

Board of Education Regular Meeting
Monday, April 12, 2021 6:00 PM Mountain
Dundy County Stratton High School
400 9th Avenue West
Benkelman, Nebraska 69021

1. **Opening Procedures**

Procedural Item

1.A. Call to order
Action Item

1.B. Roll Call
Action Item

1.C. Pledge of Allegiance
Procedural Item

2. **Open meetings law**

Action Item

1. The Board of Education reserves the right to enter into Closed/Executive Session for 1) the protection of public interest or 2) the prevention of needless injury to the reputation of an individual, and the individual has not requested a public meeting. When making a motion to enter into Closed/Executive Session, the member making such a request should be as specific as possible keeping the previously listed stipulation in consideration.
2. If the Board is in agreement, a motion maybe to enter into Closed/Executive Session to 1) discuss a personnel matter, or 2) for the prevention of needless injury to the reputation of the individual, or 3) to discuss litigation and for the protection of the public interest.
3. Action concerning matters discussed in Closed/Executive Session will be acted upon in open session

3. **Awards and Recognitions**

Action Item

4. **Public comment**

Members of the Ham Family will address the Board concerning the community building.

Information Item

Welcome to the Dundy County Stratton Public Schools Board of Education Meeting. The Board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled "Public Items". Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Items" will out of necessity be declared out of order.

The Nebraska Open Meetings Act prevents the board from speaking to a matter that is not on the agenda. Please understand that the board may be unable to address your issue during the meeting. It is not permissible for the board to comment on items not listed for the protection of the public's right to know and participate in the discussion of items that do come before the board and stated appropriately in the meeting agenda.

During this agenda item "Public Items" we ask that you abide by the following rules:

Public Comment Protocol and Procedures

4. Anyone wishing to speak to the board on specific agenda items or on other topics relevant to board business must complete a Public Comment Request Card and submit it to the Board President prior to the opening of the meeting. The public will only be recognized and their comments heard at Item "Public Items" on the board agenda. The total time allotted for the public comment will not exceed thirty minutes and each member of the public will be allotted not more than five minutes to address the Board. If a group wishes to speak, please designate one spokesperson for the group.
5. Please state your name and the topic you are addressing before you begin.
6. Speakers are asked to direct their questions and comments to the chair. A member of the Board of Education or the Superintendent may direct clarifying questions to the chair, but the board will not under any circumstance enter into a debate with any the member of the public.
7. Speakers may offer objective criticism of district operations and programs, but the Board would encourage members of the public to address complaints concerning individual district personnel through the proper chain of command. The chair may direct the member of the public to the appropriate means to address concerns brought before the Board; however, the board will not respond with action but will take comments under advisement and direct the comments to the appropriate staff member to address outside of the board meeting.
8. Please remember that is a public meeting for the conduct of business of the Dundy County Stratton Public School District. Offensive language, personal attacks and hostile conduct will not be tolerated. You should further be advised that there is no legal protection for any comments that are made.
9. As stated in **NEB. REV. STAT. § 79-570 Class I, II, III, IV, or VI school district; president; meetings; maintenance of order.**

If any district meeting of a Class I, II, III, IV, or VI school district any person conducts himself or herself in a disorderly manner and persists in such conduct after notice by the president or person presiding, the president or person presiding may order such person to withdraw from the meeting and, if the person refuses, may order any person or persons to take such person into custody until the meeting is adjourned.

10. As stated in **NEB. REV. STAT. § 79-571 Class I, II, III, IV, or VI school district; meetings; disorderly conduct; penalty.**

Any person who refuses to withdraw from such meeting on being so ordered as provided in section 79-570 or who willfully disturbs such meeting shall be guilty of a Class V misdemeanor.

5. **Consent Agenda**

Consent Agenda

6. Motion to approve the consent agenda as presented. Passed with a motion by Shad Stamm and a second by Sandy Noffsinger.

- | | |
|-----------------------|---------|
| 7. Brad Baney: | 8. Yea |
| 9. Jason Frederick: | 10. Yea |
| 11. Steve Guernsey: | 12. Yea |
| 13. Nick Ladenburger: | 14. Yea |
| 15. Kent Lorens: | 16. Yea |
| 17. Toby Marlin: | 18. Yea |
| 19. Sandy Noffsinger: | 20. Yea |
| 21. Shad Stamm: | 22. Yea |
| 23. Jordan Stroup: | 24. Yea |

24.A. Verification of publication and notice

Consent Item

To verify that notice of the meeting was given by publication in the Benkelman Post, a legal newspaper for Dundy County Stratton and by written notice to each member of the board, the designated method of giving notice

24.B. Approval of the minutes

Consent Item

Board of Education Regular Meeting
Dundy County Stratton Public School
Benkelman NE 69021

The Dundy County Stratton Board of Education met on Monday, March 8, 2021 at Dundy County Stratton High School.

President Baney called the meeting to order at 6:05 PM.

Posting Location: Benkelman Post & News Chronicle, Hitchcock County News, Sparq Data Solutions
Posting Date: 3-3-2021

Attendance Taken at 6:05 PM. Brad Baney: Present, Jason Frederick: Present, Steve Guernsey: Present, Nick Ladenburger: Present, Kent Lorens: Present, Toby Marlin: Present, Sandy Noffsinger: Present, Shad Stamm: Present, Jordan Stroup: Present. Present: 9.

Others present:

Rick Haney, Superintendent
Ethan Sullivan, Secondary Principal
Mike Rotherham, Elementary Principal
Stacey Waters, Recording Secretary/Business Manager
Jackie Anderson, superintendent elect via Zoom, Dave Raymond, Larry Cehil

Pledge of Allegiance. The Pledge of Allegiance was recited.

President Baney stated that the board follows the Open Meetings Act Guidelines which are located in the meeting room. The Board of Education may enter closed session during the meeting when it determines that doing so is appropriate and is authorized by the provisions of the Open Meeting Act.

Awards and Recognitions

Superintendent Haney thanked Brad Baney for attending all the committee meetings. He also thanked the central office staff for building a great team.

Mr. Rotherham thanked Pam Reichert for teaching CPR which is a great benefit to the students. Stamm thanked the leadership team, staff, and entire district for keeping the school open.

Public comment. None.

Facility Evaluation (ESSR II Funds)

Dave Raymond and Larry Cehil with Facility Advocates discussed their process for facility evaluation. Whereas the Board of Education, intends to enter into an Energy Financing Contract with a Qualified ESCO Provider, we authorize the Superintendent to adhere to the Request for Qualification (RFQ) process as identified, in State Statute sections 66-1062 to 66-1066, for selecting an ESCO company to implement potential facility improvement measures passed with a motion by Ladenburger and a second by Stroup. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0.

Consent Agenda

Motion to approve the consent agenda as presented passed with a motion by Stamm and a second by Lorens. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0. The consent agenda includes the verification of notice of the meeting by publication in the Benkelman Post & News Chronicle and Hitchcock County News, legal newspapers for Dundy County, Hitchcock County, and to each member of the board, the approval of the minutes from the February 8, 2021 meeting, the approval of the bills as presented in the amount of \$491,991.40 from the general fund; \$12,118.59 from the activity fund; and \$13,049.59 from the nutrition fund.

Financial Report

Waters reported on income, expenses, fund balances and updated the cashflow. Motion to approve the financial report as presented passed with a motion by Noffsinger and a second by Guernsey.

Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0.

Teacher resignations

Motion to approve the resignation of Vanessa Knutson and to thank her for her 1 1/2 years of service. passed with a motion by Stamm and a second by Marlin. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0

Motion to approve the resignation of Teri Faimon and to thank her for her 34 years of service passed with a motion by Noffsinger and a second by Guernsey. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0

Teacher contract(s)

Motion to approve the PE teaching contract for Kenzie McCasland for the 21-22 school year pending her approval of certification passed with a motion by Lorens and a second by Guernsey.

Motion to add .5 FTE (now will be FT) for Chelsey Sullivan for junior high reading for the 21-22 school year passed with a motion by Stamm and a second by Stroup. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0.

Drug Policy

Mr. Sullivan summarized the changes to the drug and alcohol policy. Motion to approve the amended drug and alcohol policy #5503 on first reading passed with a motion by Stamm and a second by Frederick. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0.

DCSEA

Motion to recognize the Dundy County Stratton Education Association (DCSEA) as the exclusive bargaining agent for the certificated staff for the 2022-2023 school year passed with a motion by Guernsey and a second by Noffsinger. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0

NASB information

A video was shown about approval, accreditation and accountability. The administrators talked about how they are starting the process to build the foundation for the change.

Legislation

Superintendent Haney addressed LB408 which limits revenue increases by 3%. Stamm also mentioned the bill regarding participation of home-schooled students in extra-curricular activities.

Elementary principal report

Principal Rotherham highlighted parent teacher conferences and kindergarten roundup.

Secondary principal report

Principal Sullivan reported on the state testing window, CPR testing, moving art to the high school before the end of the school year, and parent teacher's conferences will be held as usual in the gym.

Superintendent report

Superintendent Haney reported on ending the mask requirement on March 25, normal prom and graduation assuming Covid stays away. He also reviewed his three goals.

Finance/Budget/Legislation committee

Lorens reported on the finance committee meeting regarding the budget.

Transportation/Facilities/Grounds committee

Ladenburger reported on the facilities committee meeting which included discussions on use of the ESSER II funds, and potential classroom/media center addition.

Adjourn

Motion to adjourn at 8:04 PM passed with a motion by Ladenburger and a second by Stroup. Baney: Yea, Frederick: Yea, Guernsey: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Noffsinger: Yea, Stamm: Yea, Stroup: Yea. Yea: 9, Nay: 0



Toby Marlin, Secretary

Board of Education Special Meeting
Dundy County Stratton Public School
Benkelman NE 69021

The Dundy County Stratton Board of Education met on Wednesday, March 24, 2021 at Dundy County Stratton High School.

President Baney called the meeting to order at 12:01 PM.

Attendance Taken at 12:01 PM. Brad Baney: Present, Jason Frederick: Present, Steve Guernsey: Absent, Nick Ladenburger: Present, Kent Lorens: Present, Toby Marlin: Present, Sandy Noffsinger: Absent, Shad Stamm: Present, Jordan Stroup: Present. Present: 7, Absent: 2.

Others present:

Rick Haney, Superintendent

Ethan Sullivan, Secondary Principal

Ronda Sargent, Recording Secretary/Business Manager

Stacey Waters, Recording Secretary/Business Manager

President Baney stated that the board follows the Open Meetings Act Guidelines which are located in the meeting room. The Board of Education may enter closed session during the meeting when it determines that doing so is appropriate and is authorized by the provisions of the Open Meeting Act.

ESSER Funds

Superintendent Haney discussed the use of ESSER funds/

Classroom addition.

The board discussed the classroom/media center addition at the end of the east hallway at the high school.

Motion to approve W Designs Associates as the architect/engineer for the new addition at a rate of 7.5% passed with a motion by Stamm and a second by Stroup. Baney: Yea, Frederick: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Stamm: Yea, Stroup: Yea. Yea: 7, Nay: 0, Absent: 2.

Adjournment

Motion to adjourn at 12:39 PM passed with a motion by Ladenburger and a second by Stamm. Baney: Yea, Frederick: Yea, Ladenburger: Yea, Lorens: Yea, Marlin: Yea, Stamm: Yea, Stroup: Yea. Yea: 7, Nay: 0, Absent: 2.



Toby Marlin, Secretary

24.C. Payment of the bills
Consent Item

General Fund Authorization April 2021

Accelerated Receivables Solutions	Payroll	427.89
AFLAC	Payroll	1,869.31
Colonial Life	Payroll	569.13
Dundy County School Cafe Plan	Payroll	1,160.67
EFTPS	Payroll	69,750.45
Healthplan Services, Inc	Payroll	660.00
LegalShield	Payroll	108.60
MG Trust Company	Payroll	9,034.29
Nebraska Dept of Revenue	Payroll	9,855.92
Nebraska School Retirement System	Payroll	57,285.76
Principal Life Insurance Co	Payroll	1,031.47
Blue Cross-Blue Shield	Payroll	65,071.82
Dundy Co Stratton School Lunch	Payroll	25.00
Net Payroll	Payroll	233,612.04
Vital Records	Stratton Lots	32.00
Maywood Public Schools	Quiz Bowl	25.00
M Thomas	Mileage	60.65
Southwest Schools	Quiz Bowl	50.00
T Peckham	Meals State Speech	24.00
The Dub	Parent Teacher Conferenc	106.90
BWTELCOM	Internet	149.05
Al's Lock & Safe Inc	Door electric Strike	403.75
Atco International	Supplies	357.55
Awards Unlimited, Inc	Name Plate	16.41
Bernt, Richard	Snow Removal	450.00
Bethke, Cody	Feb Mileage	148.96
Black Hills Energy	Gas	3,991.34
BWTELCOM	Simeon Internet	609.94
CDW Government Inc	Computer Supplies	13.84
City Of Benkelman	Utilities	5,869.56
Dundy Co Stratton School Lunch	Seconds-March 2021	686.20
Eakes Office Products	Copy Paper	1,218.07
Esu #15	Sped Services	20,588.57
Esu #16	Audiology, Program Supervision	208.16
Frank Paxton Lumber Co LLC	Supplies	2,397.78
Frenchman Valley Coop	Fuel, Tires	2,727.09
Grace Market	FCS Supplies	187.67
Great Plains Communications	Telephone Internet	238.08
Heritage Lumber	Supplies	243.96
Hometown Leasing	Copier Lease	972.05
Imperial NAPA	Repairs	1,552.14
Instrumentalist Awards LLC	Awards	189.00
J.A. Automotive & Repair	Tire Repair	25.00
J.W. Pepper & Son Inc	Music	151.99
League Builders Supply Inc	Drill Bit	4.29
McCook Gazette	Legals	25.31
MCI	Telephone	53.35

Messersmith Water Treatment	Rent	36.35
Mid-American Research Chemical	White Board Cleaner	631.26
Ne Truck Center Inc	Water Pump #6	238.93
Nebraska Assn of School Boards	Supt Search Fees	2,400.00
Nebraska/Central Equipment	4-way connector	541.64
Owens Implement & Supply	Supplies	779.74
Peckham, Tracy	Dist Speech	28.52
Prairie States Comm. Inc	Supplies	106.85
Protex Central Incorporated	Fire Extinguisher	98.42
Richard Reichert	Pesticide Education	80.00
Rocky Mountain Low Voltage	Monthly Monitoring	25.00
Rotherham, Michael	Mileage	194.88
Sapp Bros. Petroleum	DEF	174.90
Schorzman Refrigeration	Repairs	145.00
Scoop Media LLC	Advertising	159.24
SWPPD	Bus Radio	47.00
Thomas, Matt	Exp reimbursement	279.48
Unifirst Corporation	Custodial Supplies	463.59
US Bank	Tires, Books, Supplies	1,073.52
US Foods-Grand Island	Custodial Supplies	1,498.96
Verizon Wireless	Cell Service MiFi	40.01
Village of Stratton	Utilities	769.28
Yanda's Music & Pro Audio	Repairs	200.57

\$ 504,253.15

Vendor Name	Invoice Description	Amount
Checking Account ID NUTRITION	Fund Number 06 NUTRITION FUND	
Cash Wa Distributing	Food, Supplies	16,215.06
School Nutrition Association	SNA Membership Dues	54.00
Stratton Country Market	Food/Supplies	52.26
US Bank	4 shelf Kit	872.46
US Foods-Grand Island	Food, Supplies	337.68
Fund Number 06		<hr/> 17,531.46
Checking Account ID NUTRITION		<hr/> 17,531.46

04/09/2021 09:14 AM

Posted - All; Board Checking Account ID ACTIVITY; Processing Month 03/2021

User ID: SRW

Vendor Name	Invoice Description	Amount
Checking Account ID ACTIVITY Fund Number 05 ACTIVITY FUND		
Awards Unlimited, Inc	DCS HS Track Invite Medals	1,104.22
Best Western Inn	Wrestling Rooms	192.00
Cambridge Public Schools	Entry Fee for Cambridge Golf Invite	150.00
Cash Wa Distributing	Supplies	73.75
Elmer E Hester-Dundy Co Public School Foundation	Refund Trip Cancellation	2,500.00
Faimon, Teri	SE Rock Garden Supplies	98.46
Garden County Schools	Entry Fee Wrestling 1-9-21	75.00
Grace Market	FFA Labor Auction Supplies	50.51
Hitchcock County Schools	RPAC West Instrumental Music	90.00
McCook Community College	MCC Varsity Team Camp 6/26/21	175.00
McCook Lettering	Football Banner	350.00
NEMFCA	Diaz Advertising 8 Man Allstar FB	160.00
Ogallala Public Schools	G & B Ed Moore Track Invite	150.00
Owens Implement & Supply	Supplies	59.92
Peckham, Tracy	Student Meals State Speech	24.00
Perkins County Pubic Schools	B & G JH Spartan Invite 4/15/21	80.00
Seize The Daisy	Sr Flowers	106.00
Sports Shoppe, The	Backboards	1,625.00
Summer Reading Program, The	The Summer Reading Program	1,666.53
University of Nebraska Kearney	Class D HS Meet 2021	140.00
US Bank	Supplies, Awards, Field Trip	509.59
Fund Number 05		<u>9,379.98</u>
Checking Account ID ACTIVITY		<u>9,379.98</u>

25. **Business Meeting**

Action Item

25.A. Financial Report

Action Item

Presentation of the financial status of the district, balances in various funds, recent/impending activity therein, anticipated expenses and planning for future considerations.

