

O'NEILL PUBLIC SCHOOLS BOARD OF EDUCATION

Monday, December 16, 2019
3:00 PM

Administrative Office
410 E Benton
O'Neill, NE 68763

Board of Education Work Session Agenda

Posted Date:

The agenda sequence is provided as a courtesy only. The board reserves the right to consider each item in any sequence it deems appropriate. Therefore, we encourage visitors to attend the meeting from the beginning. As a result of a majority vote by the board, certain agenda items may be clearly necessary to discuss in executive session in order to protect the public interest or to prevent needless injury to the reputation of an individual, and if the individual has not requested a public meeting.

1. **Call to Order**
 - A. Roll Call
 - B. Excused/Unexcused Board Members
2. **Pledge of Allegiance**
3. **Approve Meeting Agenda**
4. **Reception of Visitors**
5. **Oral and Written Communications**
6. **Old Business**
7. **New Business**
 - A. Review Mission and Vision for the District
 - B. Review Board Goals
 - i. Facilities - focus on Jr. Sr. High School
 1. Replace Modulars
 2. Gym Space
 3. Administrative Offices
 4. Fine Arts
 5. Future of the 1938 Building
 - ii. Stakeholder Communication
 1. Engage Stakeholders in All Aspects of the District
 - iii. Student learning/achievement
 1. Focus on Pre-school
 2. Elementary technology
 3. Math
 4. Other curriculum needs as indicated by data analysis
 - C. Set new board goals for the upcoming 5 - year cycle
 - D. 3-year Old Pre-School
 - E. 6th Grade Move to the Jr. Sr. High Building
 - F. Guidelines for DMV reviews
 - G. Public/Private School Relationship
 - H. Administrative Salaries
8. **Adjournment**

Open Meetings Act

§ 84-1407. Act, how cited.

Sections [84-1407](#) to [84-1414](#) shall be known and may be cited as the Open Meetings Act.

Source: [Laws 2004, LB 821, § 34.](#)

84-1408. Declaration of intent; meetings open to public.

It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

Source: Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; [Laws 2004, LB 821, § 35.](#)

§ 84-1409. Terms, defined.

For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section [81-15,175](#) are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

Source: Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws Open Meetings Act

1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; [Laws 2004, LB, § 36.](#) [Laws 2007, LB296, § 810.](#) [Laws 2011, LB366, § 2.](#)

§ 84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section [81-1801.02](#), discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

Source: Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; [Laws 2004, LB 821, § 37](#); [Laws 2004, LB 1179, § 1](#); [Laws 2006, LB 898, § 1](#); [Laws 2011, LB390, § 29](#); [Laws 2012, LB995, § 17](#).

§ 84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more

than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section [24-1204](#), by telephone conference, if:

- (a) Reasonable advance publicized notice is given;
- (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;
- (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;
- (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and
- (e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or
- (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

- (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that:

(i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and

(ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to

circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

Source: Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; [Laws 1999, LB 47, § 2](#); [Laws 1999, LB 87, § 100](#); [Laws 1999, LB 461, § 1](#); [Laws 2000, LB 968, § 85](#); [Laws 2004, LB 821, § 38](#); [Laws 2004, LB 1179, § 2](#); [Laws 2006, LB 898, § 2](#); [Laws 2007, LB199, § 9](#); [Laws 2009, LB361, § 2](#); [Laws 2012, LB735, § 1](#); [Laws 2013, LB510, § 1](#); [Laws 2017, LB318, § 1](#); [Laws 2019, LB212, § 5](#).

Effective Date: September 1, 2019

§ 84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section [84-1410](#), may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other in-state locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the in-state location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

Source: Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; [Laws 2001, LB 250, § 2](#); [Laws 2004, LB 821, § 39](#); [Laws 2006, LB 898, § 3](#); [Laws 2008, LB 962, § 1](#).

§ 84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

Open Meetings Act

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

Source: Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; [Laws 2005, LB 501, § 1](#); [Laws 2009, LB 361, § 3](#); [Laws 2015, LB 365, § 2](#); [Laws 2016, LB 876, § 1](#).

§ 84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Source: Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; [Laws 2004, LB 821, § 40](#); [Laws 2006, LB 898, § 4](#).



BOARD-SUPERINTENDENT
ROLES AND RESPONSIBILITIES

BOARD - SUPERINTENDENT LEADERSHIP

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NASB BOARD GOVERNANCE STANDARDS

To promote student growth and achievement, an effective school board will adopt and adhere to board leadership and governance standards.

- I. MISSION, VISION, and GOALS
The Board annually reviews the district's vision and mission statements, annually adopting board and district goals to support the mission.
- II. POLICY GOVERNANCE
The Board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.
- III. COMMUNITY ENGAGEMENT
The board establishes effective communications with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.
- IV. ACCOUNTABILITY and STUDENT ACHIEVEMENT
The Board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.
- V. ADVOCACY
The board advocates for children, public education, learning, and equity to support improved student achievement for all students.
- VI. DISTRICT RESOURCES
The Board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.
- VII. BOARD OPERATIONS
The Board ensures meetings are effective, efficient, and orderly focused on policy and proper board governance and conduct.
- VIII. BOARD – SUPERINTENDENT RELATIONS
The Board and Superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.
- IX. PROFESSIONAL DEVELOPMENT
The Board and Superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

BOARD - SUPERINTENDENT THE LEADERSHIP TEAM

The working relationship between the superintendent and the board is based upon the understanding of the governance roles the superintendent and board fulfill. Developing a mutual understanding of the roles and responsibilities will provide a foundation to promote a district culture focused on effective governance. Through effective board governance, the leadership team remains focused on growth and improved student learning and achievement for all students. Roles and responsibilities instituted through this working relationship will provide a foundation to promote a district culture focused on effective governance. By entertaining this discussion and the ensuing understanding, the superintendent and board will avoid critical misunderstandings and issues that ultimately prevent the progression of educational decision-making in a positive manner for the good of the district.

The Nebraska Association of School Boards board development protocol recommends the board and superintendent participate in an annual planning session to review the district vision and goals, as well as board and superintendent goals. The retreat ensures the board and administration share a collaborative approach to the education provided in the district. In addition, this juncture enables the board and administration to make strategic directional changes as determined necessary. Placing an emphasis on the goals and outcomes for the district illustrates the respective role of the board and superintendent to enable the implementation of change when deemed imperative for progress.

Several mitigating factors may prevent the continuing growth and progression of this essential working relationship. The election of new board members can shift the foundation creating an unstable tone and climate for the superintendent, or a shift in the community's priorities can impose upon the working relationship. Therefore, accountability for both parties will impart proper authority and governance to sustain a positive working relationship between a superintendent and the board.

**“An effective Leadership
Team is paramount to the
success of the school
district.”**

-Unknown

In order to establish a definitive foundation, the Nebraska Association of School Boards provides continued support and assistance to superintendents as they work diligently to create a positive working relationship with the Board of Education. Therefore, we would offer the following for consideration in developing this fundamental team:

BOARD GOVERNANCE MODEL



ROLES AND RESPONSIBILITIES OF THE SCHOOL BOARD

The board acts on behalf of the school district and has jurisdiction over school matters within the territory of the school district. All powers of the board lie in its action as a group. Individual board members exercise authority only as they vote at a legal meeting of the board.

The board is empowered to make policy for its own governance, employees, students, and for school district facilities. The board is also empowered to enforce its policies. The board may be required to conduct hearings and rule on disputes confronting the school district. As the governing board, the board must perform three duties: legislative, executive, and evaluative.

Of the three, the major duty is the board's executive role. The main function is the selection of the superintendent to operate the school district on the board's behalf. The board delegates to the superintendent its authority to carry out board policy, to

formulate and carry out rules and regulations and to handle the administrative details in a consistent manner with board policy.

These are challenging times for public education, and even more challenging is the work of local school board members. The board of education is the leader on the front lines of public education. The board is responsible for putting in place the proper stepping-stones for students to learn and achieve at the highest level possible. Board members' primary agenda is raising student achievement and involving the community in the attainment of that goal. A board's framework must be based on the premise that excellence in the classroom begins with excellence in the boardroom. The board fulfills the commitment to education through:

VISION

The board engages the community when defining the future of the district and then formulates the goals, defines the outcomes, and sets the course for growth and improved student achievement. Vision is not about what we are, but what we want to be. For the school board, it is about where we are going and what kind of school system we are trying to create now and for the future. Closely related to vision is mission. An effective school district's mission statement also captures and reflects the core values and beliefs that guide the district and its members in pursuit of the vision and goals.

STANDARDS

A major component of a school district's approach is meeting achievement standards and the school improvement goals. In order to ensure the district is performing in accordance with expectations, the board/superintendent must establish specific and clearly delineated goals for improvement. The vision, goals, and direction of the district should also align in realistic ways to the expectations of the community.

ASSESSMENT

Promoting outstanding student performance based on clearly delineated data is central to the key work of the board. The next step is to assess student learning and achievement. School boards need information in order to make decisions, not only about how well they are doing, but also about what may be needed in order to ensure the district goals will be met.

ACCOUNTABILITY

Increasingly, school districts are held accountable for how students perform. Accountability is not only a growing expectation from community members, but at the state level.

ALIGNMENT

Alignment is a key component of the school district and board leadership. A critical role of the board is to establish goals and priorities focused on improving student achievement. The board is responsible to provide appropriate professional development and support for the classroom instruction to ensure improved student achievement. Therefore, the next critical step is to align the district resources to the achievement of the district vision and goals.

CLIMATE AND CULTURE

Climate is an essential aspect of a school district's culture. Climate is a by-product of culture and is dependent on it. Leading-edge school districts are very conscious of climate because of its powerful effect on behavior. Effective school boards give priority attention to climate as well, because it factors importantly in what students and teachers are able to accomplish. Climate also is a critical determinant of how parents and others in the community view the school district.

COLLABORATIVE RELATIONSHIPS

The development of collaborative relationships is vital and an important dimension of a school district. We know that when individuals work together effectively, the product of their efforts will be superior to the efforts of any single individual. Relationships are not just important, they are critical. The quality of relationships within the school district will largely determine how well the district performs.

CONTINUOUS IMPROVEMENT

The board causes the continuous assessment of all conditions affecting education and ensures that schools are accountable for results in student learning. Boards monitor student achievement, make program corrections as necessary, keep the public informed of the status of education programs and progress, and ensure that all functions of the schoolwork together well for the good of education.

THE BOARD MEMBER

A board member's role and responsibilities are challenging given authority is official when the board is conducting an advertised meeting in the public. Each board member has an obligation to approach the governance role with an effective mindset, to carry out his or her part of preparation and participation, and to take responsibility for the group.

Cohesive leadership is realized when the board collectively:

- **Prepares to participate responsibly.** Arrive prepared to work, remember that sometimes the work is to listen, agree, and disagree as your values dictate, and accept that the group decision is legitimate even if it is not your personal choice.
- **Understands the context for the board's authority.** You are one board member and you have no authority outside of the boardroom when conducting business in an advertised meeting of the board.
- **Acknowledges the board represents the community, not a single constituency.** The board serves in trust for the entire community. Individual

board members may have represented a constituency when seeking election to the board; however, once seated you represent all patrons.

- **Remains continuously mindful of the board's behavior and charge.** The behavior of one board member is reflective of the board. The behavior of the board is reflective of the school district. The board shares the responsibility of holding each other accountable for behavior unbecoming of the board and/or school district.
- **Honors and respects divergent opinions.** You are obligated to express your honest opinion on issues as is each member of the board. Encourage your colleagues to speak their opinion and listen to them carefully and respectfully.
- **Values the community and staff's perception of the board.** If the board is perceived as being unethical, dishonest, secretive or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret the board's behavior and decisions and act accordingly.
- **Sustains a continuous focus on the mission, vision, and goals of the district.** There is a great temptation to focus on what goes on with management and staff rather than the vision and goals of the district. Retaining focus on the vision and goals requires placing student learning and achievement at the center of each decision of the board.
- **Ensures resources are aligned to needs.** As daunting and awesome as the big decisions are, they are the responsibility of the board. (What are our core values and beliefs about education in our community? How do we budget our resources to support the educational programs and learning opportunities we aspire to provide for the students of the district?)
- **Supports the board's final decision.** No matter the outcome of the vote, each board member is obligated to support the board's decision. This does not mean that a board member must compromise his or her values; however, it is important that each board member supports the legitimacy of the choice even though they may not have supported the decision with a vote in favor. Once the board has rendered a decision, each board member must acknowledge, without reservation, the superintendent's responsibility to carry out the board's decision.
- **Expects that the board agenda is aligned to the mission, vision, and goals designed to support district instruction and learning.** The board's agenda should not be a laundry list of individual members' interests, but rather a

plan for addressing the governance of the district. The board's agenda is to be designed to ensure a shared vision with the community in the best interest of educating all students.

- **Recognizes the importance of evaluating the superintendent based upon identified performance criteria.** Individual board members will typically influence the design and content of board policies. Monitoring the performance of the superintendent or the success of programs, etc., requires the board to consider the board-identified criteria, not what your opinion is when developing the performance criteria. It is also worth noting that when conducting the evaluation and/or monitoring the progress and performance of the superintendent, it should not be based on whether things were handled the way you would have done so, but whether they were a reasonable interpretation of the board's policy.

ESSENTIAL FUNCTIONS OF THE BOARD

The critical functions of the board include the following:

- Annually develop and review the district vision, mission, and goals to support improved student learning and achievement
- Continuously develop, review, and update policy to support improved student learning and achievement
- Receive and review continuous, relevant, and timely data to assess improved student learning and achievement
- Collaboratively develop and manage the district resources to ensure improved student learning and achievement
- Establish, adopt, and monitor a budget to support the educational needs of the district
- Follow effective board meeting procedures and respect collaborative decision-making to support improved student learning and achievement
- Respect and understand the difference in roles and responsibilities, maintain good communication; and focus on improved student learning and achievement
- Evaluate the effectiveness of the superintendent on an ongoing and annual basis
 - Board adopted evaluation instrument
 - Superintendent job description
 - Superintendent contract
 - Superintendent/district performance goals

- Twice a year in the superintendent's first year and annually after that
- Ensure the establishment and maintenance of an effective district wide communications system
- Ensure adequate safe and appropriate learning facilities to meet the needs of instruction and learning district wide

INDIVIDUAL BOARD MEMBER RESPONSIBILITIES

Commitment to serving public education is most rewarding; however, to fulfill the role to the best of a board member's ability he/she must:

- Do his/her homework before board meetings
- Maintain a working knowledge of the current educational issues of your district and state
- Attend all board meetings and work sessions
- Attend conferences and workshops to develop the knowledge and skills to be an effective board member
- Understand procedures for conducting orderly meetings
- Devote sufficient time and thought to proposed actions
- Demonstrate respect for one another, staff, and community
- Work with fellow board members to establish effective board policies
- Act as an advocate for the schools and for all children
- Set high expectations for the work of the board
- Always keep the board's primary focus on the best interest of all students
- Base decisions on the available facts and independent judgment, and refuse to surrender personal judgment to individuals or special-interest groups
- Take no private action that will compromise the school system, the board, or the administration, and avoid being placed in a conflict of interest position
- Respect the confidentiality of privileged information
- Keep an open mind so that he/she can accept and evaluate new concepts
- Develop a plan for board-superintendent communications

- Work with the superintendent and the community to develop a vision for the school system
- Uphold the district's complaint processes
- Provide resources for and encourage quality board and staff professional development
- Provide for self-evaluation of the board's effectiveness
- Understand that, under law, the school board acts as a board and that individual board members have no independent authority
- Learn and practice the art of compromise
- Share the responsibility for all board decisions, regardless of how they voted
- Do not undermine the authority of the superintendent or intrude upon the responsibility of school administration

THE ROLE AND RESPONSIBILITIES OF THE SUPERINTENDENT

The board employs a superintendent of schools to serve as the educational leader of the district. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the school district, unless specifically stated otherwise.

The superintendent is responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent is responsible for overall supervision and discipline of employees and the education program. When executing the duties, the superintendent must consider the financial well-being of the school district and the needs of the students. The superintendent is empowered by the board and held accountable to the job description, contract, goals, and evaluation instrument.

