

Committee of the Whole  
Thursday, May 28, 2026 5:30 PM  
Madison Middle School  
1400 North Madison  
North Platte, NE 69103-1557

1. **Call to Order**
2. **Posting of the Open Meetings Act**
3. **Roll Call**
4. **Approval of Publication**
5. **Approval of Agenda**
6. **Pledge of Allegiance**
7. **Board Engagement**
8. **Public Comment**
9. **Agenda**
  - 9.1. Madison Middle School Presentation
  - 9.2. Board of Education Handbook
  - 9.3. Policy 3023 Records Management and Retention
10. **Adjournment**



## **2009 Public Participation at Board Meetings**

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: October 12, 2020

Reviewed on: June 27, 2024

Revised on: July 8, 2024

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# MADISON MIDDLE SCHOOL

Board Presentation

APRIL 24, 2025





# Agenda

1. GUIDING COALITION & CIP TEAM
2. MADISON VISION STATEMENT
3. MADISON BELIEFS
4. ATTENDANCE GOAL
5. BEHAVIOR GOAL
6. MTSS GOAL
7. SPED STRATEGIES
8. iPad PILOT
8. CELL PHONE CHANGES
9. THE POWER OF ICU





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# Guiding Coalition

NIKKI ALTIG ~ RASHAWN BRYANT

ANDY BUTLER ~ CORY DOSLAND

MATT KAMINSKI ~ CAMERON NELSON

HEATHER HARVEY ~ COLLETTE SAUER

BECKY TENEYCK ~ BRADLEY NEILSEN

ROBIN VAHLE



# CIP Team

NIKKI ALTIG ~ RASHAWN BRYANT

HEATHER HARVEY ~ DONNA HENNE

MATT KAMINSKI ~ BECKY TENEYCK

ROBIN VAHLE ~ DELANEY VARGAS



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# Madison Vision

Madison Middle School provides a respectful, safe, and goal-driven environment for all students. We inspire students to be organized, creative, curious, and independent thinkers in preparation for a lifetime of learning.

## We Believe

- Relationships are essential
- Consistent high expectations create success
- Students should feel safe and valued
- In every student's ability to learn, reach their potential, and achieve independence





## 1. Attendance Goal

By the end of the 2024-25 school year, Madison Middle School is committed to improving student attendance by increasing the percentage of students with fewer than 10 absences per year to 78%, up from 73% in the previous year. Working with families to provide medical documentation or develop attendance plans for students with 10 or more absences, to help them get back on track.

## 1. Current Results

- 79% of our students have 10 or fewer absences so far this year

### Proactive Measures in Place:

- 32 attendance plans
- 6 truancy filings



## 2. Behavior Goal

By the end of the 2024-2025 academic year, Madison Middle School aims to achieve a 10% reduction in major office referrals compared to the previous year (2023-2024), promoting a safer and more positive learning environment.



## 3. MTSS

By the end of the 2024-2025 school year, Madison Middle School will continue evolving its MTSS process and data collection. This data will follow students to the next grade level.



## 2. Current results

While we have not met this goal,

- 24% of students have had 1 major referral
- 1% of students have had 3 or more major referrals

On a positive note, more students feel safe and empowered to report these incidents, allowing us to address them more effectively.



## 3. Current Results

Key strategies in place include:

- Staff data tracking sheets
- Individual behavior plans.
- Weekly progress monitoring to support and intervention.
- Ongoing collaboration among staff to promote consistency across all content areas.
- Peer mentor observations
- Data tracking sheet will be shared with Adams

# SPED STRATEGIES

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## Academic SPED Needs

We have reduced our special education caseload by **24%**, reintegrating these students into the MTSS process as a result of their progress and success.

## Speech Needs

We have decreased our Speech special education caseload by **56%**, transitioning these students back into the MTSS process in recognition of their significant progress.

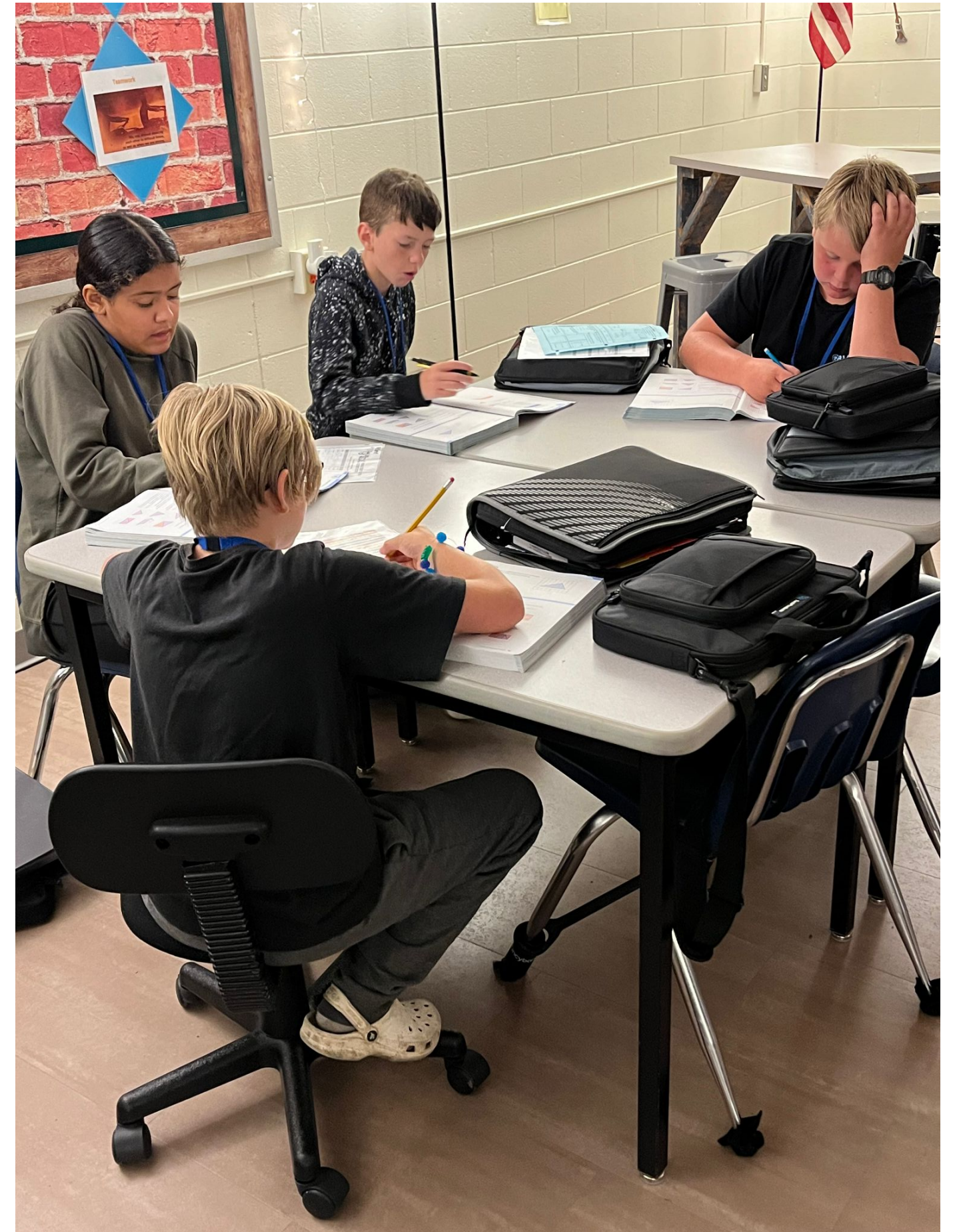


## iPad Pilot

- **Enhanced Instructional Tools**
  - All 6th-grade teachers equipped with iPads and styluses
  - Teachers can move freely around the classroom, increasing interaction and support
- **Empowered Teaching with Apple Learning Coach**

Teachers receive ongoing support and practical strategies, including:

  - **Tips for Untethered Teaching** – enhancing mobility and student engagement
  - **App Basics** – guidance on key educational apps to boost efficiency
  - **Creative Lesson Design** – ideas to craft engaging new lessons or elevate existing ones
- **Impact on Learning**
  - Lessons are now more dynamic, interactive, and student-centered
  - Technology supports personalized learning and real-time feedback
  - Easier to progress monitor and check data



# Additional Cell Phone Changes for the Year Ahead



**Reinforce Madison  
No Cell Phone Policy**



**Standardized cell  
phone procedures  
with Adams and the  
NPHS**



**Schedule Change**

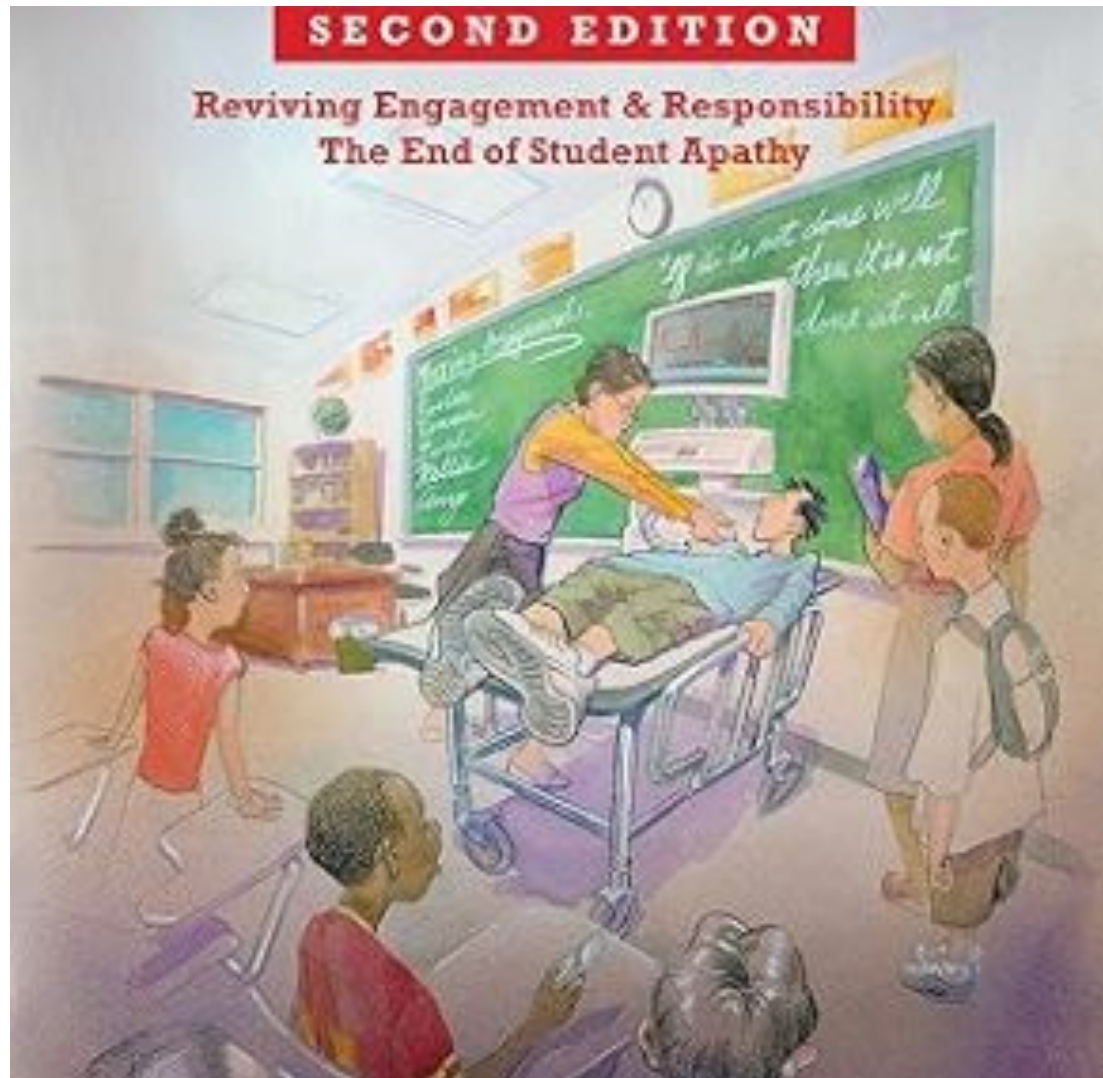


**Check-in and  
check-out  
Phones &  
Chromebooks**

# The Power of ICU



Blitz Day



Book Study



Celebrations

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**Thank You!**

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**Any Questions?**



**NORTH PLATTE  
PUBLIC SCHOOLS  
BOARD OF EDUCATION**



This sample handbook is designed to provide a foundational framework for board operations, outlining roles and responsibilities based on policy, best practice, protocol, and procedures.

**This is a sample only.**

For information about customizing a board handbook to your district's specific policies and unique operational needs, contact:

Becky Erdkamp

NASB Board Leadership Engagement Associate  
berdkamp@NASBonline.org; (402) 423-4910.



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**Handbook content can be customized to include QR codes linked to the district's strategic plan, communication plan, board policies, school handbooks, calendars, and more.**

# AN ENDURING LEGACY: A HISTORY OF NEBRASKALAND PUBLIC SCHOOLS

Nebraskaland Public Schools has a rich history dating to the late 19th century. Formally established in 1888 by consolidating several small, one-room schoolhouses, its early curriculum centered on reading, writing, and arithmetic. Teachers frequently boarded with local families. The district saw significant growth in the early 20th century, leading to the construction of facilities like Nebraskaland High School in 1917. During the 1960s, a wave of rural school consolidation brought smaller districts into Nebraskaland, centralizing resources and administration. This era also marked an increase in state and federal educational involvement, leading to new programs for special education.

In the latter half of the 20th century the district embraced modernization and community engagement. Personal computers were introduced to classrooms in the 1980s, and the district became a central hub for community activities. At the beginning of the 21st century, Nebraskaland Public Schools further evolved by prioritizing student-centered learning and technological integration. In the early 2000s, the district made major investments in digital learning resources, advanced placement courses, and career academies. Despite facing challenges like navigating remote learning during the pandemic, the district has remained committed to its core mission of providing an exceptional education that empowers every student.



## NEBRASKALAND PUBLIC SCHOOLS MISSION STATEMENT

To empower every student with the knowledge, skills, and character to thrive in a changing world. We are committed to providing a safe, supportive, and innovative learning environment that celebrates our rural heritage while preparing students for the opportunities of tomorrow.

## NEBRASKALAND PUBLIC SCHOOLS VISION STATEMENT

Nebraskaland Public Schools will be a cornerstone of our community, renowned for academic excellence, strong community partnerships, and graduates who are confident, resilient, and ready to lead with integrity and purpose.



# A MESSAGE FROM NASB BOARD LEADERSHIP



School board service is a profoundly rewarding experience, yet even those with previous volunteer experience can be surprised by the complexities of school district operations. The authority of individual board members, and the board as a whole, is frequently misunderstood by the public, underscoring the importance of clarity in roles and responsibilities.

Effective district leadership relies on the interconnected efforts of the board, administration, and staff, with each party having distinct, yet crucial, roles in serving students' best interests. The board's primary role is governance, focusing on strategic oversight and providing clear, unified direction. Administrators, with a district-wide perspective, handle practical planning and operations. District staff, particularly teachers, are responsible for the day-to-day implementation of the district's mission. Understanding these roles is the first step toward board unity.

A strong board-superintendent relationship, built on mutual understanding of and respect for each other's roles and responsibilities, is at the heart of effective governance. When boards and superintendents work collaboratively to foster trust, engage stakeholders, and shape the district's mission and vision, the focus remains where it belongs: on student growth and achievement.

The NASB Board Leadership Team is dedicated to supporting superintendents and school boards in their service to Nebraska school districts. We firmly believe that when superintendents and board members operate within their respective roles, it leads to efficient and effective board meetings, policy-supported decision making, and, ultimately, improved instruction and student learning.

We encourage you to embrace building and maintaining this vital partnership, recognizing that in doing so, we can collectively build a future of educational excellence throughout Nebraska.

**MARCIA HERRING**

**NASB DIRECTOR OF BOARD LEADERSHIP**

[mherring@NASBonline.org](mailto:mherring@NASBonline.org)

[www.NASBonline.org](http://www.NASBonline.org)

(402) 423-4951

**NASB BOARD LEADERSHIP TEAM**

Katie Corfield

Stacie Higgins

Ben Anderjaska

Stephanie Summers

Avary Pansing Brooks  
Becky Erdkamp

# NASB MISSION

The Nebraska Association of School Boards provides programs, services, and advocacy to strengthen public education for all Nebraskans.

## STATEMENT

Since 1918, NASB has been committed to serving school boards across the state. Our mission is to enhance public education for the children of Nebraska and is assembled upon the beliefs that:

- Every public school board will govern effectively and with integrity.
- Every public school board member will understand the importance and emphasize increased student achievement.
- Every public school board will practice good stewardship of resources.

