



SANTEE COMMUNITY SCHOOLS COMMUNITY ENGAGEMENT PROPOSAL





Community Engagement Santee Community Schools



Board of Education

Steve Moose, President
Don Pike
DeWayne Wabasha
Stacy Jo Johnson
LindaRae Starlin

Presented by the Nebraska Association of School Boards

Marcia Herring, Director of Board Leadership
Kori Stanosheck, Board Leadership Engagement Associate
Melissa Lusk, Board Leadership Development Associate
Karla Kruse, Board Leadership Administrative Assistant





Community Engagement Proposal

July 1, 2020

Mr. Justin Hayes and the Santee Community Schools' Board of Education,

We appreciate the opportunity to share the Community Engagement Proposal with the Santee Community Schools' Superintendent and Board of Education. The NASB Board Leadership Department is pleased to provide a multitude of programs and services to our members, including the following community engagement process.

The Association adopted protocol and procedures are characteristic of a comprehensive stakeholder engagement process. The proposal outlines the scope and sequence that includes engagement of both internal and external stakeholders through online surveys, focus group discussion, and one-to-one interviews. The process ensures open and continuous communication with our staff, but also an evaluation process that will ensure the board is equipped to utilize the data compiled to align the leadership team's mission, vision, and goals with the priorities and needs identified by stakeholders.

The team at NASB would value the opportunity to work with the Santee School District through this most important endeavor. As the Director of the Leadership Department, I will serve as the lead facilitator with assistance from Kori Stanosheck, NASB Engagement Associate, Melissa Lusk, NASB Development Associate, and Karla Kruse, Board Leadership Administrative Assistant.

Once again, thank you for allowing us to present a proposal. I look forward to the opportunity to discuss and address questions and points of clarification as needed. Please feel free to contact me at 402-817-0296 at your convenience.

Respectfully submitted,

Marcia R. Herring

Marcia R. Herring, Director of Board Leadership
Nebraska Association of School Boards





Community Engagement

A most challenging, yet vital role of the Board is to gather community direction on issues related to students, their learning environment, and academic achievement. Engaging stakeholders through Community Engagement prior to taking action models valid representative leadership as it is the responsibility of the board to establish district vision and goals. The objective when seeking the input of stakeholders allows the board to then consider and respond to the operational and instructional goals aligned with and reflective of the community's values for students thus building community support for needed improvement.

Key to this form of school improvement planning is a school-based action plan that identifies the needs of the students and staff. Because the process is primarily focused on needs, it enables all stakeholders including those who do not have a direct tie to the school (i.e., neither employed by the district nor do they have a child (ren) enrolled in the school district) the ability to provide input. It is often this sector of the community (i.e., senior citizens, non-parent, and/or taxpayers) the board must work diligently to engage.

A community discussion provides assurance that parents and community stakeholders are involved and engaged in the school district. It provides a mechanism for access between the school board and stakeholders and provides accountability for the performance of the schools in the district. This ensures that when the board identifies and adopts goals, the viewpoint of the internal and external stakeholders are incorporated considered.

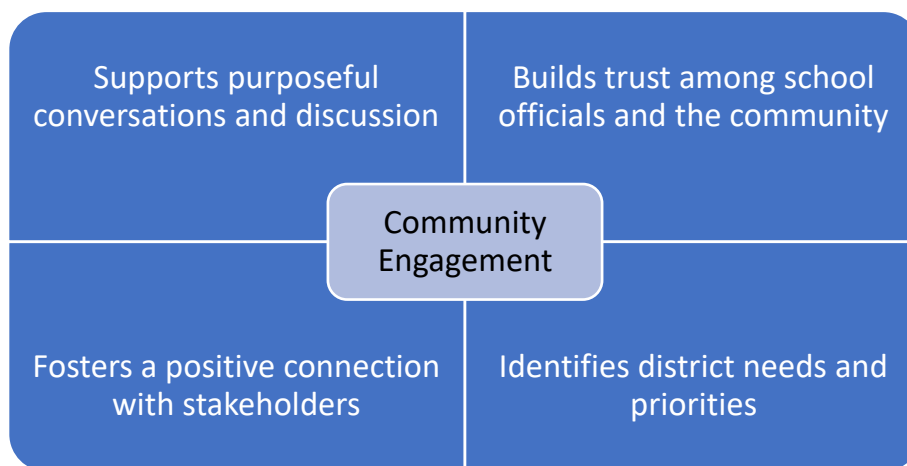
The Value of stakeholder Engagement

Shaping and strengthening the public image of the school district and building a positive working relationship with internal and external stakeholders is important in this era of accountability.