SUPERINTENDENT - THE EDUCATIONAL LEADER

The relationship between the superintendent and the school board is based upon the understanding of the governance roles the superintendent and board fulfill. Developing a mutual understanding of the roles and responsibilities will provide a foundation to promote a district culture focused on effective governance. Through effective board governance, the leadership team remains focused on growth and improved student learning and achievement for all students. The relationship between the superintendent and the school board is established through the understanding of the governance roles the superintendent and board fulfill. Roles and responsibilities instituted through this working relationship will provide a foundation to promote a district culture focused on effective governance. By entertaining this discussion and the ensuing understanding, the

superintendent and board will avoid critical misunderstandings and issues that ultimately prevent the progression of educational decision-making in a positive manner for the good of the district.

The Nebraska Association of School Boards board development protocol recommends the board and superintendent participate in an annual planning session to review the district vision and goals, as well as board and superintendent goals. The retreat ensures the board and administration share a collaborative approach to the education provided in the district. In addition, this juncture enables the board and administration to make strategic directional changes as determined necessary. Placing an emphasis on the goals and outcomes for the district illustrates the respective role of the board and superintendent to enable the implementation of change when deemed imperative for progress.

Several mitigating factors may prevent the continuing growth and progression of this essential working relationship. The election of new board members can shift the foundation creating an unstable tone and climate for the superintendent, or a shift in the community's priorities can impose upon the working relationship. Therefore, accountability for both parties will impart proper authority and governance to sustain a positive working relationship between a superintendent and the board.

In order to establish a definitive foundation, the Nebraska Association of School Boards provides continued support and assistance to superintendents as they work diligently to create a positive working relationship with the Board of Education. Therefore, we would offer the following for consideration in developing this fundamental team:

FUNCTIONS OF THE SUPERINTENDENT

The critical functions of the superintendent include the following:

- Ensure that all students in the school district receive adequate academic programs and services, equitable treatment, and are served in a safe and healthy learning environment
- Manage the day-to-day operations of the district
- Draft and prepare recommendations for policies
- Oversee the implementation of board policies and the development of programs and services to advance the district
- Ensure the annual performance appraisal of staff
- Develop/maintain an effective process for recruiting, screening, selecting and assigning employees, and for handling grievances and termination procedures

“An effective Leadership Team is paramount to the success of the school district.”

-NASB

- Provide appropriate data and reports for the board regarding the educational program
- Maintain an effective district wide communications system
- Develop and maintain a process for two-way communications with the community
- Prepare recommendations for the annual budget and tax rate necessary to finance approved programs and services
- Ensure proper fiscal control in day-to-day operations
- Ensure proper management of school property
- Manage and implement the district's long-range plan for site acquisition, facilities, and equipment to ensure an adequate learning environment for all students

BOARD/SUPERINTENDENT ROLES AND RESPONSIBILITIES

Governance vs. Management

- The board sets direction (vision, mission and goals) ...
 - The superintendent follows the direction and carries out the goals
- The board establishes structure, sets policy, and reviews procedures ...
 - The superintendent implements policies, writes, and implements procedures
- The board provides support, approves the budget to support the goals ...
 - The superintendent develops a budget and hires staff to accomplish the goals
- The board ensures accountability by regularly reviewing budget vs. expenses and reviews the district academic performance ...
 - The superintendent monitors and adjusts to meet operational and academic district goals, and is responsible for district performance
- The board acts as community leaders by communicating and advocating for the district to the community, and provides feedback to the superintendent ...
 - The superintendent is the leader of the district and maintains communication with community leaders

Therefore,

- Effective board members are professional in their behavior as board members and appreciate how it reflects on the district and community
- Effective boards engage in deliberation, work to find common ground, listen without judgment, and realize if they are dysfunctional, it will ultimately be bad for children
- The leadership team (board and administration) must speak candidly and work together toward a common vision and goals
- Regular communication between the board members and the superintendent is essential.

BOARD/SUPERINTENDENT COMMUNICATIONS

The board expects:

1. A regular communication from the superintendent how often, via (meeting, e-mail, phone call, delivered memo)
2. To be notified (by phone or by e-mail) as soon as possible for:
 - a. School emergency (lock down, fire, etc.)
 - b. Student/Staff emergency (arrest, injury, death)
3. To receive board packets and supporting documentation (x) days before the scheduled board meeting.
4. To receive regular monthly expenditure reports (with comparison data for the last two/three years)
5. All board members will receive the same information.
 - a. One board member's request for additional information will result in all members receiving or having the same access to the information.
(Special communications are done for all board members.)
 - b. If one board member submits a request, it is a request.
 - c. If a majority of board members submit a request, it is direction.
6. Board members will treat each other and staff with respect.
7. The superintendent and staff will treat all board members with respect.
8. Reasonable requests for additional information will be satisfied in a timely manner.
9. No surprises!

The superintendent expects:

1. Requests for additions to the agenda will be received as per board policy.

2. Direction is only given at board meetings when a majority of the board votes.
3. Board members will be respectful toward staff and be respectful of staff's time.
4. Board members will read all supporting documentation before the board meeting.
5. Board members will call with questions about agenda items or supporting materials at least before the scheduled board meeting to allow administration the opportunity to adequately research or gather appropriate information to respond.
6. No surprises!

COMMUNITY COMMUNICATIONS

1. Board members will serve as ambassadors for the school district, emphasizing the positive aspects of the district.
2. Community meetings should be organized by staff and properly noticed so that all board members may attend.
3. (Who) will serve as the spokesperson for the district with the media?
4. (Who) will serve as the spokesperson for the board with the media?
5. Complaints received from staff or the community will be directed through the appropriate chain of command and superintendent.
 - a. Complaints should be in writing and processed per policy.
 - b. The board is the last stop in the complaint process.
 - c. Board members have no authority to solve problems.
 - d. Board members must ensure that complaints are addressed.

AGENDA AGREEMENTS

1. The board and/or the superintendent/administrators will utilize NASB District Needs Analysis to support proposed board action.
(Reference: *Agenda Information Management*)
2. The board will adopt an Annual Board Calendar to ensure primary functions of planning and policy are carried out in a responsible and timely manner.
(Reference: *Annual Board Calendar*)
3. (Who) may request items be placed on the agenda?
4. The board president will meet with the superintendent to review and approve the draft agenda.
5. The board will not take action on a new item that has not been presented and discussed at the previous regular meeting of the board.

6. A consent agenda will be utilized for items not requiring discussion.
7. Board members may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the superintendent by prior to the meeting of the intent to pull an item off the consent agenda and what additional information may be required. No surprises!
8. In the event an item is removed from the consent agenda, the item will be discussed immediately following the consent agenda vote.

BOARD MEETING AGREEMENTS

1. Board members will arrive at the meeting prepared to discuss items on the agenda.
2. Board members will notify the superintendent about positive and/or negative comments received from the community regarding the district or specific agenda items.
3. Board members will give the superintendent time to research clarifying questions about agenda items and not spring surprises at the board meeting.
4. Meeting agendas will be available to the public at the meeting site, district website, etc.
5. Procedures for public comment are clear, included in the agenda and made available for public review at the meeting site.
6. The public only has a right to participate in the meeting during the designated public comment time.
7. The board president (only) will respond to public comment during the meeting.
 - a. The board president will recognize the superintendent for factual information.
 - b. The board president will recognize board members to ask a clarifying question.
8. The board president will ensure that only one person speaks at a time and that each board member has an equal opportunity to participate.
9. Board members will model appropriate behavior as is expected of students, staff, and community members also.
10. Issues, not people will be attacked during board meetings.
11. Board members will listen respectfully to each other and staff (no side conversations).

12. Board members will refrain from using cellphones for emailing, texting, and accessing social media during meetings to prevent possible violation of the Nebraska Open Meetings Law
13. The superintendent and the board share the responsibility to monitor for compliance with Nebraska Open Meetings Law and policy.
 - a. Board members will use point of order to interrupt and keep meeting on track.
14. Board members will refrain from taking a position on an issue until all relevant information is presented.
15. The focus of board meetings will be Board work.
16. Board members will not make long and unnecessary speeches.
17. Board members and staff will support (or stay silent – not undermine) the decision of the board. Agree to disagree.
18. Board members and staff will abide to confidentiality relevant to closed sessions.
19. Ensure that all documents, records, reports, etc. are processed and maintained in accordance with applicable laws, regulations, policies, etc.

SITE VISIT AGREEMENTS

1. Board members are encouraged to attend as many school events (sporting events, fine arts, and community) as a spectator as time permits.
2. Board members wishing to visit a school shall:
 - a. Check with the (Superintendent and/or Building Principal) prior to the visit
 - b. Check in with the building principal upon arrival and follow district guidelines for visitors (sign in, guest badge, escort, etc.)
 - c. Respect staff time and allow staff to perform their duties
 - d. Do not evaluate staff
 - e. Do not give direction to staff or students
 - f. Do not accept gifts (other than nominal tokens) or favors from a district employee
3. When visiting with teachers of their own children, board members will make it clear that they are acting as parents rather than board members.
4. If a board member observes an issue in a building that needs administrative follow-up, the concerns will be communicated to the superintendent or building administrator.

1. In an emergency, if the Superintendent cannot be reached, (who) will have authority to make decisions in the superintendent's absence?
2. When the superintendent is not in the district:
 - a. Discuss backup plan
 - b. Under what circumstances would an emergency board meeting be called
 - c. How will board members be contacted notified

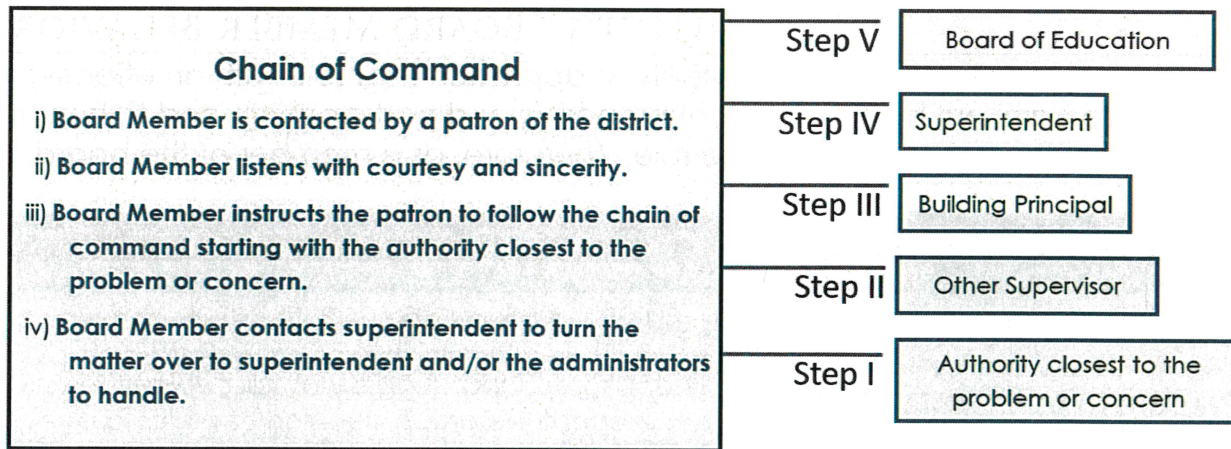
CHAIN OF COMMAND

Handling complaints or expressions of concern is a problem most board members confront at some point in time. Of course, a board member must listen with courtesy and sincerity; however, the Association instructs board members to follow district policy relative to the chain of command and refer the individual to the superintendent. A board member should never assume responsibility for a problem. The patron will be best served by calmly explaining the proper chain of command or starting with the individual the concern or complaint may involve. If the patron has addressed the matter with this individual, their next course of action will be the immediate supervisor of the individual named in the concern. Immediately following the contact, the board member should contact the superintendent to turn the matter over to administrators to handle. The administrators handle the problem or concern and will follow up with the board member if it is appropriate. At the point of contacting the superintendent the board member should consider the matter handled and no longer their responsibility.

From time to time you may receive a phone call from a concerned citizen. Your task is to focus on what the individual is conveying to you and how you might respond.

Remember:

- Clarify your limitations, obligations, and responsibilities as a board member
- Support board decisions
- Interact in a positive manner
- Make no commitment on behalf of the board or district
- Do not criticize district personnel
- Refer the matter on to the superintendent
- Board does not respond to anonymous call or letters



How to address a challenging situation:

| Complaint | Suggested Board Member Response |
|---|--|
| Complaint by parent or guardian of student. | "Have you spoken with the teacher, principal, superintendent about this matter?" |
| Complaint about the performance of an employee. | "The board does not evaluate personnel other than the superintendent." |
| Request for special favor in doing business. | "The board transacts all business at board meetings with the superintendent's recommendation." |
| A staff member requests something. | "The board conducts all business with the staff through the superintendent." |
| Request for a decision or commitment by one board member. | "That may be a matter for the whole board to discuss at a meeting, but I personally cannot make a commitment for the board." |
| A person scheduled for a hearing calls or faxes information to the board. | "To be fair and impartial to all parties concerned with this case, I cannot hear/receive any information from you about it. I would have to withdraw myself from serving on the hearing committee entirely." |
| Because you are tired of the same person calling or because you want to help them, you say, "I'll take care of that!" | " I appreciate your concerns and will forward them to the superintendent." |
| A person complains and wants you to sympathize with them. (Agreeing or committing yourself may prove embarrassing if the issue comes before the board and you have made a previous commitment.) | "I appreciate your concerns / issue. Have you spoken with the teacher, principal, superintendent about this?" |
| Your child is accosted by an adult who did not like the way you voted at the last meeting. What do you say to your child? | "You have my permission to tell them that your mother (father) is the elected board member, not you. That person needs to speak to your parent directly." |

EFFECTIVE BOARD MEMBER BEHAVIOR

Each board member has a responsibility to approach their role with an effective mindset, to carry out his or her part of preparing and participating, and to honor and respect the board governance role. Therefore, as a member of the board, I must . . .

| Board/Member Behavior | Best Practice Protocol |
|---|--|
| Prepare to participate responsibly | Read the materials provided by administration, come prepared to work, remember that the work demands that you listen, agree, and disagree as your values dictate, and accept the group decision as legitimate even if it is not your personal choice. It is not acceptable to have opinions and not express them. |
| Remember my identity is with the community, not with staff | It is easy to identify with staff (administration) as the board is involved in discussions regarding district matters; however, you must remember that while the board serves the community, it is the responsibility of the board to ensure the district is providing for the learning and achievement needs of all students. |
| Represent the community, not a single constituency | A board member may understand and identify with certain constituencies (parents, neighbors or communities, special education, etc.) but he/she MUST remember that being a board member means serving in trust for the entire community. |
| Understand the distinction between the board's role and the superintendent | A board member is responsible for his/her own behavior as well as the board. The board is to govern through policy. If the board or a board member seeks to micro-manage this is a violation of the board's proper role and each board member shares that responsibility. |
| Honor divergent opinions | All board members should express their honest opinion on issues and the board should listen and be respectful. The board should vote in the best interest of learning and achievement for all students. |
| Support the Board's final vote | A board member has one vote and if after the vote has been cast and the board member did not vote with the prevailing side, it is important that he/she maintain the integrity of the vote by supporting the choice of the board. |
| Appraise ... "Is this board work?" | The board must continually appraise board related discussion or issues to determine if it is a matter of the board or if it is an administrative issue. The Board determines <i>what</i> needs to be done but the Superintendent/Administration determines <i>how</i> it is to be done and carries it out. |

BOARD MEMBER CODE OF CONDUCT

The Association advocates that each board adopt and adhere to a Code of Conduct policy. This aids in the board's responsibility to carry out the important education decision-making role while maintaining effective relationships with school administrators, staff, and community members. Given the complexity of the education governance structure, nothing is more important than clarifying appropriate roles and responsibilities for the school board, superintendent, and principal(s).

A school board member has no legal powers unless participating at a meeting that complies with the Nebraska Open Meetings Law, or acting on behalf of the school board after the board formally grants authority to do so. Thus, it is essential that every school board member work as a member of the broader leadership team to perform board duties and act in a manner consistent with the Code.

Note: Board members can demonstrate personal commitment to the Code by signing this document signifying agreement to uphold the principles of the Code, both, in letter and spirit.

Many school boards post a copy of the signed Code in the front entrance of the school(s). This public display of school leadership team commitment sends a powerful message and sets the tone for how the business of education will be conducted in the schools and community.

As citizens of the United States, board members have certain Constitutional rights, including freedom of speech that cannot be taken away, whether or not you choose to sign this document. The only sections of this Code that require legal compliance are the "conflict of interest" and "act only as a member of the board." All other sections represent best practice.

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to the responsibility of duty.

Each board member shall follow the code of conduct:

As a Board Member

- I will listen.
- I will respect the opinion of others.
- I will recognize the integrity of my predecessors and the merit of their work.
- I will be motivated only by an earnest desire to serve the school district and the students in the best possible way.

