

Board Organization Meeting
Monday, January 13, 2020 7:30 PM
Music Room, Humboldt
810 Central Avenue
Humboldt, NE 68376-9706

- 1. WELCOME PATRONS AND GUESTS**
 1. OPEN MEETING NOTICE
 2. CALL MEETING TO ORDER
 3. ROLL CALL
 4. PLEDGE OF ALLEGIANCE
- 2. CORRESPONDENCE**
- 3. ORGANIZE BOARD OF EDUCATION**
 1. Elect Board President
 2. Elect Board Vice President
 3. Appoint Board Secretary
 4. Appoint Board Treasurer
 5. Appoint Board Recorder
 6. Appoint Official Bank Depositories
 7. Appoint Official Newspapers
 8. Approve Participation in Federal Programs: Title I, Special Education and Hot Lunch
 9. Appoint Coordinator for the above Federal Programs
 10. Appoint Committee Members
- 4. PATRON COMMENT**
- 5. APPROVE CONSENT AGENDA**
 1. Regular Meeting Minutes
 2. Approve bills for payment
 3. Review Treasurer's report
- 6. PRESENTATION**
 1. Presentation by SRO
 2. Updated Assessment Presentation
- 7. REPORTS**
 1. Principal Othmer
 2. Assistant Principal Lottman
 3. NASB Update
- 8. DISCUSSION ITEMS**
 1. Kitchen update
 2. Strategic Plan Priority II Review
- 9. ACTION ITEMS**
 1. Approve Board Member Absence
 2. Annual Report
 3. Approve Negotiated Agreement for 2020-2021
- 10. SUPERINTENDENT EDMUNDSON REPORT**

11. EXECUTIVE SESSION - Personnel

1. Approve administrative contracts
2. Approve administrative salaries for 2020-2021

12. ADJOURN

Friends,

I would like to wish you a Merry Christmas and a prosperous New Year. Please stay in touch as the legislative session begins next month!

Sincerely,



Senator Julie Slama
District 1

SHERRI!
THE OPPORTUNITY TO

WE APPRECIATE THE
W/ YOURS & AHR'S SCHOOLS DON

WORK REMODEL PROJECT. I'M
ABLE TO FIT THAT INTO OUR

THE KITCHEN REMODEL PROJECT. I'M
GLAD WE WERE ABLE TO FIT THAT INTO OUR

SCHEDULE. KEEP UP THE GOOD WORK IN
MAINTAINING THOSE FACILITIES. HAVE A

MERRY CHRISTMAS!

ERC & THE REST
OF THE AHR'S
TEAM

HTRS BOARD OF EDUCATION

COMMITTEES FOR 2019-20

Americanism

Neal Kanel
Mike Bredemeier

Technology

Sandy Stalder
Neal Kanel

Budget Review

Sandy Stalder
Rock Herr
Mike Bredemeier

Transportation

Tim Schardt
Rock Herr

Building and Grounds

Tim Schardt
Neal Kanel
Scott Ogle

Insurance

Neal Kanel
Rock Herr
Mike Bredemeier

Legislative

Rock Herr
Scott Ogle

Safety

Rock Herr
Sandy Stalder

Negotiations

Tim Schardt
Rock Herr
Scott Ogle

Activities Cooperative Agreement

Tim Schardt
Mike Bredemeier
Scott Ogle

Policy

Mike Bredemeier
Neal Kanel
Scott Ogle

Board of Education December Regular Meeting

Monday, December 9, 2019 7:00 PM

Music Room, Humboldt

Attendance Taken at 7:00 PM. Mike Bredemeier: Present, Rock Herr: Present, Neal Kanel: Present, Scott Ogle: Present, Tim Schardt: Absent, Sandy Stalder: Present.

1. OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL -PLEDGE OF ALLEGIANCE

2. APPROVE THE AGENDA

Motion to approve agenda. This motion, made by Scott Ogle and seconded by Sandy Stalder, passed. Yea: 5, Nay: 0

3. WELCOME PATRONS AND GUESTS

4. PATRON COMMENT

Austin Herr, Student board member: school safety concern from a student concerning the dark parking lot.

5. CORRESPONDENCE

Many thank you's from the staff for Casey's gift cards as non-injury workplace incentives.

6. APPROVE CONSENT AGENDA

Approve this motion, made by Sandy Stalder and seconded by Mike Bredemeier, passed. Yea: 5, Nay: 0

6.1. Regular Meeting Minutes

6.2. Approve bills for payment

6.3. Review Treasurer's Report

7. PRESENTATION

7.1. Assessment Report

Kari Lottman presented a power-point on Fall to Fall assessments.

8. REPORTS

8.1. Principal Othmer

Mrs. Othmer reported on Student News, PBIS intervention support, and review of updating Social Studies curriculum.

8.2. Assistant Principal Lottman

Mrs. Lottman updated the board on assessments and her observation of the Active Shooter Drill in Nemaha County.

8.3. NASB Report

9. DISCUSSION ITEMS

9.1. Building and Grounds Committee

The track has been completed. The kitchen has a couple minor items to be finished.

9.2. Negotiations Committee

9.3. Strategic Plan Priority I Review

The first section of the review was completed verbally.

10. ACTION ITEMS

10.1. Approve board member's leave of absence

Motion to approve Tim Schardt's leave of absence. This motion, made by Scott Ogle and seconded by Sandy Stalder, passed. Yea: 5, Nay: 0

10.2. Approve cooperative agreement with Pawnee City for boys' golf

Approve this motion, made by Mike Bredemeier and seconded by Rock Herr, passed. Yea: 5, Nay: 0

11. SUPERINTENDENT EDMUNDSON REPORT

Mrs. Edmundson's report noted that the annual report will be completed soon after assessments results are received and certification of the Special Education review process being completed.

12. EXECUTIVE SESSION - NEGOTIATIONS

This motion to enter into Executive Session at 8:05 pm, made by Sandy Stalder and seconded by Scott Ogle, passed. Yea: 5, Nay: 0

This motion to exit into Executive Session at 8:20 pm, made by Sandy Stalder and seconded by Scott Ogle, passed. Yea: 5, Nay: 0

This motion to approve the recommended negotiation package as presented based on the HTRSEA's approval, made by Rock Herr and seconded by Sandy Stalder, passed. Yea: 5, Nay: 0

13. ADJOURN

Neal Kanel adjourned the meeting at 8:21 pm.

Respectfully submitted,

Kellie Workman

**HTRS Checks for Payment
Other Funds**

1.13.20

Building Fund

Bond Fund

Depreciation Fund

QCPUF

1.9.20

Fee Bill and EMMA

\$550.00

Employee Benefit Fund

Total of all funds \$550.00

~~ TRANSFERS ~~

From:

To:

01/10/2020 10:24 AM

User ID: KAW

Account Number	Detail Description	Amount
01 2620 610 000	pump motor	357.50
01 2620 430 000	repair	40.00
01 2620 430 000	repair-north boiler	320.00
Total BEATRICE MECHANICAL SERVICE		717.50
01 2620 621 000	fuel	3,769.67
Total BLACK HILLS ENERGY		3,769.67
01 2620 610 000	maint.	4.98
Total Blecha's General Store		4.98
01 2710 610 000	parts	136.97
Total BOOMGARN, RENEE		136.97
01 2230 650 000	tech parts	445.00
Total BYTESPEED, LLC		445.00
01 1100 440 000	copier lease	1,574.33
01 1100 440 000	copier lease	2,120.76
Total CANON FINANCIAL SERVICES		3,695.09
01 1100 440 000	copier copies	955.98
01 1100 440 000	945551	1.51
01 1100 440 000	copies	48.78
Total CAPITAL BUSINESS SYSTEMS, INC		1,006.27
01 2620 610 000	custodial supplies	168.12
01 1100 580 000	comfinn refund	(9.81)
01 1100 610 002	robotics	94.96
01 1100 610 001	paper/lam film	1,500.00
01 1100 610 002	paper/lam film	700.00
01 1100 610 003	paper/lam film	1,385.46
01 2230 650 000	tv music room	798.00
01 2510 531 000	postage	5.55
01 2230 643 000	tech	15.81
01 2320 610 000	tyou cards	12.66
01 2320 580 000	meal	10.70
01 1200 330 000	SPED conf ESU6	45.00
01 3540 580 003	Sixpence Nat'l Conf	1,640.65
01 3540 610 003	Sixpence socialization	426.46
01 2510 580 000	meal	9.07
Total CARDMEMBER SERVICE		6,802.63
01 2620 410 000	20945	101.71
01 2620 410 000	21690	254.29
01 2620 410 000	20947	113.58
01 2620 410 000	20360	315.32
01 2620 410 000	20365	100.37
01 2620 410 000	20380	265.55
01 2620 410 000	20370	110.15
Total CITY OF HUMBOLDT		1,260.97
01 1200 610 002	sped supplies	66.42
01 1100 610 002	modules	25.03
01 1100 610 003	elem	9.56
Total CLEANING COUSINS, LLC		101.01
01 2230 650 000	tech	229.32
Total DAS STATE ACCOUNTING - CENTRAL FINANACE		229.32
01 1200 610 003	6792 SPED assessment kits	1,291.63
Total DIFFERENT ROADS		1,291.63
01 2620 610 000	filters	924.44
01 2620 610 000	straps	1.90
Total DSTK PHILLIPS, INC		926.34

01/10/2020 10:24 AM

User ID: KAW

Account Number	Detail Description	Amount
01 2320 650 000	monthly contract	372.00
Total ENTERPRISE FINANCIAL		372.00
01 2510 340 000	background ck	27.00
Total ESSENTIAL SCREENS		27.00
01 2213 330 000	tCadre	50.00
01 2213 330 000	SS CADRE	75.00
01 2213 330 000	wksp	90.00
01 6404 591 003	0-2 YO	1,541.73
01 6406 591 003	3-5 YO	557.18
01 2152 340 003	elem Deaf ed	1,417.50
01 1200 591 003	sped dir SA	2,912.12
01 2151 591 000	sped audiology SA	1,710.34
01 2143 591 003	SA psych	10,889.20
01 1200 591 003	BFiT	27,319.88
Total ESU #4		46,562.95
01 2230 643 000	tech	52.50
01 1200 330 000	ASD wksp	80.00
Total ESU #6		132.50
01 2310 540 000	advertising	20.25
Total FALLS CITY JOURNAL		20.25
01 2620 420 000	trash	456.70
Total FALLS CITY SANITATION		456.70
01 2710 890 000	mc physical	100.00
01 2710 890 000	jb/vb phsyicals	200.00
Total FAMILY MEDICINE		300.00
01 1100 382 001	distance learning	277.00
Total FIBER PLATFORM, LLC		277.00
01 2220 650 000	6787 library destiny renewal	1,241.50
Total FOLLETT SCHOOL SOLUTIONS		1,241.50
01 2620 610 000	water soft contract	421.78
Total FREMONT INDUSTRIES, INC.		421.78
01 1100 333 000	3456	149.64
01 2510 531 000	3455	177.96
01 2710 890 000	3457	60.90
01 1100 211 003	3458	527.60
Total GENERAL OFFICE CHECKING ACCT.		916.10
01 2620 610 000	chain saw parts/battery/belt	82.00
Total GEORGE MARBURGER		82.00
01 2310 540 000	spring sports/academic ads	432.00
Total HTMC		432.00
01 102	jan. 2020 payroll	473,701.30
Total HTRS PAYROLL ACCT		473,701.30
01 2710 890 000	fusion repair	52.23
Total HULLMAN'S FORD-LINCOLN		52.23
01 2310 540 000	advertising	176.68
Total HUMBOLDT STANDARD		176.68
01 2320 610 000	general fund checks	166.07
Total JAYMAR Business Forms, Inc		166.07
01 2330 317 000	legal services	459.50
Total KSB School Law		459.50
01 2710 610 000	parts	8.10
Total LEWIS IMPLEMENT COMPANY		8.10
01 2213 330 000	6601 library	468.26
Total LOOKOUT BOOKS		468.26

01/10/2020 10:24 AM

Account Number	Detail Description	Amount
01 6404 340 003	0-2 YO	313.50
01 6404 340 003	3-5 YO	214.50
01 2161 340 000	SA	1,625.10
Total MALCOLM, MARY		2,153.10
01 2710 430 000	2010 van repairs	1,489.88
Total MEYER-EARP AUTO CENTER		1,489.88
01 6404 340 003	0-2 YO	66.00
01 6404 340 003	3-5 YO	231.00
01 2171 340 000	SA	2,092.62
Total NATIONAL THERAPEUTIC ASSOCIATES, INC		2,389.62
01 2620 610 000	credit memo 5.30.19	(685.77)
01 2620 610 000	6775 custodial	107.31
01 2620 610 000	6775 custodial	186.26
01 2620 610 000	6797 custodial	736.16
01 2620 610 000	6791 custodial	398.92
Total NITZ, ARDEN		742.88
01 2620 622 000	69158	59.33
01 2620 622 000	43462	120.43
01 2620 622 000	43471	3,995.56
01 2620 622 000	elec	34.21
Total NPPD		4,209.53
01 2620 430 000	elevator maint	468.41
01 2620 430 000	elev. maint	459.46
Total OKEEFE ELEVATOR CO., INC.		927.87
01 2310 540 000	1158	6.97
01 2310 540 000	1157	25.52
Total PAWNEE REPUBLICAN		32.49
01 2510 531 000	annual bulk permit fee	235.00
Total POSTMASTER		235.00
01 2224 630 000	spanish dist learning	2,000.00
Total RIDER CLASSROOM SPANISH		2,000.00
01 2620 430 000	spraying	68.00
01 2620 430 000	MAINT REPAIR SERVICES	68.00
Total SCHENDEL PEST CONTROL		136.00
01 2620 610 000	MAINT Supplies	453.96
Total SCHWARZ PAPER COMPANY		453.96
01 2310 810 000	annual meeting & northstar services	4,160.00
Total Sparq Data Solutions, Inc.		4,160.00
01 2710 626 000	fuel	3,002.50
01 2712 626 000	sped fuel	281.50
01 2710 430 000	repairs	98.00
Total STATION SERVICE CENTER INC., THE		3,382.00
01 2510 530 000	long distance	192.45
01 2510 530 000	long dist.	173.77
Total VERIZON BUSINESS		366.22
01 2161 340 000	OT	1,908.96
Total WILCOCK, JOY		1,908.96
01 2510 530 000	phone	761.75
01 2510 530 000	phone	108.28
Total WINDSTREAM NEBRASKA		870.03
Checking Account ID 1		572,118.84

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS				
01 1100 111 000	Extra Duty Salary	30,000.00	12,416.26	195.45	(28,633.58)
01 1100 111 001	HS Teacher Salaries	700,000.00	79,625.90	59.93	280,511.06
01 1100 111 002	MS Teacher Salaries	55,000.00	1,060.21	9.64	49,698.95
01 1100 111 003	EL Teacher Salaries	750,000.00	56,535.99	40.51	446,212.27
01 1100 112 002	MS AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 112 003	EL AIDE/PARA	70,000.00	8,446.98	76.86	16,195.59
01 1100 113 001	HS SUB TCHR	30,000.00	1,000.00	30.21	20,937.50
01 1100 113 002	MS SUB TCHR	0.00	0.00	0.00	0.00
01 1100 113 003	EL SUB TCHR	40,000.00	3,300.33	47.54	20,982.59
01 1100 153 000	TEACH SUB/CLASS COVERAGE	0.00	0.00	0.00	(1,170.00)
01 1100 153 001	EXTRA DUTY / STIPENDS	12,000.00	1,680.00	59.07	4,912.00
01 1100 211 000	D GROUP INSURANCE TCHR/PROF	20,000.00	2,118.08	55.09	8,982.40
01 1100 211 001	HS GROUP INSURANCE TCHR/PROF	250,000.00	20,373.26	40.51	148,722.57
01 1100 211 002	MS GROUP INSURANCE TCHR/PROF	1,000.00	403.70	242.03	(1,420.27)
01 1100 211 003	EL GROUP INSURANCE TCHR/PROF	200,000.00	17,230.57	42.11	115,770.74
01 1100 212 003	EL GROUP INSURANCE AIDE/PARA	3,000.00	126.48	35.37	1,938.83
01 1100 213 001	CERTIFIED CLASS COVG-BCBS	0.00	0.00	0.00	0.00
01 1100 213 003	CERTIFIED CLASS COVG-BCBS	0.00	3.47	0.00	(3.47)
01 1100 221 000	D SOCIAL SECURITY TCHR/PROF	8,000.00	933.76	54.98	3,601.24
01 1100 221 001	HS SOCIAL SECURITY TCHR/PROF	70,000.00	5,976.37	45.01	38,490.06
01 1100 221 002	MS SOCIAL SECURITY TCHR/PROF	4,000.00	79.85	9.96	3,601.67
01 1100 221 003	EL SOCIAL SECURITY TCHR/PROF	55,000.00	4,163.18	40.48	32,734.82
01 1100 222 001	HS SOCIAL SECURITY AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 222 002	MS SOCIAL SECURITY AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 222 003	EL SOCIAL SECURITY AIDE/PARA	7,000.00	639.98	57.40	2,981.90
01 1100 223 000	SOCIAL SECURITY Tchr Sub Pay	0.00	0.00	0.00	(89.42)
01 1100 223 001	HS SOCIAL SECURITY SUB TCHR	3,000.00	204.97	41.18	1,764.59
01 1100 223 002	MS SOCIAL SECURITY SUB TCHR	0.00	0.00	0.00	0.00
01 1100 223 003	EL SOCIAL SECURITY SUB TCHR	3,000.00	252.55	48.50	1,544.87
01 1100 231 000	D RETIREMENT TCHR/PROF	10,000.00	1,023.05	49.85	5,015.08
01 1100 231 001	HS RETIREMENT TCHR/PROF	82,000.00	7,824.44	46.46	43,901.29
01 1100 231 002	MS RETIREMENT TCHR/PROF	5,000.00	104.13	10.44	4,478.15
01 1100 231 003	EL RETIREMENT TCHR/PROF	65,000.00	5,506.98	43.20	36,921.40
01 1100 232 001	HS RETIREMENT AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 232 002	MS RETIREMENT AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 232 003	EL RETIREMENT AIDE/PARA	8,000.00	827.98	64.63	2,829.21
01 1100 233 001	HS RETIREMENT SUB TCHR	0.00	0.00	0.00	0.00
01 1100 233 002	MS RETIREMENT SUB TCHR	0.00	0.00	0.00	0.00
01 1100 233 003	EL RETIREMENT SUB TCHR	1,000.00	17.30	7.21	927.92
01 1100 237 000	D RETIREMENT TCHR/PROF	0.00	0.00	0.00	0.00
01 1100 237 001	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1100 237 002	MSIncreased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1100 237 003	ELIncreased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1100 260 000	D UNEMPLOYMENT PMTS	0.00	0.00	0.00	0.00
01 1100 281 000	D LTD/STD TCHR/PROF	500.00	7.89	7.72	461.41
01 1100 281 001	HS LTD/STD TCHR/PROF	7,000.00	441.47	30.02	4,898.67
01 1100 281 002	MS LTD/STD TCHR/PROF	500.00	6.02	3.61	481.94
01 1100 281 003	EL LTD/STD TCHR/PROF	6,000.00	330.07	26.75	4,394.73
01 1100 282 001	HS LTD/STD AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 282 002	MS LTD/STD AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 282 003	EL LTD/STD AIDE/PARA	500.00	45.49	42.77	286.15
01 1100 283 001	LTD/STD SUB TCHR	0.00	0.00	0.00	0.00
01 1100 283 003	LTD/STD SUB TCHR	500.00	0.80	0.66	496.70
01 1100 333 000	MILEAGE PAID TO CERTIFIED	0.00	149.64	0.00	(549.30)
01 1100 382 001	Tuition - Distance Learning	6,000.00	277.00	115.35	(921.00)
01 1100 382 002	Tuition - Distance Learning	0.00	0.00	0.00	0.00
01 1100 440 000	DISTRICT RENTALS/LEASES	35,000.00	4,701.36	42.11	20,262.17
01 1100 580 000	INSTRUCTIONAL TRAVEL EXPENSES	0.00	(9.81)	0.00	9.81
01 1100 610 001	HS Teaching Supplies	35,000.00	1,500.00	17.07	29,024.65
01 1100 610 002	MS Teaching Supplies	8,000.00	819.99	32.43	5,405.82
01 1100 610 003	EL Teaching Supplies	15,000.00	1,395.02	16.66	12,501.75
01 1100 640 001	HS Textbooks	10,000.00	0.00	0.23	9,976.98
01 1100 640 002	MS Textbooks	10,000.00	0.00	1.55	9,845.43

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 1100 640 003	EL Textbooks	100,000.00	0.00	4.93	95,069.89
01 1100 643 000	WEB/CLOUD BASED SOFTWARE	25,000.00	0.00	9.04	22,740.12
01 1100 733 001	HS Furniture And Equipment	7,000.00	0.00	0.00	7,000.00
01 1100 733 002	MS Furniture And Equipment	3,000.00	0.00	0.00	3,000.00
01 1100 733 003	EL Furniture And Equipment	7,000.00	0.00	7.01	6,509.32
01 1100 890 001	HS Other Expense	55,000.00	0.00	6.58	51,382.13
01 1100 890 002	MS Other Expense	2,000.00	0.00	52.08	958.42
01 1100 890 003	EL Other Expense	5,000.00	0.00	0.00	5,000.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	2,820,000.00	241,540.71	45.02	1,550,575.75
1160	PROVERTY PROGRAMS				
01 1160 111 003	Teacher Salaries - Poverty	0.00	0.00	0.00	0.00
01 1160 113 003	Substitute Salaries - Poverty	0.00	0.00	0.00	0.00
01 1160 211 003	Health Insurance - Poverty	0.00	0.00	0.00	0.00
01 1160 221 003	Social Security - Poverty	0.00	0.00	0.00	0.00
01 1160 231 003	Retirement - Poverty	0.00	0.00	0.00	0.00
01 1160 281 003	Long Term Disability - Poverty	0.00	0.00	0.00	0.00
01 1160 610 003	Teaching Supplies - Poverty	0.00	0.00	0.00	0.00
01 1160 890 003	Other Expense - Poverty	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS	0.00	0.00	0.00	0.00
1190	EARLY CHILDHOOD ED PROGRAMS				
01 1190 111 003	Early Childhood Salary	150,000.00	8,408.97	28.03	107,955.15
01 1190 112 003	EC Early Childhood Aide	29,000.00	737.67	14.35	24,837.80
01 1190 113 003	EC Substitute Salaries	3,000.00	0.00	4.17	2,875.00
01 1190 211 003	EC Health Insurance	35,000.00	1,089.01	15.48	29,581.02
01 1190 221 003	EC Social Security	12,000.00	646.94	26.95	8,765.82
01 1190 222 003	EC SOC SEC AIDE/PARA	3,000.00	56.67	10.66	2,680.22
01 1190 223 003	EC SOC SEC SUB TCHR	0.00	0.00	0.00	(9.57)
01 1190 231 003	EC Retirement	15,000.00	825.91	27.53	10,869.81
01 1190 232 003	RETIREMENT AIDE/PARA	3,000.00	72.87	13.70	2,588.87
01 1190 281 003	EC LTD/STD TCHR/PROF	1,000.00	47.75	23.22	767.85
01 1190 282 003	LTD/STD AIDE/PARA	1,000.00	3.20	1.79	982.07
01 1190 330 003	EC STAFF DEVELOPMENT/TRAINING	0.00	0.00	0.00	(137.95)
01 1190 333 003	EC Mileage	0.00	0.00	0.00	0.00
01 1190 610 003	EC Supplies	5,000.00	0.00	0.00	5,000.00
01 1190 733 003	EC Furniture & Equipment	2,000.00	0.00	0.00	2,000.00
1190	EARLY CHILDHOOD ED PROGRAMS	259,000.00	11,888.99	23.26	198,756.09
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS				
01 1200 111 001	HS SPED Teacher Salaries	160,000.00	18,123.27	56.64	69,383.65
01 1200 111 002	MS SPED Teacher Salaries	9,000.00	727.00	40.39	5,365.00
01 1200 111 003	EL SPED Teacher Salaries	200,000.00	13,550.39	34.12	131,758.80
01 1200 112 001	HS SPED Teacher Aide	0.00	0.00	0.00	0.00
01 1200 112 002	MS SPED Teacher Aide	0.00	0.00	0.00	0.00
01 1200 112 003	EL SPED Teacher Aide	120,000.00	11,378.29	51.87	57,751.85
01 1200 113 001	HS SPED Substitute Salaries	0.00	0.00	0.00	0.00
01 1200 113 002	MS SPED Substitute Salaries	0.00	0.00	0.00	0.00
01 1200 113 003	EL SPED Substitute Salaries	5,000.00	187.50	6.25	4,687.50
01 1200 211 001	HS SPED GROUP INS TCHR/PROF	55,000.00	5,204.39	46.75	29,285.88
01 1200 211 002	MS SPED GROUP INS TCHR/PROF	4,000.00	242.23	29.62	2,815.01
01 1200 211 003	EL SPED GROUP INS TCHR/PROF	70,000.00	4,329.58	30.44	48,693.58
01 1200 212 003	EL SPED GROUP INS AIDE/PARA	0.00	0.00	0.00	(71.79)
01 1200 221 001	HS SPED SOCIAL SECURITY TCHR/PROF	13,000.00	1,347.94	51.85	6,259.05
01 1200 221 002	MS SPED SOCIAL SECURITY TCHR/PROF	1,000.00	55.93	27.96	720.43
01 1200 221 003	EL SPED SOCIAL SECURITY TCHR/PROF	15,000.00	1,021.56	34.30	9,854.44
01 1200 222 003	EL SPED SOCIAL SECURITY AIDE/PARA	9,000.00	875.01	52.94	4,235.64
01 1200 223 003	EL SPED SOCIAL SECURITY SUB TCHR	0.00	14.34	0.00	(23.90)
01 1200 231 001	HS SPED RETIREMENT TCHR/PROF	16,000.00	1,780.46	55.65	7,095.29
01 1200 231 002	MS SPED RETIREMENT TCHR/PROF	1,000.00	71.40	35.71	642.91
01 1200 231 003	EL SPED RETIREMENT TCHR/PROF	20,000.00	1,345.08	33.88	13,224.86
01 1200 232 003	EL SPED RETIREMENT AIDE/PARA	12,000.00	1,071.87	49.41	6,071.27
01 1200 281 001	HS SPED LTD/STD TCHR/PROF	1,000.00	101.57	48.29	517.08
01 1200 281 002	MS SPED LTD/STD TCHR/PROF	1,000.00	4.13	1.98	980.18
01 1200 281 003	HS SPED LTD/STD TCHR/PROF	1,000.00	76.33	36.68	633.22
01 1200 282 003	EL SPED LTD/STD AIDE/PARA	1,000.00	59.89	25.52	744.77
01 1200 330 000	SPED STAFF DEV/TRAINING	3,000.00	125.00	55.07	1,347.89
01 1200 333 000	SPED Mileage to Staff	1,000.00	0.00	0.00	1,000.00

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 1200 580 000	SPED TRAVEL EXPENSES	0.00	0.00	0.00	0.00
01 1200 591 001	HS PURCHASED SERVICES	50,000.00	0.00	62.08	18,959.46
01 1200 591 002	MS PURCHASED SERVICES	2,000.00	0.00	0.00	2,000.00
01 1200 591 003	EL PURCHASED SERVICES	150,000.00	30,232.00	25.22	112,170.38
01 1200 610 001	HS SPED Supplies	5,000.00	0.00	4.30	4,785.10
01 1200 610 002	MS SPED Supplies	0.00	66.42	0.00	(371.97)
01 1200 610 003	EL SPED Supplies	10,000.00	1,291.63	12.92	8,708.37
01 1200 640 001	HS SPED Textbooks	0.00	0.00	0.00	0.00
01 1200 640 002	MS SPED Textbooks	0.00	0.00	0.00	0.00
01 1200 640 003	EL SPED Textbooks	0.00	0.00	0.00	0.00
01 1200 643 000	SPED Web/Cloud Based Software	3,000.00	0.00	0.00	3,000.00
01 1200 733 001	HS SPED Furniture And Equipment	0.00	0.00	0.00	0.00
01 1200 733 002	MS SPED Furniture And Equipment	0.00	0.00	0.00	0.00
01 1200 733 003	EL SPED Furniture And Equipment	0.00	0.00	0.00	0.00
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	938,000.00	93,283.21	41.13	552,223.95
1291	SPED 3-5 YO				
01 1291 211 003	Sped BAF - BCBS	0.00	0.00	0.00	0.00
01 1291 221 003	SPED BAF - Fica	0.00	0.00	0.00	0.00
01 1291 231 003	SPED BAF - Retire	0.00	0.00	0.00	0.00
01 1291 281 003	SPED BAF - LTD	0.00	0.00	0.00	0.00
01 1291 591 003	SPED 3-5 YO PURCH SERVICES	0.00	0.00	0.00	(208.00)
1291	SPED 3-5 YO	0.00	0.00	0.00	(208.00)
1292	SPED DIRECTOR				
01 1292 591 003	EC SPED DIR	0.00	0.00	0.00	(1,040.04)
1292	SPED DIRECTOR	0.00	0.00	0.00	(1,040.04)
1300	SUMMER SCHOOL				
01 1300 111 001	Driver's Education Salary	2,000.00	0.00	0.00	2,000.00
01 1300 221 001	DrEd Social Security	250.00	0.00	0.00	250.00
01 1300 231 001	DrEd Retirement	250.00	0.00	0.00	250.00
01 1300 281 001	DrEd LTD/STD	0.00	0.00	0.00	0.00
01 1300 338 001	DrEd Repairs	0.00	0.00	0.00	0.00
01 1300 626 001	DrEd GAS & OIL	500.00	0.00	0.00	500.00
1300	SUMMER SCHOOL	3,000.00	0.00	0.00	3,000.00
2120	GUIDANCE SERVICES				
01 2120 111 001	HS Counselor's Salary	87,000.00	7,997.66	45.19	47,682.79
01 2120 111 002	MS Counselor's Salary	0.00	0.00	0.00	0.00
01 2120 111 003	EL Counselor's Salary	30,000.00	2,786.83	46.45	16,065.85
01 2120 211 001	HS Group Ins Counselor	24,000.00	1,985.99	41.18	14,116.43
01 2120 211 002	MS Group Ins Counselor	0.00	0.00	0.00	0.00
01 2120 211 003	EL Group Ins Counselor	9,000.00	772.26	42.75	5,152.55
01 2120 221 001	HS Social Security	7,000.00	589.78	41.38	4,103.09
01 2120 221 002	MS Social Security	0.00	0.00	0.00	0.00
01 2120 221 003	EL Social Security	2,000.00	212.40	53.08	938.48
01 2120 231 001	HS Retirement COUNSELOR	9,000.00	757.64	41.36	5,277.16
01 2120 231 002	MS Retirement COUNSELOR	0.00	0.00	0.00	0.00
01 2120 231 003	EL Retirement COUNSELOR	3,000.00	246.64	41.13	1,766.22
01 2120 281 001	HS LTD/STD COUNSELOR	1,000.00	42.91	20.52	794.79
01 2120 281 002	MS LTD/STD COUNSELOR	0.00	0.00	0.00	0.00
01 2120 281 003	EL LTD/STD COUNSELOR	500.00	14.86	13.64	431.78
01 2120 610 001	HS Guidance Supplies	1,500.00	0.00	3.81	1,442.79
01 2120 610 002	MS Guidance Supplies	0.00	0.00	0.00	0.00
01 2120 610 003	EL Guidance Supplies	0.00	0.00	0.00	(367.96)
01 2120 890 001	HS Other Expense	1,500.00	0.00	0.00	1,500.00
01 2120 890 002	MS Other Expense	0.00	0.00	0.00	0.00
01 2120 890 003	EL Other Expense	0.00	0.00	0.00	0.00
2120	GUIDANCE SERVICES	175,500.00	15,406.97	43.64	98,903.97
2130	HEALTH SERVICES				
01 2130 116 000	SALARIES NURSE	35,000.00	3,328.13	57.83	14,761.25
01 2130 216 000	GROUP INSURANCE NURSE	0.00	0.00	0.00	0.00
01 2130 226 000	SOCIAL SECURITY NURSE	3,000.00	255.88	51.81	1,445.83
01 2130 236 000	RETIREMENT NURSE	4,000.00	328.75	49.98	2,000.85
01 2130 286 000	LTD/STD NURSE	500.00	16.77	15.49	422.53
01 2130 320 000	Student Health Screenings	5,000.00	0.00	0.00	5,000.00
01 2130 610 000	Nurse Supplies	7,500.00	0.00	1.36	7,398.16
2130	HEALTH SERVICES	55,000.00	3,929.53	43.58	31,028.62
2141	SPED SA Psych Services				
01 2141 591 000	SPED SA Psych Services	12,000.00	0.00	40.83	7,099.86
2141	SPED SA Psych Services	12,000.00	0.00	40.83	7,099.86
2142	SPED 3-5 Pscyh Services				
01 2142 591 003	SPED 3-5 Psych Services	0.00	0.00	0.00	0.00

