online testing
- Security Guidelines [Do's & Don'ts](#)
- [NeSA-W reminders](#)
- Testing Schedule: _____
- ["Just so you know" information](#)

VIII. [Training Videos for iPads and some Apps](#)-Sue

Short YouTube videos with very useful information.

East Elementary Board Report December 8, 2014

I. Dictionaries

The Rotarians presented the Third grade students with their own copy of the new Scholastic Student Dictionary the week before Thanksgiving.

They are outstanding student dictionaries with very colorful pictures. The students have been using them in their classrooms and seem to be very excited about having their own Dictionary! We appreciate the Rotarians doing this for our students.

II. Christmas Activities:

- Our **Community Project** for K-3 students and staff is again collecting food for the Good fellows and the Food Pantry.

- **A Pioneer Christmas**

The 2nd grade will be taking their field trip to Stuhr Museum on Dec. 16, where they will experience how the pioneers would celebrate Christmas. This field trip correlates to what the students have been studying in Social Studies classes.

The schedule for December 20th:

- 8:30 a.m. Children and staff Sing
- 9:15 a.m. Santa will come & hand out gifts to students

III. Enclosed are the notes from:

- **Reading meetings & Information**
- **November Staff Meeting**
- **Calendar Dates for East Elementary**

IV. Note from Sharon Gies that was sent home to parents

Update on Campbell's UPCs:

We had decided to discontinue saving Campbell's' UPCs because they didn't offer much in their rewards catalog (which we had to spend our points on). After this decision Campbells came out with a better alternative to using our points. They now offer \$250.00 debit cards for points. These can be used anywhere. We are again asking you to save Campbells UPCs because this incentive will be more to our advantage. Thank you for your help in advance!! We would also like to thank you for your continuing support

in collecting Big G Box tops. For our December check we should receive a check for \$2500.00!!! East Elementary is currently ranked 1st with in our 50 mile radius of schools collecting box tops; 5th in the state of 853 schools; and 391 in the nation of 93,703 schools. You can check this out at <http://www.boxtops4education.com/earnings/school-rank>. Thanks again for saving for our school.

Box Top / Campbell UPC Volunteer,
Sharon Gies

Staff Meeting 11/12/14
Thank you Allyson & Lori S. for hosting!

I. Reading

I haven't had a chance to write up notes from what all grade levels are doing yet. I hope to be able to get that done yet this week or the first of next week.

I have been working on a Tier 2 Reading Interventions Checklist on Goggle docs. We can look at that and tweak it. Also it will be crucial to look at where do we want to go from here!

Yes, we are in our 1st year of a Title I Needs Improvement and yes that does mean we are all in for a lot of work this year. However, the **good news** is that we have a chance to really take a hard look at our reading and math, as well as have some quality staff development. Aside from all of that... I think that we can agree that we want ALL of our students reading by the time they hit 3rd grade! We all know that is absolutely vital for their success!!

In order to accomplish that, **we will all need to work together as a team!** We're all classroom teachers and it's vital that we are supportive of each other at all times as we go through this process! If you would like to visit other classrooms, talk with that teacher & myself and we'll get something worked out so you can do that. So let's be thinking outside of the box as to what we can do ... we are very fortunate at East to have such creative people!

I have emailed Janette Jackson and am just waiting for her response and information on Program Specific. We're missing an important component somewhere... As Melissa & I have been checking with schools that have made jumps in their testing, the common denominator has been that they were doing Program Specific. So we're going to take a hard look at that.

Cathy shared that Cambridge is using the CPAA (Children's Progress Academic Assessment) and really like it.

Take time to look at the demo on:

<http://www.childrensprogress.com>

The same company as MAPS (NWEA) puts this out. This is for PK-3 and can be used as a stand alone or combined with the MAPS

testing. The CPAA is the same price as MAPS. So take time to look at it before our next meeting on the 19th. Thank you!

Date for the next Reading meeting to go over the intervention checklist. (I will send the checklist through Google docs and if you add to it, please add it in a different color). Maybe by then I will have heard back from Janette.

Wed., November 19th

II. VPP Apple iPads [For your classroom iPad apps]

All future apps can go through Meraki now (paid and Free apps) for your classroom iPads. They can be delivered remotely. Shawn Wheelock will just need to have the teacher email him the App(s) that you need and he will have the app delivered to all of your classroom iPads. He would prefer a day's notice!

This really helps getting our Licensing in order for all apps. I will let Jeremy know how much money to put into the account. Just an FYI, anytime you get over 20 apps the price is cut in half. 20 apps at \$1 = \$20, 21 apps at \$.50 = \$10.50. So at times it may pay to purchase more apps that needed and save money too. Let me know what apps you are wanting for your iPads, so I can have enough money in the account. Let me know if you have any questions.