- I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
- I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
- I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
- I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
- I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
- I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
- I will express my honest and most thoughtful opinions in board meetings in an effort to have decisions made for the best interest of the students and the education program.
- I will abide by majority decisions of the board.
- I will carefully consider petitions, resolutions, and complaints and will act in the best interest of the school district.
- I will not discuss the confidential business of the board.
- I will endeavor to keep informed on local, state, and national educational developments of significance.

Board Governance

- Attend all regularly scheduled board meetings, insofar as possible, and review advance materials provided.
- Respect the confidentiality of privileged information and make no individual decisions or commitments that would compromise the board or administration.
- Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.
- Maintain a priority board focus on policymaking, goal setting, planning process, and evaluation. Most importantly increasing student learning and achievement and ensuring efficient use of education resources.
- Comply with Board policy, all applicable local, state, and federal laws and regulations and guidance from the superintendent, when making board decisions.

- Encourage individual board member expression of opinion and establish an open, two-way communication process between the board and students, staff, and all elements of the community.
- Remain current with changing needs and requirements pertaining to educational issues through individual study and by participating in board learning opportunities such as those sponsored by the Nebraska and National School Boards Associations, the Nebraska Department of Education, and other education organizations.
- Recognize that a board member's responsibility, together with fellow board members, is to ensure the school district provides a quality education for all students.
- In consultation with the superintendent and district administrators, set education goals for the school(s).
- Maintain confidentiality of information and discussion conducted in executive/closed session.
- Review essential facts, consider others' ideas, and then present personal opinions during board deliberations but, once the board vote has been taken, support board decisions regardless of how individuals voted.
- Act only as a member of the board and do not assume any individual authority when the board is not in session, unless otherwise directed by the board.
- Rely on school policies that are continually updated and aligned with Nebraska and federal education laws, and guidance from the superintendent, when making board decisions.
- Request recommendations from the superintendent and seek legal counsel, when required for full and informed board consideration of issues requiring legal expertise.
- Expect an equitable amount of board meeting time be spent both learning about educational programs and conducting the business of the board.
- Maintain a priority board focus on increasing student learning and ensuring efficient use of education resources.
- Retain independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Voice opinions respectfully and maintain good relations with other board members, administrators, school staff, and members of the public.
- Be informed about educational issues through individual study and by participating in board development opportunities such as those sponsored by the Nebraska and National School Boards Associations, the Nebraska Department of Education, and other education organizations.
- Support new school board members by sharing your experience and knowledge.
- Ensure that adequate board orientation and team building opportunities are

available for board members and administrators.

- Associate with board members from other school districts to discuss school problems and collaborate on school improvement initiatives.

Board – Superintendent Relations

- Respect that the superintendent of schools and his or her staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Ensure strong management of the school system by hiring, setting goals with and evaluating the Superintendent.
- Provide policy support for school administrators in the performance of their duties and delegate authority commensurate with those responsibilities.
- Expect the superintendent to keep the board adequately informed through regular written and oral communications.
- Refer complaints, requests, and concerns to the superintendent.
- Avoid making commitments that may compromise the decision-making ability of the board or administrators.
- Maintain open and candid communication with the superintendent.
- Hold the superintendent accountable by jointly creating job performance standards and at least annually performing a comprehensive evaluation process based on the job description, contract, and identified performance standards.
- Recognize that a board member's responsibility is to see that schools are well run, but not to run them.

Personnel Relations

- Seek to employ the most qualified school staff and insist on regular, impartial employee evaluations.
- Hire no superintendent, principal, or teacher already under contract with another school district unless the person has formally been released from his or her contract.
- Individual board members shall not give directives to any school administrator or employee, publicly or privately.

Community Relations

- Perform a liaison communications role by respecting the needs of both the community and the school.
- Consider the needs of the entire community and vote for what is best for students.
- Encourage collaboration between the school and community.
- Request that periodic surveys be conducted with the community to assess the quality of education services and use the data to establish and monitor goals.

Conflict of Interest

- Do not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote.
- Do not receive anything of value by contract or otherwise, from the school district you serve unless it is received:
 - as a result of a contract accepted after a public bid.
 - in public recognition of service or achievement.
 - as expenses allowed by law for official duties performed as a member of such board.
- Follow the school board conflict of interest policy regarding the appearance of conflict of interest.

(Optional Signature)

I agree to abide by the principles outlined in the Board of Education Code of Conduct and will do everything in my power to work as a productive member of the leadership team.

GOVERNANCE THROUGH BOARD POLICY

Policy is the board's most important tool for sustaining the principles of effective board governance. It is through policy that the board gives direction and sets parameters for the operation of the district. A policy states a decision and action of the board that set goals, specific objectives, boundaries for behavior, and operating principles of the school district. Policy provides a foundation and legal parameters for the school, accountability by which the superintendent and staff conform to their assigned duties and responsibilities. Policy provides a course of action. The board exhibits their leadership through policy.

Policy fosters stability and continuity. Because board members turn over due to elections and administrators leave and/or retire, policy serves as a constant and endures the change in leadership. A current and accurate policy manual permits smooth transition when changes take place between administration and/or the board. Further, policy ensures a fair, consistent, and uniform treatment of students, parents, community members, and employees.

Policies communicate the board's goals, objectives, priorities, and acceptable practice by all. Policy, as an effective public relations tool, conveys the board's basic philosophy and position on specific issues relative to the district's goals, objectives, priorities, and authority.

Policies and regulations clarify board-superintendent relations. The board extends authority to the superintendent. Through this authority, he/she can handle the needs of the school system and meet the expectations as defined through board policy.

Policies facilitate the process of evaluating board and administrative practices. Policies establish direction, assign authority, and establish control to ensure accountability.

Policies help to ensure that the board functions appropriately and legally. Policy defines the board's authority and responsibilities as provided by state and federal rules and regulations.

Under state statute and accreditation rules, boards are required to govern through policy. It is through policy that we carry out the state's mission to promote quality education as described in § 79-701. In order that the board carries out this assigned duty and function as defined by the Nebraska Legislature, the board must adopt and implement a set of policies complying with state and federal law for the operation of the school district. School board policies are official and legally binding only when approved in an official meeting of the board and as documented in the minutes.

Policy provides guidelines for action by the administration, staff, and the board. A well-written policy will define what, why, and who is responsible for carrying out the defined direction. The absence of policy leaves interpretation open to the administration and the board, subjecting both parties to criticism for inconsistencies in judgment and failure to meet state and/or federal rules and regulations, which may ultimately subject the district to unnecessary lawsuits, penalties, etc.

Developing policy before situations arise allows the board to debate and determine the merit of an issue without the pressure of personal application, heightened emotions, and time constraints. Failures to review, update, and define policy following a board adopted process subjects the administration/board to violation of their authority and responsibilities.

The superintendent and the board must impose a policy review process to ensure quality board policies, and provide support to administration in their day-to-day duties and responsibilities. Outdated and conflicting policies can create legal nightmares for the administration. Further, policy can prevent the administrators from imposing inappropriate discipline when needed, putting staff, and students at risk.

POLICY AND ADMINISTRATIVE GUIDELINES

Policies are guidelines adopted by the board to chart a course of action. The content of a policy should be broad enough that it provides discretionary action by the administrators when enforcing policy in day-to-day decision-making and yet, specific

enough to provide clear and appropriate guidance. A policy is typically based upon legal precedent and/or state and federal rules and regulations.

To support policy, quality board governance empowers and delegates administrative responsibilities to the superintendent. The board that fails to delegate authority to the superintendent will ultimately weaken administrative leadership. Authority is granted through policy and supported and/or governed by administrative guidelines, which provide a level of authority and direction to the administrators to enforce or carryout policy. The guidelines do not reflect the detail and/or specific information contained in the policy but provides consistency throughout the district when administering policy.

SAMPLE NASB ANNUAL BOARD CALENDAR

The Annual Board Calendar is a dynamic document to help assist school boards regarding important conference dates, report deadlines, suggested work sessions, and planning reminders. The calendar is constantly evolving as issues and interests unfold. The board president and superintendent collectively should review and update the calendar monthly and include it in the board packet. Please note, this calendar is not all inclusive of all items a board needs to be aware of, but a starting point, which include some primary planning and policy functions. NASB is not responsible for any missing information or dates. It is the users responsible to ensure they read and understand the requirements of each statute and deadline. This document or any of the information in this document is not to be used as a formal legal opinion nor is it intended to be used as a substitute for the advice of the user's attorney. NASB recommends the user contact their own attorney for formal legal advice.

Other General Monthly Activities not included on the attached calendar may include, but not limited to:

- Committee Reports
- Advisory Committee Activities/Reports
- Curriculum/Instruction Review
- Technology Updates

To operate with a comprehensive Annual Board Calendar, the Association would encourage you to review the below sites for additional deadlines, your district may be required to follow:

- Nebraska Department of Education Master Calendar - Identifies all state mandated deadlines to ensure board/administrative accountability. <http://ndecalendar.mhsoftware.com/ViewCal.html>.
- Superintendent Reports – Please be aware there are various reports superintendents must file that are not all included on this report. It is encouraged you work with your superintendents to add any required

superintendent reporting to this calendar, as needed. Many of these reports can be found in § 79-528

Federal – There are various federal laws and regulations, which require school districts to adopt certain policies, written procedures, and/or notices. Some of those requiring annual reviews or notices are listed on the below calendar. For a more extensive list of required federal policies, please visit:

<http://www.nsba.org/2014-federal-policies>

The information on the above link is provided by the National School Board Association. NASB does not verify the accuracy or update the federal policies on the above link.

| General Monthly Activities | |
|----------------------------|--|
| January | NASB Events <ul style="list-style-type: none"> ▪ NASB Legislative Issues Conference ▪ Post LIC-Finance Workshop ▪ Post LIC-Advocacy Workshop |
| | Planning <ul style="list-style-type: none"> ▪ Annual Leadership Team Planning Retreat |
| | Curriculum <ul style="list-style-type: none"> ▪ District Report Card |
| | Committee Reports |
| | Personnel <ul style="list-style-type: none"> ▪ Approve superintendent contract – NOTE: Before approval of new contract/amendment, board must publish a copy of the proposed contract/amendment three days before approval along with estimate and description of all costs. ▪ Review and revise evaluation instrument ▪ Develop new superintendent goals ▪ Appoint superintendent as district’s Non-discrimination Compliance Coordinator ▪ Negotiations mandatory mediation if no agreement; Due February 8 - § 48-818.01 |
| | Policy |
| | Other <ul style="list-style-type: none"> ▪ Board office elections |
| | |
| | |
| | |

| Activity | Statute | Timeframe | Summary |
|-------------------------|-----------------------------|-------------------------|---|
| Annual Financial Report | § 79-1229 | On or before January 31 | Requires an administrator of each ESU to submit to the Commissioner an annual financial report. |
| Negotiations | § 48-818.01 | On or before February 8 | If an agreement is not reached by February 8 th , the parties shall submit to mandatory mediation or fact-finding as ordered by the commission, unless the parties mutually agree, in writing, to forgo mandatory mediation or fact-finding. |

PRINCIPLES OF BOARD SELF-ASSESSMENT

- Assures the board is accountable for its own performance
 - Allows each member of the board to assess his or her individual performance as a member of the board
 - Improves communication among members of the board and between the board and the superintendent
 - Reinforces a thorough understanding of the vision and goals of the district
 - Provides an opportunity for individuals to address concerns about the board's performance, so that board members clearly understand those concerns
 - Strengthens the decision-making process meeting the expectations of board members
 - Provides an opportunity for the newly elected board member to understand the roles and responsibilities and board expectations
 - Affords an opportunity for continued improvement and capable leadership by the board
-

Section 300 – Administration
Administrative Employees
Administrator Duties

File: 303.05

Administrators shall be hired by the board to assist the superintendent in the day-to-day operations of the school district.

Each building principal, as chief administrator of the assigned attendance center, shall be responsible for the building and grounds, for the students and employees assigned to the attendance center, for school activities at the attendance center, for the education program offered in the attendance center, and the budget for the attendance center. The principal shall be considered the professional advisor to the superintendent in matters pertaining to the attendance center supervised by the principal. Although the principals serve under the direction of the superintendent, duties of the principal may include, but not be limited to the following:

1. Keeps the superintendent of schools informed of the school's activities and problems.
2. Works with various members of the central administrative staff on school problems of more than of an in-school nature, such as transportation, special services, and the like.
3. Establishes and maintains an effective learning climate in the school.
4. Programs classes within established board policies, administrative regulations and guides, and available district resources to meet student needs.
5. Supervises the guidance program to enhance individual student education and development.
6. Is responsible for developing and maintaining the cumulative records for each student. Is responsible for overseeing and maintaining the security of these records.
7. Is responsible for sending out and collecting student transcripts as students move into or out of his or her building.
8. Is in charge of updating courses of study, student handbooks, and course descriptions.
9. Establishes guides for proper student conduct and for maintaining student discipline.
10. Supervises the school's teaching process.

Section 300 – Administration
Administrative Employees
Administrator Duties

File: 303.05

11. Initiates, designs, and implements programs to meet specific needs of the school.
12. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding, and solicits support for overall school objectives and programs, to interpret school board policies and administrative directives, and to discuss and resolve individual student problems. Serves as the public relations director within his or her building.
13. Is in charge of setting up parent-teacher conferences and in issuing reports of student progress.
14. Maintains a record of all discipline cases.
15. Orients newly assigned staff members and assists in their development, as appropriate.
16. Coordinates and supervises such support services as maintenance, security, food services, recreational programs, financial and accounting functions, library activities, etc., as applicable to the building site.
17. Builds a master schedule for the building and is responsible for the scheduling of the students assigned to his or her building.
18. Evaluate certified and classified personnel.
19. Must be able to deal with stressful situations.
20. Minimum educational preparation requirements.
 - A. Hold a Nebraska Administrative Certificate and an endorsement in the area of assignment, or equivalent.
21. Maintaining confidentiality of sensitive information related to staff, students, and parents;
22. Maintaining a cordial and cooperative working relationship with all personnel, students, patrons, and vendors.
23. Facilitating Medicaid eligibility determination.
24. Assisting with transportation related activities in support of Medicaid covered services.
25. Translation related to Medicaid services.

Section 300 – Administration
Administrative Employees
Administrator Duties

File: 303.05

26. Program planning, policy development, and interagency coordination related to Medicaid services.
27. Medicaid related training.
28. Referral, coordination and monitoring of Medicaid services
29. Shall perform such other tasks and duties as may be assigned.

This list of duties shall not act to limit the board's authority and responsibility over the position of the administrators. In executing these duties and others the board may delegate, the administrators shall consider the school district's financial condition as well as the needs of the students in the school district.

Cross Reference: 301 Administrative Structure



Section 300 – Administration
Superintendent
Superintendent Duties

File: 302.04

The board employs a superintendent of schools to serve as the chief executive officer of the board. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the school district, unless specifically stated otherwise.

The superintendent shall be responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent shall be responsible for overall supervision and discipline of employees and the education program.

In executing the above-stated duties, the superintendent shall consider the financial situation of the school district as well as the needs of the students. Specifically the superintendent:

1. Serves as the chief executive officer of the Board of Education.
2. Serves as the educational leader of Holt County School District No. 7.
3. Administers the school in conformity with the adopted policies of the board of education rules and regulations of the State Department of Education in accordance with state law and in accordance with the guidelines set forth by the North Central Association of Colleges and Schools.
4. Defines educational needs, formulates proposed policies and plans and makes recommendations to the board of education for the implementation of programs.
5. Makes board of education policies accessible to school board members and interprets these policies to school personnel and the general public.
6. Supervises, either directly or through the delegation of authority, all activities of the school system and sees that these activities are carried out in compliance with the policies established by the board of education.
7. Informs the board of education concerning decisions that are made which are not covered in board of education policies.
8. Prepares and sends out agenda, special reports and minutes for board of education meetings as soon as possible the week prior to, but no later than three days before the regular meeting of each month.

Section 300 – Administration
Superintendent
Superintendent Duties

File: 302.04

9. Attends and participates in all regular and special board meetings unless excused at his or her request, except for those executive sessions in which his or her own

re-election is under discussion. Makes recommendations and advises the board of education on subjects affecting the school district.