The Nebraska Association of School Boards is a not-for-profit organization which has served local boards of education since 1918. Celebrating more than one hundred years of service, NASB continues to provide assistance and information for the boards and districts it represents throughout Nebraska. Governed by school board members throughout the state, NASB is committed to the following goals on behalf of its member boards:

- Enhancing the ability and authority of local boards of education to represent the citizens of their school district.
- Working for increased public awareness and financial support of the public schools.
- Providing development, training, and consulting opportunities for school board members that will assist them in meeting their responsibilities for policy making, and effective and efficient management of the school district.
- Representing the interests of public education, and particularly the viewpoints of local boards of education, to those who impact public education.
- Providing member boards with the specialized information needed to operate the public schools in the most efficient way possible.

### NASB BOARD PROTOCOLS

A 23-member Board of Directors governs the Nebraska Association of School Boards. Local board members are elected to the NASB Board of Directors on a regional and at-large basis and serve three-year terms as a region director and two-year terms as an at-large member. The Board meets five times a year.

The Association's annual legislative agenda and bylaws are developed through a representative process which begins with the submission of proposals by member boards. The NASB Legislation Committee is composed of nineteen members elected by size specific districts and one ESU seat, plus up to eight at-large, chair appointed committee members. The Legislation Committee reviews proposed legislative resolutions and standing positions and the Board reviews proposed bylaw changes and legislative information approved by the Committee. All of the recommended proposals and bylaw changes are presented to the NASB Delegate Assembly for review and approval. Through the Delegate Assembly, each member district or ESU can vote to establish the Association's direction for the year. **NOTE: A proposed change to the bylaws will come before the 2026 Delegate Assembly to increase the Board of Directors to a 24-member body.**



# NASB STANDARDS FOR EFFECTIVE BOARD GOVERNANCE

The NASB Standards for Effective Board Governance offer a clear and practical framework that strengthens the partnership between boards and superintendents as a unified leadership team. As the foundation of all NASB Board Leadership services, these standards help districts build a shared vision, align priorities, and cultivate a culture focused on student success.

The standards are supported by the Iowa Lighthouse Inquiry (Lighthouse Study)\* which examined the link between school board and superintendent leadership and student achievement. Researchers compared boards from high-achieving districts with those from comparable low-achieving districts and found significant differences. Boards in high-achieving districts had more positive beliefs about their students' potential and the staff's ability to drive achievement gains. In contrast, boards in low-achieving districts often accepted the status quo, citing the reason for poor performance or blaming external factors like poverty or a lack of community support. This study highlights a fundamental difference in mindset, showing that effective governance starts with a belief in the district's capacity to make a positive difference.

Ultimately, by adhering to these standards, the Nebraskaland Public Schools Board of Education can ensure it is a proactive force for positive change. A board that operates with a clear vision and high expectations—rather than making excuses for poor performance—sets a powerful tone for the entire district. This approach builds trust with both staff and the community, leading to a culture of accountability and continuous improvement that directly benefits student success and creates a stronger educational experience for all.

The questions associated with each of the following NASB Standards for Effective Board Governance are not merely a checklist; they are an essential tool that allow the Nebraskaland Public Schools Board of Education to maintain its focus on student success. Together, these questions provide a practical and comprehensive roadmap for effective governance, empowering the board to be more strategic, informed, and influential leaders for the Nebraskaland community.

*\*Iowa Association of School Boards. The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement, 2000.*

## STANDARD I: MISSION, VISION & GOALS

**The board annually reviews the district's mission, annually adopting board and district goals to support the long-term vision.**

### QUESTIONS TO CONSIDER:

- Does the board adopt a mission and vision statement developed with stakeholders?
- Is student success a top priority of the school board, staff, and community?
- Are the mission and vision statements communicated to the community?
- Does the board-superintendent team adopt long-term goals or a strategic plan to support the mission and vision of the district?
- Does the board regularly refer to the mission and vision when setting district policy?
- Are the mission and vision used as a guide when making resource, budget, and other operating decisions?
- Does the board periodically review the mission and vision statement with stakeholders to ensure it continues to reflect community beliefs and values?

## STANDARD II: POLICY GOVERNANCE

**The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student success.**

### QUESTIONS TO CONSIDER:

- Does the board review policies at each regular board meeting?
- What process does the board utilize to complete the review of the policy manual?
- How long ago has it been since the board reviewed the entire policy manual?
- Are all district handbooks aligned to district policies?
- Are administrative protocols/guidelines aligned to board policies?
- Are policies updated regularly according to state statute and accessible to the public on the district website?
- How does the board validate through the superintendent that staff utilizes policies for guidance and decision-making?

## STANDARD III: STAKEHOLDER & COMMUNITY ENGAGEMENT

**The board establishes effective communications with internal and external stakeholders to promote the district's image and to build and sustain long-term partnerships that serve education.**

### QUESTIONS TO CONSIDER:

- Does the board gather input from stakeholders [i.e., parents, students, staff, community advocates, businesses, government agencies, and higher education]?
- Does the district communicate the vision frequently and consistently to stakeholders?
- Does the board reference the vision to support decisions related to policy and district operations?

## STANDARD IV: ACCOUNTABILITY & STUDENT SUCCESS

**The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student success.**

### QUESTIONS TO CONSIDER:

- Has the district adopted curriculum in all subjects district wide?
- Does the district have a curriculum review policy to support the review and update of curriculum and to support the dedication of resources aligned to the needs of students?
- Does the district provide in-service staff time to align the curriculum to the student learning standards and support staff in their growth of knowledge and skills?
- What instructional model has the district adopted to support effective instruction?
- Is the teacher evaluation tool aligned to the instructional model?
- Is the district accredited through Nebraska Framework or COGNIA?
- What are the current school improvement goals adopted by the district?
- When is the next External Visit (year)?
- What data does the district consider when evaluating the success and progress of the district?
- How well equipped are graduates who are embarking upon a career out of high school or pursuing a post-secondary education?
- Does the district provide all students with the opportunity to achieve their personal best measured through attendance rates, graduation rates, academic assessment data, etc.?

## STANDARD V: ADVOCACY

**The board advocates for public education and learning to support student success.**

### QUESTIONS TO CONSIDER:

- Does the board fulfill the role of advocacy in the best interest of the school district?
- What resources are available to the board that provide information regarding legislative bills and the potential impact to the school district?
- What can NASB do to support the board in sharing the district's story when advocating for or against legislation at the state level?

## STANDARD VI: DISTRICT RESOURCES

**The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student success.**

### QUESTIONS TO CONSIDER:

- How does the district prioritize the budget?
- Does the board adopt a budget calendar?
- Who is involved in developing the budget?
- How does the budget align to growth of student success?
- How does the board engage the public in the discussion of budget accountability?

## STANDARD VII: BOARD OPERATIONS

**The board ensures meetings are effective, efficient, and orderly, focused on policy and proper board governance and conduct.**

### QUESTIONS TO CONSIDER:

- Does the board follow the Code of Conduct and adopt meeting protocols and procedures to support orderly meetings held in public?
- Does the board provide reasonable advanced notice of all public meetings?
- Does the board monitor proper compliance with the Nebraska Open Meetings Law and public records?
- Is the board meeting agenda available to the public?
- Is the agenda reasonably descriptive, and are the attachments available to the public?
- Does the district ensure the board meeting minutes are available within 10 days and/or by the next scheduled meeting of the board?
- Is the district in compliance with the law by posting six months' agendas and minutes on the district website for public access?

## STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

**The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student success.**

### QUESTIONS TO CONSIDER:

- How does the evaluation of the superintendent reflect the mission, vision, and goals of the district?
- How often does the board review the superintendent evaluation process and tool to ensure effectiveness and alignment to the superintendent job description?
- How do I handle staff or community concerns or complaints?
- How often does the board complete a self-assessment and how do they utilize the data to support administration, staff, and student learning?
- Does the district provide orientation for new board members immediately upon their election so they are familiar with the board's role, protocols, and district operations?

## STANDARD IX: PROFESSIONAL DEVELOPMENT

**The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.**

### QUESTIONS TO CONSIDER:

- What can I expect as an orientation to board service from NASB and from my local school district?
- How do I access board development opportunities that will allow me to gain knowledge or develop skills that will help me be a more effective board member?
- How does a board member register for NASB workshops and conferences?
- What type of information should I include in a report to the board/public after attending a board development opportunity?
- Does the district have an annual plan for board professional development that requires every board member to commit to appropriate activities to strengthen personal skills, knowledge, and teamwork?



# ABOUT THIS HANDBOOK

This handbook is more than just a document; it's the cornerstone of effective governance, ensuring collective success in serving students and the community by:

- clarifying roles and responsibilities;
- ensuring compliance and accountability;
- promoting consistency and stability;
- facilitating effective decision-making and operations; and
- supporting professional development and growth.

Whether a seasoned or new board member, this handbook promotes continuity through transitions, fosters fair and consistent practices, and supports informed decision-making. By embracing the principles within these pages, we reinforce our commitment to transparency, strategic planning, and ultimately, the academic achievement and well-being of every student in our care.

Let this handbook serve as a shared compass, guiding toward a future of excellence for the entire Nebraskaland Public Schools community.

# CODE OF CONDUCT/ CODE OF ETHICS

The board of education is committed to ensuring the public, staff, and students that school board members will govern through policy. In accordance with this belief and by adoption of this policy, each board member commits to following the Code of Conduct/Code of Ethics.

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

In addition to the following, board members should be familiar with and abide by their district's Code of Conduct/Code of Ethics.

## AS A BOARD MEMBER, I WILL:

- Recognize that my authority rests not with individual members of the board, but within a legal session of the board; respecting and abiding by the majority decision of the board.
- Consistently uphold all applicable local, state, and federal laws, rules, and policies.
- Attend all regularly scheduled board meetings, insofar as possible, and diligently prepare for meetings by reviewing in advance the material provided.
- Remain informed of local, state, and national educational developments of significance, remaining current on needs and requirements pertaining to educational issues through individual study and participation in board development opportunities.
- Consider the needs of the entire community and vote in the best interest of students, staff, and the educational program.
- Encourage individual board member free expression of ideas, listen without judgement, engage in thoughtful deliberation, and maintain open communication between all stakeholders.
- Complete the Conflict of Interest form, and not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
- Abide by the Open Meetings Law and only enter closed session of the board if the situation requires it, and I will consider "secret" sessions of board members in violation of the law.
- Recognize that promising in advance of a meeting how I will vote on any item prohibits open discussion and inhibits transparency.

- Retain independent judgement and refuse to surrender that judgment to individuals or special interest groups.
- Respect the confidentiality of privileged information, as prescribed by law.
- Prioritize policymaking, budget, goal setting, school district strategic planning process and evaluation, and the effects on increasing student learning and achievement, ensuring efficient use of education resources.
- Act only as a member of the board and do not assume any individual authority when the board is not in session and take no private action that will compromise the board or administration.
- Request recommendations from the superintendent and consider legal counsel advice for the board when required for full and informed board consideration of issues requiring legal expertise.
- Acknowledge that the superintendent of schools and his or her staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Adhere to and encourage others to follow the Chain of Command regarding complaints, requests, and concerns related to the school district.
- Ensure strong management of the school system by hiring and evaluating the superintendent, collaborating toward a common vision and goals for the district.
- Hold the superintendent accountable by jointly creating job performance standards and at least annually performing a comprehensive evaluation based on the job description, contract, and superintendent goals.
- Provide policy support for school administrators in the performance of their duties and delegate authority commensurate with those responsibilities.
- Perform a liaison communications role by respecting the needs of both the community and the school by engaging stakeholders in the strategic planning process.
- Recognize the board president (or designee) will speak as the official voice of the board. A single board member will not represent the board without the consent of the board, and board members making personal statements (in any format, including speeches, articles, social media posts, etc.) should clearly state these statements are their opinion and not the position of the board.
- Acknowledge the different roles that we play as individuals (board member, patron, parent, etc.).

# CONFLICT OF INTEREST

Nebraskaland Board Policy No. #####

The board is committed to maintaining the highest ethical standards and ensuring that all official duties are discharged in the best interest of the school district and the public. Board members and district employees must be diligent in identifying and addressing any potential conflicts of interest that may arise, per [NEB. REV. STAT. § 49-1499.03](#).

A board member is a public official. As a public official, a member has a duty to act in the best interest of the school district. When a board member's personal financial interests, or the interests of their immediate family or a business they are associated with, could be affected by an action or decision of the board, a potential conflict of interest arises.

Members of the Nebraskaland Public Schools Board of Education will complete a copy of the Nebraska Accountability and Disclosure Commission's Conflict of Interest form annually at the Annual Organization Meeting.

## IDENTIFYING A POTENTIAL CONFLICT

A potential conflict of interest exists when a board member is required to take an action or make a decision in the discharge of their official duties that may cause a financial benefit or detriment to:

- themselves;
- a member of their immediate family; and/or
- a business with which they are associated.
  - This is a conflict if the effect is distinguishable from the effects of such action on the public generally or a broad segment of the public.

## REQUIRED ACTIONS FOR A BOARD MEMBER WITH A POTENTIAL CONFLICT

As soon as a board member is aware of a potential conflict, or should reasonably be aware of it, they must take the following steps:

- Prepare a written statement: The statement must describe the matter requiring action or decision and the nature of the potential conflict.
- Deliver the statement: A copy of the written statement must be delivered to the person in charge of keeping records for the school district (typically the board secretary or superintendent's office). The statement will be entered into the public records of the school district.
- Abstain from participation and voting: The board member must abstain from participating in or voting on the matter in which they have a conflict of interest.

# BOARD- SUPERINTENDENT RELATIONS

The superintendent serves as the educational leader of the school district and is the one employee the board is responsible to hire and evaluate. The relationship between the superintendent and the school board is based upon the understanding of the governance role of the board and the educational leadership role fulfilled by the superintendent. Developing a mutual understanding of the role and responsibilities will provide a foundation to promote a district culture focused on effective governance. Through effective board governance, the leadership team remains focused on growth and improved student learning and achievement.

NASB encourages board and superintendent participation in an annual planning session to review the district vision and goals, as well as board and superintendent goals if they have been developed. The board work session ensures the board and administration share a collaborative approach to the education provided in the district. In addition, this juncture enables the board and administrators to make strategic directional changes as determined to be necessary. Placing an emphasis on the goals and outcomes for the district illustrates the respective role of the board and superintendent to enable the implementation of change when deemed imperative for progress.

The board's expectations of the superintendent include, but may not be limited to:

- **Planning:** Collaboratively defining the mission, vision, and goals to support growth and improved student learning and achievement.
- **Advocacy:** Engage lawmakers and stakeholders to communicate the district needs to support student learning and achievement.
- **Accountability:** Aligning staff and financial resources to meet the needs of the district.
- **Policy:** Ensuring district policy is in compliance with the law and department rules and regulations, and to support sound decision-making.
- **Monitor and Evaluate:** District programs, curriculum, instruction, student learning and achievement, and ensure all staff members are evaluated per policy/law.
- **Student Learning:** Continuously study and assess the academic performance and success of the district and respond with appropriate initiatives, strategies, and/or interventions to ensure students have the opportunity to reach their individual potential.



## BOARD-SUPERINTENDENT RELATIONS (cont.)

In this partnership, the board of education is responsible for governance, and the superintendent is responsible for management. To that end, the board shall:

- **Provide leadership:** Support the superintendent in implementing the district's vision and strategic goals.
- **Delegate authority:** Ensure the superintendent has the necessary authority to manage the day-to-day operations of the school system and hold staff accountable.
- **Evaluate performance:** Jointly establish clear performance standards with the superintendent and conduct a comprehensive annual evaluation based on those standards.
- **Refer complaints:** Direct all inquiries, concerns, and complaints from the community to the superintendent, respecting the formal chain of command.
- **Maintain open communication:** Avoid making commitments on behalf of the board or staff. Instead, maintain open and candid communication with the superintendent and focus on strategic direction rather than operational details.

To foster a transparent and trusting relationship, the superintendent will:

- **Keep the board informed:** Provide timely, regular updates on all relevant issues, including weekly reports and emergent matters.
- **Ensure compliance:** Oversee the administration and staff to ensure they follow all established board policies and procedures.

This framework is built on a mutual commitment to strategic governance, open communication, and a clear understanding of roles to serve the best interests of the district.