III. Safety Meeting Report (Mary, Shannon, Jill)

a. Drills and Evacuation Site

- We will have a lockdown drill 1st semester (and an evacuation drill 2nd semester (I will document the dates of these drills).
- **Let's look at Wed., Dec. 3rd for the lockdown drill. If that doesn't work, let me know. That will give you a little time to work and practice with your students. Any preferences for time?**
- ~~evacuation location will be Bethany Lutheran Church. The key to the hall will be kept in the office. Exact location in the office TBA.~~

- When we evacuate, we would need to leave the streets and intersections open for the fire trucks on Colorado Ave. and 2nd. They will turn south on 2nd and Minden Ave to go in front of the school.
- Your class may need to walk around the playground so that your students from classrooms on the north side of the building does not walk on the sidewalk in front of the school and possibly hamper or slow down police and /or fire personnel.
- It would be best to cross the street at the SE corner of the school (1st & Minden Ave) and walk east on 1st for a block and then turn north to Bethany Lutheran Church (437 E 4th).

b. Pages for the EE Safety Manual specific to East Elementary:

- Emergency Guide (1st Page) ** It was suggested that this page be copied and added to your lesson plans for your sub.
- Crisis Team Phone Numbers
- Fire
- Hazardous Materials
- Severe Weather

Please make sure that the new pages are put into your safety manual. If you need another set, please let me know.

c. Go Bags:

Each classroom has received a 'Go Bag' to fill with activities for students in the event there is an evacuation.

Mary will pick up large bags of animal cookies, crackers, or pretzels for the bags.

d. Suggestions:

- Fire Drills - Wait until the office tells you to evacuate and that is when you leave your classroom with the students.

*** We will leave the building when the fire alarm goes off, because it takes longer for our little ones

to get outside. According to the Fire Marshall, when the fire alarm goes off, students are to immediately evacuate, whether a student has pulled it, it's a fire drill, or there's actually a fire.

- Take down the marquee in the front hallway that lists teachers and room numbers.

***** The marquee will be taken down in the near future.**

IV. **Popcorn**

We will be using up the popcorn and oil that we already have. How do we want to use it? We can give out popcorn at your Christmas party, or just on a Friday. Talk about it at your grade level meetings & we'll bring it back to the next meeting.

With Thanksgiving coming up ... I've been thinking about how we express gratitude. I think that all of us at some point really don't feel like we're appreciated for all that we do. This is a normal feeling. The daily demands of the classroom, the stress of making an impact on our students, etc. ... are all taxing things!

Just a suggestion in increasing appreciation in our work life... I've read somewhere that **if you don't feel appreciated, appreciate someone else!!** Find someone and just express a few words of gratitude - in person or perhaps in a note. Just a simple, "Thank you for what you do" will suffice! **Please just give it a try and see what it does for you as well!**

I appreciate every one of you by just being open to feedback and doing the best for your students! Thank you! 😊

I have some dates for you to put on your calendar...

Dec. 10th (Wed.) 8:45-9:15 Jazzethyst Performance (HS will stop at East Elementary before leaving on tour),

10:40 Lock Down Drill

will meet
12:30-2:00 3rd & 4th SWA Writing Practice (Kim
with Title, Resource & Lori S. after
school).

Dec. 16th (Tues) 2nd grade to Stuhr Museum (all day)

Dec. 18 (Thurs.) 11:45-12:40 1st grade Title I students bowling
12:50-2:10 2nd & 3rd Title I students bowling

Dec. 19 (Fri.) 8:30 am Christmas Sing

Jan. 12th (Mon.) 9:15 (45-50 minutes in length) [They will begin setting up around 8:45] Assembly --- **"The Rainforest Animals"**

We had an opportunity to have this assembly at a lower cost due to the company being out in our area. I thought since the 3rd grade students study the rainforest and then build their own rainforest, this would be beneficial. All of our K-2 students love going through their rainforest! Peg, this may be an assembly that your students may benefit from. It's up to you if you want to bring them over.

They will showcase live animals from the Rainforests around the World. The presenter will talk about their survival, natural history, geography, natural behavior, and how to preserve their environment. Each presentation will feature 5-8 live animal ambassadors such as Honey Bear, Brazilian Badger, hornbill, Ringtail Lemur, Boa, Iguana, and rain forest arthropods. When I booked this assembly, they didn't know which animals they would have for the assembly.

Let me know if you have any questions or concerns.

Thanks,
Mary

Components and information on running an effective Reading Block – 90 minutes plus:

In contrast, we look at the **evidence**. And, from this body of converging evidence, research repeatedly points toward **TIME**. It shows that students need a minimum of 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development . . . to reading on grade level.

Converging research evidence also shows that the most effective teachers are those that deliver reading instruction with density. Density addresses instructional delivery. Instruction that is matched to student need and delivered with pacing that has instructional fluency must be well organized. Dense instruction systematically delivers explicit teacher directions and is scaffold over time. And it differentiates across the classroom.

Those most at-risk students will require instruction with the greatest density and also will require more daily instruction.

Cumulative Effects Grades K-3

As we look at this with an expanded view, we realize that students have less than 1,000 days --- only 720 days -- to develop reading proficiency before leaving the 3rd grade and entering 4th grade.

What constitutes an interruption?

Research tells us that a minimum of 90 minutes of uninterrupted time for reading instruction is required in order to sufficiently develop student reading proficiency.

So the question begs to be asked: **what constitutes an interruption?**

As teachers we have all experienced unforgettable interruptions. My favorite is the school secretary's all-call, appealing to a mystery driver: "*Would the driver of the blue neon with license plate GTO88 please move the vehicle so that the bus can drive into the school entrance.*" Needless to say, my instructional train of thought was just as distracted at that moment as was the attention of my students from their reading lesson.

While these types of spontaneous interruptions occur more frequently in some schools than in others, they do seem to happen in every elementary school in which I have taught or visited. Consequently, if we as educators aren't assertive in planning our schedules, we will not be able to preserve the time for reading instruction to which research speaks so directly. Otherwise, before we know it, we have only added to the total amount of interruptions.

