

O'Neill Public Schools
Board of Education Board of Education Retreat
Monday, February 15, 2016

Board Members

Amy Jo Rowse - President
Coby Welke - Vice President
Michael Hammerlun - Vice President-Elect
Barton Becker - Member
Monica Huber - Member
Aaron Troester - Member

Board Secretary

Kathleen Marvin

Administrators

Michael Rotherham - Superintendent
William Wragge - High School Principal
Jim York - Elementary School Principal
Jill Brodersen - Junior High School Principal
Nathan Larsen - Activities Director
DeAnna Clifton - Special Education Director

Board Treasurer

Carol Hammerlun

Attendance Taken at 3:16 PM.

Amy Rowse: Absent
Delight Becker: Present
Ellen Boshart: Present
James Gotschall: Present
Jim Sibbel: Present
Tom Stepp: Present

Posted:

1. **Call to Order**
 - 1.A. Roll Call
 - 1.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**
 - 7.A. Legislative Discussion
 - 7.B. Review of Board Goals
 - 7.C. Review of Elementary Re-structuring Plan
 - 7.D. 2016-2017 Staffing
 - 7.E. Certified Staff Extended Contracts
 8. **Adjournment**
-

Kathleen Marvin
School Board Secretary Holt Co. Dist. #7

High School Football/Track Complex: ()=payment still needs to be made.

Adamson Distributing-\$3,000

KBRX-\$3,000

Shad's Electric-\$3000

Torpins Rodeo Market-(\$350)

Great Western Bank-(\$350)

O'Neill Electric-(\$3000)

O'Neill High School Gym:

Torpins Rodeo Market-(\$350)

Cole Redi Mix-\$3000

Great Western Bank-(\$350)

Shad's Electric-\$3000

Adamson Distributing-\$3000

State Farm-\$3000

Tri-County Bank-(\$3000)

Anson Insurance-(\$3000)

Emme Construction-\$350

Ranchland Auto-\$350

O'Neill Family Eyecare-(\$3000)

Dennis Commodities-\$3000

Gutshall/Blumenstock Eyecare-(\$3000)

Grosch Irrigation-(\$3000)

Stepp Co-(\$3000) ——— make ✓ to

Avera Medical-(\$3000)

O'Neill Elementary Gym:

Anson Insurance-(\$1000)

Torpins Rodeo Market-(\$150)

Income: We have collected \$24,700 thus far and expect a minimum of another \$4350 if the remaining business pay by the year. I believe we will get another \$22,000 in one time payments this school year and have 7 businesses that will pay by the year. This would add \$2250/year for the next 9 school years.

Potential projects: New scoreboards for a gym (\$11,000), Display board for Track/Football complex (to be used for displaying times for track and as a message board for football games) (\$24000), State Champion signs by O'Neill City limits (\$400/sign x 4 signs?)



FAIR-PLAY
by **TRANS-LUX**

S6901

model no: TL Vision 20mm Full-Color Digital Video Display

Design Proposal

TL Vision TL Energy Fair-Play



8ft by 2ft sign at top
\$290.00

smaller stats signs
40" x 6" approx
\$40.00 ea

O'NEILL PUBLIC SCHOOLS

Amy Shane, Superintendent

P.O. Box 230 – 410 E. Benton

O'Neill, NE 68763

Phone: (402) 336-3775 FAX: (402) 336-4890

Junior-Senior
High School
2-336-1544
2-336-2812

Elementary
School
2-336-1400

High School
Guidance
Counselor
2-336-2667

Activities
Director
Phone
2-336-1415
336-1105 fax

To: NVC Superintendents
From: O'Neill Public Schools
Re: Bids for the 20014-15 and 2015-16 NVC Volleyball Tournaments

First of all, we want to thank you for your interest in working with our school. The Niobrara Valley Conference schools bring great fans and athletes to our facilities, and it is always a pleasure to work with you. The following is O'Neill Public Schools' bids for the 2014-15 and 2015-16 Niobrara Valley Conference Volleyball Finals:

2014 Volleyball – NSAA week 17, October 31, 2014

2015 Volleyball – NSAA week 17, October 30, 2015

Cost to NVC = \$425 rental fee

O'Neill supplies = Line judges, clock operator, gate workers, concession stand, and hospitality room

NVC supplies = Official score keeper, libero tracker, and programs

Respectfully submitted,

Amy Shane
Superintendent, O'Neill Public Schools

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February 9, 2016

Dear Members of the Education Committee,

I am the superintendent of O'Neill Public Schools and am writing today in support of Senator Scheer's bill, LB 883. This support is lent with a fair dose of caution. O'Neill Public Schools has been non-equalized since the 2012-2013 school year. Since that time, there has been a steep increase in the local property taxes needed to run our school district, although the current district general fund budget of expenditures is less than it was in 2008-09. This situation is fair to neither our taxpayers nor our students. I have included information regarding the demographics of our district as well as information concerning the financial situation of our district.

LB 883 suggests one way to provide some relief to our local land owners without further impacting students. The per pupil foundation aid suggested in this bill would allow approximately one million dollars in direct property tax relief to District 7 taxpayers in the 2016-17 school year and twice that by the 2019-20 school year. O'Neill's general fund levy for the 2015-16 school year was \$0.76. Obviously we are not up against the levy lid of \$1.05 that is currently in place, and can continue to raise taxes to run our school district...on the backs of a small number of taxpayers in our district. They deserve some relief.

At the beginning of this letter I said that I was providing this support with caution. That caution comes because of my fear of providing tax relief in my district on the backs of taxpayers from those districts benefiting from the current state aid formula. These districts are also responsible spenders with many needs within their districts. All students in Nebraska deserve to receive monetary support from our state for an appropriate education. It is the job of the legislature and education community to figure out a way to help my students without "robbing" the students of Norfolk. I believe that Senator Scheer's bill is a good start, although amendments may be necessary to ensure benefit to students in all districts in our state.

Sincerely,

Amy Shane
Superintendent, O'Neill Public Schools



A Proud Past . . . An Enlightened Future

Member North Central Association of Colleges and Schools

Educators Health Alliance to Seek Competitive Bids for Health Insurance Program

The Educators Health Alliance (EHA) Board of Directors at its February 9th meeting has approved a resolution for "...the issuance of a Request for Proposal (RFP) to determine the insurance company for the EHA Plan and to direct our consultant to proceed immediately in preparation for a September 1, 2017 coverage effective date."