# CHAIN OF COMMAND

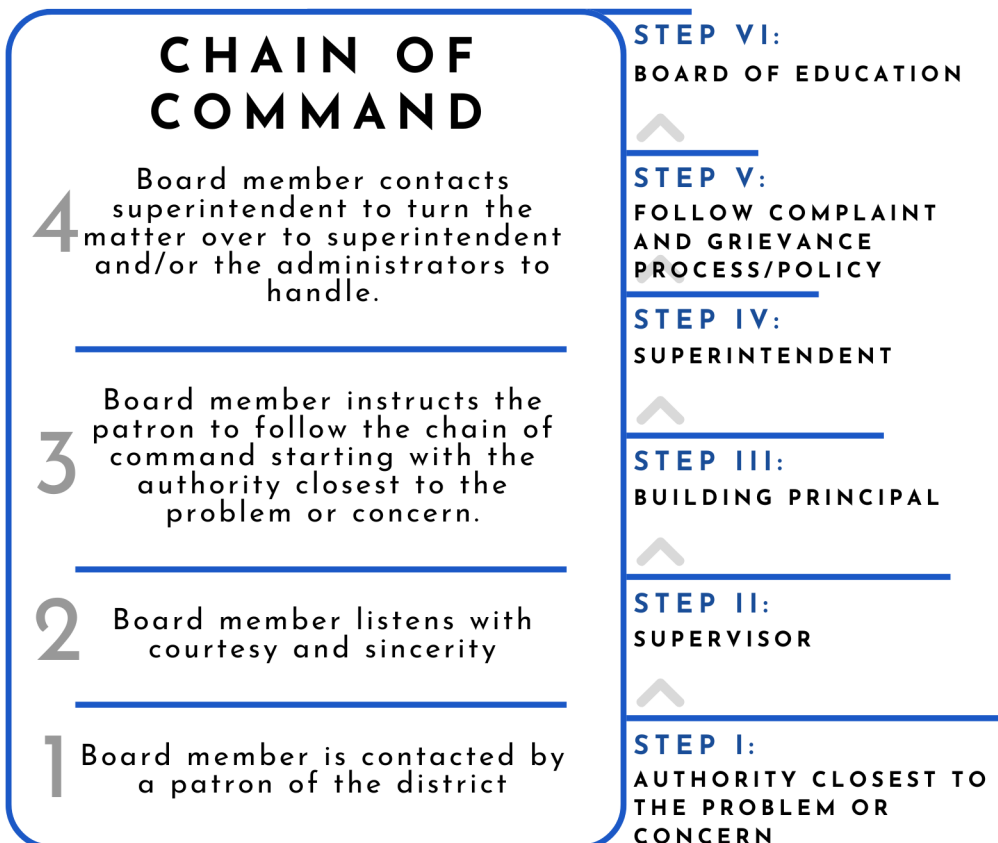
Nebraskaland Board Policy No. #####

When approached by a patron with a complaint or concern, board members must listen courteously and sincerely but also adhere to the district's established chain of command.

A board member must never assume responsibility for a patron's concern or problem. Instead, the board member should explain the proper process and encourage the patron to discuss their concern with the personnel directly involved. If the patron has already done so, their next step is to contact that individual's immediate supervisor.

Upon receiving communication from a patron, the board member shall promptly inform the superintendent. This action transfers responsibility for addressing the concern to the appropriate administrators and ensures administrators are aware of the issue, whether it's a new concern or an unresolved matter.

Administrators will then proactively address the patron's concern and follow up with the board member as appropriate. Once the matter has been turned over to the superintendent, the board member will consider it handled and no longer their direct responsibility.



# COMMUNICATION PROTOCOLS

## ELECTRONIC COMMUNICATIONS & PUBLIC RECORD

To ensure clear, consistent, and transparent communication, the district issues an official email account to each board member upon election or appointment. This account must be used for all official board business and communications.

It is critical for board members to understand that all electronic communications, including emails, texts, and other digital messages concerning district business, are considered public records. These communications are subject to disclosure under the Nebraska Open Meetings Act and other public records laws. Using a personal email account for official business does not exempt those communications from these laws. Therefore, board members are expected to check their district-issued email account regularly and to avoid conducting board business on personal accounts.

## SOCIAL MEDIA GUIDELINES

While social media is a common tool for communication, board members must exercise caution and professionalism when communicating online about school district business. All board members are expected to uphold the board's code of conduct and maintain confidentiality at all times.

When using social media, board members should:

- Clarify your role: State that you are speaking as an individual, not as a spokesperson for the board.
- Communicate factually: Share only factual, non-confidential information. Do not share personal details about students, staff, other board members, or families. Never disclose information discussed in closed session.
- Maintain professionalism: Respond to others respectfully, even in disagreement. Avoid using abusive, profane, or derogatory language toward the board, the district, staff, students, or families.
- Conduct no board business: Refrain from using social media to deliberate or strategize with fellow board members about district issues. This can be a violation of the Open Meetings Act.
- Consider the "front page test": Before posting, ask yourself: "Would I be comfortable with this statement being printed on the front page of the local newspaper or used as an example for our students?" Remember that once a statement is posted online, it is permanent.

# COMMUNICATION PROTOCOLS (cont).

## COMMUNICATION EXPECTATIONS

The board expects:

- timely communication from the superintendent via meeting, e-mail, phone call, text, etc.
- to be notified (by phone, text, or e-mail) when possible for:
  - school emergency (lock down, fire, etc.) and/or
  - student/staff emergency (arrest, injury, death).
- to receive board packets and supporting documentation (x) days before the scheduled board meeting.
- to receive regular monthly expenditure reports (with comparison data for the last two/three years).
- all board members will receive the same information.
- one board member's request for additional information will result in all members receiving or having the same access to the information.
- if one board member submits a request, it is a request; if a majority of board members submit a request, it is direction.
- board members will treat each other and staff with respect.
- the superintendent and staff will treat all board members with respect.
- reasonable requests for additional information will be satisfied in a timely manner.
- no surprises.

The superintendent expects:

- requests for additions to the agenda will be received as per board policy.
- direction is only given at board meetings when a majority of the board votes.
- board members will be respectful toward staff and be respectful of staff's time.
- board members will read all supporting documentation before the board meeting.
- board members will call with questions about agenda items or supporting materials before the scheduled board meeting to allow administration the opportunity to adequately research or gather appropriate information to respond.
- no surprises.

# MEETINGS OF THE BOARD

To ensure positive public perception and a focus on the district's mission and vision, it is crucial to establish effective meeting procedures. This includes a deliberately designed agenda and purposeful board discussion.

The superintendent should expect no surprises, unexpected requests, or crises during meetings, and all board members should arrive prepared and ready to participate in relevant discussions. On their part, board members should expect to receive the board packet and supporting documents in a timely manner. This information should be complete and comprehensive to aid in decision-making. Each board member should also have the opportunity to recommend agenda items as outlined in board policy. The board president is responsible for maintaining a controlled meeting, ensuring sufficient time for discussion, and concluding the meeting on time. While a mission-focused meeting may not always be easy, it ensures the board prioritizes student success.

## TIME & PLACE OF MEETING

Nebraskaland Board Policy No. #####

The regular board meeting of the Nebraskaland Public Schools Board of Education shall normally be held at the announced location within the school district and must be completed by the third Monday of each month at the announced time.

All meetings of the board and its committees shall be subject to the Open Meetings Act as defined in [NEB. REV. STAT. § 84-1407 to 84-1414](#), allowing citizens to exercise their democratic privilege of attending and speaking at such meetings. At least one current copy of the Nebraska Open Meetings Act shall be posted in the meeting room at a location accessible to members of the public. At the beginning of each meeting, the public shall be informed about the location of the posted information.

## TYPES OF MEETINGS

Nebraskaland Board Policy No. #####

### REGULAR BOARD MEETING

The regular monthly board meeting allows the board to transact regular monthly board business and address the growth of instruction and student learning. Through the work of the board and administration, the district's mission, vision, and goals define direction for education, set policy (which delegates authority and governs decision-making), and continually monitor instruction, learning, and how resources are managed to ensure the students, staff, and facilities receive appropriate and necessary funding to meet district needs. The board must include the opportunity for public comment on every regular board meeting agenda.

## **SPECIAL BOARD MEETING**

If a special meeting is necessary to address a district matter, statute states that “...special meetings may be called by the president or any two members, but all members shall have notice of the time and place of the meeting” [[NEB. REV. STAT. § 79-554](#)]. Once a special meeting is called, the district shall provide “reasonable advanced publicized notice” of the special meeting, which follows the same legal standard as for a regular meeting of the board. The board must include the opportunity for public comment on a special board meeting agenda.

## **EMERGENCY BOARD MEETING**

If conditions warrant, an emergency meeting of a public body is allowed without providing reasonable advanced public notice. State law provides that the board shall make reasonable efforts to provide advance notification to the news media of the time and place of each meeting and the subjects to be discussed at the meeting. The district is to maintain a list of the news media that request such notification.

There are two criteria that must be considered when assessing whether there is a need for an emergency meeting:

- Was the “emergency” that created the need for a meeting unforeseen or unanticipated?
- Can the board wait to address the issue at the next regularly scheduled meeting or schedule a special meeting in order to allow reasonable advanced publicized notice to the public and interested parties?

If these criteria are met and an emergency meeting is held, the board must:

- make certain a reasonable effort is made to notify news media members, including the time, place, and the subject matter to be discussed at the meeting;
- state the reason for the emergency in the public minutes;
- limit discussion and any actions to issues associated with the actual emergency during the meeting; and
- make minutes and the reason for the emergency meeting available to the public by no later than the end of the next regular business day.

If during the course of the emergency meeting, discussion of any item on the agenda should be held in a closed session, the board will conduct a closed session in accordance with the Nebraska Open Meeting Law.

## **BOARD RETREAT/WORK SESSION**

A board retreat/work session provides a setting for the board, superintendent, administrators, and appropriate staff to discuss board- and district-related business. A retreat/work session must be advertised in the same fashion as a board meeting if a quorum of the board is attending. The board may take formal action at a retreat/work session; however, an agenda is required to state the matters to be discussed at the time of the publicized notice, which shall be kept continually current and readily available for public inspection. The board is required to receive public comment during a board retreat/work session.

# ANNUAL ORGANIZATION MEETING

Nebraskaland Board Policy No. #####

The annual organization meeting of the Nebraskaland Public Schools Board of Education shall be held annually during the regular board meeting in January, or as soon thereafter as practicable, at a time and location designated by the board. In the event that the designated date falls on a legal holiday, the meeting shall be held on the next business day.

- Until the new president is elected, the meeting shall be presided over by the superintendent or the outgoing board president. Once elected, the new president shall assume responsibility for presiding over the remainder of the meeting.
- A majority of the total number of board members shall constitute a quorum for the transaction of business at the annual organization meeting. No official action shall be taken without a quorum present.
- Official minutes of the annual organization meeting shall be kept by the board secretary (or designated individual) and shall accurately reflect all proceedings, decisions, and votes taken. The minutes shall be made available for public inspection in accordance with Nebraska Revised Statutes.
- Public participation at the annual organization meeting shall be permitted in accordance with the board's established policy on public participation at board meetings. Time shall be allocated on the agenda for public comment on agenda items or other matters relevant to the school district.

## NOTICE OF MEETING

Public notice of the annual organization meeting, including the date, time, location, and a preliminary agenda, shall be provided in accordance with Nebraska Revised Statutes governing public meetings. This notice shall be posted in designated public places and published on the district's official website at least 24 hours in advance of the meeting, excluding Saturdays, Sundays, and legal holidays.



## ANNUAL ORGANIZATION MEETING (cont.)

### AGENDA ITEMS

The agenda for the annual organization meeting shall include, but not be limited to, the following items:

- Call to Order: The meeting shall be called to order by the superintendent or the outgoing president.
- Roll Call: Verification of board member attendance.
- Oath of Office: Administration of the oath of office to newly elected or re-elected board members.
- Election of officers by a majority vote of the board members present and voting.
  - Election of the President of the Board
  - Election of the Vice-President of the Board
  - Election of the Secretary of the Board
  - Election of the Treasurer of the Board
- Appointment of Standing Committees: The newly elected president, in consultation with the board, shall appoint members to any standing committees deemed necessary for the efficient operation of the board.
- Designation of Official Depositories: The board shall designate the official banks or financial institutions for the deposit of school district funds.
- Designation of Official Newspaper: The board shall designate the official newspaper for the publication of legal notices and other required district information.
- Establishment of Regular Meeting Schedule: The board shall establish the dates, times, and locations for its regular meetings for the upcoming year.
- Authorization for Superintendent: The board may authorize the superintendent to take necessary actions related to the day-to-day operations of the district until further board action.
- Other Business: Any other business deemed necessary for the organization of the board or the district.

## MEETING AGENDA

Board meeting agendas are more than just a list of topics to be discussed; they are an essential tool for effective and transparent governance. A well-crafted agenda ensures that meetings are productive and focused, preventing discussions from veering off track and wasting valuable time. For the public, a clear and descriptive agenda provides a window into the board's work, fostering trust and accountability. It also helps the community understand the issues that will be addressed, allowing them to provide informed input. A thoughtfully prepared agenda is the foundation of a successful meeting, guiding the board through its responsibilities efficiently while upholding the principles of open government.

The superintendent is responsible for creating a draft agenda for board meetings. This draft is then presented to the board president for review and discussion. This preliminary step allows the president to ask questions and suggest changes before the agenda is finalized and distributed to all board members.

Once this initial review is complete, the unofficial agenda is shared with the full board. It's important to remember that, according to [NEB. REV. STAT. § 84-1411 Section 1](#), meeting agendas generally cannot be altered less than 24 hours before the scheduled meeting.

All agenda items must be sufficiently descriptive, meaning they need to provide enough detail for the public to understand what matters will be discussed at the meeting. When necessary, background information may be presented in the form of supporting notes. This may be accomplished through the use of an agenda executive summary designed by the superintendent. It is important to note that, when used, the agenda executive summary is subject to public record laws.

To ensure efficient use of time, the board may opt to use a consent agenda. The consent agenda groups several items together as one to be approved with a single motion and vote. A consent agenda should be used for items that are considered routine and non-controversial, such as previous meeting minutes and claims.

To aid districts, NASB offers an Annual Board Calendar, as well as a monthly sample agenda, to highlight monthly board meeting agenda items and reporting requirements.

# MEETING NOTICE

Nebraskaland Board Policy No. #####

All meetings of the board shall be subject to the Open Meetings Act. The board shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by the public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement of that agenda, which shall be kept continually current, shall be readily available for public inspection at the superintendent office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting.

**NEB. REV. STAT. § 84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.**

Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body; applicability of section.

(1)(a) Except as provided in subsection (9) of this section, each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committees, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.

## MEETING NOTICE (cont.)

(ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;

(B)(I) Posting to the newspaper's website, if available, and (II) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(C) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) request the newspaper submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting pursuant to subdivision (1)(b)(iv)(A) and (C) of this section and a written record of the request to the newspaper pursuant to subdivision (1)(b)(iv)(B) of this section. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

# PUBLIC PARTICIPATION AT MEETINGS

Nebraskaland Board Policy No. #####

The Nebraskaland Board of Education recognizes the value of stakeholder input. Subject to the Open Meetings Act, members of the public have the right to attend and the right to speak at meetings of public bodies. Additionally, except for closed sessions called pursuant to [NEB. REV. STAT. § 84-1410](#), all or part of a meeting may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

In order to assure patrons are heard and board meetings are conducted efficiently and in an organized manner, the board, per [NEB. REV. STAT. § 84-1412](#), will set time aside for public comment at a specific time during each meeting as defined in policy and outlined below:

- Each person wishing to speak must sign in on the sign-in sheet. The sign-in must include the name, address, and name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.
- Each person who comes forward to speak should state their name, and the topic to be addressed before beginning speaking.
- Per policy, a time limit of X minutes is allotted for each speaker, and there is a total time limit of X minutes allotted for all speakers.
- The board will not respond to or take action on any questions or comments but will direct them to appropriate staff members. Patrons who wish to address a personnel-related matter are asked to follow the district Chain of Command Policy.
- Offensive language and hostile or disorderly conduct will not be tolerated. If the board president determines any statement or comment constitutes offensive language or hostile or disorderly conduct, then the board president will declare the person out of order and the person will be prohibited from speaking further.
- Written or printed materials the speaker would like to share should be submitted to the superintendent prior to the meeting if this has been defined in policy. Receipt of information from a speaker does not imply the information will be included in the board agenda/packet.
- Members of the public from outside of the school district boundaries cannot be prohibited from speaking.

The purpose of public comment is not to provide an opportunity for the board to act upon matters concerning the public, but instead it is a forum for the speaker to provide information to and be heard by the members of the board.

## CLOSED/EXECUTIVE SESSION

The board's primary responsibility is to conduct the district's business openly. However, in specific, limited circumstances, the law allows the board to hold a private meeting called a closed or executive session. The purpose of such a session is to either protect the public interest or prevent needless injury to an individual's reputation.

### **WHEN CAN A CLOSED SESSION BE HELD?**

A closed session can only be held if a majority of the board's voting members affirmatively vote for it in an open meeting. The motion to go into closed session must clearly identify the subject matter and the reason necessitating the private discussion.

Acceptable reasons for holding a closed session include, but are not limited to:

- strategy sessions related to collective bargaining, real estate purchases, pending litigation, or imminent litigation (when a claim or threat has been communicated).
- discussions about deploying security personnel or devices.
- investigative proceedings concerning allegations of criminal misconduct.
- evaluation of an individual's job performance when necessary to prevent needless injury to their reputation and if they have not requested a public meeting.