25.B. Motion to approve the financial report as presented. Passed with a motion by Jason Frederick and a second by Shad Stamm.

25.C. Brad Baney:	25.D. Yea
25.E. Jason Frederick:	25.F. Yea
25.G. Steve Guernsey:	25.H. Yea
25.I. Nick Ladenburger:	25.J. Yea
25.K. Kent Lorens:	25.L. Yea
25.M. Toby Marlin:	25.N. Yea
25.O. Sandy Noffsinger:	25.P. Yea
25.Q. Shad Stamm:	25.R. Yea
25.S. Jordan Stroup:	25.T. Yea

Financial Report April				
	Income		Expense	
	MTD	YTD	MTD	YTD
2021	\$ 544,532	\$ 2,464,627	\$ 486,056	\$ 4,008,556
2020	\$ 513,595	\$ 2,634,471	\$ 458,953	\$ 4,016,057
2019	\$ 267,226	\$ 2,161,134	\$ 470,449	\$ 3,867,804
2018	\$ 348,056	\$ 2,790,997	\$ 444,252	\$ 3,752,887
2017	\$ 351,402	\$ 2,685,508	\$ 449,725	\$ 3,742,756
2016	\$ 185,434	\$ 2,974,772	\$ 420,492	\$ 3,743,297
2015	\$ 230,897	\$ 3,001,989	\$ 439,320	\$ 3,673,731
Average	\$ 276,603	\$ 2,722,880	\$ 444,848	\$ 3,756,095

Fund Balances							
	Unemp	GF	Depreciation	QCPUF	Sp Bld	Dep/SpBd/Q	Total
2021	\$ 13,334	\$ 1,803,293	\$ 717,298	\$ 217,015	\$ 907,125	\$ 1,841,438	\$ 3,658,065
2020	\$ 13,317	\$ 1,788,762	\$ 537,478	\$ 141,613	\$ 564,745	\$ 1,243,836	\$ 3,045,915
2019	\$ 13,224	\$ 1,810,643	\$ 353,385	\$ 84,688	\$ 427,850	\$ 865,923	\$ 2,689,790
2018	\$ 14,901	\$ 1,734,564	\$ 163,054	\$ 56,154	\$ 287,120	\$ 506,328	\$ 2,255,793
2017	\$ 14,229	\$ 1,382,216	\$ 142,494	\$ 55,098	\$ 265,744	\$ 463,336	\$ 1,859,781
2016	\$ 13,905	\$ 634,195	\$ 158,645	\$ 53,418	\$ 256,141	\$ 468,204	\$ 1,116,304
2015	\$ 13,900	\$ 713,816	\$ 225,078	\$ 63,207	\$ 442,584	\$ 730,869	\$ 1,458,585
Average	\$ 13,913	\$ 1,344,033	\$ 263,356	\$ 75,696	\$ 374,031	\$ 713,083	\$ 2,071,028

Account Groups; Processing Month 03/2021; Account Group ID GFREVENUE

Account Group: GFREVENUE Monthly Board Report Accounts

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	Taxes Levied/Assessed by the School Dist	5,177,384.00	133,816.05	1,229,471.34	23.75	3,947,912.66
01 1115	Carline Taxes	7,000.00	0.00	0.00	0.00	7,000.00
01 1120	Public Power Dist Sales Tax	3,500.00	0.00	0.00	0.00	3,500.00
01 1125	Motor Vehicle Tax	275,000.00	21,548.06	161,685.33	58.79	113,314.67
01 1140	Penalties & Interest on Taxes	15,000.00	1,915.51	8,779.66	58.53	6,220.34
01 1311	Tuition From Individuals-Reg Ed	0.00	1,078.00	1,111.42	0.00	(1,111.42)
01 1315	Tuition-Education Entities-Distance Ed	3,000.00	0.00	3,136.00	104.53	(136.00)
01 1370	Preschool Tuition & Fees	5,500.00	300.00	5,171.94	94.04	328.06
01 1510	Interest on Investments	15,000.00	438.63	3,227.01	21.51	11,772.99
01 1910	Rental Of Sch Equip/Facility	0.00	0.00	0.00	0.00	0.00
01 1911	Local License Fees	3,000.00	0.00	1,990.00	66.33	1,010.00
01 1920	Contributions-Donations	0.00	0.00	0.00	0.00	0.00
01 1990	Other Local Receipts	16,000.00	0.00	5,287.81	33.05	10,712.19
	Subtotal: LOCAL RECIEPTS	5,520,384.00	159,096.25	1,419,860.51	25.72	4,100,523.49
01 2110	County Fines And License	18,000.00	0.00	6,011.12	33.40	11,988.88
01 2130	Other County Receipts	0.00	0.00	0.00	0.00	0.00
01 2210	Educational Service Unit Receipts	1,500.00	0.00	0.00	0.00	1,500.00
	Subtotal: COUNTY AND ESU RECEIPTS	19,500.00	0.00	6,011.12	30.83	13,488.88
01 3110	State Aid	37,126.00	3,713.00	25,991.00	70.01	11,135.00
01 3120	Special Education-School Age	216,313.00	20,462.00	82,507.00	38.14	133,806.00
01 3125	Special Ed. Transportation-Sch Age	17,500.00	0.00	0.00	0.00	17,500.00
01 3130	Homestead Exemption	0.00	2,715.37	5,455.40	0.00	(5,455.40)
01 3131	Property Tax Credit	0.00	269,246.25	538,896.75	0.00	(538,896.75)
01 3132	Personal Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01 3134	Railroad & Public Property Tax Credit	0.00	0.00	0.00	0.00	0.00
01 3180	Pro-Rate Motor Vehicle	16,000.00	4,214.39	8,422.34	52.64	7,577.66
01 3400	State Apportionment	49,780.00	0.00	42,584.28	85.54	7,195.72
01 3512	Distance Education Incentive Pymts	0.00	0.00	0.00	0.00	0.00
01 3535	Payments For High Ability Learners	3,000.00	0.00	2,876.00	95.87	124.00
	Subtotal: STATE RECEIPTS	339,719.00	300,351.01	706,732.77	208.03	(367,013.77)
01 4105	Universal Service Fund-E-Rate	0.00	0.00	0.00	0.00	0.00
01 4310	REAP: SRSA Grants	0.00	0.00	24,270.00	0.00	(24,270.00)
01 4505	Title I, Part A ESSA Improving Basic Pro	94,865.00	0.00	104,796.00	110.47	(9,931.00)
01 4506	Title I, Part A Accountability ESSA Impr	0.00	0.00	0.00	0.00	0.00
01 4509	Title II Part A ESSA Supporting Eff Inst	15,765.00	0.00	16,229.00	102.94	(464.00)
01 4512	IDEA Part B (611) Base Allocation	97,193.00	0.00	0.00	0.00	97,193.00
01 4516	IDEA PreK(619) Base Allocation	579.00	0.00	565.00	97.58	14.00
01 4518	IDEA Part B (611) Base & Enrollment Poverty Allocation	0.00	82,192.00	82,192.00	0.00	(82,192.00)
01 4519	IDEA Enrollment/Poverty	0.00	0.00	0.00	0.00	0.00
01 4525	Federal Vocational Ed & Tech (Perki	3,000.00	0.00	0.00	0.00	3,000.00
01 4708	Medicaid In Public Schools	15,000.00	2,892.60	11,645.21	77.63	3,354.79
01 4709	Medicaid Administrative Activities	0.00	0.00	0.00	0.00	0.00
01 4969	TITLE IV-A: Student Support & Academic G	0.00	0.00	10,000.00	0.00	(10,000.00)
01 4996	CARES	0.00	0.00	82,325.00	0.00	(82,325.00)
	Subtotal: FEDERAL RECEIPTS	226,402.00	85,084.60	332,022.21	146.65	(105,620.21)
01 5301	Insurance Adjustments	0.00	0.00	0.00	0.00	0.00
01 5600	Other L-T Debt Proceeds	0.00	0.00	0.00	0.00	0.00
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
		Revised Budget	During Month	To Date	% of Budget	Budget Balance
	Grand Total:	6,106,005.00	544,531.86	2,464,626.61	40.36	3,641,378.39

04/09/2021 10:25 AM

Regular; Processing Month 04/2021; Function Number 52 Records Selected; Fund
Number 01

User ID: SRW

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM
01	GENERAL FUND					
1100	Regular Instructional Programs	3,203,962.00	228,101.90	1,920,445.85	60.25	1,283,516.15
1150	Limited English Proficiency Programs	47,443.00	5,002.74	33,760.88	71.16	13,682.12
1160	Poverty Programs	280,776.00	19,432.98	147,362.14	52.48	133,413.86
1200	Special Education Instructional Programs	432,469.00	36,037.66	268,103.07	62.06	164,365.93
1291	Early Childhood SpEd Ages 3-5	112,988.00	6,964.61	57,639.06	51.01	55,348.94
1292	Early Childhood SpEd Ages 0-2	8,993.00	923.44	5,540.64	61.61	3,452.36
2110	Attendance & Social Work Services	0.00	0.00	0.00	0.00	0.00
2120	Guidance Services	55,374.00	5,255.92	44,522.76	80.40	10,851.24
2130	Health Services	16,255.00	0.00	1,804.03	11.10	14,450.97
2141	Psychological Services-SPED-School Age	68,314.00	6,212.50	37,275.01	54.56	31,038.99
2142	Psychological Services Sped-Ages 3-5	8,263.00	856.25	5,137.50	62.17	3,125.50
2151	Speech Path/Audiology Svcs SPED SA	49,764.00	7,537.49	46,473.92	93.39	3,290.08
2152	Speech Path/Audiology SPED Age 3-5	7,052.00	293.75	1,762.50	24.99	5,289.50
2153	Speech Path/Audiology Svcs SPED 0-2	7,898.00	293.75	1,762.50	22.32	6,135.50
2161	Occupational Therapy SPED SA	16,798.00	1,837.51	11,025.06	65.63	5,772.94
2171	Physical Therapy Services-SA	5,565.00	0.00	2,566.73	46.12	2,998.27
2210	Improvement of Instruction	0.00	0.00	0.00	0.00	0.00
2211	School Improvement	0.00	0.00	0.00	0.00	0.00
2212	Instruction & Curriculum Development	10,483.00	0.00	150.00	9.30	10,333.00
2213	Instructional Staff Training	11,725.00	0.00	35.00	0.30	11,690.00
2214	Implementation of Standards	0.00	0.00	0.00	0.00	0.00
2220	Library/Media Services	66,852.00	2,858.16	28,922.99	43.26	37,929.01
2230	Instruction-Related Technology	147,027.00	7,492.19	84,198.05	57.27	62,828.95
2240	Academic Student Assessment	3,291.00	0.00	630.00	19.14	2,661.00
2310	Board of Education	31,867.00	2,584.55	28,867.28	94.72	2,999.72
2320	Executive Administration	174,972.00	14,131.53	113,897.78	65.36	61,074.22
2330	District Legal Services	34,748.00	0.00	363.50	1.21	34,384.50
2410	Principal	499,662.00	37,091.18	290,151.79	58.32	209,510.21
2510	Fiscal Services	147,467.00	13,325.81	98,768.81	69.20	48,698.19
2570	Personnel Services	0.00	0.00	0.00	0.00	0.00
2610	Operation of Buildings	365,899.00	19,733.91	217,660.68	59.49	148,238.32
2620	Maintenance of Buildings	300,413.00	12,453.60	104,462.42	34.77	195,950.58
2630	Care and Upkeep of Grounds	14,472.00	797.33	3,632.75	25.10	10,839.25
2640	Care and Upkeep of Equipment	1,287.00	0.00	745.69	57.94	541.31
2650	Vehicle Operation & Maint (non student t	60,375.00	0.00	0.00	0.00	60,375.00
2660	Security	6,605.00	489.17	6,002.60	90.88	602.40
2670	Safety	2,815.00	98.42	4,839.70	171.93	(2,024.70)
2710	Vehicle Operation	358,368.00	32,270.52	193,387.37	53.96	164,980.63
2712	Vehicle Operation-School Age Sped	34,079.00	3,488.36	22,775.56	66.83	11,303.44
2713	Vehicle Operation-Below Age 5 Sped	4,972.00	510.66	7,994.02	160.78	(3,022.02)
2730	Vehicle Servicing & Maintenance-Reg Ed	171,158.00	10,233.17	100,648.85	58.80	70,509.15
5000	Debt Service	0.00	0.00	0.00	0.00	0.00
6200	Federal Services-Title I, Part A ESSA Im	259,937.00	7,354.81	63,119.71	24.68	196,817.29
6210	Federal Services-Title I, Part A Account	426.00	0.00	496.14	241.82	(70.14)
6310	Federal Services-Title II, Part A ESSA S	53,138.00	1,705.75	15,733.42	29.61	37,404.58
6404	Federal Services-IDEA Part B Birth-4	0.00	0.00	0.00	0.00	0.00
6406	Federal Services-IDEA PK (619) Sped 3-4	0.00	0.00	0.00	0.00	0.00
6410	Federal Services-IDEA Enroll/Pov. Sped21	0.00	0.00	0.00	0.00	0.00
6700	Federal Services-Fed Voc&App Tech(Perkin	0.00	0.00	0.00	0.00	0.00
6992	Federal Services--REAP-SRSA Grants	0.00	0.00	0.00	0.00	0.00
6996	ESSER Funds	49,986.00	0.00	0.00	0.00	49,986.00
8000	Transfers (Outgoing)	100,000.00	686.20	35,889.45	35.89	64,110.55
01	GENERAL FUND	<u>7,233,938.00</u>	<u>486,055.82</u>	<u>4,008,555.21</u>	<u>55.67</u>	<u>3,225,382.79</u>
Grand Total:		7,233,938.00	486,055.82	4,008,555.21	55.67	3,225,382.79

TOTAL SUMMARY OF BANK BALANCES

	December	January	February	March
<i>Pinnacle Bank-Unemployment</i>	\$13,329.81	\$13,330.87	\$13,331.89	\$13,333.10
General Fund				
Pinnacle Bank-MMSA	\$1,731,644.32	\$1,872,005.54	\$2,012,381.82	\$1,737,793.35
Pinnacle Bank Benkelman-General Fund	\$54,295.11	\$50,942.97	\$51,391.03	\$50,476.48
Pinnacle Bank Benkelman-Clearing A/C	\$16,090.26	\$15,811.56	\$15,687.49	\$15,023.16
Total General Fund Balances	\$1,802,029.69	\$1,938,760.07	\$2,079,460.34	\$1,803,292.99
<i>Pinnacle Bank Depreciation Fund Balance</i>	\$716,856.19	\$716,998.58	\$717,136.09	\$717,298.18
QCPUF				
Pinnacle Bank Benkelman-Checking A/C	\$199,975.74	\$208,426.12	\$214,816.41	\$215,650.40
NE Liquid Asset Fund	\$1,364.47	\$1,364.50	\$1,364.52	\$1,364.54
Total Qualified Capital Purpose Undertaking Fund	\$201,340.21	\$209,790.62	\$216,180.93	\$217,014.94
<i>Pinnacle Bank Special Building Fund</i>	\$843,816.38	\$877,975.67	\$903,629.05	\$907,124.66
Total Cash in Bank	\$3,577,372.28	\$3,756,855.81	\$3,929,738.30	\$3,658,063.87

CASH FLOW STATEMENT

Beginning Balance General Fund Checking \$ **50,476.48**

MMSA-Amfirst Bank 1,737,793.35

Total General Fund Money \$ 1,788,269.83

ESTIMATED DISBURSEMENTS

			<u>2019-2020</u>	<u>2018-2019</u>
Bills	53,790.80			
Payroll	<u>450,462.35</u>	504,253.15	473,672.31	482,375.69

COUNTY RECEIPTS

Dundy County Treasurer	330,301.04			
Hitchcock County Treasurer	<u>103,154.59</u>		<u>2019-2020</u>	<u>2018-2019</u>
	433,455.63		468,621.12	222,756.39

Estimated Over(Under)age - GF Checking	\$ (20,321.04)
Transfers Out	\$ -
Lunch Payroll	\$ -
NDE Money	\$ -
Transfer TO/FROM MMSA	\$ 40,000.00
	\$ 19,678.96

