

Board of Education Study Session
Monday, September 11, 2023 5:30 PM

School District Office 410 South St., Seward,
NE
410 South St
Seward, NE 68434

Agenda

1. Preliminary Procedures
 - 1.1. Call meeting to order & announce Open Meetings Act is Posted
 - 1.2. Public Notice as publicized per board policy
 - 1.3. Roll Call
 - 1.3.1. Action to excuse board members if necessary
2. Possible Discussion Items
 - 2.1. JAG Program
 - 2.2. 5-Year Plans for Seward High School Students
 - 2.3. Kratos Summer Results
3. Adjournment

Please publish the following legal notice in the September 6, 2023 edition of the Seward County Independent. Thank you.

NOTICE OF SCHOOL BOARD MEETING

NOTICE is hereby given, in compliance with the provisions of Section 5 of 2023 Neb. Laws 243, that the Board of Education for Seward Public Schools will meet on the 11th day of September, 2023, to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by an additional six percent, or other maximum amount as permitted by law, above the base growth percentage. The board will meet at 5:30 p.m. for a board study session to be followed by 6:30 p.m. budget hearing, followed by the property tax request hearing, followed by the regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to <http://SewardPublicSchools.org/> and find the eMeeting link.

United Way



United Way
of the Midlands

First two years - Fully Provided

Third Year 10,000 to help w/ costs
- Provide Supplies,



JAG|NE

- Classroom Spaces
- Field trip Transportation →
- New Teacher on Boarding
- Communication
- Trainings

Behind the scenes for different Companies

Annual Meetings w/ JAG



JAG Nebraska Programs

SY 2018-2019

Columbus High School (11-12)
Fremont High School (11-12)
Umo Ho Nation High School (9-12)

SY 2019-2020

Grand Island High School (11-12)
Hastings High School (11-12)
Nebraska City High School (11-12)
York High School (11-12)
Fremont High School (9-10)

SY 2020-2021

Omaha Public Schools
Monroe Middle School (7-8)
Bryan Middle School (7-8)

SY 2021-2022

Omaha Public Schools
Benson High School (9-10)
Bryan High School (9-10)
Nathan Hale Middle School (7-8)
Norris Middle School (7-8)

SY 2022-2023

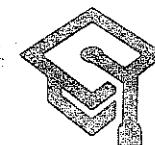
Omaha Public Schools
Bryan High School (11-12)
South High School (9-10)
Northwest High School (9-10)
Buena Vista High School (9-10)
King Science Middle School (7-8)
McMillan Middle School (7-8)

Blair High School (9-12)
Blair Middle School (7-8)
Auburn High School (9-12)
Johnson County Central High School (9-12)

SY 2023-2024

Bellevue Public Schools
Mission Middle School (7-8)
Logan Middle School (7-8)
Lewis and Clark Middle School (7-8)
East High School (9-10)
Alternative Education (ACE) High School (9-12)

Banner County High School (6-12)
Louisville Middle School (7-8)
Humbolt Table Rock Steinauer (HTRS) High School (9-12)
Grand Island High School (9-10)
Omaha Public Schools
Marrs Middle School (7-8)



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JAG Nebraska

Designed for a year

JAG Nebraska is...

4-Credit Course - Schedule Depends on the school

- Data-driven and evidence-based
- for-credit, in-school career and technical education (CTE) class elective
- provided to students on a need, want, and benefit basis
- inclusive of all students
- community partner

JAG Specialists are...

- teachers and educators (Department of Education Career and Technical Education Certified)
- advocates for students
- caring adults and mentors

JAG Students are...

- mastering academic and employability skills
- practicing leadership, interpersonal, and community service engagement
- achieving success in education, employment and life!

The JAG Advantage

- **Trauma Informed Care.** Students receive individual supports as they navigate a variety of challenges experienced. JAG Nebraska students are overcoming an average of six to nine challenges, ranging from three to 22 per student.
- **Project Based Learning.** Hands-on methodology engages student participation in realistic learning experiences. Smaller diverse classes create a dynamic learning environment conducive to mastering competencies applicable to life and workforce.
- **Employer Engagement.** First-hand experiences of Nebraska's high skill and high wage occupations through opportunities provided by the generosity of our local industry partners increase awareness and successful employment outcomes for JAG students.
- **Community Service.** Through *voice* and *choice* students identify a challenge in the community and how they can be the solution. Students lead and coordinate all planning for their community service project in second semester.