It is important to note that a closed session cannot be used to discuss the appointment or election of a new board member.

## CLOSED/EXECUTIVE SESSION (cont.)

### PROCEDURES FOR ENTERING AND CONDUCTING A CLOSED SESSION

To ensure transparency and compliance with state law [[NEB. REV. STAT. § 84-1410](#)], the board must follow specific procedures:

1. **Motion in Open Session:** A motion to enter a closed session must be made and voted on during an open public meeting.
2. **Recorded Vote:** The entire motion, including the subject matter and the reason for the closed session, along with each member's vote, must be recorded in the official minutes. The minutes must also reflect the start and end times of the closed session.
3. **Restatement of Purpose:** Immediately before going into closed session, the presiding officer must restate on the record the limited subject matter for discussion.
4. **Limited Discussion:** During the closed session, discussion must be strictly limited to the purpose stated in the motion. No other matters can be discussed.
5. **No Formal Action:** The board cannot take any formal action, such as making a collective decision, voting on a resolution, or forming a policy, during a closed session. All formal actions must occur after reconvening in open session.

### BOARD'S FIDUCIARY RESPONSIBILITY

As elected officials, board members have a fiduciary responsibility that includes duties of loyalty and care.

- **Duty of Loyalty:** This pertains to maintaining the confidentiality of information received during a closed session. Such information is provided for the benefit of the school district, not for a board member's personal use.
- **Duty of Care:** This relates to a board member's diligence in their position, requiring them to be informed, exercise independent judgment based on information provided, make informed decisions, oversee the budget, and comply with district policies and procedures.



## BOARD MEETING MINUTES

Boards of education are legally required to maintain and post specific records of their meetings and financial claims [[NEB. REV. STAT. § 84-1413](#) and [§79-580](#)]. These requirements ensure transparency and accountability to the public. Board meeting minutes shall include:

- The identity of the school board by district name, number, and county.
- School board members recorded as either present or absent and how each member votes. Additionally, board members who arrive late or leave early shall also be recorded, along with a record of the time.
- A statement by the president declaring a quorum present following the list of members identified as present or absent.
- A statement that the meeting was called to order by whom, the hour, and whether the meeting was a regular, reconvened, special, or emergency meeting. *NOTE: If it is a reconvened meeting, the original meeting date should be noted. If it is a special or emergency meeting, a copy of the official notice and agenda should be included or referenced. This provides record to the public should the meeting be challenged as a violation of the Nebraska Open Meetings Law.*
- A statement that the meeting was advertised according to the Nebraska Open Meetings Law, the agenda was kept current and available to the public, and the location or room is referenced where the agenda will be made available to the public for review. *NOTE: The district should be certain the copy of the Open Meetings Law posted in the boardroom is always kept current and accessible by the public.*
- Record of reports from committees, members of the board.
- Record of reports requested from administrative staff, such as the business manager, the architect, the athletic director, principals, etc. If written, the reports may be filed as documents and reference made to them in the minutes by file and document number.
- Record of reports from the superintendent.
- A summary of discussion on all agenda items proposed, deliberated, or decided, and a record of any vote taken.
- The “yeas” and the “nays” of each board member should be recorded on all agenda items requiring a roll call vote.
- The motions should include the names of the board member making the motion and the second.
- Record of any motion to close the meeting to the public and the votes of individual members of the board on the motion. Record of the time(s) at which the meeting was closed, purpose for the closed session, and restated motion prior to entering closed session by the president. Time(s) the board resumed to open session.
- Record of action taken in open session immediately following closed session.
- Record of the motion to adjourn and time of adjournment.

The board is required by law to post six months of current board meeting minutes on the school district website. The board meeting minutes must be easy to locate on the district website.



# OFFICERS OF THE BOARD

Nebraskaland Board Policy No. #####

The school board officers are the president, vice president, secretary, and treasurer. These officers, along with committee members, are selected annually at the Annual Organization Meeting each January.

- **President:** The president leads all meetings, appoints committees, and performs all other duties required by law or the board. They have the right to offer, discuss, and vote on motions and resolutions.
- **Vice President:** The vice president serves as president pro tempore and performs the president's duties when they are absent.
- **Secretary:** The secretary is responsible for ensuring an accurate record of all board business in the meeting minutes.
- **Treasurer:** The treasurer:
  - serves as Finance Committee chair;
  - reports to the board on Finance Committee; and
  - reviews monthly claims.

A surety bond will be obtained for the treasurer's term of service. The superintendent or their designee will assist the treasurer with these duties.

# BOARD VACANCIES

## Nebraskaland Board Policy No. #####

From time to time, a vacancy may occur on the board. A vacancy is defined by state statute [[NEB. REV. STAT. § 32-560](#) and [§ 32-561](#)], as are the procedures for filling it [[NEB. REV. STAT. § 32-570](#), [§ 32-571](#), and [§ 32-574](#)]. The process is designed to uphold the integrity of the board and to ensure the community continues to be represented by a full body of qualified and committed members.

A board seat becomes vacant upon the occurrence of any of the following events:

- The incumbent resigns, dies, or is removed from office.
- A court declares the office vacant.
- The incumbent ceases to be a resident of the district.
- A newly elected individual is ineligible or otherwise unable to assume the office.
- The incumbent is convicted of a felony or a public offense related to their oath of office.
- The incumbent forfeits the office as provided by law.
- An incumbent in a high elective office assumes another elective office.
- The incumbent is absent from the district for a continuous period of 60 days or misses more than two consecutive regular meetings without being excused by a majority of the remaining board members.
- The incumbent is commissioned into military or naval service. This does not automatically create a vacancy, but allows for the appointment of an acting officer.

## FILLING A VACANCY

In the event of a vacancy, the board must fill the position within 45 days of the vacancy occurring. The board has a few options for how to fill the position:

- Review board policy to determine if procedures are outlined.
- The board may appoint a qualified registered voter from the district to serve for the remainder of the unexpired term.
- The board president or superintendent may issue a public notice of the vacancy to the election commissioner's office and local media. This notice should include a deadline for applications and a description of the selection process. The board would then accept applications from interested and qualified registered voters.
- If the board fails to fill the vacancy, a special election may be called for that purpose.
- If vacancies occur in half or more of the board seats, the Secretary of State will conduct a special election to fill the positions.

# BOARD COMMITTEES

## Nebraskaland Board Policy No. #####

The board may use committees to help carry out its mission. Committees allow board members to focus on specific issues, leveraging their expertise and interests to support the board's work. Committees allow the board and administration to focus on key areas, such as transportation, finance, or curriculum, leading to well-informed decisions for the entire board. There are several types of committees the board may consider:

- Standing Committees for ongoing work;
- Special Committees with a defined purpose for temporary projects;
- Committees of the Whole that include all board members.

Committee assignments are made during the Annual Organization Meeting and are designed to align a board member's skills and interests with the needs of the district, fostering a sense of ownership and commitment. The success of a committee lies with mutual trust between board members and the administration. By working together effectively, committees can provide valuable insights that lead to better governance and outcomes for the district.

### STANDING COMMITTEES:

Standing committees of the Nebraskaland Public Schools Board of Education include:

- Executive Committee
- Finance and Negotiations
- Buildings, Grounds and Transportation;
- Policy; and
- Committee on American Civics.

### COMMITTEE ON AMERICAN CIVICS:

As required by [NEB. REV. STAT. § 79-724](#), Nebraskaland Public Schools shall maintain a Committee on American Civics that shall consist of three board members and meet at least twice annually. The committee shall follow the duties and responsibilities outlined in statute and maintain minutes of each meeting.

# PROFESSIONAL DEVELOPMENT

Nebraskaland Board Policy No. #####

Effective school district governance is a complex and demanding responsibility. The Nebraskaland Public Schools Board of Education acknowledges that its ability to fulfill its fiduciary, legal, and community responsibilities is directly tied to the professional competence of its members. Continuous professional development ensures that board members are well-versed in best governance practices, educational trends, school finance, and state and federal law. This commitment to ongoing learning enhances the board's capacity to provide strategic leadership, make data-driven decisions, and maintain public trust, all of which are essential for driving student success and achieving the district's mission.

The board's professional development shall be designed around the NASB Standards for Effective Board Governance and include opportunities at the district, state, regional, and national levels. A specific budget for board member professional development will be allocated each fiscal year. The district shall establish clear procedures for the reimbursement of expenses, including registration fees, travel, lodging, and meals, in accordance with the annual budget and district financial policies. All out-of-district professional development activities must be approved by a majority vote of the board.



# EVALUATION & SELF-ASSESSMENT

Nebraskaland Board Policy No. #####

## SUPERINTENDENT EVALUATION

A purposeful and effective evaluation is a collaborative process that strengthens the working relationship between the board and the superintendent. It is designed to:

- **Establish Clear Expectations:** The board and superintendent must have a shared understanding of the evaluation process and performance criteria. The process should focus on professional attributes and job performance, not personal relationships.
- **Encourage Self-Assessment:** The superintendent is expected to lead this process by conducting an annual self-assessment. This aids in goal setting, professional development planning, and personal reflection.
- **Ensure Public Accountability:** The evaluation is a vital tool for public accountability. It helps the board clarify its leadership vision and ensures the superintendent's performance is aligned with the community's expectations.
- **Communicate Future Goals:** The evaluation is not just a review of past performance. It is a forward-looking process that serves as a valuable tool for communicating future expectations and setting new goals.

By administering this process with care, the board ensures the district's leadership team remains healthy, productive, and focused on student success.

## BOARD SELF-ASSESSMENT

A high-performing board is committed to continuous improvement. To achieve this, the NASB Board Governance Standards provide a framework for a thorough board self-assessment. This process is not a critique of individuals but an opportunity for the board to collectively evaluate its performance and identify areas for growth.

By engaging in a self-assessment, the board-superintendent leadership team can:

- **Define Effective Governance:** Use the NASB Standards of Effective Board Governance to establish a common understanding of what constitutes effective governance and leadership.
- **Identify Areas for Improvement:** Pinpoint areas of need and set goals to strengthen the board's practices and behaviors.
- **Strengthen the Team:** Use the process to clarify roles, improve communication, and ensure that all actions are aligned with the board's primary responsibility: supporting student learning and achievement.

A well-executed self-assessment is vital for the health and productivity of the district's leadership team, ensuring that the board remains focused and accountable to the community it serves.

# STUDENT LEARNING & SUCCESS

The board's primary governance role is to ensure the provision of resources that support the learning of all students. To fulfill this responsibility, the board must maintain an effective working relationship with the administration, making informed decisions that directly support improved instruction and learning district-wide. Informed decision making begins with asking the right questions.

The information on the following pages provides suggested data points and questions for discussion between board members and the superintendent. The data is organized under Guiding Principles that represent the structures, resources, and dynamics of a high-functioning school district. Like with the Standards for Effective Board Governance, the Guiding Principles and discussion questions below serve as a guide for monitoring progress and using data to inform decisions.

## STUDENT LEARNING & SUCCESS

### *Data to be considered:*

- % of students “Developing” or “Proficient” at grade level for Nebraska Student Centered Achievement System (NSCAS)
- % of students who meet state proficiency and college-ready benchmarks on the ACT in English and Math
- % of college-bound graduates
- % of high school seniors with IEPs with post-graduation transition plans
- % of students scoring “Progressing” or “Proficient” on district initiated academic progress assessments (ex. NWEA MAP)

### *Questions:*

- How do the board agenda, discussion, and action items address student achievement at board meetings?
- Is the data disaggregated according to subgroups to identify achievement gaps?
- What systems are in place to ensure staff have consistent access to curriculum resources across grade levels?
- What evidence do we have that the instructional framework is improving student learning?

## STUDENT-CENTERED LEARNING ENVIRONMENT

### *Data to be considered:*

- % of students with IEPs meeting IEP goals
- % of students who are absent 5 or more, 10 or more, 15 or more, and 20 or more days in a school year
- % of discipline incidents resulting in a restorative consequence/response
- % of students suspended out of school 1 or more, 3 or more, 5 or more, and 10 or more times in the school year
- % of students suspended out-of-school 1 or more, 3 or more, 5 or more, and 10 or more cumulative days in the school year
- % of students expelled from school
- % of students, staff and parents demonstrating psychological safety based on survey results

- Number of violent incidents by school
- Number of police reports by school

**Questions:**

- How do administrators and teachers utilize data to address achievement gaps and modify instruction to support student success?
- How does administration utilize data to respond to chronic absenteeism and behavior referrals?
- Is data disaggregated by subgroups to ensure equitable policy enforcement?
- What supports and interventions are in place for students not meeting their IEP goals?
- How are teachers being supported in implementing IEP accommodations and modifications?
- Which student groups are disproportionately represented in high absenteeism rates?
- How is the school partnering with families to improve attendance?
- What supports are in place for students returning from suspensions or expulsions?

## **PERSONNEL EFFECTIVENESS**

**Data to be considered:**

- Staff retention rate from prior year, disaggregated by job category (teachers, administrators, support staff, etc.)
- % of staff retained for the prior 3 years, disaggregated by job category (teachers, administrators, support staff, etc.)

**Questions:**

- How does the board utilize data to impact professional development?
- How does the district utilize professional development to increase staff data IQ?
- How will our onboarding and mentoring programs be evaluated to ensure they support professional growth?
- How will we use student demographic and performance data to drive professional development?
- What metrics are we using to determine the effectiveness of our professional development initiatives?

## **SOCIAL-EMOTIONAL & MENTAL HEALTH WELL-BEING**

**Data to be considered:**

- % of students engaged in at least one extracurricular activity
- Results of social-emotional wellness assessment, if available

**Questions:**

- How do administration and teachers utilize data to ensure every student feels supported and a valued member of the school community?
- What survey tools or data sources are being used to measure staff and student social-emotional mental health?
- How often is SEL data collected and reviewed?
- How is the district supporting students with trauma histories or mental health diagnoses?
- What interventions are in place for staff and students showing signs of anxiety, depression, or social withdrawal?

## STUDENT LEARNING & SUCCESS

### *Data to be considered:*

- % of students who are satisfied with their overall experience in the district, as measured by survey responses
- % of parents who are satisfied with their overall experience in the district, as measured by survey responses
- Survey results from community meetings or other types of community engagement activities indicating participant satisfaction with these events

### *Questions:*

- What stakeholder engagement data is the district collecting to prepare for the NDE Accreditation External Visit?
- How does the board use data to reflect priorities identified by community stakeholders?

## ACCESS TO EDUCATIONAL OPPORTUNITIES

### *Data to be considered:*

- College persistence rates for past four graduating classes
- % of students (past four graduating classes) who are enrolled in college or gainfully employed, as defined by earning at least 150% of the federal poverty guideline for a family of four
- % of graduates with disabilities who are enrolled in post-secondary education, vocational training, or gainfully employed

### *Questions:*

- How do the board and administration utilize data to inform course offerings regarding college/ career readiness for all students?
- When pursuing post-secondary education, are students enrolling in trades, 2-year, or 4-year programs?
- What feedback do alumni give about how well high school prepared them for college-level coursework and independence?
- How is the district aligning curriculum and programming with in-demand local industries and living-wage employment opportunities?
- How are graduates tracked and followed up with to obtain this data?

## DISTRICT RESOURCES

### *Data to be considered:*

- Monthly financial reports
- Comparative financial data from year to year
- Results of independent audit from prior fiscal year
- Recommended budget for the upcoming school year
- Summary of primary revenue and cost drivers, average daily membership trends, etc

### *Questions:*

- How does the board utilize data to inform school improvement decisions?
- What factors are considered when determining staffing allocations across buildings?
- How often is the short- and long-term facilities plan updated?

# POLICY & ADMINISTRATIVE GUIDELINES

Nebraskaland Board Policy No. #####

Policy serves as the foundation for effective governance and leadership within the school district. It is the primary tool the board uses to provide clear direction, set operational parameters, and define goals and objectives. A well-defined set of policies provide direction and stability, ensuring the district operates effectively, consistently, and legally.

Effective policies are crafted to be both broad and specific. They are broad enough to give administrators the discretion they need for day-to-day decision-making, yet specific enough to provide clear guidance. These policies are typically based on legal precedent, as well as state and federal regulations.

To support these policies, quality board governance delegates administrative responsibilities to the superintendent. The board empowers the superintendent with the necessary authority to enforce and carry out policy, which is then supported by administrative guidelines. This delegation is crucial for strengthening administrative leadership and ensuring consistent implementation across the district.

## KEY FUNCTIONS OF BOARD POLICY

- **Sets Clear Direction and Expectations:** Policies establish the board’s goals, objectives, and operating principles. They define the duties and responsibilities of the superintendent and staff, creating a foundation of accountability for everyone.
- **Ensures Consistency and Fairness:** Policies create stability by providing a consistent framework that endures through changes in board members or administration. They ensure fair and uniform treatment for students, parents, staff, and community members.
- **Clarifies Roles and Responsibilities:** Policies define the board’s legal authority and responsibilities while also clarifying the relationship between the board and the superintendent. This prevents confusion and allows the superintendent to effectively manage the district within established parameters.
- **Protects the District:** By addressing potential issues before they arise, policies help the board make informed, objective decisions without the pressure of a specific crisis. Policies also ensure the district complies with state and federal laws, which helps avoid legal challenges, penalties, and unnecessary lawsuits.