The EHA consultant, Kevin Dolsky of Actuarial & Health Care Solutions, will additionally engage a team of consultants and actuaries from the nationally recognized firm Buck Consultants in conducting the issuance, evaluation and analytics associated with the RFP.

It is anticipated the request of Notice of Intent to Bid and the RFP will be released in March 2016.

The EHA plan's insurance coverage includes more than 80,000 education employees, early retirees and their dependents in more than 400 school groups. The statewide health care network was formed 45 years ago. A 12-member board representing the Nebraska Council of School Administrators (NCSA), Nebraska State Education Association (NSEA), and the Nebraska Association of School Boards (NASB) governs the health care plan.

Second Part of Governor's Property Tax Relief Package to be Heard by Education Committee

On February 4th the Revenue Committee conducted a marathon public hearing for LB 958, the first part of the Governor's property tax relief package. The bill is intended to slow down the increase in statewide ag land valuation and to slow the growth of property taxes levied by the political subdivisions.

The second part of the Governor's property tax relief package is up next. **LB 959**, introduced by Senator Kate Sullivan on behalf of the Governor, will be heard in the Education Committee on Tuesday, February 9th beginning at approximately 1:30 p.m. (CT).

LB 959, the companion bill to LB 958, would provide "controlled growth" for education entities with the intent to "more closely align with the financial circumstances of the state's taxpayers by reducing the growth in property tax burdens and enhancing local accountability." (*Statement of Intent, LB 959*)

[Bill Summary](#), LB 959

Senator Sullivan issued the following notification and general information regarding the public hearing for LB 959:

- LB 959 will be televised on NET2 and Internet via NET.
- There will be a 3 minute time limit for all testifiers.

- Please add new information that has not previously been stated by other testifiers and do not be repetitive of previous testimony.
- If you are not testifying and will be submitting a letter for the record ahead of time - please get those to Sen. Sullivan's office (to Mandy) by no later than 1 hour prior to the hearing if you want it read into the record. These letters are entered into the official transcript and exhibits for the bill, but do not appear on the committee statement of the bill. The preference is for 12 copies, but electronically is also acceptable if received in due time.
- If you or your organization want to appear on the published committee statement for a bill - you must testify at the hearing.

NCSA Notes:

LB 959 is obviously a significant bill pending in the 2016 Session. ***NCSA will appear in opposition to this legislation.*** If you plan to testify on LB 959, please let us know so we can assist you in any way possible (mike@ncsa.org, [402-429-6055](tel:402-429-6055)). If you wish to submit a letter to the Education Committee, you may either send it to NCSA or email directly to Senator Sullivan's office (Mandy at mmizerski@leg.ne.gov). If you send it to NCSA, we will make copies that will be delivered to each member of the Education Committee (mike@ncsa.org).

2016-2017 Budget Workshop



February 15, 2016

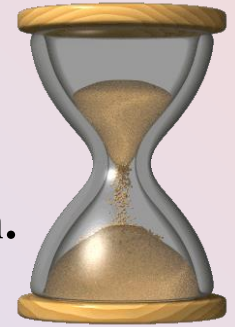
3:00

**O'Neill Public Schools
Central Office - Board Room**

Budget Guidelines:

- *Certified Budget Authority – maximum amount a school district may budget to spend. Grant funds, Special Ed spending, and lid exclusions are not included in the overall total.*
- **The actual amount a school district expends during the fiscal year cannot exceed its Budget of Expenditures.**
- **The Cash Reserve is the amount of funds the district expects to have on hand during and at the end of the fiscal year. O’Neill Public Schools is limited to 35% of total reserves in the General Fund, Employee Benefit Fund and the Total Requirements in the Depreciation Fund.**
- **It is recommended to carry a minimum of 3-4 months of expenditures in reserve.**

Budget Development Timeline:



April 2016-

- ✓ **Budget Authority & Allowable Reserve Percentage Certification.**
- ✓ **State Aid Certification**

August 20, 2016-

- ✓ **Assessed valuation is certified by the county.**

Prior to September 20th, 2016-

- ✓ **Public Hearing on the Proposed 2016-2017 Budget.**
- ✓ **Public Hearing on Property Tax Requests.**
- ✓ **Final Adoption of the 2016-2017 Budgets at regular board meeting.**

September 20, 2015-

- ✓ **Deadline for filing the budget & LC-2 with the State Auditor, County Clerk and the Nebraska Department of Education.**

October 13, 2015

- ✓ **Deadline for filing property tax requests with State Auditor, County Clerk & Levying Board.**

Legislative Restrictions for 2016-2017:

The local property tax statutory levy total for the general fund and special building fund, is \$1.05 for the 2016-2017 fiscal year.

$$\frac{\text{School District Valuation} * \text{Levy}}{\$100} = \text{Local Property Tax}$$



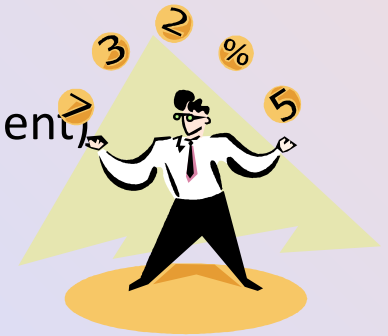
O'Neill Public Schools District General Fund:

General Fund- finances all facets of services rendered by the school district.

The General Fund expenditures are limited by state statute. The General Fund tax for 201-2017 is limited to \$1.05

General Fund Increases for Fiscal Year 2016-2017:

- ✓ **Increase in salaries** - \$191,085 (without horizontal movement)
- ✓ **HS Energy project** - \$538,950.00 (other payment to come from the Building Fund)



General Fund Revenue Considerations for 2016-2017:

- ✓ **Valuation** – unknown but has increased double digits the last two years.
- ✓ **Possible increase in state aid in the form of foundation aid, depending on this legislative session.**

OPS Depreciation Fund

- The district Depreciation Fund exist to offset costly capital outlay by reserving such monies from the General Fund. We currently have **\$644,784.25** in the Depreciation Fund. We will use this for the Elementary roof project in the summer of 2017.



