

BOARD RETREAT
Wednesday, January 4, 2023 6:00 PM

ESU 1 - 211 10th Street, Wakefield, NE 68784
502 Wakefield Street
Laurel, NE 68745-0008

Agenda

- I. CALL MEETING TO ORDER
- II. APPROVAL OF AGENDA AND CHANGES TO AGENDA
- III. EXCUSE ABSENT BOARD MEMBERS
- IV. DISCUSSION ITEMS
 - IV.1. KNOWING OUR ESU PARTNERSHIP
 - IV.2. KNOWING OUR SCHOOL DISTRICT
 - IV.3. GOAL SETTING FOR 2023
 - IV.4. PERSONNEL
 - IV.5. REGULAR BOARD MEETING AGENDA PREVIEW
 - IV.6. COMMITTEE MEETINGS TO SCHEDULE
- V. ADJOURN



Educational Service Unit #1

"Providing Innovation, Leadership and Service"

211 Tenth Street • Wakefield, NE 68784-5014

402.287.2061 • Fax 402.287.2065

www.esu1.org

Dr. Bill Heimann, Administrator

SERVING: CEDAR • DAKOTA • DIXON • KNOX • THURSTON • WAYNE COUNTIES

To: Mr. Jeremy Christiansen, Superintendent and LCC Schools Board of Education Members

From: Dr. Bill Heimann, ESU #1 Administrator

Re: Educational Services

The Nebraska Department of Education Rule 84, and state statutes require Educational Service Units in Nebraska to provide Core Services to member schools. **State law requires ESU Core Service Funds be used for (in priority order) Staff Development, Technology, and Instructional Materials.** Core services should be difficult, if not impossible, for most individual districts to effectively and efficiently provide with their own personnel and financial resources. Core services shall be provided by the ESU in a manner that minimizes the costs of administration or service delivery to member school districts. The ESU Coordinating Council administers statewide initiatives and statewide services in coordination with Nebraska's 17 ESU's.

Educational Service Unit #1 serves 23 public school districts located in six northeast Nebraska counties. LCC is an excellent partner with E.S.U. #1, and the following highlights many of the programs and services provided, coordinated, or contracted through this partnership.

1. [Educational Service Unit #1 Annual Report for 2021-22](#)
2. E.S.U. #1 programs and services utilized by LCC include:
 - a. Staff Development
 - i. School improvement process, APL Instructional Strategy teacher training, On To College (John Baylor) ACT preparation program, MTSS (Multi-Tiered System of Supports) training and coaching support, New Teacher Cadre, teacher training/support (math, science, social studies, reading/interventions)
 - b. Technology
 - i. Internet connectivity, filtering, cybersecurity, Canvas, Zoom licenses
 - c. Media
 - i. Real Care Babies – E.S.U. 1 purchased equipment and loan to schools
 - d. Cooperative Purchasing
 - i. Competitive bids leverage state and national contracts for purchasing
 - ii. LCC purchased \$143,147 in 2021-22 and savings totaled \$32,841
 - e. School Support Projects
 - i. PowerSchool support, Perry Law Firm Policy Service, KSB School Law Webinars, Carl Perkins Consortium, Aimsweb, SRS (Student Record System) for students with IEP's (Individual Education Plan), Principal Instruction Leadership and Marzano training series
3. Contract Service
 - a. ESU employs personnel, contracts service to school district (special education, technology)
 - b. [Special Education Rate Explanation](#)
 - c. [Example - Special Education Rate Calculation](#)
 - d. Special Education Cost Reimbursement

E.S.U. #1 values the partnership with LCC Schools, and welcomes feedback to improve our services.

*Our mission: Providing
innovation, leadership and service*

ESU #1 Annual Report 2021-22



*Our vision: ESU #1 will model
excellence by helping schools increase
educators' effectiveness and student
learning as a result of expert services.*

**Educational Service Unit #1
211 Tenth Street
Wakefield, NE 68784
Phone: (402) 287-2061
Fax: (402) 287-2065
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Bill Heimann

a note from the administrator

This annual report serves the following purposes:

- ▶ to provide an overview of the services offered by Educational Service Unit #1;
- ▶ to meet legal requirements as set forth by state statute; and
- ▶ to provide information about ESU #1 activities to area schools, our board of directors and the public.

ESU #1 provides assistance to local school districts through core services, which include staff development, technology and media services. We provide the educational programming and services necessary for area school districts to reach their goals of improving student learning and enhancing the capacity and skills of their staff. We respond to the requests of the 23 public K-12 school districts in ESU #1, and our highly qualified staff partner with them to deliver services efficiently and effectively.

In addition, contracted special educational services are provided to schools, as well as grant activities and cooperative purchasing programs. ESU#1's Tower School is a Level III program for students. Tower staff also conduct outreach for schools to support student needs. The Migrant Education Program and Early Learning Connection are located at ESU #1 and serve an area covering multiple ESUs to give support to schools, students and their families.

Nebraska Department of Education (NDE) Rule 84 establishes a level of performance for ESU accreditation. We provide financial support for projects on behalf of all public schools, such as internet filtering, ACT preparation through OnToCollege, PowerSchool support, instructional leadership training, AIMSweb, board policy, legal updates and much more!

On behalf of the ESU #1 Board of Directors, I am pleased to present this annual report that highlights the efforts of our staff in assisting area schools to make a difference in the lives of both students and educators. Should you have any questions, please do not hesitate to contact me.

Dr. Bill Heimann, Administrator





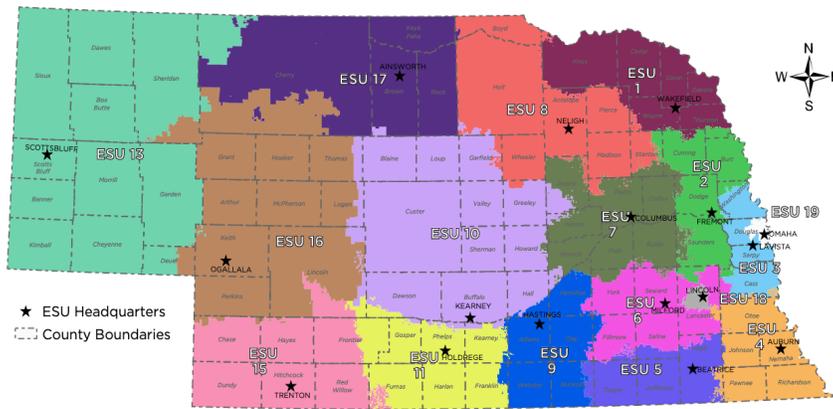
Educational Service Unit #1 provides services to the local school districts in Cedar, Dakota, Dixon, Knox, Thurston and Wayne counties in northeast Nebraska. ESU #1 is one of 17 Educational Service Units statewide.

The service units were created by the state Legislature in 1965 and later placed under the jurisdiction of the Nebraska Department of Education.

Historically, the purpose of the ESUs has been to provide services that individual school districts can't economically or efficiently provide for themselves. As school districts identified new needs, the diversity of services offered by the ESUs evolved.

ESU #1 is headquartered in Wakefield and provides a variety of special education, staff development, technology and media services to the 23 school districts in its six-county area. ESU #1 also operates the Level III program at the Tower School in Wayne.

The ESU #1 service area covers 2,926 square miles and includes more than 11,500 students and approximately 1,200 teachers. Moreover, the ESU #1 service area includes three Native American reservations: the Santee, Winnebago and Omaha.



board of directors



Board

ESU #1 Board of Directors members are elected to four-year terms, one representative from each of the 11 election districts.

The board meets in regular session on the second Tuesday of each month at the Central Office in Wakefield. Board members during the 2021-22 school year were:



Adrian Johnson Sally Reinert Helen Sorensen

Susan Strahm Lana Oswald Traci Haglund

Tucker Hight Josh Weber Grant Torpin

Shannon Johnson Ben Schultz

- ▶ Adrian (AJ) Johnson, president (District 9)
- ▶ Sally Reinert, vice president (District 2)
- ▶ Helen Sorensen, secretary (District 1)
- ▶ Susan Strahm (District 4)
- ▶ Lana Oswald (District 6)
- ▶ Traci Haglund (District 5)
- ▶ Tucker Hight (District 8)
- ▶ Josh Weber (District 11)
- ▶ Grant Torpin (District 7)
- ▶ Shannon Johnson (District 10)
- ▶ Ben Schultz (District 3)



Council

advisory council

ESU #1 is accredited by the Nebraska Department of Education and is assisted by an advisory council composed of area superintendents, one each from the six counties we serve, representing both large and small school districts.

The council reviews, recommends and supports the services offered by ESU #1. Advisory council members during the 2021-22 school year were:

- ▶ Andrew Offner, chair (Wayne Co.)
- ▶ Brad Hoelsing (Knox Co.)
- ▶ Mike Pattee (Dixon Co.)
- ▶ Stacie Hardy (Thurston Co.)
- ▶ Jeremy Christiansen (Cedar Co.)
- ▶ Ashley O'Dell (Dakota Co.)



Andrew Offner



Brad Hoelsing



Mike Pattee



Stacie Hardy



Jeremy Christiansen



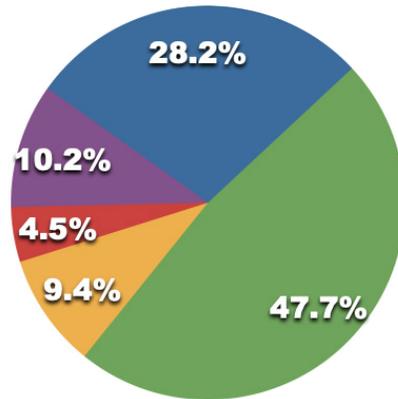
Ashley O'Dell



Budget

budget

Each ESU is financed through a combination of property tax funds, state funds and service contracts with individual school districts. Because the ESU #1 service area includes several counties, the modest contribution by taxpayers provides a base from which the unit functions.



Budgeted revenue

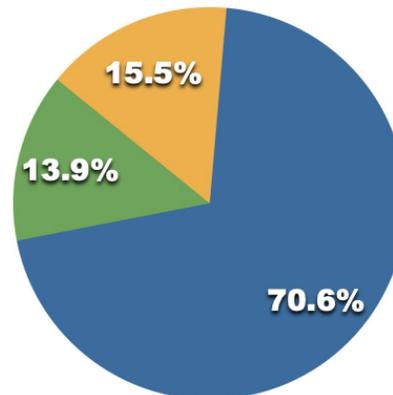
- ▶ General fund/carryover... \$5,000,000
- ▶ Local receipts \$8,464,303
- ▶ Property tax..... \$1,660,229
- ▶ State receipts..... \$798,518
- ▶ Federal funds \$1,811,750

TOTAL.....\$17,734,800

Budgeted expenditures

- ▶ Local \$12,513,550
- ▶ State/federal/local \$2,471,250
- ▶ Cash reserve..... \$2,750,000

TOTAL.....\$17,734,800



early learning connection professional development system grant



Northern Early Learning Connection Partnership

The Northern Early Learning Connection (ELC) partnership for the Nebraska Department of Education, Office of Early Childhood, supports ESUs #1, 8 and 17, with a home office at ESU #1 in Wakefield.

The *ELC Coordinator* for the Northern Region is Erika Fink. She works collaboratively with all early childhood programs in the 16-county Northern region to ensure that educators who work with children ages birth to age 8 have access to high quality professional development opportunities. These professional experiences are aligned with specific content areas in Nebraska's Core Competencies for Early Childhood Professionals and Nebraska's Birth to 5 Learning and Development Standards.