**“To remain current and effective, policies will be reviewed every three years. The board and superintendent will work together to establish a protocol for this review, involving administrators and all board members to ensure a shared understanding of each policy’s purpose and impact. This process goes beyond simply updating legal language; it is a collaborative effort to ensure policies align with the district’s goals and remain relevant.” - NASB**

## POLICY & ADMINISTRATIVE GUIDELINES

Policies are guidelines adopted by the board to chart a course of action. The content of a policy should be broad enough that it provides discretionary action by the administrators when enforcing policy in day-to-day decision-making, yet specific enough to provide clear and appropriate guidance. A policy is typically based upon legal precedent and/or state and federal rules and regulations.

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

### CHARACTERISTICS OF POLICY

- A statement of purpose or aspirations providing what, why, and how.
- Directs how the board will operate.
- Assigns responsibility or authority to the superintendent.
- States the board's position.

### CHARACTERISTICS OF ADMINISTRATIVE GUIDELINES

- Statement that sets the boundaries for how an administrator will implement policy on a day-to-day basis.
- Provides the parameters for what the administrator should or should not do.

### DEVELOPMENT PROCESS FOR ADMINISTRATIVE GUIDELINES

- Review current board policies, employee and student handbooks, and collective bargaining agreements.
- Compile a list of administrative guidelines necessary to ensure the administrators conform with law and appropriate administrative procedures to carry out the operation of the district.
- Review, develop, and, if needed, update proposed administrative guidelines with the district administrators and the board.
- Supporting forms designed and utilized by the administrators should be included in the administrative guideline's manual.
- Administrative guidelines should contain reference to the related policy.

Administrative guidelines establish the boundary between board governance and administrative leadership. They serve as preventative measure to ensure the board remains focused on oversight rather than micromanaging daily district operations. While the board does not formally adopt administrative guidelines, it is beneficial for members to be informed about the process of development and their contents.

**Nebraskaland Public Schools will follow its established Curriculum Review Policy, ensuring curriculum remains current, aligned with state standards, and effective in meeting the needs of all students.**

# NEBRASKA RULE 10

## ACCREDITATION & ASSURANCE STATEMENT

According to the Nebraska Department of Education website, “All public-school systems are required by state statute to be accredited.” Accreditation is achieved when a school district successfully fulfills all rules and regulations under the provision of Rule 10: Regulations and Procedures for the Accreditation of Schools. The purpose of Rule 10 is to ensure that all students have access to an equitable learning experience in both the elementary and secondary systems. Accreditation is awarded each year and is effective July 1 through June 30 of the following year.

Each school district must renew accreditation by validating compliance with Rule 10. Regulation 003.07 of Rule 10 states, “Each school system shall, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the school system governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.” The superintendent is responsible for indicating compliance with regulations and charged with self-reporting any unmet regulations.

## NEBRASKA CONTINUOUS IMPROVEMENT

As required in Rule 10, each school district must develop a school improvement plan to ensure students are receiving a quality education in a safe learning environment. Specific regulations required for Continuous Improvement are found in Section 009 and are as follows:

- 009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01F. In all school systems, the continuous improvement process includes the following activities at least once within each five years:
  - 009.01A1 Review and update of the mission and vision statements.
  - 009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
  - 009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
  - 009.01A4 Development and implementation of an improvement plan which includes procedures, strategies, and actions to achieve goals and an aligned professional development plan.
  - 009.01A5 Evaluation of progress toward improvement goals.
- 009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system’s improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once every five years.

**More information about Rule 10 and Nebraska Continuous Improvement is available at:**

<https://www.education.ne.gov/apac/accreditation-rule-10/>

<https://www.education.ne.gov/apac/nebraska-continuous-improvement/>







# BOARD ORIENTATION





## ESU 7

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The Educational Service Unit 7 provides leadership and support while delivering customized and innovative services to school districts in the counties of Boone, Butler, Colfax, Merrick, Nance, Platte, and Polk counties. This includes 19 public school districts, 13,087 students, approximately 1,001 teachers and 63 administrators and 106 ESU 7 employees. We are here to support our schools in their charge of educating the students of today, who will be our leaders, educators, front line workers, and citizens of our communities in the years to come. This work is not taken lightly, nor without planning.

ESU 7 provides support to our school districts through core services set forth in state statute which includes professional development, instructional materials, and technology/infrastructure. Additionally, we provide special education contracts as well as on-site technology personnel. The Title IC Education Program, Early Learning Connection, and Autism Spectrum Disorders grants are facilitated by ESU 7 and provides support to many ESUs, their schools, students and families.

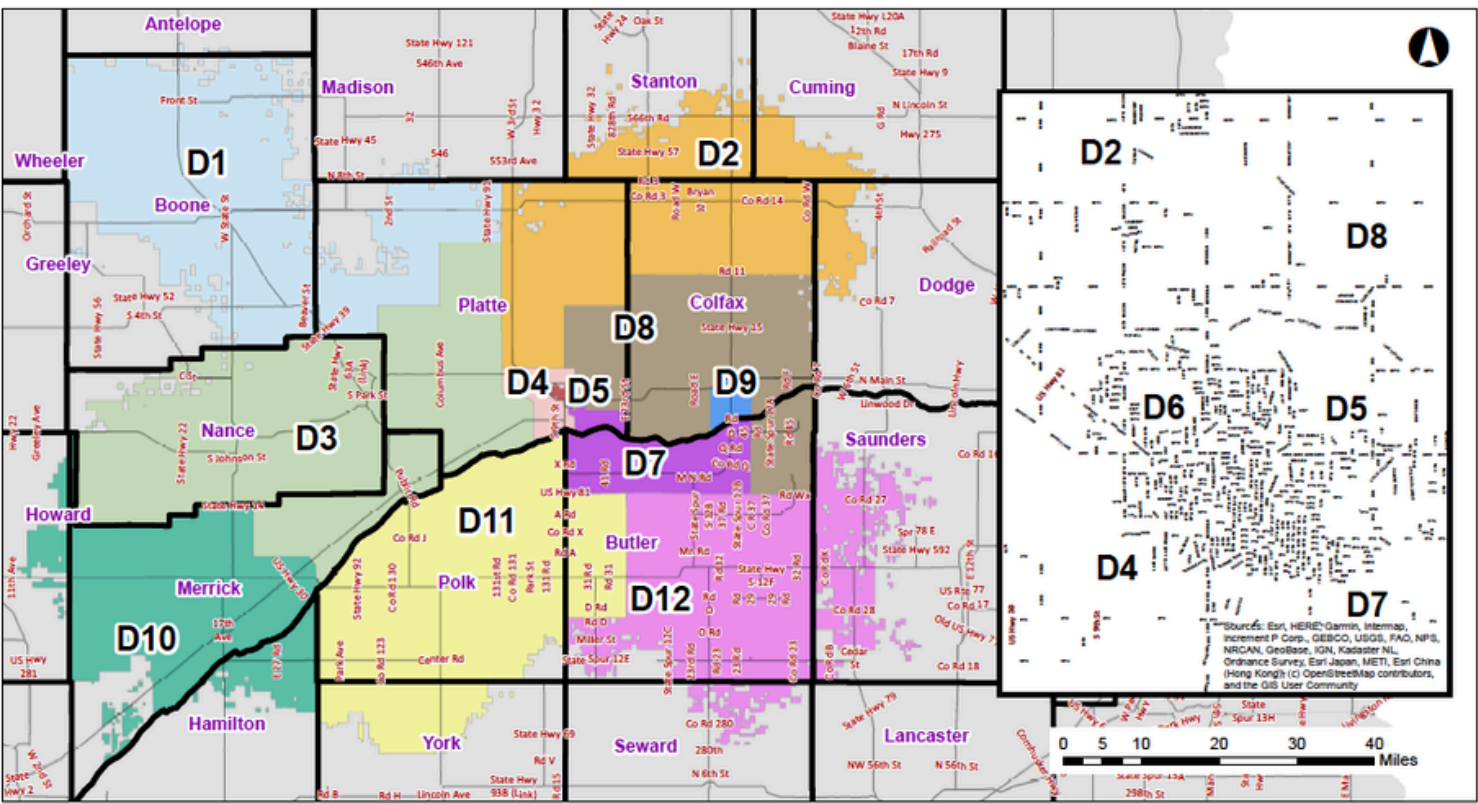
Nebraska Department of Education's Rule 84 establishes performance expectations for ESU accreditation by which ESU 7 continues to meet. Member school districts rely on ESU 7 for its expertise in special education, professional development, technology and infrastructure support, print shop, and grant facilitation.

Thank you for choosing to serve on our ESU Board.  
~ Marci Ostmeier

# Map of ESU 7 Districts

## EDUCATION SERVICE UNIT #7 DISTRICT MAP

LEGEND District D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12





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## Board Responsibilities

- |  |                     |
|--|---------------------|
| • Vision, Mission, Beliefs             | Chief Administrator |
| • Board Policy                         | Board President     |
| • Rule 84                              | Chief Administrator |
| • Meetings and Committees of the Board | Board President     |
| • Conflict of Interest                 | Board President     |
| • Code of Ethics                       | Board President     |
| • Organizational Chart                 | Chief Administrator |
| • Job Description                      | Board President     |
| • Role of ESU Board Member             | Board President     |

## Board/Administrator Relationship

- |  |                            |
|--|----------------------------|
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| • Strategic Plan                         | Chief Administrator        |
| • Board Meeting Preparation              | Board President            |
| • Administrator Goals                    | Chief Administrator        |
| • Duty and Function of the Administrator | Board President            |
| • Job description of Administrator       | Board President            |
| • Administrator Contract                 | Board President            |
| • Evaluation process                     | Evaluation Committee Chair |
| • Communication Process                  | Chief Administrator        |
| • Chain of Command                       | Chief Administrator        |

## Finance

- |                             |                        |
|-----------------------------|------------------------|
| • Budget                    | Budget Committee Chair |
| • Revenue and Expenditures  | Chief Administrator    |
| • Facilities                | Chief Administrator    |
| ◦ North Building            | Technology Director    |
| ◦ South Building            |                        |
| ◦ Learning Academy Building |                        |
| • Treasurer Report          | Treasurer to the Board |
| • Yearly audit              | Treasurer to the Board |



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## Services

- Annual Report
- Service Plan
- Level III programs
- Service Planning Process
- Locations of programs
- SMART
- Student handbooks
  - Bridges
  - Cen7ter
  - Learning Academy
- Non-member contract

Chief Administrator  
 Technology Director  
 Special Education Director  
 Professional Development Director  
 Special Education Director  
 Chief Administrator  
 Special Education Director

Chief Administrator

## Personnel

- Staffing Levels
  - Classified
  - Professional
  - Certificated
- Board Role
- Contract Approval
- Employee Handbook
- Negotiations Process

Chief Administrator

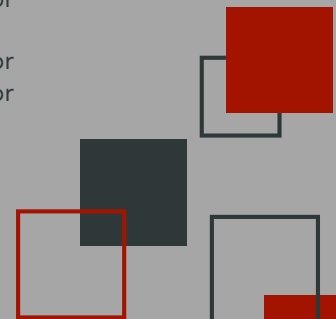
Chief Administrator  
 Chief Administrator  
 Chief Administrator  
 Chief Administrator

## ESU 7 and Statewide Relationships

- Member schools
- Educational Service Unit Coordinating Council (ESUCC)
- Memberships (NASB, NRCSA, NNCC)
- Association of Educational Service Agencies (AESA)

Chief Administrator  
 Chief Administrator

Chief Administrator  
 Chief Administrator





# Board Responsibilities

- Vision, Mission, Beliefs
- Board Policy
- Rule 84
- Meetings and Committees of the Board
- Conflict of Interest
- Code of Ethics
- Organizational Chart
- Job Description
- Role of ESU Board Member



## Our Mission

The mission of ESU 7 is to provide leadership and support by delivering customized and innovative services.

## Our Beliefs

We believe in...

- People first
- Leading with trust and reliability
- Customized and innovative services
- Best practice expertise
- Intentional data driven service planning
- Authentic collaboration
- Maximizing efficiencies

## Our Vision

To be a leader in innovative service delivery, ESU 7 prioritizes three areas: people, services, and efficiency.

People: To be a family centered place to work where people are inspired to continue to grow.

Services: Provide innovative services for school districts to meet current and anticipate future needs.

Efficiency: Maximize our services by scaling them up to prioritize outcomes.

[bit.ly/ESU7PolicyManual](https://bit.ly/ESU7PolicyManual)



**Policy Manual**

# Board Policy

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The ESU 7 Board has the responsibility of setting, reviewing, revising, and approving policies for the operation of the agency. A master schedule of policy review has been developed providing a guideline when the policies must be reviewed. At any time, any policy can be brought before the board for consideration, outside the scheduled review date.

Review: Within the consent agenda, policies with no recommended changes

Revision: Specific agenda item recommending changes requiring board action

Approval: Board action to adopt a new policy or revise an existing policy



**Educational Service Unit 7  
Policy Manual**

[bit.ly/ESURule84](http://bit.ly/ESURule84)



## Rule 84

# Rule 84

This rule is intended to support educational service units in effectively and efficiently supporting school systems in Nebraska and to establish the minimum level of performance for accreditation of the Nebraska education service units.

Accredited ESUs shall comply with all the provisions of this Rule. ESUs shall be classified as accredited if they meet all of the requirements of this Rule. All of the statements within the Rule are requirements of accredited ESUs and are intended to enable the resources of the state to be used efficiently to support the accredited school districts in the state. (Rule 84 001.02)

NEBRASKA DEPARTMENT  
OF EDUCATION

# RULE 84

REGULATIONS FOR THE ACCREDITATION OF EDUCATIONAL SERVICE  
UNITS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 84

EFFECTIVE DATE  
JUNE 23, 2012  
(REVISED)

# Meetings and Committtees



The regular meetings of ESU 7 are held on the third Monday of month, excluding the month of July where there is no meeting. In the event a meeting is not the third Monday, the change in meeting date must be approved by the Board at least one month prior to the change.

[bit.ly/ESU7BoardMeetings](https://bit.ly/ESU7BoardMeetings)

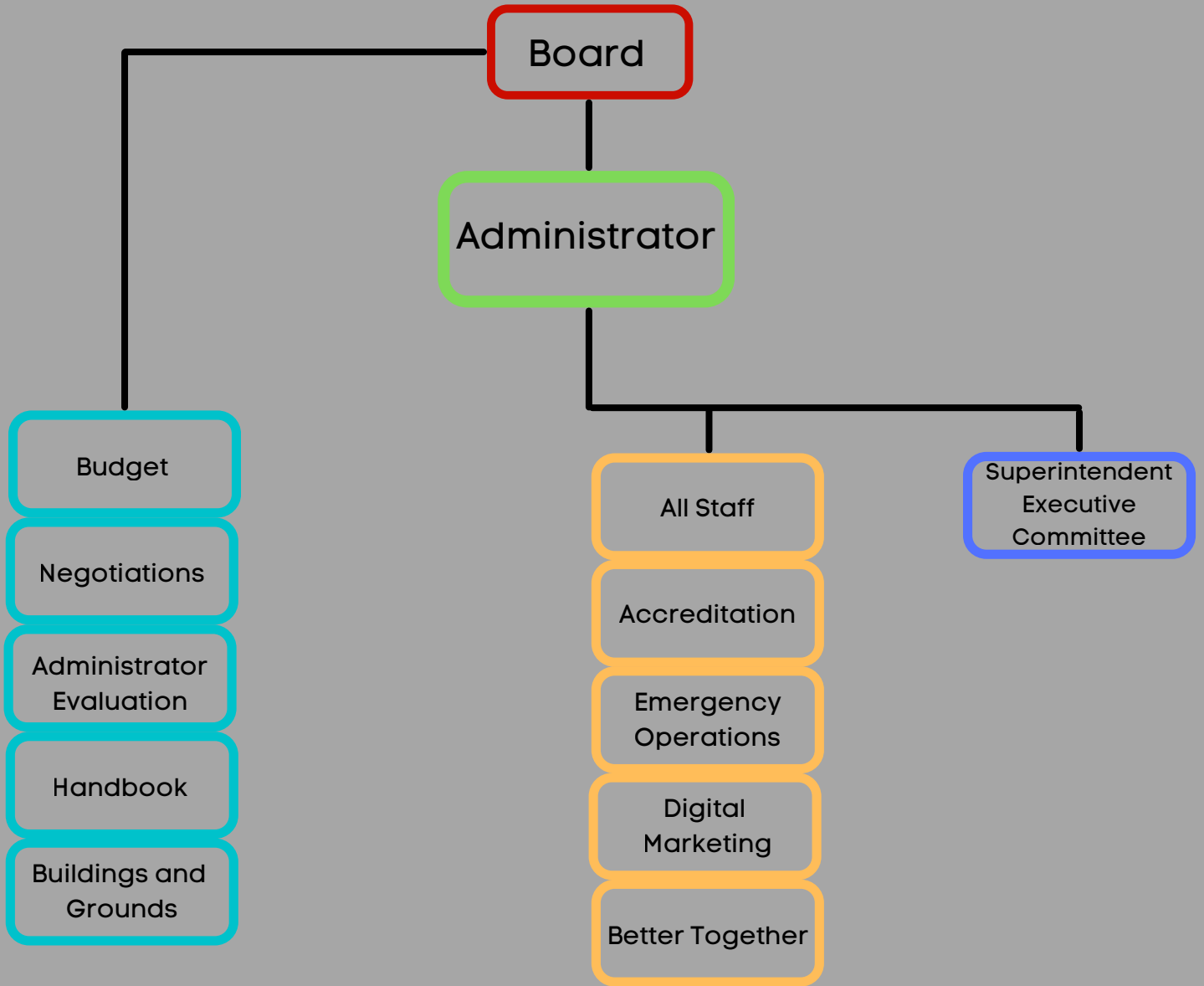


Board members have the opportunity to participate in one or more committees. Standing committees are:

- Budget
- Negotiations
- Handbook
- Administrator Evaluation
- Buildings and Grounds



# ESU 7 Committee Chart





# Conflict of Interest

Members of the Board shall abstain from voting on matters on which they may have a conflict of interest. A conflict of interest for this purpose means a decision in the discharge of duties that may cause financial benefit or detriment to the Board member, a member of the Board member's immediate family (which means a child residing in the Board member's household, a Board member's spouse or an individual claimed by that Board member or the Board member's spouse as a dependent for federal income tax purposes), or a business with which the Board member is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public.