JAG Career Association Chapters

- **Local Career Association Chapter Officer Elections**
 - President, Vice President, and Secretary
- **State and National Leadership Development Conference**
 - Statewide conference for local chapter officers last Thursday of October.
 - State Officers attend Washington, D.C. the last week of November.
- **State and National Career Development Conference**
 - Showcase event designed for students to demonstrate skills learned throughout the school year through interviews, public speaking, and outstanding chapter events.

JAG Classroom Enrollment

Each class block or period should...

- Engage students who want to participate in JAG classes.
- Consist evenly of male and female students each class.
- Include a variety of academic and social levels.
- All students selected for JAG must return a signed consent form to the JAG Specialist at the start of the school year.



School Advisory Committees

- Comprised of school faculty who can provide sufficient insight on students who could benefit from JAG.
 - Administrative staff
 - Counselors
 - Core academic teachers
 - Vocational faculty
 - Other supportive school personnel
- Responsible for identifying potential students for JAG and approving class rosters.
- Participate in Advisory Committee meetings once per semester.

Inviting Students to Participate

Academic Performance

GPA lower than 2.0, skills deficiencies identified, repeated grade levels, did not pass state proficiency exam(s), excessive absenteeism, suspensions or expulsions, lack of academic technology or internet access from home.

Personal Development

Student has a 504 plan, motivation or maturity supports needed for pursuit of post-graduation success.

Environmental Factors

Household composition and background of single, incarcerated, or deceased parent(s); First generation college student, dependent children in home or is a parent themselves, judicial system involvement, experiencing homelessness, or requires transportation assistance.

Economic Indicators

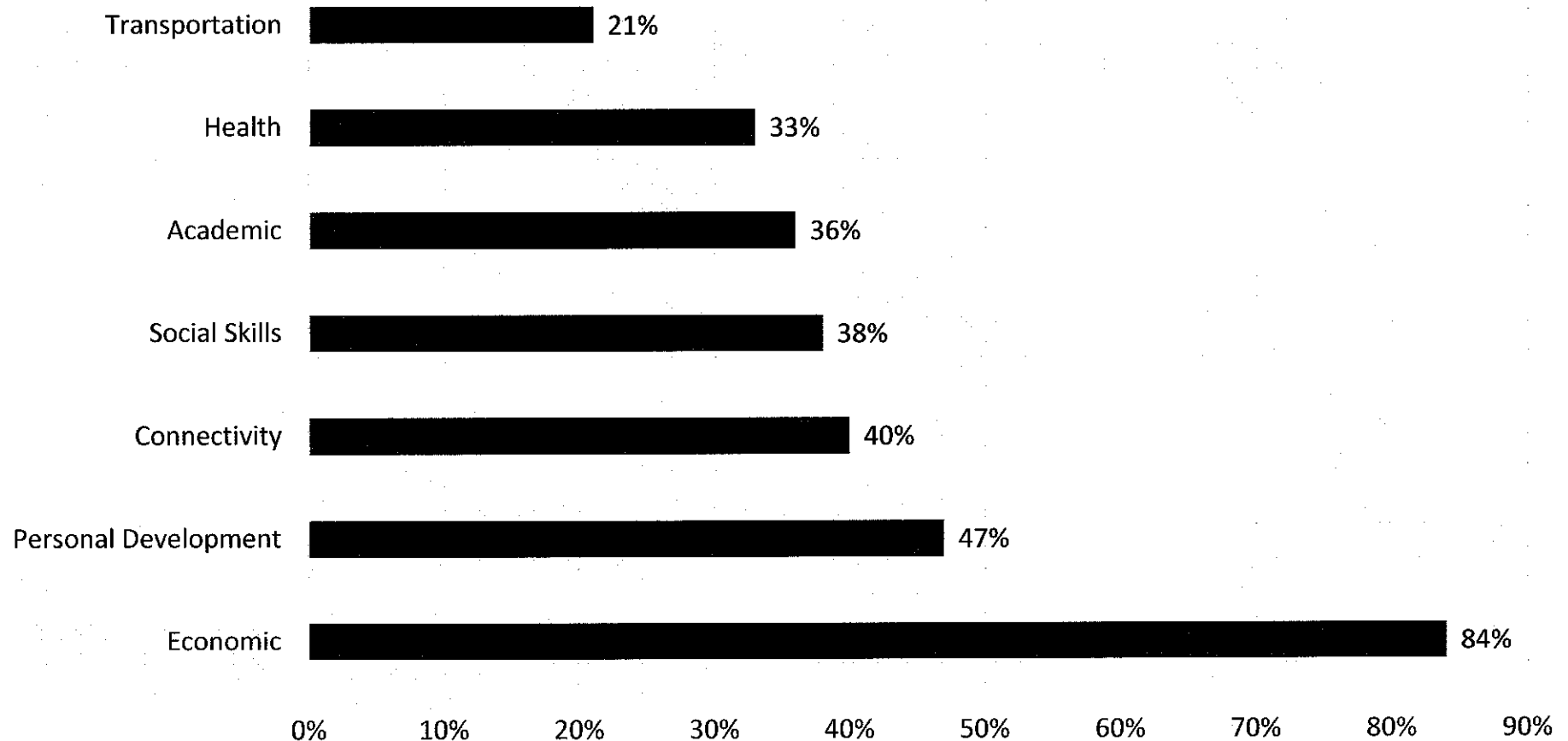
Qualifies for free or reduced lunch or affected by the pandemic.