Regular; Beginning Month 09/2020; Processing Month 03/2021; Fund Number 02, 03, 08,
09

Fund: 02 DEPRECIATION

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
02 101	CASH	795,830.56	1,067.68	79,600.06	717,298.18
Total:	Current Assets	795,830.56	1,067.68	79,600.06	717,298.18
Fund Balance					
02 704	FUND BALANCE	795,830.56	79,600.06	1,067.68	717,298.18
Total:	Fund Balance	795,830.56	79,600.06	1,067.68	717,298.18
Revenue					
02 1510	Interest Earned	0.00	0.00	1,067.68	1,067.68
Total:	Revenue	0.00	0.00	1,067.68	1,067.68
Expenditure					
02 2900 450 001	Construction Services	0.00	13,300.00	0.00	13,300.00
02 2900 450 002	Construction Services	0.00	4,800.00	0.00	4,800.00
02 2900 450 004	Construction Services	0.00	8,114.00	0.00	8,114.00
02 2900 733 001	Furniture & Fixtures	0.00	1,109.00	0.00	1,109.00
02 2900 733 004	Furniture & Fixtures	0.00	4,083.80	0.00	4,083.80
02 2900 734 001	Technology Related Hardware	0.00	41,992.02	0.00	41,992.02
02 2900 734 002	Technology Related Hardware	0.00	3,525.75	0.00	3,525.75
02 2900 734 004	Technology Related Hardware	0.00	2,675.49	0.00	2,675.49
Total:	Expenditure	0.00	79,600.06	0.00	79,600.06
Total:	02	1,591,661.12	160,267.80	81,735.42	1,515,264.10

Fund: 03 EMPLOYEE BENEFIT FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
03 101	CASH	13,325.35	7.75	0.00	13,333.10
03 106	Cafeteria Checking	2,185.01	8,124.69	4,154.66	6,155.04
Total:	Current Assets	15,510.36	8,132.44	4,154.66	19,488.14
Fund Balance					
03 704	FUND BALANCE	15,510.36	6,476.00	10,453.78	19,488.14
Total:	Fund Balance	15,510.36	6,476.00	10,453.78	19,488.14
Revenue					
03 1510	Interest Earned	0.00	0.00	7.75	7.75
03 5200	Fund Transfers In	0.00	2,321.34	2,321.34	0.00
03 5690	OTHER NON-REVENUE RECEIPTS	0.00	0.00	8,124.69	8,124.69
Total:	Revenue	0.00	2,321.34	10,453.78	8,132.44
Expenditure					
03 2900 260 000	Employee Benefits	0.00	4,154.66	0.00	4,154.66
Total:	Expenditure	0.00	4,154.66	0.00	4,154.66
Total:	03	31,020.72	21,084.44	25,062.22	51,263.38

Fund: 08 SPECIAL BUILDING FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
08 101	CASH	732,431.04	174,693.62	0.00	907,124.66
08 131	Receivable Account	89,899.68	107,606.31	173,456.87	24,049.12
Total:	Current Assets	822,330.72	282,299.93	173,456.87	931,173.78
Fund Balance					
08 704	FUND BALANCE	822,330.72	0.00	108,843.06	931,173.78
Total:	Fund Balance	822,330.72	0.00	108,843.06	931,173.78
Revenue					
08 1100	Taxes Levied	0.00	0.00	74,994.27	74,994.27
08 1140	Penalties & Interest on Taxes	0.00	0.00	543.73	543.73
08 1510	Interest Earned	0.00	0.00	1,236.75	1,236.75

Regular; Beginning Month 09/2020; Processing Month 03/2021; Fund Number 02, 03, 08,
 09

Fund: 08 SPECIAL BUILDING FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
08 3130	Homestead Exemption	0.00	0.00	316.10	316.10
08 3131	Property Tax Credit	0.00	0.00	31,226.17	31,226.17
08 3180	Pro-Rate Motor Vehicle	0.00	0.00	526.04	526.04
	Total: Revenue	0.00	0.00	108,843.06	108,843.06
	Total: 08	1,644,661.44	282,299.93	391,142.99	1,971,190.62

Fund: 09 QCPUF

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
09 101	CASH	177,518.94	39,496.00	0.00	217,014.94
09 131	Receivable Account	19,264.24	25,989.41	39,296.56	5,957.09
	Total: Current Assets	196,783.18	65,485.41	39,296.56	222,972.03

Fund Balance

09 704	FUND BALANCE	196,783.18	0.00	26,188.85	222,972.03
	Total: Fund Balance	196,783.18	0.00	26,188.85	222,972.03

Revenue

09 1100	Taxes Levied	0.00	0.00	17,876.72	17,876.72
09 1140	Penalties & Interest on Taxes	0.00	0.00	104.31	104.31
09 1510	Interest Earned	0.00	0.00	199.44	199.44
09 3130	Homestead Exemption	0.00	0.00	79.01	79.01
09 3131	Property Tax Credit	0.00	0.00	7,806.55	7,806.55
09 3180	Pro-Rate Motor Vehicle	0.00	0.00	122.82	122.82
	Total: Revenue	0.00	0.00	26,188.85	26,188.85
	Total: 09	393,566.36	65,485.41	91,674.26	472,132.91

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2020 - 03/2021

Regular; Beginning Month 09/2020; Processing Month 03/2021; Fund Number 05

Fund: 05 ACTIVITY 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	FUND BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 0100	Cheerleaders	4,901.64	134.00	0.00	0.00	4,767.64
05 704 0105	Cheerleading Fundraising	1,289.76	0.00	0.00	0.00	1,289.76
05 704 0110	Cross Country	0.00	862.17	475.00	0.00	(387.17)
05 704 0115	Cross Country Fundraising	0.00	0.00	0.00	0.00	0.00
05 704 0120	Football	0.00	17,286.34	12,616.97	0.00	(4,669.37)
05 704 0125	Football Fundraising	5,973.32	15,854.87	14,493.78	0.00	4,612.23
05 704 0130	Volleyball	0.00	2,908.47	982.92	0.00	(1,925.55)
05 704 0135	Volleyball Fundraising	9,253.06	2,971.71	160.00	0.00	6,441.35
05 704 0140	Basketball	0.00	10,405.15	4,431.49	0.00	(5,973.66)
05 704 0145	Boys Basketball Fundraising	64.12	0.00	364.00	0.00	428.12
05 704 0147	Girls Basketball Fundraising	7,164.33	1,612.00	0.00	0.00	5,552.33
05 704 0150	Wrestling	0.00	5,570.98	925.00	0.00	(4,645.98)
05 704 0155	Wrestling Fundraising	2,351.53	0.00	0.00	0.00	2,351.53
05 704 0160	Track	0.00	1,416.01	0.00	0.00	(1,416.01)
05 704 0165	Track Fundraising	938.00	0.00	0.00	0.00	938.00
05 704 0170	Girls Golf	0.00	685.34	150.00	0.00	(535.34)
05 704 0175	Girls Golf Fundraising	694.36	0.00	0.00	0.00	694.36
05 704 0180	Boys Golf	0.00	699.12	0.00	0.00	(699.12)
05 704 0185	Boys Golf Fundraising	1,022.34	0.00	0.00	0.00	1,022.34
05 704 0190	Ticket Taking/Clock	0.00	0.00	0.00	0.00	0.00
05 704 0300	Class of 2024	40.78	570.00	416.00	0.00	(113.22)
05 704 0310	Class of 2021	2,740.46	0.00	0.00	0.00	2,740.46
05 704 0320	Class of 2022	3,469.09	77.48	46.00	0.00	3,437.61
05 704 0330	Class of 2023	44.12	742.20	1,838.10	0.00	1,140.02
05 704 0340	FBLA	7,670.40	8,044.32	8,711.21	0.00	8,337.29
05 704 0350	FBLA Summer Reading	2,298.65	2,298.65	0.00	0.00	0.00
05 704 0360	FCCLA	(4,711.47)	2,304.40	3,279.70	0.00	(3,736.17)
05 704 0370	FFA	14,849.31	14,132.14	17,571.75	0.00	18,288.92
05 704 0380	NHS	0.00	385.00	0.00	0.00	(385.00)
05 704 0390	Speech	0.00	660.62	0.00	0.00	(660.62)
05 704 0400	Student Council	0.00	402.44	236.50	0.00	(165.94)
05 704 0410	Letterclub	307.68	0.00	0.00	0.00	307.68
05 704 0420	Play/Musical	0.00	0.00	0.00	0.00	0.00
05 704 0430	7-12 Vocal	0.00	474.00	50.00	0.00	(424.00)
05 704 0440	Band	0.00	388.98	0.00	0.00	(388.98)
05 704 0445	Music Fundraising	1,117.25	0.00	0.00	0.00	1,117.25

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2020 - 03/2021

Regular; Beginning Month 09/2020; Processing Month 03/2021; Fund Number 05

Fund: 05 ACTIVITY 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 0450	Spanish Club	6,325.35	2,500.00	0.00	0.00	3,825.35
05 704 0460	Play Production	0.00	354.72	0.00	0.00	(354.72)
05 704 0470	Mock Trial	0.00	100.00	0.00	0.00	(100.00)
05 704 0480	Racing Team	0.00	0.00	0.00	0.00	0.00
05 704 0490	Art Club	2,192.14	43.92	8.00	0.00	2,156.22
05 704 0600	Shop Projects	66.11	0.00	0.00	0.00	66.11
05 704 0610	Pop Account	565.71	955.38	30.00	0.00	(359.67)
05 704 0620	Sp Ed Activity A/C	703.60	0.00	0.00	0.00	703.60
05 704 0630	Revolving	3,726.33	4,819.93	1,050.34	0.00	(43.26)
05 704 0640	Special Purchasing	4,254.48	0.00	316.85	0.00	4,571.33
05 704 0650	Box Tops for Education	6,560.26	694.50	372.50	0.00	6,238.26
05 704 0660	Annual	0.00	0.00	2,240.00	0.00	2,240.00
05 704 0665	DCS News	200.00	0.00	0.00	0.00	200.00
05 704 0670	Computer Technology	773.84	0.00	37.00	0.00	810.84
05 704 0680	Entrepreneurship	1,090.99	1,754.67	306.00	0.00	(357.68)
05 704 0690	Concessions	0.00	3,825.75	4,378.72	0.00	552.97
05 704 0800	Grade Activity	7,023.81	0.00	800.00	0.00	7,823.81
05 704 0810	Stuco-Grade School	1,000.16	0.00	378.00	0.00	1,378.16
05 704 0820	Haigler	0.00	0.00	0.00	0.00	0.00
05 704 0830	Stratton	811.99	274.77	0.00	0.00	537.22
05 704 0840	K-8 Music	0.00	0.00	0.00	0.00	0.00
05 704 0850	Kindergarten Snacks	0.00	0.00	0.00	0.00	0.00
05 704 0860	DARE	0.00	0.00	0.00	0.00	0.00
Fund Total: 05		96,773.50	106,210.03	76,665.83	0.00	67,229.30

Regular; Beginning Month 09/2020; Processing Month 03/2021; Fund Number 06

Fund: 06 NUTRITION FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
06 101	CASH	7,706.08	177,561.62	147,596.77	37,670.93
06 103	Payroll Cash	0.00	49,659.97	97,366.37	(47,706.40)
Total: Current Assets		7,706.08	227,221.59	244,963.14	(10,035.47)
Current Liabilities					
06 450	PAYROLL DEDUCTION PAYABLE	0.00	2,927.11	3,095.95	168.84
06 451	FICA PAYABLE	0.00	11,690.36	12,668.32	977.96
06 452	FIT PAYABLE	0.00	3,218.58	3,218.58	0.00
06 453	INSURANCE PAYABLE	0.00	3,501.72	3,713.18	211.46
06 454	RETIREMENT PAYABLE	0.00	13,596.26	14,877.94	1,281.68
06 455	SIT PAYABLE	0.00	1,521.77	1,564.40	42.63
Total: Current Liabilities		0.00	36,455.80	39,138.37	2,682.57
Fund Balance					
06 704	FUND BALANCE	7,706.08	198,095.29	177,671.17	(12,718.04)
Total: Fund Balance		7,706.08	198,095.29	177,671.17	(12,718.04)
Revenue					
06 1510	Interest Earned	0.00	0.00	19.84	19.84
06 1611	Daily Sales-School Lunch Program	0.00	170.21	7,171.90	7,001.69
06 1620	Daily Sales-Non-reimbursable Programs	0.00	0.00	350.00	350.00
06 3150	State Reimbursement	0.00	0.00	804.95	804.95
06 4210	Federal Reimbursement	0.00	0.00	124,503.34	124,503.34
06 4530	Other Federal Categorical Receipts	0.00	0.00	9,230.00	9,230.00
06 5200	Transfers from General Fund	0.00	0.00	35,203.25	35,203.25
Total: Revenue		0.00	170.21	177,283.28	177,113.07
Expenditure					
06 3100 110 001	Salaries of Regular Employees-Non-Instru	0.00	32,582.77	0.00	32,582.77
06 3100 110 002	Salaries of Regular Employees-Non-Instru	0.00	34,674.82	0.00	34,674.82
06 3100 110 004	Salaries of Regular Employees-Non-Instru	0.00	13,836.13	0.00	13,836.13
06 3100 130 001	Overtime-Non Instructional Staff	0.00	398.80	0.00	398.80
06 3100 130 002	Overtime-Non Instructional Staff	0.00	1,143.76	0.00	1,143.76
06 3100 130 004	Overtime-Non Instructional Staff	0.00	163.39	0.00	163.39
06 3100 210 001	Group Insurance-Non Instructional	0.00	1,774.33	0.00	1,774.33
06 3100 210 002	Group Insurance-Non Instructional	0.00	1,774.35	0.00	1,774.35
06 3100 220 001	Social Security-Non Instructional	0.00	2,523.02	47.71	2,475.31
06 3100 220 002	Social Security-Non Instructional	0.00	2,740.10	61.09	2,679.01
06 3100 220 004	Social Security-Non Instructional	0.00	1,071.04	0.75	1,070.29
06 3100 230 001	Retirement-Non Instructional	0.00	2,906.46	0.00	2,906.46
06 3100 230 002	Retirement-Non Instructional	0.00	3,186.71	0.00	3,186.71
06 3100 230 004	Retirement-Non Instructional	0.00	1,382.81	0.00	1,382.81
06 3100 270 001	Worker's Comp-Non-Instructional Staff	0.00	424.00	0.00	424.00
06 3100 270 002	Worker's Comp-Non-Instructional Staff	0.00	2,851.00	0.00	2,851.00
06 3100 270 004	Worker's Comp-Non-Instructional Staff	0.00	359.00	0.00	359.00
06 3100 580 004	Travel: Transportation, Meals, Hotel	0.00	115.00	0.00	115.00
06 3100 610 001	General Supplies	0.00	4,430.12	0.00	4,430.12
06 3100 610 002	General Supplies	0.00	5,183.24	139.17	5,044.07
06 3100 610 002 019	General Supplies-Covid 19	0.00	25.53	0.00	25.53
06 3100 610 004	General Supplies	0.00	35.40	0.00	35.40
06 3100 610 004 019	General Supplies-Covid 19	0.00	1,164.38	0.00	1,164.38
06 3100 630 001	Food: School Food Service Program	0.00	29,069.82	139.17	28,930.65
06 3100 630 002	Food: School Food Service Program	0.00	28,590.19	0.00	28,590.19
06 3100 630 004	Food: School Food Service Program	0.00	13,037.97	0.00	13,037.97

Regular; Beginning Month 09/2020; Processing Month 03/2021; Fund Number 06

Fund: 06 NUTRITION FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
06 3100 733 002	Furniture & Fixtures	0.00	12,472.40	0.00	12,472.40
06 3100 810 002	Dues & Fees: Memberships, Student Fees	0.00	8.54	0.00	8.54
Total: Expenditure		0.00	197,925.08	387.89	197,537.19
Total: 06		15,412.16	659,867.97	639,443.85	354,579.32

US BANK Credit Card March 2021

2/25/2021	Celebrate Planet Earth	Supplies	42.85
2/27/2021	TrailsWest	Fuel-Show Choir	59.53
3/1/2021	Rise Vision	Subscripton	27.00
3/8/2021	Quality Inn	District Speech	92.00
3/9/2021	Mouser Electronics	#27 Repairs	28.12
3/9/2021	Amazon	Computer supplies	30.72
3/9/2021	NatGeo Hist	Subscripton	30.60
3/10/2021	Amazon	Supplies	176.89
3/10/2021	Casey's	Fuel-Show Choir	32.85
3/13/2021	Amazon	Supplies	101.66
3/15/2021	Amazon	Supplies	27.98
3/16/2021	Amazon	Supplies	26.50
3/17/2021	Amazon	#31 Repairs	232.53
3/19/2021	Rodeway	State Speech	65.00
3/23/2021	Amazon	Supplies	32.33
3/23/2021	Amazon	Supplies	50.97
3/24/2021	Amazon	Repairs	15.99

\$ 1,073.52

25.U. Teacher Resignation(s)
Action Item

25.V. Motion to approve the resignation of Brandon Zetocka and thank him for his two years of service. Passed with a motion by Shad Stamm and a second by Jordan Stroup.