10. May request, at his or her discretion or at the request of the board of education, the attendance of school district personnel at meetings of the board of education to explain programs in use or planned for use by the school district.
11. Reports to the board of education such matters as deemed material to the understanding and proper management of the school or as the board of education may request.
12. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences with prior board of education approval. (The expenses incurred by attending these meetings will be paid by the school district.)
13. Prepares the annual budget for the ensuing year with the assistance of the staff and submits this budget to the board of education for review and approval. After adoption he or she should make every attempt possible to operate within the limits set forth by the budget.
14. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with accounting procedures set forth by the Nebraska Department of Education, the Office of the State Auditor, and as may be recommended by the auditor retained by board of education.
15. Acts as the purchasing agent for the board of education and orders or approves the ordering of all supplies, textbooks, library material, A/V materials, equipment furniture, etc., when covered by the budget or by specific order of the board of education.
16. Lets bids in terms of price, quality of product and service rendered when needed. On large items in which the board requests bids, the board of education shall determine the bid to be accepted.
17. Directs the annual audit of school district funds: General Fund, Sinking Fund, Activity Fund, School Lunch Fund, Building Fund, Asbestos and American Disabilities Fund, all Federal Programs, and the Special Education Program.

Section 300 – Administration

Superintendent

Superintendent Duties

File: 302.04

18. After consultation with the other administrators and the appropriate staff, shall recommend to the board of education the selection of new textbooks or textbook series.
19. Shall keep an up-to-date inventory of textbooks, library books, moveable equipment, A/V equipment, athletic equipment, music equipment, uniforms, typewriters, computers, etc.
20. With board of education approval, he or she shall advertise, hold interviews, and offer contracts to teachers.
21. Assigns or transfers all school personnel to their particular school, jobs, and responsibilities as may be best for the school system and in conformance with each individual's qualifications.
22. Hires, replaces, supervises, or causes to be supervised, all classified and certified personnel to see that the methods used and practices employed are in the best educational interest of the students.
23. Approves vacation schedules of all classified district personnel.
24. Suspends any employee for just cause and promptly reports such action to each board member.
25. Recommends to the board of education for their final action the promotion, demotion, dismissal, or salary changes for all employees.
26. Represents the board of education as liaison between the school district and the community. Establishes and maintains a program of public relations that will keep district patrons well informed of the activities of the school district. Maintains a public relations program which will result in a wholesome and cooperative working relationship between the school and the community.
27. Develops the school calendar and presents it to the board for board of education approval.
28. Completes, or oversees the completion, of all forms required by Federal, State, or County agencies or as may be required for local needs and sees that they are properly filed before their due date.
29. Shall be responsible for all short term and long-range planning concerning school facilities.

Section 300 – Administration
Superintendent
Superintendent Duties

File: 302.04

30. Shall be in charge of all buildings, grounds, and equipment and sees to their maintenance and safety.
31. Prescribes the procedures for the classification and advancement of students and for the transfer of students from one building to another in accordance with guidelines set forth by the Nebraska Department of Education and existing policies of the board of education.
32. Calls, or causes to be called, meetings of school district employees as may be necessary to efficiently and effectively carry out the educational program of the school district.
33. Is responsible for the general operation of the school system, for the development of the staff, and for the educational growth and welfare of the students.
34. Shall have a census taken each year of all people under the age of twenty-one whose parents or guardians live within the boundaries of the district.
35. Shall be directly responsible (or responsible through the delegation of responsibility) for scheduling the use of buildings and grounds by all groups and organizations.
36. Maintaining confidentiality of sensitive information related to staff, students, and parents;
37. Maintaining a cordial and cooperative relationship with all personnel, students, patrons, and vendors.
38. Maintaining consistent attendance for the benefit of the students and the District.
39. Facilitating Medicaid eligibility determination.
40. Assisting with transportation related activities in support of Medicaid covered services.
41. Translation related to Medicaid services.
42. Program planning, policy development, and interagency coordination related to Medicaid services.
43. Medicaid related training.
44. Referral, coordination and monitoring of Medicaid services
45. Performs such other tasks as may, from time to time, be assigned by the board of education.

Section 300 – Administration
Superintendent
Superintendent Duties

File: 302.04

46. Adheres to the "Code of Ethics" set forth by the American Association of School Administrators.

This list of duties shall not act to limit the board's authority and responsibility over the superintendent.

Cross Reference: 205 School Board Policy Process
 301 Administrative Structure

ROLE OF THE BOARD - THE FOCUS FRAMEWORK

Establishing District/Board Direction in Key Areas

Priority and/or Need : _____

| <p style="text-align: center;">Set Clear Expectations What are our greatest hopes for the district in this area?</p> | <p style="text-align: center;">Create Conditions for Success What are we willing to support to ensure the expectations can be met?</p> | <p style="text-align: center;">Hold the System Accountable What will we accept as evidence of progress toward expected outcomes?</p> | <p style="text-align: center;">Build Public Will What will we need to do to gain community support for this priority?</p> | <p style="text-align: center;">Learn Together as a Board Team What evidence will the board use to measure progress/success?</p> |
|---|---|---|--|--|
| | | | | |

O'Neill Public School's Mission Statement

Our mission is to provide engaging learning experiences in a safe and respectful environment where all students are expected to develop the skills and knowledge necessary to be independent, collaborative, and productive citizens of an ever-changing world

O'Neill Public School's Vision Statement

Dream, Believe, Achieve...Empowering
Today's Students to be Tomorrow's
Leaders

- 12-11-19 (4:00-5:00 pm)
 - Members Present
 - Members Present
 - Rhea Rider
 - Lara Morrow
 - Brittany Sudbeck
 - Mindee Hilker
 - Deb Sawyer
 - MaLinda Martinez
 - Jill Brodersen
 - After looking at data and trends, we have the following information to share.
 - We are finding that the majority of our referrals are coming from a small number of students. The goal is to try to reach those students through individual needs.
 - Defiance and disruption are our largest referral area.
 - This month's goal is: I will show trustworthiness by doing what I am asked to do even when working independently at all times.
 - Success Sharing
 - We are averaging 1.74 referrals a day this month.
 - We had 2.55 referrals a day this month last year.
 - We had 3.45 referrals a day this month from two years ago.
 - Rewards for January Eagle Earnings
 - Hot chocolate and cookies for the class
 - No Homework Pass
 - Listening to music (at agreed upon time with teacher)
 - Bubble Gum
 - Decorate Cookies with the lunch ladies
 - Board game time for your grade
 - Next Meeting: Wednesday, January 15 at 4:00

Nebraska State Accountability (NeSA) – Math Growth

All students

Percent Proficient

| | | All Grades |
|--|-----------|------------|
| | 2010-2011 | 64% |
| | 2011-2012 | 63% |
| | 2012-2013 | 67% |
| | 2013-2014 | 70% |
| | 2014-2015 | 72% |
| | 2015-2016 | 68% |
| | 2016-2017 | 66% |
| | 2017-2018 | 43% |

Percent Proficient By Grade

| | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|---|----------|----------|----------|----------|----------|----------|----------|
| 2010-2011 | 61.00 | 76.00 | 70.00 | 69.00 | 64.00 | 49.00 | 60.00 |
| 2011-2012 | 50.00 | 69.00 | 75.00 | 73.00 | 62.00 | 59.00 | 51.00 |
| 2012-2013 | 58.00 | 67.00 | 86.00 | 59.00 | 79.00 | 61.00 | 61.00 |
| 2013-2014 | 57.00 | 84.00 | 71.00 | 72.00 | 80.00 | 66.00 | 66.00 |
| 2014-2015 | 53.00 | 81.00 | 81.00 | 72.00 | 83.00 | 65.00 | 71.00 |
| 2015-2016 | 52.00 | 72.00 | 68.00 | 78.00 | 73.00 | 77.00 | 55.00 |
| 2016-2017 | 53.00 | 63.00 | 68.00 | 70.00 | 79.00 | 65.00 | ** |
| The state developed a new math Assessment for 2018. 2018 scores represent a new baseline for math. In 2018, the state also began to use the NWEA developed NSCAS assessment to measure student achievement. | | | | | | | |
| 2017-2018 | 23.00 | 38.00 | 48.00 | 65.00 | 45.00 | 39.00 | ** |

Nebraska State Accountability (NeSA) – Reading Growth

All students

Percent Proficient

| All Grades | |
|------------|-----|
| 2009-2010 | 60% |
| 2010-2011 | 67% |
| 2011-2012 | 69% |
| 2012-2013 | 72% |
| 2013-2014 | 73% |
| 2014-2015 | 73% |
| 2015-2016 | 78% |
| 2016-2017 | 39% |
| 2017-2018 | 45% |

Percent Proficient By Grade

| | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 2009-2010 | 68.00 | 70.00 | 67.00 | 68.00 | 69.00 | 70.00 | 68.00 |
| 2010-2011 | 61.00 | 60.00 | 70.00 | 77.00 | 59.00 | 75.00 | 67.00 |
| 2011-2012 | 70.00 | 73.00 | 67.00 | 73.00 | 74.00 | 60.00 | 68.00 |
| 2012-2013 | 60.00 | 71.00 | 82.00 | 66.00 | 75.00 | 74.00 | 78.00 |
| 2013-2014 | 67.00 | 78.00 | 75.00 | 75.00 | 72.00 | 76.00 | 68.00 |
| 2014-2015 | 60.00 | 77.00 | 82.00 | 75.00 | 75.00 | 62.00 | 78.00 |
| 2015-2016 | 56.00 | 78.00 | 84.00 | 92.00 | 78.00 | 84.00 | 72.00 |

The state developed a new English Language Arts Assessment for 2017. It included Text - Dependent Analysis to measure writing skills. The 2016-17 year is a new base line for this assessment.

| | | | | | | | |
|-----------|-------|-------|-------|-------|-------|-------|----|
| 2016-2017 | 41.00 | 30.00 | 42.00 | 44.00 | 35.00 | 39.00 | ** |
|-----------|-------|-------|-------|-------|-------|-------|----|

The state developed a new English Language Arts Assessment for 2017. In 2018, the state also began to use the NWEA developed NSCAS assessment to measure student achievement.

| | | | | | | | |
|-----------|-------|-------|-------|-------|-------|-------|----|
| 2017-2018 | 37.00 | 42.00 | 33.00 | 63.00 | 41.00 | 57.00 | ** |
|-----------|-------|-------|-------|-------|-------|-------|----|

Nebraska State Accountability (NeSA) – Science Growth

All students

Percent Proficient

| All Grades | |
|------------|-----|
| 2011-2012 | 77% |
| 2012-2013 | 77% |
| 2013-2014 | 75% |
| 2014-2015 | 72% |
| 2015-2016 | 75% |
| 2016-2017 | 71% |
| 2017-2018 | 69% |

Percent Proficient By Grade

| | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 2011-2012 | | | 79.00 | | | 78.00 | 75.00 |
| 2012-2013 | | | 80.00 | | | 67.00 | 86.00 |
| 2013-2014 | | | 78.00 | | | 68.00 | 79.00 |
| 2014-2015 | | | 74.00 | | | 68.00 | 75.00 |
| 2015-2016 | | | 85.00 | | | 66.00 | 71.00 |
| 2016-2017 | | | 73.00 | | | 69.00 | ** |
| 2017-2018 | | | 65.00 | | | 74.00 | ** |



O'NEILL BUSINESS LEADERS COMMUNITY ENGAGEMENT SUMMARY 2015

O'NEILL PUBLIC SCHOOLS

I. What are the strengths of the community and school district?

District Climate/Culture:

- Education
 - Continuing education – Northeast Community College and Bellevue University (7x)
 - Ability to progress through classes offered – diverse course offering (3x)
 - Expand our job shadowing (2x)
 - Two school systems (2x)
 - Secure school district (2x)
 - Resources
 - Strong leadership, good communication and progressive
 - Open to change and input
 - Collaborate with other schools
- Community
 - People who live here and size of town (3x)
 - Hospital growth (3x)
 - Involvement (2x)
 - Diversity – some challenges (2x)
 - Regional hub – shopping and healthcare (2x)
 - Airport
 - Community leadership and progressive nature of school/community
 - Strong families (2x)
 - Strong Chamber and Holt Co. Extension
 - Young people returning to O'Neill
 - Community Center
 - Volunteers energy level high
 - Job opportunities – growing professional population (2x)
 - Strong economic development

- Staff
 - Teachers (2x)
 - Veteran educational staff with vitality of new staff interspersed
- Industry (3x)
 - Agriculture – tomato, potato (3x)
 - Logistics with Highway 20
- Communication (2x)
 - Media support – Holt County Independent and KBRX (2x)

II. What are some of the ways the community is working with the school to provide resources and support for student needs in the community?

- Developing Eagles program (5x)
- Rotary Club – job shadowing (7x)
- Job shadowing and mentoring (7x)
 - Enhanced Health
 - Entrepreneur Class
- O’Neill Public Schools Foundation (4x)
- Volunteers
- FFA – supported by business, i.e. welding, farmers, greenhouse (4x)
- Teammates’ Program (6x)
- KBRX Radio Support and newspaper Holt County Independent (4x)
- Scholarships for employed hospital employees
- Healthcare in six different areas of expertise
- Regional Hub – Airport/UPS
- Lions Club; PEO and Extension program (4x)
 - Scouts, spelling bee
- Health department works with school and community (2x)
- School brings in professionals to classes to teach life skills
- FCCLA
- Focus Groups working through University
- Guidance counselors reach out to hospitals for “work study” positions for 1 or 2 class periods that provides part-time job experience (2x)
 - Career Academy
- Northeast Community College (3x)

III. What are the major challenges facing the community and how will they affect the school district?

District Climate/Culture:

- Education
 - Time limitations for students to contribute toward family, school and community (3x)
 - Lack of public transportation – i.e. preschool(4x)
 - Need new school facility for athletics (3x)
 - ESL and other language services (2x)
 - Limited interpreter and needs besides Spanish
 - Challenges keeping two schools running – private and public
 - Early Childhood programs for young families (2x)
 - Mental Health Support program, i.e. VA (2x)

- Community
 - Lack of housing (9x)
 - Aging population (4x)
 - Higher paying jobs needed to support families (3x)
 - Becoming stagnant; equipping new leadership (2x)
 - Lack of workforce (10x)
 - Need skill sets for big projects – how to partner with education to get trained; affects classroom size and student/teacher ratio
 - McDonald’s and Subway always looking for help
 - Property tax revenue shortage (5x)
 - Migration of young workers leaving community (5x)
 - Lack of parental involvement (2x)
 - Aging facility infrastructure; Legislative and Green requirements (3x)
 - Logistics – location to recruit quality candidates (3x)
 - Diversity – Resources to support (5x)
 - Ag Base – how do we get this started and deal with ups and downs (3x)
 - Need capital to get Ag Transition program started
 - Multigenerational support system

IV. Discuss and identify an action plan to address the identified needs.

- Partnership between school, NECC and business owners to build and/or remodel homes in the community to increase housing opportunities (9x)
 - Low income/middle income apartments and housing

- Community Foundation Fund
- Use classroom time to help build housing
- Communication with schools
 - Get an email list active of those who showed up to community engagement and how to follow up (2x)
 - Highlight positive aspects of our community to students during school hours
- Create time management – students have limited time to be just kids
- Career Fairs (6x)
 - Bring businesses to classes to talk about job shadowing
 - Partnership with Career Education, Healthcare, Banking with secondary schools
- Scholarships from businesses – i.e. paid internship
- Start with students at young age
- Economic Development – partnership T&I (2x)
- Funding; bankers; interpreters – making a financial feasibility plan
- Recognition of students (2x)
- Need leadership to drive the process to get people engaged and focused on action
- Rotary Group interaction – Halloween Party

KEY: Numbers in () equal the number of responses received per comment.



O'NEILL STUDENT ENGAGEMENT SUMMARY 2015

O'NEILL PUBLIC SCHOOLS

I. **Positive characteristics and qualities of the school and community.**

- Most students felt their school system provides good technology access. One female student shared she believes she learns best when using paper and pencil as it helps her remember her work better.
- Most felt they would go to state college and return to O'Neill. Out of 10 students, only one felt she wanted to explore the world or other areas outside of O'Neill. Careers mentioned were physical therapy, nursing, veterinarian, and engineering. There were several who mentioned loving the open farming community.
- Challenges for students who entered O'Neill from other school districts felt they made friends quickly.

II. **Expectations of the community:**

- Expect growth to continue, for example, Northeast Community College was added.
- Traditionally, the whole community supports the school activities.
- Even with two different schools, everyone for the majority of the time gets along and they feel safe in O'Neill.