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
2142	SPED 3-5 Psych Services	0.00	0.00	0.00	0.00
2143	SPED 0-2 Psych Services				
01 2143 591 003	SPED 0-2 Psych Services	80,000.00	10,889.20	40.83	47,332.40
2143	SPED 0-2 Psych Services	80,000.00	10,889.20	40.83	47,332.40
2151	SPED SA Speech/Audiology				
01 2151 591 000	SPED SA Speech/Audiology	20,000.00	1,710.34	59.21	8,158.64
2151	SPED SA Speech/Audiology	20,000.00	1,710.34	59.21	8,158.64
2152	SPED 3-5 Speech/Audiology				
01 2152 340 003	SPED 3-5 Speech/Audiology Prf Serv	0.00	1,417.50	0.00	(1,417.50)
01 2152 591 003	SPED 3-5 Speech/Audiology	2,000.00	0.00	0.00	2,000.00
2152	SPED 3-5 Speech/Audiology	2,000.00	1,417.50	70.88	582.50
2153	SPED 0-2 Speech/Audiology				
01 2153 591 003	SPED 0-2 Speech/Audiology	0.00	0.00	0.00	(190.04)
2153	SPED 0-2 Speech/Audiology	0.00	0.00	0.00	(190.04)
2161	SPED SA OccTherapy				
01 2161 340 000	SPED SA OccTherapy (nonESU)	55,000.00	3,534.06	34.39	36,087.88
2161	SPED SA OccTherapy	55,000.00	3,534.06	34.39	36,087.88
2162	SPED 3-5 OccTherapy				
01 2162 340 003	SPED 3-5 OccTherapy (nonESU)	5,000.00	0.00	0.00	5,000.00
2162	SPED 3-5 OccTherapy	5,000.00	0.00	0.00	5,000.00
2163	SPED 0-2 OccTherapy				
01 2163 340 003	SPED 0-2 OccTherapy (nonESU)	1,000.00	0.00	0.00	1,000.00
2163	SPED 0-2 OccTherapy	1,000.00	0.00	0.00	1,000.00
2171	SPED SA PhysTherapy				
01 2171 340 000	SPED SA PhysTherapy (nonESU)	25,000.00	2,092.62	37.18	15,704.78
2171	SPED SA PhysTherapy	25,000.00	2,092.62	37.18	15,704.78
2172	SPED 3-5 PhysTherapy				
01 2172 340 003	SPED 3-5 PhysTherapy (nonESU)	500.00	0.00	0.00	500.00
2172	SPED 3-5 PhysTherapy	500.00	0.00	0.00	500.00
2173	SPED 0-2 PhysTherapy				
01 2173 340 003	SPED 0-2 PhysTherapy (nonESU)	3,000.00	0.00	0.00	3,000.00
2173	SPED 0-2 PhysTherapy	3,000.00	0.00	0.00	3,000.00
2181	SPED SA Vision Services				
01 2181 340 000	SPED SA-Vision Prof Serv	0.00	0.00	0.00	0.00
01 2181 591 000	SPED SA Vision Services	0.00	0.00	0.00	0.00
2181	SPED SA Vision Services	0.00	0.00	0.00	0.00
2182	SPED 3-5 Vision Services				
01 2182 340 003	SPED 3-5YO Vision Serv	0.00	0.00	0.00	0.00
01 2182 591 003	SPED 3-5 Vision Services	0.00	0.00	0.00	0.00
2182	SPED 3-5 Vision Services	0.00	0.00	0.00	0.00
2183	SPED 0-2 Vision Services				
01 2183 340 003	SPED 0-2YO Vision Services	1,000.00	0.00	0.00	1,000.00
01 2183 591 003	SPED 0-2 Vision Services	0.00	0.00	0.00	0.00
2183	SPED 0-2 Vision Services	1,000.00	0.00	0.00	1,000.00
2211	SCHOOL IMPROVEMENT				
01 2211 111 000	School Impr - Salaries	0.00	0.00	0.00	0.00
01 2211 333 000	School Impr - Travel	0.00	0.00	0.00	0.00
2211	SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00
2213	SCHOOL IMPROVEMENT				
01 2213 330 000	INSTRUCTIONAL STAFF DEV/TRAINING	15,000.00	683.26	7.42	13,887.61
2213	SCHOOL IMPROVEMENT	15,000.00	683.26	7.42	13,887.61
2220	LIBRARY/MEDIA SERVICES				
01 2220 111 000	Library/Media Tchr Salaries	56,000.00	4,846.67	43.27	31,766.65
01 2220 112 000	Library Aide Salary	20,000.00	1,638.50	47.77	10,446.34
01 2220 113 000	L/M Substitute Salaries	0.00	0.00	0.00	0.00
01 2220 211 000	L/M Group Ins	19,000.00	1,604.78	42.08	11,004.88
01 2220 221 000	L/M Social Security TCHR/PROF	4,000.00	340.76	42.59	2,296.44
01 2220 222 000	L/M Social Security AIDE	500.00	125.83	146.74	(233.72)
01 2220 231 000	L/M Retirement TCHR/PROF	6,000.00	476.04	39.68	3,619.50
01 2220 232 000	L/M Retirement AIDE	500.00	161.85	188.74	(443.70)
01 2220 281 000	L/M LTD/STD TCHR/PROF	1,000.00	27.51	13.45	865.49
01 2220 282 000	L/M LTD/STD AIDE	0.00	6.39	0.00	(37.30)
01 2220 610 000	L/M Supplies	500.00	0.00	0.00	500.00
01 2220 640 000	Library Books & Subscriptions	5,000.00	0.00	41.79	2,910.32
01 2220 650 000	L/M Computer Software	5,000.00	1,241.50	24.83	3,758.50

Expenditure Report by Function/Object -
Detail_KW

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 2220 733 000	L/M Furniture And Equipment	0.00	0.00	0.00	0.00
01 2220 890 000	L/M Other Expense	0.00	0.00	0.00	0.00
2220	LIBRARY/MEDIA SERVICES	117,500.00	10,469.83	43.44	66,453.40
2224	EDUCATIONAL TELEVISION SERVICES				
01 2224 630 000	Distant Learning / Internet	7,000.00	2,000.00	86.55	941.66
2224	EDUCATIONAL TELEVISION SERVICES	7,000.00	2,000.00	86.55	941.66
2230	INSTRUCTION RELATED TECH				
01 2230 111 000	Technology Coordinator	80,000.00	5,874.95	36.72	50,625.25
01 2230 116 000	Technology Support Staff	50,000.00	8,541.38	91.38	4,307.64
01 2230 211 000	Technology Group Ins TCHR/PROF	15,000.00	1,210.01	40.14	8,978.91
01 2230 216 000	Technology Group Ins SUPPORT PROF CLASS	18,000.00	2,953.36	80.13	3,577.39
01 2230 221 000	Technology Social Security TCHR/PROF	6,000.00	435.09	36.25	3,824.82
01 2230 226 000	Technology Social Security PROF CLASS	5,000.00	617.86	66.47	1,676.26
01 2230 231 000	Technology Retirement TCHR/PROF	7,000.00	577.19	41.23	4,113.71
01 2230 236 000	Technology Retirement PROF CLASS	5,000.00	812.66	87.28	636.04
01 2230 281 000	Technology LTD/STD TCHR/PROF	500.00	31.65	30.95	345.27
01 2230 286 000	Technology LTD/STD PROF CLASS	500.00	47.86	46.78	266.10
01 2230 333 000	TECH Mileage	3,000.00	0.00	0.00	3,000.00
01 2230 643 000	TECH Web/Cloud Based Software	45,000.00	68.31	42.97	25,663.14
01 2230 650 000	TECH Supplies/Soft/Hardware	50,000.00	1,472.32	23.06	38,469.94
01 2230 734 000	TECH Hardware Capital Outlay	5,000.00	0.00	0.00	5,000.00
01 2230 735 000	TECH Software Capital Outlay	8,000.00	0.00	0.00	8,000.00
2230	INSTRUCTION RELATED TECH	298,000.00	22,642.64	46.82	158,484.47
2310	BOARD OF EDUCATION				
01 2310 315 000	AUDIT/BUDGET SERVICES	7,000.00	0.00	98.43	110.00
01 2310 330 000	BOE DEV/TRAINING	1,000.00	0.00	0.00	1,000.00
01 2310 520 000	PROPERTY/LIABILITY INSURANCE	45,000.00	0.00	0.00	45,000.00
01 2310 540 000	ADVERTISING	10,000.00	661.42	40.07	5,992.68
01 2310 610 000	BOE Supplies	1,000.00	0.00	0.00	1,000.00
01 2310 810 000	BOE Dues & Fees	15,000.00	4,160.00	38.38	9,243.00
01 2310 890 000	BOE Misc Expense	3,000.00	0.00	0.00	3,000.00
2310	BOARD OF EDUCATION	82,000.00	4,821.42	20.31	65,345.68
2320	EXECUTIVE ADMINISTRATION				
01 2320 105 000	SUPERINTENDENT SALARY	130,000.00	10,958.33	42.15	75,208.35
01 2320 159 000	SUPT Cell Stipend	1,000.00	0.00	0.00	1,000.00
01 2320 215 000	SUPT GROUP INS	8,000.00	636.52	39.78	4,817.40
01 2320 221 000	SUPT SOCIAL SECURITY	0.00	0.00	0.00	0.00
01 2320 225 000	SUPT SOCIAL SECURITY	10,000.00	823.17	41.16	5,884.15
01 2320 235 000	SUPT RETIREMENT	13,000.00	1,070.98	41.19	7,645.10
01 2320 285 000	SUPT LTD/STD	500.00	41.00	41.00	295.00
01 2320 310 000	SUPT DUES & FEES	1,000.00	0.00	0.00	1,000.00
01 2320 330 000	SUPT Staff Dev/Training	1,500.00	0.00	76.39	354.14
01 2320 333 000	SUPT Mileage	500.00	0.00	28.42	357.90
01 2320 560 000	SUPT Computer Hardware	0.00	0.00	0.00	0.00
01 2320 580 000	SUPT TRAVEL EXPENSES	500.00	10.70	19.39	403.05
01 2320 610 000	SUPT Supplies	1,000.00	178.73	33.87	661.27
01 2320 650 000	SUPT Computer Software	8,000.00	372.00	19.16	6,467.00
01 2320 733 000	SUPT Furniture & Equipment	0.00	0.00	0.00	0.00
01 2320 890 000	SUPT Other Expense	0.00	0.00	0.00	(2,212.33)
2320	EXECUTIVE ADMINISTRATION	175,000.00	14,091.43	41.78	101,881.03
2330	District Legal Services				
01 2330 317 000	LEGAL SERVICES	5,000.00	459.50	36.22	3,189.00
2330	District Legal Services	5,000.00	459.50	36.22	3,189.00
2410	OFFICE OF THE PRINCIPAL				
01 2410 110 000	Clerical Salaries	60,000.00	4,384.84	40.75	35,549.44
01 2410 111 001	HS PRINCIPAL HEAD&ASST SALARIES	60,000.00	4,784.68	39.87	36,075.60
01 2410 111 002	MS PRINCIPAL HEAD&ASST SALARIES	60,000.00	4,708.51	39.24	36,457.45
01 2410 111 003	EL PRINCIPAL HEAD&ASST SALARIES	60,000.00	4,775.04	39.79	36,124.80
01 2410 210 000	Clerical Group Insurance	40,000.00	3,047.00	38.09	24,765.00
01 2410 211 001	HS PRINCIPAL OFFICE GROUP INS	15,000.00	824.13	27.47	10,879.35
01 2410 211 002	MS PRINCIPAL OFFICE GROUP INS	10,000.00	811.07	40.55	5,944.65
01 2410 211 003	EL PRINCIPAL OFFICE GROUP INS	10,000.00	822.61	41.13	5,886.95
01 2410 220 000	Clerical Social Security	5,000.00	329.13	36.78	3,161.22
01 2410 221 001	HS PRINCIPAL OFFICE SOC SEC	5,000.00	356.48	35.65	3,217.62

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 2410 221 002	MS PRINCIPAL OFFICE SOC SEC	5,000.00	350.63	35.06	3,246.91
01 2410 221 003	EL PRINCIPAL OFFICE SOC SEC	5,000.00	355.45	35.54	3,222.83
01 2410 230 000	Clerical Retirement	6,000.00	430.00	39.99	3,600.49
01 2410 231 001	HS PRINCIPAL OFFICE RETIREMENT	10,000.00	470.02	23.50	7,649.84
01 2410 231 002	MS PRINCIPAL OFFICE RETIREMENT	6,000.00	462.53	38.55	3,687.27
01 2410 231 003	EL PRINCIPAL OFFICE RETIREMENT	8,000.00	469.06	29.32	5,654.60
01 2410 280 000	Clerical LTD/STD	500.00	20.12	19.81	400.96
01 2410 281 001	HS PRINCIPAL OFFICE LTD/STD	500.00	26.40	26.24	368.82
01 2410 281 002	MS PRINCIPAL OFFICE LTD/STD	500.00	25.99	25.83	370.85
01 2410 281 003	EL PRINCIPAL OFFICE LTD/STD	500.00	26.37	26.20	368.99
01 2410 310 000	PRINC OFFICE DUES/FEES	0.00	0.00	0.00	0.00
01 2410 330 000	PRINCIPAL OFFICE STAFF DEV/TRN	3,000.00	0.00	0.00	3,000.00
01 2410 580 000	PRINC OFFICE TRAVEL EXPENSES	0.00	0.00	0.00	(1,213.35)
01 2410 610 001	HS PRINCIPAL OFFICE SUPPLIES	2,000.00	0.00	3.75	1,924.99
01 2410 610 002	MS PRINCIPAL OFFICE SUPPLIES	1,000.00	0.00	13.24	867.56
01 2410 610 003	EL PRINCIPAL OFFICE SUPPLIES	1,000.00	0.00	0.00	1,000.00
01 2410 733 000	PRIN OFFICE FURNITURE	0.00	0.00	0.00	0.00
01 2410 890 000	PRINCIPAL OFFICE MISC EXP	1,000.00	0.00	0.00	1,000.00
2410	OFFICE OF THE PRINCIPAL	375,000.00	27,480.06	37.81	233,213.84
2510	FISCAL SERVICES				
01 2510 112 000	Concession Mgr Salaries	5,000.00	530.18	39.28	3,036.01
01 2510 116 000	FISCAL SERVICES SALARIES	50,000.00	4,065.86	31.42	34,290.94
01 2510 210 000	Concession Mgr Group Ins	0.00	0.00	0.00	0.00
01 2510 216 000	FISCAL SERVICES GROUP INS	20,000.00	1,742.15	43.55	11,289.25
01 2510 220 000	Concession Mgr Soc Sec	0.00	0.00	0.00	0.00
01 2510 222 000	SOCIAL SECURITY CONC MGR	500.00	40.72	30.15	349.25
01 2510 226 000	SOCIAL SECURITY PROF CLASS	4,000.00	298.44	28.46	2,861.52
01 2510 232 000	Concession Mgr Retirement	500.00	52.37	38.80	306.00
01 2510 236 000	FISCAL SERVICES RETIREMENT	5,000.00	401.62	31.03	3,448.29
01 2510 282 000	Concession Mgr LTD/STD	500.00	2.06	1.35	493.24
01 2510 286 000	FISCAL SERVICES LTD/STD	500.00	17.52	16.77	416.14
01 2510 330 000	FISCAL OFFICE ST DEV/TRN	1,500.00	0.00	0.00	1,500.00
01 2510 340 000	OTHER PROFESSIONAL FISCAL SERVICES	2,000.00	27.00	27.25	1,455.00
01 2510 530 000	PHONE/INTERNET	15,000.00	1,236.25	36.21	9,568.84
01 2510 531 000	POSTAGE	7,000.00	418.51	12.04	6,156.86
01 2510 580 000	FISCAL SERV TRAVEL EXPENSES	0.00	9.07	0.00	(68.23)
01 2510 610 000	FISCAL OFFICE SUPPLIES	2,000.00	0.00	0.00	2,000.00
01 2510 733 000	FURNITURE/FIXTURES	0.00	0.00	0.00	0.00
01 2510 890 000	FISCAL SERVICES MISC EXP	500.00	0.00	12.41	437.96
2510	FISCAL SERVICES	114,000.00	8,841.75	31.98	77,541.07
2590	WORKERS COMP INS				
01 2590 270 000	WORKERS COMP NON-INSTR	10,000.00	0.00	0.00	10,000.00
01 2590 271 000	WORKERS COMP TCHR/PROF	10,000.00	0.00	0.00	10,000.00
2590	WORKERS COMP INS	20,000.00	0.00	0.00	20,000.00
2610	OPERATION OF BUILDINGS				
01 2610 520 000	PROPERTY/LIABILITY INSURANCE	0.00	0.00	0.00	0.00
2610	OPERATION OF BUILDINGS	0.00	0.00	0.00	0.00
2620	MAINT OF BUILDINGS				
01 2620 110 000	MAINTENANCE STAFF SALARIES	170,000.00	11,993.13	35.40	109,815.02
01 2620 210 000	MAINT GROUP INS	30,000.00	2,630.56	43.46	16,960.70
01 2620 220 000	MAINT SOCIAL SECURITY	15,000.00	916.77	30.67	10,399.26
01 2620 230 000	MAINT RETIREMENT	20,000.00	1,184.66	29.72	14,055.09
01 2620 280 000	MAINT LTD/STD	1,000.00	47.87	24.13	758.71
01 2620 330 000	MAINT STAFF DEV/TRN	0.00	0.00	0.00	0.00
01 2620 410 000	WATER & SEWER	13,000.00	1,260.97	67.42	4,235.27
01 2620 420 000	TRASH SERVICE	6,000.00	456.70	38.06	3,716.50
01 2620 430 000	MAINT REPAIR SERVICES	80,000.00	1,423.87	17.00	66,396.85
01 2620 450 000	CONSTRUCTION SERVICES	150,000.00	0.00	2.48	146,280.14
01 2620 610 000	MAINT Supplies	75,000.00	3,157.56	18.26	61,304.29
01 2620 621 000	NATURAL GAS	30,000.00	3,769.67	25.07	22,478.60
01 2620 622 000	ELECTRICITY	75,000.00	4,209.53	42.58	43,066.61
01 2620 733 000	MAINT Furniture & Equipment	40,000.00	0.00	16.44	33,425.90
01 2620 890 000	MISC EXPENSE	10,000.00	0.00	1.30	9,870.00
2620	MAINT OF BUILDINGS	715,000.00	31,051.29	24.09	542,762.94
2630	OUTSIDE MAINTENANCE				
01 2630 430 000	OUTSIDE REPAIRS/MAINT	211,282.00	0.00	0.47	210,282.78

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
2630	OUTSIDE MAINTENANCE	211,282.00	0.00	0.47	210,282.78
2650	VEHICLE OPER/MAINT/PURCH (NON STUDENT)				
01 2650 732 000	Vehicle Aquisition (non-pupil)	0.00	0.00	0.00	0.00
2650	VEHICLE OPER/MAINT/PURCH (NON STUDENT)	0.00	0.00	0.00	0.00
2710	VEHICLE OPER/MAINT/PURCH (STUDENT)				
01 2710 110 000	TRANSPORTATION Salaries	160,000.00	12,674.29	44.18	89,311.53
01 2710 210 000	TRANSP GROUP INSURANCE	30,000.00	2,691.95	44.59	16,623.24
01 2710 220 000	TRANSP SOCIAL SECURITY	13,000.00	930.48	40.10	7,786.51
01 2710 230 000	TRANSP RETIREMENT	15,000.00	1,111.97	42.84	8,573.56
01 2710 260 000	Unemployment Payments	0.00	0.00	0.00	0.00
01 2710 271 000	Workmen's Compensation	0.00	0.00	0.00	0.00
01 2710 280 000	TRANSP LTD/STD	1,000.00	48.14	25.19	748.13
01 2710 330 000	TRANSP STAFF DEV/TRN	1,000.00	0.00	235.00	(1,350.00)
01 2710 430 000	VEHICLE REPAIRS/MAINT	60,000.00	1,587.88	14.19	51,486.21
01 2710 610 000	VEHICLE PARTS/SUPPLIES	10,000.00	145.07	45.27	5,473.40
01 2710 626 000	GAS & DIESEL	50,000.00	3,002.50	40.25	29,874.27
01 2710 732 000	Bus Acquisition (pupil)	0.00	0.00	0.00	0.00
01 2710 890 000	Transp. Other Expense	65,000.00	413.13	2.56	63,337.19
2710	VEHICLE OPER/MAINT/PURCH (STUDENT)	405,000.00	22,605.41	32.87	271,864.04
2712	VEHICLE OPER/MAINT/PURCH (SPED)				
01 2712 110 000	Sped Transportation Salaries	10,000.00	1,046.68	79.20	2,079.66
01 2712 210 000	SPED TRANSP Group Ins	0.00	0.00	0.00	(22.73)
01 2712 220 000	SPED TRANSP Soc Sec	1,000.00	80.29	60.75	392.51
01 2712 230 000	SPED TRANSP Retirement	500.00	103.39	156.38	(281.91)
01 2712 280 000	SPED TRANSP LTD/STD	500.00	2.92	5.16	474.22
01 2712 332 000	SPED Mileage to Parents	0.00	0.00	0.00	0.00
01 2712 510 000	Sped Transportation	1,000.00	0.00	0.00	1,000.00
01 2712 626 000	SPED GAS/DIESEL FUEL	0.00	281.50	0.00	(1,131.50)
01 2712 732 000	SPED VEHICLE OP/MAINT/PURCH	0.00	0.00	0.00	0.00
2712	VEHICLE OPER/MAINT/PURCH (SPED)	13,000.00	1,514.78	80.69	2,510.25
2900	OTHER SUPPORT SERVICES				
01 2900 890 000	Non-Revenue/Other Support Serv	2,000.00	0.00	40.00	1,200.00
2900	OTHER SUPPORT SERVICES	2,000.00	0.00	40.00	1,200.00
3400	FOUNDATION GRANT				
01 3400 610 000	Foundation Grant Expenditures	0.00	0.00	0.00	0.00
3400	FOUNDATION GRANT	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS				
01 3535 111 003	High Ability Learners	4,000.00	557.37	69.67	1,213.15
01 3535 211 003	HAL Group Insurance	0.00	159.75	0.00	(795.88)
01 3535 221 003	HAL Social Security	0.00	42.26	0.00	(211.26)
01 3535 231 003	HAL Retirement	0.00	54.75	0.00	(273.77)
01 3535 281 003	HAL LTD/STD	0.00	3.17	0.00	(15.49)
01 3535 610 003	HAL Supplies	0.00	0.00	0.00	(307.50)
01 3535 650 003	High Ability Software	0.00	0.00	0.00	0.00
01 3535 733 003	HAL Furniture & Equipment	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS	4,000.00	817.30	109.77	(390.75)
3540	STATE EARLY CHILDHOOD				
01 3540 111 003	Sixpence Coordinator Salaries	25,000.00	3,053.30	52.92	11,769.04
01 3540 112 003	SIXPENCE SALARIES AIDE	50,000.00	4,007.52	39.61	30,196.48
01 3540 211 003	Sixpence Coord Group Insurance	8,000.00	963.15	52.03	3,837.86
01 3540 212 003	GROUP INSURANCE - AIDE	0.00	0.00	0.00	0.00
01 3540 221 003	Coord. Social Security	5,000.00	219.18	18.99	4,050.43
01 3540 222 003	SOCIAL SECURITY AIDE	1,500.00	307.83	101.40	(21.05)
01 3540 231 003	Coord. Retirement	5,000.00	299.85	25.99	3,700.35
01 3540 232 003	SIXPENCE RETIREMENT - AIDE	2,000.00	395.85	97.81	43.85
01 3540 281 003	Coordinator LTD/STD	500.00	17.81	14.85	425.77
01 3540 282 003	LTD/STD AIDE	500.00	16.39	15.90	420.49
01 3540 330 003	Sixpence Travel/Staff Development	5,000.00	0.00	13.00	4,350.00
01 3540 333 003	Sixpence Mileage to Staff	0.00	0.00	0.00	0.00
01 3540 340 003	Sixpence Professional Services	5,000.00	0.00	0.00	5,000.00
01 3540 580 003	Sixpence Travel Expenses	500.00	1,640.65	460.59	(1,802.95)
01 3540 610 003	Sixpence Supplies/Family Inv	8,000.00	426.46	18.86	6,490.86
01 3540 733 003	Sixpence Furniture and Equipment	0.00	0.00	0.00	(599.99)
3540	STATE EARLY CHILDHOOD	116,000.00	11,347.99	41.50	67,861.14
3570	Teacher Eval Grant				
01 3570 610 000	Teacher Eval Grant	0.00	0.00	0.00	0.00
3570	Teacher Eval Grant	0.00	0.00	0.00	0.00
4210	TITLE I NCLB IMPROVING BSC PRGRMS ACCNT				
01 4210 330 003	Title I Acctbly TRAVEL/Training EXPENSE	0.00	0.00	0.00	0.00

Expenditure Report by Function/Object -
Detail_KW

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 4210 465 003	Title I Acctbity COMPUTER SOFTWARE	0.00	0.00	0.00	0.00
01 4210 610 003	Title I Acctbity SUPPLIES	0.00	0.00	0.00	0.00
4210	TITLE I NCLB IMPROVING BSC PRGRMS ACCNT	0.00	0.00	0.00	0.00
4300	OTHER PROFESSIONAL SERVICES				
01 4300 340 000	PROFESSIONAL SERVICES- ARCHIT/ENGINEER	0.00	0.00	0.00	0.00
4300	OTHER PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00
4411	IDEA PART B EARLY INTERVENING SERVICES				
01 4411 610 003	IDEA Part B-Early Interven. (Rtl)	0.00	0.00	0.00	0.00
4411	IDEA PART B EARLY INTERVENING SERVICES	0.00	0.00	0.00	0.00
4412	IDEA PART B PROPORTIONATE SHARE				
01 4412 591 003	IDEA Prof. Services	0.00	0.00	0.00	0.00
4412	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	0.00	0.00
4900	OTHER FEDERAL EXPENDITURES				
01 4900 610 003	Drug Education - Supplies	0.00	0.00	0.00	0.00
4900	OTHER FEDERAL EXPENDITURES	0.00	0.00	0.00	0.00
6200	FEDERAL-TITLE I PART A ESSA				
01 6200 111 003	Title I, Part A SALARIES	145,000.00	11,680.40	41.68	84,562.46
01 6200 112 003	Title I - Aide Salaries	0.00	0.00	0.00	0.00
01 6200 113 003	Title I Substitute Salaries	2,000.00	0.00	0.00	2,000.00
01 6200 211 003	Title I Group Insurance	40,000.00	2,954.91	38.35	24,661.05
01 6200 221 003	Title I Social Security TCHR	10,000.00	867.34	44.82	5,518.10
01 6200 223 003	Title I SOC SEC SUB TCHR	500.00	0.00	0.00	500.00
01 6200 231 003	Title I Retirement	15,000.00	1,147.22	39.58	9,062.84
01 6200 281 003	Title I LTD/STD	1,000.00	66.61	33.32	666.83
01 6200 330 003	Title I Staff Dev/Training	2,500.00	0.00	6.00	2,350.00
01 6200 560 003	Title I Computer Hardware	0.00	0.00	0.00	0.00
01 6200 580 003	Title I Travel Expenses	0.00	0.00	0.00	0.00
01 6200 610 003	Title I Supplies	2,000.00	0.00	144.40	(887.97)
01 6200 650 003	Title I Computer Software	0.00	0.00	0.00	0.00
01 6200 733 003	Title I Furniture & Equipment	0.00	0.00	0.00	0.00
01 6200 890 003	Title I Misc. Expenses	0.00	0.00	0.00	0.00
6200	FEDERAL-TITLE I PART A ESSA	218,000.00	16,716.48	41.09	128,433.31
6404	FEDERAL-IDEA PART B (611) BASE AGE 0-4				
01 6404 111 003	IDEA Part B Base Salary (prek BAF)	12,000.00	1,017.80	42.41	6,911.00
01 6404 112 003	IDEA Part B Base Aide (prek BAF)	0.00	0.00	0.00	0.00
01 6404 211 003	IDEA Part B Base Ins. (prek BAF)	5,000.00	339.11	33.18	3,341.07
01 6404 221 003	IDEA Part B Base Soc.Sec. (prek BA)	1,000.00	78.30	39.14	608.58
01 6404 231 003	IDEA Part B Base Ret. (prek BAF)	1,500.00	99.97	33.33	1,000.04
01 6404 281 003	IDEA Part B Base LTD (prek BAF)	500.00	5.78	5.55	472.24
01 6404 340 003	IDEA 0-4 YO Prof Services	2,000.00	825.00	296.82	(3,936.39)
01 6404 591 003	IDEA Part B 0-2 YO Prof Services B	30,000.00	1,541.73	12.14	26,359.36
01 6404 732 003	IDEA Part B - Vehicle Aq	0.00	0.00	0.00	0.00
6404	FEDERAL-IDEA PART B (611) BASE AGE 0-4	52,000.00	3,907.69	33.16	34,755.90
6406	FEDERAL-IDEA PART B (611) BASE AGE 3-4				
01 6406 591 003	IDEA Preschool Prf Serv	500.00	557.18	111.44	(57.18)
6406	FEDERAL-IDEA PART B (611) BASE AGE 3-4	500.00	557.18	111.44	(57.18)
6410	FEDERAL-IDEA PART E/P (619)				
01 6410 112 003	IDEA E/P - Salaries	0.00	0.00	0.00	0.00
01 6410 340 003	SPED IDEA E/P 619	0.00	0.00	0.00	(27,024.85)
01 6410 560 003	Sped IDEA - Computer Hard.	0.00	0.00	0.00	0.00
01 6410 591 003	IDEA E/P 3-5 YO Contracted Services	10,000.00	0.00	305.71	(20,570.99)
01 6410 610 003	IDEA E/P Supplies	0.00	0.00	0.00	0.00
6410	FEDERAL-IDEA PART E/P (619)	10,000.00	0.00	575.96	(47,595.84)
6412	IDEA Non-Public				
01 6412 111 003	IDEA Non-Public SALARIES	0.00	0.00	0.00	0.00
01 6412 211 003	GROUP INSURANCE TCHR/PROF	0.00	0.00	0.00	0.00
6412	IDEA Non-Public	0.00	0.00	0.00	0.00
6969	Title IV ESSA/SSAE Grant				
01 6969 340 000	Title IV ESSA/SSAE Grant	0.00	0.00	0.00	(675.00)
01 6969 490 000	Title IV SSAE Grant Other Materials	0.00	0.00	0.00	0.00
01 6969 610 000	Title IV SSAE Grant Supplies	0.00	0.00	0.00	0.00
6969	Title IV ESSA/SSAE Grant	0.00	0.00	0.00	(675.00)
6992	FEDERAL-REAP				
01 6992 610 003	REAP Grant Expend	0.00	0.00	0.00	0.00
6992	FEDERAL-REAP	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)				

**Expenditure Report by Function/Object -
Detail_KW**

01/10/2020 10:51 AM

Regular; Processing Month 01/2020; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 8000 912 000	TRANSFER TO HOT LUNCH	25,000.00	0.00	0.00	25,000.00
01 8000 913 000	TRANSFER TO ACTIVITY ACCT	50,000.00	0.00	0.00	50,000.00
01 8000 917 000	TRANSFER TO EE BEN FUND	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	<u>75,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>75,000.00</u>
9000	NON-PROGRAM EXPENDITURES				
01 9000 110 000	Kitchen Payroll	60,000.00	4,977.84	47.23	31,660.50
01 9000 210 000	KITCHEN GROUP INS	7,000.00	657.64	46.56	3,740.76
01 9000 220 000	KITCHEN SOCIAL SECURITY	5,000.00	360.31	41.71	2,914.72
01 9000 230 000	KITCHEN RETIREMENT	6,000.00	457.26	44.01	3,359.44
01 9000 280 000	KITCHEN LTD	1,000.00	25.83	12.58	874.19
01 9000 900 000	MISC EXP-expected carryover	1,800,000.00	0.00	0.00	1,800,000.00
9000	NON-PROGRAM EXPENDITURES	<u>1,879,000.00</u>	<u>6,478.88</u>	<u>1.94</u>	<u>1,842,549.61</u>
01	GENERAL FUND	<u>9,364,282.00</u>	<u>572,180.02</u>	<u>31.36</u>	<u>6,427,955.32</u>