SOURCES AND USES OF FUNDS

**HOLT COUNTY SCHOOL DISTRICT 0007, IN THE STATE OF NEBRASKA
(O'NEILL PUBLIC SCHOOLS)
LEASE PURCHASE AGREEMENT, SERIES 2016
\$4.080M New Money Project
BQ, Non-Rated, 2020 Final Maturity, Level Debt Service
[Preliminary -- for discussion only]**

Dated Date 04/15/2016
Delivery Date 04/15/2016

Sources:

Bond Proceeds:	
Par Amount	4,145,000.00
	4,145,000.00
	4,145,000.00

Uses:

Project Fund Deposits:	
Project Fund	4,080,000.00
Delivery Date Expenses:	
Cost of Issuance	62,175.00
Other Uses of Funds:	
Bond Rounding	2,825.00
	4,145,000.00
	4,145,000.00

BOND DEBT SERVICE

HOLT COUNTY SCHOOL DISTRICT 0007, IN THE STATE OF NEBRASKA
(O'NEILL PUBLIC SCHOOLS)
LEASE PURCHASE AGREEMENT, SERIES 2016
\$4.080M New Money Project
BQ, Non-Rated, 2020 Final Maturity, Level Debt Service
[Preliminary -- for discussion only]

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
12/15/2016	505,000	0.950%	33,950.00	538,950.00	
06/15/2017	505,000	0.950%	23,063.75	528,063.75	1,067,013.75
12/15/2017	515,000	1.150%	20,665.00	535,665.00	
06/15/2018	515,000	1.150%	17,703.75	532,703.75	1,068,368.75
12/15/2018	525,000	1.300%	14,742.50	539,742.50	
06/15/2019	520,000	1.300%	11,330.00	531,330.00	1,071,072.50
12/15/2019	530,000	1.500%	7,950.00	537,950.00	
06/15/2020	530,000	1.500%	3,975.00	533,975.00	1,071,925.00
	4,145,000		133,380.00	4,278,380.00	4,278,380.00

BOND SUMMARY STATISTICS

**HOLT COUNTY SCHOOL DISTRICT 0007, IN THE STATE OF NEBRASKA
(O'NEILL PUBLIC SCHOOLS)
LEASE PURCHASE AGREEMENT, SERIES 2016
\$4.080M New Money Project
BQ, Non-Rated, 2020 Final Maturity, Level Debt Service
[Preliminary -- for discussion only]**

Dated Date	04/15/2016
Delivery Date	04/15/2016
First Coupon	12/15/2016
Last Maturity	06/15/2020
Arbitrage Yield	1.319307%
True Interest Cost (TIC)	1.319307%
Net Interest Cost (NIC)	1.320812%
All-In TIC	1.955320%
Average Coupon	1.320812%
Average Life (years)	2.436
Weighted Average Maturity (years)	2.436
Duration of Issue (years)	2.400
Par Amount	4,145,000.00
Bond Proceeds	4,145,000.00
Total Interest	133,380.00
Net Interest	133,380.00
Bond Years from Dated Date	10,098,333.33
Bond Years from Delivery Date	10,098,333.33
Total Debt Service	4,278,380.00
Maximum Annual Debt Service	1,071,925.00
Average Annual Debt Service	1,026,811.20
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
Total Underwriter's Discount	_____
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life	PV of 1 bp change
Serial Bonds	4,145,000.00	100.000	1.321%	2.436	976.90
	4,145,000.00			2.436	976.90

	TIC	All-In TIC	Arbitrage Yield
Par Value	4,145,000.00	4,145,000.00	4,145,000.00
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-62,175.00	
- Other Amounts			
Target Value	4,145,000.00	4,082,825.00	4,145,000.00
Target Date	04/15/2016	04/15/2016	04/15/2016
Yield	1.319307%	1.955320%	1.319307%

TAX LEVY REPORT -- NET DEBT SERVICE

HOLT COUNTY SCHOOL DISTRICT 0007, IN THE STATE OF NEBRASKA

(O'NEILL PUBLIC SCHOOLS)