25.W. Brad Baney:	25.X. Yea
25.Y. Jason Frederick:	25.Z. Yea
25.AA. Steve Guernsey:	25.BB. ea
25.CC. Nick Ladenburger:	25.DD. ea
25.EE. Kent Lorens:	25.FF. Yea
25.GG. Toby Marlin:	25.HH. ea
25.II. Sandy Noffsinger:	25.JJ. Yea
25.KK. Shad Stamm:	25.LL. ea
25.MM. Jordan Stroup:	25.NN. ea

25.OO. Teacher Contract(s)
Action Item

25.PP. Motion to approve the extended contract for Kayla Mues for Agriculture Education beginning January 2022. Passed with a motion by Steve Guernsey and a second by Kent Lorens.

25.QQ. Brad Baney:	25.RR. ea
25.SS. Jason Frederick:	25.TT. ea
25.UU. Steve Guernsey:	25.VV. ea
25.WW. Nick Ladenburger:	25.XX. ea
25.YY. Kent Lorens:	25.ZZ. ea
25.AAA. Toby Marlin:	25.BBB. ea
25.CCC. Sandy Noffsinger:	25.DDD. ea
25.EEE. Shad Stamm:	25.FFF. ea

25.GGG. Jordan
Stroup:

25.HHH. `
ea

25.III. Fuel/Propane Bids
Action Item

25.JJJ. Motion to approve the low propane bid of \$1.29 from Frenchman Valley.
Passed with a motion by Steve Guernsey and a second by Shad Stamm.

25.KKK. Nick 25.LLL. 1
Ladenburger: ay

25.MMM. Kent Lorens: 25.NNN. 1
ay

25.OOO. Brad Baney: 25.PPP. `
ea

25.QQQ. Jason 25.RRR. `
Frederick: ea

25.SSS. Steve 25.TTT. `
Guernsey: ea

25.UUU. Toby Marlin: 25.VVV. `
ea

25.WWW. Sandy 25.XXX. `
Noffsinger: ea

25.YYY. Shad Stamm: 25.ZZZ. `
ea

25.AAAA. Jordan 25.BBBB. `
Stroup: ea

25.CCCC. Motion to approve the low propane bid of \$1.29 from Frenchman Valley.
Motion to approve the low gasoline bid of \$2.37 and \$ 2.50 for diesel from
Frenchman Valley. Passed with a motion by Sandy Noffsinger and a second by
Steve Guernsey.

25.DDDD. Nick 25.EEEE. 1
Ladenburger: ay

25.FFFF. Brad Baney: 25.GGGG. `
ea

25.HHHH. Jason 25.IIII. `
Frederick: ea

25.JJJJ. Steve 25.KKKK. `
Guernsey: ea

25.LLLL. Kent Lorens: 25.MMMM. `
ea

25.NNNN. Toby Marlin: 25.OOOO. `
ea

25.PPPP. Sandy 25.QQQQ. `
Noffsinger: ea

25.RRRR. Shad Stamm: 25.SSSS. '
ea
25.TTTT. Jordan 25.UUUU. '
Stroup: ea

25.VVVV. NASB information
Action Item

25.WWWW. Legislation
Action Item

25.XXXX. ESCO Contract
Action Item

25.YYYY. Motion to approve the RFQ competitive process, the Board of Education
authorizes the superintendent to sign a ESCO Contract with Facility Advocates for
the amount not to exceed \$362,500 for the Energy Conservation Measure projects as
discussed. Passed with a motion by Jason Frederick and a second by Nick
Ladenburger.

25.ZZZZ. Brad Baney: 25.AAAAA. '
ea

25.BBBBB. Jason 25.CCCCC. '
Frederick: ea

25.DDDDD. Steve 25.EEEEE. '
Guernsey: ea

25.FFFFF. Nick 25.GGGGG. '
Ladenburger: ea

25.HHHHH. Kent Lorens: 25.IIIII. '
ea

25.JJJJJ. Toby Marlin: 25.KKKKK. '
ea

25.LLLLL. Sandy 25.MMMMM. '
Noffsinger: ea

25.NNNNN. Shad Stamm: 25.OOOOO. '
ea

25.PPPPP. Jordan 25.QQQQQ. '
Stroup: ea

26. Reports
Action Item

26.A. Technology report
Information Item

26.B. Elementary principal report
Information Item

Elementary Principal's Report

April 12, 2021

Parent Teacher Conferences

Benkelman Elementary and Stratton Elementary held parent teacher conferences. Both schools reported a good turnout. Conferences were held in person, by phone and by email.

Spring Concerts

Stratton elementary spring concert is April 26th at 5:00 PM and Benkelman elementary will have their spring concert April 29th at 6:30 PM.

Assessment Update

State Wide Assessments window for reading, math and science for grades 3rd – 6th is open. The majority of our testing will be completed from April 12th to April 23rd. State testing must be completed by May 7th.

AR Movie March 31st and April 1st

Benkelman and Stratton students who achieved their AR points for the 3rd quarter were rewarded with a trip to the Zorn Theater to watch the movie Raya and the Last Dragon. Thank you, Lindsey Stamm, for your time and opening the theater to us.

Mr. Rotherham

26.C. Secondary principal report
Information Item



High School Principal Report

Date: 04/12/2021

Business:

- NSCAS Window is March 22nd to April 30th
 - 7th and 8th Graders will be testing on 04/19, 04/20, and 04/22
- DCS Golf got 3rd Place as a team at the DCS Invite
- DCS Boys Track won the DCS Track Invite
- The Shop program has been making picnic tables for the district to provide alternative seating for lunch.
- FCCLA and FBLA are competing in state competitions this week.
- Having Art at the High School has been a success. Mrs. Zarkowski has been able to have more time with her students and it has been a benefit to Mr. Castillo not having to drive the shuttle.

26.D. Transportation report
Information Item

DUNDY COUNTY STRATTON SCHOOLS VEHICLE REPORT								March 2021
VEHICLE	CAP	VIN	ODOMETER BEG	ODOMETER END	MILES	GALS	MAINTENANCE	
1	2000 Bluebird Bus (Coach)	50	6003	136247	136247	0.0	0.0	
2	2005 Van Hool Coach	58	4313	70898	71552.4	654.4	0.0	
3	2015 Blue Bird Yellow Bus	35	8212	62775	63979	1204.0	128.0	
4	99 INTERNATIONAL	60	5599	206249	206249	0.0	0.0	
5	02 CHEVY	23	2233	163667	163667	0.0	0.0	
6	14 Blue Bird Bus	47	7776	139867	141940	2073.0	277.8	rpl latch and switch for emergency window; chg oil & filter; rpl air filter; chkd all fluids & lubed vehicle
7	99 GMC V8	21	7994					
8	2014 Blue Bird	77	1039	107857	109616	1759.0	281.3	
9	02 CHEVY V8	23	7370	169603	169702	99.0	0.0	
10	12 Ford E-350 Van	10	8792	92003	92179	176.0	0.0	
11	19 International Bus	35	6442	54771	56350	1579.0	103.0	diagnose and repair check engine light
12	2020 IC Bus	47	1961	37,411	41,179	3768.0	357.5	rpl toggle switch for mic; rpr driver lamp; rpr key switch
13	05 Taurus Gold	5	4124	128214	129097	883.0	26.8	
14	05 Taurus Grey	5	3776	130966	131405	439.0	14.0	
15	10 Chevy Impala	5	9642	119885	120296	411.0	22.0	
16	05 Suburban	8	9871	189993	190204	211.0	0.0	
17	06 Suburban - Maroon	8	2698	167498	168121	623.0	43.5	chged oil & filter; chkd all fluids & lubed vehicle; rpl air filter
18	06 Suburban - grey	8	6085	205140	205412	272.0	16.0	rpl headlamp r/side
19	13 Ford Expedition	8	8563	187791	190858	3067.0	0.0	chg oil & filter; chk all fluids & lubed vehicle
20	02 Taurus (Red)	5	6498	104819	105062	243.0	0.0	
21	01 Taurus	5	6788	150232	150275	43.0	0.0	
22	sold					0.0		
23	99 Chevy Mid Bus	22	0121	141829	143193	1364.0	123.2	chged oil & filter; chkd all fluids & lubed vehicle; rpl rear exhaust hanger
24	97 Taurus	5	9015	193637	193958	321.0	11.0	
25	96 Taurus -Green	5	6462	171529	171529	0.0	0.0	
26	2010 Blue Bird	47	2236	184353	187394	3041.0	289.0	rpl W/L start switch; rpl carrier bearing
27	2012 Blue Bird	47	0004	155888	155888	0.0		*odometer error, no reading
28	2001 Chevy Silverado		8211	145201	145407	206.0	23.0	
29	2018 Ford 350 Transit		9985	35050	36613	1563.0	66.1	
30	09 Ford F-350 Van	12	3952	121658	121712	54.0	0.0	
31	07 Ford Expedition	8	9506	239251	239425	174.0	0.0	
32	sold					0.0		
33	10 Ford E-350	10	5937	114851	115267	416.0	15.3	rpl battery
34	99 Suburban Blue	9	2627	154223	154466	243.0	0.0	
	ACTIVITY					24886.4		
	GAS CAN							
	Gas - Stratton							
	DIESEL CAN							
	Diesel - Stratton							
	Other - air compressor @ barn							
	F-935 John Deere							
	Besler Trailer							
	425 Mower (Benk)							
	345 Mower (Haigler)							
	345 Mower (Stratt)							
	Diesel Fuel Tank							
	Weedeaters - Stratton							

26.E. Superintendent report
Information Item



Overview of the NDE Comprehensive Needs Assessment (CNA) Tool

This document includes an OVERVIEW tab, ADMINISTRATION INSTRUCTIONS tab, SCREENER tab (optional), SELECT TENETS tab (optional), RUBRIC tab, RESULTS tab, and GLOSSARY tab.

- [1. Introduction](#)
- [2. What is the purpose of the CNA?](#)
- [3. How can schools use the CNA? How long will it take?](#)
- [4. How is the CNA organized?](#)

**Click a topic above to automatically jump to information on that topic.*

Upon opening the

- ! Excel file, if prompted, click any of the following:
- ✓ "Enable editing"
- ✓ "Enable content"
- ✓ "Enable macros"

These must be enabled for the tool to work properly.

1. Introduction

The Nebraska Department of Education (NDE) developed the Comprehensive Needs Assessment (CNA) based on quality education practices for student success. Because the tool aligns to AQuESTT, it articulates the expected education practices under each of the six tenets and the areas of focus supporting each tenet. When implemented fully, these education practices are intended to help your school achieve the following AQuESTT long-term outcomes.

Positive Partnerships, Relationships, and Success: Students have enhanced and sustained educational experiences and opportunities as a result of positive student, family, and community engagement.

Transitions: Students have quality educational opportunities that promote successful transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Education Opportunities and Access: All students have access to equitable and comprehensive instructional opportunities that prepare them for postsecondary education and careers.

College, Career, and Civic Ready: Upon completion of secondary education, every student is prepared for postsecondary education, career, and civic opportunities.

Assessment: School staff effectively use assessments to measure and improve student achievement and to inform instruction.

Educator Effectiveness: Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

2. What is the purpose of the CNA?

The purpose of this tool is to help your school assess current practices, determine your areas of strength, and identify your priority needs for improvement. Because the tool defines practices for school improvement under AQuESTT, it should be an integrated, ongoing part of the continuous improvement process. Your school team can use the needs assessment results to

- examine root causes of areas in need of improvement,
- identify strategies and interventions to address root causes,
- determine action steps for implementing strategies and interventions,
- identify areas for professional learning, technical assistance, and resources to support implementation of strategies and interventions,
- set goals for continuous improvement and monitoring progress toward goals.

The tool can provide your school with a common language and shared understanding about your school improvement practices. Use of the tool and its results engages your school team in meaningful dialogue about expectations, beliefs, successes, and challenges in all aspects of teaching, leading, and learning. It allows your team to be on the same page about education practices and next steps for moving toward expected levels of implementation. This process of developing a common language and shared understanding among staff can help your school team create a unified, cohesive, and systemic plan for improvement.

3. How can your school use the CNA? How long will it take?

This tool is intended to promote self-reflection and professional growth within your school as part of an integrated continuous improvement process. Results from the needs assessment should



This tool is intended to promote self-reflection and professional growth within your school as part of an integrated, continuous improvement process. Results from the needs assessment should be considered with other forms of needs-sensing information, including student performance and behavioral data, student and staff demographics, school climate and culture data, and other information sources relevant to local school contexts.

Because the tool focuses on school improvement, it is comprehensive. Thus, the tool includes items that represent the complex, detailed, and systemic nature of school improvement practices. The intent is for your school to complete the tool on an annual basis to inform goal-setting and action-planning and revisit it as needed to monitor progress toward improvement. Implemented in its entirety—and with a commitment to self-reflection and professional growth—your school team could take 3 to 6 weeks to complete the needs assessment. Understanding that time is the greatest factor in meaningful completion, your school may opt to use the tool in different ways, depending on what your needs are and how your school team will use results. See the *Administration Instructions* for ways schools can use the needs assessment.

4. How is the CNA organized?

The form includes six, color-coded tables, each representing the six tenets of AQuESTT. Within each tenet are their respective "areas of focus," and within each "area of focus" are their respective "dimensions" (or items). The table below lists each tenet, area of focus, and the number of dimensions (items) for each area of focus.

Tenet	Area of Focus	Dimensions
Positive Partnerships, Relationships and Success	School culture and climate	10
	Student attendance	2
	Student support services	5
	Family and community engagement	3
	Individualized or personalized learning process	3
Transitions	Grade-to-grade, level-to-level, and place-to-place	3
Education Opportunities and Access	Early learning opportunities	3
	Comprehensive learning opportunities	4
College, Career, and Civic Ready	Curriculum and instructional materials aligned to content area standards	3
	Technological and digital readiness	6
	Support for career awareness, planning, and career/college goals	5
Assessment	Assessment quality	3
	Balanced assessment systems	3
	Assessment and data use	4
Educator Effectiveness	Engaged policymakers and superintendents	2
	Nebraska teacher and principal performance framework	6
	Building leadership supports at the school level	2
	Professional learning	7



Administration Instructions for the Comprehensive Needs Assessment (CNA)

Please use the following steps* to complete the CNA:

Step 1. Determine if your school will complete all or part of the CNA

Step 1.1. Complete the entire CNA

Step 1.2. Complete parts of the CNA

Step 2. Select team members for completing the CNA

Step 3. Establish a timeline, tasks, and responsibilities for completing the CNA

Step 4. Complete the CNA

Step 5. Review results and plan next steps

**Click on a step jump to more information for that step.*

Upon opening the

! Excel file, if prompted, click any of the following:

- ✓ "Enable editing"
- ✓ "Enable content"
- ✓ "Enable macros"

These must be enabled for the tool to work properly.

STEP 1. DETERMINE IF YOUR SCHOOL WILL COMPLETE ALL OR PART OF THE CNA

Read the following sections to help you decide what to complete, then **CHECK ONE**:

We will complete the entire CNA. (Required for CSI and TSI schools)

Next step: Go to "Rubric" tab to complete the needs assessment.

We will take the screener to help identify which tenets to complete for the CNA.

Next step: Go to "Screener" tab to complete the screener.

We will select which tenets to complete for the CNA.

Next step: Go to "Select Tenets" tab to select tenets to complete.

STEP 1.1. Complete the entire CNA

STEP 1.1.a. Complete the CNA all at once for school improvement planning

This option is preferred for schools designated as *needing improvement, comprehensive support and improvement, or targeted support and improvement* as well as any school that understands the importance of developing school improvement plans based on needs assessment data. By completing the tool all at once, schools engage in a purposeful self-assessment and goal-setting process that is driven by their own data. This option requires protected and prioritized time to complete the tool over a period of 3 to 6 weeks. This period should precede school improvement planning so that needs assessment data are timely and relevant to the planning process.

The needs assessment process requires time for reviewing and discussing tool items, creating a plan for collecting sources of evidence, meeting to reach consensus on ratings, reviewing results and considering root causes, and planning goals and next steps. Although intensive, responsibility for completing the needs assessment should be distributed among school teams, thus making it more feasible to complete. Subsequent years of tool administration will be more efficient as the process and infrastructure for completing the tool will become more refined with experience. Engaging in a comprehensive needs assessment should be seen as integral to improving teaching and learning and should, therefore, be implemented fully.