So what does constitute an interruption over which we have control? The list on the PP slide is comprised of the most common interruptions.

- For example, mentoring is a wonderful thing, however, these volunteers are most wonderful when they offer their services at times other than during whole

group instruction. Even during reading block small group time, it is important that the mentoring align with reading instruction delivered by the classroom teacher.

- Additionally, coordination between the ESE personnel and the regular classroom teacher is necessary in order to *minimize* interruptions and *maximize* student opportunities to receive both reading instruction and intervention.
- Finally, well-planned fire safety drills will make it possible for teachers to have more time to teach so that they can extinguish the urgent reading fires in their classrooms.

Keep the Main Thing the Main Thing!

We just need to stay the course in remembering our priorities in classrooms throughout the school. We must keep the main thing just that --- the main thing. Otherwise, one by one, less important and less effective activities will replace the priorities, and the final outcome will be compromised.

“The Fab Five”

There is a vast difference between “literature” and “literacy.” It is important to understand that literacy with one important facet of literacy -- reading -- is a process. Research shows that there are **five major reading components** that serve as building blocks for student development in the reading process. Some teachers refer to them as “the Fab Five,” and these components are:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Even though these five components are quite distinct from each other, they are also hierarchical in nature and have an interdependent relationship. For instance, **phonemic awareness** provides a foundation to **phonics** and **fluency** for student decoding ability. Also, a student’s volume of **vocabulary** impacts how well he or she is set up for **comprehension** success. Much like the little boy stacking his blocks on top and beside each other, once one component starts to fall, it affects other components, as well.

Which language arts components are linked to reading instruction?

Many teachers are confused about what language arts activities are acceptable to include in reading instruction during the reading block. It is much like putting pieces of a puzzle together.

There are three language arts components that provide direct support for one or more of the five major reading components. This would include spelling, writing, listening & speaking. However, there are more than one aspect to both spelling and writing.

- Spelling that focuses on letter-sound correspondences are an expansion of phonics instruction.

- Some aspects of writing conventions are an expansion of phonics and spelling.
- Students that already have developed writing composition skills can use those skills during the reading block to demonstrate their reading comprehension in a written-response-to-reading activity.

An important key to understanding these relationships is this:

• **reading is a process**, therefore, reading instruction builds student ability to engage in the reading process.

Some of the language arts components have a direct relationship to reading instruction in building the reading process, and, therefore, can be included as part of the reading block. In contrast, other portions of the language arts components have only an indirect relationship, and, consequently should not be included as part of the reading block. As an example, writing composition is an aspect of literacy development with a set of instructional processes that are quite different from those in reading instruction. Instruction in pre-writing, revising, and developing elaborations in learning the structure of the five-paragraph essay is not directly linked to any of the major reading components.

How do I organize the reading block?

High quality reading instruction is well-organized, and certain **characteristics** and **elements** must be in place for the reading block to be organized. So, what must teachers do to organize the reading block?

First of all, classroom instruction is effective if it is multi-dimensional. In other words, high quality reading instruction is delivered during the reading block in a variety of contexts and for a variety of purposes:

- in whole group
- and in small group

Whole group instruction is delivered to introduce new information explicitly and systematically. Small group instruction is the context for delivering **differentiated instruction** in order to reinforce and review skills explicitly and systematically in the teacher center according to student instructional need at any given time. This means that small group membership is **not** a life sentence. Small groups must be flexible, informed by assessment results. Students that

-

In order to deliver high quality reading instruction, it is necessary to plan and organize students into groups, time, curricular materials, assessments and assessment data.

Analysis of assessment data will inform as to how many students to place into a group. Group size ranges from 3-8 students, however, the group size for struggling students that are considered high-risk should have no more than 5 students. Once groups are formed, subsequent progress monitoring results will indicate that instructional changes need to be made. Changes that are appropriate include:

- size of the small group
- group membership
- level of explicitness
- amount of student scaffolding
- length of time for targeted instruction in small groups

In developing an instructional design for the reading block, educators will need to consider how to configure their time for:

- whole group instruction during the reading block
- differentiated instruction in small groups during the reading block
- differentiated intervention with struggling students in small groups

In the book, ***Preventing Reading Difficulties in Young Children***, the National Research Council stated that the best intervention is effective instruction. Converging research indicates that effective initial classroom instruction is proactive so that reading difficulties can be prevented. In contrast, reading instruction has been approached historically from a remedial perspective. Preventive instruction is a paradigm shift for our educational system. Educators can look at preventive instruction much like an onion. Just as onions have layers, there are layers of preventive instruction that respond to student needs, the next layer more intense and supportive than the last. No matter which layer is considered, each aims at preventing reading difficulties.

Each layer differs in the type of materials used, how time is configured, and how students are organized. The first layer utilizes the comprehensive core reading program in whole group, followed by differentiated instruction in small group rotations with extended instruction from the core and supplementary reading curriculum. Finally, those students who struggle and continue to struggle need sustained support that is more intensive. This requires smaller, flexible groups membership with supplemental and intervention curriculum.

Benchmark assessment results will indicate how educators will need to separate these layers --- how to organize:

- the students
- time with the students
- curriculum.

How do I differentiate instruction?

What is differentiated instruction?

- Instruction that is planned & delivered with precision in small, flexible student groups

Which students receive differentiated instruction?

- ALL students

When is differentiated instruction delivered?