Community Engagement Proposal



While public relations and public participation are important, community engagement is much more. Community engagement involves key principles or values:

- Ongoing public engagement, not just one-time public input
- Connecting with citizens as owners, not as customers
- Reflecting different voices or viewpoints, not just geography or demographics
- Building common ground, not just consensus
- Creating knowledge, not just providing information

Effective community engagement works on two levels (1) it addresses legitimate public issues, and; (2) it grows the capacity of a democratic community to work collectively and collaboratively to meet the public good. Community engagement, when successful, focuses debate, galvanizes actions by leadership, and helps increase citizen support.

Community engagement can influence public policy decisions on any number of issues. It can span the range from simply providing the public with important information to gaining and requesting a full collaboration in forming plans and finding solutions for identified public issues. In every case, it places value on an ongoing conversation, involvement and the common good.

There are few districts that maintain the connection with their community after completing strategic planning or following a bond referendum. The school district works





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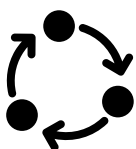
diligently to generate support, the bond passes and quickly the district reverts back to pre-bond routine.

The Association recommends that the leadership team involve internal and external stakeholders by setting clear measurable standards for what the graduate of your school district should know and what their abilities should be. Engaging the community creates the transparency and ownership/support the district needs when progress is reported; but, also enables the district to establish a firm foundation with the intent to build credibility and sustain a long-term working relationship that will serve education at times when the message is not necessarily all positive, but especially when it is.



EFFECTIVE COMMUNITY
ENGAGEMENT ADDRESSES
PUBLIC ISSUES AND GROWS
THE CAPACITY OF THE
COMMUNITY TO WORK
COLLABORATIVELY WITH THE
LEADERSHIP TEAM AND
INCREASE STAKEHOLDER
SUPPORT.

Designing the Engagement Process



Community engagement should create a shared purpose for the district that embraces the complexity of issues and competing values that are bound to exist among diverse opinions. By using open-ended questions, the group will gain a deeper understanding. In addition, the board and administration will identify the information needed to make reasoned decisions on how to move the district forward and how to keep decisions aligned with district-level goals.

The Association will customize the process to meet the district's identified needs and outcome. Planning for the process will begin by allowing the district to:

- Identify the internal/external stakeholders involved in the process.
- Identify the discussion questions.
- Involve as broad and diverse a group of community members as possible.





Community Engagement Proposal

Community Engagement Planning	
I. Defining the Community Engagement	
Timeline	Identify Community Engagement Participants
Approximately 6 to 8 weeks prior to the event	<p>The Board and Administrators will identify:</p> <ul style="list-style-type: none"> Community leaders Business leaders Civic leaders Opinion leaders (i.e., individuals that others look to for sound advice, especially hot topic issues) Parents (i.e., a diverse group representing PreK-12) Community members without children in the school district (*Review Suggested Stakeholder List)
Timeline	Define Community Engagement Expectations
Approximately 6 to 8 weeks prior to the event	<p>The Board and Administration will:</p> <ul style="list-style-type: none"> Define the information the board and administrators are seeking to aid in the design of the goals and priorities Frame the questions Design a District Data document (i.e., the Annual Report may cover most of the important content, but could include an addendum)
Timeline	Identify Date/Time/Location of the Meetings
Approximately 6 to 8 weeks prior to the event	<p>The Board and Administration will:</p> <ul style="list-style-type: none"> Identify the dates and start time <ul style="list-style-type: none"> (i.e., consider multiple meetings and at alternative times of the day) Identify where the Meetings will be held (round table set up if possible)
Community Engagement Planning	
II. Developing the Community Discussion	
Timeline	Design Community Engagement Materials
Approximately 6 to 8 weeks prior to the event	<p>Administration and/or Facilitator will design:</p> <ul style="list-style-type: none"> Discussion content R.S.V.P. postcard/phone call/invite Press Release to alert public Special Meeting Notice