Regular; Processing Month 12/2019; Fund Number 01

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	5,449,661.00	31,392.97	1,538,620.61	28.23	3,911,040.39
01 1115	Carline Tax	13,000.00	0.00	841.27	6.47	12,158.73
01 1120	Public Power Dist. Sales Tax	0.00	0.00	0.00	0.00	0.00
01 1125	Motor Vehicle Tax	200,000.00	18,612.90	79,929.03	39.96	120,070.97
01 1140	Penalties/Int on Taxes	299,129.00	0.00	3,612.57	1.21	295,516.43
01 1190	Other taxes levied	0.00	0.00	61.59	0.00	(61.59)
01 1210	Tuition From Other Districts-Reg Ed	0.00	0.00	0.00	0.00	0.00
01 1312	Summer School Tuition	0.00	0.00	0.00	0.00	0.00
01 1315	Tuition from other entities(early entry)	3,000.00	0.00	1,749.60	58.32	1,250.40
01 1370	Preschool tuition	20,000.00	1,899.49	6,570.27	32.85	13,429.73
01 1421	Transportation Recd-Reg Ed	0.00	0.00	0.00	0.00	0.00
01 1423	Transport from other districts(SPED)	0.00	0.00	0.00	0.00	0.00
01 1510	Interest earned	0.00	0.00	0.00	0.00	0.00
01 1800 1810	Fitness Center Dues	5,000.00	100.00	950.00	19.00	4,050.00
01 1800 1820	Jury Duty Receipts	0.00	0.00	0.00	0.00	0.00
01 1800 1830	Laptop Fees	0.00	0.00	3,425.00	0.00	(3,425.00)
01 1800 1840	Industrial Arts Fees	0.00	45.00	184.00	0.00	(184.00)
01 1800 1850	Before/After School Program	0.00	0.00	0.00	0.00	0.00
01 1800 1860	For future use	0.00	0.00	0.00	0.00	0.00
01 1910	Rental Of School Facilities	0.00	0.00	0.00	0.00	0.00
01 1911	Local license fees	2,000.00	300.00	695.00	34.75	1,305.00
01 1920	Contributions/Donations	3,000.00	0.00	0.00	0.00	3,000.00
01 1921	City-Police court fines	0.00	320.81	320.81	0.00	(320.81)
01 1925	Grant Receipts	0.00	315.00	315.00	0.00	(315.00)
01 1941	Textbook sales	0.00	0.00	0.00	0.00	0.00
01 1990	Misc local revenue (garn)	0.00	5.00	125.00	0.00	(125.00)
01 2110	County Fines & Licence Fees	35,000.00	2,665.19	10,777.63	30.79	24,222.37
01 2130	Other County Sources	0.00	0.00	1.65	0.00	(1.65)
01 2210	ESU Receipts	11,000.00	1,965.60	7,172.61	65.21	3,827.39
01 3110	State Aid	43,385.00	4,339.00	17,356.00	40.00	26,029.00
01 3120	SPED School Age (SA)	400,000.00	59,362.00	59,362.00	14.84	340,638.00
01 3125	SPED Transportation (SA)	10,000.00	0.00	0.00	0.00	10,000.00
01 3130	Homestead Exemption	0.00	0.00	0.00	0.00	0.00
01 3131	Property tax credit	0.00	0.00	0.00	0.00	0.00
01 3132	Personal property tax credit	0.00	0.00	0.00	0.00	0.00
01 3133	Nameplate Capacity Tax (windmills)	100,000.00	0.00	27,446.82	27.45	72,553.18
01 3180	Pro Rate Motor Vehicle	70,000.00	0.00	2,293.64	3.28	67,706.36
01 3400	State apportionment	66,000.00	0.00	0.00	0.00	66,000.00
01 3535	High ability learners	4,000.00	0.00	4,293.00	107.33	(293.00)
01 3540	Sixpence Grant Receipts	86,000.00	0.00	0.00	0.00	86,000.00
01 3570	Teacher Eval Grant	0.00	0.00	0.00	0.00	0.00
01 3990	Other State Receipts	0.00	0.00	0.00	0.00	0.00
01 4105	E-Rate universal service	0.00	0.00	0.00	0.00	0.00
01 4305	Title 8 (impact aid)	0.00	0.00	0.00	0.00	0.00
01 4310	REAP Grants	10,000.00	0.00	0.00	0.00	10,000.00
01 4505	Title I, Part A ESSA	85,000.00	0.00	0.00	0.00	85,000.00
01 4506	Title I, Part A accountability	0.00	0.00	0.00	0.00	0.00
01 4512	IDEA Part B, Base thru 4	4,000.00	0.00	61,891.00	1,547.28	(57,891.00)
01 4515	IDEA Part B, Suppl thru 4	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA PreK Base (619) Age 3-5	0.00	0.00	508.00	0.00	(508.00)
01 4519	IDEA enroll poverty	30,000.00	0.00	51,854.00	172.85	(21,854.00)
01 4520	IDEA Park B, Early Interv K-12	0.00	0.00	0.00	0.00	0.00
01 4521	IDEA Part B, Propt, Age 3-21	0.00	1,155.00	1,155.00	0.00	(1,155.00)
01 4525	Perkins grant	0.00	0.00	0.00	0.00	0.00
01 4530	Other federal receipts	0.00	0.00	0.00	0.00	0.00

Regular; Processing Month 12/2019; Fund Number 01

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 4705	Flood control	0.00	0.00	0.00	0.00	0.00
01 4708	Medicaid in Public Schools MIPS	0.00	0.00	0.00	0.00	0.00
01 4709	Medicaid Admin Activities MAAPS	20,000.00	0.00	5,613.08	28.07	14,386.92
01 5200	Fund Transfers In (from other HTRS fund)	70,000.00	0.00	0.00	0.00	70,000.00
01 5300	Sale of Property	0.00	0.00	10,199.00	0.00	(10,199.00)
01 5301	Insurance refunds/adjustments	30,000.00	0.00	26,910.66	89.70	3,089.34
01 5500	TRANSFERS FROM FUNDS (INCOMING)	0.00	7,895.90	22,858.25	0.00	(22,858.25)
01 5610	Cash From Dissolved Districts	0.00	0.00	0.00	0.00	0.00
01 5690	Other Non-revenue Receipt	83,325.00	0.00	1,313.50	1.58	82,011.50
01 9000	Non-programmed Receipts	2,211,782.00	0.00	8,415.88	0.38	2,203,366.12
	Fund Total:	9,364,282.00	130,373.86	1,956,821.47	20.90	7,407,460.53

Revenue Summary Report

Processing Month: 12/2019

Regular; Processing Month 12/2019; Fund Number 01

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	9,364,282.00	130,373.86	1,956,821.47	20.90	7,407,460.53

HTRS ACCOUNT BALANCES
12.31.19

ACTIVITY ACCOUNT	\$447,940.77
BREAKFAST/LUNCH	\$90,496.95
BUILDING FUND	\$665,287.14
DEPRECIATION	\$251,634.28
EMPLOYEE BEN FUND CK	\$2,661.09
EMPLOYEE BEN FUND MM	\$331,354.70
FLEX PLAN	\$8,252.05
GENERAL FUND	\$638,773.41
OFFICE ACCOUNT	\$4,508.97
PAYROLL FUND	\$13,045.66
QCPUF	\$116,238.04
STUDENT FEES	\$10,712.95

Kindergarten	Math Fall '19	Math Winter '20	Reading Fall '19	Reading Winter '20
	47%	63%	53%	75%
Grade	Math Winter '19	Math Winter '20	Reading Winter '19	Reading Winter '20
1st (5 new students '20)	84%	63%	89%	79%
2nd (audio no longer used)	60%	47%	60%	40%
3rd (1 new student '20)	69%	85%	69%	77%
4th	40%	64%	48%	64%
5th (3 new students '20)	55%	52%	45%	49%
6th (1 new student '20)	64%	78%	59%	78%
7th (no data for 2 students in reading)	50%	50%	50%	42%
8th (no data for 3 students in reading)	63%	78%	69%	60%
9th (no data for 1 student in reading)	71%	76%	71%	63%
10th	67%	73%	54%	62%
11th (no data for 3 students)	89%	80%	81%	68%
Student Growth % Winter'19 to Winter '20	Math	Reading		
Kindergarten	100%	100%		
1st Grade	96%	100%		
2nd Grade	93%	87%		
3rd Grade	85%	77%		
4th Grade	100%	100%		
5th Grade	100%	91%		
6th Grade	96%	96%		
7th Grade	93%	100%		
8th Grade	78%	87%		
9th Grade	82%	69%		
10th Grade	85%	69%		
11th Grade	72%	64%		

REPORT TO THE HTRS BOARD OF EDUCATION

SUBMITTED BY: LISA OTHMER PK-12 PRINCIPAL JANUARY 2020

Assessment Proficiencies

Last month Mrs. Lottman presented assessment information to you based on the data from fall to fall. She explained that we always see a dip of scores in the fall due to the lack of reinforcement for some students over the summer months. I made the decision that it would be best to just keep you in the assessment proficiency loop after each testing period so that you can see the whole picture. Things are not as gloomy as they seem. In fact, there is much to celebrate. You will find the proficiency data based on the winter of '19 to the winter of '20. In addition to the chart below, I am looking forward to sharing the quadrant report with you Monday night. We are fortunate to be able to look at data in several different ways to guide our instruction and to make intervention decisions for our students. I believe this report will give you a better idea of how our kids perform academically and demonstrate individual academic growth in a very user friendly way. Below you will find the data that will be in Mrs. Edmundson's annual report. There are still a few kids that have been absent that need to test which could change this chart just a little bit.

Kindergarten	Math Fall '19	Math Winter '20	Reading Fall '19	Reading Winter '20
	47%	63%	53%	75%
Grade	Math Winter '19	Math Winter '20	Reading Winter '19	Reading Winter '20
1st (5 new students '20)	84%	63%	89%	79%
2nd (audio is no longer used)	60%	47%	60%	40%
3rd (1 new student '20)	69%	85%	69%	77%
4th	40%	64%	48%	64%
5th (3 new students '20)	55%	52%	45%	49%
6th (1 new student '20)	64%	78%	59%	78%
7th (no data for 2 students in reading)	50%	50%	50%	42%
8th (no data for 3 students in reading)	63%	78%	69%	60%
9th (no data for 1 student in reading)	71%	76%	71%	63%
10th	67%	73%	54%	62%

11th (no data for 3 students)	89%	80%	81%	68%
Student Growth % Winter'19 to Winter '20	Math	Reading		
Kindergarten	100%	100%		
1st Grade	96%	100%		
2nd Grade	93%	87%		
3rd Grade	85%	77%		
4th Grade	100%	100%		
5th Grade	100%	91%		
6th Grade	96%	96%		
7th Grade	93%	100%		
8th Grade	78%	87%		
9th Grade	82%	69%		
10th Grade	85%	69%		
11 th Grade	72%	64%		

It's also important that you also consider the things that impact these proficiencies. We currently have 94 students PK-12 receiving Special Education services which is roughly 27%. There are 4-6 students that are in the evaluation process right now that may or may not qualify. Our most recent free and reduced lunch calculation is 50%. Despite those numbers when you look at the growth of our students in math and reading, it's quite astonishing. The hard work of these students and dedication of the teachers should not go unnoticed. Putting all of this into perspective, HTRS goes above and beyond to make sure each student is given the opportunity to reach their highest potential!

Curriculum

Social Studies curriculum samples are currently under review. As soon as we make a decision on that, I will get a quote from the publisher. Science teachers will be working on curriculum alignment. The new science standards have a lot of "design thinking" processes built into them. Mary Moser will be attending a 4 day conference that is focused on curriculum and she will bring that information back to share with staff. Students will be assessed for the College and Career Ready science standards in spring of 2021 and we will be as prepared as we can be for that change.

Student Activities

I would like to recognize the effort of our Academic Decathlon team, Coach Angie Hunzeker, AD Engles and Mrs. Lottman for the collaborative effort it took to make sure our students could compete this year. The process is new and now requires the team to participate in regional on-line testing. The formal testing is scheduled for Monday January 13th from 11:45 a.m. to 3:30 p.m. This conflicted with MUDECAS basketball leave times. They were able to work things out with the state coordinator so that

all could test and be eligible to move on to the Super Quiz portion in Lincoln on January 18th. Mrs. Hunzeker had 17 students tryout this year, and 14 students will be attending this event despite the fact that only 6 of them can compete. Needless to say, we have a very strong alternate team just in case someone gets sick and can't make it to Lincoln. The Acadeca state director was very impressed with our school, students, and staff because of their effort to make this happen. The topic this year is *In Sickness and In Health*, Students have been studying math, economics, literature (*Frankenstein is the novel*), science (the biology of cancer), social studies, music, and art. That all relate to the topic. I will invite them to share their experience with you at the February board meeting.

Mr. Catlin and one of his Industrial Arts classes once again made toys for the 1st graders and distributed those to them before Christmas break. Every year first grade students get to come down and pick out a handmade gift. This has become a tradition for them which I hope continues for many years to come. It truly is a special experience for the big kids and little kids to share in the kindness of giving and receiving.

Personal Note

HTRS truly is a very special school community. Just like a family we have our ups and downs but every year I am amazed at the work that is done here not just academically for our kids, but in addressing the needs of the "whole" child so that they have the opportunity to shine once they leave the four walls of HTRS Public Schools!

Thank you for all you continue to do in supporting this effort!

Mrs. Othmer



**Board Report
January, 2020**

Kari Lottman
Assistant Pincipal

Safety Team Update:

The staff was very appreciative of the Casey's gift cards from the Board of Education again this year. Thank you for your generosity.

The Safety Training information was sent out to the staff in November so they could watch their safety training videos. The committee asked them to watch one on Online Safety and another on Stress Management. We also asked them to select one additional video to watch that was of interest to them. Total, 92% of the staff has completed this request. 91% of the certified staff have completed the safety videos while 93% of the non-certified have completed them.

In addition, ALICAP sent out a "School Visitor" safety checklist. The list included:

- Have all side doors marked with reminders for students to not open them.
- Do not have any chains on exterior doors to keep the locked.
- Have all visitors check in at the office and wear a visitor's badge.
- If a visitor does not have a badge, staff should approach them and escort them to the office.
- If a stranger approaches a student in the building or on school grounds the student should immediately report it to an adult.
- Propping doors open, especially after hours is not a safe practice.

I can confidently say that we have accomplished most of these items on the list. We have all of our doors marked and do not have any of them chained shut. Visitors check in at the main office upon arrival and I have had staff recognize unfamiliar faces at dismissal and report it to the administration. It is always a great feeling of accomplishment when we can read through an article and know that we are doing the right thing.

Assessment Update:

The spring semester is a busy time for assessments. I am currently setting everything up with the Nebraska Department of Education to ensure that our students are rostered correctly for all of the assessments and will have the appropriate accommodations. The state requires that our students in grades 3-8 and 11 take the NSCAS, ACT, or the state's alternative test. In addition, this year we have two students new to our district that get to take the English Language Proficiency Assessment (ELPA21) as well.

Each one of these assessments is managed by a different outside company that utilizes their own online platform. This requires me to log into four different platforms to make sure our students are set up and ready for the upcoming testing windows. Our technology department does a tremendous job keeping up with all of these demands and making sure our machines are ready to go. I could not do it without them!

NASB Monthly Update for Board Meetings - Agenda Item: JANUARY 2020

“NASB Update”

As a board, some items to be focused on during January include:

- Hold an annual Leadership Team Planning Retreat
- District Report Card
- Approve superintendent contract. Note: For current superintendents or ESU Administrators, before approval of contract/amendment, board must publish a copy of the proposed contract/amendment three days before approval along with estimate and description of all costs. Neb. Rev. Stat. § 79-2402(1). For new superintendents or ESU Administrators, the board must publish a copy of the contract two days after the meeting at which the contract was approved, along with estimate and description of all costs. Neb. Rev. Stat. § 79-2402(2).
- Review and revise superintendent evaluation instrument
- Develop new superintendent goals
- Appoint superintendent as the district’s Non-discrimination Compliance Coordinator
- Negotiations mandatory mediation if no agreement; Due February 8 – § 48-818.01
- Review Board Code of Conduct
- Sign and file Conflict of Interest form with Board Secretary
- Board must notify the Secretary of State, County Clerk/Election Commissioner of the number of officers to be elected, the length of terms of office, the vacancies to be filled by election and length of remaining term, and the number of votes to be cast by a registered voter for each office in the statewide primary election <https://nebraskalegislature.gov/laws/statutes.php?statute=32-404>
- Elect board officers

Networking & Events for 2020:

- <http://members.nasbonline.org/index.php/events>

Registration and more information can be found online and has already been mailed out for the below. To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

- **President’s Retreat** | Jan 26-27 in Nebraska City | Feb 16-17 in Sidney | Feb 16-17 in Kearney
- **Budget & Finance Workshop** | Jan 29 in Norfolk | Feb 5 in Kearney
- **Legislative Issues Conference** | Feb 9-10 in Lincoln
- **School Board Member Week in Nebraska** will be February 9-15 ... Thank You School Boards!

Advocacy/2020 Legislative Session:



The 2020 legislative session began Wednesday, January 8th. Stay engaged during the Session. The 2020 NASB Advocacy Handbook is now posted at <http://members.nasbonline.org/index.php/advocacy-handbook> This includes all of the items approved by YOU at this year's Delegate Assembly.

Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB
and on facebook at www.facebook.com/NASBonline

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

Thanks for all you do for your board, your community and the entire state by serving public education in Nebraska.

Guiding Priority II: Academic Achievement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through an equitable learning experience through challenging, creative, and rigorous curriculum and instruction.

Strategy 2.1: Implement the Multi-Tiered System of Supports model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students

Performance Indicators

2.1(a) Provide a structured professional development plan to train staff and administrators on the key components of MTSS and implementation of the model.

2.1(b) Include training and education through the staff on-boarding process to ensure all personnel understand and are equipped to integrate this form of instruction and intervention effectively.

2.1(c) Ensure that effective and purposeful screeners and assessments are identified and available to staff to support the implementation of the MTSS model.

2.1(d) Provide training and support for teachers to ensure consistent evidence-based interventions are utilized districtwide.

2.1(e) Implement best practice progress-monitoring to ensure interventions are effective and yield the desired outcome.

2.1(f) Evaluate the effectiveness of the MTSS model.

Strategy 2.2: Expand and integrate High-Ability Learning (HAL) opportunities to challenge identified students to reach goals and potential by advancing their individual academic knowledge, skills, and abilities.

Performance Indicators

2.2(a) Research, study, and assess the structure and program content of the districtwide HAL Program.

2.2(b) Define protocol and procedures direct the HAL Program.

2.2(c) Develop differentiated instructional strategies, curriculum content, and pacing guides to support HAL program implementation.

2.2(d) Provide professional development opportunities to support staff in their work with students in the HAL program.

2.2(e) Evaluate the effectiveness of the HAL Program.

Guiding Priority II: Academic Achievement

Objective: To provide comprehensive learning opportunities that prepare and empower students to be engaged through an equitable learning experience through challenging, creative, and rigorous curriculum and instruction.

Strategy 2.1: Implement the Multi-Tiered System of Supports model with fidelity to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students

- Explain what MTSS (multi-tiered system of support)
- https://docs.google.com/presentation/d/1DtRNRQRE25ZRlf0jsj9LLcgzrrOwBa4o2VIA4JlygDM/edit#slide=id.g6478b69167_0_229

Performance Indicators

2.1(a) Provide a structured professional development plan to train staff and administrators on the key components of MTSS and implementation of the model.

- What is our professional development plan for MTSS?

HTRS provides on-going professional development in all of our tiered systems.

- MTSS Core Team
 - Attends the MTSS Symposium every fall
 - Attends 2 MTSS follow-up sessions with ESU 4
 - Monthly Team Meetings
- TST
 - Attends Title Cadres hosted by ESU 4
 - Organizes training (professional development) for interventionists
 - Attends all MTSS professional development as part of the core team
- PBIS
 - Attends the June PBIS symposium every year
 - Attends all MTSS professional development as part of the core team
 - Monthly Team Meetings
- PST
 - Attends all MTSS professional development as part of the core team

2.1(b) Include training and education through the staff on-boarding process to ensure all personnel understand and are equipped to integrate this form of instruction and intervention effectively.

- What professional development do we provide for staff for MTSS?

At the beginning of the school year, the core MTSS team updates all staff members on all of the tiered systems of support and processes.

(Please see the slide presentation under 2.1)

2.1(c) Ensure that effective and purposeful screeners and assessments are identified and available to staff to support the implementation of the MTSS model.

- What screeners and assessments do we use for MTSS?

MAPS, NSCAS, Acadience, DIBELS-Progress Monitoring, STARS,
Barton Dyslexic Screener, Social Emotional Screener

All screeners and assessment are researched based and on the NDE approved list.

2.1(d) Provide training and support for teachers to ensure consistent evidence-based interventions are utilized districtwide.

- What professional development is provided for screeners?

Our Tiered Support Team administers the Acadience (formerly known as DIBELS) tests for reading and have all been trained by the ESU#4 staff or Acadience Trainers. They are also being trained in Barton. When we first utilized the Social Emotional Screener, our school psychologists trained all of our elementary staff on how to complete it. The training for all staff proctoring the Aps assessment has been completed by Mrs. Lottman. Mrs. Lottman has attended several trainings provided by the State Assessment Office on the administration of MAPs and NSCAS. Additionally, staff have attended trainings via webinar on the administration of the assessments.

- What interventions are used as a result of screeners?

EIR, Sound Partners, Language 4 Learners, 6-Minute Solutions, Barton, Read Naturally, Corrective Reading, Study Island, Failure Free Learning, Social Emotional Curriculum

2.1(e) Implement best practice progress-monitoring to ensure interventions are effective and yield the desired outcome.

- What best practices are used to monitor interventions?

The grade level PLC's review student progress weekly during their meetings following the Progress Monitoring Review Checklist. This checklist guides the PLCs through the process of looking at the students' data to determine if progress has been made enough to move the student out of the intervention, change the intervention (time, duration, intensity), or change the intervention program.

Additionally, all of the interventionists complete a Fidelity Checklist each time they administer an intervention to students. These sheets include following the lessons, modeling each task, using clear signals and prompts, provide each student with independent practice, using a brisk pace, encouraging students, and more. The checklist also tracks student attendance, engagement

and accuracy for each day they are in interventions. These sheets are examined by our Tiered Support Team to ensure that the interventions are being completed with fidelity.

2.1(f) Evaluate the effectiveness of the MTSS model.

- How do we evaluate MTSS?

Every year our Core MTSS Team meets at the ESU#4 to complete the MTSS Self-Assessment Rubric. Each member of the team completes the rubric individually, then together as a group coming to a consensus on what our district should be ranked in each component. The scale utilized is from 1-4 with one being low or not at all and 4 being exemplary. There is a total of 27 items under the following six components.

Component #1: Shared Leadership

Component #2: Communication, Collaboration, and Partnerships

Component #3: Evidence-Based Instruction, Intervention, and Assessment Practices

Component #4: Building Capacity/Infrastructure for Implementation

Component #5: Data-Based Problem Solving and Decision Making

Component #6: Layered Continuum of Support

Strategy 2.2: Expand and integrate High-Ability Learning (HAL) opportunities to challenge identified students to reach goals and potential by advancing their individual academic knowledge, skills, and abilities.

- Explain what HAL (high ability learners) is

“**High Ability** student” is one who: “performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

- Explain what Maker Space is – offer to give a tour of that classroom after meeting

- Explain that HAL is funded \$4,100.

There are HAL funds from the state of Nebraska.

Performance Indicators

2.2(a) Research, study, and assess the structure and program content of the districtwide HAL Program.

- What do we have in the Maker Space room?

Legos

K'Nex sets

Snap Circuit sets

Makey (6)

Micro Bits (12)
Coding Mouse (1)
Code-a-pillar (1)
Turing Tumble (5)
Ozobots (3)
Dash robots (2)
Sphero (6)
Cricut Machine with some vinyl
Easy Press – for heat transfer vinyl
Green Screen with Microphone
Various art supplies
Computers – Older (8)
iPads – Older (4)

- How is it used?

The cricut machine was used to cut vinyl for student names on the new high school computers. Mrs. Stalder is having the robotic students design the t-shirts for the competitions. We will cut the design with the cricut and then heat press the vinyl on the shirts.

K – 2 Students

Each section has a time set to come to the MakerSpace room each week. The Ozobots, Dash, and Spheros require the students to have an understanding of blockly coding. This age group has been using a web based program called code.org, which is the elementary version of what Mrs. Stalder teaches the middle school and the high school. These classes have good understanding of dragging and dropping and looping the blocks to make the robots move and do what the students want them to do. The lower elementary have used the Legos, coding mouse, and code-a-pillar as a change of pace from the coding program.

3 – 6 Students

The upper elementary have been identified as high ability learners. I do not take the whole section for these grades. The third and fifth grade decided to work on the coding and learning the blockly program. The third grade will start program the dash robots next week. The fifth grade started programing the dash robots this week. Each of the different types of robots have educational lesson plans to access.

The fourth grade decided to work on video editing. Jason helped my find a free video editing program that we have been using to practice adding layers and putting text in the video. The students and I are working to figure out how to get the green part edited out and a new picture put back in. I am learning just as much as they are.

The sixth graders were interested in the Snap Circuits which helps them to understand how electricity works. We created parallel and series circuits. The students discussed how they are different and when a person would use each type of circuits. Then we moved to the Turing Tumble are similar to marble run or plinko. Turing Tumbles consist of a board, different types of gears and marbles. The students read a story in the booklet and then it has puzzles to solve. These students are working on challenge numbers five and six in the story booklet.

I have been working with the after school program a few days a week. I have used some of the equipment from the MakerSpace room with the after school program. We break up into groups and I have some students in the Tech Lab. We have used computers, Legos, and K'Nex.

How do classroom teachers use the MakerSpace?

As of right now, Mary Moser has used the microphone for her broadcasting class and Cindy Stalder is creating their own t-shirt designs for robotics. They will use the Cricut machine and easy press for this. The room is utilized for some classes, so the times the room is free is limited.

I am using the equipment and room with the elementary students.

- What is Kim's involvement?

I have set up the equipment and will teach the students how to use the apps to work the robots. I am the main person in charge of the equipment.

What Professional Development have we provided classroom teachers and Kim on HAL and MakerSpace?

Classroom teachers have not really had any professional development on the use of the equipment. If they want to use something, I am usually available to help the teachers.

Kim's PD

I have been to the MakerSpace room at the ESU3 in Omaha twice to view and learn about how they run the MakerSpace. I attend the Technology Integration Group at the ESU4 with Ben Hanika. Many times I turn to YouTube to watch and learn how to work the equipment. For HAL, I searched the internet for article about HAL and how to get the program going. I also went to the Nebraska Department of Education and found examples of how to identify students.

- How are we assessing it?

Students – informal assessments on how they use logic and think skills to manipulate the equipment being used.

Program – haven't established a procedure to assess the program at this time.

2.2(b) Define protocol and procedures direct the HAL Program.

- What are the protocol and procedures used in HAL?**
- How are students identified?**
- How do classroom teachers use MakerSpace?**

Here is the copy of the HAL Plan, Scoring Matrix, and Letters to Parents

https://docs.google.com/document/d/1cK9JBEFpEuBTnqSdp9kV_0WUEbKZJV9ZkP3CeFhT6pU/edit

2.2(c) Develop differentiated instructional strategies, curriculum content, and pacing guides to support HAL program implementation.

- What are some of the specific strategies used?**
- What is some of the curriculum used?**

- How do we give assignments or pace these students?

This is one of our areas to grow.

The idea is to use design thinking when solving a “real life” problem. When teachers use the MakerSpace, the activity lesson plans are to reflect a Nebraska State Standard that can be either a design or hands on activity. Here is a sample curriculum guide. We already have used the Makey, Makey, and Robotics lessons.

[file:///C:/Users/lothmer/Downloads/makerspace for education curriculum guide.pdf](file:///C:/Users/lothmer/Downloads/makerspace%20for%20education%20curriculum%20guide.pdf)

2.2(d) Provide professional development opportunities to support staff in their work with students in the HAL program.

- What PD have we provided classroom teachers & Kim on HAL & MakerSpace?

Mrs. Standerford, Mrs. Stalder, Mrs. Withers, and Mrs. Othmer all visited the Maker's Space at ESU#3 for information gathering and ideas for startup activities. Mrs. Standerford is Google Certified and will attend workshops that directly relate to the advancement of HAL curriculum.

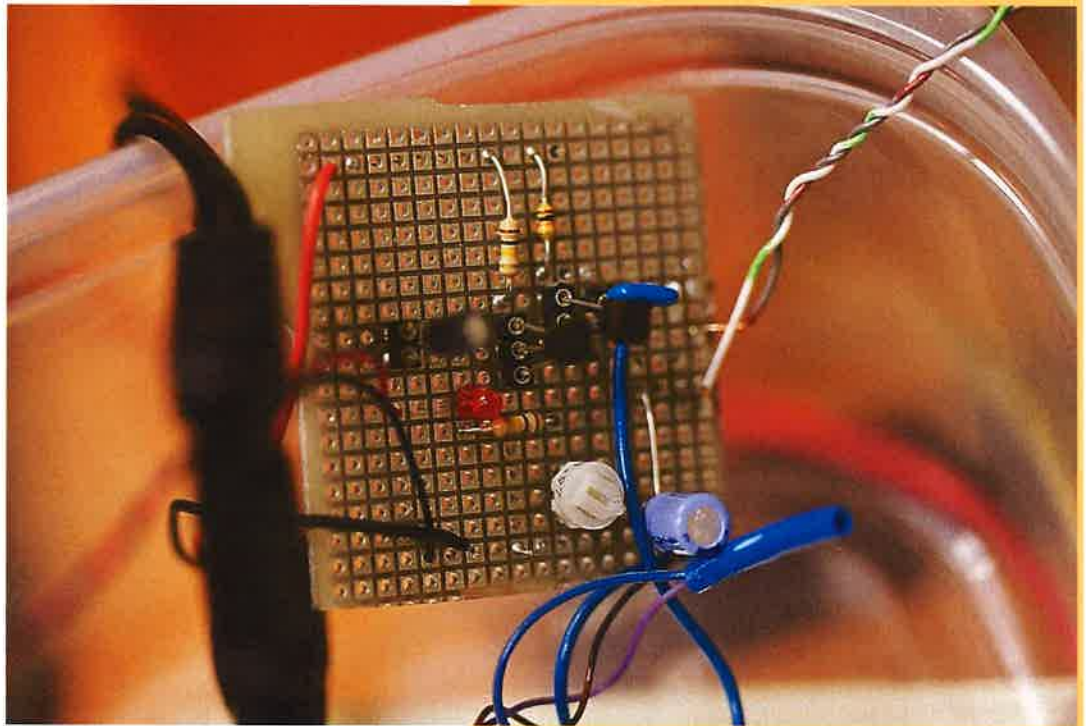
2.2(e) Evaluate the effectiveness of the HAL Program.

Since this is the first year of the program, we send out a survey to parents and teachers about program effectiveness and to gather ideas about what they would like to see in them MakerSpace.

ETEC 510

The Making of a Makerspace: Pedagogical and Physical Transformations of Teaching and Learning

Curriculum Guide



Trisha Roffey, Catherine Sverko,
Janelle Therien

University of British Columbia

4/3/2016

Table of Contents

1. Welcome and Introduction	
Why Should Teachers Consider a Makerspace for Education?.....	2
About the Authors.....	4
How to Use the Website and Guide.....	5
2. Mechanisms of a Makerspace; Key Frameworks for Makerspace in Education	
Constructionism & Constructivism.....	8
Makerspace.....	9
Design Thinking.....	11
Media Literacy.....	13
Papert’s Big Ideas	16
3. Materials of a Makerspace; No Tech, Low Tech and High Tech	
Raspberry Pi	19
Coding and Computer Programming.....	20
Makey Makey	21
Robotics	22
Media Creation Using Green Screen, Stop Motion and Digital Storytelling.....	23
Lily Pad.....	28
Inventions with Recycled Materials and Cardboard Creations.....	29
“Breaker space”: Where Students Take Apart Tech	30
Little Bits	31
3D Printing and Design Software of Tinkercad and Autodesk	32
4. A Community of Practice; Your Contributions & Feedback to Co-construct the Site	
The Educator Maker Manifesto Wiki.....	34
Teacher Lesson Contributions	36
Makerspace for Education Blog	36
Makerspace Gallery.....	37
Maker Day	38
5. References	39



Welcome and Introduction



Why Should Teachers Consider a Makerspace for Education?



Despite the popularity and trend of the term “[makerspace](#)”, educators have to search hundreds of articles, websites and books to determine what this term is, how to begin, where to locate materials and determine the educational significance. Another complication is that the resurgence of this DIY movement found its grassroots in the public population and is just starting to make its way back to education. This makes navigating materials from an educational lens even more challenging. [Makerspace for Education](#), a collaborative digital space for educators to explore how to create and use makerspaces in their own environments,



will help to transform pedagogies of individual educators through immersion in the context and the support of an educative community.

The Maker Movement is a vehicle that will allow schools to be part of the necessary return to constructivist education. It is a movement that will allow students to be creative, innovative, independent, and technologically literate; not an “alternative” way to learn, but what modern learning should really look like ([Stager, 2014](#)).

Makerspace builds on a constructivist ideology to form a constructionist approach to education, as introduced by [Jean Piaget](#) and developed by [Seymour Papert](#). The primary goal of constructionism is to have learners create their own knowledge by creating and interacting with physical objects. It has clear connections to media literacy, as well as to self-directed learning. Innovative researchers, and those who wish to see schools develop 21st century learners, with the skills to work in today’s multidimensional career settings, know constructionism is a necessary tool.