The *Northern Early Learning Connection Coach Consultant* for the region is Kary Pfeil. She works collaboratively within the region to ensure an equitable and comprehensive array of support that is responsive to the needs of coaches who serve early childhood educators and parents caring for children (birth through age 8) within family childcare homes, family homes, centers and preschool programs. Kary is dedicated to developing and cultivating growth in coaches who work with early childhood educators to improve access to quality care and education for all young children and families.

All partners are welcome to participate and engage in the planning and implementation of key events in the Northern region. Professional development opportunities reflect state priorities and best practices with a focus on addressing local needs. Developing partnerships, connecting with state systems, collaborating with early childhood initiatives and communicating with local coalitions are critical components of the Early Learning Connection work. Our web presence, including the ELC Facebook page and listserv communications, impacts approximately 1,600 early childhood professionals in northern Nebraska.

title IC migrant education grant



Migrant Education Program

The ESU #1 Migrant Education Program (MEP) works to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this, the MEP provides supplemental educational and support services to help reduce disruptions to learning and other concerns that result from repeated moves and/or the migratory lifestyle.

Our focus areas are school readiness, math and English language arts instruction, and graduation or services to out-of-school youth. In addition to providing educational and support services, the MEP sponsors family literacy services for migrant children and their families through Family Engagement Meetings.

During the 2021-22 school year, our program provided several educational and support services to migrant students. We assisted with obtaining health services; provided translation and interpretation services; delivered in-home instruction to pre-K students, school-aged students and out-of-school youth; purchased and supplied learning materials to migrant families; purchased clothing; provided parents with training related to math and reading at home; and issued referral services from agencies and organizations all over northeast Nebraska.





Core

core services

ESU #1 core services includes the Professional Services Team. The team collaborates to provide integrated support for partner districts and includes Teaching and Learning, Technology, Communications and Media. Core services provide the following:

- ▶ instructional training for administrators and teachers to ensure student learning and success;
- ▶ technology training and support for districts, administrators and teachers; and
- ▶ the provision of ancillary resources through the media center.



Rhonda Jindra



Amy Mundil



Chris Good



Kellen Conroy



Andrew Contreras



Jesse Titimil



Scott McIntosh



William David

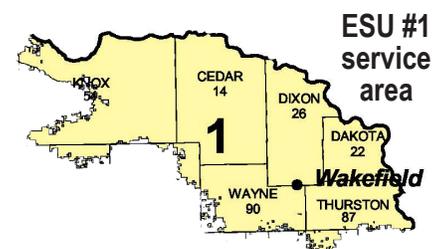
Teaching and Learning Team



T&L Team

Our Teaching and Learning Specialists make a concerted effort to assist districts at ESU #1, in local school buildings and virtually. Support has reached more than 4,032 teachers and administrators through 963 virtual and/or district on-site training events during the 2021-22 school year.

- ▶ NSCAS Growth (Nebraska Student Centered Assessment System) — As Nebraska began to transition to the NSCAS Growth Assessment Model, which combined NWEA MAP Growth (Northwest Evaluation Association Measures of Academic Progress) and Nebraska’s Statewide Summative Assessments, the ESU #1 Teaching and Learning Team began providing support to area schools. Initial support included assisting schools in reading and analyzing reports, providing schools with considerations on using reports for instructional planning and participating in training in order to meet the needs of area schools.
- ▶ Principal Instructional Leadership Series — A virtual Principal Leadership Administrative workshop was provided by Phil Warrick in June 2021. ESU #1 provides Marzano resources to administrators via Canvas. These resources consist of previous webinar training and supporting documents from Phil Warrick. Principal Zoom Groups, consisting of small groups of administrators, continued to meet monthly via Zoom for focused conversation supporting instructional leadership.
- ▶ OnToCollege (John Baylor) — ESU #1-area districts participated in OnToCollege during 2021-22. OnToCollege is an online resource that prepares juniors and seniors for the ACT. All participating districts have access to instructional videos, quizzes, sample tests, test-taking strategies and individual and aggregate results data.
- ▶ MTSS — ESU #1 provides training and coaching support to more than 27 schools. Multi-Tiered System of Supports is a systematic framework of providing high-quality instruction using evidence-based practices tailored to meet the academic, behavioral and social-emotional needs of all students across three tiers of support. Data-based decision making and problem solving assist in identifying supports, and classroom coaching ensures fidelity of implementation. An MTSS Google Site contains training resources, and LETRS professional development focuses on quality instruction.





Core

Technology infrastructure



Technology

The Technology Department has helped with technology and infrastructure at our schools by supporting a streamlined deployment of firewall, filtering and other security tools. We continue to work with districts on taking a proactive approach to new technology solutions.

Collaboration is a big part of what we do at ESU #1 and in the Technology Department. During the 2021-22 school year, ESU #1 conducted 9 LAN manager meetings. These meetings are valuable because they allow area districts to communicate and plan for new technologies and security threats.

In 2021-22, ESU #1 worked with schools in evaluating and selecting a new filtering product which will serve in keeping students safe when they are surfing the internet.

We also continue to help most of our schools with their E-rate needs. This funding request year, we helped schools save up to \$444,000.

Technology Integration Specialist



Integration

The ESU #1 Technology Integration Specialist provides assistance for students, teachers, support staff and administrators through instruction in the areas of technology integration and digital resources.

During the 2021-22 school year, the technology integration specialist provided a training series called i2i: Investigate 2 Innovate. This three-part training series gave participating schools the opportunity for teachers to rethink their workflows. The training series also offered ways to create student agency and ownership in learning. Five ESU #1 districts participated in part or all of the training series sessions.

Other technology projects facilitated by the technology integration specialist included working with data by assisting schools with student data displays, data analysis for external reviews and incorporating online tools to increase student engagement.

Instructional materials



Materials

ESU #1 provides a variety of instructional materials to school districts in Cedar, Dakota, Dixon, Knox, Thurston and Wayne counties. As a participant in IMat (a subgroup of Nebraska's Teaching & Learning with Technology affiliate group), ESU #1 secures digital rights to instructional video titles and services to benefit students. Other services include access to online content such as World Book Online.

Media center



Media

The ESU #1 Media Center provides instructional assistance for schools in northeast Nebraska by supplying professional development resource materials, programs and inventory distribution for assistive technology and special education department inventory and equipment. The Media Center also fills individual orders of binding and laminating for administrators, teachers and staff at schools in the ESU #1 service area.



special education services

ESU #1 Special Education staff are committed to meeting the diverse needs of the families, students and schools in our service area. Our expert service is focused on increasing student achievement through collaborative problem solving and relationship building. It is a privilege to serve the districts and families in the ESU #1 service area.

Program supervision



Supervision

The primary function of the Special Education Director is to recruit qualified personnel to fulfill the requirements of contracting districts, in addition to the assignment, supervision and support of staff. A secondary function is to provide consultation to area districts on matters that include budget assistance, student placement, federal and state mandates and other related issues.

Audiology



Audiology

The ESU #1 Audiology Department, consisting of one full-time certified/licensed audiologist and assisted by the speech/language pathologists, serves children with audiological screening, testing and follow-ups in their homes, schools and in a sound-proof testing suite at the Wakefield office.

More than 12,500 screenings and follow-up tests were completed during the 2021-22 school year. In addition, the ESU #1 audiologist serves students involved in the Northeast Regional Program for the Deaf and Hard of Hearing.

Speech/language



Speech

The ESU #1 Speech and Language Department consists of 22 speech and language pathologists (SLPs). The department focuses on a team approach, working together to provide assessment and intervention services to students from birth to 21 years of age. The SLPs serve students in areas that adversely affect student's education, such as articulation, language, phonology, apraxia, voice, fluency, literacy readiness, hearing, social skills, autism and other disorders.

Assisted by the audiologist, they also participate in providing hearing screenings to all students in ESU #1 districts. They work as a team with local school districts in providing direct and consultative services, as well as advocate for families and children with speech, language and hearing disorders.

During the 2021-22 school year, the ESU #1 SLPs served 1,036 children.

Deaf education



Deaf Ed

The ESU #1 Deaf Education Program provides direct and consultative services to students from birth to 21 years of age who have a verified hearing loss. The program offers in-services to staff; provides input at Individual Education Program (IEP), Multi-disciplinary Team (MDT) and Student Assistance Team (SAT) meetings; assists schools with equipment needs students; and advocates for families and children who have a hearing loss.

During the 2021-22 school year, the ESU #1 Deaf Education Program consulted on and served 47 children.



School psychology



Psychology

The ESU #1 School Psychology Program provides services in consultation, assessment and intervention to assist educators, parents and other professionals in understanding the learning, social-emotional and behavioral needs of students, and in identifying effective strategies to help children be successful learners.

During the 2021-22 school year, ESU #1 school psychologists conducted nearly 500 academic and behavioral evaluations, provided individual and group counseling sessions to over 100 children and adolescents, completed over 100 behavioral intervention plans and/or functional behavioral assessments and collected data on over 3,500 students in the area of reading fluency, reading comprehension and math to help guide instructional decisions and changes.

ESU #1 psychologists continue to implement and encourage the Multi-Tiered Systems of Support (MTSS) and the development of mental health supports. Current data supports this movement with a reduction in evaluations and an increase in pre-referral interventions.

Physical and occupational therapy



PT/OT

Two physical therapists and five occupational therapists served 323 school-aged students and completed 57 evaluations during the 2021-22 school year. Through consultations with students and their families, as well as school personnel, therapists work to enhance learning and participation, achieve physical milestones and to foster independence. PTs and OTs completed 80 early childhood evaluations using the Primary Service Provider model and provided services for 172 families.

Transition



Transition

The ESU#1 Transition Program helps students with disabilities, 14 or older, bridge the gap between school experiences and adult life, and helps students function as productively and independently as possible. More than 140 area students received transition services during the 2021-22 school year, either through Zoom or in-person visits, using transition assessments, job shadows and informational interviews, information about college programs and outside agency programming.

Our transition specialist made 187 in-person or Zoom visits to ESU #1 districts this school year, coaching teachers to assist students, parents and general ed teachers in completing formal and informal transition assessments to have data-based post-secondary transition goals, plans and activities.

ESU #1 hosted a transition assessment training in October and hosted another with Amy Slama, the Region 7 transition specialist, in June. ESU #1 was awarded the summer Nebraska VR grant to provide training, coaching and employability/career exploration kits for teachers working with transition-age students.

Visual/orientation & mobility services



Vision

The ESU #1 Vision Program provides individualized learning environments, working to meet the unique and individual needs of students with verified visual impairments.

Services provided include direct teaching in the areas of braille instruction, low-vision devices, orientation & mobility, technology access and services in areas of the expanded core curriculum for the blind and visually impaired. Consultation, material preparation/adaptation, braille and large print textbook sourcing, functional vision assessments and orientation & mobility evaluations were also provided.

During the 2021-22 school year, two teachers of the visually impaired provided direct or consultative vision services and evaluated 32 students in 13 different school districts in ESU #1. Orientation & mobility services were provided to 2 students in 2 districts within the ESU #1 area, as well as to 5 students from ESU #8.



special education services

Early Childhood (ECSE) and Early Development Network (EDN)



The Early Childhood Special Education Program (ECSE) provides services to children with disabilities from birth through age 5 using a Primary Service Provider (PSP) approach.