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- Parents when younger and by junior high, it should be the teachers teaching the students how to live on their own. Another opinion shared it was the teachers and administration who were responsible during high school. Then by the time they are seniors the community should also be responsible for supporting.
- Educators are like training wheels (teachers, administration, etc) Then training wheels are removed as they mature and grow older and community comes alongside and support.



O'NEILL BUSINESS LEADERS COMMUNITY ENGAGEMENT SUMMARY 2015

O'NEILL PUBLIC SCHOOLS

I. What are the strengths of the community and school district?

District Climate/Culture:

- Education
 - Continuing education – Northeast Community College and Bellevue University (7x)
 - Ability to progress through classes offered – diverse course offering (3x)
 - Expand our job shadowing (2x)
 - Two school systems (2x)
 - Secure school district (2x)
 - Resources
 - Strong leadership, good communication and progressive
 - Open to change and input
 - Collaborate with other schools
- Community
 - People who live here and size of town (3x)
 - Hospital growth (3x)
 - Involvement (2x)
 - Diversity – some challenges (2x)
 - Regional hub – shopping and healthcare (2x)
 - Airport
 - Community leadership and progressive nature of school/community
 - Strong families (2x)
 - Strong Chamber and Holt Co. Extension
 - Young people returning to O'Neill
 - Community Center
 - Volunteers energy level high
 - Job opportunities – growing professional population (2x)
 - Strong economic development

- Staff
 - Teachers (2x)
 - Veteran educational staff with vitality of new staff interspersed
- Industry (3x)
 - Agriculture – tomato, potato (3x)
 - Logistics with Highway 20
- Communication (2x)
 - Media support – Holt County Independent and KBRX (2x)

II. What are some of the ways the community is working with the school to provide resources and support for student needs in the community?

- Developing Eagles program (5x)
- Rotary Club – job shadowing (7x)
- Job shadowing and mentoring (7x)
 - Enhanced Health
 - Entrepreneur Class
- O’Neill Public Schools Foundation (4x)
- Volunteers
- FFA – supported by business, i.e. welding, farmers, greenhouse (4x)
- Teammates’ Program (6x)
- KBRX Radio Support and newspaper Holt County Independent (4x)
- Scholarships for employed hospital employees
- Healthcare in six different areas of expertise
- Regional Hub – Airport/UPS
- Lions Club; PEO and Extension program (4x)
 - Scouts, spelling bee
- Health department works with school and community (2x)
- School brings in professionals to classes to teach life skills
- FCCLA
- Focus Groups working through University
- Guidance counselors reach out to hospitals for “work study” positions for 1 or 2 class periods that provides part-time job experience (2x)
 - Career Academy
- Northeast Community College (3x)

III. What are the major challenges facing the community and how will they affect the school district?

District Climate/Culture:

- Education
 - Time limitations for students to contribute toward family, school and community (3x)
 - Lack of public transportation – i.e. preschool(4x)
 - Need new school facility for athletics (3x)
 - ESL and other language services (2x)
 - Limited interpreter and needs besides Spanish
 - Challenges keeping two schools running – private and public
 - Early Childhood programs for young families (2x)
 - Mental Health Support program, i.e. VA (2x)

- Community
 - Lack of housing (9x)
 - Aging population (4x)
 - Higher paying jobs needed to support families (3x)
 - Becoming stagnant; equipping new leadership (2x)
 - Lack of workforce (10x)
 - Need skill sets for big projects – how to partner with education to get trained; affects classroom size and student/teacher ratio
 - McDonald’s and Subway always looking for help
 - Property tax revenue shortage (5x)
 - Migration of young workers leaving community (5x)
 - Lack of parental involvement (2x)
 - Aging facility infrastructure; Legislative and Green requirements (3x)
 - Logistics – location to recruit quality candidates (3x)
 - Diversity – Resources to support (5x)
 - Ag Base – how do we get this started and deal with ups and downs (3x)
 - Need capital to get Ag Transition program started
 - Multigenerational support system

IV. Discuss and identify an action plan to address the identified needs.

- Partnership between school, NECC and business owners to build and/or remodel homes in the community to increase housing opportunities (9x)
 - Low income/middle income apartments and housing

- Community Foundation Fund
- Use classroom time to help build housing
- Communication with schools
 - Get an email list active of those who showed up to community engagement and how to follow up (2x)
 - Highlight positive aspects of our community to students during school hours
- Create time management – students have limited time to be just kids
- Career Fairs (6x)
 - Bring businesses to classes to talk about job shadowing
 - Partnership with Career Education, Healthcare, Banking with secondary schools
- Scholarships from businesses – i.e. paid internship
- Start with students at young age
- Economic Development – partnership T&I (2x)
- Funding; bankers; interpreters – making a financial feasibility plan
- Recognition of students (2x)
- Need leadership to drive the process to get people engaged and focused on action
- Rotary Group interaction – Halloween Party

KEY: Numbers in () equal the number of responses received per comment.



I. Identify the strengths of the school district.

District Climate/Culture:

- Academic
 - College credit classes and availability – Chadron, NECC (6x)
 - Dual credit (2x)
 - Career and College Fairs
 - Early bird class
 - Large variety of classes (3x)
 - Scholarships
 - Robotics program (3x)
 - Geography and Spelling Bees
 - Decent number of students
 - Excellent school curriculum
- Communication
 - Progressive vision from school leaders (4x)
 - KBRX radio exposure and newspaper (3x)
 - Innovative grant writing for new programs (2x)
- Community
 - Team Mates involvement (5x)
 - Developing Eagles Program – increasing pride (4x)
 - Volunteer activities (3x)
 - Tremendous support from the community (12x)
 - Partnering with the community college NECC, facilities, distance learning
 - Supporting two schools (4x)
 - Strong Agriculture classes and strong T&I (7x)
 - Opportunities with rural community and good work ethic (2x)
 - Activities and organizations available (2x)
 - Diversity welcome (3x)
 - Job opportunities
 - Ministerial associations (3x)

- Business job shadowing (3x)
- Safety
- Parent Engagement
 - Involved parents (5x)
- School Board
 - Support from School board with school district (6x)
 - Diverse school board
- Staff
 - Caring, well-educated, highly qualified professional staff (13x)
 - Supportive administration makes decisions what is best for students (3x)
 - Teacher to student ratio – class size is manageable (5x)
 - Teachers know students by name
 - Administrative support staff is excellent (3x)
 - Diverse administrators and staff
 - Longevity and high quality teachers (2x)
- Technology
 - 1:1 technology with computers (18x)
 - Leading edge technology programs
 - Apple designated school
 - Eagle Eye Broad

Extra-curricular

- Diverse programs available (11x)
- FFA – Agricultural; FCCLA – Vocational (4x)
- Fine Arts
- Student Organizations

Facilities

- Good facilities

Student Services

- ELL classes – help the Hispanic community (2x)
- After school programs (5x)
- High Achievers program – opportunities for improvement (3x)
- SPED

II. Identify the issues the district will be facing in the next three to five years.

District Climate/Culture:

- Academic
 - Keep all students in school – preventing dropouts
 - Finding a balance to teach for different career paths (3x)
 - Career and vocational training – carpentry, automotive (2x)
 - Enrollment drop (5x)
 - Consolidation of smaller schools and/or sports (Ewing) (7x)
 - Curriculum – state/federal mandated curriculum (4x)
- Community
 - Population decline (2x)
 - Smaller schools in area closing
 - Housing shortage – difficulty for new teachers or families (8x)
 - Changing demographics – mobile families which brings issues (8x)
 - Aging population – retirement
 - Rural enrollment declining with small schools
 - Wind farm – benefit to community and changes (2x)
 - Increasing financial needs to support community challenges
 - Engagement of community
- Diversity
 - Continued growth of ELL/ESL (8x)
 - Migrant workers
 - Student body (3x)
- Facilities
 - Building improvement/expansion (15x)
 - High school and infrastructure aging buildings
 - Need gyms and more classroom space
 - Get rid of modular buildings (2x)
- Security (6x)
- Staff
 - Teacher recruitment and retainment (5x)
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- Technology
 - Need for more technology (5x)
 - Safety in technology (3x)
 - Lack of social skills due to technology

Funding

- Budget shortfall issues (7x)
- Sustain programs due to shortage of funding (4x)
- Property tax structure (8x)
- Impact of windfall from the windfarm

Student Services

- Mental health for students (5x)
 - Behavioral concerns – ability to focus

III. What will prevent the district from addressing the identified needs?

District Climate/Culture:

- Academic
 - Government mandated curriculum and programs (6x)
 - Overextending students time – no time to explore community(3x)
 - Consolidations – making concessions to benefit students
 - Identify needs and wants (4x)
 - Lack of parent support (in some cases Hispanic) (3x)
 - College credit needed during HS
- Communication
 - Create and sustain communication within community (4x)
 - Lack of communication – failure to educate community to the needs of the district (7x) – Right now it appears to be good
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 - Diversity of jobs in agriculture area and there is a need for electricians, plumbers, HVAC, irrigation
 - Work to keep retailers in business
 - Learn from other smaller communities
 - Need to attract younger workforce; competitive wages and benefits (3x)
 - Financial constraints – more community assistance
 - Our need to provide for our aging community may make it difficult to focus financially on upcoming generation
 - Setting short and long-term goals – strategic planning (4x)
 - Finding ways to attract youth back to community once they leave (2x)

- Differing opinions of vision in community
- Diversity
 - Lack of Hispanic family involvement
- Facilities
 - Securing a bond issue for new facilities (2x)
- Security

Funding

- Aging community impacts finances
- Government regulations
- Lack of funds (19x)

Staff

- Finding qualified staff (3x)
- Transition plan for retiring teachers and attracting new (2x)

Student Services

- Mental Health – behavioral health support (2x)
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- Academics
 - Vocational skills for students to move back and work in the area
 - All schools need to work together
 - Identify key areas where teachers will be retiring and target strategies for recruitment
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- Taking care of present facilities
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2017-2018 ENROLLMENT COMPARISON

(Based on NDE last Fri. in Sept., Report)

| GRADE | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Pre-K | 41 | 44 | 40 | 42 | 38 | 42 | 46 | 40 | 42 |
| K | 57 | 72 | 62 | 57 | 58 | 54 | 60 | 48 | 65 |
| 1 | 50 | 51 | 69 | 67 | 67 | 64 | 60 | 48 | 70 |
| 2 | 59 | 51 | 51 | 68 | 56 | 60 | 59 | 67 | 68 |
| 3 | 58 | 52 | 48 | 49 | 62 | 59 | 54 | 63 | 68 |
| 4 | 53 | 58 | 54 | 46 | 49 | 63 | 61 | 53 | 65 |
| 5 | 54 | 52 | 59 | 52 | 49 | 53 | 59 | 62 | 54 |
| 6 | 50 | 51 | 50 | 56 | 54 | 51 | 61 | 65 | 65 |
| 7 | 62 | 48 | 51 | 47 | 57 | 60 | 51 | 53 | 67 |
| 8 | 53 | 64 | 48 | 48 | 57 | 52 | 56 | 58 | 55 |
| 9 | 64 | 54 | 59 | 51 | 58 | 61 | 53 | 49 | 55 |
| 10 | 61 | 59 | 59 | 51 | 60 | 54 | 57 | 56 | 63 |
| 11 | 73 | 59 | 58 | 47 | 59 | 53 | 61 | 58 | 55 |
| 12 | 56 | 74 | 59 | 62 | 51 | 57 | 58 | 63 | 60 |
| TOTAL | 790 | 789 | 750 | 754 | 751 | 792 | 782 | 805 | 822 |

| Attendance Rate | Date Year | State | District |
|-----------------|-----------|--------|----------|
| 94.30% | 2008-09 | 94.86% | 94.34% |
| 94.10% | 2009-10 | 94.77% | 94.10% |
| 95.17% | 2010-11 | 95.18% | 95.17% |
| 94.99% | 2011-12 | 95.55% | 95.21% |
| 95.11% | 2012-13 | 95.30% | 94.99% |
| 94.60% | 2013-14 | 95.18% | 95.11% |
| 94.89% | 2014-15 | 95.17% | 94.60% |
| 95.44% | 2015-16 | 94.89% | 95.44% |
| 95.04% | 2016-17 | 94.59% | 95.67% |
| 95.04% | 2017-18 | 94.30% | 95.04% |

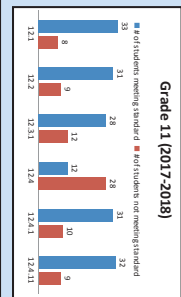
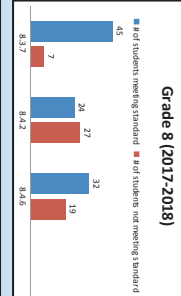
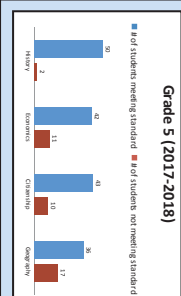
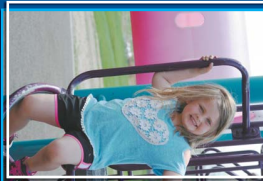
| Average Daily Membership or Enrollment K-12 (ADM) | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|-----------|-----------|----------|----------|----------|----------|----------|----------|
| Cost Per Pupil ENROLLLED In School | 720.64 | 693.51 | 692.28 | 698.23 | 735.83 | 772.64 | 754.14 | 785.95 |
| Average Daily Attendance K-12 (ADA) | 683.84 | 660.32 | 657.59 | 664.09 | 696.07 | 694.43 | 721.16 | 746.58 |
| Cost Per Pupil ATTENDING School | 1,408.713 | 1,410.439 | 1,417.88 | 1,478.43 | 1,489.42 | 1,509.20 | 1,504.32 | 1,589.01 |

Home of the Eagles!

TEACHER DATA

| | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|-------------|-------------|-------------|-------------|-------------|
| State Percentage of Teacher with Masters Degrees | 51.73% | 52.16% | 53.07% | 54.14% | 54.92% |
| District Percentage of Teacher with Masters Degrees | 66.67% | 64.38% | 60.27% | 61.64% | 58.90% |
| State Average Years of Teaching Experience | 14.56% | 14.34% | 14.15% | 14.09% | 14.03% |
| District Average Years of Teaching Experience | 20.88% | 19.85% | 18.42% | 17.84% | 18.16% |
| State Average Teaching Salary | \$49,659.00 | \$50,681.00 | \$51,520.00 | \$52,534.00 | \$54,422.00 |
| District Average Teaching Salary | \$50,315.00 | \$51,483.00 | \$51,223.00 | \$52,979.00 | \$54,704.00 |

| Grade Level | Reading | | Math | | Science | |
|-------------|---------|-------|------|-------|---------|-------|
| | OPS | State | OPS | State | OPS | State |
| 3 | 37 | 53 | 23 | 50 | | |
| 4 | 42 | 56 | 38 | 50 | | |
| 5 | 33 | 51 | 48 | 50 | 65 | 69 |
| 6 | 63 | 47 | 65 | 55 | | |
| 7 | 41 | 47 | 45 | 49 | | |
| 8 | 57 | 51 | 39 | 50 | 74 | 66 |



ASSESSMENT OF SOCIAL STUDIES STANDARDS

ALL O'NEILL PUBLIC SCHOOL STUDENTS

Nebraska State Accountability (NesA) - Math Growth

Percent Proficient - All Students

| School Year | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| 2011-2012 | 58.00 | 69.00 | 75.00 | 73.00 | 62.00 | 59.00 | 51.00 |
| 2012-2013 | 68.00 | 67.00 | 86.00 | 59.00 | 79.00 | 61.00 | 61.00 |
| 2013-2014 | 58.00 | 84.00 | 71.00 | 72.00 | 80.00 | 66.00 | 66.00 |
| 2014-2015 | 53.00 | 81.00 | 81.00 | 78.00 | 83.00 | 65.00 | 71.00 |
| 2015-2016 | 52.00 | 72.00 | 68.00 | 78.00 | 73.00 | 77.00 | 55.00 |
| 2016-2017 | 58.00 | 65.00 | 68.00 | 70.00 | 79.00 | 65.00 | 65.00 |
| 2017-2018 | 23.00 | 38.00 | 48.00 | 55.00 | 45.00 | 39.00 | ** |

The state developed a new English Language Arts Assessment for 2017. In 2018, the state also began to use the NWEA-developed NESAS assessment to measure student achievement.