The Maker Movement is a theoretical and physical embodiment of constructivism that will reform how we educate students (Roffey, 2015). Education grounded in “making” has the capacity to transform the way we think about pedagogy and learning (Kurti, Kurti, & Flemming, 2014). At the heart of this movement is the understanding that “learning happens best when learners construct their understanding through a process of constructing things to share with others” (Donaldson, 2014, p. 1). Key to the success of the Maker Movement in education is the shift away from ready-made knowledge to a classroom environment ripe for exploration, creativity, innovation and collaboration (Donaldson, 2014; Papert & Harel, 1991; Schön, Ebner, & Kumar; Schrock, 2014) with hands-on materials and real-world problems (Hatch, 2013). “Ultimately, the outcome of maker education and educational makerspaces leads to determination, independence and creative problem solving, and an authentic preparation for the real world through simulating real-world challenges. In short, an educational makerspace is less of a classroom and more of a motivational speech without words” (Kurti et al., 2014, p. 11).



The purpose of [Makerspace for Education](#) is to provide educators with a hands-on, creative, user friendly, “anytime, anyplace”, professional development tool that can be used as part of a community of practice. It allows educators to inform themselves, with tools at their fingertips, on the various aspects of the makerspace as they are ready. Using interactive tools that allow access to necessary information, directly from a user-friendly interface and based on the key frameworks of [constructionism](#), the [maker movement](#), [design thinking](#) and [media literacies](#), teachers will have the tools they need to begin, or continue, their makerspace journeys. This site will evolve and grow as the participating educators add to the content and support the construction of knowledge.

About the Authors



Trish is an Emerging Technology Consultant in Edmonton, Alberta, Canada. In this role, Trish specializes in supporting teachers and students to explore makerspace, assistive technology, coding and robotics, and blended learning. She has taught in a variety of educational settings from Kindergarten to Grade Eight. Trish holds a BEd in Elementary Education from the University of Alberta and is currently enrolled in the MET program at the University of British Columbia. Trish has a particular interest in supporting teachers as they explore educational technology and constructivist practices. You can follow Trish on twitter [@MrsRoffey](#) or contact her at Trisha.Roffey@ecsd.net



Catherine is an elementary educator from Ontario, currently with the Niagara Catholic District School Board. She is in her 25th year of teaching and specializes in grades 5-8. Catherine has a Bachelor of Kinesiology Degree from McMaster University and a Bachelor of Education Degree from the University of Western Ontario. She is currently enrolled in the MET program at UBC and pursuing a certificate in Autism Spectrum Disorder. Although a veteran teacher, Catherine is intrigued by the developments in educational technology and realizes that there is a disconnect between the possibilities that technology affords and how it is actually used in most classrooms. She loves the concept of a makerspace and is excited to keep exploring maker technologies in her class.





Janelle is trained in elementary education, however, now finds herself teaching adult students at NorQuest College in Edmonton, Alberta, Canada. She holds a Bachelor of Arts degree and a Bachelor of Education degree from the University of Alberta. She is currently enrolled in the Master of Educational Technology program at the University of British Columbia. You can view Janelle's teaching dossier [here](#). Through the development of this project, she has become a tinkerer herself, and inspired those around her to dive in! Janelle

looks forward to exploring ways to integrate the maker movement into the world of adult education, giving adult learners all of the benefits afforded to primary and secondary students through these methods.

How to Use the Website and Curriculum Guide:

Congratulations for taking the first step toward your maker education! This website was created so that you can explore different avenues of a makerspace independently. Each module can be completed on its own, with all of the other exciting and fantastic modules ready for you to explore when you are ready.

Not sure where to start? Watch this [video walkthrough](#) of our site!

The How to Use this Website page has a video walkthrough of our site and some of the highlights we don't want you to miss.

If you are ready to begin your adventure we ask that you take a few moments to **complete our pre-assessment survey** prior to using our site so that we can know a little bit more about you and your expectations of our makerspace website. Thanks!

Link to Pre-Assessment survey:

https://docs.google.com/forms/d/IRNsjMnL9PrSUxd_UjzozCt5xEeEmABpLome7rFykhrA/viewform



How to Use this Site:

The pages of our website will start to look familiar as you explore each maker technology. We have designed a simple, streamlined format that takes you through each module in exactly the same way.

All of the technologies are supported with videos, manuals and student challenges.



Each technology is introduced and begins with a "Where to Start?" section.
So easy!



Finished the "Where to Start?" section?
Way to go! It's time to move on to "What is next?" Super Simple!



Completed the "What is next?" portion already? Wow, you are moving right along!
"How to go further?" will help you create those awesome projects. It's that easy!

Once you have had a chance to explore and implement a couple of technologies, please take time to complete our Post-Assessment Survey. This will help us ensure the site fulfills your needs!

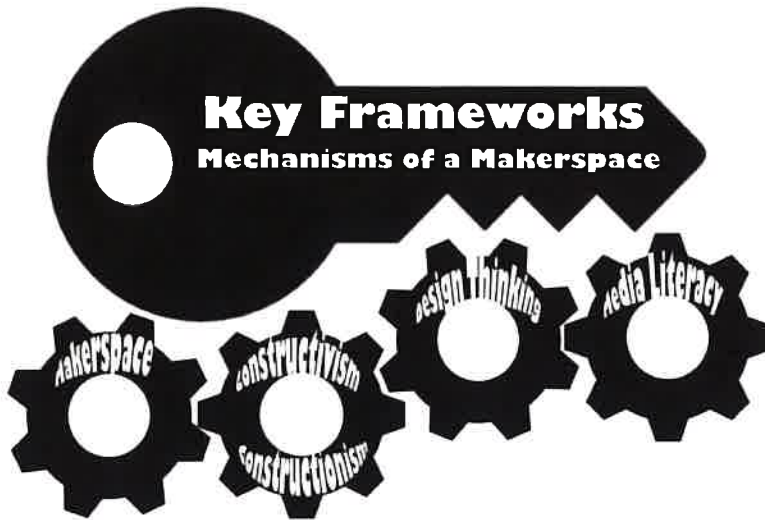
Link to Post Assessment Survey:

<https://docs.google.com/forms/d/1Evo2D9I82StpimrKgTTi-9s37CLzgaOuuZcAxFRhjoo/viewform>

We look forward to your contributions to our lesson plan ideas, blog pages and picture gallery! Please do the pre and post assessment questionnaires, as this is how we can monitor progress and help include more of what you need on the site.



Mechanisms of a Makerspace; Key Frameworks for Makerspace in Education



The concept of makerspaces in the classroom is grounded in theory and research. These include constructionism, the maker movement, design thinking, and media literacy. These frameworks are all relatively new, and may be unfamiliar to educators of all levels of experience. In order to understand the "whys" of

implementing a makerspace, take some time to review the main theories and frameworks supporting this movement and the mechanisms behind them.

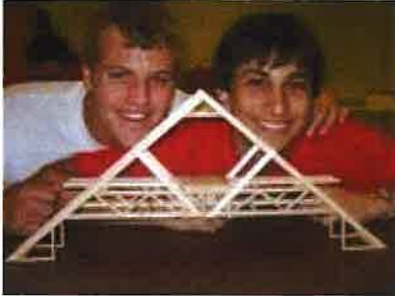
The [Makerspace for Education](#) resource has been developed to immerse the user, the educator, in these frameworks; constructionism, the maker movement, design thinking, and media literacy, allowing a holistic approach to learning and operating within these constructs. Through utilizing this resource, exploring and engaging with the content, educators have an opportunity to learn as we expect our students to learn; through [constructionism and constructivism](#) and the [maker movement](#), while utilizing [design thinking](#), and exercising and expanding [media literacies](#).

In our site, you will see that the key frameworks support our maker materials and activities.

Supported By



Constructionism & Constructivism



Constructivism and Constructionism were born out of the research and life-long work of Seymour Papert (see video link below). As stated by Hamir et al., “Constructivism is a theory of learning based on experience and observation. Through experience, and reflecting on these experiences, individuals construct their knowledge and understanding of the world” (2015).

According to constructionist models, students learn best by making tangible objects through authentic, real life learning opportunities that allow for a guided, collaborative process which incorporates peer feedback.

In constructionist educational settings, a fundamental significance is placed on the development of positive technological fluency in students and the promotion of learning through designing and sharing within collaborative environments (Papert, 1996).



Constructionist theory stresses the importance of tools, media, and context in human development, and the processes by which individuals come to make sense of their experience and envision a better world through technology fluency and integration (Ackermann, 2001). Constructivist and constructionist principles, through their emphasis on active educational opportunities, have led to the development of the maker culture and STEM focused approaches to student learning and engagement (Hamir, S. et al 2015).

The maker movement is holistically tied to constructionism and constructivist theory. The creation of objects whether they be through building a computer using Raspberry Pi, creating a video through the use of stop motion animation and green screen technology, to the development of programs using elements of coding in programs such as Scratch, all have at their core constructionism. Please view the video below as well as explore the video library on this page in our site.

Seymour Papert -- inventor of everything: Gary Stager at TEDxASB
<https://www.youtube.com/watch?v=6-dFTmdX1kU>



Makerspace

Makerspace is a constructivist and constructionist movement that is taking the world by storm! Imagine DIY meets education! Makerspace is not only a hackshop where you can go to learn how to use an arc welder for the afternoon. Makerspace is an educational concept as well, having materials available that can act as a provocation for inquiry, as well as modern technology and items to invent with.



Inspiring Education



Makerspace is more than a space itself, it is a mindset that can and should be taught (Gerstein, 2014). We have a student culture of children who have learned to consume technology. Educational zombies with all of their technological skill residing in the swipe of an index finger. With a makerspace, we can move beyond consumption to creation. There is a strong advocacy for this type of teaching and learning and it is

critical for policy makers to understand as we develop frameworks that move away from consumption, towards creation in our educational settings (Alberta Education, 2011; Fullan, 2013; Wagner & Compton, 2012). A makerspace is about “turning knowledge into action” (Flemming, 2015, p. 7), and allows for a true opportunity to support personalized learning (Martinez & Stager, 2013).

The Maker Movement is about teaching and learning that is focused on student centered inquiry. This is not the project done at the *end* of a unit of learning, but the actual vehicle and purpose of the learning. The time to change education is needed now more than ever, and we are facing an educational system in crisis and a global economy feeling the ripple effect of this failure (Wagner, 2012). Wagner captured the voice of business leaders describing the need for students to graduate with the skills of creativity and innovation, and that our educational institutions are failing to meet this mark (2012). “There



essential elements of educating young people to become innovators: the value of hands-on

projects where students have to solve a real world problem and demonstrate mastery; the importance of learning to draw on academic content from multiple disciplines to solve a problem; learning to work in teams” (Wagner & Compton, 2012, p. 52). This description can be found at the heart of the maker movement manifesto; imploring individuals, community centers and schools to allow people to make, share, give, learn, tool up, play, participate, support, and change (Hatch, 2013).



A makerspace can take many forms, from an entire library transformed into a learning commons, a CTS lab, an early learning Atelier inspired by Reggio Emilia, or bins, buckets and carts that form a mobile makerspace. What is important before you begin the physical transformation of a space, is to consider the pedagogical implications of transforming teaching and learning first. The space can then be determined based on budget, physical location and access for students.

In the [makerspace](#) section of the website you will find critical pedagogical and practical information for starting your own makerspace in your school, as well as the best [resources](#) and [websites](#) for makerspace in education. Check back often as this site will grow and evolve with additions from our community of practice!



Resources

This page is a collection of what to read, who to follow and other resources to help educators in their makerspace journey!

[Learn More](#)



Innovation Learning Center

The Innovative Learning Centre is bringing together students, educators and industry partners to collaborate and engage in the cycle of learning in order to create new innovations in the world of education. We are challenging the idea of a traditional classroom by exploring how physical and virtual environments can affect and improve learning.

[Learn More](#)



Best of the Web

This is a collection of handbooks, resources and ideas for makerspaces in education.

[Learn More](#)



Design Thinking

Design thinking, put quite simply, is a method to solve a problem. In schools, we often have a traditional model of a teacher providing knowledge and a student replicating that knowledge in the form of a project *after* the knowledge transfer has taken place. Despite this project perhaps being viewed as "hands on learning" and some type of creation made by the student, it is not constructionism just because a student "constructed" something. There was no problem to be solved, only information to be reproduced.

Design thinking is the crucial element that MUST occur BEFORE, DURING and AFTER making happens. This thinking process is the true evidence of creativity, application and problem solving using what the student already knows and *giving them a reason to learn more*. This design thinking is a methodology that will encourage the solving of complex problems through ideation and iteration.

Creativity has the potential to help reform education, and yet we have educated our students out of creativity with our factory model classrooms and high stakes testing (Robinson & Aronica, 2015). With the maker movement finding its way into our schools, we have a chance to use design thinking as a way to teach and develop complex skills of creativity. Creativity can and must be taught if we are to prepare students for a world that requires innovators (Wagner & Compton, 2012). This design thinking must be approached with intentionality.

Dr. Susan Crichton from the Innovative Learning Centre warns of what can happen if the maker movement is not approached with a shift in purpose.

"Unless educators intentionally pursue innovation and creativity as learning outcomes, makerspaces will become "imagination ghettos" where issues of access, purpose, and ownership resemble those common in the cloistered environments of early computer labs and many of today's shops and students are tasked with cookie cutter activities and trivial projects to complete." (Crichton & Carter, 2015, p. 3).

Purpose of Design Thinking in Maker Education

Giving students a real life problem to solve, as an intentional reason to use design thinking, changes the quality of the learning. Students are not learning because a teacher simply told them information they are required to remember, students are learning because they *need and want* to solve a problem to



make the world a better place. This type of design thinking has the power to transform students into global citizens committed to creative solutions to solve global problems. This is the type of student innovator we are missing in our current educational settings (Wagner & Compton, 2012). You will find three examples of student innovations that have changed communities for the better. You can use these examples as inspiration with your students.

Iterations Design Thinking

In design thinking, repeating a process to test, improve and design is crucial. This is known as iterations. In education we often allow children two iterations; rough copy and good copy. In design thinking we need to expand our understanding by allowing students to continually revise their design on an ongoing basis for the support of a process over the completion of a product. You will see step by step instructions for introducing iterations to your students on our site.

Design Thinking Educational Resources

Our site contains four amazing sites for design thinking in education. Try one of the design challenges from the [Innovative Learning Center makerday tool kit](#), [the Stanford d.school](#), [the K-12 Lab Wiki](#), or [Design Thinking for Educators](#). Also, you can share the concept of iteration and failure in design by watching this video of a student with his [Rube Goldberg Machine](#).



Media Literacy

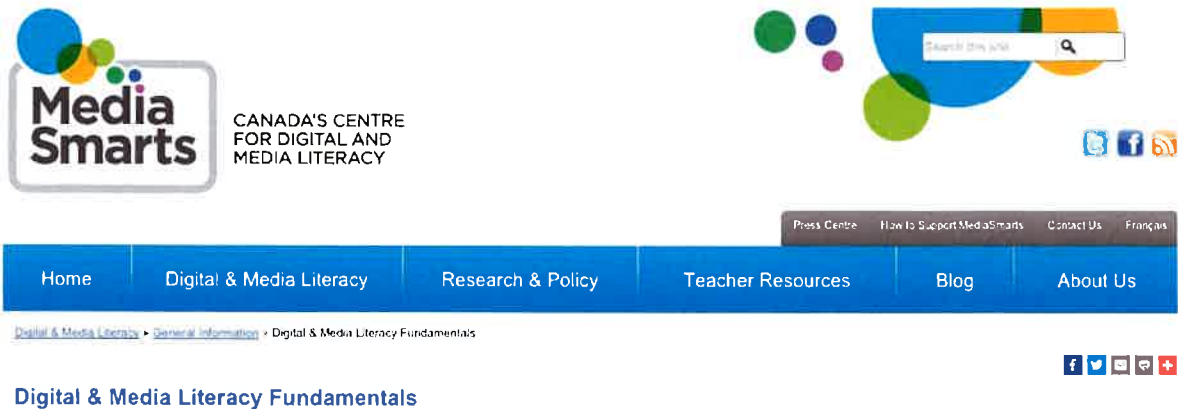
The growing need in the workforce for workers that are creative, innovative, adaptive, and responsive means literacy needs to be redefined to include technology and media literacies.

Core media literacies (Jenkins, H., 2009) include:

- **Appropriation**; the ability to remix existing products. Up to now, education has emphasized the creation of original products. More and more, the value of appropriation and remixing (with attribution to the original authors) is being recognized. This allows one to begin with a springboard and think beyond the basics of early attempts.
- **Distributed cognition**; the ability to utilize tools to enhance one's work. Utilizing tools to compliment one's cognitive processes allows one to accomplish much more than would be possible without the assistance of tools. For example, Scratch allows one to code complex projects without being fluent in any coding language. The program itself takes care of the coding language while the user simply clicks, drags, and drops building blocks.
- **Collective intelligence**; the ability to access the expertise of others in problem solving. Accessing the knowledge of others allows people to bring their strengths to a project, while allowing others to contribute additional strengths. This allows for a much more complex product than one would be able to produce singly.
- **Transmedia navigation**; the ability to take explore the possibilities across mediums. The ability to create in one medium or platform is no longer enough. One needs to be able to utilize multiple mediums to communicate various elements of a project. For example, a website base complemented by external videos, resources, activities, and wikis.
- **Networking and negotiation**; the ability to collaborate with people in various contexts. Possibly one of the most valuable skills in the ability to embrace and function within multiple communities with varying cultures. This may include the cultures of the people participating, or the culture of the virtual community. Flexibility and adaptability are crucial to developing this skill.



Media Smarts advocates for media literacies. Click the image for more information.



Through a virtual makerspace for teacher professional development, educators are able to enhance their own media literacies; a necessary step in developing these literacies in our students.

Traditional pedagogy is not adequate in teaching media competencies. In order for this literacy to grow holistically, pedagogy needs to be based in situated practice, immersion into an authentic community; overt instruction, collaboration with the support of more advanced peers; critical framing; examining learning objectively to gain insight to the larger picture; and transformed practice, applying new knowledge to situated practice (New London Group, 1996). A virtual makerspace will immerse educators in the experience of these key pedagogical elements, as well as position them to apply this pedagogy in their own classrooms.

Historically, professional development on technology has consisted of an expert-led demonstration in a context-barren environment. Teachers are not given opportunities to explore, apply, discuss, or collaborate using the new technology. This results in poor uptake of the new tool. For educators to truly engage with, and utilize technology and media, it must be



introduced holistically, through design (Mishra, P., Koehler, M.J., 2006). Immersion in a makerspace provides educators with the opportunity to learn this technology through design, which significantly increases the chance of uptake and application in the classroom.

Be sure to explore our Media Literacy in action on our page!

Media Literacy in Action!



Joseph Gordon Levitt has recently launched a collaborative online community that aims to be a large-scale production company. Take a look at this take on media literacy!



Listen as Salman Khan, founder of Khan Academy, discusses media literacy in terms of the power of video, interactivities, and a flipped classroom.



Watch a summary of what media literacy is, and what it takes to be media literate in today's world



Papert's Big Ideas

Seymour Papert was the founder of the Constructionist Learning Lab, and he had 8 big ideas that were crucial to the undertaking of this type of teaching and learning. These big ideas are found in [Invent to Learn: Making, Tinkering and Engineering in the classroom](#). We have created a poster to hang in your classroom makerspace to use with both teachers and students as they approach a new understanding of creativity, inquiry and makerspace in the classroom!

You can view the Poster we have created representing these big ideas, or download a copy for yourself

8 Big Ideas of Maker Centered Education

1 Learn by doing!
We all learn better when learning is part of doing something we find really interesting. We learn best of all when we use what we learn to make something we really want.

5 Taking time!
Many students at school get used to being told every five minutes or every hour to do this, or do that, and now do the next thing. If someone isn't telling them what to do they get bored. Life is not like that. To do anything important you have to learn to manage time for yourself.

2 Technology as building material!
If you can use technology to make things you can make a lot more interesting things. And you can learn a lot more by making them. This is especially true of digital technology.

6 You can't get it right without getting it wrong!
Nothing important works the first time. The only way to get it right is to look carefully at what happened when it went wrong. To succeed you need the freedom to goof on the way.

3 Hard fun!
We learn best and we work best if we enjoy what we are doing. But fun and enjoying doesn't mean "easy". The best fun is hard fun. Our sports heroes work very hard at getting better at their sports. The most successful carpenter enjoys doing carpentry.

7 Do unto ourselves what we do unto our students!

4 Learning to learn!
Many students get the idea that "the only way to learn is by being taught". This is what makes them fail in school and in life. Nobody can teach you everything you need to know. You have to take charge of your own learning.

We are learning all the time. We have a lot of experience of other similar projects but each one is different. We do not have a pre-conceived idea of how exactly this will work out. We enjoy what we are doing but we expect it to be hard. We expect to take the time we need to get this right. Every difficulty we run into is an opportunity to learn. The best lesson we can give our students is to let them see us struggle to learn.



8 Digital world!
We are entering a digital world where knowing about digital technology is as important as reading and writing! SO learning about computers is essential for our students' futures BUT the most important purpose is using them NOW to learn about everything else.



by Dr. Seymour Papert



You can go even deeper into the big ideas and share our collective understanding of the concepts through experience and research. This image below is taken from our [Papert's Big Ideas page](#) showing one of the big ideas. You can find all 8 by visiting the page itself!

Going Deeper into the Big Ideas...our thoughts, experience and research!

Idea 1

Learn by Doing!

Learning becomes solidified when the content and pedagogy are authentic and relevant. That is, in order for deep learning to occur, one must interact with the content and knowledge directly. Makerspace allows this to occur for students, by making them the creators and designers of their own knowledge. The same premise is applicable to educators. Through experiencing the concept and content of a virtual makerspace as professional development, educators are deeply engaged with the framework and better able to envision this pedagogy at work in their own work environments. As we know, learning through design is the most effective way to learn and integrate new knowledge into current memory structures.

Finally, we would like to hear from you! Please contribute your own big ideas of maker education to our community of practice!

Do you have a big idea for maker education? Please share your experience with us!

Big Ideas!

Name *

First

Last

Email *

Comment *

Submit



Materials of a Makerspace; No Tech, Low Tech and High Tech

The technologies presented in the [Makerspace for Education](#) resource have been selected to support educators in introducing, or expanding, makerspace in their own classrooms or schools. A wide variety of technologies have been included; from no-technology requirements, such as [inventions with recycled materials](#); to mid-technology requirements, such as [digital storytelling](#), to high-technology requirements, such as [Dash and Dot](#). There is something for everyone! Each technology page contains links to resources that are informative and instructive for that element of the makerspace. Each section offers classroom applications, lessons, tutorials, and videos. Introduce one technology at a time, as to not overwhelm yourself or your students. By mastering one technology at a time, the likelihood of sustaining and expanding the makerspace is improved. The purpose of these pages is to have the materials at your fingertips when you are ready. If you are new to a technology, take time to review the resources and videos, and complete the student challenges yourself; making yourself comfortable before introducing the technology to your students. In this way, you will be better able to support and challenge your students appropriately.

Look for these signs to help navigate and choose your own makerspace adventure!

Where to Start?

A PLACE FOR A BEGINNER WITH NO PREVIOUS EXPERIENCE TO START. THIS IS A CHANCE TO LEARN!

What is next?

A CHANCE TO TEST DRIVE THE MATERIALS WITH STUDENTS IN A SAFE AND EASY WAY. STEP BY STEP LESSONS WITH SUPPORT AND VIDEOS ARE PROVIDED.

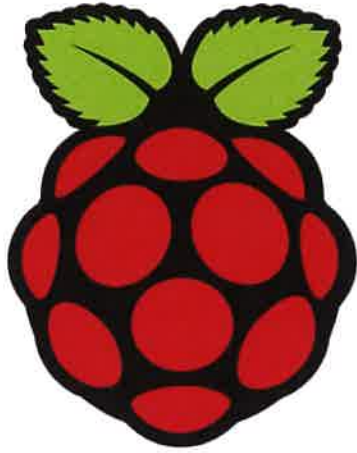
How to go further?

AN OPPORTUNITY TO GO DEEPER INTO THE TECHNOLOGY FOR MORE ADVANCED USERS WHEN THEY ARE READY. STUDENT CHALLENGES, ADDITIONAL LESSONS AND RESOURCES ARE PROVIDED.

You will also have an opportunity to contribute lesson ideas to our makerspace community as well as participate in our page by page discussion group. Look for these two features at the bottom of each page.



Raspberry Pi - What is it?



The Raspberry Pi is a credit-card sized computer that costs only \$35, plugs into a computer monitor or TV, and uses a standard keyboard and mouse. This computer is accessible to people of all ages to learn how to build a computer and start exploring computer programming using languages like Scratch and Python. You can use this mini computer just like you would your desktop computer to do everything from browsing the internet and playing high-definition video, to making spreadsheets, word-processing, and playing games.

What's more, the Raspberry Pi is part of the maker movement! You can connect with people from all over the world to invent a wide array of digital maker projects, from music machines and parent detectors to weather stations and tweeting birdhouses with infra-red cameras.

Where to Start?

HERE YOU WILL FIND INTRODUCTORY VIDEOS, MATERIALS AND A "HOW TO" FOR YOUR VERY FIRST RASPBERRY PI SET UP [HTTPS://WWW.RASPBERRYPI.ORG/HELP/QUICK-START-GUIDE/](https://www.raspberrypi.org/help/quick-start-guide/)

What is next?

THIS IS THE GETTING STARTED LESSON FOR THE RASPBERRY PI WITH YOUR STUDENTS [HTTPS://WWW.RASPBERRYPI.ORG/HELP/QUICK-START-GUIDE/](https://www.raspberrypi.org/help/quick-start-guide/)

How to go further?

THERE ARE MANY LESSONS AND MAKERSPACE PROJECT IDEAS TO HELP YOU TAKE YOUR RASPBERRY PI FURTHER [HTTPS://WWW.RASPBERRYPI.ORG/RESOURCES/](https://www.raspberrypi.org/resources/)

Key Frameworks: Raspberry Pi is a credit card sized computer you build and code yourself. There are tons of great free resources to help you get started and to support Raspberry Pi in your Makerspace.



Materials: For the Raspberry Pi it is recommended you order a [basic starter kit](#), as well as have a monitor, keyboard and mouse. Subsequent projects may require additional maker materials.

Resources: The maker community has many resources for educators using the Raspberry Pi. The [free projects and ideas book](#) is an amazing way to get started in any classroom with over 200 projects!

Sample Activities and Learner outcomes: Our two student challenges are based in [literacy outcomes of storytelling](#) as well as [numeracy outcomes of elapsed time](#). You can use the challenges as they are, or tailor them to suit your grade and outcomes.

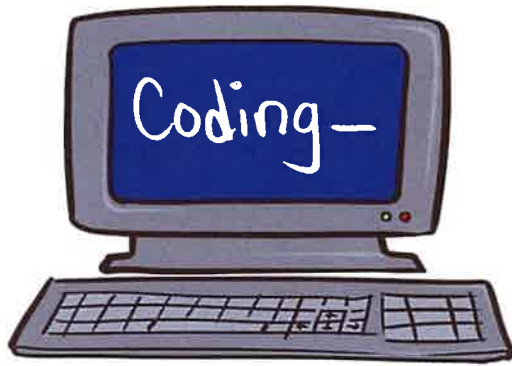
Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!



Coding - What is it?



Coding, also called computer programming, is a series of instructions to a computer in a specific computer based language such as Python, HTML, Java, C++ and more. Traditionally these computer languages were reserved for college level students and were intensely complicated with syntax. Coding has never been more accessible to students of all ages! Thanks to block based coding languages such as Scratch, students and teachers can learn to code in a safe and easy environment. Coding in education has received world wide attention, especially since the UK mandated computer programming for all grades starting in 2013. The BC school board just announced their new coding curriculum for September 2016! Coding is becoming an important part of education!

What's more, coding is part of the maker movement! You can connect with people from all over the world to code robotics, machines, games and a wide array of digital maker projects.

Where to Start?

[CODE.ORG](#) IS AN AMAZING RESOURCE FOR BEGINNER CODERS, FOR TEACHERS AND STUDENTS. THE WORLD WIDE EVENT, HOUR OF CODE, LETS YOU TRY CODING FOR 1 HOUR IN SAFE AND EASY TUTORIALS. TRY HAVING STUDENTS WORK IN PAIRS TO COLLABORATE AND PROBLEM SOLVE TOGETHER. THESE TUTORIALS ALSO WORK ON ANY DEVICE!

What is next?

NOW THAT YOU TRIED YOUR FIRST HOUR OF CODE, YOU ARE READY FOR SOME MORE CODING LESSONS! [CODE STUDIO](#) HAS OVER 20 HOURS OF SELF PACED COURSES FOR STUDENTS AGED 4-18! THE FOCUS IS ON PROBLEM SOLVING, NUMERACY AND LITERACY SKILLS.

How to go further?

[SCRATCH](#) IS AN EDUCATIONAL BLOCK BASED CODING LANGUAGE. SCRATCH HAS AN ACTIVE EDUCATOR COMMUNITY THAT SHARES LESSON IDEAS AND STUDENT PROJECTS. THIS [EDUCATIONAL GUIDE](#) FROM THE SCRATCHED TEAM CAN HELP TEACHERS GET STARTED WITH THEIR FIRST LESSON IN SCRATCH!

Key Frameworks: Don't be afraid of coding. There are some user friendly beginner programs to help you and your students start coding.



Materials: Coding can be done on a PC, MAC, iPad or Android device depending upon the format you want to try. You can also code "[unplugged](#)" and teacher student computer science without the computer! There is a free download of the [educator guide](#)!

Resources: We have created 20 student challenges that all link to websites with more information, tutorials, lessons and ideas. You can also download and print the [trading cards](#) for your students!

Sample Activities and Learner outcomes: Coding fits many aspects of literacy and numeracy outcomes across many grade levels. We challenge you to start by using code to tell a story!

Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!



Makey Makey - What is it?



MaKey MaKey - An Invention Kit for Ever...

The Makey Makey is an electronic invention kit for all ages! The Makey Makey allows you to take everyday objects and combine them with the internet. Using the alligator clips attached to any conductive material you can control the keyboard of your computer, such as the space bar, arrow keys and left click of the mouse. When you are ready the back of the Makey Makey allows you to key map even more keys!

What's more, the Makey Makey is part of the maker movement! You can connect with people from all over the world to invent a wide array of electronic maker projects, from musical house plants, interactive classrooms and amazing assistive technology!

Where to Start?

THE ["HOW TO" PAGE](#) OF THE MAKEY MAKEY SITE FEATURES THE MAKEY MAKEY QUICK START GUIDE! YOU CAN GO STEP-BY-STEP TO HOOK UP AND TRY YOUR MAKEY MAKEY FOR THE FIRST TIME!

What is next?

NOW THAT YOU HAVE SET UP YOUR MAKEY MAKEY, YOU ARE READY FOR YOUR FIRST PROJECT! YOU WILL FIND THE [LESSON PAGE](#) OF THE MAKEY MAKEY SITE FULL OF FUN SURPRISES AND EASY TO USE, STEP-BY-STEP CLASSROOM LESSONS YOU COULD ADAPT AND MAKE YOUR OWN!

How to go further?

YOU ARE READY TO TAKE YOUR MAKEY MAKEY FURTHER! CHECK OUT THE CLASSROOM RESOURCES BELOW THAT WILL HELP YOU SELECT THE RIGHT PROJECT FOR YOUR STUDENTS FROM BEGINNER TO ADVANCED! THERE ARE ALSO SOME AMAZING [GROUP ACTIVITY GUIDES](#) THAT ARE FULL OF DETAILS AND INSPIRATION FOR YOUR NEXT MAKERSPACE ADVENTURE!

Key Frameworks:



Makey Makey's are as fun to use and learn as it is to say. You are only limited by your imagination. Makey Makey is supported by a large online community to help you on your journey.

Materials: For the Makey Makey, it is recommended you order a [basic starter kit](#), as well as have a variety of conductive materials such as tin foil, copper tape, play dough and more! The Makey Makey requires a lap top computer with a USB port.

Resources: The maker community has many resources for educators using the Makey Makey. The [Instructables site](#) has hundreds of Makey Makey projects to inspire creativity and design thinking!

Sample Activities and Learner outcomes: Our student challenges will help get you started! You can make a [musical piano](#), a [game controller](#), your own [operation game](#), and an interactive [story](#) or [word wall](#)! You can use the challenges as they are, or tailor them to suit your grade and outcomes.

Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!



Robotics - What is it?



Robots are machines that can do three things: sense, act and think. Students can gain powerful knowledge in STEAM learning (Science, Technology, Engineering, Arts & Math). Instead of students just *using* robots, we have chosen robots they can either build themselves or transform with maker materials. Robots are now accessible for students of all ages and abilities and are an engaging classroom tool to support STEAM.

This site will start by featuring child friendly robots to begin using in your classroom.

Check back soon as we add more classroom robotic technology for your makerspace!