STEP 1.1.b. Complete the CNA incrementally, over a longer period

This option may be appropriate for schools that already have a robust and comprehensive school improvement plan in place but want to engage staff in an ongoing process of self-reflection, growth, and progress monitoring. Schools with limited staff and time may also prefer this option to complete the tool within a more condensed time frame. Implementing the tool in a staggered manner could happen a few different ways.

During regular planned meetings for school teams. This option would involve school teams determining a set schedule (e.g., bimonthly) for completing one tenet at a time. The process would be

similar to the options for completing the tool all at once, with the difference being that the tool would be completed throughout the school year. This approach would allow for a consistent and sustained process that is integrated into ongoing school improvement efforts during the school year.

During staff meetings throughout the year. This option would involve choosing an area of focus to emphasize during each meeting, culminating in covering the entire tool by the end of the school year. These meetings could coincide with already established staff meetings, thereby engaging more staff in the school improvement reflection process. Plan on allocating 1 to 2 hours to discuss, reflect, self-assess, and consider action steps for each area of focus. School leaders could select the order of the areas of focus based on their priorities and goals for the year.

During professional learning opportunities throughout the year. This option would involve selecting tenets in the tool that support the topical focus of professional learning opportunities throughout the year. With this option, school leaders would design a professional learning opportunity around one or more of the tenets so that, by the end of the year, staff have completed each tenet in the tool. Completing the needs assessment tool during professional learning opportunities is a way to extend staff learning, deepen their understanding of expected practice, and foster a common language about school improvement practices.

STEP 1.2. Complete parts of the CNA

Your school may choose to complete only parts of the needs assessment for any of the following reasons:

- Your school has already completed the entire needs assessment before and now wants to target specific tenets.
- Resources and time are limited to complete the entire needs assessment.
- Your school already has a robust and comprehensive school improvement plan that is informed by multiple sources of data.
- Your school currently uses other effective needs assessment tools that have successfully facilitated school improvement.

Below are a few examples of how your school might use only parts of the needs assessment tool.

Step 1.2.a. Take the screener to help you identify which tenets to complete

The needs assessment screener will help your school identify which tenets warrant closer assessment. Because the needs assessment is intended to help your school identify areas to target improvement efforts, NDE encourages school leaders to answer questions honestly and objectively. The screener includes 22 questions distributed across the six AQuESTT tenets. It should take 10 minutes to complete. You will be asked to rate the extent to which your school addresses each question on a 7-point scale, ranging from 1 (*to no extent*) to 7 (*to a great extent*). *To complete the screener, select this option under Step 1 above.*

After completing the screener, select the "Submit Screener" button at the bottom of the SCREENER tab. You will then see your results on the SELECT TENETS tab. This tab will show which of the six tenets need closer examination using the needs assessment rubric. If the results indicate that all six tenets warrant completion, and if your school has limited time and resources to complete the entire rubric, consider completing the needs assessment over a longer period of time (see step 1.1.b.) or refer to other data sources to help you prioritize tenets to complete.

Step 1.2.b. Select which tenets you want to complete for the CNA

School leaders may already know which tenets they want to focus on for their needs assessments. To the extent possible, school leaders should inform their selections based on other sources of academic, behavioral, or perceptual data (school climate and culture survey, parent survey, student absenteeism data, teacher attrition data, etc.) that highlight a need for more information about a particular problem area. The following are three examples of scenarios in which school leaders would select specific tenets to complete.

Use for progress monitoring. This option is ideal for schools that have already completed the needs assessment in its entirety in 1 year and want to track progress during subsequent years, using specific parts of the needs assessment. School leaders would select tenets or areas of focus based on areas still needing improvement.

Use for targeted needs-sensing and goal-setting. This option is appropriate if schools (1) have limited time and resources to implement the full needs assessment or (2) already know where they need to focus school improvement efforts but lack sufficient data and information for decision-making. The key for this option is that selecting parts of the needs assessment to complete is data-informed and aligned with school improvement priority areas.

Use for extended professional learning. If schools already have professional learning topics in place for the school year, school leaders can further expand the learning opportunity by integrating the tenets or areas of focus that align with the topic. Completing parts of the needs assessment tool that align with professional learning opportunities extends staff understanding of expected practices related to the topic and fosters a common language about school improvement practices.

STEP 2. SELECT TEAM MEMBERS FOR COMPLETING THE CNA

The needs assessment is designed for school teams to complete. A school team can consist of classroom teachers, instructional specialists, counselors, school psychologists, and school administrators, among other school staff, and should represent diverse perspectives involved in delivering and supporting teaching and learning. District representatives and external support providers can also join

teams in completing the needs assessment, interpreting results, planning next steps, and setting goals. Involving external support providers can be helpful in expanding the capacity of schools to collect and review data for the needs assessment as well as to identify strategies, professional learning supports, and resources needed to achieve school improvement goals successfully. Depending on school size and capacity, teams can range in size from 4 to 10. Team members should commit to all needs assessment meetings to ensure collective responsibility, continuity, and diversity. The tool is relevant to all grade levels, school levels (elementary, middle, and high school), and content areas, so it is up to school leaders to assemble school teams that will be appropriate for your school.

STEP 3. ESTABLISH A TIMELINE, TASKS, AND RESPONSIBILITIES FOR COMPLETING THE CNA

Once steps 1 and 2 are complete, your school team should plan a brief meeting to review the rubric tenets, determine a timeline for completion, and assign tasks and data collection responsibilities. In reviewing the rubric, note the options listed for sources of evidence for each dimension. Teams will want to assign staff to determine which sources of evidence are most appropriate, relevant, and available for your school. Note that at least one source of evidence is required for each assessment item, and school teams may use an alternative source of evidence not listed in the rubric. Teams should decide who will be responsible for collecting sources of evidence and a timeline for collection. Teams might consider dividing sections of the rubric among team members for collecting sources of evidence. Depending on how teams are administering the tool (all at once, incrementally, partially), there should be meetings scheduled to complete the needs assessment (step 4) and review results (step 5). In sum, step 3 involves establishing a timeline and assigning responsibility for the following tasks:

- Collecting sources of evidence.
- Convening to rate rubric items.
- Meeting to discuss results.

The time required to complete each of these tasks will vary depending on how your school is administering the needs assessment (all at once, incrementally, partially), the availability of sources of evidence, and the availability of staff to carry out these tasks.

STEP 4. COMPLETE THE CNA

This step involves school teams in collecting sources of evidence and convening to rate rubric items based on the sources of evidence. As planned in step 3, team members should collect their assigned sources of evidence and bring the evidence to the meeting for completing the rubric. If no sources of evidence are available for an item, school teams should discuss the reasons and possible alternatives for making an evidence-informed rating for that rubric item.

During the meeting(s) to rate rubric items, team members should have an understanding of the rubric scale and its meaning. The rubric items are placed on a 4-point scale, with 4 being the expected practice and 1 representing practices that are less than optimal. Note that practices described at level 1 are not necessarily the absence of practices described at level 4. There may be observable practices that schools implement at level 1 that are less than optimal, and this tool is intended to help schools identify those practices. By placing practices along a continuum from *less than optimal* to *expected*, school teams can assess where current practices fall and next steps for moving toward more optimal levels of implementation. Some dimensions include a not applicable (N/A) option, which team members can select if an item is not relevant to their school (e.g., the district selects curriculum, not schools). Note that the scales are not identical for each dimension because the nature of the practices do not lend themselves to a singular scale. It is important to allow the scale for each dimension to capture the specific nuances of practices along a continuum without limiting them to a singular scale that is applied to each dimension.

To select the rating for each item, click on the cell under the "Select Score Here" column (column G), and you will see an arrow for a dropdown menu. Select your rating from the menu. Items that have not applicable options will include N/A in the dropdown menu. If there is no N/A, it is not an option for that item.

To complete the needs assessment, assign one team member to enter item ratings on the RUBRIC tab of this Excel file. (Note, you must select an option under step 1 and follow instructions for that option to ensure that the rubric displays the appropriate tenets.) During the meeting, team members should review each item, discuss the collected source(s) of evidence, and assign a rating from 1 to 4 for each item. Team members may use a voting process to arrive at ratings (e.g., each team member holds up a card with a 1, 2, 3, or 4 to cast their vote). Team members should continue discussions until consensus is reached. Consensus does not necessarily mean everyone agrees on the same rating, but rather that voters in the minority can live with and publicly support the majority vote on a rating.

Refer to the GLOSSARY (tab 7) for definitions of key terms used in rubric items. For ease of use, you can hover or click on terms in underlined blue font (e.g., [evidence-based](#)).

STEP 5. REVIEW RESULTS AND PLAN NEXT STEPS.

After completing the rubric, school teams can go to the RESULTS tab to review visual displays of their needs assessment results. The results are summarized at three levels by tenet, area of focus, and dimension (item level). The displays also include the dimensions with the lowest-rated scores to help teams identify areas to target for improvement. Teams should discuss areas of strength as well as areas identified as needing improvement. They should consider the following action items as they plan next steps for your school improvement planning:

- Conducting a root-cause analysis of areas identified as needing improvement to better understand the problem. By understanding the underlying causes of a problem, teams can better

- Conducting a root-cause analysis of areas identified as needing improvement to better understand the problem. By understanding the underlying causes of a problem, teams can better identify appropriate solutions to address the problem.
- Examining other data sources (e.g., student academic data, school culture and climate data, parent data) to help understand all aspects of the identified area of need.
- Identifying strategies and solutions to address areas of need, and ensuring the necessary resources and supports are available.
- Creating an action plan that has specific, measurable, and timely goals and is coherent with the your school's continuous improvement process.
- Assuming collective responsibility for implementing next steps and monitoring progress toward goals.
- Revisiting the needs assessment to see if the school is progressing toward optimal practice.

[After reading the administration instructions, return to Step 1 to select how you will complete the CNA.](#)



STEP 5: Complete Rubric

To complete the rubric for these tenets, provide your rating for each dimension in the corresponding dropdown menu in the *Select Score Here* column. You can select N/A, if available, to show that the dimension is not relevant to your school. Cumulative average values will automatically update. Additionally, check all sources of evidence in the *List Supporting Evidence* column. The sources of evidence listed in this column are examples. If you have other sources of evidence, check the *Other* box and type those sources in the space below.

Tenet: Positive Partnerships, Relationships, and Success							
Long-Term Outcome: Student, family, and community engagement enhances educational experiences and opportunities.							
Dimension	Rate Each Dimension				Select Score Here	List Supporting Evidence (Check all that apply)	Area of Focus Average Score <small>(Optimal = 4.00)</small>
	4	3	2	1			
Area of Focus: School culture and climate							
Vision and mission of learning	School leaders have developed a vision and mission of learning collaboratively with staff and the community using quantitative and qualitative data to inform the process. School leaders regularly communicate the vision and mission to local stakeholders (community-based organizations, local school board, family members, etc.) to inform decisions that align with local <u>school improvement</u> goals.	School leaders have developed a vision and mission of learning with some stakeholders, using some data. School leaders <i>occasionally</i> communicate the vision and mission to local stakeholders (community-based organizations, local school board, family members, etc.) to inform decisions that align with local <u>school improvement</u> goals.	School leaders have developed a vision and mission of learning in isolation, with little or no data. School leaders <i>rarely</i> communicate the vision and mission to local stakeholders (community-based organizations, local school board, family members, etc.) to inform decisions that align with local <u>school improvement</u> goals.	There is no vision or mission of learning.			
School culture and climate plan	School leaders and staff fully implement a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, student voice, and collegiality.	School leaders partially implement a comprehensive plan for building a school culture and climate conducive to learning.	School leaders are developing plans for building a school culture and climate conducive to learning. No plans have been implemented.	The school has no clear plan for building a school culture and climate conducive to learning.			
Safety and security plan	School leaders and staff fully implement a safety and security plan with clearly and consistently communicated schoolwide expectations for creating a safe, clean, and healthy learning environment. The plan addresses physical, emotional, social, and academic safety.	School leaders and staff partially implement a safety and security plan with some communication of expectations for creating a safe, clean, and healthy learning environment.	School leaders and staff are developing a safety and security plan for creating a safe, clean, and healthy learning environment.	The school lacks a safety and security plan.			
Behavior management system	School leaders and staff fully implement a behavior management system with clearly and consistently communicated schoolwide expectations for classroom management procedures, student discipline, and positive behavior interventions and supports.	School leaders and staff partially implement a behavior management system with some communication of expectations for classroom management procedures, student discipline, and positive behavior interventions and supports.	School leaders and staff are developing a behavior management system for creating classroom management procedures, student discipline, and positive behavior interventions and supports.	The school lacks a behavior management system.			
Building Culture	School leaders consistently and effectively create a school culture that does all of the following: • Ensures equitable educational opportunities for each student. • Promotes culturally responsive practices. • Enhances the academic, social, physical, and emotional development of all students.	School leaders consistently and effectively create a school culture that does two of the following: • Ensures equitable educational opportunities for each student. • Promotes culturally responsive practices. • Enhances the academic, social, physical, and emotional development of all students.	School leaders consistently and effectively create a school culture that does one of the following: • Ensures equitable educational opportunities for each student. • Promotes culturally responsive practices. • Enhances the academic, social, physical, and emotional development of all students.	School leaders are neither consistent nor effective in creating a school culture that does the following: • Ensures equitable educational opportunities for each student. • Promotes culturally responsive practices. • Enhances the academic, social, physical, and emotional development of all students.			
Instructional time	School leaders maximize and protect daily instructional time and quality instruction in <i>all</i> content areas to support the mission of the school.	School leaders align instructional time with student needs across grades and departments in some content areas.	School leaders align instructional time with student needs in some, but not all, grade levels or departments and <i>only</i> for ELA and math.	School leaders do not align of instructional time with student needs. Classroom daily schedules vary throughout the school with no consistency, or they do not consistently optimize instructional time.			
Collaboration time among staff	School leaders implement policies and procedures that provide collaboration time among staff. Collaboration time focuses on cultivating mutual respect, collegiality, and collective responsibility for meeting student learning goals.	Although there are no formal policies or procedures that provide collaboration time, school leaders provide direct support to instructional staff in cultivating mutual respect, collegiality, and collective responsibility for meeting student learning goals.	There are no formal policies, procedures, or direct support from school leaders regarding collaboration time. However, instructional staff work to cultivate mutual respect, collegiality, and collective responsibility for meeting student learning goals.	Instructional staff lack collaboration time to cultivate mutual respect, collegiality, and collective responsibility for meeting student learning goals.			
Valuing community resources	School leaders and staff understand, value, and employ the community's cultural, social, linguistic, and intellectual resources to promote student learning and school improvement.	School leaders and staff are aware of the community's cultural, social, linguistic, and intellectual resources and may occasionally employ them to promote student learning.	School leaders and staff are minimally aware of the community's cultural, social, linguistic, and intellectual resources and/or rarely employ them to promote student learning or school improvement.	School leaders and staff are not aware of the community's cultural, social, linguistic, and intellectual resource and/or do not employ them to promote student learning.			

