

Standard 4 Narrative

Resources and Support Systems

Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

Johnson-Brock maintains policies, processes, and procedures in place to hire and retain professional and support staff personnel. After assessing staffing needs during the past five years, the district has hired five paraprofessionals to assist students and teachers in the regular and special education classrooms. Administrators advertise available positions, and interviews are conducted with input from other staff members. Financial support to hire and train these paraprofessionals, along with Title 1 and Special Education instructors, has allowed our school to continue showing progress on our school improvement goal. Our principal and RTI teams lead Language Arts and Math meetings to identify at risk students and develop interventions.

Our district provides financial and material resources and guards instructional time to support the purpose and direction of our school. Instructors and support staff are encouraged to attend training opportunities for professional development and purchase necessary student materials to meet instructional goals. Schedules are developed around adequate blocks of time needed to provide quality learning opportunities. At the elementary level support staff are included in scheduling to safeguard time allotted to carry out interventions. At the secondary level, students are able to access instructors for additional educational support during an eighth hour study hall. The district has provided financial support to purchase new student textbooks and staff training for Social Studies in 2014, Math in 2013, and Science and Reading within the past five years. A new secondary science classroom and lab was part of the 2014 addition, to provide updated equipment and facilities for this department. Use of instructional time remains an area that our school needs to be vigilant in monitoring. Administration and staff must be aware of defined areas of improvement before adding new programs or curriculum to the schedule.

The building and grounds are well-maintained, so that all students and staff have adequate space for learning and a healthy, clean environment to work in. Maintenance and custodial personnel regularly check building operating systems and keep our facilities clean. We have adopted a healthier lifestyle curriculum this year, encouraging PreK-6 students to participate in a morning Walking Club. In addition, Johnson-Brock was awarded a bronze Healthier Generation medal at the national level for promoting physical activity, striving to serve more nutritious meals and encouraging healthier snack choices for all students over the past three years. We have a trained asthma team, and all staff members are given lists of students having asthma. Our staff is regularly trained in CPR and use of the Emergency Defibrillator System. Coaches and medical aides are trained in First Aid and the Johnson Quick Response Team is available to respond to emergencies and transport persons needing additional medical attention. We have safety and crisis teams and plans in place that outline policies and procedures, with

community and staff members serving on each, to help prepare us for emergency situations and respond in an effective manner. A room was added to the 2014 addition for the purpose of monitoring students who are not feeling well; however the district does not employ a full-time school nurse. We have access to Educational Service health personnel, who visit the school upon request and are available for consultation and medical support.

The students, staff, and parents in the Johnson-Brock district have access to our school website, where an extensive collection of media and information resources is available for their use. A new library and media center is part of the 2014 addition, and students and teachers are encouraged to utilize its resources throughout the day. We have an online library catalog system for searching and circulation, as well as an E-library system for students and staff to download books onto electronic devices. Nebraska Access is available for researching books, periodicals, and other documents. The media specialist utilizes the Common Sense Media and Net Smarts Workshop curriculum for educating students in online safety. She also is available to assist school personnel and students in learning about the resources available and retrieving information. A paraprofessional is assigned to supervise the media center when the media specialist or other staff members are scheduled elsewhere.

Technology plays a vital role in instruction, learning, and operational needs at Johnson-Brock School. Students have the opportunity to learn using a computer lab, mobile laptop units, touch screen devices (iPods and iPads), projectors, clickers (used for quick assessment), Mobis (for group work), and document cameras to display information. The use of technology encourages student participation and interaction throughout lessons. Teachers and secretarial staff use Power School, Plan Book, Power Point, and a variety of on-line programs for record keeping, budget, recording grades, and communicating with students and parents. We have a technology interventionist on staff who works directly with teachers, students, and clerical personnel, setting up on-line testing, technology curriculum, and trouble-shooting issues. Senior high students participate in a broadcasting class, showcasing newsworthy stories on their monthly features that are made available through the school website. Johnson-Brock devotes a portion of in-service training to expanding technology and making sure all personnel have experience working with the systems they need to use. Our local Educational Service Unit, #4, provides us with technology resources and training, as well. Johnson-Brock School is continually monitoring how technology is used throughout the facility, and making plans to update, replace, or add-on to existing resources. Utilizing available grants and seeking financial support from other sources provides a means of accomplishing these goals.

The Johnson-Brock School seeks to meet the physical, social, and emotional needs of all its students through both school and community-based programs. Our backpack program offers needy families in our district the opportunity to supplement their diet with nutritious non-perishable food items sent home with students on the weekends. Administrators and guidance personnel work closely with community-based family support groups and outside counseling agencies when students and families need emotional support. CHANCE is a health initiative

aimed at helping develop physical activity in students in grades K-6. Students from Peru State College staff this program, which meets biweekly at Johnson-Brock. An additional activity aimed at getting our elementary students moving is the Walking Club. Staff members take turns monitoring and participating with our elementary students as they walk in the school gym daily. Character education is emphasized throughout the school, as teachers, administrators, and support staff seek to consistently guide students in making positive choices and being responsible for their actions. Character Education banners are displayed throughout the school. Mentor programs include Teammates and National Honor Society /seventh grade peer mentoring. Several community members meet with students in 5th and 6th grade through the Teammates program, and each NHS member is assigned one or two seventh grade students to have lunch with once a month. We utilize SAT referral forms and Student / Parent referrals to help determine and meet the physical, social, and emotional needs of our students. Vocational rehabilitation services are available to secondary students with Individualized Education Plans and coordinated by the secondary special education instructor. Through this program, our district seeks to offer transitional services from high school to post-secondary institutions and job training opportunities. The Student Assistance Team, comprised of an administrator, school guidance counselor, District Health Director, Special Education and Title 1 instructors, and representatives from the elementary and secondary teaching staff, meets regularly to identify student needs, help develop interventions, and if needed, recommend individualized student assessment.

We believe we are diligent in identifying and responding to the needs of all students, whether they are progressing or advanced. Our High Ability Learner (HAL) team identifies those students whose scores on district-wide and norm-referenced tests are consistently well above average. Instructors make every effort to provide differentiated instruction for these learners to keep them challenged and motivated in the classroom. The Title 1 instructors, Student Assistance and RTI teams work together to identify students' counseling, assessment, and educational needs. Teachers fill out referrals to aid these teams in the decision-making process and attend the meetings when plans affect students in their classrooms. The SAT process helps assure that adequate interventions have been utilized before any student is referred for testing. Classroom, Special Education, and Title 1 teachers work to build effective individualized programs and interventions for every student who is identified, and then revisit data regularly to check for effectiveness. The guidance counselor, administrators, secondary classroom and Special Education instructors cooperate in career planning units and transition placement for secondary students. Students take interest tests and are counseled in courses, the interview process, and job skill classes to prepare them for their future plans, whether it is to enter the world of work or attend a 2-4 year program. Mock interviews with local business persons help students gain experience in the interview process. Our guidance counselor works one-on-one with upperclassmen, advising their coursework, providing college and scholarship information, and inviting college representatives to visit and aid them in their post-secondary choices. Scheduling and available staffing may restrict students from being able to participate in all requested courses. While we enjoy the benefits of smaller student-teacher ratios and the ability to foster

relationships between staff and students, we are somewhat limited in course offerings beyond required core classes. While we currently utilize college credit classes to help offset any disparity in course offerings, it is hoped that we can add more opportunities in the future.