DASH AND DOT ARE AN AMAZING ROBOT TEAM TO HELP STUDENTS LEARN HOW TO USE BLOCK LANGUAGE PROGRAMMING! THIS DYNAMIC DUO IS PERFECT FOR AGES 4 AND UP TO BEGIN THEIR EXPLORATION OF ROBOTICS AND COMPUTER SCIENCE!



KIBO IS A ROBOT THAT STUDENTS CODE USING WOODEN BLOCKS! NO COMPUTER REQUIRED! STUDENTS CONSTRUCT AMAZING CREATIONS, CODE AND COLLABORATE!



THE AMAZING MODULAR ROBOT LETS STUDENTS CONNECT AND CODE USING PRE-PROGRAMMED ELECTRONIC BLOCKS. THE LEGO ADAPTER ALLOWS FOR AN EVEN BIGGER HANDS ON MAKER EXPERIENCE!

Key Frameworks:



Playing with Robots while learning block language programming, what could be more fun? Start your adventure with Dash and Dot, Kibo or Cubelets.

Materials, Resources and Student Challenges: Each page in the robotics section will take you through step by step where to start, what is next, and how to go further. The links to the product websites with costs, tutorials and classroom ideas have also been provided. We have started with [Dash and Dot](#), [KIBO](#) and [Cubelets](#), but will be adding exciting new classroom robotics soon!

Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Robotics FAQs and Support

Comments, questions, suggestions, or feedback about robotics? Post them here! Feel free to respond to other members' posts as well!

[New Topic](#) [People](#) [Options](#)

Topics (0)

Replies

Last Post

Views

Empty

[Flags](#) | Created by [librarian](#) | 16 views

Green Screen Technology - What is it?



Everyone has heard of a green screen, but how do you use it effectively in your classroom to enhance digital creations, change the setting in stop motion animation and enhance the background during digital presentations?

Green screens are used in the movies to make it look like the actors are driving across the desert, and it's used on TV to make it look like your local news announcer is standing in front of an animated weather map. It is easy and fun to use green screens in your classroom media creations. Green Screen by Do Ink is one of the easiest ways to get started.

Where to Start?

HERE YOU WILL FIND SIMPLE APP INFORMATION, AND INTRODUCTORY VIDEOS FOR YOUR FIRST GREEN SCREEN PRODUCTION. [HTTPS://WWW.YOUTUBE.COM/WATCH?V=QLH3HI9ABLI](https://www.youtube.com/watch?v=QLH3HI9ABLI)

What is next?

ONCE YOU HAVE THE BASICS OF THE DO INK APP DOWN IT IS TIME TO MOVE ON TO LEARNING SOME OF THE OTHER AWESOME FEATURES IS HAS. THE DO INK GUIDE IS FOUND AT [HTTP://WWW.DOINK.COM/SUPPORT/](http://www.doink.com/support/)

How to go further?

NOW THAT YOU HAVE MASTERED DO INK IT IS TIME TO TRY GREEN SCREEN IN IMOVIE. ALTHOUGH A BIT TRICKIER THE EFFECTS CAN BE WELL WORTH THE EFFORT. [HTTPS://WWW.YOUTUBE.COM/WATCH?V=RU0PXLNWZFM](https://www.youtube.com/watch?v=RU0PXLNWZFM)

Key Frameworks:



Introducing your students to Green Screen Technology will allow them to virtually travel anywhere they have ever imagined. Super powers are no longer just a fantasy, at least in pictures. Let their imaginations soar.

Materials: The Do Ink app is the best place to start but there are several other ways to use green screen technology including converting your white board into a green screen using a projector and green coloured computer screen. You can purchase green fabric or ready made green screen kits. To begin using green screen technology it is recommended you start with the Do Ink App (\$3.99) from the App store. It's accompanying video and guide are user friendly and have you up and running very quickly.

Resources: There are several guides, videos and sites dedicated to the use of the green screen the most comprehensive being [The Green Screen Handbook](#)

Sample Activities and Learner outcomes: Once your students have been introduced to green screen technology it can be utilized in any curriculum area where you incorporate digital media literacies including making iMovie trailers [iMovie Movie Trailers](#).

Don't forget to contribute to our community with your lessons and discussions!

Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!



Stop Motion Animation – What is it?



Stop Motion Animation is an excellent way to have students begin to explore the world of movie making. There are several stop motion animation apps and programs that help you begin your journey. Stop motion animation can be very simple to extremely complex. Most students will recognize stop motion animation from movies such as *The Nightmare Before Christmas*, *Wallace and Grommit* and *Coraline*. Many of your students may have already explored stop motion animation on their own. There are several stop motion apps for iPad and programs for laptops available. The apps developed for the iPad are quite user friendly. Programs developed for laptops can be a bit more tricky, and better suited for a more advanced user. (They are great programs to work with once you have the basics down pat.) Many apps are free but require in app purchases to be fully operational or you must transfer your captured images to iMovie to do the final editing. Upgraded versions of the “free” apps often have built in editors as is the case with Stop Motion Pro. There are also stop motion apps available for a fee.



TO GET STARTED USING STOP MOTION ANIMATION TRY USING THE FREE APPS AVAILABLE. WE RECOMMEND STARTING WITH STOP MOTION OR LEGO MOVIE MAKER



NOW THAT YOU HAVE TRIED OUT THE FREE APPS IT IS TIME TO TRY ALL OF THE FEATURES OF THE ONE YOU LIKE BEST. AGAIN OUR RECOMMENDATION FOR STARTING OUT IS STOP MOTION PRO (\$6.99)



YOU ARE READY TO TAKE YOUR STOP MOTION ANIMATION FURTHER. THE IMOVIE APP FOR THE IPAD IS \$6.99, IMOVIE ON MAC IS ALSO AN OPTION, THESE MAY BE MORE SUITABLE FOR ADVANCED STUDENTS.

Key Frameworks: Everyone is a movie maker at heart. Stop Motion Animation is an excellent way to have students creatively tell their stories.



Materials: For Stop Motion Animation it is easiest to use a tablet and user friendly apps such as Stop Motion/Stop Motion Pro or Lego Movie maker. If using a laptop it is best if it has an onboard camera. If there is no camera you will need a device that takes digital pictures such as a digital camera or cell phone with camera.

Resources: The maker community has many resources for educators using Stop Motion Animation. [The Stop Motion Handbook](#) is a great way to get started in any classroom with awesome tips and lesson ideas.!

Sample Activities and Learner outcomes: There are six student challenges provided in this module. Scripting, storyboarding, set building, filming, sound, titles and credits. At the end of the six challenges students will have completed their first stop motion animation film.

Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Stop Motion FAQs and Support

Comments, questions, suggestions, or feedback about stop motion? Post them here! Feel free to respond to other members' posts as well!

New Topic | Create | Options

Topics (0)

Replies

Last Post

Views

Empty

Digital Storytelling- What is it?

Digital Storytellers!



Empowering learners to constructively share their voices on the global stage!

Digital storytelling is a short form of digital media production that allows everyday people to share aspects of their life story. The media used may include the digital equivalent of film techniques (full-motion video with sound), animation, stills, audio only, or any of the other forms of non-physical media (material that exists only as electronic files as opposed to actual paintings or photographs on paper, sounds stored on tape or disc, movies stored on film) which individuals can use to tell a story or present an idea.

"The idea of merging traditional storytelling with today's digital tools is spreading worldwide." Anybody today with a computer can create a digital story simply by answering such questions as "What do you think? What do you feel? What is important? How do we find meaning in our lives?"

Most digital stories focus on a specific topic and contain a particular point of view. "These topics can range from personal tales to the recounting of historical events, from exploring life in one's own community to the search for life in other corners of the universe and every story in between."

Where to Start?

DIGITAL STORYTELLING CAN RANGE FROM THE VERY SIMPLE TO THE EXTREMELY COMPLEX. [ATHABASCA UNIVERSITY OPEN COURSE ON DIGITAL STORYTELLING IS](#) A GREAT PLACE TO START.

What is next?

THIS SECTION TAKES YOU THROUGH ALL THE STEPS OF THE DIGITAL WRITING PROCESS. THE LESSONS ARE DESIGNED FOR GRADES 4-10. [Digitizing the Writing Workshop](#).

How to go further?

CHECK OUT THE AWESOME FREE CLASSROOM RESOURCE THAT WILL ALLOW YOUR STUDENTS TO CREATE AN ENTIRE PROJECT IN AN ONLINE FORMAT. [Digital Storyteller](#)

Key Frameworks: Digital Storytelling encompasses several digital technologies and media literacies. Start with small simple projects and before you know it your students will be amazing you with their digital reports and essays.

Materials: Digital storytelling can be as simple or as elaborate as you and your students desire. You will need a way to take pictures or import them from a site, a method to store your chosen photos as well as a great imagination. Every aspect of the planning process can be done both on paper and on a digital device. The choice is up to you.

Resources: The maker community has many resources for educators using Digital Storytelling in the classroom. The [Digital Storytelling in the Classroom](#) guide is a great way to get started with awesome tips and lesson ideas!

Sample Activities and Learner outcomes: There are two in-depth student challenges in this module. Challenge one introduces student to using animated creatures via apps and challenge two has creators use real photos to complete the assignment.

Don't forget to contribute to our community with your lessons and discussions!

Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Digital Story Telling FAQs and Support

Comments, questions, suggestions, or feedback about digital storytelling? Post them here! Feel free to respond to other members' posts as well.

[New Topic](#) [3 Posts](#) [Options](#)

Topics (0)

Empty

Last Post

Views

Empty



LilyPad - What is it?



LilyPad is a programmable, electronic, sewable system for creating textiles with an electronic twist! The electronic LilyPad component is programmed using Arduino and embedded into the textile project using conductive thread. This allows the creator to imagine, and bring to life, interactive clothing, accessories, or other textile-based products. This may include a small bear with eyes that light up, a purse with a handle that changes color when touched, or a temperature sensitive lighting pattern in a clothing item.



HERE YOU WILL FIND INTRODUCTORY VIDEOS, MATERIALS AND A "HOW TO" FOR YOUR VERY LILYPAD UP USING SEW ELECTRIC. <http://sewelectric.org/>



HERE YOU WILL GET A LITTLE DEEPER INTO THE CODING AND SEWING ASPECTS USING THE LILYPAD ARDUINO WEBSITE AND TUTORIALS. http://lilypadarduino.org/?page_id=135



THERE ARE MANY LESSONS AND MAKERSPACE PROJECT IDEAS TO HELP YOU TAKE YOUR LILYPAD FURTHER <http://www.wired.com/2013/01/wearable-arduinos/>

Key Frameworks:



Programming, electronics, sewing with conductive thread, the digital world meets the fashion world. Imaginations soar as interactive clothing and accessories are created and brought to life.

Materials:

For the LilyPad it is recommended you order a basic starter kit. You can get this through [Sew Electric](#), or [Sparkfun](#). You will also need a computer with monitor, keyboard and mouse. Subsequent projects may require additional maker materials.

Resources:

The maker community has many resources for educators using the LilyPad. The [Sew Electric book](#) is an excellent way to get started in any classroom! Instructables also offers [video tutorials](#) and [project ideas](#).

Sample Activities and Learner outcomes:

Activities address a multitude of outcomes including science (electricity), math (coding) and art outcomes. These can easily be adapted for various grade levels.

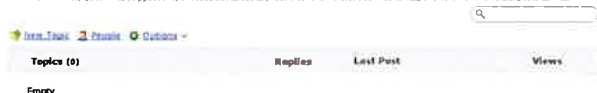
Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

LilyPad FAQs and Support

Comments, questions, suggestions, or feedback about LilyPad? Post them here! Feel free to respond to other members' posts as well!



Inventions with Recycled Materials - What is it?



Inventions with recycled materials is exactly what it sounds like! Students use recycled materials to create new inventions. The beauty of this space, is that it is nearly free! Students can contribute items from home: boxes, cans, bottles, bags, shop materials, fabric, toothpicks, popsicle sticks, anything! All that you need to provide are a type variety of common craft materials: glues, tapes, papers, scissors, glitter, cotton balls, pompoms, doilies, paint, whatever you have on hand!

What is really great about this station, is every teacher has already done this in some form. If you have built towers for third grade science, constructed geometric shapes with toothpicks and marshmallows in seventh grade math, or built a puppet theatre for Language Arts, you are already involved! The idea now is to make this space a fixture in your classroom, not simply connected to one project.

Where to Start?

HERE YOU WILL FIND THE STORY OF [CAIN'S ARCADE](#), AS WELL AS [MATERIALS LISTS](#).

What is next?

LEARN ABOUT THE IMAGINATION FOUNDATION AND JOIN THE CARDBOARD CHALLENGE!
<http://cardboardchallenge.com/>

How to go further?

GO FURTHER THROUGH EXPLORING STEP-BY-STEP [TUTORIALS](#) AND [BOOKS](#) RELATED TO BUILDING WITH RECYCLED MATERIALS.

Key Frameworks: kids love creating and building with materials the rest of us may consider junk. The students of today will be the recycling geniuses of tomorrow. What will your students create?



Materials: Materials for recycled material inventions are boundless and all around you! For a getting started list, click [here](#). Also, check out the [Edmonton Reuse Centre!](#)

Resources: There are many resources for building with recycled materials! Check out these [books](#) by Ruth Thomson, these [tutorials](#) by Instructables, and these [cardboard-working tools](#) by Make-Do.

Sample Activities and Learner outcomes: Meet art and science outcomes with this [student challenge!](#)

Don't forget to contribute to our community with your lessons and discussions!

Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Inventions with Recycled Materials FAQs and Support

Comments, questions, suggestions, or feedback about inventions with recycled materials? Post them here! Feel free to respond to other members' posts as well!

Item Topic 2 Panels 0 Questions

Topics (4)

Replies

Last Post

Views

Empty



Breaker Space - What is it?



Students need to have the opportunity to explore, build and discover in a makerspace. This allows us to move beyond one-size fits all projects into a personalized constructivist approach to education. Most stations in a makerspace will encourage the construction of something. The breakerspace station will encourage just the opposite. Laura Fleming suggests setting up a Take-Apart Tech Station, or "breaker space", where technology and other classroom or household items are provided and designated for students specifically to disassemble and investigate and to build.

Students will have a chance to truly wonder, ask questions, take risks, and have no fear of doing something wrong!

By providing some simple tools such as protective eye wear, scissors, hammers, gloves and old technology like broken down classroom computers, students can dissect and remix in your makerspace!

Where to Start?

THE BREAKER SPACE IS A WORK STATION IN A MAKERSPACE THAT HAS "MISFIT" TOYS AND OTHER BROKEN ELECTRONICS FOR STUDENTS TO DISASSEMBLE AND DISCOVER WITH. STUDENTS CAN USE A BREAKER SPACE TO: TAKE APART OLD TECHNOLOGY, TO REPAIR SOMETHING BROKEN, TO HARVEST FOR PARTS, TO TAKE A PART, REMIX AND REINVENT SOMETHING NEW.

How to go further?

THE [TINKERING STUDIO](#) IN THE EXPLORATORIUM HAS PUT TOGETHER A FANTASTIC BREAKER SPACE LESSON THAT CHALLENGES STUDENTS TO TAKE APART OLD TOYS AND CONSIDER HACKING THEM TO MAKE SOMETHING NEW. THERE ARE NO WRONG ANSWERS IN A BREAKER SPACE!

Key Frameworks: Students learn how things work through deconstruction. Taking apart tech devices and toys provides students with insight into how they work and how they are created. This in turn allows students to move on to creating their own inventions with parts harvested from the breakerspace.

Materials: Old toys and electronic items such as broken down classroom lap tops, protective eyewear, gloves, hammers, pliers, and other tinkering tools.

Resources: *The Art of Tinkering* is an unprecedented celebration of what it means to tinker: to take things apart, explore tools and materials, and build wondrous, wild art that's part science and part technology. Join 150+ makers as they share the stories behind their beautiful and bold work and use this book to do some tinkering yourself.

The Exploratorium has a Tinkering site with an amazing collection of inspiration and ideas for makers!
<http://tinkering.exploratorium.edu/art-tinkering>

Don't forget to contribute to our community with your lessons and discussions!



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Breakerspace FAQs and Support

Comments, questions, suggestions, or feedback about Breakerspace? Post them here! Feel free to respond to other members' posts as well!

Menu Tools People Optics

Topics (0)	Replies	Last Post	Views
Empty			

feeds | Created by [albertian](#) | 9 views

littleBits - What is it?



littleBits is a platform of easy-to-use electronic building blocks that empower you to invent anything, from your own remote controlled car, to a smart home device. The Bits snap together with magnets, no soldering, no wiring, no programming needed.



THIS SECTION PROVIDES AN INTRODUCTION REGARDING HOW LITTLEBITS OPERATE. IT IS A STEP BY STEP LAYOUT OF CONNECTING THE PIECES TO CREATE A WORKING UNIT.



NOW THAT YOU HAVE LEARNED HOW LITTLEBITS FUNCTION IT IS TIME TO LEARN ABOUT THE VARIOUS KITS AND OPTIONS AVAILABLE TO YOU. [The littleBits website.](#)



YOU ARE READY TO TAKE YOUR LITTLEBITS EVEN FURTHER WITH THEIR DESIGNATED STEAM KIT. [littleBits STEAM Kit](#)

Key Frameworks: Electronic boards connected by magnets that is all it takes to start your students on a journey of discovery and invention. LittleBits kits can be combined to create an endless array of gizmos and gadgets.

Materials: littleBits will be an investment in your makerspace although the learning outcomes will be dramatic. There are various kits available to start creating your own littleBits library and the best part of all is that all littleBits kits can work with each other. littleBits offers an educator discount and an excellent assortment of resources for educators.

Resources: The littleBits community has many resources for educators using the littleBits product. [The littleBits Educator Guide](#) is a great way to get started in any classroom with awesome tips and lesson ideas!

Sample Activities and Learner outcomes: There are eleven student challenges provided in this module. Each module can be done independently. Once students have completed the eleven task cards they will be ready to tackle any littleBits project.

Don't forget to contribute to our community with your lessons and discussions!

Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Little Bits FAQs and Support

Comments, questions, suggestions, or feedback about Little Bits? Post them here! Feel free to respond to other members' posts as well.



Tinkercad - What is it?



Tinkercad is a web-based 3D design program by Autodesk. All that is required to make this immediately useable to students is a free account. From there, students can work through tutorials to learn the basics of the program and then continue to learn by embarking on quests to challenge themselves to reach the next level of 3D design! These challenges offer a large variety of tasks: something to appeal to everyone, at all levels of experience.


Tinkercad operates on the premise of using basic geometric shapes to create intricate designs. Possibilities are endless, from plants to animals to buildings to microbes to home décor and even accessories. If you can imagine it, you can create it with Tinkercad. Designs constructed in Tinkercad can be 3D printed, including moveable parts, or even downloaded into the popular Minecraft!

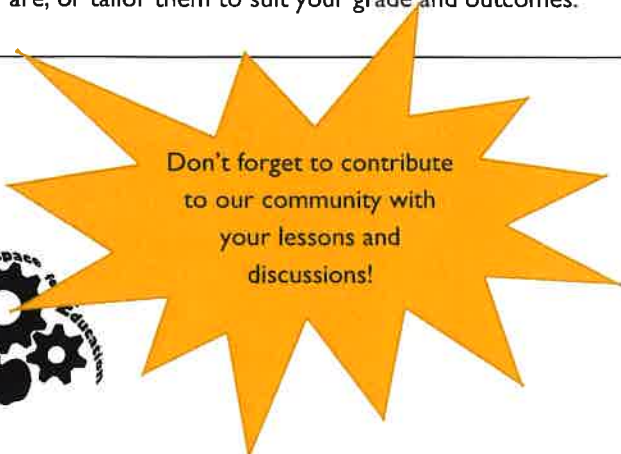


HERE YOU WILL FIND LISTS OF MATERIALS, LINKS TO TINKERCAD, AS WELL AS LINKS TO EXPLORE THE TIPS AND FEATURES OF TINKERCAD <https://www.tinkercad.com/about/features>

THIS IS THE GETTING STARTED LESSON/ QUEST PAGE OF TINKERCAD. <https://www.tinkercad.com/quests/>

THERE ARE MANY LESSONS AND PROJECT IDEAS TO HELP YOU TAKE TINKERCAD FURTHER <https://www.tinkercad.com/things/>

Key Frameworks: 	Programming and design meets 3D printer and your students ideas go from thought to Reality. Every student is thrilled when their creation comes to life.
Materials:	To get started with Tinkercad, you will need a computer with keyboard and mouse, internet access, a Tinkercad account, and a 3D printer (optional).
Resources:	The Tinkercad blog community has many ideas suggestions, and answers to frequently asked questions. The step-by-step lessons provided on Tinkercad are a great place to start before purchasing more advanced resources!
Sample Activities and Learner outcomes:	Our two student challenges are based in literacy outcomes of storytelling as well as a cross-curricular lesson in math, science, and language arts. You can use the challenges as they are, or tailor them to suit your grade and outcomes.



Do you have a lesson idea to contribute? Please contact us to share your idea with our community of educators!

Tinkercad FAQs and Support
 Comments, questions, suggestions, or feedback about Tinkercad? Post them here! Feel free to respond to other members' posts as well!

New Topic | People | Options

Topics (0)	Replies	Last Post	Views
Empty			

A Community of Practice; Your Contributions & Feedback to Co-construct the Site



In order for an online learning community to be effective, certain criteria need to be met (Khoo, E., & Cowie, B., 2010). First, participation needs to be mediated action. Using specific tools as a means to attain specific goals serves to mediate goal attainment as well as facilitate relationships among users, as members contribute various levels of experience and expertise.

In this case, engaging in a virtual makerspace provides the tools to mediate a physical makerspace. Second, participation needs to be based in situated activity. Authentic, relevant collaboration in a medium that transfers directly to one's real-life application needs is crucial to a thriving community. In this case, the goal is to learn about makerspace through experiencing it, and then to apply the concept in the classroom. Third, through utilizing a virtual makerspace, an online learning community, members are able to access the knowledge and expertise of fellow members. This recognizes the principle of distributed cognition; the idea of having a diverse skill set and knowledge base across people, rather than having each person rely only on their own skills and knowledge. Lastly, for an online community to be successful, it must be goal directed. A virtual makerspace for professional development offers the shared goal of implementing the makerspace pedagogy in the classroom.

The inclusion of open and guided discussion forums (at the bottom of each technology page), as well as a [wiki-based manifesto](#) provides space for collaboration, question and answer sessions, as well as general support and feedback; which supports all four elements of successful online learning communities. The ability to upload and share lessons, tools, and artifacts, as well as to download and modify existing projects also serves to extend the efficacy of the online learning community. It is of utmost importance that you, as educators, buy into this community and help to make it a lived experience! Without participation, the community can only evolve so far. Go ahead, be involved!

We would like to welcome the educators from Edmonton Catholic Schools to our community of practice.



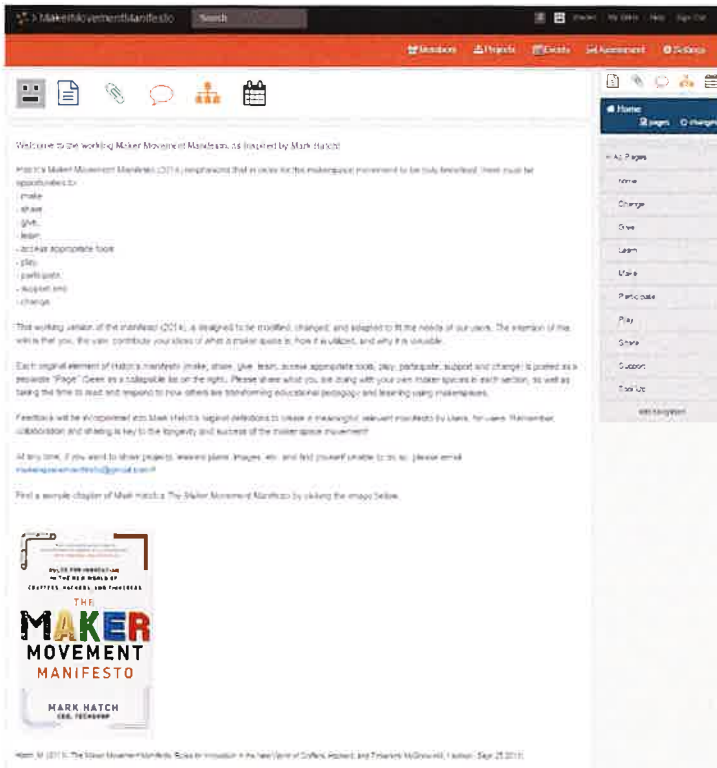
The Educator Maker Manifesto Wiki

Hatch's Maker Movement Manifesto (2014) emphasizes that in order for the makerspace

movement to be truly beneficial, there must be opportunities to:

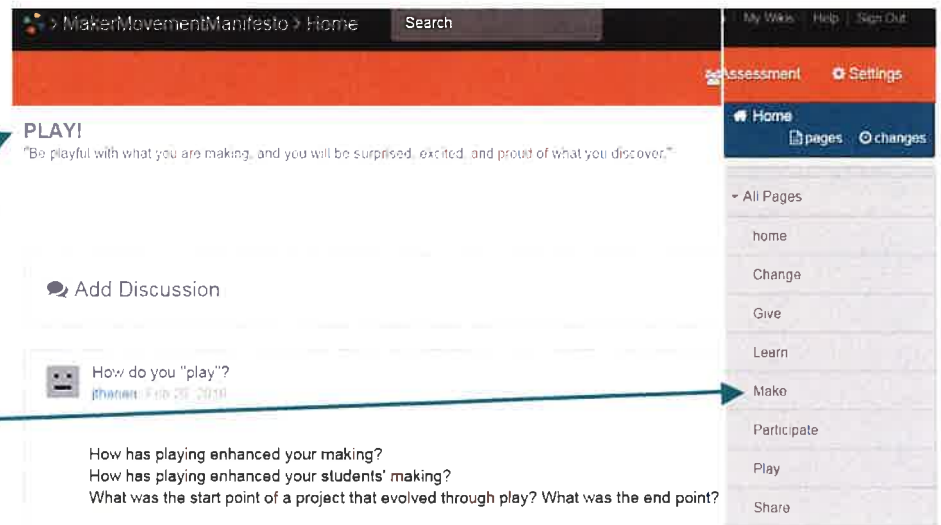
- make
- share
- give
- learn
- access appropriate tools
- play
- participate
- support
- change

This working wiki version of the manifesto (2014), is designed to be modified, changed, and adapted to fit the needs of our users. The intention of this wiki is that you, the user, contribute your ideas of what a maker space is, how it is utilized, and why it is valuable.



You can access the wiki at <https://makermovementmanifesto.wikispaces.com/>

Each original element of Hatch's manifesto (make, share, give, learn, access appropriate tools, play, participate, support and change) is posted as a separate "Page" Please share what you are doing with your own maker spaces in each section, as well as taking the time to read and respond to how others are transforming educational pedagogy and learning using makerspaces.



Share

SHARE!

"Sharing what you have made and what you know about making with others is the method by which a maker cannot make and not share."

Add Discussion



"Share" your ideas, innovative projects, successes, and frustrations!

jtherien Feb 20 2014

What innovative products have you and your students created?
What has worked well for you? What has not?
How is makerspace best managed in your classroom or teaching environment?

Feedback will be incorporated into Mark Hatch's original definitions to create a meaningful, relevant manifesto by users, for users.

Remember, collaboration and sharing is key to the longevity and success of the maker space movement!

At any time, if you want to share projects, lessons plans, images, etc, please email

makerspacemanifesto@gmail.com

For the latest access code visit makerspaceforeducation.weebly.com/makerspacemanifestowiki



Teacher Contributed Lessons

This section of our site is dedicated to our community of practice educators who want to share their makerspace journeys! You can take see a makerspace in action, try their lessons yourself and contribute your own great makerspace ideas! Our community of practice needs you! Take some time to explore all of the community contributions!



Christine Lirette and Delia de Sousa

Christine and Delia are amazing maker educators at St Kateri school! They are also have the roles of technology coach and teacher librarian. Check out their amazing lesson below using Dash and Dot!



Makerspace for Education Blog

Here you will have the opportunity to read school makerspace stories, discover lessons, and experience both the challenges and success of constructionist teaching and learning. We will feature several authors from multiple schools sharing their stories!



Makerspace Gallery

Welcome to our makerspace community gallery! This is a space to share with educators and inspire schools with the many possibilities of what a makerspace could be!

"Makerspaces come in all shapes and sizes, but they all serve as a gathering point for tools, projects, mentors, and expertise. A collection of tools does not define a makerspace. Rather, we define it by what it enables: making."

Makerspace Playbook! School Edition 2013



A makerspace can take many forms, from an entire library transformed into a learning commons, a CTS lab, an early learning Atelier inspired by Reggio Emilia, or bins, buckets and carts that form a mobile makerspace. What is important before you begin the physical transformation of a space, is to consider the pedagogical implications of transforming teaching and learning first. The space can then be determined based on budget, physical location and access for students.

Explore the site to see photos of makerspaces from our community members! Please [contact us](#) you share your makerspace with our community!



Maker Day

Hosting a staff making day is an important step to introducing makerspace into your school. The Innovative Learning Center has an amazing resource to help schools begin this journey called the [Maker Day Tool Kit](#).

You can see school maker days in action for yourself!



References

- Ackermann, E. (2001), *Piaget's Constructivism, Papert's Constructionism: What's the Difference?* MIT Laboratory: Future of Learning Group Publication.
- Alberta Education, A. (2011). *Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit*. Retrieved from Edmonton, Alberta: <http://education.alberta.ca/department/ipr/curriculum.aspx>
- Crichton, S. E., & Carter, D. (2015). Taking Making Into the Schools: An Immersive Professional. *Handbook of Research on Teacher Education in the Digital Age*, 412.
- Donaldson, J. (2014). The Maker Movement and the Rebirth of Constructionism. *Hybrid Pedagogy*. <http://www.hybridpedagogy.com/journal/constructionism-reborn/>
- Fleming, L. (2015). *Worlds of making: Best practices for establishing a makerspace for your school*: Corwin Press.
- Fullan, M. (2013). *Stratosphere : integrating technology, pedagogy, and change knowledge*. Don Mills, Ont.: Pearson.
- Gandini, L., "Fundamentals of the Reggio Emilia Approach to Early Childhood Education" *The Journal of Young Children*", November 1993
- Hamir, S., Maion, S., Tice, S., & Wideman, A. (2015) ETEC 512. *Constructivism in Education*. Retrieved February 3, 2016 from <http://constructivism512.weebly.com>
- Hatch, M. (2013). *The Maker Movement Manifesto: Rules for Innovation in the New World of Crafters, Hackers, and Tinkerers*: McGraw-Hill; 1 edition (Sept. 25 2013).
- Holt, M., *It's time to start the slow school movement*. Retrieved Feb 9, 2016 from http://www.bluegum.act.edu.au/links/Maurice_Holt_Slow_Schools.pdf
- John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A vygotskian framework. *Educational Psychologist*, 31(3), 191-206. doi:10.1207/s15326985ep3103&4_4
- Khoo, E., & Cowie, B. (2011). A framework for developing and implementing an online learning community. *Journal of Open, Flexible and Distance Learning*, 15(1), 47-59.



- Kurti, R. S., Kurti, D. L., & Flemming, L. (2014). The Philosophy of Educational Makerspaces: Part 1 of Making an Educational Makerspace. *Teacher Librarian*, 41(5), 8-11.
- Martinez, S. L., & Stager, G. (2013). *Invent to Learn: Making, Tinkering, and Engineering in the Classroom*. Torrance, CA: Constructing Modern Knowledge Press.
- Mouza, C. and Lavigne, N. (eds). 2013. Chapter 1: Emerging Technologies for the Classroom. *Explorations in the Learning Sciences, Instructional Systems, and Performance Technologies*. New York: Springer Science + Business Media.
- Papert, S. (1996). *The Connected Family: Bridging the Digital Generation Gap*. Atlanta: Longstreet Press.
- Papert, S & Harel, I. (1991) Situated Constructionism. *Constructionism* (pp. 193-206). New York: Ablex Publishing Corporation. Retrieved February 3, 2016, from <http://www.papert.org/articles/SituatingConstructionism.html>
- Papert, S., & Harel, I. (1991). Situating constructionism. *Constructionism*, 36, 1-11.
- Robinson, K., & Aronica, L. (2015). *Creative schools : the grassroots revolution that's transforming education*. New York: Viking.
- Roffey, T. (2015) *The Maker Movement: A vehicle to the future of constructivist education*. ETEC 511. Scholarly Essay Submission
- Schön, S., Ebner, M., & Kumar, S. The Maker Movement Implications from modern fabrication, new digital gadgets, and hacking for creative learning and teaching. *Special edition*, 86.
- Schrock, A. R. (2014). "Education in Disguise": Culture of a Hacker and makerspace. *InterActions: UCLA Journal of Education and Information Studies*, 10(1).
- Stager, G. (2014). What's the Maker Movement and Why Should I Care? *Scholastic Administrator Magazine*, (Winter 2014).
<http://www.scholastic.com/browse/article.jsp?id=3758336>
- Wagner, T., & Compton, R. A. (2012). *Creating innovators : the making of young people who will change the world* (1st Scribner hardcover ed.). New York: Scribner.
- *Click [here](#) to access all of the references for images, videos, and other resources found on the website*



Comprehensive Plan for High-Ability Learners

(Revised January 2019)

Humboldt-Table Rock-Steinauer Schools

Unified School District #74-0070

District Mission Statement: Empowering all learners for tomorrow's challenges #Titan Pride

Definition of High-Ability Learners

High-ability learners are those students who give evidence of high-performance capability in areas such as intellectual, creative, or artistic capacity or in specific academic fields, or who require services not ordinarily provided by the school in order to develop those capabilities fully.