District and school board relationships	School leaders manage productive relationships with district leaders, district staff, and school board members to ensure alignment between the local school board's strategic vision and the school's continuous improvement goals. These relationships represent shared responsibility and shared accountability for achieving improvement goals.	School leaders manage productive relationships with district leaders and district staff, with some outreach to school board members, to ensure alignment between the local school board's strategic vision and the school's continuous improvement goals. These relationships represent some shared responsibility and shared accountability for achieving improvement goals.	School leaders manage a functional or transactional relationship with district leaders and district staff, with minimal outreach to school board members. There is minimal communication about the local school board's strategic vision or the school's continuous improvement goals. These relationships represent minimal shared responsibility and shared accountability for achieving improvement goals.	School leaders have contentious relationships with district leaders and staff, with no outreach to school board members. There is no communication about the local school board's strategic vision or the school's continuous improvement goals. These relationships lack shared responsibility and shared accountability for achieving improvement goals.			
Communicating need for change	School leaders effectively communicate the need for change so that it is fully understandable (i.e., appropriate for staff and community audiences), consistent, and transparent (i.e., sharing the data that point to the need for change).	School leaders communicate the need for change so that it is mostly understandable, consistent, and transparent (i.e., sharing the data that point to the need for change).	School leaders communicate the need for change that is somewhat understandable, consistent, and transparent.	School leaders are unclear in communicating the need for change.			
Area of Focus: Student attendance							
Attendance monitoring and intervention	The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends and patterns. The school responds to trends and patterns by implementing evidence-based programs and strategies with families and students that reduce absenteeism.	The school regularly monitors attendance, dropout rates, and promotion/graduation rates, but it is not systematic and does not involve identifying trends and patterns. The school implements some evidence-based programs and strategies to reduce absenteeism, but their selection is not informed by attendance, dropout rates, or promotion/graduation rates.	The school occasionally monitors attendance, dropout rates, and promotion/graduation rates. The school implements programs and strategies to reduce absenteeism, but they are not evidence-based nor is their selection informed by attendance, dropout rates, or promotion/graduation rates.	The school rarely or never monitors attendance, dropout rates, or promotion/graduation rates. The school does not implement programs or strategies to reduce absenteeism.			###
Early warning system	The school systematically facilitates the early identification of risk factors that affect student attendance and implements evidence-based programs and strategies with families and students to prevent dropping out.	The school regularly facilitates the early identification of risk factors that affect student attendance and implements some evidence-based programs and strategies for both families and students to prevent dropping out.	The school occasionally facilitates the early identification of risk factors that affect student attendance and rarely provides support for families or students. Provided support is not evidence-based.	The school lacks a systematic process for identifying risk factors that affect student attendance.			
Area of Focus: Student support services							
Resource allocation process	School leaders implement a systematic process for monitoring, seeking, and allocating resources that fully aligns with instructional priorities and student support needs based on data (e.g., student, staff, family, and school culture data). The process involves systematic coordination with district leaders and school board members to ensure alignment.	School leaders implement a systematic process for monitoring, seeking, and allocating resources that mostly aligns with instructional priorities and student support needs based on data (e.g., student, staff, family, and school culture data). The process involves regular coordination with district leaders and school board members to ensure alignment.	School leaders establish and partially implement a process for monitoring, seeking, and allocating resources that somewhat aligns with instructional priorities and student support needs based on data (e.g., student, staff, family, and school culture data). The process involves occasional coordination with district leaders and school board members to ensure alignment.	School leaders are developing and establishing a process for monitoring, seeking, and allocating student support resources.			###
Identification of student supports	School leaders and staff use a systematic process for identifying almost all (90–100%) students' social and emotional learning, nutritional, and mental health needs, and comprehensive types of support that would respond to students' needs.	School leaders and staff use a process for identifying most (70–89%) students' support needs and comprehensive types of support that would respond to students' needs.	School leaders and staff use a process for identifying some (50–69%) students' support needs and some types of support that would respond to students' needs.	School leaders and staff use a process for identifying a few (less than 50%) students' support needs and a few types of support that would respond to students' needs.			
Provision of social and emotional learning support	School leaders and staff consistently implement evidence-based and developmentally appropriate programs and practices that focus on concrete, observable social and emotional learning (SEL) skills such as cognitive regulation, emotional regulation, and social skills and awareness. -- AND -- For students with more intensive SEL needs, school leaders and staff connect almost all of them (90–100%) with the necessary supports that are within the school's purview (e.g., school counselors, social workers, regional programs).	School leaders and staff consistently implement developmentally appropriate programs and practices that focus on concrete, observable SEL skills, but not all programs and practices are based on evidence of effectiveness. -- AND -- For students with more intensive SEL needs, school leaders and staff connect most of them (70–89%) with the necessary supports that are within the school's purview (e.g., school counselors, social workers, regional programs).	School leaders and staff inconsistently implement developmentally appropriate programs and practices supporting students' SEL needs. No programs and practices are based on evidence of effectiveness. The support is not evidence-based. -- AND -- For students with more intensive SEL needs, school leaders and staff connect some of them (50–69%) with the necessary supports that are within the school's purview (e.g., school counselors, social workers, regional programs).	Evidence			
Provision of character education	School leaders and staff fully integrate character education into the curriculum to promote core principles such as fairness, responsibility, moral courage, ethical decision making, openness, self-knowledge, and purpose. School leaders and staff teach students how character education skills apply to almost all contexts for students including cyberbullying, internet safety, student discussions and debate, and	School leaders and staff partially integrate character education into the curriculum to promote core principles such as fairness, responsibility, moral courage, ethical decision making, openness, self-knowledge, and purpose. School leaders and staff teach students how character education skills apply to most, but not all, contexts for students including cyberbullying, internet safety, student discussions and debate, or other	School leaders and staff teach character education, but don't integrate it into the curriculum. School leaders and staff teach students how character education skills apply to some contexts for students including cyberbullying, internet safety, student discussions and debate, or other relevant contexts for students.	The school does not teach character education in the school.			
Provision of nutrition and health support	The school supports the nutrition and health needs of all students through established programs, and a process for identifying students' health issues and needs. There is ongoing coordination with families to address the needs that arise.	The school supports the nutrition and health needs of all students through established programs, and a process for identifying students' health issues and needs. There is no coordination with families to address the needs that arise.	The school supports the nutrition and health needs of students through established programs and a process for identifying students' health issues and needs. There is no coordination with families to address the needs that arise.	The school supports the nutrition and health needs of students through established programs, but there is no process to identify students' health issues and needs. There is no coordination with families to address the needs that arise.			
Area of Focus: Family and community engagement							

Family engagement	School leaders and staff fully implement a family engagement plan that includes evidence-based and culturally-relevant programs or strategies to increase two-way communication and family engagement in student learning and school activities.	School leaders and staff partially implement a family engagement plan that includes some evidence-based and culturally-relevant programs or strategies to increase two-way communication and family engagement in student learning and school activities.	School leaders and staff are developing a family engagement plan.	The school lacks a family engagement plan.		###
Community engagement	The school sustains and strengthens established partnerships and seeks new partnerships with community groups and support services aligned to the academic, career, physical, social, and emotional needs and supports for students.	The school maintains current partnerships with community groups and support services, and most (70–89%) partnerships align directly to the academic, career, physical, social, and emotional needs and supports for students.	The school is developing partnerships with community groups and support services, and some (50–69%) partnerships align directly to the academic, career, physical, social, and emotional needs and supports for students.	The school is not actively developing partnerships with community groups or support services.		
Family and community engagement effectiveness	The school systematically monitors the effectiveness of family and community engagement efforts. School leaders regularly use results to inform school improvement efforts.	The school monitors the effectiveness of family and community engagement efforts, but monitoring is not systematic. School leaders occasionally use results to inform school improvement efforts.	The school informally collects family and community feedback on engagement efforts. School leaders rarely use results to inform school improvement efforts.	The school has no process in place for collecting community feedback or monitoring community engagement effort.		

Area of Focus: Individualized or personalized learning process

Personalized or individualized learning process	The school implements a process to ensure almost all students (90–100%) have a well-defined, personalized learning plan that is aligned to individual student needs, and it is regularly monitored to support students in meeting grade-level standards.	The school implements a process to ensure most students (70–89%) have a personalized learning plan that is aligned to individual student needs, and it is occasionally monitored to support students in meeting grade-level standards.	The school implements a process to ensure some students (50–69%) have a personalized learning plan that is aligned to individual student needs, but it is rarely monitored to support students in meeting grade-level standards.	The school implements a process to ensure a few students (less than 50%) have a personalized learning plan that is aligned to individual student needs, but it is not monitored to support students in meeting grade-level standards.		###
Personal learning opportunities	Instructional staff develop lesson plans that provide personal learning opportunities for almost all students (90–100%) based on students' interests, learning styles (e.g., visual, auditory, kinesthetic, concrete versus abstract, etc.), and readiness levels.	Instructional staff develop lesson plans that provide personal learning opportunities for most students (70–89%) based on students' interests, learning styles, and readiness levels.	Instructional staff develop lesson plans that provide personal learning opportunities for some students (50–69%) based on students' interests, learning styles, and readiness levels.	Instructional staff develop lesson plans that provide personal learning opportunities for a few students (less than 50%).		
Student engagement	Instructional staff and leaders measure student engagement and use the data to select evidence-based strategies to use with students. Instructional staff implement selected evidence-based strategies to improve student engagement.	Instructional staff and leaders do not measure student engagement or use data to select evidence-based strategies to use with students. Instructional staff implement evidence-based strategies to improve student engagement, but selection is not based on student engagement data.	Evidenced	Neither instructional staff nor leaders measure student engagement or implement strategies to improve it.		

*Definition of learning styles from ASCD

Tenet: Transitions

Long-Term Outcome: Students have quality educational opportunities for success in transitioning between grade levels, programs, and schools, and to postsecondary institutions and careers.

Dimension	Rate Each Dimension				Select Score Here	Area of Focus Average Score: (Optimal = 4.00)
	4	3	2	1		

Area of Focus: Grade to grade, level to level, and place to place

Transition plan implementation – grade to grade and level to level	The school fully implements a data-informed transition plan to support the successful transition of students between grade levels and school levels (including from preschool to elementary and from high school to postsecondary options, as appropriate).	The school fully implements a transition plan to support the successful transition of students between grade levels and school levels (including from preschool to elementary and from high school to postsecondary options, as appropriate) but the plan is not informed by data (e.g. transition and mobility rates, demographic shifts).	The school partially implements a transition plan to support the successful transition of students between grade levels and school levels (including from preschool to elementary and from high school to postsecondary options, as appropriate) but the plan is not informed by data (e.g. transition and mobility rates, demographic shifts).	The school is developing a transition plan to support the successful transition of students between grade levels and school levels (including from preschool to elementary and from high school to postsecondary options, as appropriate).		###
Mobility plan implementation – place to place	The school fully implements a plan to support students transitioning from place-to-place (high mobility or transient students) that includes comprehensive strategies for before student arrival to the school, during enrollment, and following student departure.*	The school fully implements a plan to support students transitioning from place to place that includes some strategies for before student arrival at the school, during enrollment, and following student departure.	The school partially implements a plan to support students transitioning from place to place that includes some strategies for before student arrival at the school, during enrollment, and following student departure.	The school is developing a plan to support students transitioning from place to place.		

Family collaboration for transitions	The school <i>regularly collaborates</i> with families in helping them understand and support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.	The school <i>occasionally collaborates</i> with families in helping them understand and support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.	The school <i>rarely collaborates</i> with families in helping them understand and support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.	The school <i>does not collaborate</i> with families in helping them understand and support students as they transition from grade to grade, level to level, or place to place, or to postsecondary and employment opportunities.		

Tenet: Education Opportunities and Access

Long-Term Outcome: All students have access to comprehensive instructional opportunities to be prepared for postsecondary education and careers.

Dimension	Rate Each Dimension				Select Score Here	List Supporting Evidence (Check all that apply)	Area of Focus Average Score: (Optimal = 4.00)
	4	3	2	1			

Area of Focus: Early learning opportunities*

Early learning guidelines	Curriculum, instruction, and assessment <i>fully align</i> with the standards from the Nebraska Early Learning Guidelines, with an emphasis on <u>social and emotional learning</u> .	Curriculum, instruction, and assessment <i>mostly align</i> with the standards from the Nebraska Early Learning Guidelines, with an emphasis on <u>social and emotional learning</u> .	Curriculum, instruction, and assessment <i>somewhat align</i> with the standards from the Nebraska Early Learning Guidelines, but without an emphasis on <u>social and emotional learning</u> .	Curriculum, instruction, and assessment <i>do not align</i> with the standards from the Nebraska Early Learning Guidelines.		###
School readiness	The school <i>fully implements</i> a well-defined system for determining the nature and extent of the early learning opportunities that each student has experienced prior to school entry.**	The school <i>partially implements</i> a well-defined system for determining the nature and extent of the early learning opportunities that each student has experienced prior to school entry.	The school is <i>developing</i> a well-defined system for determining the nature and extent of the early learning opportunities that each student has experienced prior to school entry.	The school <i>does not determine</i> the nature and extent of that early learning opportunities that each student has experienced prior to school entry.		
Instructional staff qualifications	Almost all instructional staff (90–100%) providing education to <u>preschool</u> through kindergarten students have specialized education in early childhood education or child development.**	Most instructional staff (70–89%) providing education to <u>preschool</u> through kindergarten students have specialized education in early childhood education or child development.	Some instructional staff (50–69%) providing education to <u>preschool</u> through kindergarten students have specialized education in early childhood education or child development.	Few instructional staff (less than 50%) providing education to <u>preschool</u> through kindergarten students have specialized education in early childhood education or child development.		

* See Nebraska's Birth to Five Learning and Development Standards
 **Source: The Center on Enhancing Early Childhood Education

Area of Focus: Comprehensive learning opportunities

Equitable access to school resources	Almost all students (90–100%), including English learners, economically disadvantaged students, high-mobility students, high-ability students, and students with disabilities, have equitable access to school resources that meet their needs, including effective instructional staff, academic and social support, and learning opportunities.	Most students (70–89%), including English learners, economically disadvantaged students, high-mobility students, and students with disabilities, have equitable access to school resources that meet their needs.	Some students (50–69%) have access to school resources that meet their needs, but access is not equitable for all students.	Few students (less than 50%) have access to school resources that meet their needs, but access is not equitable for all students.		###
Evidence-based interventions	Almost all students (90–100%) who are at risk for not meeting grade-level benchmarks or graduation requirements are <u>systematically placed in high quality, evidence-based interventions for ELA and math</u> that may occur before, during, or after school. Instructional staff and school leaders regularly collect and use data to monitor student progress.	Most students (70–89%) who are at risk for not meeting grade-level benchmarks or graduation requirements are <u>provided with evidence-based interventions that may occur before, during, or after school</u> . Instructional staff and school leaders occasionally collect and use data to monitor student progress.	Some students (50–69%) who are at risk for not meeting grade-level benchmarks or graduation requirements in ELA and math are provided with <u>intervention strategies during the school day</u> . Identification for these interventions may not be systematic, and/or instructional staff and school leaders rarely collect and use data to monitor student progress.	Few students (less than 50%) who are at risk for not meeting grade-level benchmarks or graduation requirements in ELA and math are provided with <u>intervention strategies during the school day</u> . Identification for these interventions may not be systematic, and/or instructional staff and school leaders do not collect or use data to monitor student progress.		
Program evaluation	The school <i>evaluates the effectiveness of all student learning programs and opportunities</i> and uses all results to inform the continuous improvement process and goal-setting.	The school <i>evaluates the effectiveness of most student learning programs and opportunities</i> , and uses <u>most results</u> to inform the continuous improvement process and goal-setting.	The school <i>evaluates the effectiveness of some student learning programs and opportunities</i> , but does not use results to inform the continuous improvement process and goal-setting.	The school <i>does not evaluate</i> student learning programs or opportunities.		
Continuous improvement	School leaders <i>systematically engage in a continuous school improvement process</i> informed by qualitative and quantitative data to support learning of almost all student (90–100%) and that includes goal-setting and engagement of all stakeholder groups.	School leaders <i>engage systematically in a continuous improvement process</i> , informed by qualitative and quantitative data to support learning of most students (70–89%) that includes goal-setting and engagement of some stakeholder groups.	School leaders engage in a <u>continuous improvement</u> process informed by qualitative and quantitative data to support learning of some students (50–69%), and that process includes goal-setting but no engagement of stakeholder groups.	School leaders engage in a <u>continuous improvement</u> process to support learning of a few students (less than 50%), but qualitative and quantitative data is either not used or not used effectively.		