Any known conflict of interest must be disclosed to the State of Nebraska.

<b>NEBRASKA ACCOUNTABILITY AND DISCLOSURE COMMISSION</b> 11 <sup>th</sup> Floor, State Capitol P.O. Box 95086 Lincoln, NE 68509 (402) 471-2522		<b>POTENTIAL CONFLICT OF INTEREST STATEMENT</b>  <b>NADC FORM C-2A</b> (Village, City, School Officials Except Omaha and Lincoln Officials)		POSTMARK DATE	
BEFORE COMPLETING THIS FORM READ THE FILING REQUIREMENTS ON PAGE 3				MICROFILM NUMBER	
				OFFICE USE ONLY	
<ul style="list-style-type: none"> <li>An official of a village or city holding elective office or an official of a school district holding elective office must file this form if he or she has a potential conflict of interest.</li> <li><b>Officials of the cities of Lincoln and Omaha holding elective office with a potential conflict of interest should not use this form.</b> Use Form C-2.</li> <li>This form should be filed with the person who normally keeps records for the school district, city or village. <b>There is no requirement to file this form with the Nebraska Accountability and Disclosure Commission.</b></li> <li>Persons who fail to disclose a potential conflict of interest or who otherwise do not comply with the law are subject to penalties.</li> </ul>					
<b>ITEM 1</b>		<b>NAME, ADDRESS AND TELEPHONE NUMBER</b>			
Name		Last		First Middle Telephone No.	
Address		STREET ADDRESS OR RURAL ROUTE		City STATE ZIP CODE	
<b>ITEM 2</b>		<b>TITLE, AGENCY (City, Village, School), ADDRESS AND PHONE</b>			



## Code of Ethics

# Code of Ethics

Board members of ESU 7, like all public officers in the State, “stand in a fiduciary relationship to the people whom they have been elected or appointed to serve. As fiduciaries and trustees of the public wealth they are under an inescapable obligation to serve the public with the highest fidelity. In discharging the duties of their office they are required to display such intelligence and skill as they are capable of, to be diligent and conscientious, to exercise their discretion not arbitrarily but reasonably, and above all to display good faith, honesty and integrity. They must be impervious to corrupting influences and they must transact their business frankly and openly in the light of public scrutiny so that the public may know and be able to judge them and their work fairly. These obligations are assumed by them as a matter of law upon their entering public office.”

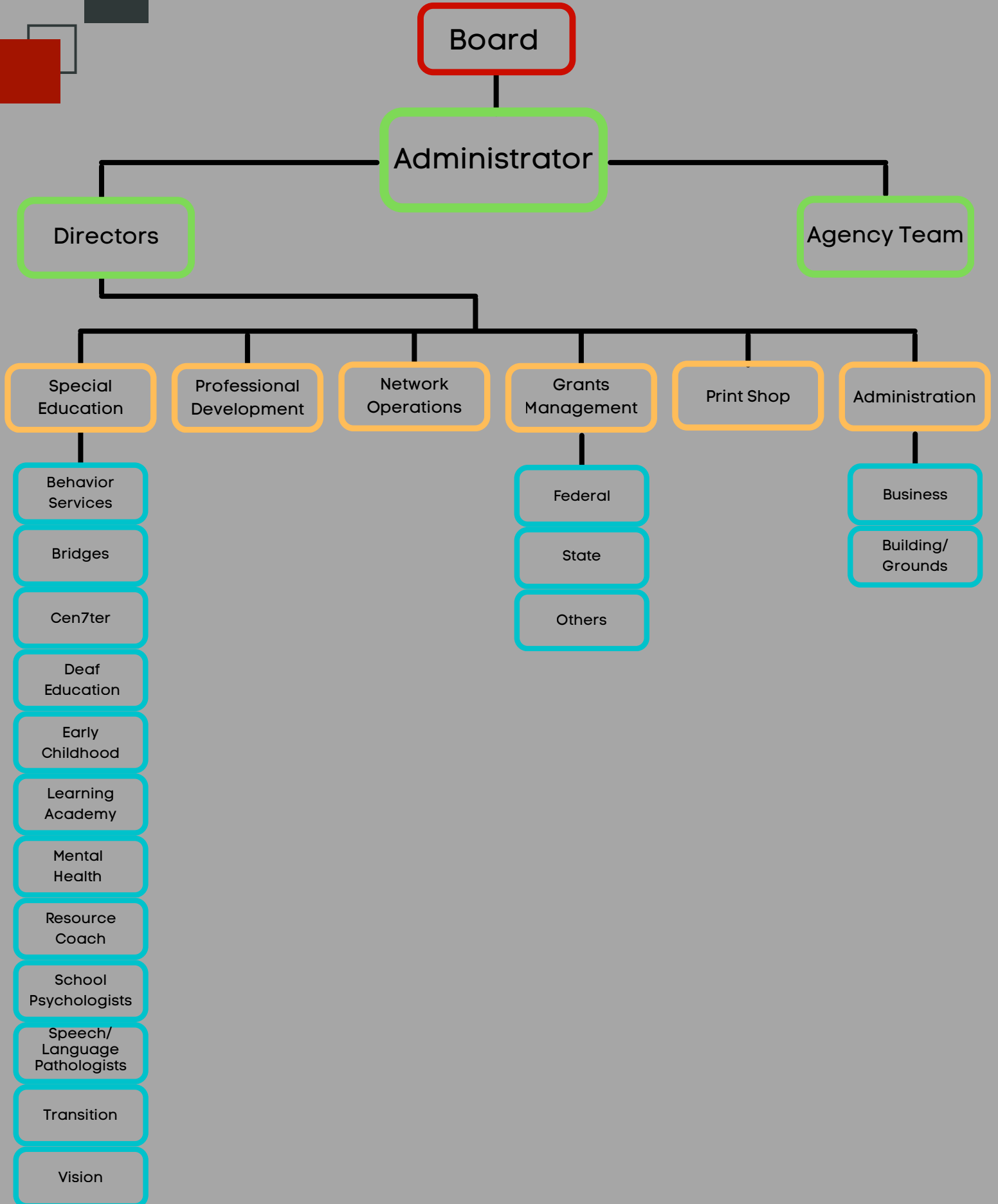


### Code of Ethics for ESU 7 Board Members

Members of the Board of ESU 7 are expected to abide by the following Code of Ethics in performance of their duties as a Board member and will be requested to acknowledge their intent to do so:

- Follow Laws:** I will uphold and enforce the constitutions, laws, rules and regulations of the state and federal governments, the state and federal agencies, binding court orders pertaining to educational service units, and the policies and regulations of ESU 7. Desired changes shall be brought about only through legal and ethical procedures.
- Non-Discrimination:** I will not make decisions which affect personnel, students, parents, the public, or otherwise on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, or on the basis of constitutionally protected speech.
- Welfare of Students:** I will make decisions in terms of the educational welfare of students served by ESU 7 and will seek to develop and maintain services and programs that meet the individual needs of students served by the ESU regardless of their sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, social standing, or personal opinions that are not consistent with the best interests of ESU 7 and the students.

# Organizational Chart



# Board Job Description

At the recommendation of the Board a job description was written for the Board. This document defines:

- Term
- Expected meeting attendance
- Obligations of the Board
- Specific duties
- Essential functions

The job description is a snapshot of the key elements expected of the members.



**Board Job Description**

A laptop screen is shown with a blurred document. The text on the screen is out of focus but clearly shows the title 'JOB DESCRIPTION' in large, bold, blue letters. Below the title, there is a paragraph starting with 'It is now almost univers...'. Above the title, the words 'JOBBER, JO...' and 'Market-making in the...' are partially visible. The laptop is white and set against a red background.

JOBBER, JO...  
Market-making in the...  
**JOB DESCRIPTION**  
It is now almost univers...  
of duties, roles and re...  
to summary thereof...  
to the...  
... ..

# Role of ESU 7 Board Member



**Role of Board Member**

Policy explains that Board members will confine their actions of the Board to policy making, planning, and evaluation of the Administrator. Each member is charged with carrying out his/her responsibility, not to administer ESU 7 or its services and programs, but together with other Board members to see that they are well run. Board members are to refer all complaints that he/she may receive, to the Administrator and will act on the complaints at public meetings only after failure of an administrative solution. Board members will support decisions made by the full Board, even if it is not the decision any one specific Board member would have made. This does not preclude individual Board members to have their own thoughts, but after the Board acts on a decision, each member will support that decision. The authority rests with the Board as a whole.

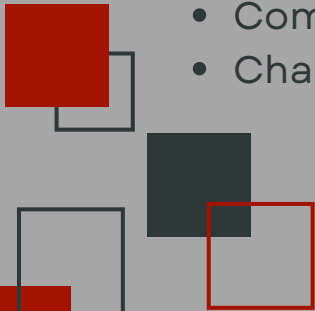




# **Board/Administrator** **Relationship**

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- Goals
- Strategic Plan
- Board Meeting Preparation
- Administrator Goals
- Duty and Function of the Administrator
- Job description of Administrator
- Administrator Contract
- Evaluation Process
- Communication Process
- Chain of Command



[bit.ly/25-26ESU7Goals](https://bit.ly/25-26ESU7Goals)



## Goals

# Goals

The Board establishes goals for their work in alignment with the vision, mission, and beliefs developed after strategic planning work. These goals are addressed in cooperation with the Administrator and her goals. Progress toward these goals are reported monthly in Board meetings. Board agenda items are tied to the goals as well as the vision, mission, and beliefs of the organization.





Strategic Plan

# Strategic Plan

The ESU 7 participated in a comprehensive strategic planning process in 2020-2021. As a result, four targeted priorities were elevated:

- Staff retention through mentoring relationships
- Continued emphasis on personal and professional development of staff to ensure high performance to districts
- Sustaining personalized relationships and tailored services to all districts
- Continued data informed feedback to districts on service performance and service selection





## Meeting Preparation

# Board Meeting Preparation

The ESU 7 uses an online software called "Sparq" to manage our board meeting materials, voting, and board meeting related communication. The Secretary to the Board will trigger the email from the Sparq Meetings to each Board member 4-5 calendar days prior to the meeting date. The email contains along with a link to the agenda in Sparq. Each Board member has the responsibility to read the materials pertinent to the upcoming meeting and to be prepared.

**Sparq Meetings**  
Meeting Notification: December 15, 2025 at 5:30 PM - Regular Board of Education Meeting  
To: Morgan Morsett;  
Reply-To: mmorsett@esu7.org

**Meeting Notification**

**Meeting Title:** Regular Board of Education Meeting  
**Meeting Time:** December 15, 2025 at 5:30 PM  
**Meeting Location:** Educational Service Unit 7, Oak Room  
2657 44th Ave  
Columbus, NE 68601-6537 [map it]  
**Meeting Type:** Regular

Use the Link below for more information.

The Board Packet is now available. Please take a moment to look through and let Marci know by email (mmorsett@esu7.org) or call (402.366.1034) if you have any questions. Please notify Morgan of any absences or if you will be attending via zoom (mmorsett@esu7.org) or (402.564.5753 ext 1032).

Zoom link: <https://esu7-org.zoom.us/j/957026k>

The schedule for the evening and a list of high amount checks are below:

4:30-6:30 pm: Negotiations Committee Meeting in the Administrator's (Marci's) Office (North Building)  
6:30 pm: Regular Board of Education Meeting in the Oak/Maple (Donald Ellsaw) Conference Rooms (North Building) - *Supper will be ready between 5:00 and 5:15pm*

Amount	Vendor	Description	
80899	\$14,998.00	Amersig Healthcare Staffing	Bridges contracted services
80902	\$5,665.73	Applied Connective Technologies	Playground gate readers
80905	\$37,367.00	BD Construction	Playground (will owe \$3,500 in the Spring)
80922	\$28,327.85	Dell Technologies	PowerEdge servers
80925	\$65,432.21	Eakes Office Solutions	Print Shop copiers
80931	\$19,944.40	ESU 16	Zoom licenses for school flow through
80933	\$6,371.20	ESU 8	NRPD/Hillside III Grant contracted services
80934	\$5,037.12	ESU 9	NRPD/HI Grant contracted services
80968	\$6,357.40	State of NE DAS State Accounting	Network Service Charges
81052	\$28,135.00	Teaching Strategies	

Attached Meeting Link(s):  
December 15, 2025 at 5:30 PM - Regular Board of Education Meeting

Morgan Morsett @ ESU 07

Home Meetings Books Documents Links Goals Users & Committees Calendars Settings

Next Lead Follow Attendance Discussion Take Action Tools

**Meeting Agenda**

search this meeting

- Call the Meeting to Order
  - Notification of Open Meetings Law
  - Roll Call
  - Absent Board Members
  - Pledge of Allegiance
- Approval of Agenda
- Virtual Conferencing for December 2025, January 2026, February 2026, and March 2026
- Welcome Visitors
- Public Comment
- Consent Agenda

**Agenda Item Details**

Meeting: December 15, 2025 at 5:30 PM - Regular Board of Education Meeting  
Subject: 1. Call the Meeting to Order  
Speaker(s): Board President or Designee  
Agenda Item Type: Agenda Item

**Rationale:**

**LEADERSHIP • SERVICE • SUPPORT**

Notice of this meeting was given in advance according to State Law 84-1411, by giving notice of the meeting to the public on ESU 7 website www.esu7.org and posted at location of meeting. Notice of this meeting was also given in advance to all members of the Board of Education of Educational Service Unit 7. Availability of the agenda and purpose of the hearing was communicated in the advance notice of the meeting and in the notice to the members of this hearing. All proceedings of the Board of Education of Educational Service Unit 7 were taken while the convened hearing was open to the attendance of the public.

**Comments:**

Roll call was taken at:  
Board President conducted the meeting.

**Staff present:**  
Marci Ostmeyer, Administrator  
Linda Shefcyk, Business Manager  
Morgan Morsett, Secretary to the Board of Directors  
Beth Ericson, Professional Development Director  
Tami Clay, Special Education Director  
Dan Ellsworth, Network Operations Director

# Administrator Goals

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Each year, the Administrator develops goals in line with those of the Board, the strategic plan, and the vision, mission, and beliefs of the agency. These goals are reported on in the Board Meetings.



## ESU 7 Goals 2025-2026: Administrator

### Administrator

- Goal 1: By July 2026, assess, consider, and revise the current staff onboarding and mentoring process for incoming staff. Consider the need to modify to support 1) the transition of new staff to ESU 7, 2) foster professional growth, and 3) improve staff retention.
- Goal 2: The ESU will establish and sustain a transparent, program- and service-focused budgeting process.
- Goal 3: ESU 7 will establish and complete comprehensive facilities and staffing analysis to support the short- and long-term goals of ESU 7.

# Duty and Function of the Administrator

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The Administrator is the chief executive officer of ESU 7. As chief executive officer, the Administrator is delegated the authority and responsibility for the overall administration of ESU 7 in all of its aspects. The Administrator shall carry out the executive and administrative functions in accordance with Board policies and directives in compliance with law.