Philosophy of the program for high-ability learners

Fundamental to ensure the maintenance and improvement of the quality of life in a diverse, multicultural, and democratic society, District#74-0070 (Humboldt-Table Rock-Steinauer Public Schools) believes that it is essential to provide educational opportunities that challenge each individual.

The Humboldt-Table Rock-Steinauer Public Schools recognize that the student population includes high-ability learners who may be identified in different ways, and those capabilities are not limited by race, creed, national origin, gender, physical abilities, or economic status.

The uniqueness of these gifted and talented learners requires the development of special programs designed with the belief that these children have needs that cannot always be met through the regular curriculum. Humboldt-Table Rock-Steinauer Public Schools, in partnership with home and community, will provide these students with appropriately challenging curricula and activities based upon their learning abilities and styles, with the available resources of the district.

Goals and Objectives

- To identify high ability learners on the basis of individual qualifications and merit, without regard to race, creed, national origins, genders, physical abilities, or economic status.
- To provide learning alternatives that are appropriately styled to encourage individual growth at varying levels of abilities, interests, and needs.
- To offer situations where students increase communication and interaction skills through group discussions, cooperative learning, and leadership activities.
- To assist learners in utilizing creative, critical, and evaluative thinking processes.
- To encourage the becoming of an individual, while developing responsibility for self and society.

Identification Procedures for High-Ability Learners

It is the intention of District #74-0070 (Humboldt-Table Rock-Steinauer Public Schools) that

- The focus of the process of identification is to define the unique needs for instructional services for students of high ability.
- Identification should be a process in which all teachers contribute data about students' strengths, talents, and interests.
- Students' specific needs for enhanced curriculum opportunities and activities will be determined through a process that includes multiple, educationally relevant criteria.
- The process will provide students with equal access to identifying opportunities and that the procedure will be inclusive, rather than exclusive.

Procedures

I. Identification Procedure for students enrolled in Grades 3-12

Screening

An initial screening list will be developed to assist in the identification of high-ability learners or the District #74-0070 (Humboldt-Table Rock Steinauer Public Schools).

- Students who have scored in the 85th-94th percentile on the MAPS assessment will be given an additional test to determine whether they are eligible for the HAL program. Students performing at the 95th percentile on the MAPS assessment in any area will be eligible.
- Teachers may also nominate students by submitting a portfolio (in paper or electronic form) showing abilities of the student which would qualify for high-ability status. (See Appendix A for form.)
- New students to the district or students who have shown unusual abilities will be evaluated during their first year in the school.

- Once a student has been placed in the HAL program, he/she will be a part of the program until leaving the district or graduation.

Following a student's selection to the program in grades 3-12, parent(s)/guardians will be informed of the student's identification as a High Ability Learner. The student will then be provided with learning alternatives during enrichment/intervention periods. The learning alternatives shall encourage individual growth based upon ability level, interests, and needs. Classroom teachers will assist High-Ability Learners to utilize creative and evaluative processes. The enrichment/intervention period scheduled by the classroom teacher shall uphold the goals and objectives set forth in the Comprehensive Plan for High-Ability Learners.

II. Review Committee (STEAM TEAM)

The principal will appoint members to a review committee for the High-Ability Learning Program. Such committee will consist of one administrator, the Coordinator for the High Ability Learner program and/or Challenge instructor, and at least one classroom teacher.

The committee will meet quarterly and be available to review data pertaining to student identification. The committee will also be involved in program evaluation and future planning needs of the High Ability Learner Program.

III. Appeals Process

An appeals procedure will be established by District #74-0070 (HTRS Schools) for those students in grades K-12 who did not qualify for the high-ability learners through the initial identification procedure, and who wish consideration.

- Parents, teachers, or principals may request an additional review of student qualifications by notifying the Office of Superintendent of Schools and filing a nomination/request for review. (See Appendices A and B for teacher and parent forms.)

- The district's STEAM review committee will meet to consider the nomination appeal.
- At the option of the review committee, a student may be requested to provide additional evidence of high-ability capabilities (examples of student projects, research, outstanding work, etc.). Under the direction of the testing coordinator, additional testing may also be arranged, with parental approval.
- Following a review of the pertinent information, a student may receive placement through the unanimous consent of the review committee

IV. Notification of Acceptance to the Program

It is the intention of District #74-0070 (HTRS Schools) that the district administration will, within the first thirty days of each school year, make available to classroom teachers an initial list of those students who meet the district criteria of learners of high ability, and their areas of high capability. Additionally, within the first thirty days of each school year, the district administration will provide information regarding identification to the parents or guardians of such identified learners with high ability potential.

Continuum of Program Services, Program Services, Options, and Strategies

District #74-0070(Humboldt-Table Rock-Steinauer Public Schools) will provide learners identified with the potential for high ability with a variety of experiences that will enable them to achieve. Program services that provide differentiation and enrichment are in place for students from K-12.

The HTRS STEAM Program exists to assist high ability learners in the elementary grades and has a focus primarily on academic studies, with students being identified accordingly. The instruction provides curriculum enrichment, multidisciplinary studies, and exploration of content beyond that provided in the regular curriculum. The district also provides instruction in music, physical education and guidance for all students at these grade levels. Identified students in grades 1-3 will meet with their classroom teachers once per week in small pull-out group sessions. This instruction will include curriculum enrichment, multidisciplinary studies, and exploration of content beyond that provided in the regular curriculum. The district also provides instruction in music, physical education, and guidance for all students at these grade levels.

Students in grades 4-6 will meet with the classroom instructor for small group instruction at a minimum of approximately 30- 40 minutes, once per week. Students are given an opportunity for involvement in the band for students in grades 5 and 6. Fourth through sixth grades are also provided with weekly instruction in art.

Students in grades 7-12 will be asked to complete an interest survey for differentiation purposes. They will also have the opportunity for involvement in a variety of curricular and extracurricular programs and events which provide enrichment and differentiation such as quiz bowl, math competitions, student council, business contests, performing arts groups (stage band and swing choir, etc.), art competitions, science fairs, writing competitions, and work-study opportunities.

Other strategies available for high ability learners at the secondary level include post-secondary enrollment options, subject acceleration, special grouping, mentoring/shadowing experiences, and other means of accelerated learning. Contingent upon the state or federal funding, additional resources and/or educational strategies may be developed to meet the special needs of identified learners of the district.

Evaluation and Future Planning

It is the intention of HTRS Schools, District #74-0070, to regularly evaluate and develop plans for the continued improvement of the HTRS STEAM program. The development of the program curriculum will be on a dynamic and flexible basis, adjusting to the needs and interests of the served groups. The curriculum will reflect advanced research and information regarding learning and learners of high ability, contingent upon the resources available to the district.

Under the direction of the guidance counselor, learners of high ability shall be provided with the curriculum and/or counseling services to assist their personal/social awareness and adjustment, academic planning and performance, and career and vocational decisions.

Program strengths and areas for growth will be identified through both formative and summative procedures such as:

- Communication with parents and community members through such means as telephone conversations, email, newsletter articles, and direct contact
- Biannual Parent-Teacher conferences
- Classroom visitations
- Conferences with classroom teachers
- Summative evaluations completed by the student participants, their parents, and classroom teachers
- Formal administrative observation and evaluations

- Completion of the annual assessment of the identification procedures by the review committee

Professional Development and Staff Training

· A planned comprehensive program is maintained by the school district. It includes district-sponsored activities to train certified personnel in specific areas and individual development programs which may include workshops, seminars, and course work through outside resources. The Superintendent of Schools is responsible for the design, development, and evaluation of all such programs.

· Staff development opportunities to assist teachers in the identification and implementation of appropriate classroom instruction for high ability learners will be included when planning professional development experiences for the district.

· Contingent upon the available state or federal funding, HTRS Schools, District #74-0070 will provide for support services and professional development to enable quality instruction for all high ability learners.

· Additional support for staff development may be developed through collaboration and involvement with Nebraska for the Gifted, Educational Service Unit #4, Peru State College, and other instructional entities. Distance learning capabilities and other technologies for faculty and parents involved with the education of high ability learners.

Management Plan

It is the intention of the HTRS Schools, District #74-0070 that all learners, including those with high ability, be served by personnel who exemplify professionalism and personal responsibility.

The qualities shown by such personnel would include, but not limited to the following:

- Expertise in content and instructional methods
- Exemplary personal character
- Interest and concern towards all learners
- A desire to pursue professional development activities their understanding, knowledge, and teaching skills

HTRS Schools will use certificated teachers to provide direct instruction for students in Grades 3-6 STEAM program. Other instructors used to facilitate the program will be duly certified by the State of Nebraska, and hold endorsements appropriate for their content areas. On occasion, resource persons from outside the district staff, such as extension office educators and community people, will be utilized with a certified teacher present in the classroom.

Two guidance counselors with Master's Degrees in Counseling and professional teaching certificates provide services for both the high ability learners and the other students in the student population. A school psychologist from Educational Service Unit #4 is available for student testing.

This plan will be revisited every five years to ensure that the program will reach the largest number of eligible students, and the most reliable and effective teaching methods will be used to stimulate student knowledge within the program.

APPENDIX A*

IDENTIFICATION OF HIGH-ABILITY STUDENTS

Teacher Nomination Form

Student's Name _____ Grade _____

Teacher's Name _____ Date _____

1. What are some things you have observed in this student's behavior or school work that lead you to believe he/she is of high ability?

2. What problems, if any, is he/she having in school as a result of this high ability?

3. Describe briefly the student's reading habits, patterns, and levels.

4. Describe briefly the student's major interests, hobbies, art activities, and the like.

5. Describe any special projects or studies this student has done (if not covered in item 4).

6. Please give any other information about this student that you believe is relevant to his/her abilities or interests.

*This form was taken from the Nebraska Department of Education's manual
Procedures for the

Identification of High Ability Learners.

Adapted from Renzulli, J. and S Reis. *The Schoolwide Enrichment Model, A
Comparative Plan for*

Educational Excellence. Mansfield Center, CT: Creative Learning Press, Inc.

Score		Score		Score		Score	
Points		Points		Points		Points	

Students would need _____ points to qualify.

Student's Total Points _____

Student qualifies? Yes _____ NO _____

If yes, the student entered the program on _____.

Date

November 11, 2019

To the Parents or Guardians of **Name** :

This letter is to inform you that **Name** displays evidence of potential high academic performance and, therefore, is invited to participate in the HTRS Public School HAL Program for High-Ability Learners.

The process of identifying students as potential high ability learners began in the fall with the MAP test. All students in grades 3 - 8 are screened using the MAP test in all four areas: Reading, Math, Language Arts, and Science. The screened students are then given the OLSAT test as another measure of potential high ability performance. The last piece of the matrix is the Nebraska state test (NSCAS). These scores were placed into the matrix with an accompanying point scale. A qualifying score on the matrix is 14 points out of a total of 26 points. After a review of all these assessments, **Name** has been identified as a high ability learner.

The high ability learners program is a pull-out program. The students will meet with me twice a week for approximately 30 minutes. During this time, the students will not miss any regular classroom instruction from their classroom teachers.

Please let me know if you do **not** want your child to participate in this program.

Sincerely,

Kim Standerford

H.A.L Teacher

HTRS Public School

kimstanderford@htrstitans.org

Cell Number: 402 862-5091

November 11, 2019

To the Parents or Guardians of **Name** :

This letter is to inform you that **Name** did not meet the qualification for the H.A.L. program at HTRS Public School.

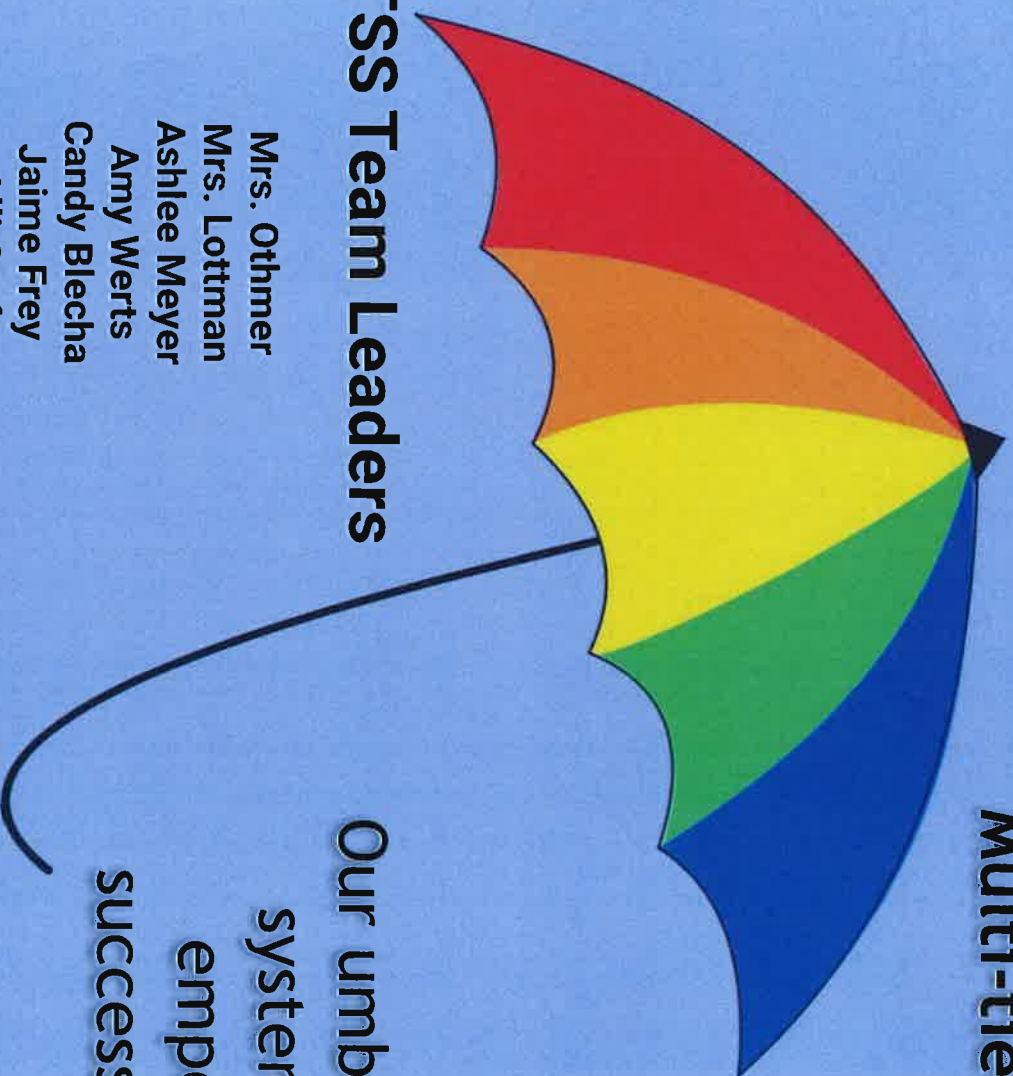
The process of identifying students as potential high ability learners began in the fall with the MAP test. All students in grades 3 - 8 are screened using the MAP test in all four areas: Reading, Math, Language Arts, and Science. The screened students are then given the OLSAT test as another measure of potential high ability performance. The last piece of the matrix is the Nebraska state test (NSCAS). These scores were placed into the matrix with an accompanying point scale. A qualifying score on the matrix is 14 points out of a total of 26 points. After a review of all these assessments, **Name** has not been identified as a high ability learner at this time.

The high ability learners program is an ongoing process. Students can automatically qualify by scoring in the 95% on the MAP test. The screening process will happen again next fall.

Please let me know if you have any questions or concerns.

Sincerely,
Kim Standerford
H.A.L Teacher
HTRS Public School
kimstanderford@htrstitans.org
Cell Number: 402 862-5091

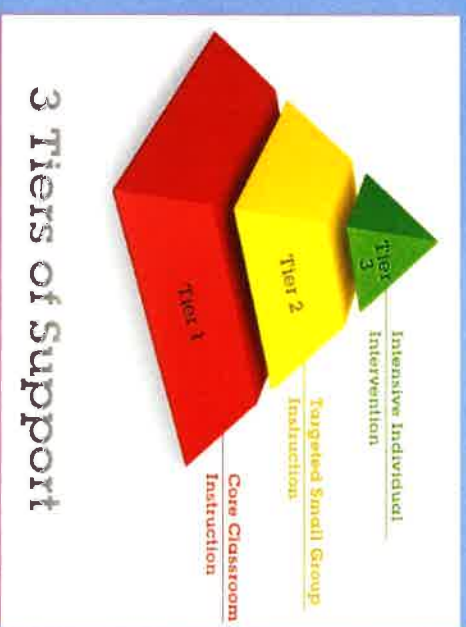
Multi-tiered System of Supports (MTSS)



MTSS Team Leaders

Mrs. Othmer
Mrs. Lottman
Ashlee Meyer
Amy Werts
Candy Blecha
Jaime Frey
Alli Graf

Our umbrella of student support systems that enables us to empower all students to successfully face tomorrow's challenges.



Grade Level/Content Area Monthly Meetings

docs.google.com/document/d/1o84x4ML-hSWVdmscb2-vXq9

[-EIQwkov6eVaKQgUSbh8](#)

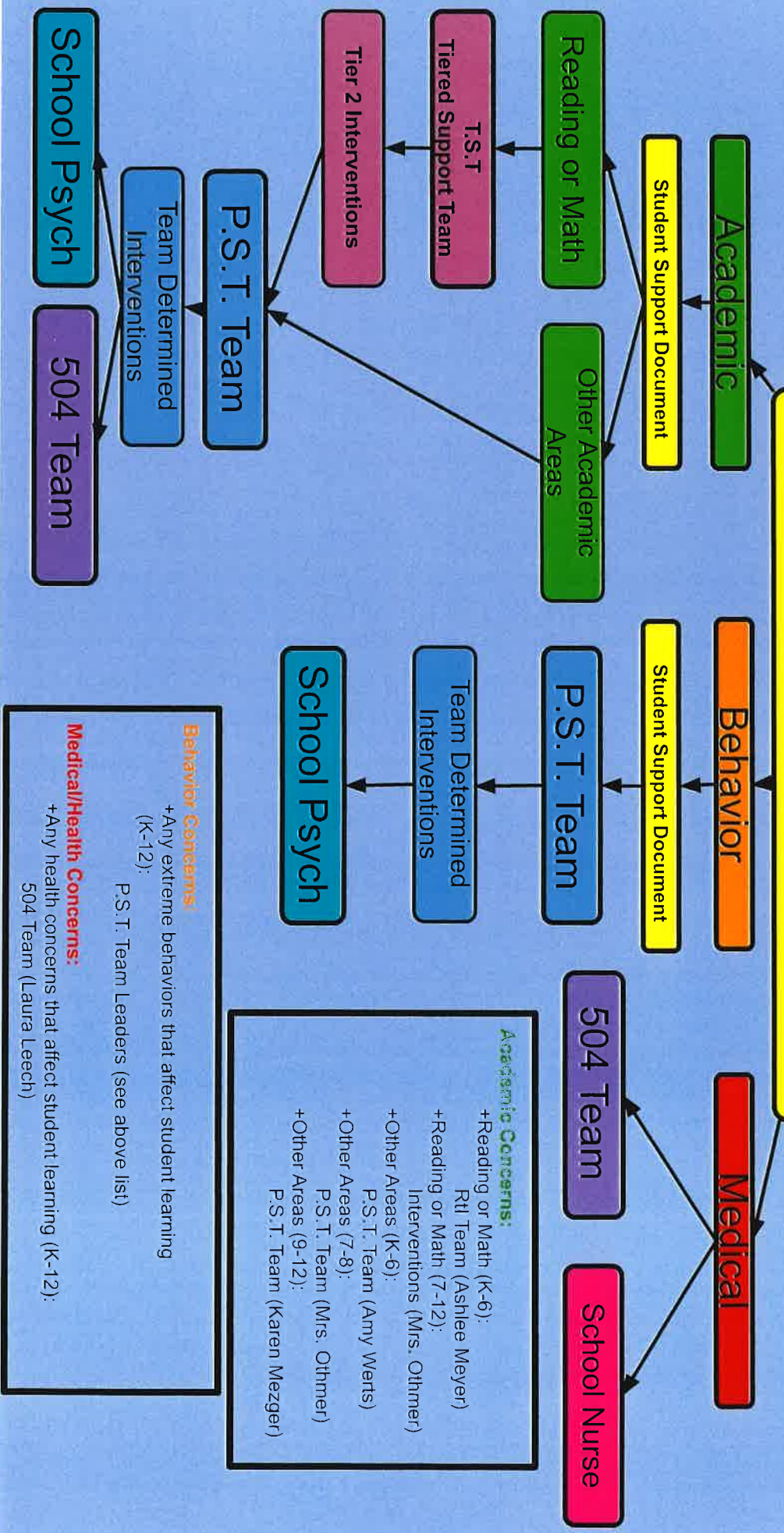
Why?

TSI

(Targeted Support and Improvement)

What are we doing for kids that don't show growth?

HTRS Student Support System



Academic

Behavior

Medical

Student Support Document

Student Support Document

Reading or Math

Other Academic Areas

P.S.T. Team

504 Team

School Nurse

Tiered Support Team

Tier 2 Interventions

P.S.T. Team

School Psych

Team Determined Interventions

School Psych

504 Team

Academic Concerns:
 +Reading or Math (K-6):
 Rtl Team (Ashlee Meyer)
 +Reading or Math (7-12):
 Interventions (Mrs. Othmer)
 +Other Areas (K-6):
 P.S.T. Team (Amy Werts)
 +Other Areas (7-8):
 P.S.T. Team (Mrs. Othmer)
 +Other Areas (9-12):
 P.S.T. Team (Karen Mezger)

Behavior Concerns:
 +Any extreme behaviors that affect student learning
 (K-12):
 P.S.T. Team Leaders (see above list)

Medical/Health Concerns:
 +Any health concerns that affect student learning (K-12):
 504 Team (Laura Leech)

T.S.T. (Tiered Support Team)

▶ K-2nd Grade Students

- ▶ Use results of Acadience (formerly DIBELS) testing (administered 3 times/year) to be placed into interventions

- ▶ Any student who is below benchmark receives the Sound Partners reading intervention for 30 min. / 5 days per week

- ▶ Progress is monitored, weekly- during Grade-level Team Meetings, using Acadience Progress Monitoring probes/ graphs

▶ 3rd-6th Grade Students

- ▶ Use results of MAPS testing (administered 3 times/year) to be placed into interventions

- ▶ Any student who is below benchmark works on their "My NWEA MAPS Learning Pathway" on Study Island for 20-30 min. /5 days per week

- ▶ Progress is monitored, weekly- during the Grade-level Team Meetings, using the "Individual Student Report" on Study Island

PST Team AKA SAT

Presented By: Amy Werts

*K-6 grade teachers contact Amy Werts with initial concern, 7-12 teachers contact Mrs. Othmer

*Paperwork/Parent Contact

*Initial meeting

*Data collection and implement strategies

*2nd meeting

*Data collection and implement strategies

*3rd meeting

Positive Behavior Intervention and Support (PBIS)



PBIS Team Leaders: Candy Blecha, Jaime Frey, Allie Graf

PBIS is a behavioral intervention support framework for assisting school personnel in adopting and organizing an evidence-based behavioral intervention system that enhances academic and social behavior outcomes for all students.

This framework emphasizes the establishment of a school-wide system utilized by all members of the staff. PBIS organizes evidence-based practices; improves implementation of those practices; and maximizes academic and social behavior outcomes for students.

PBIS - Elementary PK - 6

PBIS Elementary Team Leaders: Candy Blecha & Jaime Frey

*****Important to Build a STRONG CORE*****

- Expectations Lessons & Calendar
 - ◆ Curriculum in LA lessons - “Learning Mindsets”
 - ◆ Supported by Mr. Ingwersen - “Second Steps”
 - ◆ DoJo videos also available
- Expectations Posters - post in classrooms & areas
- Titan Ticket Drawings
 - ◆ Ele - Monthly drawings on the first Friday of the next month
 - ◆ Classrooms or School Groups - quick teaching event @ at each drawing
- Student Risk Screening Scale (SRSS) Grades K-6; Oct, Dec, & April
 - ◆ Data will be used for benchmark & progress monitoring
 - ◆ Two other methods to be determined & used - attendance & office referrals
- Sensory/Tier II room - developing and using this year with verified students - & possible intervention
- Review and use Behavior Response Process/Focus Room Procedures



PBIS - Secondary 7 - 12

PBIS Secondary Team Leaders: Candy Blecha & Allie Graf

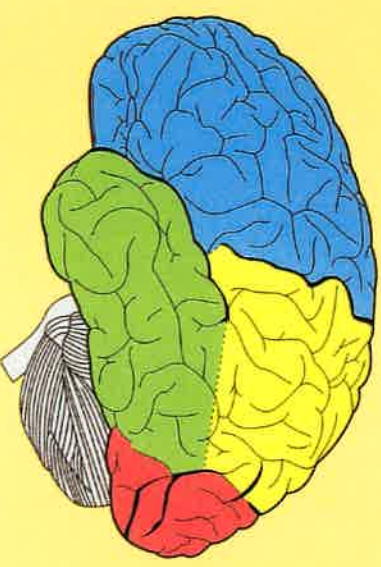
*****Important to Build a STRONG CORE*****

****Great Start! - Continued work in progress- NEXT STEPS****

- Committee
 - ◆ secondary teachers members - (newly formed meets once a month)
 - ◆ PBI Student group - Mrs. Graf (meet monthly? quarterly?)
- Expectations Lessons - Taught during Advisory
- Expectations Posters - have been posted appropriate areas
- Titan Reward Program - (in the building & implementation stages)
 - ◆ We had a Kickoff to introduce expectations to the Secondary Level
 - ◆ Google Forms - Titans of the month- names are drawn with one Titan honored per class (7-12)
 - ◆ Announcement and rewards - (building as student input is available)
 - ◆ QR Codes to start in January 2020???



504 Team



504 Team Leaders: Laura Leech and Kari Lottman

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an educational institution, receives accommodations that will ensure their academic success and access to the learning environment.

504 Plan VS IEP

- ★ A plan for how the school will provide support and remove barriers for a student with a disability.
- ★ Provides services and changes to the learning environment to enable students to learn alongside their peers.
- ★ There is no standard 504 plan. Unlike an IEP, a 504 plan does not have to be a written document.
- ★ There are two requirements:
 - A child has *any* disability. Section 504 covers a wide range of different struggles in school.
 - The disability must interfere with the child's ability to learn in a general education classroom.
- ★ A plan for a child's special education experience at school.
- ★ Provides individualized special education and **related services** to meet a child's unique needs.
- ★ The IEP sets learning goals and describes the services the school will provide. It is a written document.
- ★ There are two requirements:
 - A child has one or more of the **disabilities** listed in IDEA.
 - The disability must affect the child's educational performance and/or ability to learn and benefit from the **general education curriculum**. The child must need specialized instruction to make progress in school.
- ★ Section 504 of the Rehabilitation Act of 1973
- ★ States do not receive extra funding for students with 504 plans.
- ★ The Individuals with Disabilities Education Act (IDEA)
- ★ States receive additional funding for students with IEPs.

HTRS Systems of Support



College, Career and Civic Ready
Assessment
Educator Effectiveness
Educational Opportunities and Access
Transitions
Positive Partnerships, Relationships and Student Successes

ALL Means ALL

Questions?



**HUMBOLDT- TABLE ROCK - STEINAUER SCHOOLS
810 CENTRAL AVENUE
HUMBOLDT, NEBRASKA 68376**

**ANNUAL REPORT
2019-20**

This annual report for the HTRS district was compiled as one of the requirements of the Nebraska School Accreditation Standards to be met in Nebraska Department of Education, Rule 10. It is distributed annually via the district web site.

SCHOOL DISTRICT GENERAL INFORMATION

History of HTRS

The Humboldt Public Schools and the Table Rock-Steinauer Public Schools became a unified system in 2002. In 2004 the schools merged to become the Humboldt Table Rock Steinauer Public Schools (HTRS). The purpose of the unification and the actual merge later was to provide educational opportunities and physical facilities for the students of Humboldt Public Schools and Table Rock-Steinauer Public Schools that the school districts would not be able to provide as effectively if each district acted independently.

HTRS increased in the summer of 2005 by the addition of half of the dissolved Dawson-Verdon school district. The other half of the district became part of the Falls City Public Schools.

Elk Creek had been a Class I (K-6) school for many years and with the legislative action of LB 126, they chose to dissolve the district in the summer of 2005. Four students and 22% of the property valuation joined the HTRS district at that time.

The HTRS school district increased again in 2009 when Southeast Nebraska Consolidated Schools dissolved. SENC held their last graduation in May of 2009.

The Table Rock site was closed at the end of the 2015-16 school year. That year it housed students in grades 5-8, which were all moved to the Humboldt site at the beginning of the 2016-17 school year. The Table Rock building and grounds were auctioned later that year.

All students now attend school in the Humboldt facility. All athletics take place at the Humboldt site. At the start of the school year for 2002-03, the mascot and colors for HTRS became the navy blue and silver Titans. Communities within the HTRS district now consist of Humboldt, Table Rock, Steinauer, Elk Creek, Dawson, Stella, Shubert, and Nemaha. Students from additional communities of Pawnee City, Salem, Verdon, Auburn, Johnson, and Falls City also attend HTRS as option students. Five bus routes are being used to bring students to school from in and around the school district.

The process of bringing these schools and communities together to form Humboldt Table Rock Steinauer Schools has been quite beneficial to the students. We have been able to provide more opportunities for students, combine financial assets and make full use of the facilities. The patrons, board, staff, and students have helped make HTRS a success.

Accreditation

HTRS is fully accredited by the Nebraska Department of Education. Each fall our school completes reports to indicate accreditation standards and Rule 10 requirements have been met. The HTRS School Improvement Team oversees the continuous 5-year school improvement cycle to attain Nebraska Frameworks accreditation.

Activities

Membership is maintained in the Nebraska School Activities Association (NSAA) which governs Nebraska high school extra-curricular activities. NSAA assigns schools to various classifications for competition based on each member school's fall boy-girl enrollment count in grades 9-11 and the number of schools involved in each activity. This year NSAA has placed HTRS in a combination of Class C2 and D1 for Track, Music, Golf, Wrestling, Play Production, Speech, Football, Volleyball and Basketball.

HTRS is a member of the Pioneer Conference. Other members include Diller-Odell, Falls City Sacred Heart, Friend, Johnson-Brock, Lewiston, Nebraska City Lourdes, Pawnee City, Sterling, Tri County, and Wymore Southern. HTRS also takes part in MUDECAS activities. Other member schools in MUDECAS include Bruning-Davenport, Diller-Odell, Exeter-Milligan, Falls City Sacred Heart, Freeman, Johnson-Brock, Johnson County Central, Lewiston, Meridian, Parkview Christian, Palmyra, Pawnee City, Southern, Sterling, and Tri County.

Size of District

The district encompasses 384.3 square miles with 10.3 square miles in Johnson County, 35 square miles in Nemaha County; 250 square miles in Richardson County; and 89 square miles in Pawnee County.

Facilities

One campus is now utilized by the district and is located in Humboldt. This building was constructed in 1930 with additions completed in 1964, 1998, and 2016.

Most asbestos was removed from all school buildings many years ago. Except for some non-friable asbestos in floor tile and in above ceiling duct work, the buildings are asbestos free. Pipe insulation that contains asbestos has been coated according to regulations.

Faculty/Support Staff

The students of HTRS are served by 33 teachers, 8 special education teachers, 2.5 Title I Reading and Mathematics teachers, one Library/Media specialist, 2 Guidance Counselors, one SENCAP and college course proctor, 1.5 Sixpence employees, .5 AD, 2 building Principals, and one Superintendent of Schools and the following support staff members: 5 bus drivers, 3 full-time cooks, 1 full-time maintenance person, 4.5 custodians, 2 full-time secretaries, one bookkeeper, 13 paraeducators, 3 technology personnel, and one school nurse.

School Board

The school district is governed by a six member Board of Education. Each member's term of office is four years and members are elected at-large. Members of the 2018 Board of Education were: Scott Ogle, Neal Kanel, Steve Schardt, Sandy Stalder, Mike Bredemeier, and Rock Herr. Board officers for 2019 were Neal Kanel (president), Rock Herr (vice-president), and Sandy Stalder (treasurer). Board officers for 2020 are Neal Kanel (president), Rock (vice-president), and Sandy Stalder (treasurer). Superintendent Sherri Edmundson serves as the board secretary, while Kellie Workman is the appointed board recording secretary.