LEASE PURCHASE AGREEMENT, SERIES 2016

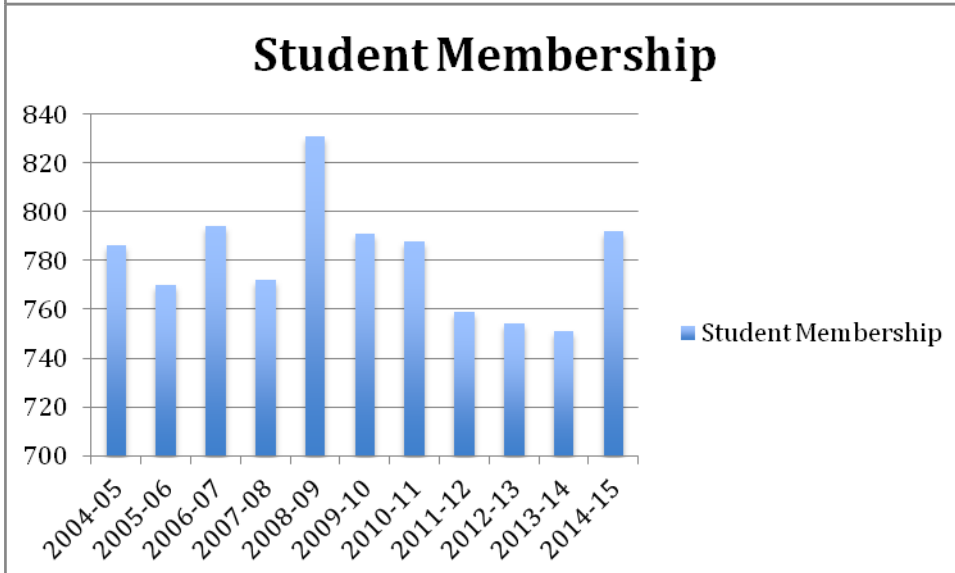
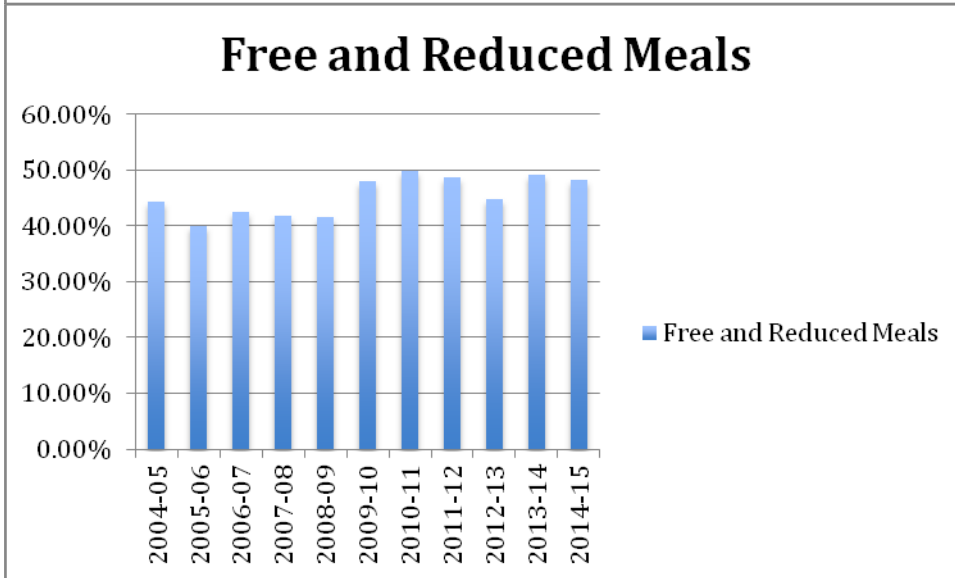
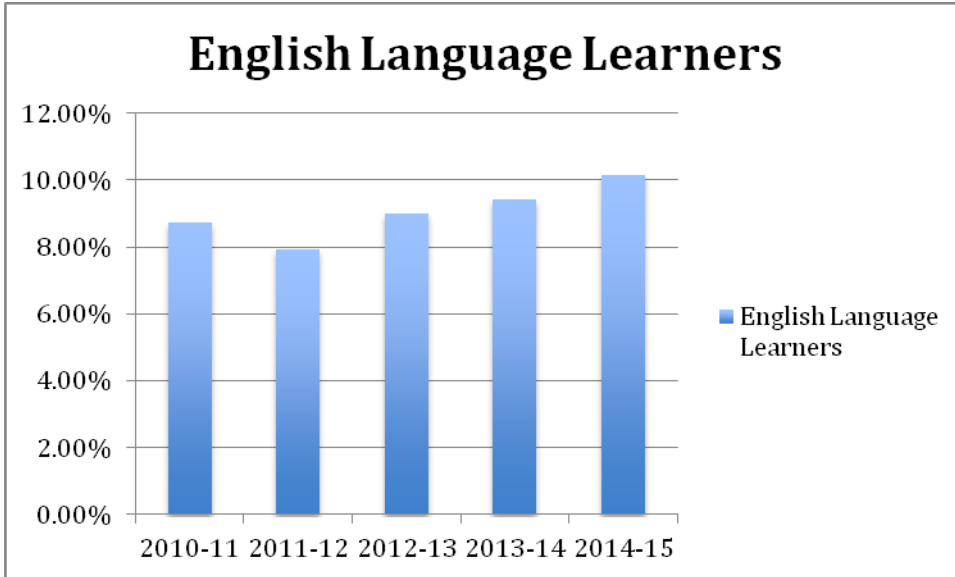
\$4.080M New Money Project

BQ, Non-Rated, 2020 Final Maturity, Level Debt Service

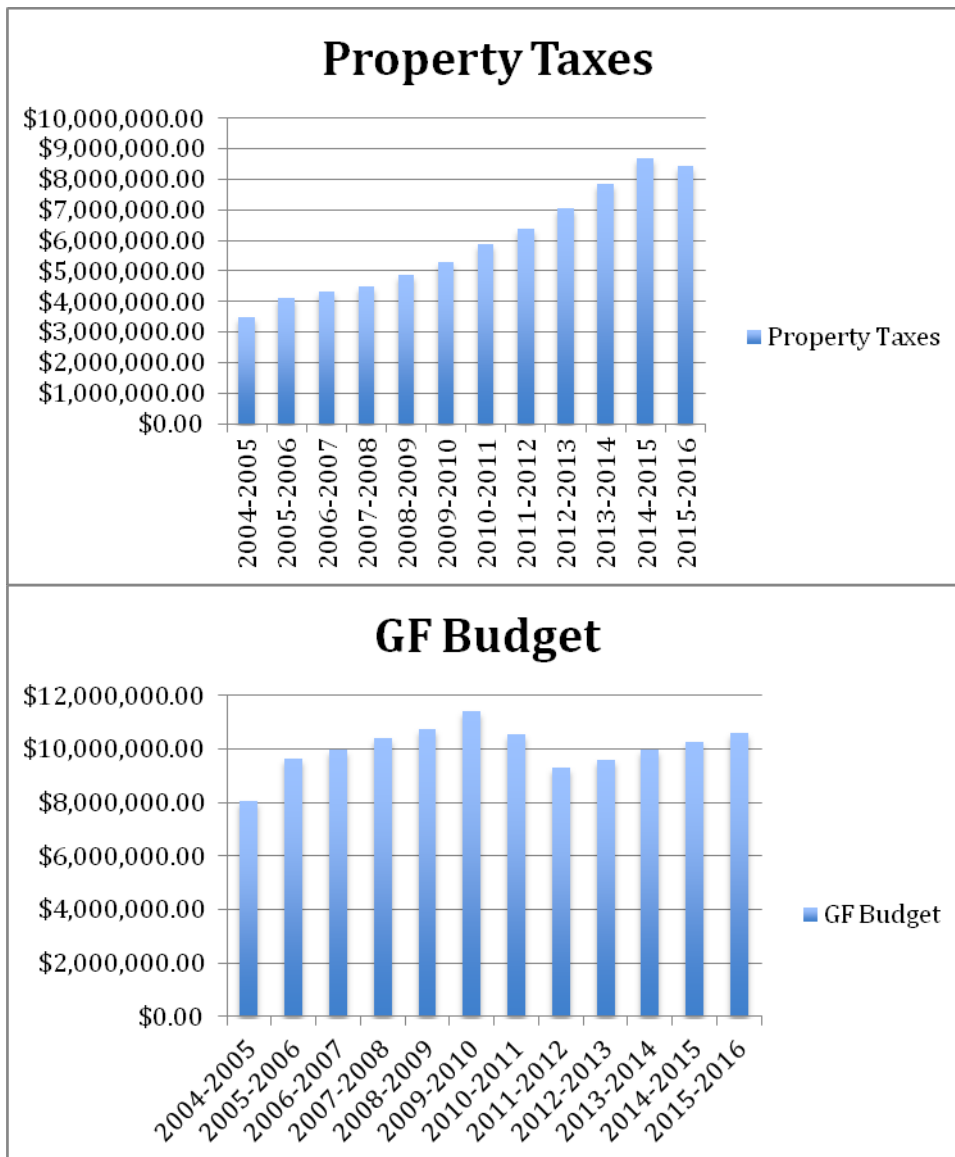
[Preliminary -- for discussion only]