Nebraska State Accountability (NesA) - Reading Growth

Percent Proficient - All Students

| School Year | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| 2011-2012 | 70.00 | 73.00 | 67.00 | 73.00 | 74.00 | 60.00 | 68.00 |
| 2012-2013 | 60.00 | 71.00 | 82.00 | 66.00 | 75.00 | 74.00 | 78.00 |
| 2013-2014 | 67.00 | 78.00 | 75.00 | 72.00 | 76.00 | 76.00 | 68.00 |
| 2014-2015 | 60.00 | 77.00 | 82.00 | 75.00 | 75.00 | 69.00 | 78.00 |
| 2015-2016 | 56.00 | 78.00 | 84.00 | 92.00 | 78.00 | 84.00 | 72.00 |
| 2016-2017 | 41.00 | 30.00 | 42.00 | 44.00 | 35.00 | 39.00 | ** |
| 2017-2018 | 37.00 | 42.00 | 33.00 | 63.00 | 41.00 | 57.00 | ** |

The state developed a new English Language Arts Assessment for 2017. In 2018, the state also began to use the NWEA-developed NESAS assessment to measure student achievement.

Nebraska State Accountability (NesA) - Science Growth

Percent Proficient - All Students

| School Year | Grade 03 | Grade 04 | Grade 05 | Grade 06 | Grade 07 | Grade 08 | Grade 11 |
|-------------|----------|----------|----------|----------|----------|----------|----------|
| 2011-2012 | 79.00 | 79.00 | 80.00 | 67.00 | 78.00 | 75.00 | 75.00 |
| 2012-2013 | 78.00 | 78.00 | 78.00 | 79.00 | 68.00 | 79.00 | 79.00 |
| 2013-2014 | 74.00 | 74.00 | 74.00 | 75.00 | 68.00 | 75.00 | 71.00 |
| 2014-2015 | 85.00 | 85.00 | 85.00 | 73.00 | 69.00 | 71.00 | 71.00 |
| 2015-2016 | 73.00 | 73.00 | 73.00 | 73.00 | 69.00 | 69.00 | 69.00 |
| 2016-2017 | 65.00 | 65.00 | 65.00 | 65.00 | 65.00 | 65.00 | 65.00 |
| 2017-2018 | 79.00 | 79.00 | 79.00 | 78.00 | 75.00 | 75.00 | 74.00 |

Radio Show
12-16-19

The 7th-12th grade vocal and instrumental music students performed their annual Ugly Sweater Holiday Concert yesterday, and the snow globe kind of snow really made it feel like Christmas! Thank you to Mr. Dean, Ms. Tschida, Mrs. Kloppenborg and all of the incredibly musically talented students we have in our programs!

Both the girls and boys basketball teams took on Hartington Cedar Catholic on Friday night. The boys fell to a strong HCC team by a score of 46-65, while the girls had an easier time posting a 61-49 win. They both host Pierce on Tuesday, the girls travel to Battle Creek on Friday, and both teams travel to Wayne on Saturday for their last games before Christmas. They will once again be taking part in the Stanton Holiday Tournament, which will take place on Friday and Saturday, December 27th and 28th, both teams take on Hartington-Newcastle on Friday, the girls at 2:00 and the boys at 3:45.

The wrestlers traveled to Columbus for a two-day dual tournament, ending up 5-4 after lots of wrestling. They defeated Ralston, High Plains, Shelby-Rising City, Bishop Healan, and Cozad while falling to Schuyler, Columbus Lakeview, David City, and Columbus. Brady Thompson and Ty Rainforth both went 9-0 and were selected to the All Dual Team. Other notable performances were turned in by Fabian Acevedo, who went 7-2, Oscar Lopez who went 7-2 and Riley Davis who was 6-3 on the weekend. We are hosting our JV tournament tonight, and the varsity will travel to Valentine on Friday for their Invite.

This year's NSAA 5-day Moratorium begins on Sunday, December 22nd and runs through Thursday December 26th. There should be no school activities or practices during those five days.

I need to apologize to Carson Belik...last week I called him Dylan, which is his brothers name, when I was announcing best actor awards at District One Acts. Sorry about that Carson...I need to get that right, because you will be hearing that name many times during speech season, as he's crazy talented! Speaking of crazy talented, hats off to the

St. Mary's One Act Team that won their state competition last week, well done Cardinals!

The Christmas spirit is in the air this year. The kindergarten classes teamed up with Scholastic Books to run a Pajama Drive. They collected nearly 50 pairs of children's PJs, which were paired with a book from Scholastic and donated to a local shelter.

Both schools are also in the middle of a food drive for our local food pantry. The food drive ends this Wednesday, so be sure to send your food to the school of your choice by then.

Mrs. Carre Klein, works with our students that are deaf or hard of hearing. Over the past two months, she has nominated two of our students, Saige Havranek and Kaleb Asche for the 2019 Rising Star Award. Nebraska Hands and Voices Guide by your Side along with the Nebraska EHDI recognize outstanding students with this award. Both Saige and Kaleb were selected for this special honor! They are great advocates for their own learning, making sure that all teachers are aware of what they need to be academically successful! Kaleb has also been participating in the Battle of the Books competition through the Nebraska Regional Program for the Deaf or Hard of Hearing. He and his teammates just learned that they have qualified to compete at Nationals April 3rd – 6th! We are very proud of both Saige and Kaleb! Keep up the great work and good luck at Nationals Kaleb!

It is time for us to refresh our students and staff technology at the HS at the end of this year. In order to make the best decisions possible for the next cycle of technology we are investigating all possibilities, including the option of moving to iPad technology rather than MacBook. Brent Catlett with Apple will be on hand tomorrow to share information regarding iPads as educational tools with teachers during their plan times and in a full staff meeting at 2:30. He will have iPads on hand so that teachers can actually try to use them in ways that would be useful to their students. The MacBooks have been wonderful tools for the past 13 years, we want to make sure we are making the best decision for the next 4-5 years when we make this new purchase.

We have a Board retreat or work session scheduled for today at 3:00. Marcia Herring with the Nebraska School Board Association will be on hand to facilitate our conversations and assist us in developing new board goals. At 6:45, our Committee on American Civics will be meeting and accepting any input from the public at this meeting concerning that topic. Following that meeting, we will hold our regular December meeting at 7:30. As always, all board meetings are open to the public.

This is our final week of classes before Christmas break. We will be dismissing at 1:30 on Friday, and classes will resume on Friday, January 3rd.

State of Education in Nebraska Community Engagement Tour
Monday, November 2nd, 2015

O'Neill Public Schools in cooperation with the Nebraska Association of School Boards, Nebraska Education Television, Nebraska Children and Families Foundation, and Nebraska Loves Public Schools is a host site for the State of Education in Nebraska Community Engagement tour. Other participating schools and communities include: Chadron, Pender, Kimball, Schuyler, Valentine, Cody-Kilgore and Auburn.

O'Neill's event will take place on November 2nd, beginning at 10:00 a.m. with an Early Childhood Educators Workshop. At 11:30 a.m. a Business Leader Engagement session will take place, and in the evening from 6:00 p.m. – 8:00 p.m. a town hall type Community Engagement session will take place. Community engagement should create a shared purpose for the district that embraces the complexity of issues and competing values that exist in every community. More information about locations for these meetings will come soon. If you are interested in attending one of the sessions, please let superintendent, Amy Shane know by calling (402)336-3775 or by e-mailing amyshane@oneillschools.org. You can also contact any O'Neill School Board member to let them know you are interested in participating in this exciting process.

O'Neill Public Schools Data Information

Board Presentation
August 2019

DIBELS Next

What are DIBELS? DIBELS are measures that help teachers and schools determine how students are performing on important reading skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. These measures are designed for students in grades K-8.

What skills are measured by DIBELS and why are they important? The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the “Big Ideas” of reading.

| | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|
| K (NWF) | 69 | 49 | 69 | 77 | 78 | 48 | 53 | 81 |
| 1st | 71 | 67 | 70 | 64 | 50 | 65 | 55 | 73 |
| 2nd | 59 | 69 | 65 | 67 | 59 | 53 | 60 | 58 |
| 3rd | 48 | 60 | 67 | 51 | 49 | 66 | 56 | 62 |
| 4th | 73 | 60 | 67 | 60 | 58 | 58 | 63 | 60 |
| 5th | 48 | 69 | 61 | 61 | 60 | 60 | 63 | 68 |
| 6th | 74 | 69 | 85 | 78 | 80 | 83 | 79 | 82 |

**END OF YEAR PERCENT OF STUDENTS AT GRADE LEVEL OR ABOVE IN ORAL READING FLUENCY (DIBELSnext)

EasyCBM Math

What is easyCBM Math? The easyCBM Math assessment is an online benchmark screening and progress monitoring system for kindergarten to 8th grade. The test items are multiple choice and testing occurs on a secure web site.

What skills are measured by easyCBM Math?

Math skills like geometry, number sense, algebraic thinking, and measurement are measured at each grade level K-6.

| | 16-17 | 17-18 | 18-19 |
|-----|-------|-------|-------|
| K | 49 | 56 | 75 |
| 1st | 62 | 76 | 74 |
| 2nd | 58 | 69 | 67 |
| 3rd | 61 | 52 | 65 |
| 4th | 54 | 49 | 44 |
| 5th | 68 | 70 | 82 |
| 6th | 48 | 58 | 61 |

**END OF YEAR PERCENT OF STUDENTS AT GRADE LEVEL OR ABOVE ON MATH ASSESSMENT (easyCBM NCTM Math)

NWEA MAP Reading & Math -- Grades K-6

What is NWEA? NWEA™ (Northwest Evaluation Association) is a global not-for-profit educational services organization located in Portland, Oregon. NWEA partners with over 3,500 educational organizations worldwide to provide research-based adaptive assessments, professional development, and research services. NWEA's mission is partnering to help all kids learn. As a result of NWEA tests, educators can make informed decisions to promote your child's academic growth.

What is the MAP? NWEA's assessments are called Measures of Academic Progress (MAP®). When taking these computerized adaptive tests, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

| | 17-18 | 18-19 |
|-----|-------|-------|
| K | 64 | 84 |
| 1st | 61 | 69 |
| 2nd | 65 | 70 |
| 3rd | 61 | 82 |
| 4th | 52 | 65 |
| 5th | 64 | 71 |
| 6th | 79 | 66 |

NWEA Reading

| | 17-18 | 18-19 |
|-----|-------|-------|
| K | 68 | 82 |
| 1st | 68 | 59 |
| 2nd | 84 | 83 |
| 3rd | 43 | 59 |
| 4th | 44 | 51 |
| 5th | 66 | 56 |
| 6th | 61 | 67 |

NWEA Math

Explanation of Growth - Elementary

- As you can see, most groups have shown growth from grade-to-grade over the past two years.
- We have implemented school-wide daily reading intervention time over the past two years. Starting this year, there will be a daily 10-minute math facts focus before math lessons start.
- Our students are matched with interventions by looking at student assessment and classroom data. Every 6-8 weeks, the MTSS team meets to discuss recent progress monitoring data and then makes intervention changes accordingly.

NWEA MAP Reading & Language -- Grades 7-10

What is NWEA? NWEA™ (Northwest Evaluation Association) is a global not-for-profit educational services organization located in Portland, Oregon. NWEA partners with over 3,500 educational organizations worldwide to provide research-based adaptive assessments, professional development, and research services. NWEA's mission is partnering to help all kids learn. As a result of NWEA tests, educators can make informed decisions to promote your child's academic growth.

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+ indicates growth from benchmark to benchmark.

| Reading | Winter 17-18 | Winter 18-19 | Winter 19-20 |
|---------|--------------|--------------|--------------|
| 7 | 68 | 69 | |
| 8 | 72 | 75+ | |
| 9 | 82 | 66 | |
| 10 | 80 | 84+ | |

| Language | Winter 17-18 | Winter 18-19 | Winter 19-20 |
|----------|--------------|--------------|--------------|
| 7 | 65 | 74 | |
| 8 | 77 | 76+ | |
| 9 | 79 | 76 | |
| 10 | 77 | 80+ | |

*** The above data represents the percentage of students who perform at either the Average, High Average or Hi ranges.**

NWEA MAP Math & Science -- Grades 7-10

What is NWEA? NWEA™ (Northwest Evaluation Association) is a global not-for-profit educational services organization located in Portland, Oregon. NWEA partners with over 3,500 educational organizations worldwide to provide research-based adaptive assessments, professional development, and research services. NWEA's mission is partnering to help all kids learn. As a result of NWEA tests, educators can make informed decisions to promote your child's academic growth.

What is the MAP? NWEA's assessments are called Measures of Academic Progress (MAP®). When taking these computerized adaptive tests, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

+ indicates growth from benchmark to benchmark.

| Math | Winter 17-18 | Winter 18-19 | Winter 19-20 |
|------|--------------|--------------|--------------|
| 7 | 67 | 67 | |
| 8 | 83 | 72+ | |
| 9 | 74 | 66 | |
| 10 | 83 | 80+ | |

| Science | Winter 17-18 | Winter 18-19 | Winter 19-20 |
|---------|--------------|--------------|--------------|
| 7 | 79 | 73 | |
| 8 | 81 | 66 | |
| 9 | 81 | 68 | |
| 10 | 83 | 76 | |

*** New Science Curriculum and Science Programming in 2018-2019 School Year.**

*** The above data represents the percentage of students who perform at either the Average, High Average or Hi ranges.**

MAP Assessment Summary -- Grades 7-10

- Students take the MAP benchmark assessments each fall (September) and each winter (January). Teacher focus is on measuring growth from fall to winter in a given year, fall to fall and winter to winter. Winter to winter 2017-2018→2018-2019 is included in this board report.
- Both increase and decrease can be impacted by a variety of factors.
 - Mobility of students both enrolling in the district and transferring can impact benchmarks. Last year's 9th grade class (10th grade in 2019-2020) is an example of this.
- Typically in the past our Science scores have been strong. The 2018-2019 school year was year one of the new Integrated Science Program (grades 9-12) and first full year of Amplify Science (Grades 7-8). The change in Science programming most likely had an impact on MAP Assessment Data.
- The 2019-2020 school year will include a 17 minute period of time each day that we will use in a variety of ways. We will include time for students to receive assistance and focus on areas of needed supports throughout the year.

| Name of School | School Organization | | | | | |
|---------------------|---------------------|-----|-----|-----|------|------|
| Adams Central | Pre-K -6 | | | | 7-12 | |
| Aquinas | | | | | | |
| Arlington | Pre-K - 6 | | | | 7-12 | |
| Ashland-Greenwood | Pre-K - 5 | | | 6-8 | | 9-12 |
| Auburn | Pre-K - 5 | | | 6-8 | | 9-12 |
| Bishop Neuman | | | | | | |
| Boone Central | Pre-K - 5 | | | 6-8 | | 9-12 |
| Boystown | | | | | | |
| Broken Bow | Pre-K -5 | | | 6-8 | | 9-12 |
| Central City | Pre-K - 4 | | | 5-8 | | 9-12 |
| Chadron | Pre-K - 2 | | 3-4 | 5-8 | | 9-12 |
| Chase County | | K-4 | | 5-8 | | 9-12 |
| Columbus Lakeview | | K-6 | | 7-8 | | 9-12 |
| Columbus Scotus | | | | | | |
| Conestoga | Pre-K - 6 | | | | 7-12 | |
| Cozad | Pre-K - 5 | | | 6-8 | | 9-12 |
| David City | Pre-K - 6 | | | | 7-12 | |
| Douglas Co. West | Pre-K - 5 | | | 6-8 | | 9-12 |
| Fairbury | Pre-K - 2 | | 3-6 | | 7-12 | |
| Falls City | Pre-K - 2 | | 3-5 | 6-8 | | 9-12 |
| Fillmore Central | Pre-K - 4 | | | 5-8 | | 9-12 |
| Fort Calhoun | Pre-K - 6 | | | | 7-12 | |
| Gibbon | Pre-K - 6 | | | | 7-12 | |
| Gordon Rushville | Pre-K - 5 | | | 6-8 | | 9-12 |
| Gothenburg | Pre-K - 6 | | | | 7-12 | |
| Grand Island CC | | | | | | |
| Hershey | Pre-K - 6 | | | | 7-12 | |
| Johnson Co. Central | Pre-K - 5 | | | 6-8 | | 9-12 |
| Kearney Catholic | | | | | | |
| Lincoln Christian | | | | | | |
| Lincoln Lutheran | | | | | | |
| Loganview | | K-6 | | | 7-12 | |

| | | | | | | |
|--------------------|-----------|--|---|-----|------|------|
| Louisville | Pre-K - 5 | | | 6-8 | | 9-12 |
| Madison | Pre-K - 5 | | | 6-8 | | 9-12 |
| Malcolm | Pre-K - 6 | | | | 7-12 | |
| Milford | Pre-K - 6 | | | | 7-12 | |
| Minden | Pre-K - 3 | | | 4-8 | | 9-12 |
| Mitchell | Pre-K - 6 | | | | 7-12 | |
| Norfolk Catholic | | | | | | |
| North Bend Central | Pre-K - 5 | | | 6-7 | 8-12 | |
| O'Neill | Pre-K - 6 | | | | 7-12 | |
| Ogallala | Pre-K - 8 | | | | | 9-12 |
| Omaha Concordia | | | | | | |
| Ord | Pre-K - 6 | | | | 7-12 | |
| Pierce | Pre-K - 6 | | | | 7-12 | |
| Raymond Central | Pre-K - 5 | | 6 | | 7-12 | |
| St. Paul | Pre-K - 6 | | | | 7-12 | |
| Syracuse | Pre-K - 3 | | | 4-8 | | 9-12 |
| Twin River | Pre-K - 6 | | | | 7-12 | |
| Valentine | Pre-K - 5 | | | 6-8 | | 9-12 |
| Wahoo | Pre-K - 5 | | | 6-8 | | 9-12 |
| Wayne | Pre-K - 6 | | | 7-8 | | 9-12 |