Families receive support from one of four geographically based teams that minimally consist of an early childhood special education teacher, occupational therapist, physical therapist, services coordinator and a speech language pathologist. In addition, the teams have access to a vision consultant, deaf educator, audiologist and school psychologist as needed. One team member is selected as a primary provider to work closely with each family while receiving support from an entire team of experts.

Together, the child's parents and the PSP develop child and family outcomes and goals. The PSP uses evidence-based intervention practices to work toward achieving those outcomes and goals. This approach focuses on relationships with families, building the capacity of the child's parents, caregivers, and/or preschool teachers and increasing opportunities for growth within the context of everyday routines and activities.

The Early Development Network (EDN) provides services and supports specifically for children birth to age 3 and their families. The goal of the EDN is to provide coordinated services for families as conveniently as possible. EDN Services Coordinators are instrumental in working with agencies in the community that provide services to make sure the child and family get the help they need.

During the 2021-22 school year, ECSE/EDN served 270 children by providing evaluations, consultations and/or direct services. Of the children served, 108 were birth-2 years old and 162 were 3-5 years old. ECSE and EDN also assisted with early childhood screenings, kindergarten roundups, teacher trainings and pre-service presentations at local colleges, community nights, school registration nights and pre-natal/post-natal health fairs.

Tower School Level III Program



Tower School in Wayne, Nebraska, was built during the fiscal year of 1992-93 and provides contracted services to school districts in an alternative setting and on an outreach basis. The Tower School program consists of two specialized classrooms with students placed in classrooms based on individual needs.

The services Tower School provides focus on applied behavior analysis, social skills, functional skills, daily living skills, job skills and transition skills and ultimately prepares students to be contributing members of society and experience success in a variety of settings.

During the 2021-22 school year, three certified teachers, along with other itinerant service providers and paraeducators, served a total of 21 students from 9 area school districts virtually or in-person at Tower School. In addition, Tower School staff provided outreach supports and services to 11 area school districts.





Improving Learning for Children with Disabilities (ILCD)



ILCD

According to 92 NAC 51 004.13, all districts must participate in an ongoing review of their special education programs using the Improving Learning for Children with Disabilities (ILCD) process. This process involves analyzing data, identifying a focus area for improvement, developing a Targeted Improvement Plan (TIP) and implementing the TIP. This matches the general education school accreditation process to emphasize the importance of ILCD being a part of — not separate from — overall school improvement. ESU #1 takes a collaborative approach to supporting district teams in every stage of the TIP process to ultimately have a positive impact on outcomes for students with disabilities.

Assistive Technology Team



Assistive Tech

The goal of the ESU #1 Assistive Technology Team is to provide assistance to districts in the determination of a student's need for assistive technology.

During the 2021-22 school year, team members provided services that included assistive technology evaluations, consultations and short-term equipment loans.

Autism Spectrum Disorder (ASD) Team



ASD

Autism is a behaviorally defined disorder that is generally recognized by disturbances in communication, social interaction and perceptual organization or patterns of behavior. Diagnosed individuals may exhibit a variety of symptoms, ranging from mild to severe, and may display a wide range of skills and deficits.

The ASD team is composed of the region's ASD coordinator, school psychologists, speech and language pathologists, occupational therapists, early childhood specialists and special education teachers.

While ESU #1's ASD Team typically administers the ADOS-2 (Autism Diagnostic Observation Schedule, Second Edition) to assist in the eligibility of autism, restrictions of COVID-19 continues to impact the number of evaluations completed.

ESU #1 has increased local capacity by encouraging other staff members to receive training in the administration of the ADOS-2, as well as other autism screening assessments. Further, the ASD team regularly convened regarding information of state updates and professional development. ASD team members continued to provide supports (i.e., evaluation and programming) to ESU #1 schools for those students who were demonstrating characteristics of autism.

Brain Injury Regional School Support Team (BIRSST)



BIRSST

Nebraska is divided into five regional Brain Injury School Support Teams (BIRSST). The Northeast Region BIRSST team includes members representing ESU's #1, 7 and 8. BIRSST teams provide support to schools that teach students who have sustained mild (e.g., concussion) or severe traumatic brain injuries. The teams also assist Nebraska educators, parents and Concussion Management Teams (CMT) by providing consultation, trainings and resource materials.

During the 2021-22 school year, the Northeast Region BIRSST team provided education to schools by promoting the use of NDE's Return to Learn-Bridging the Gap from Concussion to the Classroom 2nd edition and NSAA endorsed REAP manual. The BIRSST team also collaborated with NDE to promote the new Teacher Acute Concussion Tool (TACT), which assists teachers in providing individualized educational services to students in the classroom setting. Additionally, BIRSST grant funded resources, including the document "Brain Injury in Children and Youth: A Manual for Educators" and the assessment tool "Wide Range Assessment of Memory and Learning-2nd Edition," were utilized by school-based professionals to assist students with brain injury.

A BIRSST webpage (www.esu1.org/birsst/) assists area schools in navigating Return to Learn and Return to Play protocols, concussion management and concussion law. A comprehensive list of brain injury related resources are also included.

Usher Syndrome Team



Usher

Usher syndrome is an inherited condition that affects both hearing and vision. Currently, there is no cure, which makes early identification paramount in providing appropriate educational programs. The main purpose of the team is to screen those children and youths who are hearing impaired and who fit the profile for Usher's for visual acuity difficulties.



special education services

Implementing an early intervention approach

ESU #1 provides early intervention and special education services according to what research indicates as best practice for children birth through age 5. Specifically, ESU #1:

- ▶ collaborates with area school districts to ensure that children who are eligible for early intervention services or children with disabilities and in need of special education and related services are identified and located;
- ▶ connects with families to share information about available services/resources and initiates relationships with families;
- ▶ seeks to understand child and family priorities by conducting an assessment called the Routines Based Interview (RBI);
- ▶ evaluates children’s needs to determine eligibility for Early Intervention (age 0-2) or Special Education (age 3-5) services;
- ▶ develops and implements Individual Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) focused on child and family outcomes/goals;
- ▶ gives all eligible children and families a primary point of contact for support while also providing access to all disciplines utilizing a Primary Service Provider (PSP) approach to teaming;
- ▶ builds capacity of the adults interacting with the child most frequently by using coaching as the primary style of interaction; and
- ▶ provides evidence-based intervention, supports and services in natural learning environments (those places where children and their families live, learn, play and interact) to positively impact child growth, development and progress toward outcomes/goals.

ESU #1’s approach to early intervention aligns with the Nebraska Department of Education’s plan to address the federal initiative, Results Driven Accountability (RDA). The goal of RDA is to improve educational results, functional outcomes and overall demonstration of growth over time for all infants and toddlers with disabilities.



agency improvement process

Our mission: Providing innovation, leadership and service

Our Professional Services Team (PST) and LEaD as 1 team (Lead, Explore, and Develop as 1) meet monthly to facilitate the agency improvement process and activities for ESU #1. The teams consist of administration, teaching and learning specialists, special education department coordinators, migrant education and technology personnel. These teams provide guidance, leadership and facilitation to keep continuous improvement activities moving forward.

During the monthly meetings, the teams review ESU, district and other stakeholder data, organize and plan all-staff days, and participate in annual data-retreat activities. During the 2021-22 school year, ESU #1 hosted an external accreditation visit. Feedback from the visit will enable the agency to continue to grow and improve services.

All ESU #1 employees support the continuous improvement process through department goal-setting, participation in all-staff days and data-retreat activities.

Our vision — *ESU #1 will model excellence by helping schools increase educators’ effectiveness and student learning as a result of expert services* — and our mission — *Providing innovation, leadership and service* — guide our agency improvement efforts and keep our focus on the needs of our partner districts.



Laurel-Concord-Coleridge School

Annual Report

October 2022



Laurel-Concord-Coleridge School provides high quality education for the youth in our district. The Elementary (grades PK-4) and High School (grades 9-12) are located in Laurel, and the Middle School (grades 5-8) is located in Coleridge. Annual enrollment (PK-12) averages over 430 students strong! LCC School takes pride in the many strong partnerships developed within our school communities of Laurel, Concord, Coleridge, Dixon and Belden. In addition to many generous, supportive businesses, our partners include the Coleridge Community Club, the Laurel Chamber Community Club, the LCC Alumni Association and Education Foundation, the LCC K-8 PTO, the LCCHS Booster Club, Laurel Rec, Coleridge Care Giving, and the Laurel Ministerial Association. At Laurel-Concord-Coleridge School, our drive and commitment to help all students prepare for success in college, their careers, and in life, is second to none. LCC students aren't just champions in the classroom. They are also standouts on the stage, in the gym, on the field, and at the workplace! Our student athletes and activity participants have exceptional experiences that ultimately provide valuable life lessons in leadership, goal-setting and collaboration. LCC is the place to be!

District Snapshot 2021-2022

- 3 Schools
- 431 Students (PK-12)
- 46 Certified Staff
- 4 Administrators
- 96 Total Faculty/Staff
- 8 School Board Members