Mission Statement

The mission statement for HTRS is: "Empowering all learners for tomorrow's challenges . . . #Titan Pride."

Vision Statement

The vision statement for HTRS is "HTRS Public Schools . . . collectively leading and empowering students to change the world through enriched learning and multi-faceted pathways."

We Believe . . .

1. Students learn best in a safe, respectful and motivating environment.
2. Learning is a cooperative effort requiring communication among all stakeholders.
3. A rigorous curriculum and high expectations enable students to learn, unlearn, and relearn in preparation for an ever-changing world of opportunity.

The HTRS school district has adopted the Marzano framework of instruction to:

1. Establish and communicate learning goals, track student progress, and celebrate success.
2. Help students effectively interact with new knowledge.
3. Help students practice and deepen their understanding of new knowledge.
4. Help students generate and test hypotheses about new knowledge.
5. Engage students.
6. Establish and maintain classroom rules and procedures.
7. Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.
8. Establish and maintain effective relationships with students.
9. Communicate high expectations for all students.

ACHIEVEMENT TESTING

This information is being reported as required under provisions of Nebraska Department of Education (NDE) Rule 10: Regulations for the Legal Operation of Schools & HTRS Board of Education Policy.

The results of a single appraisal and reporting of a single piece of numerical data does not wholly indicate class group performance; it is only one measure of educational assessment. A comprehensive study of the individuals in a class as they score nationally and also locally are required for an appropriate assessment of student achievement, especially as followed throughout the student's academic career.

With these figures, as with any other statistical data, it is imperative that too many conclusions not be drawn from a single number. For those persons wanting further information, please contact the HTRS district office at 810 Central Ave. in Humboldt, NE.

The Board of Education student achievement goal – Strategy I – Ensure all students model individual academic growth. This is shown by the following MAP Assessments.

MAP Assessments Winter 2019 to Winter 2020 (given in December)

Grade	Percentage of Students Showing Growth	
	Math	Reading
K	100%	100%
1	96%	100%
2	93%	87%
3	85%	77%
4	100%	100%
5	100%	91%
6	96%	96%
7	93%	100%
8	78%	87%
9	82%	69%
10	85%	69%
11	72%	64%

*We almost always see a drop in scores from 2nd to 3rd grades because the test is no longer read to the students in 3rd grade. The 3rd grade increased their scores from Fall 2018 to Winter 2018. 85% of them increased their math score and 77% increased their reading score.

**Students that are high achievers have difficulty increasing or maintaining a score that is already very high.

2018-19 ACT

11th Grade	English/Language Arts	Math	Science
HTRS % Proficient	36%	50%	46%
State % Proficient	51%	52%	53%

2018-19 ACT

11th Grade	English/Language Arts	Math	Science	Reading	Composite
HTRS Scores	21	21	21	20	21
State Scores	19	20	20	20	20

AQuESTT Rankings

	Elementary	Middle School	High School	District
2014-2015	Good	Good	Good	Good
2015-2016	Good	Good	Great	Good
2016-2017	Good	Good	Good	Good
2017-2018	Good	Good	Excellent	Good
2018-2019	Good	Needs Improvement	Good	Good

FINANCIAL INFORMATION

This information is being reported as required under provisions of Nebraska Department of Education (NDE) [Rule 10](#): Regulations for the Legal Operation of Schools & Humboldt Table Rock Steinauer Board of Education Policy.

DEBT SCHEDULE

Year	Debt Outstanding
2019-2020	\$338,170
2020-2021	\$337,847
Total Debt Outstanding	\$676,018

BUDGET INFORMATION

The general fund budget of expenditures for the 2019-20 school year are \$7,237,248. The actual revenues and expenditures for the 2018-19 school year are listed below:

Revenues

Local	\$376,425	3.8%
County	\$40,998	.4%
State	\$1,061,846	10.8%
Federal	\$220,993	2.2%
Non-Revenue	\$27,804	.3%
Property Tax	\$4,973,749	50.8%
Beg. Bal. 9-1-17	\$1,925,900	19.7%
Co. Treas. Bal. 9-1-17	\$1,171,844	12%
Total Resources Available	\$9,799,559	

Expenditures

Instructional Services	\$3,065,993	40.4%
Instructional Services Sped	\$812,671	10.7%
Support Services – Staff	\$406,268	5.4%
Support Services – Instruction	\$400,809	5.3%
Support Services – Building Administration	\$247,294	3.2%
Office of the Principal	\$331,082	4.4%
Central Office	\$125,722	1.7%
Maintenance & Operation	\$906,357	11.9%
Regular Pupil Transportation	\$474,841	6.3%
School Age Sped Pupil Transportation	\$5,465	.1%
State Categorical Programs	\$101,220	1.3%
Facilities	\$26,240	.3%
Federal Programs	\$326,006	4.3%
Transfers	\$350,000	4.6%
Other	\$7,280	.1%
Total Expenditures	\$7,587,248	

SCHOOL DISTRICT VALUATION AND LEVIES FOR PAST YEARS

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
VALUATIONS	\$501,725,025	\$550,046,204	\$618,899,124	\$715,664,966	\$813,797,871	\$844,685,877	\$849,397,201	\$824,019,545	\$809,417,695
LEVIES									
General Fund	0.947119	0.889638	0.823644	0.763872	0.0747834	.735436	.654870	.637427	.680082
Special Bldg.	0.005582	0.010023	0.049948	0.129255	0.118536	.083580	.076051	.050259	.024959
QCPU Fund	0.010067	0.009076	0.007212	0.048867	0.049649	.028889	.047199	.049033	.024959
Bond Fund	0.051312	0.038243	0.031496	0.035201	0.018457	.036603			
Total	1.014080	0.946980	0.912300	0.977195	0.934476	.884508	.778120	.736719	.730000

**The Bond Fund levy only applied to property in the previous Humboldt district.

SCHOOL DISTRICT DEMOGRAPHICS

School district enrollment for the past four years and current year enrollment were obtained from the state report filed with the Nebraska Department of Education each September and from the annual school district census. For the 2018-19 school year, HTRS has a free/reduced lunch population of 51%.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Preschool	33	35	32	24	27	37	56	65	51
Elementary	177	153	158	145	143	150	177	153	141
Middle School	86	88	77	88	86	106	89	48	63
High School	131	122	116	116	114	121	98	109	98
TOTAL	427	398	383	373	370	377	364	375	353

Enrollment by grade level and gender of student attending HTRS

GRADE LEVEL	BOYS	GIRLS	TOTAL
Pre-School (3 & 4)	26	25	51
Kindergarten	18	15	33
First	16	9	25
Second	8	8	16
Third	10	4	14
Fourth	14	13	27
Fifth	16	10	26
TOTAL ELEM (PK-5)	108	84	192
Sixth	15	9	24
Seventh	11	6	17
Eighth	11	11	22
TOTAL MS (6-8)	37	26	63
Freshmen	11	7	18
Sophomore	15	12	27
Junior	20	9	29
Senior	15	9	24
TOTAL HS (9-12)	61	37	98
TOTAL K-12	180	122	302

Humboldt-Table Rock-Steinauer School District

Empowering All Learners for Tomorrow's Challenges . . . #TitanPride

Academics

College Dual-Credit Courses	Lifeskills/Transition
SENCAP Career Academies	FFA
Early Childhood Education	SixPence
Speech & Language Therapy	Fine Arts
High Ability Learner	LEAP After School Program

Board of Education

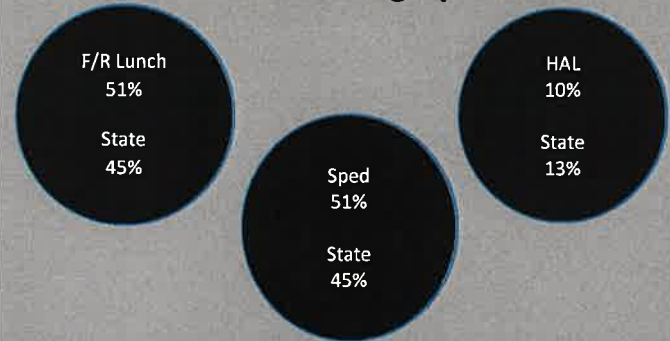
Mike Bredemeier
Rock Herr
Neal Kanel
Scott Ogle
Tim Schaardt
Sandy Stalder
Sherri Edmundson, Superintendent

District Profile

384.3 Square Miles
1 Campus
360 students
89 Employees
6 Board Members

Educating children birth to 21 years of age

Student Demographics



Amount of scholarships

The Class of 2019 HTRS \$164,000

Graduates earned:

2019 ACT (Met Benchmark)

ELA 36%	state 51%
Math 50%	state 52%
Science 46%	state 53%

ACT College-Readiness

English Composition 64%	state 55%
Algebra 45%	state 34%
Social Science 45%	state 40%
Biology 50	state 33%

ACT Scores

English 21	state 19
Math 21	state 20
Reading 20	state 20
Science 21	state 20
Composite 21	state 20

HTRS School Improvement Goal

Ensure all students model individual academic growth.

Attendance Rate

94%

Teacher FTE

42

Graduation Rate

100%

College-Bound

81%

HTRS Public Schools . . . collectively leading and empowering students to change the world through enriched learning and multi-faceted pathways.

HTRS is a member of the MUDECAS and Pioneer Conferences, NASB, NSAA, and NRSCA.

HTRS is accredited by NDE.

AQuESTT District Classification

Good

HTRS does not discriminate on the basis of race, color, national origin, religion, sex, marital status, sexual orientation, disability, age, genetic information, citizenship status or economic status in its programs, activities, or employment.

Humboldt-Table Rock-Steinauer School District

Empowering All Learners for Tomorrow's Challenges . . . #TitanPride

2018-2020 State Appearances

Girls Golf	Track
Volleyball	FFA
Speech	Robotics

HTRS Foundation

Ron Eis, President
 Ted Harshbarger, Vice President
 Neal Kanel, School Board Rep
 Sandy Stalder, Treasurer
 Joyce Huppert, Secretary
 Jorene Herr, Member
 Steve Schardt, Member
 Sherri Edmundson, Superintendent



Jack vs Jill

Ten Year Valuation & Levy History

	2011-12	2015-16	2019-20
Valuation	\$501,725,025	\$813,797,871	\$809,417,695
General Levy	.947119	.747834	.680082
Special Bldg.	.005582	.118536	.024959
QCPU Fund	.010067	.049649	.024959
Bond Fund	.051312	.018457	.000000
Total	1.014080	.934476	.730000



HTRS Public Schools
 810 Central Ave.
 Humboldt, NE 68376
www.htrstitans.com





2020-2021
Negotiated Agreement

Humboldt Table Rock Steinauer #70
810 Central Avenue
Humboldt, Nebraska 68376

AGREEMENT AS A RESULT OF NEGOTIATIONS BETWEEN THE
BOARD OF EDUCATION AND THE HUMBOLDT TABLE ROCK STEINAUER
EDUCATION ASSOCIATION: SCHOOL YEARS 2020-2021

We the Board of Education (Board) and the Humboldt Table Rock Steinauer Education Association (HTRSEA) do hereby agree to the following as a result of the negotiation process conducted during the months of November and December 2019.

This Agreement shall become effective on or about the 1st day of September, 2020, and shall terminate on or about August 31, 2021, for pay purposes, unless both parties are engaged in negotiating a new agreement to supersede this agreement, in which case the terms of the agreement shall be extended until such time as a new agreement shall go into force or be superseded by other terms of employment.

AGREEMENT TERMS

1. Salary Schedule. A salary schedule based upon a base salary of \$37,373 shall be in effect for the 2020-21 school year. Teachers may move horizontally and vertically on the schedule. The accompanying salary schedule shall be based upon a maximum of fifteen (15) steps and eight (8) classes with 4% increments vertically and 4% horizontally. Cindy Stalder shall be placed on the salary schedule at Column 5 (Masters + 0) for purposes of determining their pay pursuant to the terms of this Agreement.

- A. Contracted teaching days will be utilized: 185. Staff will be notified of calendar changes.
- B. Staff will notify administration of intent to enroll in classes and intent to advance on the salary schedule before April 15th of each year for advancement for the following year. Verification of completed hours need to be turned into the superintendent's office immediately after completion. There are paper copies available in the forms wall pockets in the superintendent's office and you can print a form on GoogleDocs called Salary Advancement.

2. Health and Dental Insurance. The Board will pay the full amount for single and/or dependent premium for the Nebraska Educator's Health Alliance insurance plan. For the 2020-21 school year teachers will be at the \$1,900 deductible level or the dual option at \$3,600 with the difference being placed into a Health Savings Account set up by the district for the teacher. Teachers employed less than full-time shall receive insurance benefits at the same percentage as their Full Time Equivalent (F.T.E.).

Single Family Dental PPO-100% A, 75% B, 50% C Coverage – Option 2 will be paid by the district, ~~with additional family dental premiums being paid by the employee.~~ In the event that both husband and wife are employed as teachers in the district family dental premiums will be paid under family coverage.

Single Vision with VSP Voluntary Vision will be paid by the district.

3. Accumulated Sick Leave for Retirement. Teachers retiring from the School system shall be paid for accumulated sick leave at a rate of \$25.00 per day for a maximum of sixty (60) days. The teacher must have been a member of the staff for a minimum of eight (8) years and retire from the system directly to social security and/or teacher retirement.

4. Length of School Day. Teachers will report for school no later than 15 minutes before the beginning of the school day for students and leave no earlier than 30 minutes after the end of the school day for students. Exceptions can be made by administration.

5. Teacher Leave Policy.

Deductions From Salary for Paid and Unpaid Leave. Deductions from salary for absences when the employee has accrued paid leave will be taken ~~on one-quarter (1/4) day increment~~ in 15 minute or ¼ hour increments with appropriate approval through AESOP and at administrative discretion. The employee's paid leave will be substituted in place of the deducted salary, or if the amount of accrued leave is insufficient to replace the deducted salary, then the remaining leave amount will be substituted until exhausted. Leave in the equivalent of 1 or 2 hours would equal ¼ day, 3 or 4 hours would equal ½ day, 5 or 6 hours would equal ¾ day and 7 or 8 hours would equal a full day. In the event the employee has no accrued paid leave, deductions from salary for absences will be made on a full-day basis as permitted by law.

A. Personal Leave. Each teacher shall be allowed three (3) personal leave days ~~per year without a pay deduction and without giving any reason.~~ PTO (Paid Time Off). Teachers will receive 12 (twelve) days (or the equivalent of 96 hours) of paid time off (PTO). The PTO days must be used first, then sick leave only can be used from their sick leave bank.

If any additional days of personal leave are requested during the school year, no reason need be given, but a pay deduction shall be made equal to 1/185th of the individual teacher's base salary.

It is recommended that personal days should not be used one day before or one day after to extend a holiday or vacation.

B. Sick Leave. Each full-time certified employee is entitled to ten (10) days of sick leave per year without loss of pay, cumulative may accumulate up to and including sixty (60) days. (For the beginning of a new school year, no additional days will be added until the beginning of the subsequent school year. Only the number of days actually used during the current year will be added back to bring the total to sixty (60) days at the beginning of the subsequent year.) ~~Absence for the employee's own illness, disability or quarantine, shall be charged against sick leave. Essential treatments,~~

examinations for diagnostic purposes, and other absences definitely related to an employee's health, shall be allowed as sick leave when such treatments or examinations must be made during school time. Each certified employee working less than full-time will receive the above benefits multiplied by the F.T.E. (of their work day).

C. Payment for Leave. A teacher can carry over a maximum of 10 sick days and no personal days. If a teacher does not use all of their 12 days, they may carry over all 12 days to their sick leave bank up to the 60 days maximum. ~~Teachers will~~ A teacher can choose to carry over PTO or be reimbursed at \$100 per day to a maximum of \$500 for any combination of unused sick and personal leave not to exceed 5 days. ~~The combination of sick and personal days must be taken from the current year not from cumulative leave.~~ Teachers are required to inform the business manager of their intent for reimbursement by June 1 of each year. The amount is payable in July.

D. Illness in the Family. Sick leave may be used for illness of immediate family (husband, wife, son, daughter, father, mother, brother or sister of the employee, or any relative living in the immediate household of the employee).

E. Pregnancy. Pregnancy of an employee shall be considered an illness or temporary disability and shall be subject to the provisions of sick leave.

F. Bereavement Leave. Each full-time certified employee will be allowed up to ten (10) days without loss of pay for bereavement. Any day used for bereavement will come out of an employee's total sick leave days. If the employee has insufficient sick leave, the bereavement leave is not paid leave and will be treated as a fourth or subsequent personal leave day. Employee may use unused personal days for bereavement. Bereavement leave is requested either in person or by telephone to the Superintendent or his/her designee.

G. Extended Leave of Absence. Any certified employee will be granted an extended leave of absence according to FMLA. The Board may grant additional leave of absence for a period consisting of a semester, a full school year, or any remaining portion thereof.

H. Health Insurance. If a teacher is granted an extended leave of absence during the school year, the benefits on health insurance premiums shall continue the length of the contract period.

I. Reinstatement After Extended Leave of Absence. An employee who has requested and received an extended leave of absence any time during the contract year shall be reinstated at the beginning of the next semester or contract year (as the Board shall determine in granting said leave). However, in order to be reinstated at the beginning of the next or ensuing contract year, the employee must elect to do so by signing a contract for the next or ensuing contract year when they are offered to the instructional staff.

J. Tenure After Leave. If an employee is tenured when the employee's authorized leave begins, he/she will be reinstated with tenure.

K. Advancement During Leave. If college credits are earned during an authorized leave, the employee will advance to the appropriate horizontal schedule when he/she is reinstated.

L. Precedent. If any terms of this leave policy are contrary to law, the law will prevail.

M. Long Term Disability. All certified staff will receive long term disability insurance according to their FTE% and the premium will be deducted from his/her paycheck.

N. Short Term Disability. All certified staff will receive short term disability insurance according to their FTE% and the premium will be paid by the district.

6. Professional Leave. When approved by the administration, teachers will be granted paid professional leave to attend in-service activities on a regional, state or national level designed to improve the instructors' teaching abilities or knowledge of topics which may be applied to the classroom. Actual expenses will be paid by the school district. Personnel will submit their request for professional leave in writing to the Superintendent. Notice should be at least one (1) week in advance of the actual leave.

This leave does not include the meetings of the HTRSEA that the officers have to attend.

7. Employment Hiring Incentive. The Board may offer an employment incentive to newly hired teachers. When offered, the minimum amount to be offered is \$500 and the maximum \$2,000. The employment incentive is available to only newly hired certificated staff and any compensation over \$500 must be recommended by the Superintendent of Schools. Newly hired certificated staff whose FTE is less than 1.0 shall have this incentive pro-rated accordingly.

The bonus shall not be payable unless the new employee is employed by the School District at the time it is payable and shall be forfeited and repaid to the School District by the new employee in the event the new employee fails to remain employed for three full years for any reason other than the new employee's death, and the amount of the bonus may in such case be set off from the new employee's final pay.

8. Grievance Procedure:

A. Purpose. The purpose of this grievance procedure is to provide a method for expedient and equitable determination of every question or violation or noncompliance

with any of the policies, rules, regulations, or professional negotiation/agreements of the School District, this preventing the protracted continuation of misunderstandings which may arise from time to time concerning such questions. The purpose of the complaint procedure is to provide a method for prompt and full discussion, and consideration of matters of personal irritation and concern of an educator with some aspect of employment.

B. Definitions.

1. Grievance-any alleged violation, misinterpretation or inequitable application of any existing policies, negotiated agreements, rules or regulation duly promulgated by the Board of the School District which results in any injury to any educator.

2. Complaint- any matter of dissatisfaction of an educator with any aspect of his/her employment which does not involve any grievance as above defined. It may be processed through the application of the first three steps of the grievance procedure.

3. Grievant- person or persons who are aggrieved by the alleged grievance.

4. Respondent- any person or body which might be required to take action, or against who action might be taken, in order to resolve the claim.

5. Days- calendar days except weekends and school holidays. It is understood that during the summer months any change in the grievance procedure shall be by mutual agreement of parties of interest.

C. It is recognized that the Board and HTRSEA have an equal and mutual interest in the success and the promptness of settling grievances and complaints as both parties are avowed to the stated purposes that this procedure is to secure, at the lowest possible level, equitable solutions to grievances and complaints against either the Board, its agents or member or the HTRSEA, its agents or members. Therefore it is stipulated and agreed by and between the parties that both parties will be bound by the following rules, to-wit:

1. Both parties will accomplish the procedures by the maximum specified date in this agreement.
2. Both parties will withhold publicity until a joint release is issued by the parties as is customary in collective bargaining negotiations.
3. No meetings will be set during school hours among the parties except by mutual consent.
4. All parties agree to work for the welfare of the school system and strive to maintain good morale and courtesy among the parties.

5. Both parties further agree to maintain the confidentiality of information regarding a grievance case.
6. Both parties agree to exert no pressure on administrative personnel.
7. Each party stipulates it will not advocate the violation of any law.

D. Procedures-Level I (Informal)

1. If an educator feels that he/she has a grievance, he/she should first discuss the matter with his/her department chairman, principal or supervisor to whom he/she is directly responsible in an effort to resolve the grievance.
2. The grievant may have a local representative from the HTRSEA's Executive Committee assist him/her in efforts to resolve the grievance informally with the principal or other appropriate administrator or supervisor.

E. Procedures- Level II (Formal)

Step One

1. If a grievant is not satisfied with the disposition of his/her grievance, or if no decision has been rendered after five (5) days through the informal procedure, he/she may submit his/her claim as a formal grievance, in writing, to his/her appropriate principal and retain a carbon copy of the said grievance for himself/herself.
2. The principal within three (3) days, render a decision and the reason thereof in writing to the aggrieved person, with a copy of the HTRSEA's Executive committee representative for the HTRSEA's files.
3. An educator who is not directly responsible to a building principal may submit his/her formal grievance to the administrator to who he/she directly responsible. Said administrator shall carry out the aforementioned responsibilities.

Step Two

1. If the grievant is not satisfied with the disposition of his/her grievance at Step One, or if no decision has been rendered within three (3) days after the presentation of the grievance in writing, he/she may file the written grievance with the HTRSEA's Executive committee within three (3) days after the decision at Step One, or six (6) days after the grievance was presented, whichever is sooner.

2. Within five (5) days after receiving the written grievance, the HTRSEA's Executive committee shall provide an opportunity for the grievant to meet with the HTRSEA's Executive committee for the purpose of reviewing the grievance, and the HTRSEA's Executive committee shall give to the grievant a written opinion regarding the merits of the case.

3. If the local HTRSEA's Executive committee determines the claim is not meritorious, the grievant may appeal his/her grievance to the state P.R.&R commission. It is recommended that this appeal be made through the local association president.

Step Three

1. Within three (3) days after receiving the P.R. &R committee opinion, or within eight (8) days after the grievance was filed with the P.R. &R. committee, whichever is sooner, the grievant may file a written appeal with the HTRSEA's Executive Committee for an HTRSEA hearing by the Superintendent. Within two (2) days of its receipt, the HTRSEA Executive committee, through its chairman, shall submit such appeal to the Superintendent.

2. The Superintendent, or the authorized representative, shall act for the administration at Step Three of the grievance procedure. Within ten (10) days after receipt of the written appeal for the hearing by the Superintendent, the Superintendent shall meet with the grievant and with representatives of the HTRSEA's Executive committee for the purpose of resolving the grievance. The Superintendent shall, within three (3) days of the hearing, render a decision and reasons thereof, in writing, to the grievant with a copy to the HTRSEA's Executive committee.

Step Four

1. If the grievant is not satisfied with the disposition of his/her grievance at Step Three, or if no decision has been rendered within three (3) days after he/she first met with the Superintendent, he/she may file the grievance again with the HTRSEA's Executive Committee within three (3) days after the decision by the Superintendent, whichever is sooner.

2. Within three (3) days after receiving such further appeal, the HTRSEA's Executive Committee, through its chairman, shall refer the grievance to the Board.

3. Within twenty five (25) days after receiving the written appeal, the Board or a committee thereof, shall meet the grievant and with the representatives of the HTRSEA's Executive committee for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within five (5) days.

F. Rights of Educators to Representation. Any party in interest may be represented at all states of the grievance procedure by himself/herself or by a representative of his/her own choosing. When an educator is not represented by the HTRSEA, the HTRSEA shall have the right to present and to state its views at all stages of the grievance procedure.

G. Group Grievances. In order to prevent the filing of a multiplicity of grievances on the same question of interpretation or compliance where the grievance covers a question common to a number of educators, it shall be processed as a single grievance commencing with the party having a jurisdictional authority thereof. Any group grievance shall set forth thereon the names of the individual grievants or the group, and the title and specific assignments of the persons covered by the group grievance. Group grievances shall be signed by a principal officer of staff representative of the HTRSEA.

H. Resolution. If the grievance or complaint is not processed within the time limit at any step of the grievance or complaint procedure, it shall be considered to have been resolved by the previous disposition. Any time limit in the procedure may be extended by mutual consent.

I. Procedural Rules.

1. Decisions rendered at Level II, Step One, Two, Three and Four of the grievance procedure will be in writing setting forth the decision and the reasons thereof and will be transmitted promptly to all parties in interest and to the chairman of the HTRSEA's Executive committee.
2. If the written grievance is not filed within thirty (30) calendar days after the educator knew, or should have known, of the act or condition on which the grievance is based then the grievance shall be waived.
3. A grievance or complaint may be withdrawn at any level without prejudice or record.
4. No reprisals of any kind shall be taken by the Board or by any member of the administration or by the HTRSEA or its individual members against any party or interest or any other participant in the grievance complaint procedure by reason of such participation.
5. The processing of all grievance and complaint documents, communications, and records shall be filed separately from the personnel files of the participants.
6. A representative of the HTRSEA's Executive committee may be present at the final disposition of a grievance of an individual who did not request the help of the HTRSEA.

8. Issuing of Teacher Contracts. Each teacher shall be given the opportunity to improve in the areas where unsatisfactory performance is stated. Teacher contracts are to be acted upon at the March meeting of the Board with contracts to be distributed to teachers as soon after the meeting as possible. All teachers granted contracts shall not be required to return the signed contract prior to April 15 or the first Monday following April 15 if that date falls on a weekend. Any teacher requesting a release from contract shall submit the request in writing to the Superintendent, who in turn shall submit it to the Board for action. Each request of release from contract shall be judged on the merits of the request.

9. Jury Duty. Teachers who are summoned to jury duty shall receive their daily salary minus any daily salary for jury duty. If meal money or mileage is paid to the teacher for jury duty, this shall not be deducted from the daily teaching salary.

10. Mileage. Mileage outside the district shall be paid (IRS allowable rate) with the Administration's approval, to a staff member if a school vehicle is not available.

11. Extra-Curricular Duties. Extra-curricular salaries will be paid on a percentage of the base salary for the applicable school year as listed in the Extra Duty Payment Schedule.

If no assistant coach is hired for varsity football or boys or girls basketball, the head coach will receive an additional three (3) percent of the base salary.

A sum of two (2) percent of base salary shall be set aside annually to pay individuals for sponsorships of bus trips for athletics.

Coaching experience is relevant towards years of experience at that level of coaching only. Example: JH to JH, HS to HS, not JH to HS or HS to JH and is sport specific. Staff members will be placed at the relevant column based on years of experience from other districts as well as HTRS.

12. Substitute Pay. For each planning period a teacher substitutes upon request by the Administration to cover another teacher's class they will be paid at a rate of 1/8 of the daily substitute pay per class period. This will be paid in December and July payrolls.

13. Dual Credit Course Compensation. Teachers that teach dual credit high school/college courses will be compensated at \$15 per student enrolled unless the college pays the teacher directly.

**Humboldt Table Rock Steinauer #70
Extra Duty Payment Schedule**

2020-21 Base = \$ 37,373

Position	1-2 years % of Base	3-4 years	5-6 years	7+ years
-----------------	------------------------	-----------	-----------	----------

Athletic/Activities Director	14	14.5	15	15.5
------------------------------	----	------	----	------

High School Head Coach

Football	12	12.5	13	13.5
Boys Basketball	14	14.5	15	15.5
Girls Basketball	14	14.5	15	15.5
Wrestling	12	12.5	13	13.5
Volleyball	14	14.5	15	15.5
Boys & Girls Track	12	12.5	13	13.5
Boys Golf	8	8.5	9	9.5
Girls Golf	8	8.5	9	9.5

Assistant Coach

Football	9	9.5	10	10.5
Boys Basketball	11	11.5	12	12.5
Girls Basketball	11	11.5	12	12.5
Wrestling	9	9.5	10	10.5
Volleyball	11	11.5	12	12.5
Boys & Girls Track	9	9.5	10	10.5
Golf	5	5.5	6	6.5

Head Jr High Coach

Football	5	5.5	6	6.5
Boys Basketball	5	5.5	6	6.5
Girls Basketball	5	5.5	6	6.5
Wrestling	5	5.5	6	6.5
Volleyball	5	5.5	6	6.5
Boys & Girls Track	5	5.5	6	6.5

Assistant Jr High Coach

Football	3	3.5	4	4.5
Boys Basketball	3	3.5	4	4.5
Girls Basketball	3	3.5	4	4.5
Volleyball	3	3.5	4	4.5
Track	3	3.5	4	4.5

1	373.73
1.5	560.60
2	747.46
2.5	934.33
3	1,121.19
3.5	1,308.06
4	1,494.92
4.5	1,681.79
5	1,868.65
5.5	2,055.52
6	2,242.38
6.5	2,429.25
7	2,616.11
7.5	2,802.98
8	2,989.84
8.5	3,176.71
9	3,363.57
9.5	3,550.44
10	3,737.30
10.5	3,924.17
11	4,111.03
11.5	4,297.90
12	4,484.76
12.5	4,671.63
13	4,858.49
13.5	5,045.36
14	5,232.22
14.5	5,419.09
15	5,605.95
15.5	5,792.82

Music

Jazz Band	8	8.5	9	9.5
Swing Choir	8	8.5	9	9.5
Summer Band	6	6.5	7	7.5
7-8 Music Contest/ Musical	3	3.5	4	4.5
Elementary Music	3	3.5	4	4.5
Pep Band/Marching Band	6	6.5	7	7.5

Sponsors

FFA Sponsor	6	6.5	7	7.5
Jr High Cheerleader	2	2.5	3	3.5
High School Cheerleader	5	5.5	6	6.5
Annual Advisor	4	4.5	5	5.5
Speech & Declamatory	5	5.5	6	6.5
Assistant Speech	2	2.5	3	3.5
HS School Play / Musical	2	2.5	3	3.5
One-Act Play	5	5.5	6	6.5
Assistant One-Act Play	2	2.5	3	3.5
Drill Team Coach	2	2	2	2
Senior Class	2	2	2	2
Junior Class	2	2	2	2
Sophomore Class	1	1	1	1
Freshman Class	1	1	1	1
Student Council	1	1	1	1
Senior High Quiz Bowl	3	3	3	3
Junior High Quiz Bowl	1	1	1	1
Academic Decathlon	1	1	1	1
Senior High Robotics	2	2.5	3	3.5
Junior High Robotics	1	1.5	2	2.5
Summer Weights	9	9.5	10	10.5
Mock Trial	2	2.5	3	3.5
Leadership	1	1	1	1
Power Lifting	3	3.5	4	4.5
National Honor Society	1	1.5	2	2.5
Science Club	2	2	2	2
R#	4	4	4	4
Newsletter	1	1	1	1

School Improvement 2% the year before, during and year after the external team visit

**MS head & assistant coaches that do not give up their plan period to coach will be paid 1% less than the above amount.

BOARD OF EDUCATION

HTRSEA

Date Signed _____

PRESIDENT

PRESIDENT

VICE PRESIDENT

SECRETARY

MEMBER

TREASURER

MEMBER

MEMBER

MEMBER

MEMBER

MEMBER

MEMBER

MEMBER

FEATURED ARTICLES:

- Office Additions: Joey & Emily
- Recently completed projects
- Updates on in progress projects
- Employee promotions and anniversaries



construction news

Welcome to our team!

Joey Lohmann

In April, we welcomed Joey Lohmann back to our team to fill the role as Project Manager. Joey is a native of Nemaha County and worked with us for a summer during college.

Emily Pyle

Emily began her position as Executive Secretary for AHRS in May. Emily assists with marketing and executive office tasks.



Recently Completed

Successful completion for many recent projects

The Sabetha Health and Wellness Center was completed in July 2019. AHRS teamed with **Tevis Architects** to complete this Design-Build project for the city of Sabetha. The facility includes a full court gym, batting cages, walking/jogging track, cardio/weight room, 2 fitness studios, locker rooms, offices and 2 therapy pools for fitness, conditioning, therapy and rehabilitation. The local residents have enjoyed the new facility!

In September of 2019, the Southeast Community College – Falls City Learning Center celebrated an open house for the completion of this new center. The facility houses general classrooms and training areas specifically related to healthcare and manufacturing. AHRS partnered with **BCDM Architects** on this 10,000 SF project located adjacent to the Community Medical Center.