The Administrator is delegated the authority and responsibility for the efficient execution of all decisions made by the Board concerning the internal operation of the ESU. The Administrator shall further perform duties which are specifically designated in the policies as duties of the Administrator, duties assigned to the Administrator by the Board, duties that are established in the Administrator's employment contract and job description, and duties that are mandated by law as the responsibility of the Administrator.



# Job Description of the Administrator

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The Administrator's Job Description is provided to the Board annually as supporting documents for the Administrator evaluation.





# Administrator Contract

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- **Dec. 1-Dec. 31** – Administrator Notice of Intent to Extend is submitted to Board
  - Administrator intends to extend contract
  - Can be extended 1, 2 or 3 years
  - Make compensation adjustments each year
- **By Feb. 16** – Automatic extension date.
  - Contract automatically extends another year unless Board otherwise specifies.
  - Board can elect to extend up to 3 years at a time
- **March** – Annual Salary shall be set no later than regular BOE in
- **March** (Unless otherwise agreed upon by both Board and Administrator)
  - Post 3 days before and the final no later than 2 days after the Board Meeting
- **Aug. 1** – Schedule D revision submitted no later than this date

# Administrator Evaluation Process

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**PROCESS:** All board members will participate in the evaluation process

- August - Evaluation Committee and Administrator review Evaluation Tool and Evaluation Policy/Procedures.
- September - Full Board is provided a paper copy of the evaluation questions.  
*Quarterly Update*
- October - Administrator sends digital evaluation and evaluation resources to the Evaluation Committee Chair in the first week of October. The chair then forwards on to the full Board for completion by October Board Meeting. Board will send their completed evaluation tool to the Evaluation Committee prior to the October Board Meeting. Administrator completes Evaluation Tool as self-assessment and sends it to Evaluation Chair on or before October 31.
- November - Committee Chair will send the completed Administrator self-assessment to the full Board after November 1. Evaluation Committee compiles results of full Board completed evaluations prior to November Board Meeting.
- December - Evaluation Committee meets prior to December Board Meeting to review with Administrator the results of evaluation. Report to full Board in December Board Meeting following Closed Session requirements with Administrator present.  
*Quarterly Report*
- January - Confirm Evaluation Committee members. Administrator provides Evaluation Committee with goals and shares with Board at January Board Meeting.
- March - *Quarterly Report*
- June - *Quarterly Report*

# Communication Process

Communication is a key element to a positive culture and growth minded agency. The two pages that follow illustrate the communication commitments we make to the stakeholders of our organization.



FROM TO	To Chief Administrator	To the Board	To Agency Team	To the Staff	To Directors	To Principal/ Teachers	To Superintendents
From Chief Administrator	X	Goals Quarterly Report (quarterly) Routine and Relevant Email Officer Pre-Board Meeting Board Committee Meetings Administrator's Report General (at Board Meeting)	Agency Team Meetings (1 time per month) Emails, phone calls, in person Agency Team Survey summary results	ESU 7 Newsletter (monthly) Highlights & Opportunities Summary (All-Staff Meetings) Monthly Meetings with Direct Reports All Staff Meetings	Director Meetings (1-2 per month) Monthly Meetings Emails, Marco Polo, Text, Zoom Chat In Person Check in phone calls	Emails as relevant Perceptual Data Needs Survey for Service Planning	Legislative Document (Annually) Superintendent Meetings (7-10 per year) Superintendent Visits (1 per semester) Executive Committee Meetings Emails and phone calls
From Agency Team	Emails, phone calls, in person Agency Team Survey Agency Team Meeting Committees	Department Spotlight (monthly) Board Recognition	X	Agency Team Survey 3 Takeaways from Agency Team Meetings Climate Survey	Emails, phone calls, in person SPED Coordinator Meetings	Emails, phone calls, in person	Emails, phone calls, in person
From Staff	Agency Team Survey (annually) Climate Survey Ticket Out from All Staff (feedback forms) Email, phone calls, in person Committee work (All Staff, Digital Marketing, Better Together, Emergency Operations, Agency Improvement)	Agenda items or reports	Agency Team Survey (annually) Climate Survey	Department Meetings Collaborative opportunities at All Staff Meetings Google	Agency Team Survey (annually) Monthly Meetings with some staff Special Education Coordinator Meetings Department Meetings	Email as relevant Website Itinerant staff check in with building leadership as relevant	Emails as relevant Itinerant staff check in with building leadership as relevant

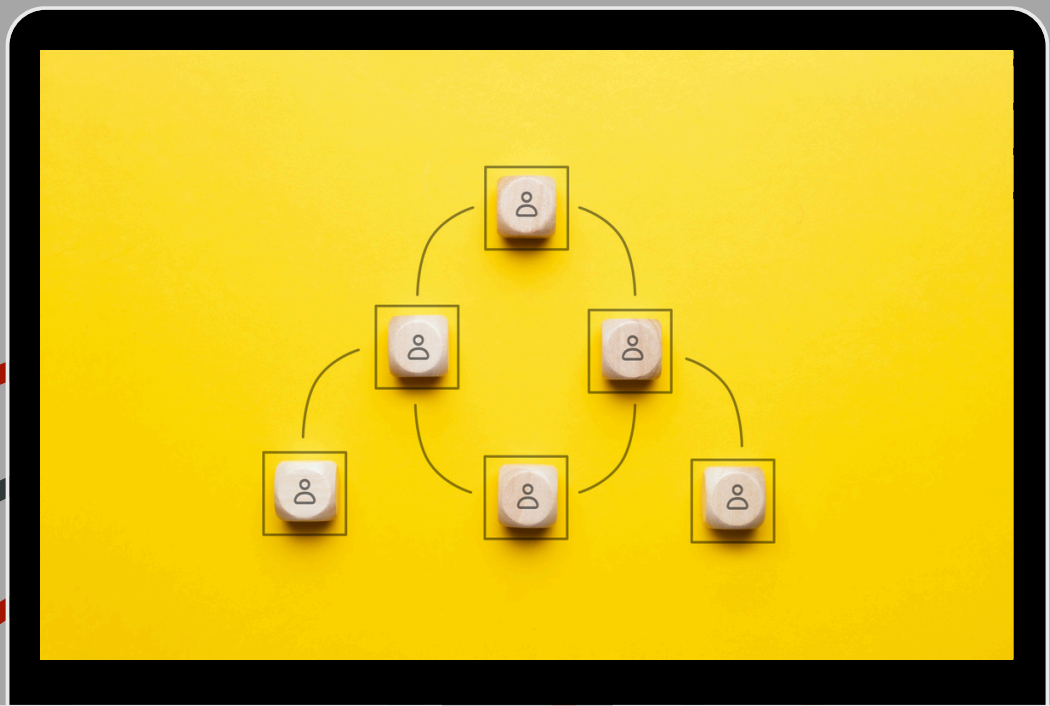
FROM TO → ↓	To Chief Administrator	To the Board	To Agency Team	To the Staff	To Directors	To Principal/ Teachers	To Superintendents
From Districts	Director Meetings (1-2 per month)	Board Meetings Board Meeting reports Committee Meetings	Agency Team Meetings, build agendas Emails, phone calls, in person	Agency Team Survey (annually)	<b>X</b>	Upcoming Trainings at ESU 7 (3 per year) Annual Consultation Meeting NDE Guidance Emails, phone calls, in person as relevant	Special Education Projections SPED Updates SPED Contracts LANMan Partnership Contracts Tech Updates E-Rate Updates Tech Group Buys NDE Guidance Annual Consultation Scheduling Annual Consultation Meeting Additional emails, phone calls, and in person visits as relevant
From School Districts	Agency Team Feedback (annually) Email, phone calls, visits	Service Plan Approval	Emails and phone calls as relevant	Surveys Service delivery specifics Email, phone calls, visits	Agency Team Survey (annually) Service delivery specifics in customizing services	<b>X</b>	<b>X</b>

# Chain of Command

Each ESU employee is responsible to the Board through the Administrator. All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area in which the problem arises. Administrative officers shall refer such matters to the next higher authority when necessary.

Any employee with a conflict is encouraged to first talk with the person(s) with whom he/she is in conflict. If, after this conversation, the situation is not resolved, and there is a need for a third party, follow the chain of command outlined below.

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▪ ▪ ▪ ▪ ▪ ▪



# General Chain of Command

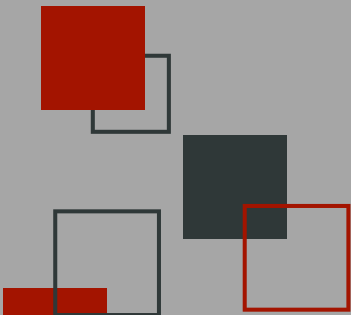
- 1. General Chain of Command**
  - a. Department Director/Coordinator
  - b. Administrator
  - c. Board of Directors
- 2. On Matters Involving Professional Development**
  - a. Professional Development Coordinator
  - b. Professional Development Director
  - c. Administrator
  - d. Board of Directors
- 3. On Matters Involving Special Education (non-Level III Programs)**
  - a. Special Education Coordinator
  - b. Special Education Director
  - c. Administrator
  - d. Board of Directors
- 4. On Matters Involving Level III Programs**
  - a. Teacher
  - b. Student Services Principal
  - c. Special Education Director
  - d. Administrator
  - e. Board of Directors
- 5. On Matters Involving Technology**
  - a. Network Operations Director
  - b. Administrator
  - c. Board of Directors
- 6. On Matters Involving Facilities, Grounds, Vehicles**
  - a. Custodian
  - b. Administrator
  - c. Board of Directors
- 7. On Matters Involving Leadership**
  - a. Coordinator
  - b. Director
  - c. Administrator
  - d. Board of Directors
- 8. On Matters Involving Print Shop**
  - a. Professional Development Director
  - b. Administrator
  - c. Board of Directors

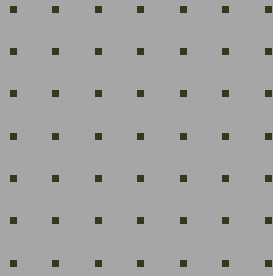


# Finance

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- Budget
- Revenue and Expenditures
- Facilities
  - North Building
  - South Building
  - Learning Academy Building
- Treasurer Report
- Yearly Audit



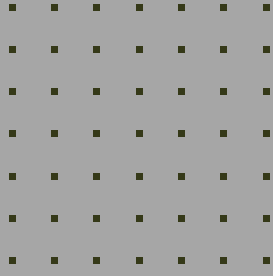


# Budget

The ESU 7 fiscal year is September 1 through August 31.

The Budget Committee meets to review budget preparation April-August. The budget is approved by the full Board after recommendation from the Budget Committee in the September Board Meeting and submitted to the Nebraska's Auditor of Public Accounts on or before September 30.





# Revenue & Expenditures

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Funding for the ESUs come from 4 sources:

- Core Service Dollars
- Levy Dollars
- Contracts
- Grants/flow throughs

Expenses are approved monthly by the Board. Expenses for specific attention are included in the meeting email.





# Facilities

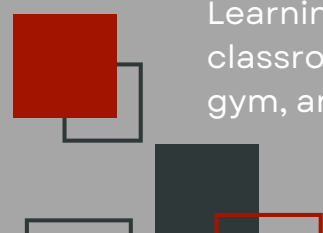
ESU 7 has three buildings on campus.

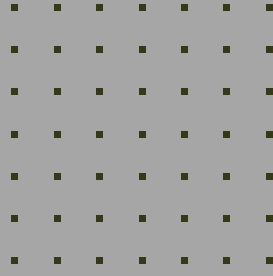
The North Building is the original building established in 1984. This building contains administration offices, the business office, grants management office, technology department, print shop, the Title 1 Part C Education Program, the professional development offices, and training rooms.



The South Building is the only building like it in Nebraska. It was built in 2011 after the lease for the Cen7ter, our life skills program, was up. The school districts of ESU 7 contributed grant dollars to build this building. It contains the Cen7ter and Bridges programs, ESU 7 special education administration offices, special education program offices, and meeting rooms.

The Learning Academy was originally the warehouse for Cooperative Purchasing sorting and distribution, built in 1992. Coop modernized to a 'ship to site' operation in 2014 leaving the warehouse space available for repurposing. After expanding services to include a behavioral mental health program, the warehouse was remodeled in 2018. The Learning Academy opened in 2019 with 4 classrooms, a conference room, activity gym, and mental health offices.



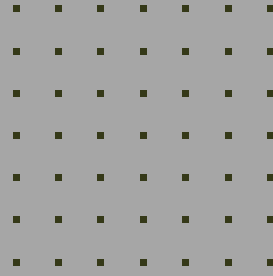


# Treasurer Report

The ESU 7 Business Manager is the Treasurer to the Board and is appointed each January. She provides the Board with a Treasurer Report for approval monthly. The report contains:

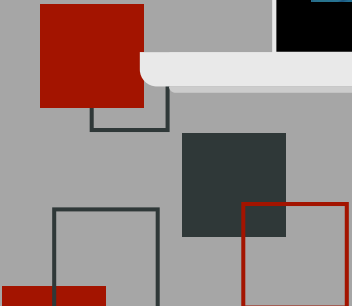
- Money market balances
- Checking balance
- Grant activity
- Monthly expense report
- Cash on hand balance





# Yearly Audit

The Business Office prepares the financials for the audit. The Board adopts the audit in the January Board Meeting.

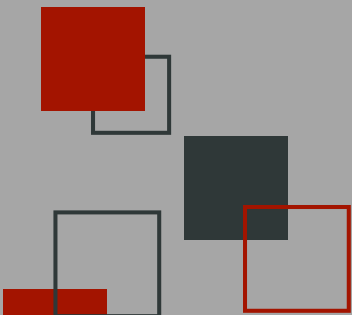




# Services

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- Annual Report
- Service Plan
- Level III Programs
- SMART
- Student Handbooks
  - Cen7ter
  - Learning Academy
  - Bridges
- Non-member Contract





# Annual Report

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Nebraska Rule 84:

Pursuant to §79-1228, an annual written program report on the various programs of service to schools for the past year shall be provided by each ESU to member school districts and to the Department in written or electronic form by November 1 of each year.

The Annual Report is posted on the ESU 7 website.

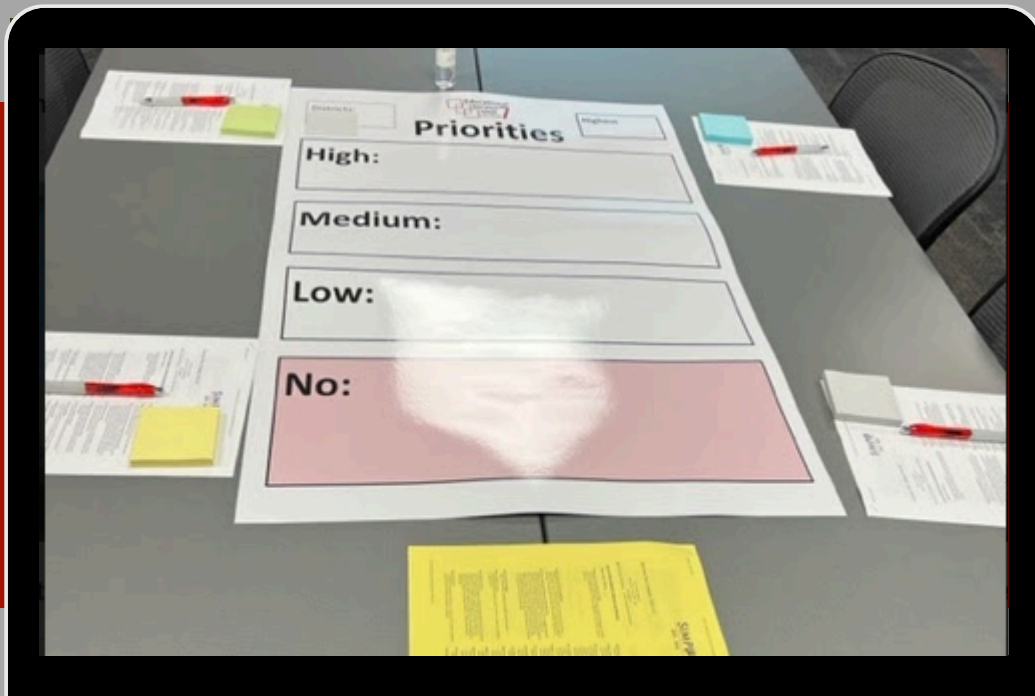




25-26 Service Plan Details

# Service Plan

The ESU 7 service plan is drafted after data analysis in December each year. The school districts must approve this plan before the end of January. The service plan must be approved by two-thirds of the member school districts of the ESU, representing a majority of the adjusted students in the member school districts. After their approval, the ESU 7 Board hears and approves the plan in the February Board Meeting.