- Every day

How do I differentiate intervention?

Once screening or progress monitoring data has identified a student as needing intervention, the intervention must be immediate. Those educators who have aligned, preplanned, and organized their inventory of materials can respond quickly.

Struggling intervention students can receive differentiated intervention either in or out of the classroom. The PP slides provides an example schedule for a 90-minute reading block. In this example, the core reading program matches student instructional need for *vocabulary and comprehension* during **40 minutes of whole group**.

The remaining **50 minutes provides differentiated instruction in small groups**. During this 50 minutes, the struggling student will receive targeted instruction from the teacher for 25 minutes. While small group instruction focuses on all of the major reading components, it targets *phonemic awareness, phonics, and fluency*. After the student's small group session is over, he/she will rotate among the student centers for the remaining time.

At this point, the struggling student has received initial and differentiated instruction during the reading block. However, the assessment results revealed the student's need for intensive intervention in phonemic awareness and phonics. For 10-15 minutes beyond the 90-minute reading block, the teacher will deliver intervention that targets these two areas. This additional 10-15 minutes of targeted intervention makes a huge difference for struggling students.

For some students, their intervention needs exceed 10-15 minutes per day. These students will need to receive intervention for 20-45 minutes per day in addition to the initial and differentiated instruction.

Example of Second Grade Flexible grouping:

To begin forming small groups, educators will need to **screen** at the beginning of the school year. The Venn diagram in the PowerPoint slide can be used for the screening process to compare and contrast classroom results for both comprehension and fluency. The screening process will produce 3 small groups and will identify which of the students have similar instructional needs for comprehension and/or fluency. In this particular example, we will be working with 2nd grade class results.

Student results from the spring of the 1st grade **comprehension** outcome measure can be divided into 3 categories:

- scores greater than 41%
- scores in the range between 26 and 40%
- scores less than 25%

Following administration of oral reading **fluency** assessment during the first 2 weeks of school, 2nd grade student results fell within the following 3 categories:

- greater than **44 words correct per minute (WCPM) – a minimum goal for the beginning of 2nd grade that has been established by research.**
- in the range between 26 and 44 words correct per minute (WCPM)
- less than 26 words correct per minute (WCPM)

Participants will identify under which portion of the Venn diagram to place each student for both comprehension and fluency.

Note to remember: Grouping of students can vary across participants because there are no definitive rules about grouping. However, there is one guiding principle: grouping of students is necessary to deliver differentiated instruction in small groups.

Student Centers:

Word Work:

- extends phonics, word study, spelling ,and vocabulary skills
 - *word practice w/Elkonin boxes*
 - *word sorts w/ six common spelling patterns*

Writing:

- extends all components of reading through writing activities
- *written response to reading*

Investigations:

- extends student questioning
- *question probe w/graphic organizers*

Reading corner

- extends student practice reading to comprehend variety of texts
 - *partner reading*
 - *independent reading*
 - *small group “whisper” choral reading*

Students can work in student centers while you teach at the teacher center. The purpose of these student centers is to **EXTEND** student opportunities to practice the knowledge and skills that have been explicitly and systematically taught previously during whole group and differentiated instruction.

Here are some examples of the type of student centers you could establish in your room from the beginning to the end of the school year. The centers are broad in scope and could be divided into as many as ten different sub-center activities. The number and type of centers you establish depends upon:

- the specific instructional needs of your class.
- the size of your class
- how often you introduce a new center activity to the class •your class management skills

Although the **reading block** *is* an awesome responsibility, we do not need to be overwhelmed by it. With evidence of reading research as our compass, we know how to work SMARTER -- not HARDER. As long as we know the priorities and adhere to them, we can be confident that we are making wise use of our time and effort.

The first priority of high quality reading instruction is **explicit** delivery. This is where effective instruction starts. Students do not learn new information well if it is not communicated to them directly. Explicit instruction minimizes confusion . Otherwise, implicit instruction as a first line of defense drives students to **guessing** as their primary learning strategy.

Teacher modeling for the students follows explicit instruction. They will not be able to learn new processes and develop new skills without understanding what it does **and** does not look like. Students can then begin their **participation**.

Student efforts are followed by **corrective feedback** from the teacher, shaping student skill development. With frequent student practice and continued feedback, the teacher will scaffold instruction to **prompt** students when needed as they practice and become more **independent**.

The final result will be **student mastery**. Research reveals that if students that struggle in learning to read receive effective instruction for a long enough period of time, they will learn to read.

- **What do the assessment results tell me about each of my students?** I need to be prepared to analyze the data from several measures of screening and progress monitoring at certain times during the school year.
- **Which target skill(s) can I identify to thwart future reading difficulties?** My reading instruction needs to be proactive and have instructional density in order to defy the predictability of my students' future failure.
- **Which of my students need to work together as a group at this time?** I can go through the screening process using the screening data to decide who has the most similar instructional needs to receive differentiated instruction as a small group.

Classrooms sharing what they are doing in Reading to teach to the five components:

Lori Schluntz -

- Teaches higher-level 1st grade and 3rd grade low average level.
- By teaching 2 levels she sees that the same concepts are being taught in all of the grade levels at the same time. The concepts are just a little more in depth as you get higher in the grade levels.
- Her students work on vocabulary very day (different activities every day)...
- She splits into smaller groups within the groups.
- The students read every day.