HTK Architects and AHRS completed another project together for the Nemaha Central school district. This project included a connection between the Elementary/Middle school and High School buildings as well as a Greenhouse for functional learning by the agricultural education/FFA program. The connecting link provides 4 additional classrooms and 2 small meeting rooms.

Renovations were completed for **USD 384 – Blue Valley** at multiple district locations. The building bond project included interior and exterior improvements such as new windows, doors, roofs and sidewalks. A new pre-school, press box and agricultural building were also added to the facilities. **Anderson Knight Architects** served as the architect on this project.

Additional projects include:

- **USD #113 – Axtell School**
– Security Updates
- **Highland Community College**
– Bellevue School Addition
- **City of Falls City, Nebraska**
– Stone Street Revitalization
- **Midwest Ready Mix**
– New Plant



533 Railroad Street – Bern, Kansas 66408
785.336.6118 – Fax: 785.336.3744
info@ahrs-inc.com

Projects in Progress

The road to success is always under construction.



AHRS and **HMN Architects** broke ground on September 30th for the 2-story **Holton Community Hospital** addition which includes 8 inpatient rooms, a rural health clinic, emergency department, and specialty clinic. Renovations to the existing facility will also be made.

AHRS along with **Olsson and Associates** are working on the new aquatic center for the **city of Tecumseh, Nebraska**. The facility will include an Olympic sized pool, child slide, 3-story slide, sunshade structures, shower house, concession stand, and filter building. Expected completion of this project is spring 2020.



Also set to complete in spring 2020 is the new home plus institution, **Oakley Place of Seneca**. The 1-story living facility consists of 12 resident rooms with a total footprint of 5,700 SF. **Schwerdt Design Group, Inc.** is the architect on this project located in Seneca, Kansas.

The 2-story, basement and ground level 4,400 SF addition and renovations to the existing **Nemaha County Law Enforcement Center** in Auburn, Nebraska will be complete by the end of 2019. The addition will provide new offices, library, restrooms, kitchen, conference room and high security storage. **Prochaska & Associates** partnered with AHRS on this Design-Build project.

Additional projects include:

- **Brownville Concert Hall**
– Addition and Renovation
- **Community Memorial Healthcare**
– MRI Suite Renovation
- **City of Hiawatha**
– Street Improvements



**Dream it.
Believe it.
Build it.**

The Importance of Workforce Longevity

Having knowledgeable and dedicated employees is a key factor in a successful business. Celebrating 30 years with AHRS is **Alan Schmitz**, Project Manager. **Ed Christian, Jr.**, Concrete Foreman and **Rohn Kuckelman**, Shop Foreman celebrated 25 years with AHRS as well. Senior Estimator, **Jay Herrmann** and Office Assistant, **Sherri Proffit** have been with AHRS for 15 years while Lead Man, **Pat Cochran** and Superintendent, **Kent Proffit** have been for 10 years. The following employees are celebrating 5 years: **Dirk deKoning**, Carpenter; **Boston Rhoden**, Lead Man; **Tristen Stinnett**, Concrete Finisher; **Tyler Verbick**, Carpenter. We take great pride in providing a knowledgeable workforce for our customers!

Promotions and certifications within our company

In 2019, Senior Superintendent Alan Schmitz was promoted to a Project Manager position. Alan has been with AHRS for 30 years, providing much knowledge with his many years of experience on a variety of projects. With this change became an opening for a Superintendent which we filled with Assistant Superintendent Brad Olberding. Brad recently supervised two projects for Highland Community College simultaneously and is currently supervising the Oakley Place of Seneca project. We congratulate these men on their achievements!

Lonny Pierce, Senior Superintendent completed the ASHE Healthcare Construction Certificate Program in September 2019. The 2 day workshop was held in Chicago, Illinois. Lonny is currently supervising the Holton Community Hospital renovation and expansion project.



Follow us on
Facebook for up
to date news!



DATE: December 17, 2019
TO: ALICAP Members
FROM: Megan Boldt – Director of ALICAP
SUBJECT: ALICAP's 2018-2019 Annual Report

Enclosed is ALICAP's 2018-2019 Annual Report which summarizes the pool's status as of year-end, August 31, 2019. Inside the report you will find a list of the current 170 ALICAP member districts and ESUs. Also provided in the report is a list of the trustees, the ALICAP staff, the pool's claim activity, and the financial status.

All superintendents, business managers, and school board members, who were present at the ALICAP membership meeting, during the State Education Conference in Omaha on November 20th, may have already gotten a copy of this Annual Report. If this is a duplicate for you, I apologize.

If anyone has any questions in regards to ALICAP or the enclosed Annual Report please feel free to contact Megan Boldt at the NASB office. Our toll free number is 1.800.422.4572.

ALICAP



2018-2019 ANNUAL REPORT

LETTER FROM THE BOARD PRESIDENT

DOUG LEWIS
ALICAP BOARD PRESIDENT

ASSISTANT SUPERINTENDENT
PAPILLION LA VISTA COMMUNITY SCHOOLS
ALICAP TRUSTEE SINCE 2008



Dear ALICAP Members,

ALICAP is a member owned insurance pool for Nebraska school districts and ESU's offering a full line of insurance coverage including liability, property and workers' compensation. We are built on the tenants of providing our members a stable marketplace with enhanced coverage, customized loss control programs and responsive claims management all at a competitive price.

ALICAP's membership grew to 170 member/owners during the 2018-2019 school year with the addition of three new members to the pool. Members enjoy many benefits and value-added programs not offered by other insurance options. The pool is continuously researching new services and programs for our members to provide the best insurance program available. ALICAP returns dividends from dollars not utilized on claims back to our member districts. ALICAP returned 2.15 million dividend dollars last year and has returned over twenty-two million dollars to member school districts since its inception. ALICAP takes pride in the ability to keep precious dollars and resources at our schools to educate the youth of Nebraska. SafeSchools, a free service for all members, provides a variety of online safety training courses directed toward the needs of our members. Last year our membership completed more than 81,000 courses and over 400,000 courses since the program began. ALICAP is adding SafeSchools Alerts as an additional free benefit to all member districts. SafeSchools Alerts is a tip reporting system that allows students, staff and parents confidentially report allegations of bullying, violent threats, suicide and abuse to school administrators. ALICAP's Loss Control Consultants are a personal resource for our members and unique to ALICAP. Their job is to assist each member in maintaining a safe school environment and prevent injuries before they occur saving the district precious budget dollars. Finally, ALICAP has been proactive in providing coverage for data breach services should our members ever encounter an incident where sensitive data has been subject to electronic intrusion. One phone call and you are working with a team of data experts every step of the way.

ALICAP takes pride in our ability to settle member claims quickly and fairly. When a claim does occur, our claim consultants are always working in the best interest of our members. The pool's managed surplus and network of reinsurers continue to be the foundation of ALICAP's fiscal strength and security for its members.

I would like to thank Megan Boldt, Rachel Horstman, and John Spatz at NASB, the loss control consultants, the ALICAP trustees, Sedgwick CMS, and Public Risk Management. The ALICAP team is committed to provide you, the owners, the best possible service and value for the students and staff of Nebraska public schools. The Board and Staff believe in our tenants and strive to make ALICAP the best option for our members. We would like to thank you, the owners, for your continued commitment to ALICAP.

Respectfully,

A handwritten signature in dark ink that reads "Douglas Lewis". The signature is written in a cursive style with a large, prominent "D" and "L".

WWW.ALICAP.ORG

ADDITIONAL PROGRAMS AND MEMBER SERVICES

ALICAP was formed in 1990, by the Nebraska Association of School Boards.

That first year, there were 32 members and the coverage included only Workers' Compensation. The 2018-2019 year marks the 28th anniversary. Our membership has grown to 170 school districts and ESUs, and since 1995-1996 the coverage expanded from just Workers Compensation to include Property, Liability, Auto, Crime and Errors and Omissions.

Take a look at ALICAP's current membership and insured values.

WE ARE PROUD TO BE ALICAP

170 NEBRASKA SCHOOLS AND ESUs

OVER \$1 BILLION IN PAYROLL INSURED

OVER \$6 BILLION IN PROPERTY VALUES INSURED

28,000 EMPLOYEES COVERED

3,000 VEHICLES ON SCHEDULE

1,000 CLAIMS HANDLED ANNUALLY

OVER \$23 MILLION GIVEN BACK IN DIVIDENDS SINCE 1990



MANY THANKS TO ALL ALICAP MEMBERS FOR THEIR TRUST, LOYALTY, AND DEDICATION.

2018-2019 RECOGNITION PROGRAM AWARD WINNERS

LOSS RATIO AWARD WINNERS
BANCROFT/ROSALIE PUBLIC SCHOOL

EXPERIENCE MODIFIER AWARD WINNER
BENNINGTON PUBLIC SCHOOLS

SAFESCHOOLS AWARD WINNER
PLATTSMOUTH COMMUNITY SCHOOLS

ALICAP WOULD LIKE TO CONGRATULATE THESE MEMBERS ON EARNING THIS YEAR'S SAFETY AWARDS.

A STRONG SAFETY PROGRAM BEGINS WITH A SUPPORTIVE LEADERSHIP TEAM AND IS ACTED OUT BY EVERY STAFF MEMBER, EVERY DAY.

KEEP UP THE GOOD WORK!

WWW.ALICAP.ORG

BOARD OF TRUSTEES



PATTY BENTZINGER
SCHOOL BOARD MEMBER
NORRIS SCHOOL DISTRICT 160
ALICAP TRUSTEE SINCE 2001



TED DETURK
ESU ADMINISTRATOR
ESU 2
ALICAP TRUSTEE SINCE 2019



VIRGIL HARDEN
BUSINESS MANAGER
GRAND ISLAND PUBLIC SCHOOLS
ALICAP TRUSTEE SINCE 2006



WILLIAM KNAPPER
SCHOOL BOARD MEMBER
ESU 13
ALICAP TRUSTEE SINCE 1995



DOUG LEWIS
ASSISTANT SUPERINTENDENT
PAPILLION LA VISTA COMMUNITY SCHOOLS
ALICAP TRUSTEE SINCE 2008



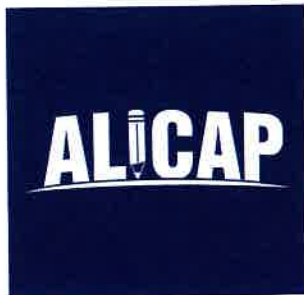
STEVE KOCH
SCHOOL BOARD MEMBER
HERSHEY PUBLIC SCHOOLS
ALICAP TRUSTEE SINCE 2019



TOM MENKE
SCHOOL BOARD MEMBER
CHADRON PUBLIC SCHOOLS
ALICAP TRUSTEE SINCE 2017



JEFF RIPPE
ASSISTANT SUPERINTENDENT
BELLEVUE PUBLIC SCHOOLS
ALICAP TRUSTEE SINCE 2012



VACANT



JOHN SPATZ
NASB EXECUTIVE DIRECTOR
ALICAP TRUSTEE SINCE 2012



STEVE BLOCHER
NASB BOARD PRESIDENT
WEST POINT PUBLIC SCHOOLS

WWW.ALICAP.ORG

YOUR TEAM



JOHN SPATZ
EXECUTIVE DIRECTOR
NASB



MEGAN BOLDT
DIRECTOR OF ALICAP
NASB



RACHEL HORSTMAN
BUSINESS MANAGER
NASB



PAT RYAN
MANAGING PARTNER
PRM



SHERI SHONKA
MANAGING PARTNER
PRM



LARRY BOCK
LOSS CONTROL AGENT
ALICAP



CARL DIETZ
LOSS CONTROL AGENT
ALICAP



MATT FISHER
LOSS CONTROL AGENT
ALICAP



JAMIE ISOM
LOSS CONTROL AGENT
ALICAP



ED JOHNSON
LOSS CONTROL AGENT
ALICAP



KEN NAVRATIL
LOSS CONTROL AGENT
ALICAP



RON WALL
LOSS CONTROL AGENT
ALICAP



MICHELLE BOCK
SUPERVISOR
SEDGWICK CMS



JENNIFER CHEEVER
EXAMINER
SEDGWICK CMS



SARAH HUDSON
EXAMINER
SEDGWICK CMS

WWW.ALICAP.ORG

ALICAP OWNERS

Adams Central Public Schools
Ainsworth Public Schools
Amherst Public School
Anselmo-Merna Public Schools
Ansley Public School
Arapahoe Public School
Arcadia Public Schools
Arlington Public Schools
Ashland-Greenwood Public Schools
Axtell Public Schools
Bancroft/Rosalie Public Schools
Banner County Public Schools
Battle Creek Public Schools
Bayard Public Schools
Beatrice Public Schools
Bellevue Public Schools
Bennington Public Schools
Bertrand Public Schools
Blair Public School
Blue Hill Public School
Brady Public Schools
Broken Bow Public Schools
Burwell Public Schools
Callaway Public School
Cambridge Public Schools
Cedar Bluffs Public Schools
Centennial Public Schools
Central City Public Schools
Chadron Public Schools
Chase County Public Schools
Clarkson Public Schools
Cody-Kilgore Public Schools

Columbus Public Schools
Cozad Public Schools
Crete Public Schools
Cross Country Community School
David City Public Schools
D.C. West Community Schools
Dundy County Public Schools
Elba Public School
Elgin Public Schools
Elkhorn Valley Public Schools
Elm Creek Public Schools
Elmwood-Murdock Public Schools
Elwood Public Schools
Emerson-Hubbard Public Schools
ESU #2
ESU #3
ESU #5
ESU #6
ESU #7
ESU #9
ESU #10
ESU #13
ESU #15
ESU #16
ESU #17
Eustis-Farnam Public Schools
Ewing Public Schools
Fairbury Public Schools
Falls City Public Schools
Fort Calhoun Community Schools
Franklin Public Schools
Friend Public School

Fullerton Public Schools
Garden County Public Schools
Gering Public Schools
Gibbon Public Schools
Gothenburg Public Schools
Grand Island Public Schools
Gretna Public Schools
Hartington-Newcastle Public Schools
Harvard Public Schools
Hastings Public Schools
Heartland Community Schools
Hershey Public Schools
Hitchcock County Schools
Holdrege Public Schools
Howells-Dodge Public Schools
HTRS Public Schools
Hyannis Public Schools
Johnson County Central Schools
Kearney Public Schools
Keya Paha County Schools
Kimball Public Schools
Lakeview Community Schools
Lewiston Public Schools
Lexington Public Schools
Leyton Public Schools
Litchfield Public Schools
Logan View Jr/Sr High School
Loomis Public School
Loup City Public Schools
Loup County Public Schools
Louisville Public Schools
Lyons-Decatur Northeast Schools

WWW.ALICAP.ORG

ALICAP OWNERS AS OF AUGUST 31, 2019

Omaha (Umonhon) Nation Public School

Malcom Public Schools

Maxwell Public Schools

McCook Public Schools

Medicine Valley Schools

Meridian Public School

Milford Public Schools

Minatare Public School

Minden Public Schools

Morrill Public Schools

Mullen Public Schools

Neligh-Oakdale Public Schools

Newman Grove Public Schools

Norris School District #160

*North Platte Public Schools

Northwest Public Schools

Oakland-Craig Public School

Ogallala Public Schools

O'Neill Public Schools

Ord Public Schools

Osceola Public Schools

Osmond Community Schools

Overton Public Schools

Palmer Public Schools

Papillion La Vista Community Schools

Pawnee City Public Schools

Paxton Consolidated Schools

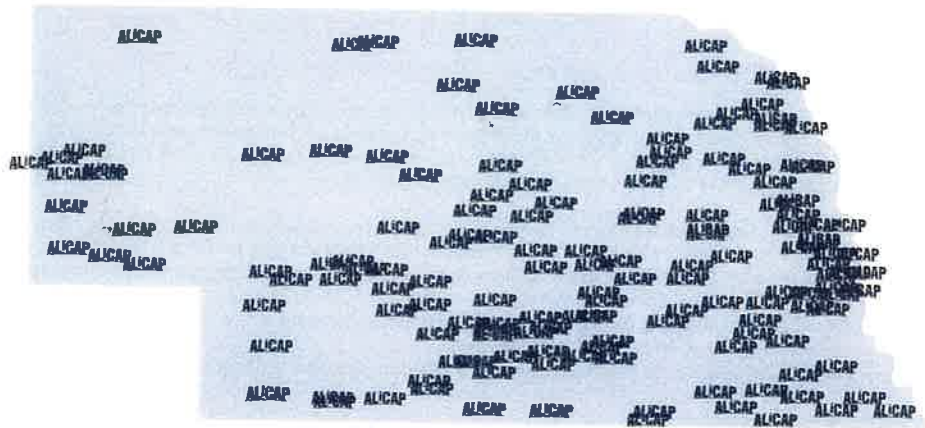
Perkins County Public Schools

Plattsmouth Public Schools

Pleasanton Public Schools

Ponca Public Schools

Ralston Public Schools



Randolph Public Schools

Ravenna Public Schools

Rock County Schools

Sandhills Public Schools

Sargent Public Schools

Scottsbluff Public Schools

Shelton Public Schools

Sidney Public Schools

Silver Lake Public Schools

South Central Public Schools

South Sarpy School District #46

South Sioux City Public Schools

Southern School District #1

Southern Valley Public School

St. Paul Public Schools

Stanton County Community Schools

Stapleton Public Schools

Sterling Public Schools

SEM Public Schools

Superior Public Schools

Sutherland Public Schools

Tekamah-Herman Community Schools

Thedford Public Schools

Tri County Public Schools

Twin River Public Schools

Valentine Public Schools

Wakefield Community School

Wallace Public Schools

Walthill Public School

Waverly Public Schools

Weeping Water Public Schools

West Holt Public Schools

West Point Public Schools

Westside Community Schools

Wilber-Clatonia Public Schools

Wilcox-Hildreth Public Schools

Winnebago Public Schools

Wisner-Pilger Public

Wood River Rural Schools

Wynot Public Schools

York Public Schools

Yutan Public Schools

* Left effective 9/1/19

WWW.ALICAP.ORG

ALICAP FINANCIAL STATEMENTS & INDEPENDENT AUDITORS' REPORT

NASB ALL LINES INTERLOCAL COOPERATIVE AGGREGATE POOL

INDEPENDENT AUDITOR'S REPORT ON SUMMARY FINANCIAL STATEMENTS

To the Board of Directors:

The accompanying summary financial statements, which comprise the summary balance sheets - statutory basis as of August 31, 2019 and 2018 and the summary statutory statements of revenue and expenses for the years then ended are derived from the audited financial statements of NASB All Lines Interlocal Cooperative Aggregate Pool as of and for the years ended August 31, 2019 and 2018. We expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2019.

The summary financial statements do not contain all the disclosures required by the statutory basis financial reporting framework applied in the preparation of the financial statements of NASB All Lines Interlocal Cooperative Aggregate Pool. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of NASB All Lines Interlocal Cooperative Aggregate Pool.

Management's Responsibility for the Summary Financial Statements

Management is responsible for the preparation of the summary financial statements on the statutory basis.

Auditor's Responsibility

Our responsibility is to express an opinion about whether the summary financial statements are consistent, in all material respects, with the audited financial statements based on our procedures, which were conducted in accordance with auditing standards generally accepted in the United States of America. The procedures consisted principally of comparing the summary financial statements with the related information in the audited financial statements from which the summary financial statements have been derived, and evaluating whether the summary financial statements are prepared in accordance with the statutory basis.

Opinion

In our opinion, the summary financial statements of NASB All Lines Interlocal Cooperative Aggregate Pool as of and for the years ended August 31, 2019 and 2018 referred to above are consistent, in all material respects, with the audited financial statements from which they have been derived, on the statutory basis.

Thomas, Kunc and Black, LLP

Lincoln, Nebraska
October 31, 2019

NASB ALL LINES INTERLOCAL COOPERATIVE AGGREGATE POOL

Balance Sheets - Statutory Basis

	<u>Assets</u>	
	August 31, 2019	August 31, 2018
Cash on deposit	\$ 4,891,595	6,085,534
Short-term investments	14,741,679	4,903,416
Long-term investments	11,471,059	21,769,053
Accrued interest	151,018	103,149
Accounts receivable - premiums	15,000	1,423
Accounts receivable - reinsurance recoverable	1,384,499	1,766,142
Subrogation in transit	24,891	236,920
	<u>24,891</u>	<u>236,920</u>
Total assets	\$ <u>32,679,741</u>	<u>34,865,637</u>

WWW.ALICAP.ORG

ALICAP FINANCIAL STATEMENTS & INDEPENDENT AUDITORS' REPORT

NASB ALL LINES INTERLOCAL COOPERATIVE AGGREGATE POOL

Liabilities and Surplus

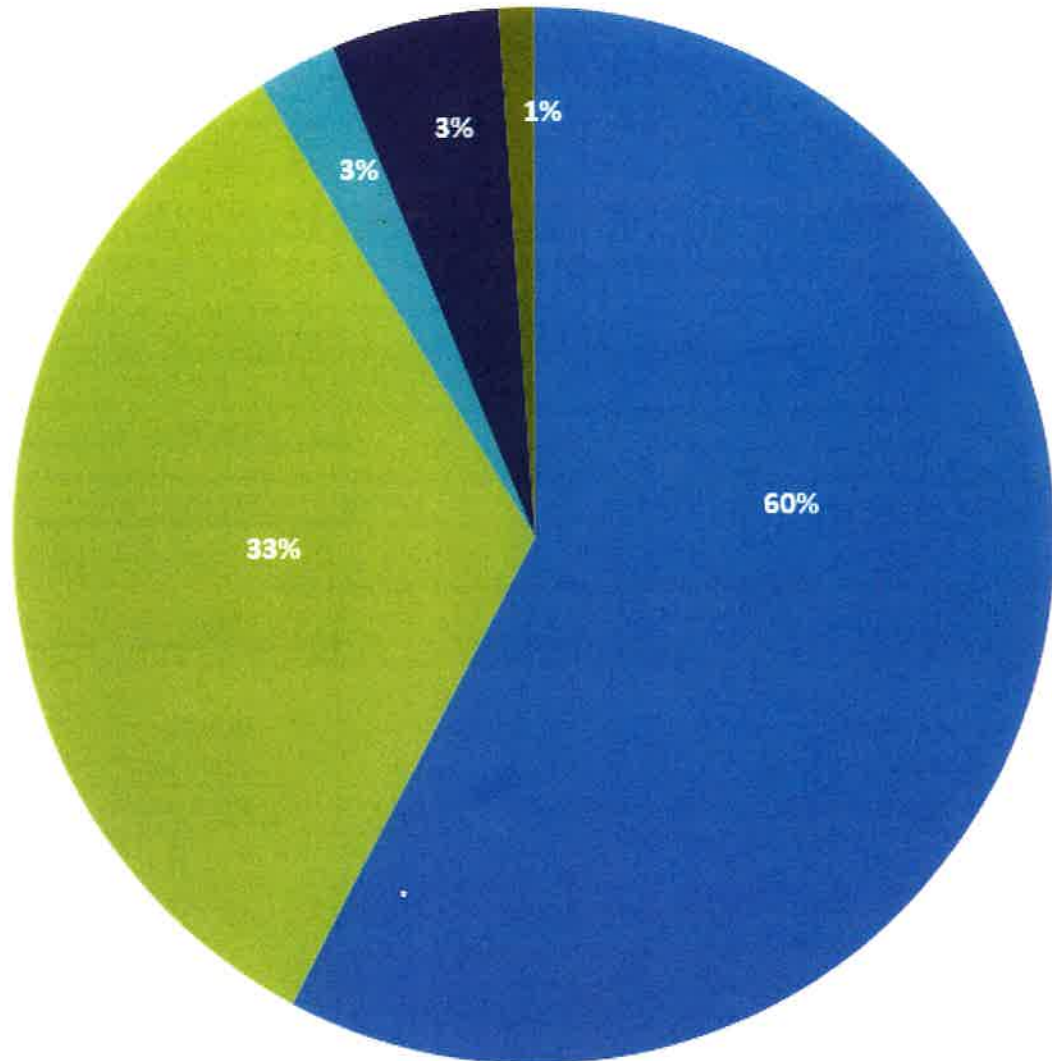
	August 31, 2019	August 31, 2018
Accounts payable	\$ 169,407	26,091
Loss reserves	12,922,398	12,356,819
Loss adjustment expense payable	1,772,610	1,420,219
Unearned premiums	5,410,191	7,050,281
Dividends declared but unpaid	1,598,564	1,073,216
Other accrued liabilities	137,600	144,000
Total liabilities	<u>22,010,770</u>	<u>22,070,626</u>
Surplus	<u>10,668,971</u>	<u>12,795,011</u>
Total liabilities and surplus	<u>\$ 32,679,741</u>	<u>34,865,637</u>

Statements of Revenue and Expenses - Statutory Basis

	2019	2018
Revenues:		
Premiums earned, direct	\$ 20,001,485	19,474,775
Premiums earned, ceded	(6,979,152)	(6,687,211)
Net premiums	<u>13,022,333</u>	<u>12,787,564</u>
Expenses:		
Losses incurred, direct	13,406,709	7,500,272
Losses incurred, subrogation and salvage	(89,519)	(373,361)
Losses incurred, excess insurance recovery	(2,727,678)	2,175,901
Net losses	<u>10,589,512</u>	<u>9,302,812</u>
Loss expenses incurred	1,943,920	1,417,031
Other underwriting expenses incurred	1,033,117	985,952
Total expenses	<u>13,566,549</u>	<u>11,705,795</u>
Net underwriting gain	(544,216)	1,081,769
Net investment income earned	568,140	392,421
Other income	36	372
Net revenues over expenses		
- statutory basis	<u>\$ 23,960</u>	<u>1,474,562</u>

WWW.ALICAP.ORG

TOTAL COST OF RISK | 2018-2019

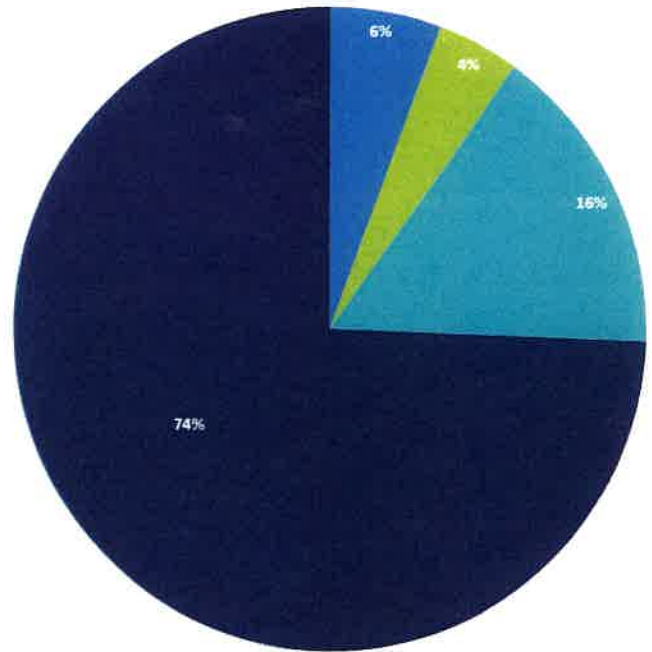


- LOSS FUND/DIVIDENDS
- EXCESS INSURANCE
- CLAIMS ADMINISTRATION
- ALL OTHER ADMINISTRATION
- PROVISIONAL TAXES

WWW.ALICAP.ORG

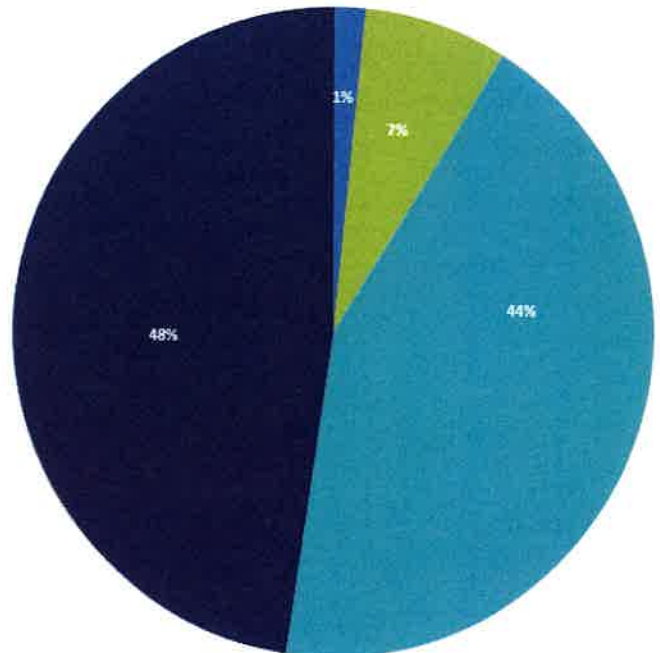
NUMBER OF CLAIMS BY LINE OF COVERAGE | 9-1-09 TO 8-31-19

- AUTO
- GENERAL LIABILITY
- PROPERTY
- WORKERS COMPENSATION



CLAIMS DOLLARS INCURRED BY LINE OF COVERAGE | 9-1-09 TO 8-31-19

- AUTO
- GENERAL LIABILITY
- PROPERTY
- WORKERS COMPENSATION



WWW.ALICAP.ORG



SIX PILLARS OF ALICAP

A STABILIZED MARKETPLACE

ENHANCED COVERAGE

CUSTOMIZED LOSS CONTROL PROGRAM

CLAIMS MANAGEMENT AND DISTRICT INPUT

COMPETITIVE PRICING

RETURN OF SURPLUS TO THE OWNER DISTRICTS/ESU'S

WWW.ALICAP.ORG



1311 STOCKWELL STREET | LINCOLN, NE 68502
LOCAL: 402-423-4951 | TOLL FREE: 800-422-4572
WWW.NASBONLINE.ORG | @NASBONLINE

Sherri Edmundson	Type of Leave Taken						
2019-20 Leave	Sick(10)	Remaining	Vacation (15)	Remaining	Floating (4)	Remaining	
carryover from 2018-19	13.75	23.75	0	15	0	4	
July 5			1				
July 9	0.5						
July 19			1				
July 25			1				
July 26			1				
Aug. 7			1				
Aug. 9			0.25				
Aug. 26			1				
Oct. 4			1				
Oct. 25			1				
Nov. 4			1				
Nov. 5			1				
Nov. 8			0.5				
Nov. 27			0.25				
Dec. 6			0.5				
Jan. 2			0.25				
total used	0.5	23.25	11.75	3.25	0	4	

Kari Lottman		
Increase for 20-21		
Current salary	\$79,819.00	
Teachers increase for 20-21		\$1023 on base
		\$1494 vertical step
		\$2,517
Committee recommendation		\$1,200

Arrays for consideration of Principal salary proposals

Array Used	Average	Difference
ESU4 Average	\$ 97,126	\$ (5,726)
MUDECAS Average	\$ 94,428	\$ (3,028)
Teacher's Array Average	\$ 95,654	\$ (4,254)
Pioneer Conference Average	\$ 93,523	\$ (2,123)
Surrounding Districts Average	\$ 92,040	\$ (640)
D1 Average	\$ 93,380	\$ (1,980)
D1 102%	\$ 95,247	\$ (3,847)
D1 98%	\$ 91,512	\$ (112)
D1 Midpoint	\$ 90,300	\$ 1,100
C2 Average	\$ 95,541	\$ (4,141)
C2 102%	\$ 97,452	\$ (6,052)
C2 98%	\$ 93,630	\$ (2,230)
C2 Midpoint	\$ 93,000	\$ (1,600)

***based on 19-20 salaries**

Current 19-20 salary	\$	91,400
Average D1 19-20 salary	\$	93,380
102% of 19-20 D1 salaries	\$	95,247
	D1 Average \$	93,380
	C2 Average \$	95,541
	Average of Average \$	94,461
Committee recommendation	\$	3,000
or 102% because looking at 19-20 salaries	\$	3,847

Arrays for consideration of Superintendent salary proposals

Array Used	Average	Difference
ESU4 Average	\$ 142,265	\$ (11,665)
MUDECAS Average	\$ 128,223	\$ 2,377
Teacher's Array Average	\$ 129,711	\$ 889
Pioneer Conference Average	\$ 126,199	\$ 4,401
Surrounding Districts Average	\$ 133,665	\$ (3,065)
D1 Average	\$ 130,045	\$ 555
D1 102%	\$ 132,646	\$ (2,046)
D1 98%	\$ 127,444	\$ 3,156
D1 Midpoint	\$ 127,600	\$ 3,000
C2 Average	\$ 136,776	\$ (6,176)
C2 102%	\$ 139,512	\$ (8,912)
C2 98%	\$ 134,041	\$ (3,441)
C2 Midpoint	\$ 135,300	\$ (4,700)

***based on 19-20 salaries**

Current 19-20 salary	\$ 130,600
Average D1 19-20 salary	\$ 130,045
102% of 19-20 D1 salaries	\$ 132,646

D1 Average \$ 130,045

C2 Average \$ 136,776

Average of Average \$ 133,411

Committee recommendation \$ 2,500

or 102% because looking at 19-20 salaries \$ 2,046