Social Skills

Lack of connection to extra-curricular activities, has experienced bullying, fear of public speaking.



JAG Students Overcome Challenges



JAG Nebraska Outcomes

High School Performance Outcomes	JAG National Network Goal	JAG Nebraska Class of 2020	JAG Nebraska Class of 2021	JAG Nebraska 2022
Graduation Rate	90%	100%	100%	99%
Connectivity	91%	89%	94%	94%
Full Time Employment	60%	79%	75%	74%
Full-Time Positive Outcomes	50%	86%	73%	78%
Further Education	35%	43%	38%	36%

Performance Outcomes	JAG National Network Goal: Middle Schools (7-8 th grades)	JAG National Network Goal: High Schools (9-11 th grades)
Transition to Next Grade Level	90%	90%
Improved Attendance Rate	70%	70%
Improved Academics	90%	90%
Reduction in Disciplinary Referrals	60%	60%
Reduction of 1+ Barriers	70%	90%

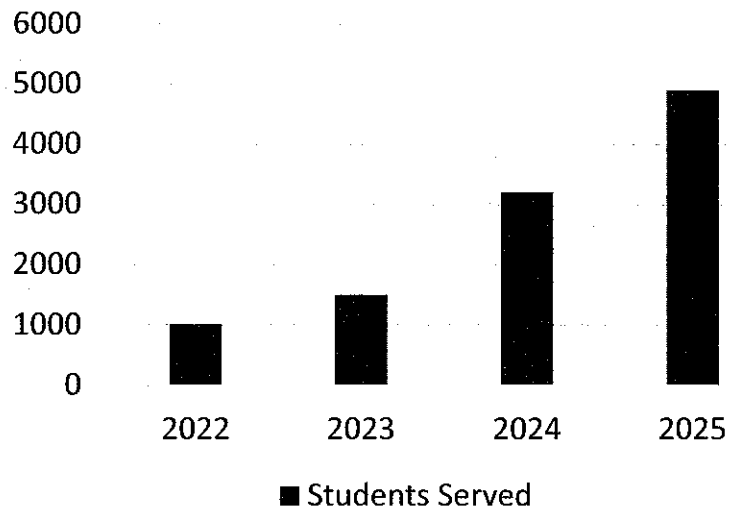


Employment Outcomes

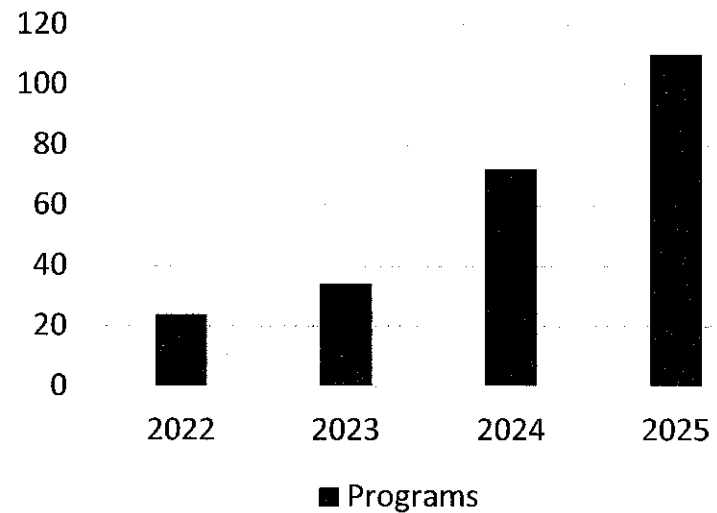
Commonwealth Electric	Chief Construction	Therapy
Corteva Ag Sciences	Pidis General Contracting LLC	St. Joseph's School Daycare
Galivion Farm	Ford Dealership	Growing Hearts Daycare
Central Nebraska Humane Society	Steinhardt Park Aquatic Center	Black Diamond Tattoo
Platte Valley Veterinary Hospital	YMCA	Fremont Municipal Airport
Parks Veterinary	United States Army National Guard	Table Creek Golf Course
Orscheln Farm & Home Lutz	Avani Day Spa and Yoga Studio	Dave's Lawn Care
CHI Saint Francis	York Middle School	Island Oasis
Edgewood Nursing Home	Hastings Public Schools	Burlington Coat Factory
Hastings Family Medical Center	Arbor Links	Walmart
	Grand Island Physical	Bomgaars