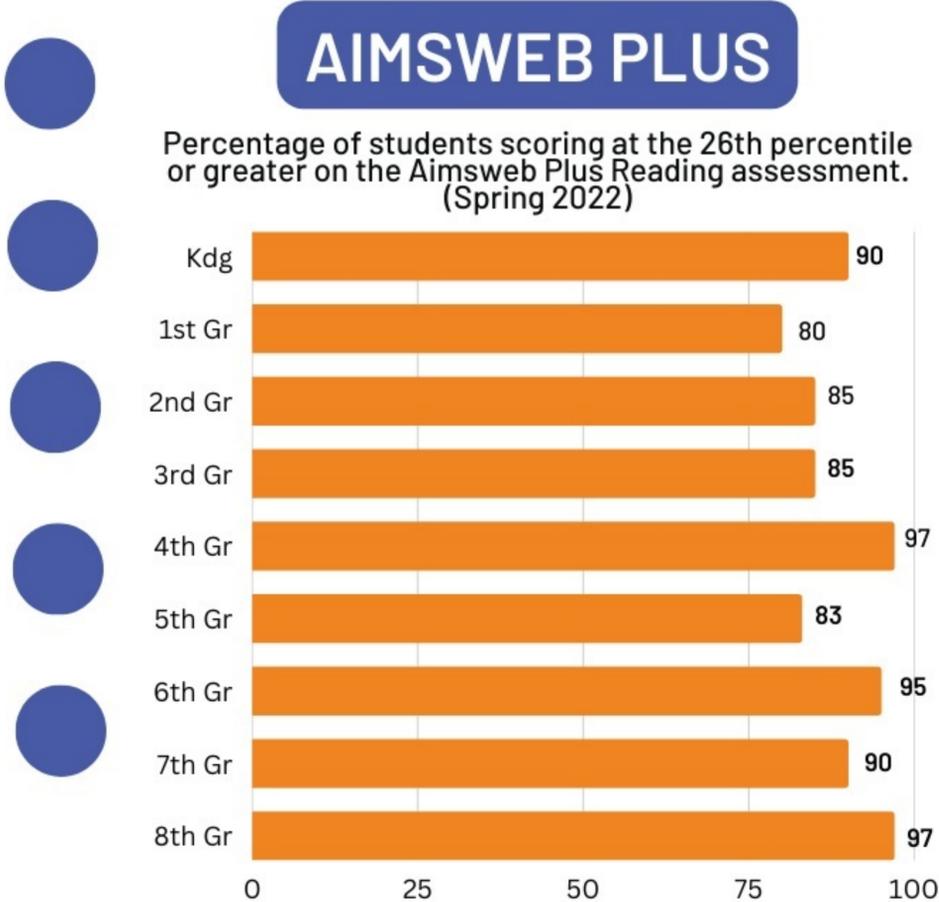
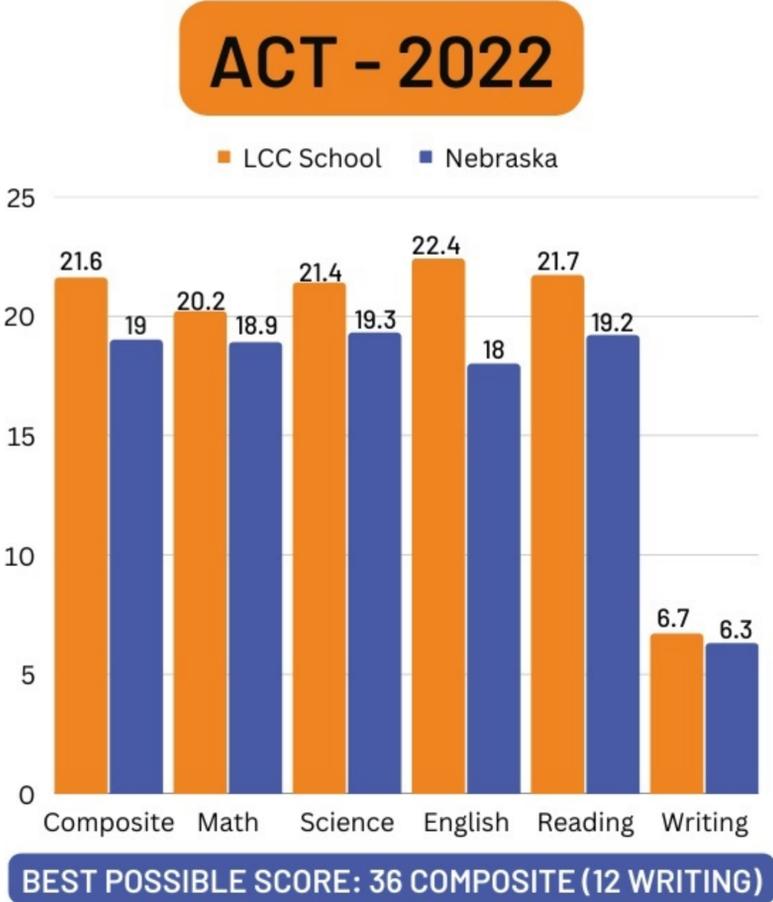
- 100% **Graduation Rate**
- 63% **College Going Rate**
- 94% **Attendance Rate**

Teacher Demographics

- 40% Teachers with Masters Degrees
- 17 Average Years of Teaching Experience

Student Demographics

- English Language Learners < 1%
- Free/Reduced Meals 40%
- Highly Mobile Students 5%
- High Ability Learners 16%
- Special Education 14%

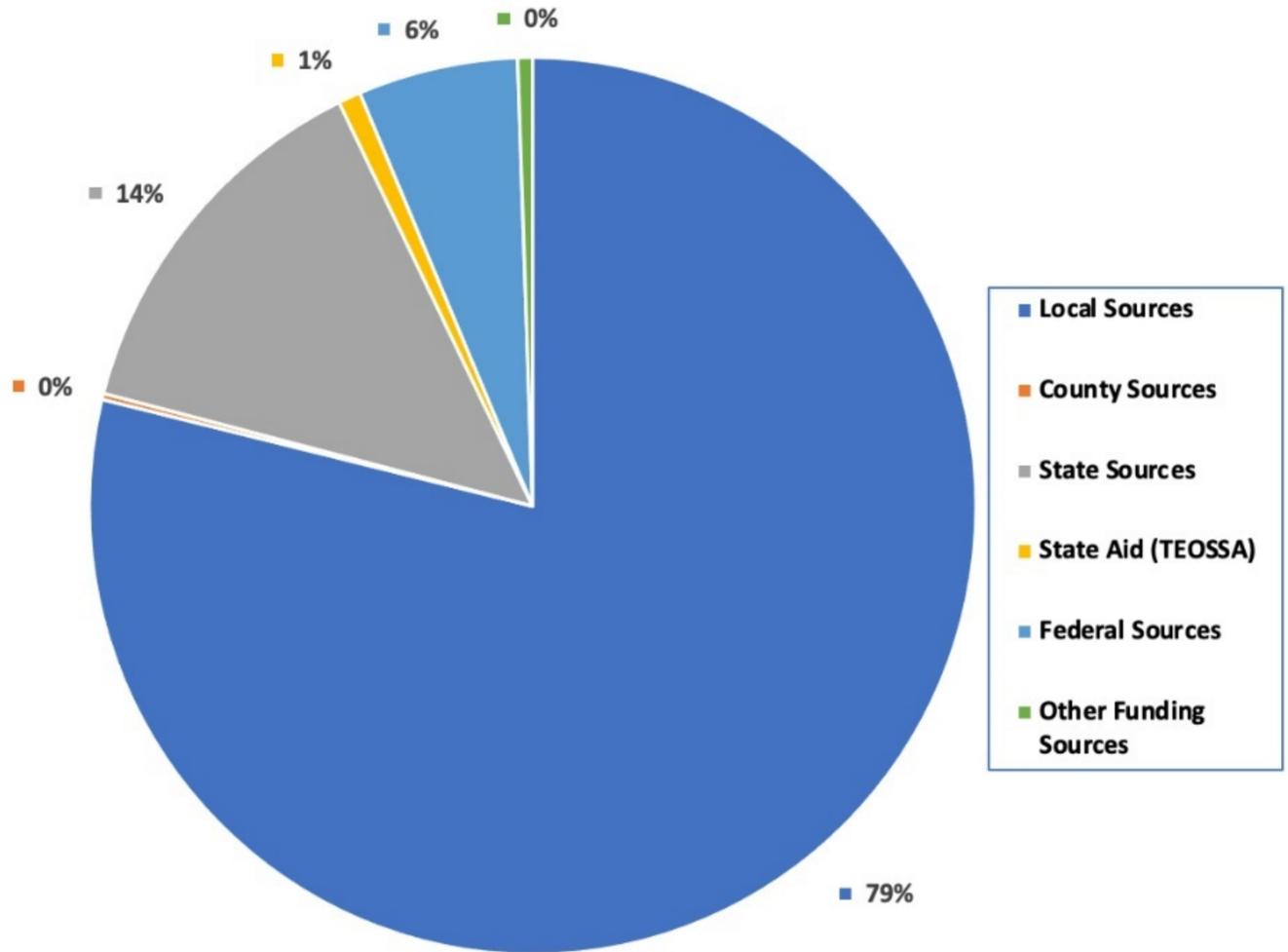


Laurel-Concord-Coleridge School General Fund Financial Report 2021 - 2022

Financial Receipts

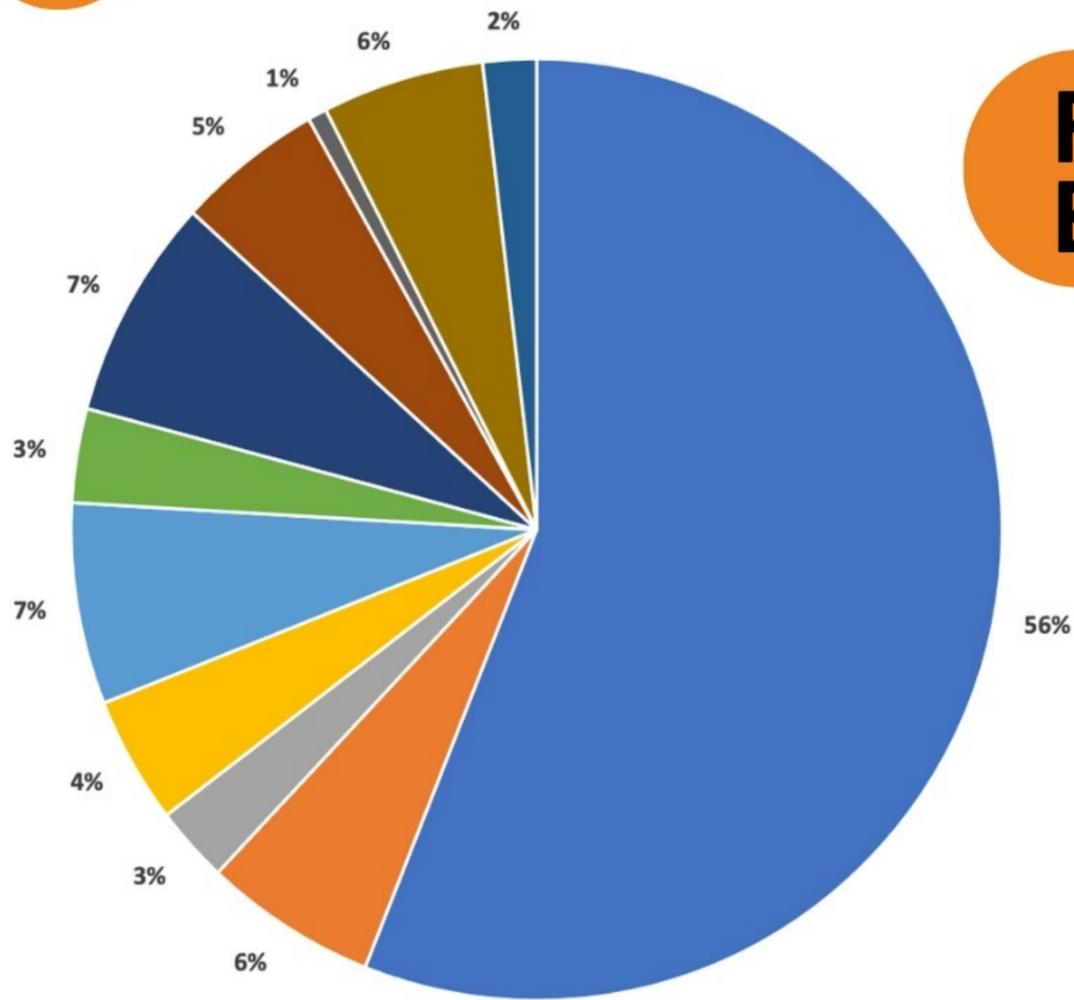
LEVY RATES

General Fund	\$0.6854
Special Building Fund	\$0.1084
Bond Fund	\$0.0947



Financial Expenditures

- All Instruction
- Support Services - Students
- Support Services - Instruction
- General Administration
- Office of the Principal
- Central Services
- Maintenance & Operations
- Transportation
- State Categorical Programs
- Federal Programs
- Other Expenditures



Laurel-Concord-Coleridge School

Nebraska Education Profile Data

Website Link - <https://nep.education.ne.gov/snapshot.html#14-0054-000>

January 4, 2023

Demographics - Students			
	2021 - 2022	State (2021-2022)	October 1, 2022
Student Membership	431	327,055	415
Student Gender	Female - 215 Male - 216	NA	Female - 212 Male - 203
Student Ethnicity	Am Indian/Alaska - 0 Asian - 1 Black/Af American - 2 Hisp/Latino - 20 Nat Hawaiian/Pac - 1 White - 400 2 or More Races - 7	NA	Am Indian/Alaska - 0 Asian - 1 Black/Af American - 3 Hisp/Latino - 22 Nat Hawaiian/Pac - 1 White - 379 2 or More Races - 9
Highly Mobile Students	5.16%	4.22%	NA