Community Engagement Proposal

Timeline	Identify board/district representatives
Approximately 6 weeks prior to the event	<p>Facilitator, Board, and Administration will:</p> <ul style="list-style-type: none"> Define the role of board members and administrators Identify the district administrators (<i>i.e., Superintendent, Business Manager, Principals, Curriculum Director, Technology Director, Special Education Director, Activities Director, Guidance Counselors, etc.</i>) who will participate Discuss and specify the meeting(s) the administrators plan to attend
Timeline	Distribute Community Engagement Materials
Approximately 4 weeks prior to the event	<p>Facilitator and Administration will:</p> <ul style="list-style-type: none"> Distribute invitations (postal mail or email) and RSVP cards with a 2-week deadline. Include supporting data and the questions to be presented for discussion. Distribute Press Release 4 weeks prior
Timeline	Verify Attendance
Approximately 2 weeks prior to the event	<p>Facilitator and Administration will:</p> <ul style="list-style-type: none"> Follow up with individuals who were invited, but failed to R.S.V.P. Distribute an email or paper survey to those who are not able to attend requesting they complete a survey and return Distribute a Press Release 1 week prior
Community Engagement Planning	
III.	Supporting the Community Engagement
Timeline	Learn from the Community Engagement
Date and Time	<p>Board Members and Administration will:</p> <ul style="list-style-type: none"> Attend - Board Members and District Present to represent the district and the importance of the event Observe/Participate – the role of the board members/administrators at the Community Engagement meeting must be identified <p><i>The board and administration are communicating a commitment to student achievement through Community Engagement to ensure a shared focus and vision for growth and improvement.</i></p>
Timeline	Duties to follow the Community Engagement
Immediately following the Community Discussion	<p>Board and Administration will:</p> <ul style="list-style-type: none"> Distribute handwritten thank you notes to the participants <p>Facilitator will:</p> <ul style="list-style-type: none"> Compile the Community Engagement data and surveys received from those in the audience and from participants who were unable to attend (Facilitator) <p>Note: Data will be analyzed and compiled into a formal report presented to the board in the form of a Needs Analysis</p> <p>Facilitator and Administration will:</p> <ul style="list-style-type: none"> Distribute the compiled data to the participants <p>Facilitator will:</p> <ul style="list-style-type: none"> Distribute data to the Board of Education and Superintendent





Community Engagement Proposal

IV. Assimilating the Community Data	
Timeline	Utilizing the Compiled Data
Within 45 to 60 days following the Discussion	<p>Facilitator, Board, and Administration will:</p> <ul style="list-style-type: none">▪ Determine how to address the needs and priorities identified through the data collected<ul style="list-style-type: none">○ Pursue full strategic planning utilizing the compiled data?○ Develop goals and performance indicators to address the needs and priorities identified?
Within 60 days following the Discussion	<p>Board and Administration will:</p> <ul style="list-style-type: none">▪ Board formally adopts the goals at a regular board meeting▪ District distributes the adopted goals to all community discussion participants▪ Communicate the goals with all stakeholders

Note: The Association will adapt the process to meet the expectations of the board and superintendent; therefore, assignment of duties may be identified contrary to the format presented.

Implementing Community Engagement

If the Board/Administration aspires to build awareness in the community, a press release, targeted mailings, and in-person presentations are the most effective methods we utilize. In spite of the growing digital age, the single most effective means of reaching your stakeholders remains face-to-face communication. Who are the key stakeholders identified as the audience? Invite those who advocate for the school district as well as those who may be perceived as less than supportive. The Association advocates for a modified message depending upon the audience. If local news media is not invited as a participant, be certain to specifically invite the media to report on the discussion.