**6-8 Middle School
At O'Neill Public Schools**

Study Committee Members

Katie Wrede

Becky Corkle

Sara Young

Jennifer Troester

Amanda Schluns

Aaron Troester

Alex Miller

Ellen Boshart

Tara Osborne

Corey Fisher

Rhea Rider

Jill Brodersen

Bryan Corkle

Jim York

Michelle Reiman

Amy Shane

History of this Discussion

- 2014-15 School Year Board Set a Goal of Improving HS Facilities
- 2016-18 School Years Kindergarten Classes Exceeded 60 Students
- 2017-18 School Year Discussed the Possible Need for Additional Space at Elem.
- Fall of 2017 School Board Voted to Expand High School Facility
- Fall of 2018 Surveyed All Teachers About the Possibility of Moving 6th Grade to the Jr. Sr. High Building
- Fall of 2018 Put Middle School Study Committee Together
- 2018-19 School Year Met with Committee 3 times and Visited Boone Central and Aurora Schools

History of this Discussion

- 2018-19 School Year Met with Committee 3 times and Visited Boone Central and Aurora Schools
- Summer/Fall 2019 Anonymous Google Form Available for Staff and Community Questions
- Summer/Fall 2019 Communicated with Administrators From Other Schools Who Operate a 6-12 Campus.
- Fall 2019 Public Forum Concerning Middle School

Middle School Research

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=926050

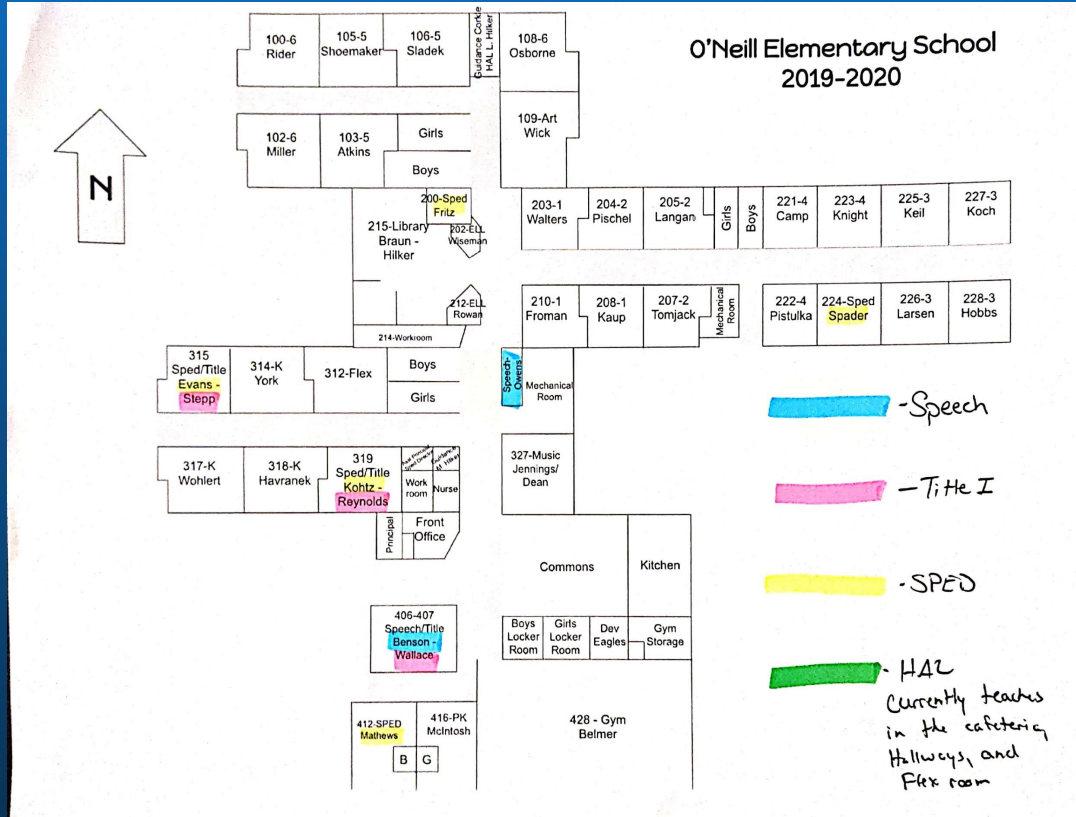
https://today.duke.edu/2007/02/sixth_grade.html

<https://www.publicschoolreview.com/blog/should-sixth-grade-be-in-elementary-school-or-middle-school>

<https://www.greatschools.org/gk/articles/high-school-success-connected-middle-school/>

<https://www.chalkbeat.org/posts/us/2018/02/22/abolish-middle-school-not-so-fast-new-study-says/>

Current 2019-2020 Elementary Map



Shared or no rooms:

-Evans (5)/Stepp (10)

-Kohtz(5)/Reynolds (12)

-Benson (1)/Wallace (15)

-L Hilker currently teaches classes of approximately 8-10 students in the Flex room, hallways, and cafeteria

-Katie Owens shares her room with three SPED students when they need breaks (10-15 times daily)

-OT/PT uses Flex room when available, but uses hallways, gym, and lunchroom when needed.

Current Space Concerns at the Elementary School

Mrs. Benson, Speech Pathologist shares a room with Mrs. Wallace, Title I

Miss Evans, 1st & 2nd grade Special Education shares a room with Mrs. Stepp, Title I

Ms. Kohtz, Special Education shares a room with Mrs. Reynolds, Title I

Mrs. Hilker, High Ability Learning shares an office with Mrs. Corkle, Guidance

Providers using the Flex Room, Cafeteria and Entryways, Mrs. Klein, Deaf Education, Mrs Neuheisel, Physical Therapy, Shelby and Mrs. Young, Mrs. Childers, Occupational Therapy, Mrs. Hilker, High Ability Learners classes.

Administrative Responses to Fall 2018 Teacher Survey and 2019 Public Survey

The Administrative Team reviewed and answered questions from both the teachers and community surveys at their summer retreat. Many hours of additional spirited debate on both sides of the pros and cons of moving 6th graders to the Jr. Sr. High School took place at administrative meetings during the 2018-19 school year. We also discussed scheduling possibilities with Becky Corkle. The administrative team believes that this is the best way to resolve the elementary space issues.

Example Class Schedule: <http://bit.ly/2LtENgw>

HAL and Title assistance would be taught during intervention time, same as now

Intervention would occur for the first 15 minutes of their quarter classes and quarter class will be for 30 minutes.

The 4 quarter classes would only cause one period of Art to change.

The current 6th grade Special Education caseload is the smallest in the district, as 2 students qualify. That caseload would be combined with next year's 6th grade caseload.

Students in need of EL support will continue to receive it from an endorsed teacher.

See proposed for PE time (slide 6). Mr. Eichelberger would teach this rather than a study hall.

Impact of Moving 6th Grade

1. Space at the Elementary will be improved.
2. Sixth Graders will have more opportunities (quarter classes) and the chance to adjust to the building without the pressure of activities.
3. Sixth Graders will have a Digital Citizenship Class to teach them how to use their laptops responsibly when they get to take them home as 7th grade.
4. This move will not require additional funding. Three 6th grade teachers will move with the students and Mrs. Brodersen

1. How will the district keep the middle school separated from the high school? In particular, keep the high school students from having contact with the middle school students.

The new addition provides a special wing for middle school students. Quarter classes outside of that wing have direct paths without being in the actual High School hallways. There is no guarantee that they will never run into a High School student, but it is greatly minimized by the new configuration. Middle school students have their own restrooms and we can attain separation for breakfast and lunch in the new commons/cafeteria area. They will enter through separate doors in the mornings and after-school. They will also have their own locker rooms.

2. Is the elementary class sizes still increasing or are they remaining the same?

They are currently remaining steady, at about 60 students per grade level.

K- 57

1st - 53

2nd - 58

3rd - 66

4th - 46

5th - 61

6th - 60

Teachers currently sharing rooms at the elementary include - speech and Title I, Title I and Special Education, Title I and Special Education, HAL on a cart or in the commons, Elementary assistant principal and SPED director

3. Do you really feel 6th graders are mature enough to be in a high school setting?

No they are not mature enough to be in a High School setting, but we do feel they are mature enough to be in a middle school setting which is our goal and what we are trying to achieve.

4. Will the new music room be able to handle the additional kids, band instruments and other equipment?

If there is room for High School band there will also be room for Middle School band classes too. Storage should be adequate. Mr. Dean, Miss Tschida, the guidance staff and administration will work together to make sure it can accomodate.

5. What would music concerts entail? (Soundasational Singers/ 6th Grade, Band, 6th Grade Choir)

The band and choir directors would make these decisions. We may have 4th - 5th be a part of Soundsational Singers.

6. How will younger and much more impressionable 6th grade students be kept apart from high school students and even 7th and 8th grade students or will they have to interact in the hallways, bathrooms and other areas?

See question 1, as far as keeping 6th graders separated from 7th and 8th grade, we don't see the need to separate them.

7. What will be required of students and teachers for classes that normally share teachers among grade school students such as music, art, PE, etc?

The staff at the High School will be able to accommodate one additional grade in terms of music, art, PE, etc.

8. How many extra teachers will be required or will teachers or students be required to travel from the elementary to high school?

We don't believe that any extra teachers will be required. Three classroom teachers will relocate to classrooms at the Middle School.

9. What circumstances have led to a need or desire for the 6th grade to be moved to high School campus?

Space issues at the Elementary School sparked the conversation, we currently have 6 teachers that are doubled up (see question 2), one on a cart and 2 administrators sharing space. This would resolve the space issues. The differences between 6th graders and their younger peers another reason to consider a middle school concept.

10. What benefit is there for moving 6th grade to the high school campus?

See question 9, 6th graders can become familiar with the building and class schedule without being involved in activities. The 6th graders could take part in exploratory classes which might help them begin to consider career ideas. They will learn more responsibility and how eligibility, etc. works. Some of these classes that have been considered are Technology, creative writing, Guidance, and art (most of these classes can be taught in the Middle School wing).

11. What is the number of administration positions that will need to be added?

Zero, we don't plan to add administrators, just reassign duties to current administration.

12. Is this to be voted on by the public in an upcoming election?

No, but there has been a study committee made up of parents, board members, staff, and administrators that have studied the issue and we also will be holding a community meeting in the fall to answer questions about this issues.

13. How is this proposed project to be paid for?

There should be no additional costs associated with this move.

14. How does this benefit the students and schools?

Space and opportunities

15. What is the projected target date for this plan to be implemented?

Currently, we are proposing this change would take place during the 2020-21 school year.

16. Do you plan to expand our pre-school program if 6th graders move to the Jr. Sr. High School?

We do not plan to expand our pre-school at this time.

17. How would lunch and breakfast work?

There would be a 6-8 lunch period and a 9-12 lunch period. The 6th graders would eat at their own tables, 7th graders at their own tables, and 8th graders at their own tables. For breakfast, there will be tables at the end of the 100 hallway for them to sit at.

18. Will this be staffed with an assistant principal?

The Middle School would be staffed with an assistant middle school/high school principal.

19. Who will be the administrator for the middle school?

Jill Brodersen will be the assistant middle school/high school principal.

20. Will the elementary principal have to manage both buildings?

No, Mr. York will become K-5 principal. The administrative team meets weekly and will monitor the administrative needs at both buildings and make adjustments accordingly.

21. Will the high school principal add the middle school to his plate?

No, he will share duties for this with an assistant principal

22. Will another principal be hired to manage the new middle school?

No

23. How will the awards, groups and activities be laid out? Will the 6th grade combine with the current junior high for sports, music etc...or will they "stand alone"?

The 6th grade students would be included in a "middle school award ceremony". They would also take part in middle school music programs and the middle school music teacher might choose to have a middle school select choir, similar to the Soundsational Singers. Sixth graders cannot participate in Jr. High sports per the NSAA and NDE

24. Will the 6th graders still have recess, and if so where? If not, what other things will they do to replace recess time?

Currently, 6th graders only have a noon recess (20 minutes). They would likely have time around their lunch as the 7th and 8th graders do now. No formal recess.

25. Can you honestly tell me that having the maturity of a 6th grader and the maturity of a senior in one building is a good idea? I mean kids already know more than they should at young ages. Do we really need to subject 6th graders to high schoolers?

See question #1 and #6

26. How do you justify unused classroom space at the elementary? You built more classrooms and want to move 6th graders to the high school because of spacing issues? I don't see the justification for that.

Currently there is a flex room that is used for meetings, counselors, reading groups, physical therapy. See question #2, there would be fewer teachers/programs sharing space.

27. It makes me sick to think of my little kids going to school at the high school. Whether you try or not - you will not shield these kids from each other. I can't imagine how terrifying that will be for kids. As far as administrative positions...that's a topic for another questionnaire.

See question #1 and #6, if you have specific concerns please let an administrator know and we can brainstorm solutions.

28. Will the 6th graders have quarter classes, and if so, what will they be?

We are planning for the 6th graders to have quarter classes. At this time we anticipate those will be art, guidance, digital citizenship, and creative writing.

QUESTIONS RESPONSES 13

13 responses



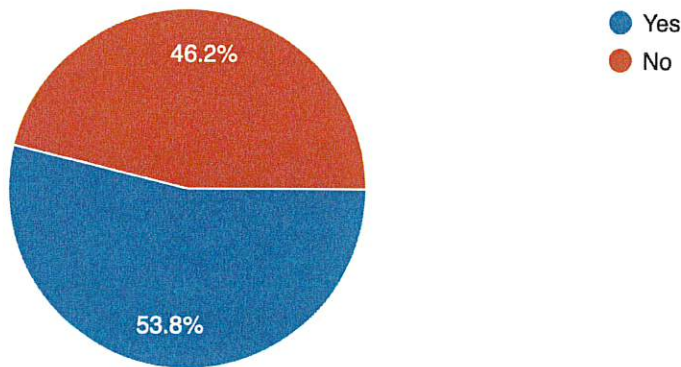
- SUMMARY
- INDIVIDUAL

Accepting responses



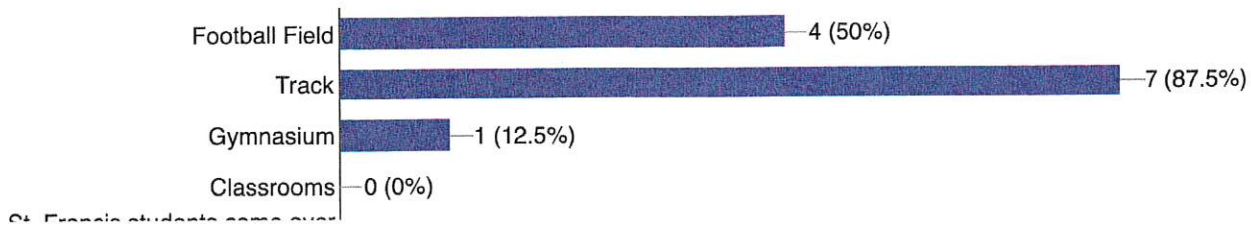
1. Does the private school(s) located in your district use your facilities for any of their activities? If the answer is no, skip to Question 2.