Katie Schmidt –

- Uses the curriculum, “Handwriting Without Tears” for the Life Skills students.
- Uses the iPad for letters, numbers, etc. Uses hands-on to learn letters, numbers, etc.
- 9:05-9:45 (4 days/wk). When the 1st grade leaves Lori Schluntz’s room, they go into Katie’s room and Katie teaches them the grammar, as well as some of the reading extension activities.

Jana -

- All of the reading components mesh together.
- The students discuss vocabulary prior to the text.
- When they are into the text then they will also isolate vocabulary.
- There is a great deal of discussion as they read (for comprehension).

Preschool –

- They use the GOLD assessment with their student.
- They use the GOLD teaching strategies and objectives for development and learning. (The blue area is specific to 4 year olds and they adjust below and above for individual preschoolers abilities.
- Constantly doing pre-reading and writing skills through music, movement, play, art, make-believe, hand’s on, and modeling.
- Use a lot of music and rhyming for phonological awareness.
- Reading aloud to the children is a huge part of their day.
- They do a lot with rhyming words through music, books, etc.
- The preschool is print rich and everything is labeled.
- They use parts of the “Handwriting without tears,” i.e. Make play dough letters, songs, using many principals of the curriculum.
- They also use High/Scope Curriculum for Language and Literacy, as well as the key experiences for preschool children. High/Scope has identified 58 key experiences in child development for the preschool years and a wide range of practical strategies for promoting these key experiences, which are

grouped into 10 categories [creative representation, language & literacy, initiative & social relations, movement, music, classification, seriation, number, space, and time].

- During their small group Work Time, the students make and express choices, write up plans, and make decisions.
- Everything that they do in the preschool is developmentally appropriate.

Kindergarten –

- They do a lot of phonemic awareness and phonics.
- The students are split in half.
- When they are split into 2 groups they break the groups down with Jana, Hailey & the paras. The sped kids are now getting the same classroom instruction as the regular ed. students.
- The 90 min. Reading Block are spent in Treasures.
- They have show & tell and are now writing sentences pertaining to the show & tell items.
- Darla and Ashley have created a simple checklist for writing sentences... Capital letters; leave a finger space between words; correct punctuation (writing rubric).
- The 90 minutes are filled with writing, literature, and the Treasures curriculum.
- Saxon Phonics is taught in small groups after recess.
- One day a week the kindergarten team (including the paras) plans for approximately 15-20 minutes on Tues. during the end of the 90-minute block. The students watch a video or TV show that corresponds to whatever they have been studying in reading. This is the only time in their day that they can plan with their paras. Since the paras take recess and lunch duty and come when the students come to school and leave right after the students leave, there is no other time in which to plan.
- When their students go to PE, Music, or Art, they are teaching the Saxon phonics in small groups.
- During center time in the afternoon they teach math, writing, reading, plus many other choices that go along with their theme of the week. That is the time in which they utilize the Literacy Links volunteers. Also Linda does individual interventions during that time as well.
- During rest time, the students read their word lists individually and out loud to the para that is supervising.
- The students read their high frequency words that they have on word rings, whenever there is any time.

- - - - -
-

1st grade –

- They split into 4 groups.
- The entire 90 min. is split into the 4 small groups.
- Kerri teaches the Triumphs to her small group of struggling readers.

- Spelling & grammar is part of their 90 min. block.
 - They spend 45 minutes on Saxon phonics after recess.
 - Jana & Hailey spend time in Kerri 's class working with struggling students as well as the sped students.
 - Start Smart (review) is worked on in the classrooms until Labor Day.
 - They have found that the students in Triumphs transition well into Treasures in 1st grade.
 - The vocabulary words are very similar in both the Treasures and the Triumphs.
 - One day of the week (Thurs.), they do "Author Studies."
-

2nd grade -

- Allyson has the struggling readers and the only thing that she does in her room is Treasures, as well as the Guided Reading during the 100 min. block
 - . Tammie has the Title I 2nd grade reading during the 90 minute reading block.
 - The spelling and grammar are after the 1st recess.
 - SRA and reading basal are what is done during the 100 min. block.
 - They have 3 different groups from 8:15-11:30 and are strictly reading M-Th.
 - The math is in the afternoon.
 - On Mon. and Wed. they go to Reading Assistant.
 - They don't do all of the workbook pages.
 - They send home reading.
 - They use SRA in 2nd grade.
 - They also purchased CDs in the Lakeshore catalog for comprehension skills, vocabulary skills, grammar, and language usage, etc.
-

AR – in 2nd grade

- They don't require a number of points. They are introducing AR basically.
 - Shannon (has the upper reading group) has had several students take tests, but many don't take the tests in the other classrooms.
 - They are utilizing the vocabulary practice more this year.
 - Some of the AR books are on audio.
 - In AR when any student gets 3 points they are able to go to the library (Cathy) and put a sticker on the bulletin board. This is a big deal.
 - Jennifer has found QR points on Teachers paying Teachers website.
-

3rd grade –

- They are doing a lot of the same things & they incorporate a lot of writing.
- They are split into the 3 groups. Jane works with the struggling readers, as is Lori Sirek and Lori Schluntz [after 9:00].