Date	Debt Service	Net Levy	Assessed Valuation	Levy (cts per \$100)
06/15/2017	1,067,013.75	1,067,013.75	1,039,871,009	0.102610
06/15/2018	1,068,368.75	1,068,368.75	1,039,871,009	0.102741
06/15/2019	1,071,072.50	1,071,072.50	1,039,871,009	0.103001
06/15/2020	1,071,925.00	1,071,925.00	1,039,871,009	0.103082
	4,278,380.00	4,278,380.00		

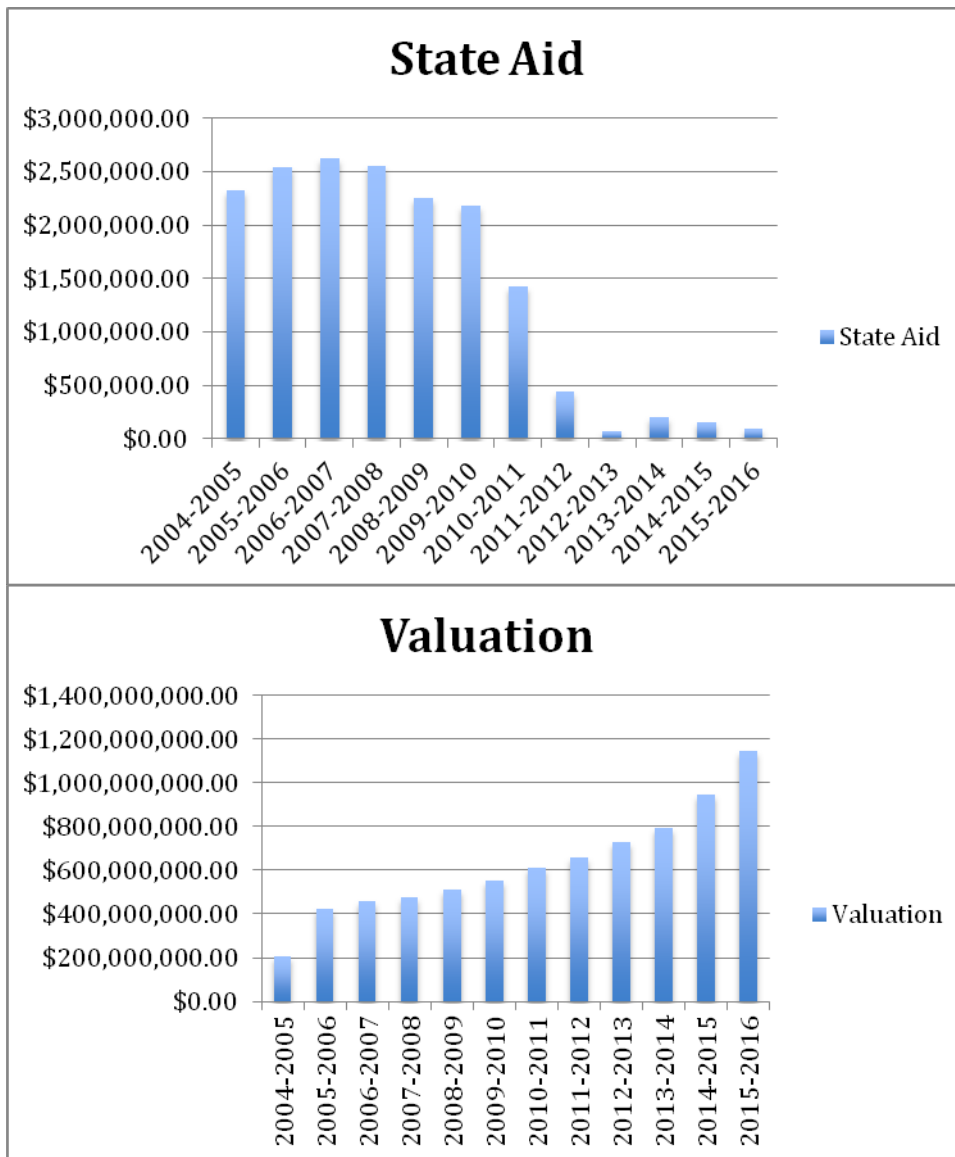
O'Neill Public Schools' Demographics



O'Neill Public Schools Financial Data



O'Neill Public Schools Financial Data





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)
 - Teachers retiring
- 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
 - Lack of accountability from administration, board, and staff
- Community
 - Lack of support and involvement (8x)
 - Housing shortage and affordable housing(5x)
 - Community needs to keep growing for schools to survive (5x)
 - Aging community and replacing people in jobs (4x)
 - 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)
 - Lack of professionals for behavioral support

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

- 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
 - Educating students to become translators for future employment
- Communication – create a plan, involve all stakeholders, and communicate action steps. Be proactive and not reactive. (7x)
 - PTA communication – fliers, meetings, reaching out to involve others by recognition and listening to everyone
 - Offer times that work for Hispanic parents to attend events, i.e. conferences and continue to provide translators
 - Start small and get individual groups to address questions/answers
 - Go door to door with survey
 - Keep events happening like this community engagement and conversations
 - Committees – “Task Force” from all stakeholder groups – check into other communities and identify the programs, services and activities they are providing and what is working well for them

- Grow family involvement by registering to vote so they can be interested and active in the process
- Strategic planning – short and long-term goals (5x)
 - Prioritize the direction of community and utilize the funds (2x)
 - Who will take the lead?
 - Address immediate needs
- Consistent message to all stakeholders (3x)
- Community awareness - (O'Neill Pride) – more cohesion between two schools, HCED, Chamber of Commerce, City Council
 - Platforms to engage and understand
 - Leadership with consistent message (2x)
 - Get kids involved (5x)
 - Understand the impact the school has on the community
 - Public relations KBRX and newspaper – highlight successes

Facilities

- Taking care of present facilities
 - Prepare now for a future bond issue – how to get the word out
- Parent engagement
 - Provide flexible hours to grow parent involvement – hard to make activities
- Taxes – get rural community involved – big \$\$ come from ag land with few votes
 - Understanding the revenue
 - School should be more transparent with finances (3x)

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



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.