Demographics - Teachers			
	2021 - 2022	State (2021-2022)	October 1, 2022
Teacher (Certified) FTE	41.25 (44.75)	23,962	41.50 (46.00)
Admin FTE	4.00		4.00
Teachers with Masters Degree	16.50 40%	57.72%	16.50 39.76%
Teachers Years of Experience	16.86	13.94	15.93
Teachers Average Salary	\$55,081	\$57,536	\$54,963

Program Participation			
	2021 - 2022	State (2021-2022)	October 1, 2022
English Learners	n = 3 0.77%	7.76%	n = 4 0.96%
Free/Reduced Meals	Free n = 99 Reduced n =75 40.37%	41.31%	Free n = 102 Reduced n = 52 37.11%
High Ability Learners	16.11%	12.89%	13.98%
Special Education	14.32%	15.92%	15.18%

Metrics			
	2021 - 2022	State (2021-2022)	October 1, 2022
Attendance Rate	94.37%	92.28%	NA
Drop Out Rate	1.02%	1.60%	NA

Achievement			
	2021 - 2022	State (2021-2022)	October 1, 2022
Graduation Rate (completers within 4 years)	92.86%	87.12%	NA
College Going Rate (2 yr and 4 yr) (enrolled by Oct 15 following graduation)	62.96% 89.29% (20-21) 87.88% (19-20) 94.74% (18-19) 83.33% (17-18)	73%	NA

AQuESTT Ratings		
	2021 - 2022	2020 - 2021
District	Good	Needs Support to Improve
Elementary	Great	Great
Middle School	Good	Good
High School	Excellent	Needs Support to Improve

Performance (Percent Proficient - Advanced or On Track)			
	2021 - 2022	State (2021-2022)	October 1, 2022
NSCAS English/ Language Arts (Grades 3-8)	46%	47%	NA
NSCAS Mathematics (Grades 3-8)	46%	46%	NA
NSCAS Science (Grades 5, 8)	66%	66%	NA
NSCAS ACT (3rd Year Cohort - Gr 11)			
ELA	70%	46%	NA
Math	63%	44%	NA
Science	74%	48%	NA

Nebraska Student-Centered Assessment System: NSCAS Scores

Percent Proficient: Advanced/On Track

Combined Results for All Grades Tested

Data Years	English Language Arts ¹	Mathematics ¹	Science ¹
2021-2022	46%	46%	66%
2020-2021	47%	40%	
2018-2019	52%	54%	
2017-2018	53%	54%	

¹Students who are in their 3rd-Year cohort at the high school level will participate in the NSCAS Alternate or the NSCAS ACT assessments. Results above include students who participated in the NSCAS General and NSCAS Alternate Assessments. NSCAS ACT results are in a separate section of this special report.

† New assessments aligned to the NCC Ready Standards were first administered in 2016-17 for ELA, 2017-18 for Mathematics, and 2021-2022 for Science.

English Language Arts

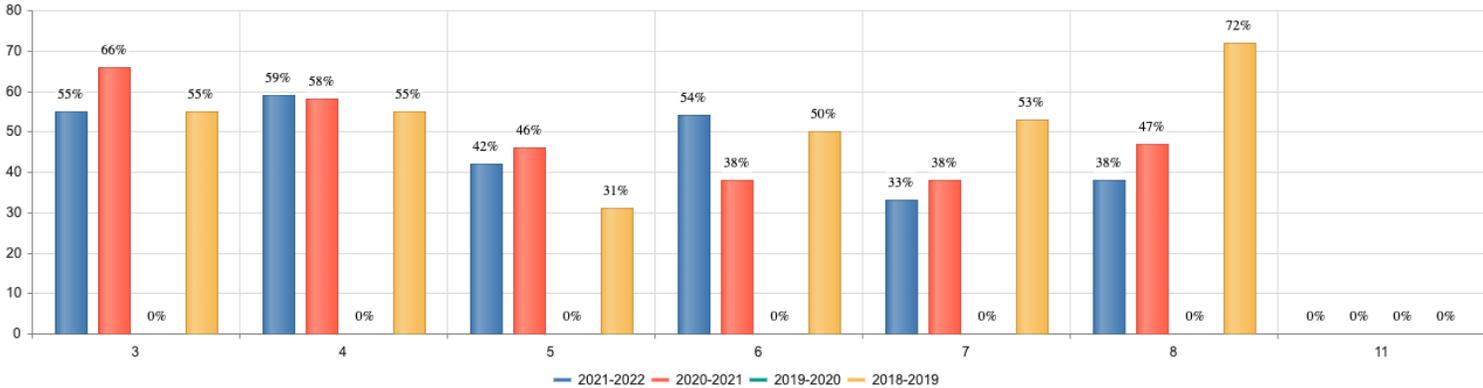
All Students

Click to choose a grade:

03 04 05 06 07 08 11

clear filters

Nebraska Department of Education: Percent Proficient by Grade



Mathematics

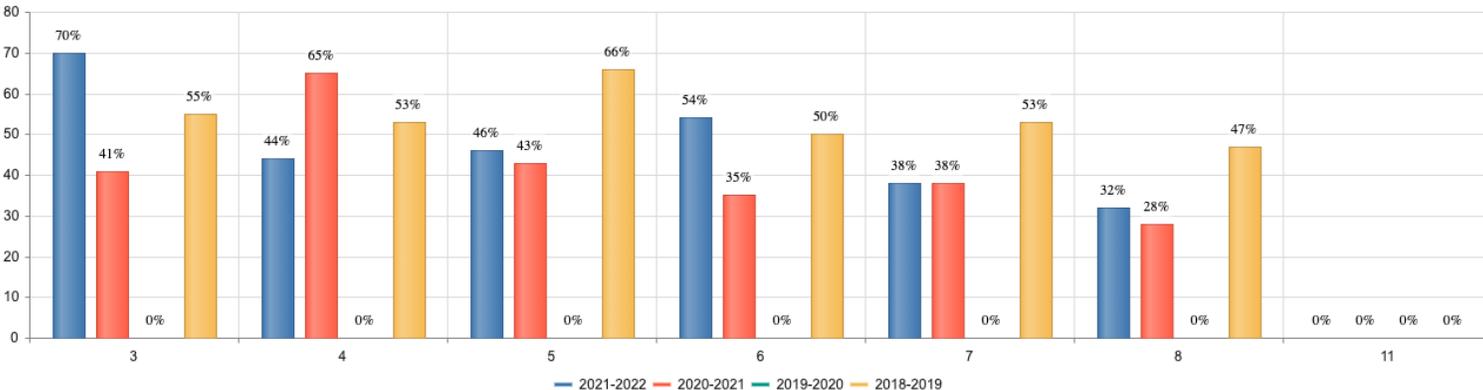
All Students

Click to choose a grade:

03 04 05 06 07 08 11

clear filters

Nebraska Department of Education: Percent Proficient by Grade



Science

All Students

Click to choose a grade:

05 08 11

clear filters

Percent Proficient

Data Years	All Grades
2021-2022	66%

¹Students who are in their 3rd-Year cohort at the high school level will participate in the NSCAS Alternate or the NSCAS ACT assessments. Results above include students who participated in the NSCAS General and NSCAS Alternate Assessments. NSCAS ACT results are in a separate section of this special report.

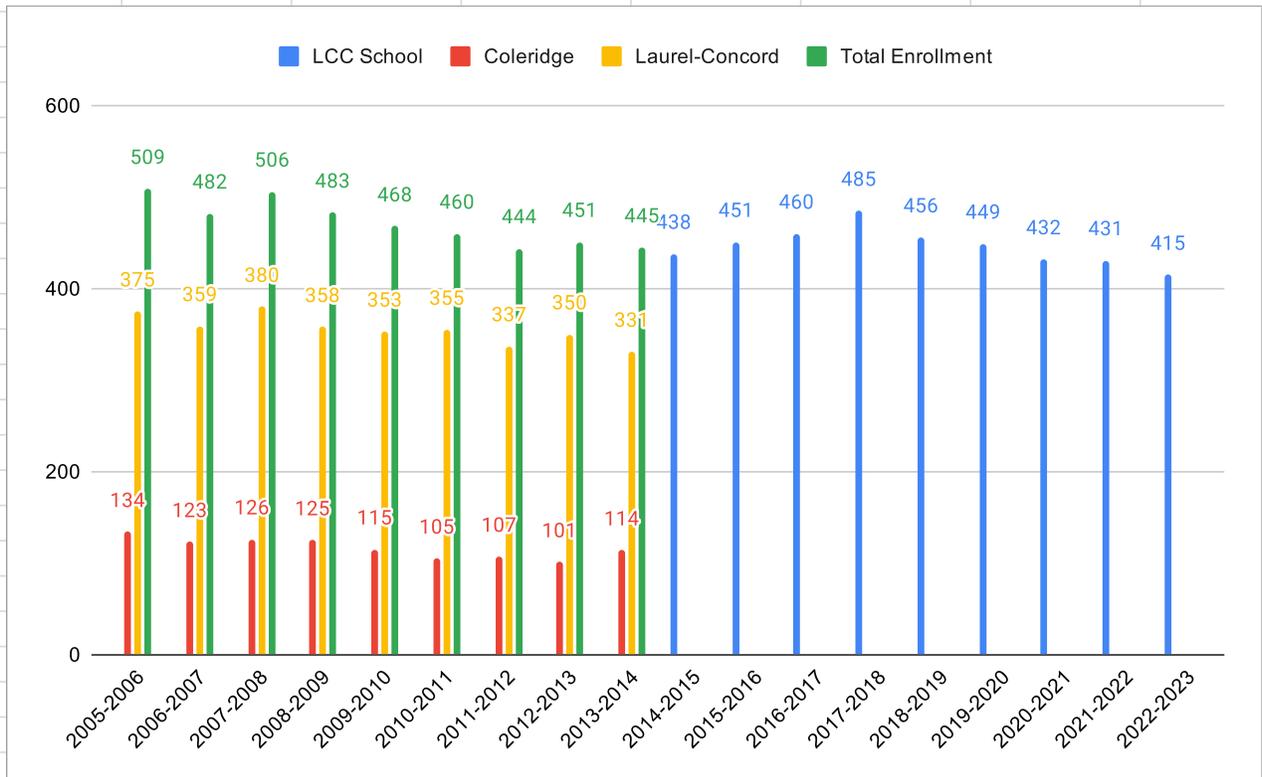
† New assessments aligned to the NCC Ready Standards were first administered in 2016-17 for ELA, 2017-18 for Mathematics, and 2021-2022 for Science.