Title I:

- Tammie and Allie spent 2 days in Columbus at a workshop taught by Janette Jackson learning how to use Program specifics (with the Treasures & Triumphs reading curriculum). They felt that it was so beneficial and Tammie said that she just feels energized when she teaches reading. The students are attentive and excited about it as well.
- They utilize Program Specific within their Title I program for 1st – 3rd.
- They introduce both Triumphs and Treasures vocabulary to all of the Title I students. [They use the large paper and list all of the vocab. Words].
- One of the things that Prog. Specific does is doing sound, sound, sound. Program Specific takes about 10 minutes and goes right along with the basal. They emphasize suffixes and prefixes, as well as their meanings. The children retain more when children hear, see & write every day. The kids are excited about it.
- Something that we need is consistency.

**** Note:**

I did contact Janette Jackson for training. She is no longer going out of town to do trainings. I asked if she was going to have any more Program Specific trainings in Columbus (where she lives), or if she could recommend another trainer.

I have talked to Barb Friesth @ ESU 7 in Columbus. She is the one that schedules Janette. She will decide after the first of the year whether or not to have Program Specifics training. She will contact Kate. I have visited with Kate to let her know that we would be interested in that training.

I have also contacted Macmillan / McGraw-Hill for training and they referred me to our Treasures Rep: Jenner Poppe. I have called and left a message on her cell phone.

If you have any ideas, please let me know.

Thank you for all that you're doing!
Mary

READING DISCUSSION / Meeting #1:

11/5/14

As you are all aware of, we are a school in Title I Need Improvement. That's the bad news, the good news is that it gives us an opportunity to put our heads together and relook at our reading and math as a school and critique what has worked and what we can improve. As we all know, this isn't the job of just one grade level or one person, it will take ALL of us as a team to 'cuss and discuss,' so to speak!

**** 1st meeting today after school - Be ready to share how you teach to the "Five Essential Components of Effective Reading Instruction" within your classroom [during the 90 min. block or at other times during your day]. If there is time, we'll start to discuss the Tier 2 Reading Intervention checklist.**

We'll keep our meetings right at an hour.

I know at times this seems like an overwhelming task, however we'll just take it one bite at a time. I just know that we can't keep doing what we're doing or we'll continue getting the same results. We need to look at our entire day. Are we utilizing every minute efficiently? Just like the old saying... We don't need to work harder, just smarter!

**Some questions to be thinking about for future discussions:
[Please feel free to add to this list].**

- Are we utilizing every minute that we can within the school day?
- Do we need to look at our data closer and figure out what skills each student is missing and how that can be addressed. How do we group our students in order to teach those skills a child is missing?
- How much busywork or unnecessary work do we have our students doing?
- Do we teach the essential tasks needed to master the reading content that's required for our students in reading?
- Is it necessary to do every workbook page or every item given on a workbook page?

- What interventions in both reading and math do we need to change or add?
- Should we continue teaching grammar and/or spelling during the Reading Block?
- Are the workbooks dictating our 90 min. reading instruction?
- Are we giving our students needed strategies and opportunities to practice reading, reading & more reading?
- Do we read the directions to students or do we take the time and let the students read the directions either aloud or silently?
- Do we need to take another look at Reading Specific?

[Just a side note on the Reading Specific]...

I've watched Tammie and Ali teach the Reading Specific and I was very impressed! They got through all of their vocabulary words, the meanings of the vocab., phonetics, spelling & writing of the words in both of the Triumphs and Treasures in approximately 15 minutes. It really was amazing! Tammie and Ali are excited about what their Title students are learning. There was no digression of instruction during the class and all of the students were actively engaged and on task. They moved through the Reading Specific very quickly and then went into reading a leveled book aloud.

Tammie and Ali had gone to Columbus for two days last summer for the Reading Specific training & one day this past fall. If anyone would like to observe the Reading Specific in action, just check with Tammie and Ali as to when they teach it. **I would be happy to step in and teach your class while you are observing.**

NOTES FROM THE 2ND READING MEETING ON November 19, 2014:

I'm sending you the information of what your classrooms are doing in reading to teach to the five essential components. If you see something that is not quite accurate, let me know and I'll make the correct changes. Or is you see that I need to add something, let me know that as well. Thank you.

Also I'm sending you an article that I've put together that is condensed from many different websites, **"Components and information on running an effective Reading Block - 90 minutes plus."**

Let me know if you can't open them...

Please put on your calendar:

We will plan on meeting again at **7:00 am on Wed., Jan. 21st.** However if there is time on the 16th to meet, we may do that instead.

Also we'll meet at **7::00 am on Wed., Feb. 25th.**

Both of these meetings will be in the art room. And we will be including math as well as reading.

Let me know if you have thought of other interventions that I hadn't included on the google doc. (math or reading).

If you have other interventions that you'd like to look into for either reading or math, let me know.

Thank you,
Mary

Enclosed in the email was:

- 1.) Components and information on running an effective Reading Block – 90 minutes plus
- 2.) What each classroom is doing to teach to the 5 essential components of reading.

December Guidance Office Board Report

FOCUS: Recruiter visits to Minden High School (admissions & athletics)

Each year, a number of area colleges request a chance to stop at Minden High School to connect directly with our students. Recruiters who have visited MHS this fall include the University of Nebraska at Kearney, Colby Community College, the University of Nebraska at Lincoln, Northeast Community College, Doane College, Nebraska Wesleyan University, Peru State College, Central Community College, Fort Hays State University, The National Guard, Concordia University, the University of Nebraska at Omaha, Creighton College of Nursing at Mary Lanning Hospital, Southeast Community College, US Navy, and Joseph's College of Beauty.