What do you do for entertainment if no football game?

- Hang out with friends, drive around main street, bowling, Dairy Queen

III. Describe a quality education:

- Extracurricular activities: Art, Music, Speech
- Offer different specialized learning opportunities even if it is one student hooked up with the community college to attend a class
- Teachers are great mentors to assist us
- Mentors: They have different teachers who touch their lives "They are not really teachers, they are people who care about us, and on the backend they are teachers." (Smile and laughter)

- Coaches are also their teachers so they get extra personal connection with them.

Community viability:

- With Northeast Community College added there is dual credit offered for credits toward college.
- Student gave example when smaller communities lose their school, it can cause a town to disappear.
- When asked about community viability, they felt the community supported them well with activities and school events.

Post-secondary education or life outside of high school:

- Electrician, teacher, journalist and cheer coach, IT Systems tech and come back to O'Neil if there are job opportunities
- Most wanted to try college and then come back

IV. Whose responsibility is it to educate you?

- 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 Elementary Restructuring Plan

All actions addressed in the following plan are put into place to benefit students in our identified subgroups as in need of improvement in accordance with being on Year 4 of not reaching AYP.

Part 1- Create a Four Year-Old Preschool Program at O'Neill Elementary

Situation- Identification of student needs and early intervention are essential in student growth and development. The current inability to influence the early education and intervene in terms of needed special services has created a challenge in helping our students that eventually enter O'Neill Elementary. Each year students that are identified as ELL/Migrant join our Kindergarten students and we need to reach these students sooner. With the addition of a preschool we would be able to meet their needs in terms of earlier language acquisition. The current partnership with Lucky Learners has helped, however, the curriculum that is utilized at Lucky Learners does not match the needs that we most need addressed before they come to O'Neill Elementary as it is a play based program. The needs at O'Neill Elementary are that students coming into Kindergarten are able to provide certain academic knowledge as well as follow directions and understand the difference between right and wrong.

Recommendation- Approve the addition of a four year-old preschool program at O'Neill Elementary.

How Recommendation Relates to Our School Improvement Goal/Process- The earlier the identification of and intervention for Special Education students, the greater the opportunity to show academic progress. The ability to help those students that are migrant or identified as ELL will assist them in learning the language. These steps will help our staff to increase the knowledge base of our students prior to being assessed on the NeSA test.

Options Reviewed- We have had the partnership at Lucky Learners Preschool which has benefited our students but not to the degree that staff and administration feel is needed in our students. Lucky Learners is required to use the Head Start provided curriculum which they can not change. The idea of eliminating any preschool services was considered and rejected by the team as this would be an even larger detriment to our student population.

Benefit- By creating a four year-old preschool program at O'Neill Elementary, we would be able to provide our incoming Kindergarten students with the early instruction and intervention to benefit them as they move into the upper grades. It would let us house our preschool teacher under our own roof and have control of the curriculum and instruction that is provided to the preschool students. This program would fit the needs of our identified groups and provide dividends moving forward for these children. This would provide services to six additional four year-old students and fifteen three year olds that could attend Head Start in place of four year-old students.

Personnel Involved- Ms. Sokol, who we currently employ at Lucky Learners Preschool, would move from that location to O’Neill Elementary. We would also transition Mrs. Krysl, who is a district para-educator working as a one to one para-educator at Lucky Learners, to the Elementary School as a preschool para-educator. State law requires a preschool to have a para-educator if a preschool holds more than eleven students per session.

One-Time Funding for the Program-

NDE Early Childhood Expansion Grant	\$60,000
NDE Start up Grant	\$25,000
Accountability Grant	<u>\$14,240 (portion of teacher salary)</u>
Total:	\$99,240

Immediate and Long-Term Costs-

1 time costs to the district- (estimated amounts)

fence lower level playground with gate	310 ft of fence with 2 gates	\$6,700
teachers desk		\$350
teacher chair		\$75
student tables	6 rectangle/1 kidney	\$1,000
file cabinet	3 drawer	\$200
student chairs	5 groups of 5 chairs (175/group)	\$875
educational activity rug	5x7 feet	\$60
activity tables	2 tables	\$200
kitchen set		\$125
toys/puzzles/games		\$750
curriculum	Creative Curriculum	\$2,000
other instructional items		\$1,000
Gold Assessment Subscription		\$375
General Supplies		\$500
Additions to playground area and/or other needs		<u>\$10,790</u>
Estimated Total		\$25,000

Current/recurring costs to the district-

Teacher costs	60,033.48
Para educator costs	25,229.46

Measuring Results- The State of Nebraska requires preschools to use the Gold Assessment as a means of meeting state instructional benchmarks for all preschool age students if they are partnered with a public school institution. This would be one form of assessment. We would also look at Dibels scores in Kindergarten and higher grade levels as students progress to monitor the impact of a preschool on the students. We would also use data collected from the Reading Mastery curriculum used K-6 to monitor the progress. MAPS testing will be

utilized when students reach grades 1-6 and NeSA testing will be used when these students reach grades 3-6.

Program Outline-

Schedule: Two sessions of preschool Monday-Thursday (Friday as Gold entry day and prep time) 8:00-11:30 am for Session 1 and 12:00-3:30 for Session 2 (3 ½ contact hour required by state law). Preschool would follow the regular school district calendar for holidays and days off.

Location: The Preschool would be housed in one of the current Kindergarten classrooms adjacent to the small playground. This location is ideal as it has access to a dedicated restroom as well as outside access to the playground, which will need to be fenced for student safety. The Kindergarten classroom currently in that room will be relocated to another classroom in the building.