Capacity Projections

Students Served



Statewide Programs

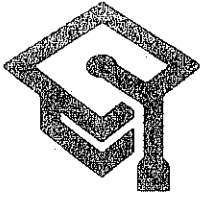


Thank You!

To learn more visit www.jagnebraska.org

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spaolini@JAGNebraska.org





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These are the core competencies that the Specialists teach daily in the classroom. All participants are expected to master a minimum of 37 core competencies, grouped into 6 clusters, upon completion of the program.

- P = Practice
- D = Demonstrate
- M = Mastery

BASIC SKILLS COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comprehend verbal communications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comprehend written communications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate in writing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate verbally |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Perform mathematical calculations |

LEADERSHIP AND SELF-DEVELOPMENT COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate team membership |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate team leadership |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Deliver presentation to a group |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Compete successfully with peers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate commitment to an organization |

PERSONAL SKILLS COMPETENCIES

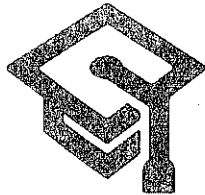
- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify a self-value system and how it affects life |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Articulate personal values |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Base decisions on values and goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify process of decision-making |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assume responsibility for actions and decisions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate a positive attitude |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Healthy self-concept for home, school and work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Apply critical thinking skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make healthy choices and self-care practices |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the significance of respect for self, others and rules |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understand the value of good character |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the benefits of being a person of good character |

CAREER DEVELOPMENT COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the difference between a job and a career |

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- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify occupational interests, aptitudes and abilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Relate interests, aptitudes and abilities to Nebraska occupations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a career path for a occupation of interest |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify skills necessary for career choice |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate understanding of the job application process |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the value of job shadowing |

JOB ATTAINMENT COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assess Nebraska's available careers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Achieve marketable skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Construct a resume |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Conduct a job search |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develop a letter of application |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use the phone to arrange an interview |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete job applications |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete a job interview |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Obtain employment |

JOB SURVIVAL COMPETENCIES

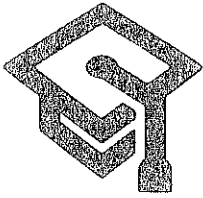
- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate appropriate appearance |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify expectations that employers have of employees |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate time management |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follow directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Practice effective human relations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appropriately resign from a job |

LIFE SURVIVAL SKILLS

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follow directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Effectively provide clear directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Think intentionally prior to taking action |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate integrity and honesty |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate effective study skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate how to use group dynamics techniques |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Explain the roles and function of a value-added organization |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Understand the essential elements of high performing work teams |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate with diverse people to satisfy their expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an openness to change |

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- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide constructive feedback |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Negotiate solutions to conflicts |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate politeness and civility |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate adaptability to people and situations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Set and prioritize goals and establish a timeline for achieving them |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Track and evaluate results of actions to achieve goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use problem-solving skills and processes to resolve complex problems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Analyze strengths and weaknesses of yourself |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify ways to build mutual trust and respect |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Prepare a short- and long-term personal budget |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify resources needed to live successfully in the "real world" |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify local resources to overcome challenges |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate understanding of a budget: earning, spending and saving. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Differentiate between opinion and fact |

WORK PLACE COMPETENCIES

- | P | D | M | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate punctuality and good attendance |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Take initiative and be proactive |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work effectively with others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an attitude that attracts the attention of leaders and managers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicate with customers to satisfy expectations |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Listen to gain a clear understanding of information shared |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Commitment in completing work assignments accurately and in a timely fashion |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to satisfy the purposes of a delegated task |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to prioritize and manage time effectively in the work place |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Enthusiasm for work |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an eagerness to learn new responsibilities or improve current responsibilities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate an understanding of the work to be accomplished |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrate familiarity with a variety of technologies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to self-evaluate and develop a continuous improvement (career development) plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Basic computer operation skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Learn from past experiences and others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Send, receive and organize e-mail messages |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ability to search for information on the internet |