Tenet: College, Career, and Civic Ready

Long-Term Outcome: Every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Dimension	Rate Each Dimension				Select Score Here	List Supporting Evidence (Check all that apply)	Area of Focus Average Score: (Optimal = 4.00)
	4	3	2	1			

Area of Focus: Curriculum and instructional materials aligned to content area standards						
Curriculum and standards alignment*	The school uses a curriculum that is <i>fully aligned</i> (90–100%) to Nebraska Content Area Standards for all content areas. The curriculum outlines intended outcomes, content, experiences, assessments, and resources for measuring student learning.	The school uses a curriculum that is <i>mostly aligned</i> (70–89%) to Nebraska Content Area Standards for all content areas. The curriculum outlines <i>four</i> of the following: intended outcomes, content, experiences, and resources for measuring student learning.	The school uses a curriculum that is <i>somewhat aligned</i> (50–69%) to Nebraska Content Area Standards for all content areas. The curriculum outlines <i>two to three</i> of the following: intended outcomes, content, experiences, and resources for measuring student learning.	The school uses a curriculum that is <i>minimally aligned</i> (less than 50%) to Nebraska Content Area Standards for all content areas. The curriculum outlines <i>one</i> of the following: intended outcomes, content, experiences, and resources for measuring student learning.		###
Programs and instructional materials selection process**	The school has a clearly defined and transparent process in place to develop, modify, review, and select instructional programs and materials, and the process is codified in school policy.	The school has a process in place to develop, modify, review, and select instructional programs and materials, but the process is not clearly defined. The process is codified in school policy.	The school has a process in place to develop, modify, review, and select instructional programs and materials, but the process is not clearly defined, transparent, nor codified in school policy.	The school lacks a process to develop, modify, review, and select instructional programs and materials.		
Career readiness standards integration	The school <i>fully integrates</i> (90–100%) the Nebraska Career Readiness Standards into <i>all</i> content areas.	The school <i>mostly integrates</i> (70–89%) the Nebraska Career Readiness standards into <i>most</i> content areas.	The school <i>somewhat integrates</i> (50–69%) the Nebraska Career Readiness standards into <i>some</i> content areas.	The school <i>minimally integrates</i> (less than 50%) the Nebraska Career Readiness standards into <i>few</i> content areas.		
*See Content Area Standards **See Nebraska Instructional Materials Collaborative for guidance on the selection process.						
Area of Focus: Technological and digital readiness						
School technology plan and profile	The school completes the Future Ready Technology profile as part of its annual technology plan.	The school completes a technology plan annually, but does not include the Future Ready Technology profile.	The school completes a technology plan or the Future Ready Technology profile, but not on an annual basis.	The school has no technology plan or Future Ready Technology profile in place.		###
Student technology learning	The school provides students with all of the following: • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. • Opportunities to learn about digital citizenship.	The school provides students with two of the following: • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. • Opportunities to learn about digital citizenship.	The school provides students with one of the following: • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. • Opportunities to learn about digital citizenship.	The school does not provide students with any of the following: • Technology integration in all content areas and skills. • Opportunities to gain technology skills for career readiness. • Opportunities to learn about digital citizenship.		
Instructional technology acquisition	The school <u>systematically implements a data-informed process to identify and acquire necessary instructional technology to facilitate learning and improve student performance.</u>	The school implements a <i>data-informed</i> process to identify and acquire instructional technology, but the process is not systematic.	The school implements a process to identify and acquire instructional technology, but decisions are not informed by data, nor is the process systematic.	The school has no process for acquiring instructional technology to facilitate learning and improve student performance.		
Technology professional learning	The school provides a <i>system of sustained professional learning</i> for staff in the <i>innovative</i> application of technology for planning, instructional delivery, record-keeping, and communications.	The school provides <i>ongoing professional learning</i> for staff in the <i>basic</i> application of technology for planning, instructional delivery, record-keeping, and communications.	The school provides <i>some professional learning</i> for staff in the <i>basic</i> application of technology.	The school provides <i>little to no professional learning</i> for staff in the <i>basic</i> applications of technology.		
Technology infrastructure	The school technology infrastructure meets the teaching and learning needs of <i>almost all</i> faculty and staff (90–100%) within the school building.	The school technology infrastructure meets the teaching and learning needs of <i>most</i> faculty and staff (70–89%) within the school building.	The school technology infrastructure meets the teaching and learning needs of <i>some</i> faculty and staff (50–69%) within the school building.	The school has little to no technology infrastructure to meet the teaching and learning needs of faculty and staff within the school building.		
Digital learning opportunities	<i>Almost all</i> students (90–100%) have access to appropriate technology resources, either through a 1:1 program or through embedded classroom technology within the school building.	<i>Almost all</i> students (90–100%) have access to appropriate technology resources; however, those resources are shared via computer labs, computer carts, or personal technology devices within the school building.	<i>Most</i> students (70–89%) have access to appropriate technology resources within the school building.	<i>Some or few</i> students (less than 70%) have access to appropriate technology resources within the school building.		
Area of Focus: Support for career awareness, planning, and career/college goals						
Career awareness process – high school	The school implements a <i>systematic</i> process to increase student awareness, exploration, and development of academic, technical, and employability skills aligned to the Nebraska Career Education Model. Students' career and postsecondary goals are <i>considered</i> when selecting opportunities (e.g., for course selection, job shadowing, service learning, and internships).	The school implements a <i>systematic</i> process to increase student awareness, exploration, and development of academic, technical, and employability skills aligned to the Nebraska Career Education Model. Students' career and postsecondary goals are <i>sometimes considered</i> when selecting opportunities. The process is <i>not fully developed</i> to include all employability skills.	The school implements a process to increase student awareness, exploration, and development of academic, technical, and employability skills aligned to the Nebraska Career Education Model. Students' career and postsecondary goals are <i>sometimes considered</i> when selecting opportunities. The process is <i>neither systematic nor fully developed</i> to include all employability skills. Students' career and postsecondary goals are <i>not considered</i> when selecting opportunities.	The school does not implement a process aligned to the Nebraska Career Education Model.		###
Career awareness – middle school	The school implements a <i>fully developed</i> and <i>systematic</i> process to increase student awareness and help students explore all 16 career clusters with detailed information in the Nebraska Career Education Model.	The school implements a <i>systematic</i> process to increase student awareness and help students explore 11–15 career clusters identified in the Nebraska Career Education Model. The process is <i>partially developed</i> to include detailed information for 11–15 career clusters.	The school implements a process to increase student awareness and help students explore up to 10 career clusters identified in the Nebraska Career Education Model, but the process is <i>not systematic</i> and is <i>partially developed</i> to include detailed information on up to 10 career clusters.	The school has no process of offering opportunities to help students explore career clusters identified in the Nebraska Career Education Model.		

Career awareness – elementary school	The school implements a <i>fully developed and systematic</i> process to help students become aware of all career fields identified in the Nebraska Career Education Model.	The school implements a <i>systematic</i> process to help students become aware of 5–6 career fields identified in the Nebraska Career Education Model. The process is <i>partially developed</i> to include detailed information for 5–6 career fields.	The school implements a process to help students become aware of 3–4 career fields identified in the Nebraska Career Education Model, but the process is <i>not systematic</i> and is <i>partially developed</i> to include detailed information for 3–4 career fields.	The school has no process of offering opportunities to help students become aware of the career fields identified in the Nebraska Career Education Model.		
Community and workforce partnerships	The school partners with local business and industry to provide <i>almost all</i> students (90–100%) with expanded learning opportunities that help identify career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>all</i> career fields from the Nebraska Career Education Model and offer learning formats appropriate for the learning objective, such as career-related field trips, service learning, job shadowing, or internships.	The school partners with local business and industry to provide <i>most</i> students (70–89%) with expanded learning opportunities that help identify career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>most</i> career fields from the Nebraska Career Education Model and offer learning formats appropriate for the learning objective, such as career-related field trips, service learning, job shadowing, or internships.	The school partners with local business and industry to provide <i>some</i> students (50–69%) with expanded learning opportunities that help identify career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>some</i> career fields from the Nebraska Career Education Model, but learning formats are not appropriate for the learning objective.	The school partners with local business and industry to provide <i>few</i> students (less than 50%) with expanded learning opportunities that help identify career opportunities in Nebraska and develop workplace skills. These opportunities cover <i>a few</i> career fields from the Nebraska Career Education Model.		
Career counseling support	<i>Almost all</i> students (90–100%) have access to school counselors who provide direction and support for career awareness, course selection, and expanded learning opportunities identified in the Nebraska Career Education Model.	<i>Most</i> students (70–89%) have access to school counselors who provide direction and support for career awareness, course selection, and expanded learning opportunities identified in the Nebraska Career Education Model.	<i>Some</i> students (50–69%) have access to school counselors who provide direction and support for career awareness, course selection, and expanded learning opportunities identified in the Nebraska Career Education Model.	<i>Few</i> students (less than 50%) have access to school counselors who provide direction and support for career awareness, course selection, and expanded learning opportunities identified in the Nebraska Career Education Model.		

Tenet: Assessment

Long-Term Outcome: School staff use assessments and data to measure and improve student achievement.

Dimension	Rate Each Dimension				Select Score Here	List Supporting Evidence	Area of Focus Average Score: (Optimal = 4.00)
	4	3	2	1			

Area of Focus: Assessment quality

Valid and reliable interim and formative assessments	The school <i>fully implements</i> a process to ensure teachers use <i>valid</i> (i.e., accurate, <i>reliable</i> (i.e., consistent), and appropriate interim and formative assessments to measure student learning progress and goals.	The school <i>partially implements</i> a process to ensure teachers use <i>valid</i> (i.e., accurate, <i>reliable</i> (i.e., consistent), and appropriate interim and formative assessments to measure student learning progress and goals.	The school is <i>developing</i> a process to ensure teachers use <i>valid</i> (i.e., accurate, <i>reliable</i> (i.e., consistent), and appropriate interim and formative assessments to measure student learning progress and goals.	The school lacks a process* to ensure teachers use <i>valid</i> (i.e., accurate, <i>reliable</i> (i.e., consistent), and appropriate interim and formative assessments to measure student learning progress and goals.			###
Assessment reporting quality	Instructional staff have <i>timely access to formative, interim, or summative assessment data in usable formats</i> (e.g., data reports with item-level analysis, standards-level analysis, and achievement toward benchmarks) to make evidence-based decisions and support continuous improvement.	Instructional staff have access to formative, interim, or summative data in <i>usable</i> formats, but <i>not all data are available in a timely manner</i> for making evidence-based decisions and support continuous improvement.	Instructional staff have access to formative, interim, or summative data, but the formats are of <i>limited use</i> and are <i>not available in a timely manner</i> for making evidence-based decisions and support continuous improvement.	Instructional staff have access to formative, interim, or summative data, but <i>not in a timely manner or format</i> that helps them make sense of data or identify areas for improvement.			
Curriculum and instruction alignment with assessments	Instructional staff and school leaders align <i>almost all</i> curricula and instruction (90–100%) to formative, interim, and summative assessments.	Instructional staff and school leaders align <i>most</i> curricula and instruction (70–89%) to formative, interim, and summative assessments.	Instructional staff and school leaders align <i>some</i> curricula and instruction (50–69%) to formative, interim, and summative assessments.	Instructional staff and school leaders do <i>not</i> align curricula and instruction to formative, interim, and summative assessments.			

* See the Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) resource page for assessment review support.

Area of Focus: Balanced assessment systems

Balanced assessment system	Instructional staff have access to and consistently implement a <i>balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels.</i>	Instructional staff have access to and consistently implement formative, interim, or summative assessments as part of a balanced system to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels.	Instructional staff have access to but <i>inconsistently implement</i> formative, interim, or summative assessments as part of a balanced system to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels.	Instructional staff do <i>not</i> have access to a <i>balanced assessment system that includes formative, interim, and summative assessments.</i>			###
Professional learning for balanced assessment use	Instructional staff receive <i>ongoing</i> professional learning, resources, and support for improving assessment literacy and using summative, interim, and formative assessments in a <i>balanced way</i> (identifying the right assessment for the intended use and purpose).	Instructional staff receive <i>ongoing</i> professional learning, resources, and support for improving assessment literacy and using summative, interim, and formative assessments, but there is <i>no focus on how to use them in a balanced way.</i>	Instructional staff receive <i>limited</i> professional learning, resources, and support for improving assessment literacy and using summative, interim, and formative assessments, and there is <i>no focus on how to use them in a balanced way.</i>	Instructional staff do <i>not</i> receive professional learning support for assessment literacy or use.			
Assessment schedule	The school <i>fully maintains</i> an assessment schedule/calendar for stakeholders and <i>clearly communicates</i> procedures for interim and summative assessment administration and reporting. The schedule includes a <i>timeline</i> for accessing, reviewing, and using assessment data.	The school <i>partially maintains</i> an assessment administration schedule/calendar. However, procedures for administering interim and summative assessments are <i>not clearly communicated</i> to stakeholders. The schedule includes a <i>timeline</i> for accessing assessment data but <i>does not specify time</i> for reviewing or using data.	The school is <i>developing</i> an assessment administration schedule/calendar and procedures for assessment administration and reporting. The schedule will include a <i>timeline</i> for accessing, reviewing, or using assessment data.	The school does <i>not</i> have a clear assessment schedule/calendar or procedures.			

Area of Focus: Assessment and data use

Using data to inform instruction	Instructional staff consistently use multiple sources of data to evaluate and inform instructional decision-making that is specific, timely, and actionable at the individual student level (create student learning groups, reteach or accelerate content/concepts, differentiate instruction, plan cooperative learning experiences, identify curriculum supplements for individual students, etc.).	Instructional staff consistently use multiple sources of data to evaluate and inform instructional decision-making that is specific, timely, and actionable at a small group level (create student learning groups, reteach or accelerate content/concepts, differentiate instruction, plan cooperative learning experiences, identify curriculum supplements for student groups, etc.).	Instructional staff consistently use multiple sources of data to inform instructional decision-making that is timely and actionable at a class level (reteach or accelerate content/concepts, differentiate whole-group instruction, plan cooperative learning experiences, identify curriculum supplements for whole-group instruction, etc.).	Instructional staff inconsistently use multiple sources of data to inform instructional decision-making. Instructional staff are unable to use data in a timely or actionable manner.		###
Student assessment participation	Instructional staff engage students in setting performance goals, evaluating how they perform on assessments, and determining what action steps they need to take to improve and advance toward their goals.	Instructional staff engages student in setting performance goals and evaluating their progress, but they do not work with students in determining what action steps they need to take to improve and advance toward their goals.	Instructional staff do not engage students in setting performance goals, but they support students in evaluating how they perform on assessments.	Instructional staff do not engage students in setting performance goals or evaluating their performance on assessments and planning for improvement.		
Use of perceptual data	The school annually collects perceptual data (e.g., opinions, views, beliefs, convictions, sentiments), including data on school climate, school culture, and student engagement data, from multiple stakeholder groups such as staff, parents, students, and community members, as appropriate. School leaders use the results to inform and adjust practices, policies, and procedures.	The school collects perceptual data from a couple of stakeholder groups, and school leaders use the results to inform and adjust practices, policies, and procedures.	The school collects perceptual data from one or two stakeholder groups, but school leaders do not use the results to inform and adjust practices, policies, and procedures.	The school does not collect perceptual data.		
Sharing assessment results	Assessment information and results are shared in a consistent, timely, and purposeful manner with instructional staff, administrators, students, parents, and the community at large. Student anonymity is protected for community audiences.	Assessment information and results are shared with students, parents, and educators only. They are shared consistently at the times requested by stakeholders.	Assessment information and results are shared with students and parents only, mostly during parent conferences.	Assessment information and results are shared with students only.		

Tenet: Educator Effectiveness

Long-Term Outcomes: Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Dimension	Rate Each Dimension				Select Score Here	List Supporting Evidence (Check all that apply)	Area of Focus Average Score: (Optimal = 4.00)
	4	3	2	1			

Area of Focus: **Engaged policymakers and superintendents**

Policy maker learning opportunities	School leaders engage local policymakers in opportunities to learn about the successes, challenges, and needs of the school more than once a year, beyond board meetings.	School leaders engage local policymakers in opportunities to learn about the school only once a year, beyond board meetings.	School leaders invite local policymakers to participate in opportunities to learn about the school, beyond board meetings.	School leaders do not invite local policymakers in any learning opportunities beyond board meetings.		###
Superintendent and policy maker strategic initiatives	A school leadership team develops strategic initiatives based on a data-based decisionmaking process. School leaders formally communicate strategic initiatives and school improvement goals to the superintendent and local policymakers to inform local policymaking.	A school leadership team develops strategic initiatives based on a data-based decisionmaking process. School leaders formally communicate school strategic initiatives to the superintendent and local policymakers, but the communication doesn't include school improvement goals.	A school leadership team develops strategic initiatives, but they are not based on a data-based decisionmaking process. School leaders informally communicate school strategic initiatives to the superintendent and local policymakers.	School leaders do not communicate school strategic initiatives or improvement goals to the superintendent or local policymakers.		