Meals: Students will be provided snack and lunch if attending the morning session, lunch and snack will be provided for those attending the afternoon session.

Curriculum: Creative Curriculum would be utilized as it best fits the needs of the school district for incoming Kindergarten students from all the options considered. We would also have the freedom to adapt and modify the curriculum as needed to best meet the needs of the individual students and help prepare them for Kindergarten. Preschool classes will also have access to Art instruction, Counseling classes, the Library and the gym. This will give them an opportunity to get used to the physical space and expectations of the elementary school.

Part 2- Create RTI Model of Tiered Interventions for Academics and Behavioral Concerns

Creating a Tiered intervention model that works specifically on identifying steps and progressions to assist students as their needs increase in the school setting is a necessary step for our building. This plan will provide a blueprint for teachers as to interventions at each step along the tier and how we can best help students be successful. Each Tier will be accompanied by a series of interventions that can be utilized to improve student performance and/or behavior. Minimal to no funding will be needed as this will be a job for the current RTI team, SAT team and Special Education Department. They will utilize data to help identify students that fit in each tier. The goal is to have a strategic approach to assisting students by using data and staff referrals to meet the needs of our struggling students as soon as a concern is identified.

Tier 1- (85% of students on average) General Students/Tier I - are at Core needs. Basic instructional and behavioral strategies.

Tier 2- (10% of students on average) On Watch/Tier II students- Additional instructional and behavioral supports needed for these students with intervention strategies included for this level. This tier will require parent notification and improvement plans.

Tier 3- (5% of students on average) Intervention/Tier III- needs more structured intervention, SAT/RTI Team meetings, Parent Meetings, Behavioral Plans, Strategic interventions. These are the intensive students that are the most at risk academically or behaviorally.

Tier 3 Pre-referral- After all fidelity checks of previous interventions referral for Special Education or optional placement may be suggested.

Part 3- Increasing Parent Involvement

This section is based upon the research that increased parent involvement will lead to improved student performance. Parent involvement will be a benefit to all students in the school. Minimal funding for programs such as Muffins with Mom and Donuts with Dad will be required.

Reinstate Muffins with Moms event- Getting mothers into the school building and strengthening the bond between mothers and the school.

Reinstate Donuts with Dads event- Similar to Muffins with Moms, this event is to increase the presence of the fathers in our school building and strengthening the bond between fathers and the school.

Continue to build current family programs- Family Reading Night, Family Math Night and Junior Eagles Boosters as existing programs and parent involvement groups that we have currently in place. Math and Reading night typically draw around 300 participants including students and parents. The Junior Eagles Boosters is a developing parent/teacher organization that has made strong gains over the school year.

Add new family involvement programs- A group of teachers are interested in starting a Family Science Night. Organized demonstrations presented by older students to show younger students; as well as hands on activities for younger students and families to participate in. Possibility of Grandparents Day, Celebrity Readers, One parent engagement activity per grade level is a possibility such as wax museum, Nebraska Fair, etc.

Focus on increasing presence of fathers in the school building- Utilize one of the programs obtained from the National Title I Conference which are free to school districts. These programs are research based to improve student performance; having the father actively engaged in a child's education can raise a child's test scores by up to 40%.

Part 4- Analysis of Programs and Instructional Practices

Adjust schedule to best fit the needs of our student population. Specifically identify times to help groups identified as not making AYP.(Special Education, ELL, Economically Disadvantaged). No funding necessary for this step.

Change to Reading Block Schedule- Currently Reading Blocks are in the morning with Kindergarten-3rd Grade from 8:45-10:15 and 4th-6th Grade from 10:30-12:00. An adjustment of moving the 4th-6th Grade block to the afternoon from 1:10-2:40. The reason for this is providing the maximum amount of staff members to service these groups. Currently during the 4th-6th Grade Reading block we have paras unavailable to help as they are serving as recess monitoring paras and have personal lunch times. By adjusting this time there will be more paras available. Another factor with the current reading block is that older students are hungry by the time their block is roughly half over. This change will allow this group of students the benefit of lunch to recharge their systems prior to working on Reading instruction.

Alter Intervention Time to blocks for more staff availability- Currently interventions are done on a grade level basis. By creating intervention blocks where K-3 and 4-6 will have intervention time together and this will be a time available for all staff to assist, we will best fit the needs of our students and having the classroom teachers doing the specific interventions. The other staff will be able to work in a support role with those students identified as at Core level. All intervention will be data driven using Dibels, MAPS, Reading Mastery and NeSA data.

Create Walk to Math Program in Grades 3-6- Students will be leveled within grades to best meet their needs. We will have one class that will be an inclusion classroom with specific support from the Special Education teacher to best serve the needs of our identified students. This will allow us to get extra assistance to those in need and push those students that are able to work at a higher level. This will service our identified group of Special Education and also challenge the HAL and other upper level students more than we are currently.

Continued Implementation of Marzano's Instructional Model- This summer with Grant assistance we are working with the Marzano Academy on the implementation of the Marzano Instructional Model. The Department of Education requires districts to choose an instructional model that best fits our needs. The building team will attend trainings this summer and be the point people in regards to the implementation of the instructional model over the course of the next couple school years.

Continued Review of Current Curriculum- This year the Language Arts Department K-12 has been analyzing the effectiveness and the gaps in our current Language Arts Curriculum as the Department of Education released the new Language Arts Standards this school year. Each year a new set of standards will be released and that curriculum area will work to make sure their current curriculum aligns with those standards and identifying areas of improvement needed with each standard implementation.