13 responses



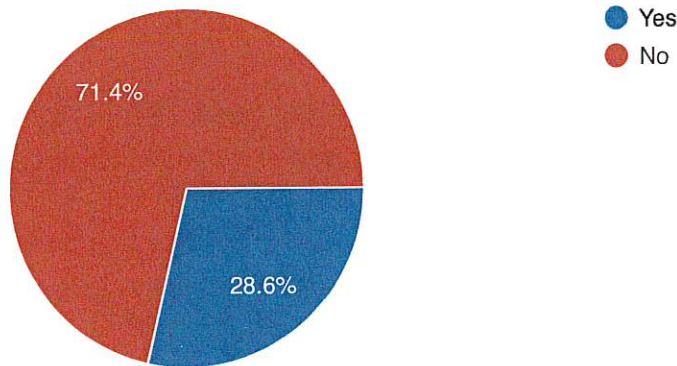
If you answered yes to the previous question, which facilities do they use?

8 responses



Does the private school(s) pay anything to use these facilities?

7 responses



If yes, how much do they pay to utilize the public school facilities?

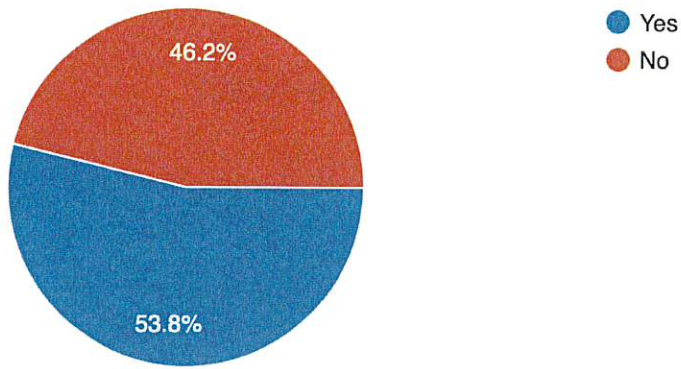
2 responses

\$150 per event plus the cost/wage of our staff member on duty

\$500.00

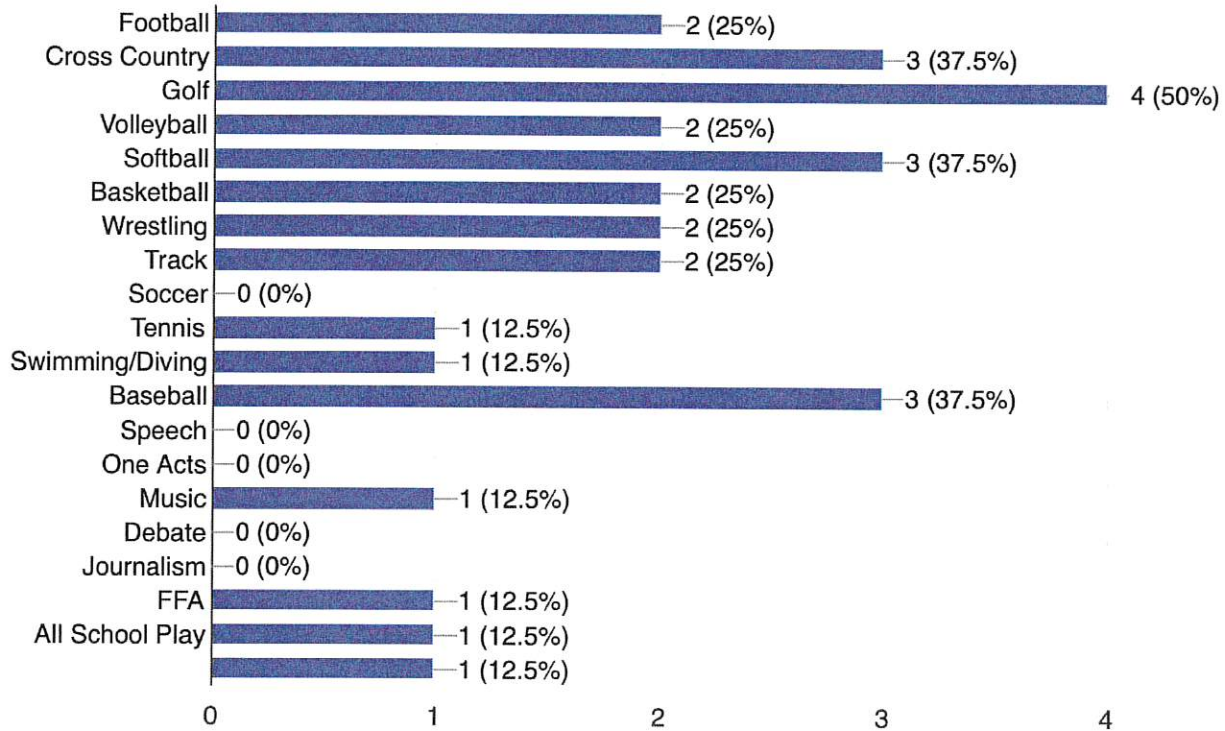
2. Do you coop any activities with your private school(s)? If the answer is no, skip to Question 3.

13 responses



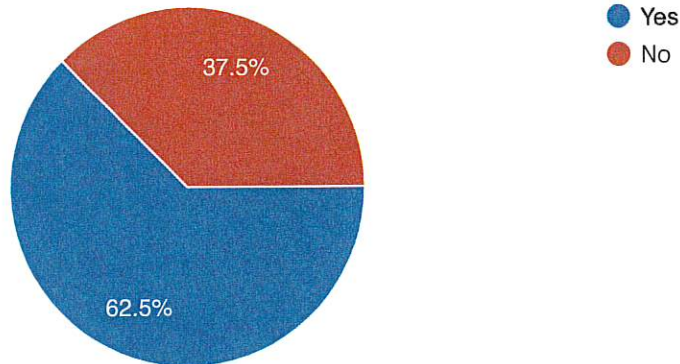
If yes, what activities do you coop?

8 responses



Does the private school(s) pay anything to support the coop?

8 responses



If yes, how much do they pay to support the coop?

5 responses

50% as needed

50%

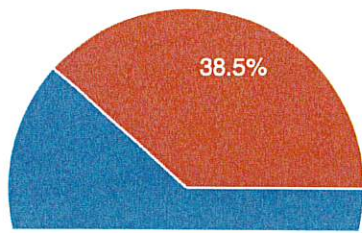
We pretty all the bills from our Joint Account, this is also where we deposit all receipts from joint activities.

We split up the activities, so the head school pays the bill.

25%; it is a three-team coop where we pick up 50% and the other two schools pick up 25% each

3. Does the private school(s) utilize any academic classes offered by your school? If the answer is no, skip to Question 4.

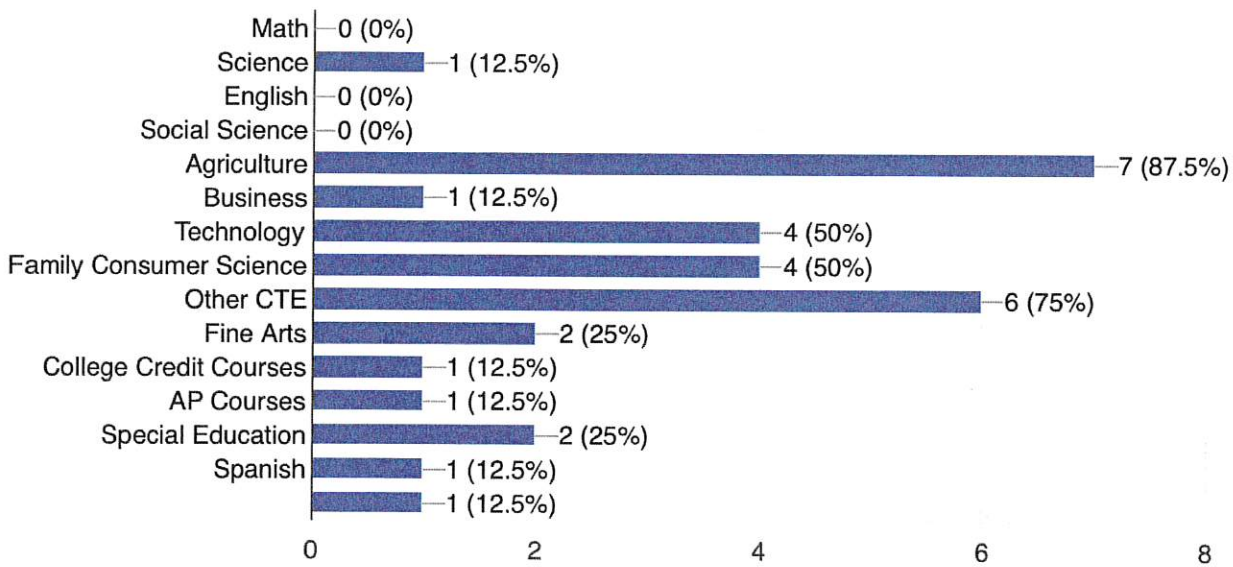
13 responses



● Yes
● No

If so, what classes do they participate in?

8 responses



Does the private school(s) pay anything to participate in your academic classes?

10 responses



● Yes

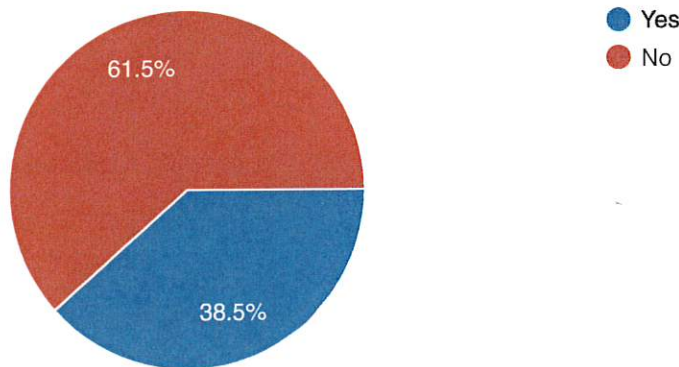
If yes, how much do they pay for these academic offerings?

1 response

If the course is SENCAP career Academy Course, they pay the SCC tuition.

4. Do you offer summer school to your private school(s) students?

13 responses



If so, how much do they pay for summer school courses?

4 responses

\$100 per course

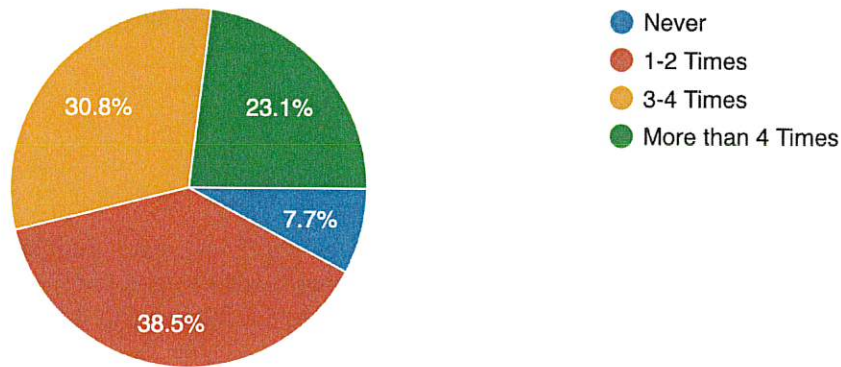
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\$150/course utilizing Odesseyware

This would be credit recovery with payment from the student if space allowed- no recent enrollments

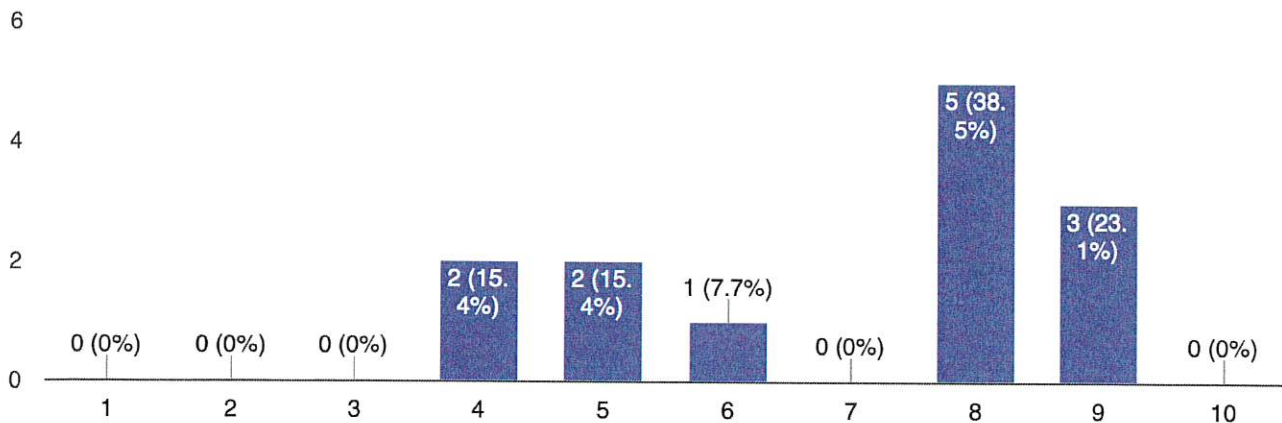
5. How often do you meet with the administration from your private school counterpart(s) each year?

13 responses



6. On a scale of 1-10, with 1 being terrible and 10 being perfect, how would you describe your school's relationship with their private school counterpart(s)?

13 responses



7. Is there anything else you would like to share about your relationship with the private school(s) in your district?

7 responses

Students can only take non-core classes.

It depends on the issues as to how we get along.

We have a great relationship between our two private schools and one public school. The relationship has improved immensely since we don't play each other in athletics any longer!!

We are exploring sport cooperation opportunities - none at this time.

Generally, I think we have a good relationship.

We actually send some high school kids down to Neumann to participate in their Ag/FFA program. Additionally, we offer on a yearly basis for their kids to come up and participate in industrial tech and college credit courses, but I'm not certain their leadership makes that known to the students and parents. In addition to the day-to-day relationship, it is also strained by the need to pass a bond for more facilities as we are growing.

Primary interactions with private schools include textbook loan, sharing of federal grants, and special education services.

What is your name?

12 responses

Dan Polk

Chad Denker

Jeff Rippe

Bill McAllister

Greg Sjuts

Jeff Jensen

Ron Hanson

A. J. Johnson

Dr. Jami Jo Thompson

Brandon Lavaley

Timothy J Heckenlively

Cindy Gray

What public school district do you represent?

12 responses

Elgin Public

David City

Bellevue Public Schools

West Point Public

Humphrey Public School

Central City Public Schools

North Platte Public Schools

Hartington-Newcastle

Norfolk

Wahoo Public

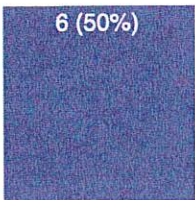
Falls City Public Schools

Elkhorn Public Schools

How many private schools reside in your district?

12 responses

6



4



| | Special Ed Director | | | | | | | | | |
|---------------|---------------------|-----------------|-------------|--------------------|-----------------|-------------|---------------------|---------------------|--------------------|-------|
| School Name | 2017-18 Salary | Additional Comp | Benefits | Total Compensation | Years in System | Total Years | Pre-K-12 Enrollment | Special Education % | Free and Reduced % | ELL % |
| BROKEN BOW | \$86,000.00 | | \$15,075.00 | \$101,075.00 | 4 | 15 | 860 | 16% | 40% | 3% |
| O'NEILL | \$75,380.00 | \$2,006.00 | \$33,774.00 | \$111,160.00 | 4 | 16 | 816 | 17% | | |
| DAVID CITY | \$83,250.00 | | \$29,212.00 | \$112,462.00 | 5 | 15 | 630 | 21% | 41% | 3% |
| COZAD | \$77,000.00 | \$220.00 | \$35,602.00 | \$112,822.00 | 3 | 8 | 950 | 11% | 52% | 5% |
| CONESTOGA | \$86,000.00 | | \$31,225.00 | \$117,225.00 | 3 | 3 | 718 | 16% | 26% | * |
| BOONE CENTRAL | \$83,112.00 | \$6,327.00 | \$36,585.00 | \$126,024.00 | | | 626 | 15% | 33% | * |
| MITCHELL | \$87,750.00 | \$1,300.00 | \$38,556.00 | \$127,606.00 | 4 | 5 | 715 | 8% | 46% | * |
| WEST POINT | \$96,000.00 | | \$39,033.00 | \$135,033.00 | 11 | 27 | 736 | 16% | 60% | 8% |
| CENTRAL CITY | \$92,560.00 | \$500.00 | \$38,911.00 | \$131,971.00 | 5 | 17 | 744 | 18% | 45% | * |