External Stakeholders

- a. Community
 - Parents (e.g., households with school age and non-school age children)
 - Residents
 - Community groups
 - Neighborhood leaders
- b. Business and Industry Representatives
 - Chamber of Commerce
 - Community Economic Development





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- Developers
- Business owners/leaders
- Realtors
- Banking
- Preschool providers
- Daycare providers
- Post-Secondary Institutions
- News media
- c. Community and Youth Service Organization Representatives
 - Ministerial leaders
 - YMCA, Teammates, other
 - Civic Club Youth Programs (Optimist, Rotary, Kiwanis, Legion, Lions, etc.)
 - Veteran organizations (United Way)
 - Community Based Programs
- d. Social and Mental Health Service Representatives
 - Comprehensive care centers, drug prevention programs
 - Social Services
 - Health and Human Services
- e. Local and State Government Representatives
 - Mayor and/or City Council Members
 - County Board
 - Sheriff and Chief of Police
 - Legislators
 - Commissions
 - Minority Advocacy groups

Internal Stakeholders

- Board
- Administrators
- Certificated/Classified Staff
- Students (Middle and High School)
- Advisory Councils
- Booster Club Officers/Members
- PTO
- Organized Parental Support Groups
- Foundation
- Alumni





Overview and Cost

The following is a description of services to be provided by NASB:

Phase I: Organize and Plan the Process

10% of the total fee

NASB will engage the Client in stakeholder engagement and meetings with the superintendent and board as needed and mutually agreed upon, to be conducted by the NASB Board Leadership Team.

- Create a timeline
- Identify and engage internal and external stakeholders
- Distribute the communications packet
- Provide administrative support and leadership

Phase III: Engage Stakeholders

20% of the total fee

- NASB will work closely with the superintendent and board to communicate, engage, and manage the data collected with the internal and external stakeholders.

Phase II: Data Analysis

40% of the total fee

NASB will provide additional consultants on an as-needed basis for the purpose of data collection and analysis.

- Collect and manage data collection
- Compile the data
- Analyze the data
- Create the evaluation report

Phase IV: Compile Needs Analysis

20% of the total fee

NASB will facilitate data analysis, provide thought leadership, and create goals for the superintendent and board.

Phase IV: Support and Progress

10% of the total fee

NASB will provide ongoing support to determine how the leadership team will utilize the results of Community Engagement and measure progress and success of the outcome.

Total Estimated Cost: \$2,500.00 (Not including reasonable travel expenses.)





APPENDIX: THE BOARD LEADERSHIP TEAM

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. However, in 2018 district leaders requested that we expand superintendent evaluations to include a comprehensive evaluative process, which led to the creation of the Leadership Encompass 360. As demand has grown, the NASB Board Leadership Team has grown to include three facilitators:

Marcia Herring – NASB Director of Board Leadership

Marcia began her service to public education as a school board member on the Waverly School District Board of Education, completing 12 years of service. During her tenure as a local board member she was elected by her peers to serve on the Nebraska Association of School Boards—Board of Directors completing three terms as Director. She began her work as a superintendent search consultant more than 18 years ago. Marcia served as Director of NASB Search Services for 8 years.

As the Director of Board Leadership, Marcia has expanded the programs and services to meet the ever-changing needs of our members. We currently support our members through Strategic Planning, Community Engagement, Board Development Learning Retreats and Workshops, and Online Board Self-Assessment and Superintendent Evaluation. The growth of the Department and scope of services has enabled our team to provide impactful and purposeful leadership for school districts across the state and ranging in enrollment from 125 students to more than 10,000.

Kori Stanosheck – NASB Board Leadership Engagement Associate

Kori brings a wealth of experience and knowledge to her role as Engagement Associate. As a Strategic Advisor for more than ten years, Kori provided nationwide coaching leadership to executive leaders and board members. She exhibits strong competencies through her leadership skills and facilitation work in strategic planning, large group engagement, and role in the NASB Board Leadership Department developing value-driven resources for Association members. Kori is also directing the efforts for the Whole Child Project, which aims to cultivate the development of a healthy, safe, supportive, challenging and engaged healthy schools and communities, on behalf of the Association.

Melissa Lusk – NASB Board Leadership Development Associate

Melissa serves as the Board Leadership Development Associate, providing support services and coordination for Board Leadership events and initiatives. Her extensive work in the growth and development of our data analysis has enhanced the integrity and quality of the Department's Needs Analysis phase of the Strategic Planning Service. Melissa is currently developing the Department C.A.R.E. (Child Advocates and Resources for Education) Program, targeting enhanced early childhood parent engagement programs and services. Melissa began her involvement in public education through teaching English to local refugees and immigrants. She has a passion for working with diverse communities and considers it an honor to be part of the evolving work at NASB.