**2015-2016
Probationary Teacher Report**

Pay Group ID	Employee Name	Years of Service with OPS	Tenure Year
CERTIFIED	HAVRANEK, SARAH	3.00	4/15/2016
CERTIFIED	REIMAN, MICHELLE	3.00	4/15/2016
CERTIFIED	LANGAN, JILL	3.00	4/15/2016
CERTIFIED	MATHEWS, LORI	3.00	4/15/2016
SPTHERAP	OWENS, KATHLEEN	3.00	4/15/2016
CERTIFIED	STEPP, MELANIE	3.00	4/15/2016
ADMIN	WOODLE, DANIEL	3.00	4/15/2016
CERTIFIED	CHILDERS, CURTIS	2.00	4/15/2017
CERTIFIED	KAUP, AMY	2.00	4/15/2017
CERTIFIED	MILLER, ALEX	2.00	4/15/2017
CERTIFIED	ROWAN, KATHERINE	2.00	4/15/2017
CERTIFIED	SHOEMAKER, CRYSTAL	2.00	4/15/2017
CERTIFIED	MCINTOSH, CHELSEA	2.00	4/15/2017
ADMIN	FISHER, COREY	2.00	4/15/2017
CERTIFIED	BELMER, ASHLEY	1.00	4/15/2018
CERTIFIED	CAMP, DEREK	1.00	4/15/2018
CERTIFIED	CORKLE, REBECCA	1.00	4/15/2018
CERTIFIED	DEXTER, RYLEE	1.00	4/15/2018
CERTIFIED	GOTSCHALL, CARY	1.00	4/15/2018
CERTIFIED	HORACEK, ANTON	1.00	4/15/2018
CERTIFIED	LARSEN, HEATHER	1.00	4/15/2018
CERTIFIED	SPADER, KENNETH	1.00	4/15/2018
CERTIFIED	VANDERBEEK, KENDRA	1.00	4/15/2018
CERTIFIED	WOODLE, RACHEL	1.00	4/15/2018

HS Principal	Salary	Benefits	Yrs. Experience
Ainsworth	\$82,000	\$26,253	10/1
Boone Central	HS \$87,000	\$31,427	15/3
Boone Central	Middle School \$87,450	\$31,506	10/5
Broken Bow	\$91,750	\$34,946	26/3
Broken Bow	Ass. Principal \$84,850	\$28,920	15/8
Central City	HS \$103,694	\$35,839	27/13
Central City	Middle School \$90,000	\$32,137	19/1
Madison	HS \$100,251	\$36,772	19/15
Madison	Middle School, Curr. Dir. \$80,000	\$33,070	7/2
Ord	\$99,052	\$35,109	23/11
Pierce	\$87,664	\$34,966	22/21
St.Paul	\$94,726	\$17,013	15/5
O'Neill	\$106,038	\$36,433	18/2

Elem Principal	Salary	Benefits	Yrs. Experience
Ainsworth	\$91,116	\$34,078	26/26
Boone Central	\$116,000	\$20,332	30/18
Broken Bow	\$91,750	\$34,946	22/8
Broken Bow	\$76,750	\$27,501	34/34
Central City	\$90,640	\$34,506	16/2
Madison	Principal, AD \$80,000	\$33,070	7/2
Ord	\$91,896	\$33,855	22/6
Pierce	\$82,500	\$31,284	10/3
St.Paul	\$83,419	\$34,912	11/3
O'Neill	\$92,400	\$22,718	14/3

Activities Director	Salary	Benefits	Yrs. Experience
Ainsworth			
Boone Central	\$70,448	\$30,110	11/4
Broken Bow			
Central City	\$84,650	\$21,454	17/16
Madison	Elem Principal		
Ord	.75 AD .25 Teacher \$60,120	\$26,191	43/20
Pierce			
St.Paul			
O'Neill	\$84,102	\$15,351	26/26

School	Total for Principals & AD	Enrollment
Ainsworth	\$173,116	480
Boone Central	\$344,898	648
Broken Bow	\$345,100	798
Central City	\$368,984	636
Madison	\$260,251	509
Ord	\$251,068	615
Pierce	\$170,164	735
St. Paul	\$178,145	694
O'Neill	\$282,540	767

Technology Director

	Salary	Benefits
Ainsworth	\$24.75/hour	90% Family Insurance
Boone Central	.5 FTE \$25,663.60	Full Family Insurance
Broken Bow	\$67,037.00	Family
Central City		
Madison		
Ord		
Pierce		
St. Paul		
O'Neill		

Speech Pathologist

	Salary	Benefits
Ainsworth		
Boone Central	\$60,092.00	Full Family Insurance
Broken Bow	\$54,952.00	Full Family Insurance
Broken Bow	\$60,819.00	Employee/Spouse Insurance
Broken Bow	\$55,215.00	Full Family Insurance
Broken Bow	\$73,710.00	
Central City		
Madison		
Ord		
Pierce		
St. Paul		
O'Neill		

School Psychologist

	Salary	Benefits
Ainsworth		
Boone Central	.625 FTE \$42,337.50	Full Family Insurance
Broken Bow	\$58,007.00	Full Family Insurance
Broken Bow	\$49,335.00	Employee/Spouse Insurance
Central City		
Madison		
Ord		
Pierce		
St. Paul		
O'Neill		

Section 400 – Personnel

Certificated Employees - General

Certificated Employee Individual Contracts

File: 406.03

The board will enter into a written contract with certificated employees, other than administrators, employed on a regular basis. Each contract will be for a period roughly corresponding to the school year.

It shall be the responsibility of the superintendent to complete the contracts for certificated employees and present them to the board for approval. Upon receipt of the contract, the certificated employee will have until the date specified on the contract or the date specified by the board to sign and return the contract to the Superintendent. If contracts are not returned within this period, the position will be considered open and candidates will be secured to fill the vacancy.

The board of education shall establish annually the number of contract days for certified staff in order to encompass legally required student hours, instructional objectives, and necessary staff development activities.

The board of education will exercise its discretion in determining whether any additional days will be made up at the end of the school year due to loss of days from inclement weather.

The board of education will review annually those staff members who are to receive extended contracts for completion of professional obligations which do not normally fall within the parameters of a regular contract year. Extended contracts will be paid at a rate equivalent to the employee's computed regularly contracted daily rate.

A certificated employee may not be required to accept employment for the next school year prior to March 15. The contracts, after being signed by at least one board member, shall be kept on file in the administration offices.

Legal Reference: Neb. Statute 79-817 to 822

Cross Reference: 408 Certificated Employee Termination of Employment

Approved _____ Reviewed _____ Revised _____

2015-2016
Extended Contracts

Employee Name	Number of Days
Braun, Michaela	6
Brown, Steven	20
Dean, Chad	20
Hilker, Mindee	5
Knabe, Krystl	20
Milne, Dianne	10
Schueth, Rita	3
Wallace, Sally	5