Percent Proficient By Grade

Data Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Alternate 3rd-Year Cohort ¹
2021-2022	0%	0%	83%	0%	0%	56%	0%

School Enrollment Historical Trend

	<u>LCC School</u>	<u>Coleridge</u>	<u>Laurel-Concord</u>	<u>Total Enrollment</u>
2005-2006		134	375	509
2006-2007		123	359	482
2007-2008		126	380	506
2008-2009		125	358	483
2009-2010		115	353	468
2010-2011		105	355	460
2011-2012		107	337	444
2012-2013		101	350	451
2013-2014		114	331	445
2014-2015	438			
2015-2016	451			
2016-2017	460			
2017-2018	485			
2018-2019	456			
2019-2020	449			
2020-2021	432			
2021-2022	431			
2022-2023	415			



<u>2007-2008</u>	<u>2010-2011</u>	<u>2014-2015</u>
PK-2 @ Laurel	1st Year	1st Year LCC
<u>2008-2009</u>	MS 5-8 @ C	
PK-3 @ Laurel	HS 9-12 @ L	
<u>2009-2010</u>		
PK-4 @ Laurel		

STUDENT ENROLLMENT		
Number of Students per Grade Level		
<u>Current Enrollment (as of January 2023)</u>		
<u>Grade Level</u> <u>Class of</u> <u>Students</u>		
12th	2022	31 (+2)
11th	2023	30
10th	2024	40 (+2)
9th	2025	35 (+1)
8th	2026	39 (-2)
7th	2027	23 (-1)
6th	2028	21 (-5)
5th	2029	32 (-1)
4rd	2030	31 (-3)
3rd	2031	28 (-1)
2nd	2032	28 (+2)
1st	2033	16 (-3)
Kdg	2024	22
Current Enrollment Average = 28.92		
(January 2022=30.15; May 2021 = 31.08)		

**Laurel-Concord-Coleridge School
Financial Facts
January 4, 2023**

Total Assessed Valuation for 2022-2023

- \$1,002,017,307
- Levy of \$0.01 = \$100,201

LCC School Assessed Valuation History					
County	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Cedar	\$389,477,837.00	\$432,927,833.00	\$499,679,013.00	\$637,610,403.00	\$743,422,512.00
Dixon	\$83,161,494.00	\$88,479,479.00	\$113,573,047.00	\$134,332,398.00	\$174,600,305.00
Wayne	\$11,895,900.00	\$12,725,936.00	\$14,342,798.00	\$16,781,165.00	\$24,419,506.00
Total	\$484,535,231.00	\$534,133,248.00	\$627,594,858.00	\$788,723,966.00	\$942,442,323.00
County	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Cedar	\$817,339,905.00	\$849,955,179.00	\$799,984,286.00	\$798,452,807.00	\$763,804,509.00
Dixon	\$208,621,559.00	\$208,492,153.00	\$206,108,180.00	\$196,055,444.00	\$189,903,257.00
Wayne	\$26,456,679.00	\$26,484,363.00	\$26,469,789.00	\$26,033,786.00	\$26,146,319.00
Total	\$1,052,418,143.00	\$1,084,931,695.00	\$1,032,562,255.00	\$1,020,542,037.00	\$979,854,085.00
County	2020-2021	2021-2022	2022-2023	\$\$\$ Change	% Change
Cedar	\$744,282,896.00	\$753,063,587	\$787,216,214	\$34,152,627.00	4.54%
Dixon	\$177,486,387.00	\$180,857,648	\$187,599,413	\$6,741,765.00	3.73%
Wayne	\$25,570,875.00	\$25,840,059	\$27,201,680	\$1,361,621.00	5.27%
Total	\$947,340,158.00	\$959,761,294	\$1,002,017,307	\$42,256,013.00	4.40%

2022-2023 State Aid Calculation

- Allocated Income Tax Funds - \$73,591
- Equalization Aid - \$0.00

2022-2023 Tax Levies by Fund

	2021-2022 Levy Rates	Proposed 2022-2023 Levy Rates	Change from 2021-2022
General Fund	\$0.685419	\$0.690526	0.005107
Special Building Fund	\$0.108402	\$0.108367	-0.000035
Bond Fund	\$0.094721	\$0.094658	-0.000063
Total Levy	\$0.888542	\$0.893551	0.005009

CONTINUOUS IMPROVEMENT EXTERNAL TEAM VISITATION REPORT

FOR

NEBRASKA FRAMEWORK SCHOOL DISTRICTS



School System: **Laurel-Concord-Coleridge School**

Head of the School System: **Jeremy Christiansen**

External Team Leader: **Jeff McQuistan**

External Visitation Date(s): **March 22-23, 2022**

Table of Contents

Table of Contents	2
Nebraska Framework Report Continuous Improvement Process Overview School System	3
I. School System Overview	3
II. External Visitation Team Members	3
III. External Visitation Agenda	3
IV. Introductory Comments	5
V. Description and Overview of the Continuous Improvement Process	5
Continuous Improvement Process Commendations	5
Continuous Improvement Process Recommendations	6
VI. School System Improvement Goal	7
Continuous Improvement Goal Commendations (including Staff Appraisal)	7
Continuous Improvement Goal Recommendations (including Staff Appraisal)	7
VII. Action/Improvement Plan	8
VIII. School District Initiatives	8
School District Initiatives Commendations	8
School District Initiatives Recommendations	9
IX. Next Steps	11
X. Submission of the Report and Improvement/Action Plan	11

Nebraska Framework Report Continuous Improvement Process Overview School System

I. School System Overview

Laurel-Concord-Coleridge School provides high quality education for the youth in our district. The Elementary (grades PK-4) and High School (grades 9-12) are located in Laurel, and the Middle School (grades 5-8) is located in Coleridge. Annual enrollment (PK-12) averages 420 students strong! LCC School takes pride in the many strong partnerships developed within our school communities that have resulted in expanded learning opportunities for our students. At Laurel-Concord-Coleridge School, our drive and commitment to help all students prepare for success in college, their careers, and in life, is second to none. LCC students aren't just champions in the classroom. They are also standouts on the stage, in the gym, on the field, and at the workplace! Our student athletes and activity participants have exceptional experiences that ultimately provide valuable life lessons in leadership, goal-setting and collaboration. LCC is the place to be!

Source: [Nebraska Education Profile](#)

II. External Visitation Team Members

EXTERNAL TEAM LEADER	POSITION/SCHOOL SYSTEM	CONTACT INFORMATION
Jeff McQuistan	Staff Development Director, Educational Service Unit #17	jmcquistan@esu17.org

TEAM MEMBERS	POSITION/SCHOOL SYSTEM	CONTACT INFORMATION
Brandi Bartels	7-12 Principal, Randolph Public Schools	brandi.bartels@rcards.org
Sarah Edwards	K-6 Principal, Hartington-Newcastle Public Schools	sedwards@hnsccats.org
Kelli Gibson	MTSS Coordinator, Ainsworth Community Schools	kgibson@ainsworthschools.org
Tracy Heilman	Director of Curriculum, Instruction & Assessment, South Sioux City Community Schools	tracy.heilman@ssccards.org
Derek Lahm	High School Principal, Ponca Public Schools	dereklahm@poncaschool.org

III. External Visitation Agenda

Day 1 - March 22, 2022		
8:00 am - 8:15 am	Arrival of External Team Members	LCC Laurel
8:15 am - 9:45 am	LCC School CSI Presentation & Interview <ul style="list-style-type: none"> ● Presentation ● CIP Team Interview 	LCC Library Board Room

9:45 am - 10:00 am	Break	
10:00 am - 12:00 pm	Focus Group Interviews and Classroom Visits <ul style="list-style-type: none"> ● 10:15 am - 11:00 am (K-4 Faculty & Staff) ● 11:15 am - 12:00 pm (9-12 Faculty & Staff) 	Split XT 3/3 Interviews: LCC Library Board Room K-4 & 9-12 Classrooms: Walkthroughs
12:00 pm - 1:00 pm	Lunch Provided/Travel to Coleridge	LCC Coleridge
1:00 pm - 2:30 pm	Focus Group Interviews and Classroom Visits <ul style="list-style-type: none"> ● 1:00 pm - 1:45 pm (5-8 Faculty & Staff) ● 1:55 pm - 2:30 pm (5-8 Students) 	Split XT 3/3 Interviews: LCC MS Board Room 5-8 Classrooms: Walkthroughs
2:30 pm - 2:45 pm	Break/Travel to Laurel	LCC Laurel
2:50 pm - 4:15 pm	Focus Group Interviews 2:50 pm - 3:30 pm (9-12 Students) 3:30 - 4:15 (K-12 Parents)	LCC Library Board Room
4:15 pm - 5:00 pm	External Team Meeting/Break	LCC Library Board Room
5:00 pm - 5:30 pm	Networking Social	Laurel VFW
5:30 pm - 7:00 pm	Dinner with LCC School CSI Team & Board Members Speech Team Performance: OID Team	Laurel VFW
Day 2 - March 23, 2022		
8:00 am - 8:15 am	Arrival of External Team Members	LCC Laurel
8:15 am - 11:30 am	External Team Meeting External Team Debrief Day 1 9:00 am - 9:30 am Administration Interview Exit Report & External Written Report Drafting Follow-up Interviews (as needed)	LCC Library Board Room
11:30 am - 12:30 pm	Lunch Provided	
12:30 pm - 1:00 pm	External Team Meets with	LCC Library Board Room

	Administration	
1:00 pm	Oral Exit Report	LCC Library Board Room

IV. Introductory Comments

This External Visitation is consistent with the 5-year cycle that has been established by the Nebraska Department of Education.

Jeremy Christiansen, head of institution, and Jeff McQuistan, external team leader, met initially to confirm the dates of the visitation and to identify potential external visitation team members.

The head of institution met with the external team leader to finalize the schedule and to determine the purpose of the visit, which consist of the following:

- CIP Process
- CIP Goal (including Instructional Model/Staff Appraisal)
- School District Initiatives
 - MTSS (including HAL)
 - PBIS
 - SEL & Mental Health
 - Curriculum

The external team leader conducted a Zoom conference with the external visitation team to conduct the team orientation, to review the logistics and purpose of the visit and to designate roles.

- External Team Roster & Contact Information
- Purpose of the External Visitation
- Team Resources (schedule, evidence, reports, transportation reimbursement, lodging)
- Team Member Roles & Responsibilities (i.e., interviews, classroom observations, exit report)

The institution’s leadership team conducted an opening presentation, which was followed by a series of stakeholder interviews, including teachers and support staff from each building, students from the middle school and high school, parents, business partners, board members and the administrative team. Additional time was scheduled to visit with the MTSS Coordinator and the Licensed Medical Health Practitioner.

The external team collectively prepared and presented the Exit Report to school district stakeholders and finalized this External Visitation Report which was submitted to the head of institution and the Accreditation and Program Approval Accreditation Section at the Nebraska Department of Education within one week of the External Visitation.

V. Description and Overview of the Continuous Improvement Process

1. Continuous Improvement Process Commendations

- a. **Positive Relationships Exist throughout the School Community**
Student and parent interviews confirmed that teachers and administrators are helpful,

approachable and always willing to listen and assist. Students have high regard for their teachers and expressed that they typically prefer them over distance learning dual credit instructors. Business partners and community groups (e.g., PTO) expressed appreciation for the opportunities they have to engage with and support the school district, students and teachers in meaningful and helpful ways.

b. **Focus on the Whole Child**

The district has embraced a “whole child” concept in which students are not defined solely by test scores. Each student is provided with appropriate support, opportunities and a school culture that strives to help each student realize their individual potential. Middle school and high school students who participated in the stakeholder interview process were poised, insightful, articulate and comfortable in candidly sharing their perspectives with the external visitation team. The high school drafting class participated in the design process of the new community center. The OID team that shared their performance at the evening meal were entertaining, inspirational and committed in their individual roles. These examples reflect a wide array of the “return on investment” that the school, families and community are realizing in the next generation.

c. **Investment and Belief in Staff**

The district provides multiple opportunities for professional growth and support for instructional staff. An instructional coach/HAL coordinator has been hired and provides support for new teachers during their probationary period. Tenured teachers also have the opportunity to work with the instructional coach, in addition to having access to job-embedded professional development and support for external learning opportunities (e.g., STS teacher welding certification). The teacher-designed appraisal process helps educators to grow professionally through job-embedded options, including development of a portfolio and engaging in self-directed professional development.