We limit the time of day to our study hall period for the visits. Juniors and seniors are invited to the guidance office to meet with these recruiters. It is typically supervised by someone in the guidance office. Students are made aware of the recruiter visits through the daily bulletin and our digital signage.

Once connections are made with admissions recruiters, we encourage our students to make actual campus visits. Nothing is as powerful to a student trying to decide upon colleges than to step onto the actual campus and see if the student can see him/herself there for the next two to four years of his/her life.

Military recruiters are treated just like college recruiters. We want to give our students the same opportunity to find out information about military service as we give in finding out about colleges and universities. Military recruiters sometimes request a captive audience (as in talking to the entire junior or senior class). Rather than offering this, we simply treat them the same as other recruiters by advertising that they will be in the guidance office if juniors and seniors are interested in visiting. The only military recruiter that has spent time in an actual classroom in recent months is SSG Nick Province from the National Guard. Each year, he comes into American History to do the interpretation of ASVAB results. This visit doesn't serve as a recruiter visit as much as it serves as a career exploration visit.

In the past few years, a number of college athletic recruiters have taken an interest in recruiting Minden High School students. Before these students get to recruiter visits from college athletic programs, we make sure the students are informed of what they need to do to be eligible to play college sports. The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA) both have very specific steps students need to complete in order to prove eligibility in college athletics. We help students get registered with either or both of these organizations. In addition, we provide some of the necessary paperwork to the organizations to help in the eligibility process.

When coaches contact the school to set up visits, we facilitate those visits in the guidance office. Again, we make sure the students are not being pulled from academic classes; rather, we try to make sure the visits happen before school, during study hall, or after school. If a recruiter's schedule is such that it is impossible for them to be here during one of those times, we will do our best to not pull students from core classes such as math, science, or English. Another important step we take is asking the student if he/she is interested in this particular college. Often times, a college wants to talk to a student, but the student has absolutely no interest in that institution. We try to protect our students from having to sit through a recruiter visit if they have no desire to attend that recruiter's institution.

Scheduling and accommodating recruiters is a delicate process. We do our best to maintain control of the process, but we want these recruiters to feel welcome at our school. It is a wonderful opportunity for our students to walk down the hall to the guidance office to meet with someone from a campus they are considering. We want the recruiters to continue visiting Minden; however, we also want to continue to keep the visits contained to a part of the day that does not have an adverse effect on learning. Our system seems to please our recruiters while protecting our daily routine here at MHS.

**Minden Public Schools
Board of Education**

**Monthly School Board Meeting (December 2014)
Mr. Hosick-Principal's Report**

1. John Baylor ACT Prep:

This year we are offering our students on-line access to the John Baylor ACT Prep program. I wanted to report to the Board that we have seen some outstanding success with this program. We have had students that have taken the ACT last year and have worked thru the John Baylor ACT Prep program this Fall and have scored as much as four points better on their ACT. That four point jump is significant especially when we see students who jump from a score of 18 last Spring to a score of 22 this Fall. That increase in score can mean a significant jump in scholarship dollars especially at the state colleges.

2. Academic Interventions:

Starting last Spring we started to look at ways that we could reduce the numbers of seniors who were failing classes that were required for graduation. This year we have made a increasing priority to track the weekly academic progress of our students especially the seniors. This year we required all seniors failing a class required for graduation to attend our noon study hall. We have noticed this small step has reduced our first semester failure rate by 80%. Another item that we noticed was 85% of the seniors that were failing required classes during the 1st semester during the 2013-2014 school year were students that had moved into our district within the last 18 months prior to graduation. As we move closer to May, we will continue to monitor the academic progress of our seniors as well as the academic progress of all our students.

3. High School Design Work:

On December 2nd and December 3rd, representatives from DLR and Boyd Jones met with the high school staff to review the design of the new high school. Each academic department, along with the office staff, academic aides, and custodians were given time to meet with the DLR/Boyd Jones team and discuss the finer details of the building project. Staff members were then given an opportunity to ask questions as well as offer suggestions concerning design and functionality of the new facility. The DLR/Boyd Jones team assured the staff they would take their suggestions and feedback back and not only evaluate those items, but also do their best to incorporate those suggestions into design whenever possible. The high school staff was very appreciative to have the opportunity to be a part the design of the new facility and they look forward to working with DLR and Boyd Jones as the project progresses.

State of Nebraska
County of Kearney

To: Dr. Melissa Wheelock, Supt. – Minden Public Schools

I, the undersigned, being the County Clerk of Kearney County, Nebraska, do hereby certify the following is a true and complete extract or copy of the abstract of the votes cast at the election held November 4th, 2014, in this county, as canvassed by the canvassing board of this county, with respect to the candidates, measures, propositions, and issues therein listed; and do further certify that to the best of my knowledge such ballots, including early voter, have been voted, counted and canvassed in the manner provided by law.

| Position | Candidate | Votes Cast |
|---|--|-----------------------------|
| Minden School Board Member 4 year term | Justin L. Glanzer Rusty Rhynalds Darcie Reed Kevin Raun | 1125 1062 997 1223 |
| Minden School Board Member 2 year term | Richard A. Jacobsen | 1505 |

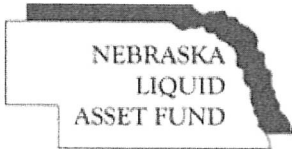
Minden School Bond - For - 1010 Against - 827

Witness my hand and official seal this 7th day of November, 2014.