Area of Focus: **Nebraska teacher and principal performance framework**

Instructional model and staff evaluation process	School leaders use a <i>research-based</i> instructional model that differentiates by content when appropriate (e.g., Marzano or Danielson), and the staff evaluation process is aligned to the instructional model.	School leaders use a <i>research-based</i> instructional model, but the staff evaluation process is <i>not aligned</i> to the model.	School leaders <i>do not</i> use a <i>research-based</i> instructional model.	School leaders <i>do not</i> use an instructional model.		###
Teacher engagement	School leaders <i>measure</i> teacher engagement (i.e., utilization of leadership opportunities, motivation, satisfaction, innovation, risk-taking) and <i>use the data</i> to identify strategies to improve teacher engagement.	School leaders implement research-based strategies to improve teacher engagement, but the strategies are <i>not informed or measured</i> by data that the school collects on teacher engagement.	School leaders implement strategies to improve teacher engagement, but the strategies are <i>not research based or informed</i> by data the school collects on teacher engagement.	School leaders <i>do not measure</i> teacher engagement or <i>implement</i> strategies to improve it.		
Principal engagement	Principals participate in <i>evidence-based</i> strategies identified to improve principal engagement (i.e., motivation, satisfaction, innovation, risk-taking). The strategies selected by district leaders are <i>informed</i> by principal engagement measures.	Principals participate in <i>evidence-based</i> strategies identified to improve principal engagement (i.e., motivation, satisfaction, innovation, risk-taking), but strategies are <i>not informed</i> by principal engagement measures.	Principals participate in strategies identified to improve principal engagement (i.e., motivation, satisfaction, innovation, risk-taking), but strategies are <i>neither evidence-based nor informed</i> by principal engagement measures.	Principals <i>do not</i> have opportunities to participate in strategies selected by district leaders to increase their engagement.		
Staff recruitment and retention	School leaders effectively use <i>district and school resources</i> and seek outside resources to recruit, develop, retain, and recognize qualified and effective staff.	School leaders effectively use <i>district and school resources</i> to recruit, develop, retain, and recognize qualified and effective staff, but they <i>do not</i> seek outside resources.	School leaders use <i>district resources</i> to recruit, develop, retain, and recognize qualified and effective staff, but they <i>lack</i> school resources and <i>do not</i> seek outside resources.	School leaders have access to <i>limited district resources</i> to recruit, develop, retain, and recognize qualified and effective staff.		
System for teacher observations and feedback	School leaders observe instructional staff <i>formally and informally</i> in classrooms and provide <i>specific, actionable, and timely feedback</i> to improve instructional practice in the areas of instructional performance, student-teacher dialogue, classroom organization and management, and personal and professional conduct.	School leaders observe instructional staff <i>formally and informally</i> in classrooms and provide <i>specific feedback</i> to improve instructional practice in the areas of instructional performance, student-teacher dialogue, classroom organization and management, or personal and professional conduct.	School leaders observe instructional staff <i>formally and informally</i> in classrooms and provide <i>limited feedback</i> to improve instructional practice.	School leaders observe instructional staff <i>only formally once per semester as required</i> in classrooms, but they provide <i>no feedback</i> to improve instructional performance.		
Systems management	School leaders consistently provide a safe, efficient, and effective learning environment for each student and staff member by managing systems for <i>two of all</i> of the following: • School organization. • School operations. • School resources.	School leaders consistently provide a safe, efficient, and effective learning environment for each student and staff member by managing systems for <i>two of the</i> following: • School organization. • School operations. • School resources.	School leaders consistently provide a safe, efficient, and effective learning environment for each student and staff member by managing systems for <i>one of the</i> following: • School organization. • School operations. • School resources.	School leaders <i>do not</i> consistently provide a safe, efficient, and effective learning environment for each student and staff member by managing systems for <i>all of the</i> following: • School organization. • School operations. • School resources.		
Area of Focus: Building leadership supports at the school level						
Administrator development	School administrators receive <i>relevant</i> leadership development support, including formal training, mentoring, and peer coaching.	School administrators receive <i>relevant</i> leadership development support, including formal training, mentoring, or peer coaching. Support occurs as time allows, but it is provided inconsistently.	School administrators receive leadership development support as time allows, but it is <i>not relevant</i> to school leaders' professional growth goals and areas of need.	School administrators lack access to ongoing leadership development support.		###
Balance of leadership tasks	School leaders <i>consistently</i> implement structures and processes that allow them to balance high-leverage and low-leverage administrative tasks with instructional leadership responsibilities.	School leaders <i>consistently</i> implement structures and processes to attend to administrative tasks with instructional leadership responsibilities, but they are <i>unbalanced</i> (i.e., leaders still spend <i>more time on low-leverage</i> administrative tasks).	School leaders have structures and processes to balance administrative tasks with instructional leadership responsibilities, but they are <i>unable</i> to implement them consistently.	School leaders <i>lack structures and</i> processes that allow them to balance high-leverage and low-leverage administrative tasks with instructional leadership responsibilities.		
Area of Focus: Professional learning						
Professional learning plan	There is a written professional learning plan that includes <i>all of the</i> following components: • Time frame for implementation. • Initial training of staff. • Rationale for and modeling of instructional design and delivery. • Follow-up supports provided for staff. • Fidelity check schedule (if professional learning is skill based). • Training and mentoring new staff. • Goal-setting and reflection.	There is a written professional learning plan that includes <i>four or five of the</i> following components: • Time frame for implementation. • Initial training of staff. • Rationale for and modeling of instructional design and delivery. • Follow-up supports provided for staff. • Fidelity check schedule (if professional learning is skill based). • Training and mentoring new staff. • Goal-setting and reflection.	There is a written professional learning plan that includes <i>three or fewer of the</i> following components: • Time frame for implementation. • Initial training of staff. • Rationale for and modeling of instructional design and delivery. • Follow-up supports provided for staff. • Fidelity check schedule (if professional learning is skill based). • Training and mentoring new staff. • Goal-setting and reflection.	There is <i>no written</i> professional learning plan, but the school has a schedule for professional learning to occur during the school year.		###
Professional learning opportunities	Professional learning opportunities are selected based on <i>individual instructional needs and school continuous improvement priorities</i> . Opportunities occur <i>regularly</i> (with follow-up support) and focus on <i>all key areas</i> , including content-specific curriculum, instruction, and assessment; classroom organization and management; and personal and professional conduct.	Professional learning opportunities are selected based on <i>school continuous improvement priorities</i> , but <i>not on individual instructional needs</i> . Opportunities occur <i>regularly</i> (but without follow-up support) and focus on <i>multiple key areas</i> , including content-specific curriculum, instruction, and assessment; classroom organization and management; or personal and professional conduct.	Professional learning opportunities are selected based on the <i>priorities of school leaders</i> . Opportunities occur <i>occasionally</i> (but without follow-up support) and focus on <i>a couple of key areas</i> related to content-specific curriculum, instruction and assessment; classroom organization and management; or personal and professional conduct.	Professional learning opportunities are <i>one-time, canned workshops with no follow-up</i> . They are disconnected from individual instructional needs in the classroom.		

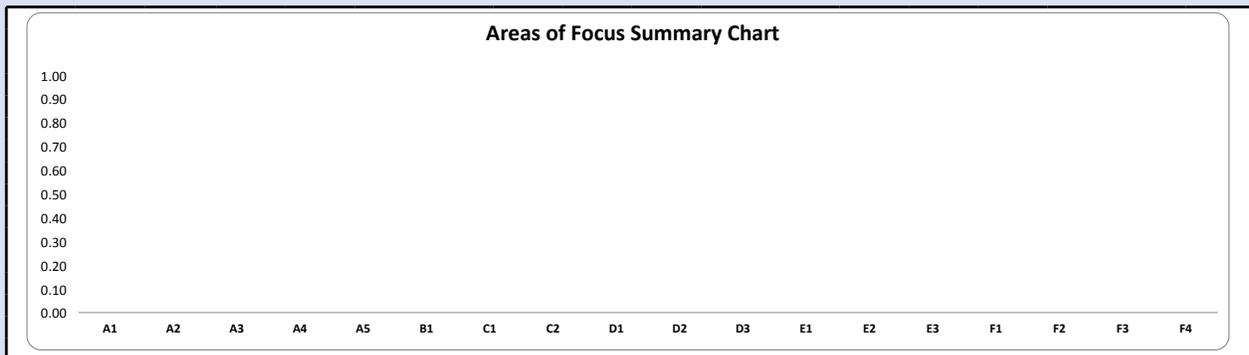
Teacher leadership opportunities	Almost all instructional staff (90–100%) have opportunities to grow and apply leadership skills in areas of professional interest and investment by utilizing opportunities to contribute their voice in decision-making.	Most instructional staff (70–89%) have opportunities to grow and apply leadership skills in areas of professional interest and investment, but they have limited opportunities to contribute their voice in decision-making.	Some instructional staff (50–69%) have opportunities to grow and apply leadership skills in areas of professional interest and investment, but they lack opportunities to contribute their voice in decision-making.	Few instructional staff (less than 50%) have opportunities to grow their leadership skills. They do not have a voice in decision-making.			
Instructional coaches	Instructional coaches (e.g., school-, district-, or ESU-level) provide all instructional staff with support that is embedded in professional practice and is collaborative and ongoing based on the needs of instructional staff.	Instructional coaches provide most instructional staff with embedded support in a collaborative manner, but it is not specific to the needs of instructional staff.	Instructional coaches provide limited support to some instructional staff as a result of insufficient funding for their position.	The school has insufficient resources to support instructional coaches.			
Collaborative learning communities	Collaborative learning communities meet to reflect on professional practice, examine student data at all meetings, and identify strategies directly applicable to improving instruction and learning.	Collaborative learning communities meet to reflect on professional practice and identify strategies directly applicable to improving instruction and learning. Student data are examined during some, but not all, meetings.	Collaborative learning communities meet to reflect on professional practice and identify strategies directly applicable to improving instruction and learning. Student data are not examined during meetings.	Collaborative learning communities meet but do not reflect on professional practice or use student data.			
Implementation fidelity support	School leaders engage in ongoing professional dialogue with instructional staff to ensure evidence-based programs and practices are fully implemented, as intended resulting in positive student learning.	School leaders engage in quarterly professional dialogue with instructional staff to ensure evidence-based programs and practices are fully implemented as intended, resulting in positive student learning.	School leaders engage in biannual professional dialogue with instructional staff to ensure evidence-based programs and practices are fully implemented as intended, resulting in positive student learning.	School leaders engage in annual professional dialogue with instructional staff to ensure evidence-based programs and practices are fully implemented as intended, resulting in positive student learning.			
Professional development evaluation and adjustment	Professional learning activities are evaluated and adjusted based on participant feedback and student outcome data.	Professional learning activities are evaluated and adjusted based only on participant feedback and not on student outcome data.	Professional learning activities are evaluated based on data, but no adjustments are made to future professional learning opportunities based on the data.	No professional learning evaluation process is in place.			

Comprehensive Needs Assessment Results Summary

Tenet Summary		
<i>Average rating across each area of focus for each tenet</i>		
A	Positive Partnerships, Relationships, and Success	#DIV/0!
B	Transitions	#DIV/0!
C	Education Opportunities and Access	#DIV/0!
D	College, Career, and Civic Ready	#DIV/0!
E	Assessment	#DIV/0!
F	Educator Effectiveness	#DIV/0!

Tenet	Average Rating
A	0.00
B	0.00
C	0.00
D	0.00
E	0.00
F	0.00

Results by Area of Focus		
<i>Average rating across each dimension for each area of focus</i>		
A	Positive Partnerships, Relationships, and Success	
A.1	School culture and climate	#DIV/0!
A.2	Student Attendance	#DIV/0!
A.3	Student support services	#DIV/0!
A.4	Family and community engagement	#DIV/0!
A.5	Individualized or personalized learning process	#DIV/0!
B	Transitions	
B.1	Grade-to-grade, level-to-level, and place-to-place	#DIV/0!
C	Education Opportunities and Access	
C.1	Early learning opportunities	#DIV/0!
C.2	Comprehensive learning opportunities	#DIV/0!
D	College, Career, and Civic Ready	
D.1	Curriculum and instructional materials aligned to content area standards	#DIV/0!
D.2	Technological and digital readiness	#DIV/0!
D.3	Support for career awareness, planning, and career/college goals	#DIV/0!
E	Assessment	
E.1	Assessment quality	#DIV/0!
E.2	Balanced assessment systems	#DIV/0!
E.3	Assessment and data use	#DIV/0!
F	Educator Effectiveness	
F.1	Engaged policymakers and superintendents	#DIV/0!
F.2	Nebraska teacher and principal performance framework	#DIV/0!
F.3	Building leadership supports at the school level	#DIV/0!
F.4	Professional Learning	#DIV/0!



Dimensions Needing Improvement	
<i>Dimensions with a score of "1" or "2"</i>	
Vision and mission of learning	0
School culture and climate plan	0
Safety and security plan	0
Behavior management system	0
Building Culture	0
Instructional time	0
Collaboration time among staff	0
Valuing community resources	0
District and school board relationships	0
Communicating need for change	0
Attendance monitoring and intervention	0
Early warning system	0
Resource allocation process	0
Identification of student supports	0
Provision of social and emotional learning support	0

Provision of character education	0
Provision of nutrition and health support	0
Family engagement	0
Community engagement	0
Family and community engagement effectiveness	0
Personalized or individualized learning process	0
Personal learning opportunities	0
Student engagement	0
Transition plan implementation – grade to grade and level to level	0
Mobility plan implementation – place to place	0
Family collaboration for transitions	0
Early learning guidelines	0
School readiness	0
Instructional staff qualifications	0
Equitable access to school resources	0
Evidence-based interventions	0
Program evaluation	0
Continuous improvement	0
Curriculum and standards alignment*	0
Programs and instructional materials selection process**	0
Career readiness standards integration	0
School technology plan and profile	0
Student technology learning	0
Instructional technology acquisition	0
Technology professional learning	0
Technology infrastructure	0
Digital learning opportunities	0
Career awareness process – high school	0
Career awareness – middle school	0
Career awareness – elementary school	0
Community and workforce partnerships	0
Career counseling support	0
Valid and reliable interim and formative assessments	0
Assessment reporting quality	0
Curriculum and instruction alignment with assessments	0
Balanced assessment system	0
Professional learning for balanced assessment use	0
Assessment schedule	0
Using data to inform instruction	0
Student assessment participation	0
Use of perceptual data	0
Sharing assessment results	0
Policymaker learning opportunities	0
Superintendent and policy maker strategic initiatives	0
Instructional model and staff evaluation process	0
Teacher engagement	0
Principal engagement	0
Staff recruitment and retention	0
System for teacher observations and feedback	0
Systems management	0
Administrator development	0
Balance of leadership tasks	0
Professional learning plan	0
Professional learning opportunities	0
Teacher leadership opportunities	0
Instructional coaches	0
Collaborative learning communities	0
Implementation fidelity support	0
Professional development evaluation and adjustment	0

Total Results by Dimension

Individualized score for each of the 77 dimensions

1	Vision and mission of learning	0
2	School culture and climate plan	0
3	Safety and security plan	0
4	Behavior management system	0
5	Building Culture	0
6	Instructional time	0
7	Collaboration time among staff	0
8	Valuing community resources	0
9	District and school board relationships	0
10	Communicating need for change	0
11	Attendance monitoring and intervention	0
12	Early warning system	0
13	Resource allocation process	0
14	Identification of student supports	0
15	Provision of social and emotional learning support	0

16	Provision of character education	0
17	Provision of nutrition and health support	0
18	<u>Family engagement</u>	0
19	Community engagement	0
20	Family and community engagement effectiveness	0
21	Personalized or individualized learning process	0
22	Personal learning opportunities	0
23	Student engagement	0
24	Transition plan implementation – grade to grade and level to level	0
25	Mobility plan implementation – place to place	0
26	Family collaboration for transitions	0
27	Early learning guidelines	0
28	School readiness	0
29	Instructional staff qualifications	0
30	Equitable access to school resources	0
31	Evidence-based interventions	0
32	Program evaluation	0
33	<u>Continuous improvement</u>	0
34	Curriculum and standards alignment*	0
35	Programs and instructional materials selection process**	0
36	Career readiness standards integration	0
37	School technology plan and profile	0
38	Student technology learning	0
39	Instructional technology acquisition	0
40	Technology professional learning	0
41	Technology infrastructure	0
42	Digital learning opportunities	0
43	Career awareness process – high school	0
44	Career awareness – middle school	0
45	Career awareness – elementary school	0
46	Community and workforce partnerships	0
47	Career counseling support	0
48	Valid and reliable interim and formative assessments	0
49	Assessment reporting quality	0
50	Curriculum and instruction alignment with assessments	0
51	<u>Balanced assessment system</u>	0
52	Professional learning for balanced assessment use	0
53	Assessment schedule	0
54	Using data to inform instruction	0
55	Student assessment participation	0
56	Use of perceptual data	0
57	Sharing assessment results	0
58	Policymaker learning opportunities	0
59	Superintendent and policy maker strategic initiatives	0
60	Instructional model and staff evaluation process	0
61	Teacher engagement	0
62	Principal engagement	0
63	Staff recruitment and retention	0
64	System for teacher observations and feedback	0
65	Systems management	0
66	Administrator development	0
67	Balance of leadership tasks	0
68	Professional learning plan	0
69	Professional learning opportunities	0
70	Teacher leadership opportunities	0
71	Instructional coaches	0
72	Collaborative learning communities	0
73	<u>Implementation fidelity support</u>	0
74	Professional development evaluation and adjustment	0

Section	Content
Introduction	...
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26.F. Board and committee reports
Information Item

26.F.1. Board information
Information Item

26.F.2. Finance/Budget/Legislation committee
Information Item

26.F.3. Transportation/Facilities/Grounds committee
Information Item

26.F.4. Curriculum/Activities/Staff Development committee
Information Item

26.F.5. Americanism committee
Information Item

26.F.6. Negotiations committee
Information Item

27. **Adjourn**
Information Item

28. Approve to adjourn meeting at 7:57 PM. Passed with a motion by Toby Marlin and a second by Kent Lorens.

29. Brad Baney:	30. Yea
31. Jason Frederick:	32. Yea
33. Steve Guernsey:	34. Yea
35. Nick Ladenburger:	36. Yea
37. Kent Lorens:	38. Yea
39. Toby Marlin:	40. Yea
41. Sandy Noffsinger:	42. Yea
43. Shad Stamm:	44. Yea
45. Jordan Stroup:	46. Yea