2. **Continuous Improvement Process Recommendations**

a. **Commit to Your Vision**

Once the new district mission and vision statements have been articulated, it will be imperative that districtwide commitment follows. Every board member, administrator and teacher must have consistent understanding of the district’s direction and, at a future point, be joined by families, business partners and the educational communities at large. Logistical implications will likewise need to be addressed, e.g., school calendar, daily schedule, support staff and professional staff positions, programs, services, curriculum and resources (e.g., Wi-Fi, devices) in order for the district’s vision to be realized.

b. **Consider Capacity and Fidelity**

LCC has many concurrent high-level initiatives in place while also preparing to embark upon a new construction project. Prioritization of initiatives and fidelity of implementation will be necessary in order for intended outcomes to be achieved. To ensure a sustainable trajectory, LCC will need to thoughtfully consider the capacity of its personnel, delegation of responsibilities to leverage and develop leadership, and

additional support that may be required in order to avoid such outcomes as staff burnout, attrition and unaccomplished initiatives.

c. **Become Mindful Data Experts**

Engaging in formal periodic data reviews could be very helpful in prioritizing actions that will have the greatest impact on students. Consider leveraging and expanding the district's data profile (demographic, perceptual, program, performance) to inform and drive the improvement process. Initiatives such as MTSS and PBIS hinge on data collection and analysis in order to achieve the desired impact. As data is the "why" behind every initiative and decision, it may be beneficial to engage in training targeted at developing data literacy, usage and decision-making.

VI. School System Improvement Goal

LCC Improvement Goal: All district stakeholders will engage in a comprehensive goal setting process designed to improve student performance.

1. Continuous Improvement Goal Commendations (including Staff Appraisal)

- a. The current goal is inclusive of all stakeholders, which multiplies its potential impact. The entire school community (teachers, parents, students) has also been involved in the new vision/mission process.
- b. The results of the NDE Evidence-based Analysis (EBA) self-assessment tool has been used to guide continuous improvement efforts. This has positioned the district to customize improvements that align with AQuESTT Tenets at the building level.
- c. The continuum of staff appraisal options embraces a culture of goal-setting and improvement, including working with an instructional coach, developing a portfolio, and engaging in self-directed professional development.

2. Continuous Improvement Goal Recommendations (including Staff Appraisal)

- a. Since NDE has replaced the EBA with the Comprehensive Needs Assessment (CNA), the district is encouraged to consider incorporating this tool in order to be in-step with the current articulation of AQuESTT.
- b. Students are involved in a goal-setting process focused on MAP Growth scores. In some instances, goal-setting occurs just a week prior to the assessment and does not include the identification of strategies that will aid in goal attainment. Best practice in goal-setting would include the development of an action plan that is followed and adjusted as needed. Goal-setting could also be expanded to address other concepts inclusive of "the whole child."
- c. Once new mission and vision statements (and improvement goals) are confirmed, strive to ensure that all school district personnel have a consistent understanding of the end goal as well as their specific roles and responsibilities.
- d. Continue to offer and expand opportunities for teacher leadership.
- e. Expand activities to support student success, including mobile and highly mobile students and the transition of students from building to building.
- f. Provide training that helps teachers develop data literacy skills needed for

assessment-driven instruction, MTSS and PBIS.

VII. Action/Improvement Plan

1. The LCC Action Plan articulates the plan for all school community stakeholders (board of education, administration, teachers, students) to engage in meaningful and relevant goal-setting opportunities. At the building level, schools have created separate action plans for MTSS, PBIS and AQuESTT implementation and improvement.
2. [LCC Action Plan PDF](#)

VIII. School District Initiatives

1. School District Initiatives Commendations

- a. **Multi-tiered System of Support/High Ability Learners (MTSS/HAL)**

The elementary building is off to a great start implementing MTSS. Decision rules have been identified. Teachers have received LETRS training to support high quality instruction and a leadership team has been established. The instructional coach and elementary principal have been instrumental in ensuring the incorporation of evidence-based practices and fidelity of instruction in order for the instructional model to reflect strong Tier 1 instruction. Higher level thinking skills are also incorporated into the general classroom to support HAL students.
- b. **Positive Behavioral Interventions & Supports (PBIS)**

Behavioral expectations are clearly posted in both the elementary and middle schools. Students communicated buy-in and appreciation regarding these expectations, including Bulldog Bucks that can be redeemed at the Pound in the middle school. Teams have been established to plan for behavioral needs at both building locations. Staff at both buildings have participated in a *Hacking School Discipline* book study.
- c. **Social Emotional Learning/Mental Health**

LCC has committed to the development of an SEL/Mental health program with the support of the community. The district has hired a full time Licensed Mental Health Practitioner (LMHP). The school district has scheduled time in each building for ROAR, a tier one support for SEL curriculum. The school district also has a full time Teammates Coordinator and high levels of participation in the program.

The SEL program has been developed by a mental health team composed of administrators, guidance counselor, LMHP, and a school nurse. This committee meets once a month and an effective agenda is created to plan for professional development and survey administration to gather input from stakeholders.

An effective Tier approach has been created, including

- Tier 1 - Respect Others Accept Responsibility (ROAR), a weekly SEL/Mental Health program to promote healthy student interactions and relationships across grade levels
- Tier 2 - Building skill sets with student groups and staff members

- Tier 3 - Outpatient therapy

d. **Curriculum**

Capacity has been built around Science of Reading evidence-based practices in ELA and Literacy instruction, through LETRS training for all K-4 teachers, leader, instructional coach and some 5th-6th teachers.

Essential investments of attention and professional learning are being made in strengthening Tier 1 universal instruction at the prevention level. This needed focus on implementation/instructional fidelity in the core instructional materials will continue to solidify the instructional core as the foundation of MTSS, through equitable access to evidence-based instruction, and prevent learning failure in reading and math.

LCC appears to have a strong system of assessment to measure student achievement and growth in the core academic areas, as well as a system of universal screening. The assessment system in place, combined with robust formative assessments from high-quality curricula and teacher-developed where necessary, provide strong student and system-level feedback on the instructional core (practices and materials).

The district is commended for its recognition of the need to strengthen foundational skills instruction and implementation of the Heggarty Phonemic Awareness Curriculum as a partner to the core ELA curriculum.

2. **School District Initiatives Recommendations**

a. **Multi-tiered System of Support/High Ability Learners (MTSS/HAL)**

MTSS needs to be further enhanced and developed at the middle school and high school levels in order to provide a consistent and appropriate continuum of support PK-12. As MTSS evolves, data collection and analysis will be imperative which may require data literacy training in order for appropriate data-informed decision making to ensue; additionally, an array of interventions will likely need to be developed and implemented with fidelity. The HAL Coordinator will be instrumental in developing and expanding high ability opportunities for all students.

b. **Positive Behavioral Interventions & Supports (PBIS)**

MTSS is an umbrella consisting of three components: Academic, Behavior and Social Emotional learning. It will be helpful to see PBIS (and SEL, *next*) as a component of MTSS, and not a “separate thing that we are doing,” a concept that aligns well with the “whole child” approach that the district has embraced.

PBIS will have its greatest impact when staff demonstrate consistent expectations and use common language. Fidelity of PBIS is enhanced when staff use positive descriptive feedback (PDF) to acknowledge student behaviors. This has greater impact than simply stating “good job.” Continued professional development/ support in this area, as well as appropriate expansion to the high school building, will promote consistent PK-12 behavioral expectations and results.

c. **Social Emotional Learning (SEL)/Mental Health**

While ROAR enthusiasm and buy-in may be diminishing at the middle school and high school, the need to provide developmentally appropriate high quality Tier 1 social emotional learning support at those levels remains. Provide opportunities for students to be involved in co-planning to improve buy-in and to promote student leadership. Also, check into high quality SEL curriculum and/or life skills activities that are available. The Guidance Counselor might also be able to use this opportunity to teach skill sets.

d. **Curriculum**

Continued investment in professional learning around evidence-based instructional practices to strengthen the instructional core of high-quality instructional materials, aligned to and supporting the instructional shifts toward college- and career-ready (evidence-based) instructional practices, and in turn support high levels of student engagement and achievement.

Increasing awareness and professional growth among leaders and teachers around the essential role of high-quality instructional materials, and the need to implement them with fidelity, in a truly robust system of MTSS. This universal prevention level of MTSS allows data-driven individualization for strategic and intensive intervention needs to be clearly identified, efficiently intervened on and limited, so the volume and severity of intervention needs do not overwhelm system resources.

Consider opportunities for teacher leadership in curriculum implementation, fidelity checks and collaborative learning. For example, instructional rounds with specific look-fors connected to implementation fidelity, using a common form/format, with clear connection (and prior professional learning) to the instructional shifts in the given content area.

Consider needs and opportunities for continued professional learning aligned to the instructional shifts for college- and career- readiness. For example, in ELA, text complexity, evidence and knowledge, and how those shifts “look” in classroom instruction. Are there opportunities/venues for teachers to share learning, insights, and practices in collegial settings within the school calendar and/or day?

Consider the extent to which organizational structures and processes align with and support instructional and achievement goals. For example, if more individualization of instruction is needed within the district MTSS plan is a goal, consider whether the daily schedule/bell schedule provide for this opportunity, and the availability of specialists (Title, EL, SPED) to students as they are flexibly grouped and regrouped, based on learning needs.

To strengthen the connection between the system of assessments and practical use of data by stakeholders, consider focusing on one assessment report at a time, based on relevance for the given stakeholder role. For example, in MAP, it may serve well for teachers to focus on the “Class Beta” report, and for student goal-setting to focus on the Student Profile report, while administrators may focus on the Achievement Status and Growth Summary report, or Grade Report.

IX. Next Steps

The External Visitation Report will be submitted to the district and NDE within three weeks of the visit.

X. Submission of the Report and Improvement/Action Plan

1. Finalize the report and save as a PDF
2. Submit a copy of the finalized report (PDF), including the Improvement/Action Plan, via email to the school system and the NDE at: nde.accreditation@nebraska.gov



Nebraska Department of Education Accountability, Accreditation
and Program Approval Accreditation Section

Laurel-Concord-Coleridge School
Board of Education Goals - 2022

1. Continue to show growth and improvement in student achievement and communicate results to parents and the community.
2. Define and sustain an ongoing policy review process.
3. Develop and sustain an annual board calendar to support the assessment and monitoring of goals, efficiency, and effectiveness of board leadership.



Superintendent Priority Goals and Action Plan

2022

Jeremy Christiansen, Superintendent

The Laurel-Concord-Coleridge Board of Education and Superintendent, Jeremy Christiansen, met on January 10, 2022 as part of a regularly scheduled Board of Education meeting. Discussion was held regarding priorities identified through the Superintendent's 2021 annual performance evaluation which have then been translated into the following goals which will be reflected in the Superintendent's 2022 performance evaluation.