Kearney County Clerk

(seal)





RESOLUTION APPROVING PARTICIPATION IN THE FUND

MINUTES OF MEETING

A _____ meeting of the governing body of _____ a Nebraska Public Agency ("Public Agency"), was held at _____ on the _____ day of _____, 20____, at _____ o'clock __.m.

The meeting was called to order by the presiding official. Governing body members present were: _____

Governing body members absent were: _____.

Notice of the meeting was given in advance thereof by reasonable advanced publicized notice according to a designated method of giving advance notice of the Public Agency's meetings. A copy of such notice and the method of its being publicized are attached to these minutes. Notice of this meeting was also given in advance to all governing body members and a copy of their Acknowledgment of Receipt of Notice of Meeting and the agenda for such meeting is also attached to these minutes. Availability of the agenda was communicated in the advance notice and in the notice to the governing body members of this meeting. All proceedings of the governing body were taken while the convened meeting was open to the attendance of the public. The governing body makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of this meeting, the presiding official announced and informed the public about the location of the posted information.

A discussion was held with regard to becoming a participant in the Nebraska Liquid Asset Fund ("Fund"). After discussion, governing body member _____ offered the following resolution and moved for its passage and adoption, and the same was seconded by governing body member _____:

WHEREAS, Nebraska law, including but not limited to §77-2341, R.R.S., expressly allows Public Agencies and other governmental subdivisions to invest surplus or excess funds; and

WHEREAS, the Interlocal Cooperation Act §13-801 to §13-827, R.R.S., provides that two or more Public Agencies and other governmental subdivisions may jointly cooperate in the exercise or in the performance of their respective governmental functions, powers or responsibilities and may enter into joint agreements as may be deemed appropriate for such purposes when such agreements have been adopted by appropriate action by the governing bodies of the participating public agencies; and

WHEREAS, the Declaration of Trust (Interlocal Agreement) and a current information statement relating to the Fund have been presented to this governing body; and

WHEREAS, the Declaration of Trust authorizes public agencies and other governmental subdivisions to adopt and enter into the Declaration of Trust and become participants of the Fund; and

WHEREAS, this governing body deems it advisable for this Public Agency to adopt and enter into the Declaration of Trust and become a participant of the Fund for the purpose of the joint investment of this Public Agencies surplus or excess funds with those other Public Agencies and other governmental subdivisions so as to enhance the investment earnings accruing to each such Public Agency.

NOW, THEREFORE, be it resolved as follows:

1 This Public Agency shall and does hereby join with other Public Agencies and other governmental subdivisions in accordance with the provisions of Nebraska law and in accordance with the Interlocal Cooperation Act, as applicable, by becoming a participant of the Fund by entering into a Declaration of Trust, which Declaration of Trust and Interlocal Agreement is hereby approved and adopted by this reference with the same effect as if it had been set out verbatim in this resolution. A copy of the Declaration of Trust is attached hereto and incorporated herein

by this reference and shall be filed with the minutes of the meeting at which this resolution was adopted.

2 This Public Agency is hereby authorized to invest its available funds from time to time and to withdraw such funds from time to time in accordance with the provisions of the Declaration of Trust. This Public Agency hereby delegates all authority and duties which the law otherwise authorizes it to delegate in accordance with the Declaration of Trust. The following officers and officials of this Public Agency are authorized to take such actions and execute any and all such documents as they may deem necessary and appropriate to effectuate the entry by this Public Agency into the Declaration of Trust and Interlocal Agreement and the approval and adoption thereof by this Public Agency:

| | | |
|------------|-------|-----------|
| _____ | _____ | _____ |
| Print Name | Title | Signature |
| _____ | _____ | _____ |
| Print Name | Title | Signature |
| _____ | _____ | _____ |
| Print Name | Title | Signature |

3. The following officers and officials of this Public Agency and their respective successors in office each are hereby designated as "authorized officials" with full power and authority to effectuate the investment and withdrawal of monies of this Public Agency from time to time in accordance with the Declaration of Trust:

| | | |
|------------|-------|-----------|
| _____ | _____ | _____ |
| Print Name | Title | Signature |
| _____ | _____ | _____ |
| Print Name | Title | Signature |
| _____ | _____ | _____ |
| Print Name | Title | Signature |

The Secretary of this Public Agency shall advise the Fund of any changes in authorized officials in accordance with procedures established by the Fund.

4 The Trustees of the Fund have retained U.S. Bank N.A. as Custodian for the Fund, As such, U.S. Bank N.A. in its capacity as Custodian has official custody of this Public Agency's money which is invested in accordance with the Declaration of Trust.

5 Authorization is hereby given for members of the Governing Body and officials of this Public Agency to serve as Trustees of the Fund from time to time if elected as such pursuant to the Declaration of Trust.

6 All other resolutions and parts of resolutions in so far as they conflict with the provisions of this resolution being the same are hereby rescinded.

The foregoing resolution having been read in its entirety, and a motion having been duly made and seconded for its passage and adoption, the roll was called thereon and the following members voted in favor of passage and adoption of said resolution: _____

_____. The following voted against the same: _____
_____. The following were absent or not voting: _____.

The above resolution having been consented to by a majority of all members of the Governing Body was declared as duly passed and adopted by the President.

DATED this ____ day of _____, 20____.

(Insert legal name of public agency)

BY: _____
Authorized Official

ATTEST: _____
Authorized Official