Priority Goal Area: COMMUNITY RELATIONS

Emphasis #1: Continually identifies all stakeholder groups and establishes open two-way lines of communication.

The Superintendent will continue to develop and maintain positive and collaborative relationships with community stakeholders, with an emphasis on effective systems of communication.

Priority Goal Area: LEADERSHIP

Emphasis #1: Ensures the District develops, maintains, and evaluates an effective curriculum that reflects the changing needs of students and society.

Emphasis #2: Fine Arts, Career and Technical Education, Work-based Learning, and High Ability Learner Programs

The Superintendent will facilitate the research, development, implementation, and evaluation processes necessary to ensure the District's academic curriculum and programs are of high quality and effectively meet the needs of students. Additional emphasis will be placed on measures of quality and improvement in the areas of Fine Arts, Career and Technical Education (CTE), Work-based Learning, and High Ability Learner programs.



Superintendent's Leadership Goals/Job Targets

2023

Jeremy Christiansen, Superintendent

The Laurel-Concord-Coleridge Board of Education and Superintendent, Jeremy Christiansen, met on January 4, 2022 as part of a scheduled Board of Education Workshop. Discussion was held regarding priorities identified through the Superintendent's 2022 annual performance evaluation which have then been translated into the following goals which will be reflected in the Superintendent's 2023 performance evaluation.

Priority Goal Area: SUPERINTENDENT/STAFF RELATIONS

Board and Superintendent Identified Area of Growth

Indicators:

- Communicated effectively with staff regarding current and new trends in education, programs, procedures, and policies. (2.38) [5 Progressing]
- Demonstrates objectivity in personnel matters. (2.38) [5 Progressing]
- Delegates both responsibility and authority. (2.63) [3 Progressing]
- Ensures evaluation of personnel will be consistent with policies and law. (2.75) [2 Progressing]
- Shows concern for the welfare of staff. (2.75) [2 Progressing]
- Involves the staff in strategic planning. (2.75) [2 Progressing]
- Fosters team spirit and is "a part of the team." (2.75) [2 Progressing]
- Recruits competent staff. (2.88) [1 Progressing]
- Provides staff recognition for contribution(s) towards the betterment of educational outcomes. (3.00)
- Promotes sound collective bargaining relations. (3.00)
- Visits buildings and programs on a regular basis. (3.00)

Priority Goal Area: COMMUNITY RELATIONS

****Board and Superintendent Identified Area of Growth****

Indicators:

- Continually identifies all stakeholder groups and establishes open two-way lines of communication. (2.63) [3 Progressing]
- Is “approachable” by members of the community. (2.63) [3 Progressing]
- Projects a positive image of the school district. (2.75) [1 Not Met]
- Maintains good media relations. (3.00)
- Encourages collaborative relationships with neighborhoods, business, industry, government, and labor. (3.00)
- Prepares a quality annual report and shares it with the community. (3.00)

Priority Goal Area: LEADERSHIP GOALS/JOB TARGETS (2022)

****Board Identified Area of Growth****

Indicators:

- The Superintendent will continue to develop and maintain positive relationships with staff and community, with an emphasis on effective systems of communication. (2.50) [4 Progressing]
- The Superintendent will facilitate the research, development, implementation, and evaluation processes necessary to ensure the district’s academic curriculum and programs are of high quality and effectively meet the needs of students. Additional emphasis will be placed on measures of quality and improvement in the areas of Fine Arts, Career and Technical Education (CTE), Work-based Learning, and High Ability Learner programs. (2.88) [1 Progressing]

Priority Goal Area: LEADERSHIP

Supt Identified Area of Growth

Indicators:

- Projects a strong leadership image. (2.75) [1 Not Met]
- Demonstrates knowledge of procedural aspects of the job. (2.75) [1 Not Met]

- Facilitates development and implementation of long and short-term educational goals for the district. (2.88) [1 Progressing]
- Ensures the district develops, maintains, and evaluates an effective curriculum that reflects the changing needs to students and society. (2.88) [1 Progressing]
- Promotes staff growth to improve educational quality for all students. (2.88) [1 Progressing]

- Demonstrates enthusiasm in carrying out job responsibilities. (3.00)
- Seeks to learn and improve. (3.00)
- Keeps the focus on student learning. (3.00)
- Demonstrates awareness and implements current research and best practices. (3.00)
- Promotes cultural competency for the district. (3.00)

Laurel-Concord-Coleridge School

Principal Hiring Protocol

Rationale:

When a vacancy or an anticipated vacancy occurs in the Principal position for one or more of the District's schools, the following hiring protocol will be implemented. The Superintendent of Schools may adjust the steps and/or order of the hiring protocol as deemed necessary.

Principal Hiring Protocol:

1. Notice of Vacancy
 - a. The Superintendent will notify members of the Board of Education that a vacancy exists or is anticipated to exist.
 - b. The Superintendent will ensure that District staff members are notified that a vacancy exists or is anticipated to exist.

2. Position Description
 - a. The Superintendent will review Duties of the Principal and Principal Job Description as provided in Board Policy #2210/2210 AR and may make recommendations to the Board of Education regarding amendments.
 - b. The Superintendent and the Board of Education's Negotiations Committee will meet to establish guidelines for a proposed administrative contract that may include: salary range, benefits, moving expenses, etc.

3. Advertisement
 - a. The Superintendent or her/his designee will develop and place advertisements for the position of Principal in the following publications or websites for a minimum period of two (2) weeks:
 - i. Teach Nebraska
 - ii. Laurel-Concord-Coleridge School Website
 - iii. Laurel Advocate (or the District's designated newspaper)
 - iv. Wayne Herald
 - v. Norfolk Daily News
 - vi. Omaha World Herald
 - vii. Sioux City Journal
 - viii. Argus Leader (Sioux Falls)

4. Application
 - a. A web-based application system will be used to collect applicant information - PowerSchool Unified Talent Applicant Tracking system - <https://lccschool.tedk12.com/hire/index.aspx>.

- b. The Superintendent will be responsible for developing and monitoring the District's application process using the web-based system.

5. Stakeholder Input

- a. The Superintendent will seek input from stakeholders, including faculty and staff, Board of Education members, and students (as appropriate), regarding prioritized leadership traits to be embodied by an ideal Principal candidate. This input will serve to inform and support the Superintendent's efforts throughout the recruitment, candidate selection, and interview process.

6. Candidate Selection

- a. The Superintendent will be responsible for reviewing applications to identify qualified and desirable candidates for the Principal position. The Superintendent will review the position description for the Principal position and use established criteria to identify and select candidates.
- b. The Superintendent will conduct reference checks for those candidates selected and invited to interview for the Principal position. Reference checks should include not only those references provided by the candidate in the application, but also other references that may be familiar with the candidate's professional work history.
- c. The Superintendent will contact candidates to invite participation in the District's interview process.

7. Interview Process

- a. The Superintendent will develop an interview process that includes:
 - i. An interview schedule that provides for the candidate(s) to be onsite to see school facilities, as well as the District communities. The process will include an opportunity for the candidate(s) to participate in a guided tour of the school(s) as well as the communities. The Superintendent or her/his designee will conduct such tours.
 - ii. Interview questions and prompts that are standardized and consistent throughout all interviews. Additional candidate specific questions may also be included at the discretion of the Superintendent. All interview questions will meet established legal requirements.
 - iii. Interviews will be conducted by the Superintendent and will also include participation by members of the administrative team. The candidate(s) may be interviewed in a single session or may participate in separate interviews with the Superintendent and then the administrative team. The principal(s) departing the District may be included as part of the school/community tour process at the discretion of the Superintendent, but will not participate in the actual interview session(s).

8. Offer of Employment

- a. The Superintendent will be responsible for identifying the best candidate for the Principal position. Such candidate will hold or is eligible to hold proper certification through the Nebraska Department of Education and has such leadership skills, training and experience as deemed appropriate by the Superintendent.
- b. The Superintendent will develop a proposed administrative contract in coordination with the District's Business Manager.
- c. The Superintendent will contact the identified candidate to extend an offer of employment. The candidate will be informed by the Superintendent that the offer of employment and acceptance is conditional upon a satisfactory background check and approval by the Board of Education.

9. Board of Education Approval

- a. The Superintendent will provide a recommendation of employment for the Principal position to the Board of Education for consideration of approval. Such approval will be in the form of an action item at a scheduled meeting and will require a simple majority vote.
- b. Following Board of Education action, the Superintendent will contact the candidate to inform them of the decision of the Board.

Updated: December 19, 2022

Regular Monthly Meeting (MS)
Monday, January 9, 2023 5:30 PM

BOARDROOM @ LCC MIDDLE SCHOOL
203 S Main
Coleridge, NE 68727

Agenda

I. CALL MEETING TO ORDER

II. REORGANIZATION OF THE BOARD - ELECTION/APPOINTMENT OF OFFICERS

II.1. NOMINATION/ELECTION OF PRESIDENT

II.2. NOMINATION/ELECTION OF VICE PRESIDENT

II.3. NOMINATION/ELECTION OF SECRETARY

II.4. APPOINTMENT OF TREASURER

II.5. APPOINTMENT OF RECORDING SECRETARY

III. APPROVAL OF AGENDA AND CHANGES TO AGENDA

IV. CONSENT AGENDA

V. EXCUSE ABSENT BOARD MEMBERS

VI. PUBLIC COMMENT

VII. INFORMATION AND PROPOSALS

VII.1. FACULTY AND STUDENT REPORT

VII.2. PRINCIPALS' REPORTS

VII.3. SUPERINTENDENT'S REPORT

VII.4. BOARD COMMITTEE REPORTS

VIII. ACTION ITEMS

VIII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SELECTION OF DISTRICT LEGAL COUNSEL

VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SELECTION OF DISTRICT NEWSPAPER

VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NONDISCRIMINATION COMPLIANCE COORDINATORS

VIII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO DESIGNATION OF DISTRICT DEPOSITORY

VIII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO THE 2023-2024 NEGOTIATED AGREEMENT

VIII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO CLASSROOM PROJECTOR PURCHASE

IX. DISCUSSION ITEMS

IX.1. ORGANIZATION OF BOARD COMMITTEES

IX.2. BOARD MEMBER CODE OF ETHICS (POLICY 8272)

IX.3. CONFLICT OF INTEREST STATEMENT

IX.4. STUDENT BOARD MEMBER APPLICATION PROCESS FOR 2023-2024

IX.5. SCHOOL FACILITY IMPROVEMENT PROJECT UPDATES

IX.6. SUPERINTENDENT GOAL SETTING

IX.7. BOARD OF EDUCATION GOAL SETTING

X. CORRESPONDENCE AND BOARD BULLETINS

XI. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

XI.1. LAUREL CAMPUS CONSTRUCTION SITE VISITATION AND SCHOOL LUNCH - MONDAY, FEBRUARY 13, 2023 (10:45 AM - LAUREL CAMPUS)

XI.2. REGULAR BOARD OF EDUCATION MEETING - MONDAY, FEBRUARY 13, 2023 (12:30 PM - LCC LIBRARY/LEARNING CENTER/LAUREL)

XI.3. POLICY/LIBRARY BOARD COMMITTEE MEETING - DATE AND TIME TO BE DETERMINED

XI.4. NEGOTIATIONS COMMITTEE MEETING - DATE AND TIME TO BE DETERMINED

XI.5. CURRICULUM/INSTRUCTION COMMITTEE MEETING - DATE AND TIME TO BE DETERMINED

XII. ADJOURN