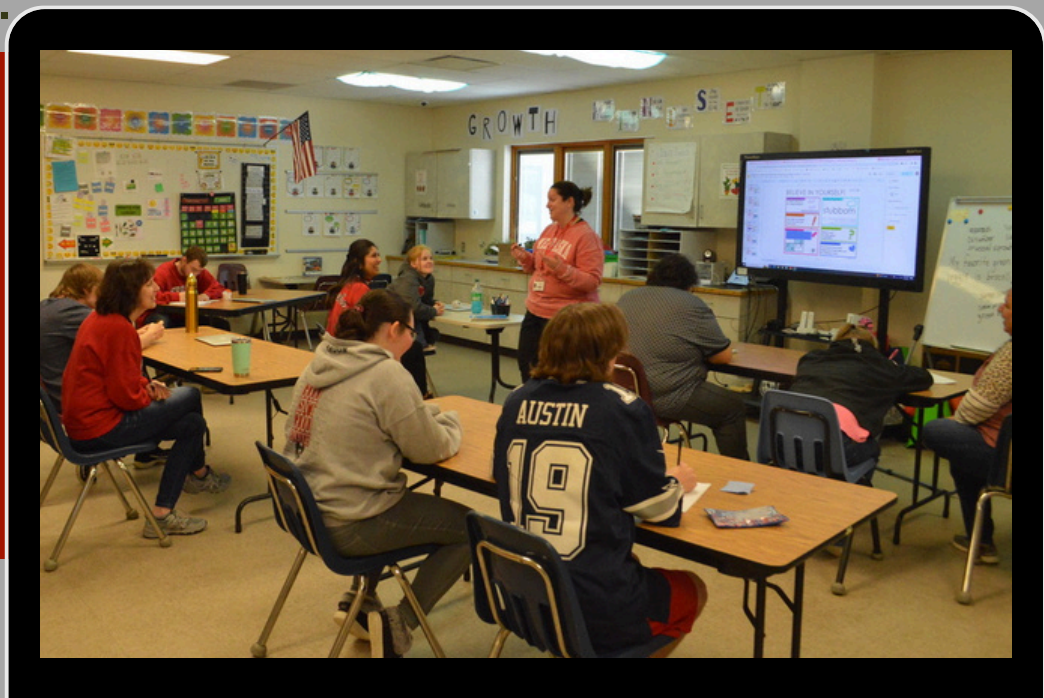
# Level III Programs

The ESU 7 has three Level III special education programs on campus.

The Cen7ter is a life skills program for students 14-21 with significant cognitive disorders. School district bus their students to and from the ESU. The program operates 9:30am-2:30pm Monday through Friday. This is a pre-employment program preparing students for a variety of job skills upon graduation or aging out of the program.

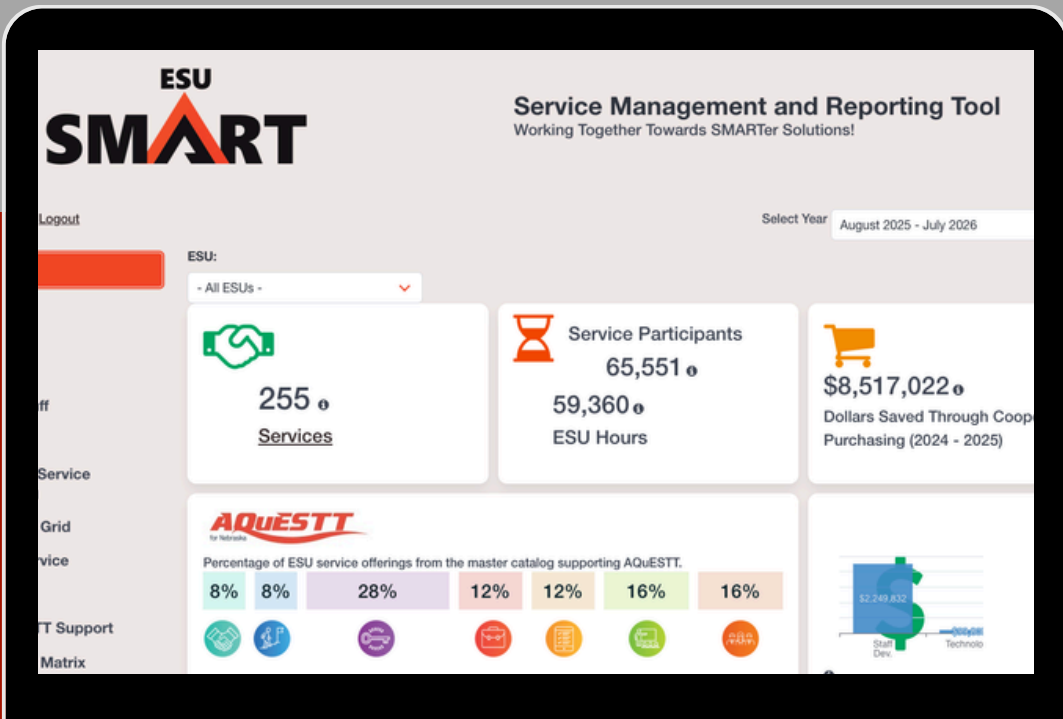
The Learning Academy is a K-12+ behavior program focusing on support for mental wellness. Students are bussed into this program from their home districts. It operates 9:30am-2:30pm Monday through Friday. Students who attend the Learning Academy work on strategies and tools to transition back to their home district.

The Bridges Program is an individualized education program supporting students with diverse needs, including low cognitive and academic abilities, as well as challenging behaviors. This program operates 9:30am-2:30pm Monday through Friday. Students are guided through innovative teaching methods, individualized learning plans, and a focus on social-emotional development.



# SMART

Service Management and Reporting Tool (SMART) is a data-driven process that systematically identifies needs of our districts and develops services to fill the gaps. SMART includes a process to assess the ESUs programming for optimal implementation. This state-wide data driven process and database was developed by ESU 7.



# Student Handbooks

The ESU 7 Board has a Handbook Committee. This Committee reviews the student and parent handbooks for Bridges, the Learning Academy and Cen7ter. After review, they recommend to the full Board approval of the handbooks on or before the June Board Meeting.

[bit.ly/25-26LAHandbook](https://bit.ly/25-26LAHandbook)



**25-26 Learning Academy  
Student Handbook**

[bit.ly/25-26Cen7terHandbook](https://bit.ly/25-26Cen7terHandbook)



**25-26 Cen7ter  
Student Handbook**

[bit.ly/25-26BridgesHandbook](https://bit.ly/25-26BridgesHandbook)



**25-26 Bridges  
Student Handbook**

**Student/Parent Handbook**

**2025-2026**



# Non-Member Contract

The ESUs are statutorily required to provide supplemental services to public schools. They MAY provide services to non-member schools, non-public schools, or other ESUs under contract. The ESU 7 Board approves the non-member contract annually.



## Non-Member Contract for Services

<b>Non-Member School Name</b>	<b>Person Responsible</b>	<b>School Year</b>
		2025-2026
<b>Address (Street, City, State, Zip)</b>		<b>Phone Number</b>

Please place a checkmark next to the services you wish to access. See the corresponding column for fee information.

1. Non-member schools will be billed upon using the service.
2. If non-member schools choose to NOT use the service selected, they will NOT be billed.
3. If you choose to use a service you did not select, a new contract must be submitted and approved.

Service Description	Fee Information
<input type="checkbox"/> Technology Consortium	\$4500 per year
<input type="checkbox"/> eRate	\$100 per hour
<input type="checkbox"/> Print Shop Services	<i>All print shop costs will be billed at the non-member rate. All bills will be sent to an approved or accredited school.</i>
<input type="checkbox"/> Technology Support	Labor per hour \$82.50 Parts billed at same rate as member schools
<input type="checkbox"/> LanMan Partnership	\$605 per day (additional contract)
<input type="checkbox"/> Santa Visits	\$55 per session
<input type="checkbox"/> Meetings/Trainings offered and attended by member schools on ESU 7 campus	No cost if offered to member schools at no charge, unless otherwise specified.  Registration fee when member schools also have a fee.
<input type="checkbox"/> Training at ESU 7 paid for by public grant funds	Registration fee specific to event
<input type="checkbox"/> Principal Cluster	No cost if offered to member schools at no charge
<input type="checkbox"/> Superintendent Meeting	No cost if offered to member schools at no charge
<input type="checkbox"/> Technology recycling drop off	No cost if offered to member schools at no charge
<input type="checkbox"/> Technology infrastructure planning	No cost if offered to member schools at no charge
<input type="checkbox"/> Online Resources	No cost if offered to member schools at no charge

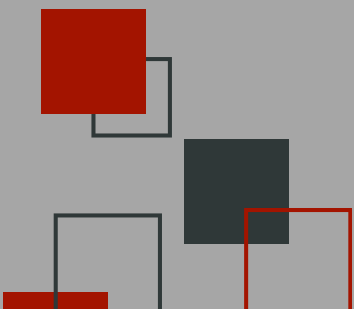
<b>Non-Member Signature/Date</b>	<b>ESU 7 Administrator/Date</b>	<b>ESU 7 Office Use</b>
		<i>Date Signed Copy Rec'd</i>
<i>Non-member</i>	<i>Any school district outside ESU 7 area, any non-public school, any other ESU in NE</i>	



# Personnel

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- Staffing Levels
  - Classified
  - Professional
  - Certificated
- Board Role
- Contract Approval
- Employee Handbook
- Negotiations Process



# Staffing Levels

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ESU 7 has four staff levels:

- Classified: hourly, overtime eligible, at-will
- Classified exempt: contract, at-will
- Certificated: requires educational certification from the Commissioner of Education, unionized
- Professional: contract, requires professional skill, at-will

Contract lengths for the above staff

- 185 days
- 225 days
- 245 days



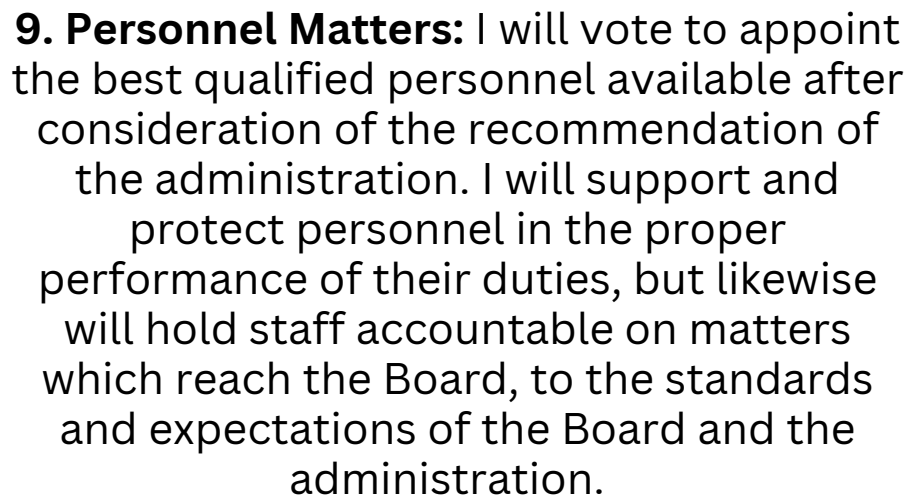
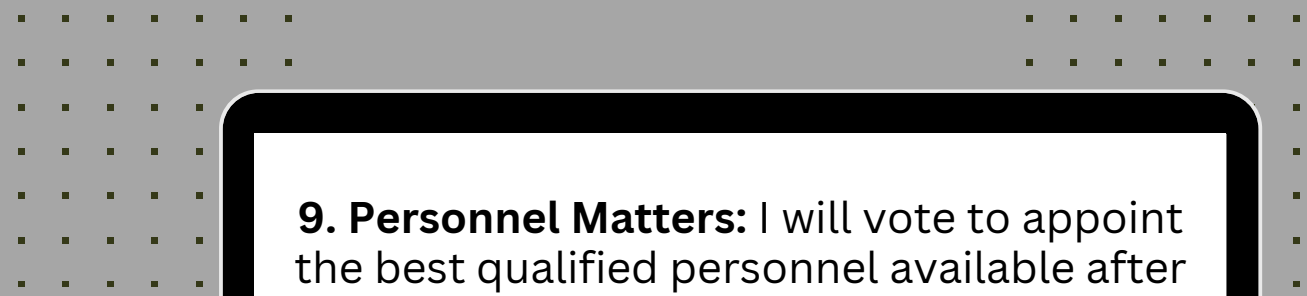


# Board Role

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The ESU 7 Board is responsible for the general control of the ESU. Their role is to:

- Adopt the policies,
- Appoint and fix the compensation and duties of the Administrator and evaluate the Administrator's performance.
- Approve the budget,
- Approve the final service plan,
- Approve purchases
- Approve the audit
- Fulfill the mission



**9. Personnel Matters:** I will vote to appoint the best qualified personnel available after consideration of the recommendation of the administration. I will support and protect personnel in the proper performance of their duties, but likewise will hold staff accountable on matters which reach the Board, to the standards and expectations of the Board and the administration.

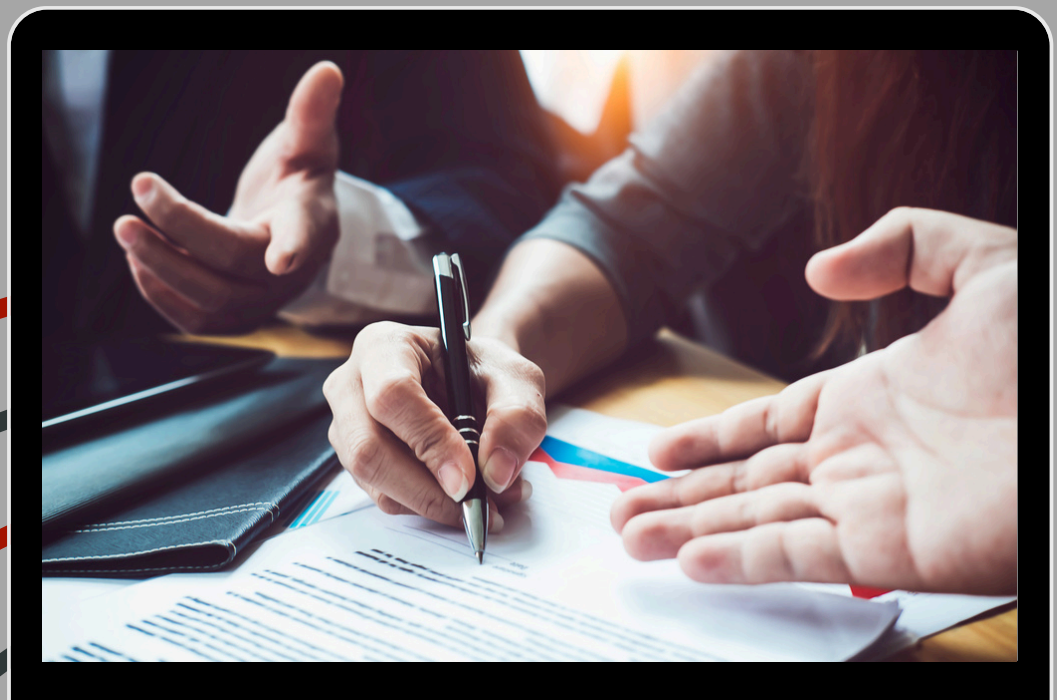
# Contract Approval



Administrator Personnel Management

The Administrator is responsible for the overall management of staff. Responsibilities related to personnel include:

- 1.To recommend administrative and supervisory positions for approval by the Board.
- 2.To assign, supervise and evaluate administrators and supervisors and direct them in the performance of their duties.
- 3.To recommend certificated/professional candidates for employment and establish terms of employment for approval by the Board.
- 4.To prepare written job descriptions for employees.
- 5.Where Board action is not required, offer employment to classified/non-certificated candidates and establish terms of employment for reporting to the Board.





**ESU7 Employee Handbook 25-26**

# Employee Handbook

The Administrator prepares the Employee Handbook for the ESU 7 Handbook Committee review. The Committee then recommends approval of the Handbook to the ESU 7 Board.



## Employee Handbook

2025-2026

# Negotiations Process

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The Negotiations Committee of the Board meets with the Educational Service Unit Education Association to determine the terms and conditions of the ESUEA Negotiated Agreement. Those covered by the ESUEA are certificated personnel.

All other staff groups are negotiated between the ESU Administrator and the Negotiations Committee.

The Negotiations Committee makes the final recommendations to the full board for all staff groups.

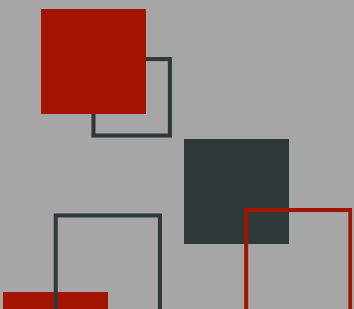




# ESU 7 and Statewide Relationships

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- Member Schools
- Educational Service Unit Coordinating Council (ESUCC)
- Memberships (NASB, NRCSA, NNNC)
- Association of Educational Service Agencies (AESA)



# Member Schools

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Boone Central  
Central City  
Clarkson  
Columbus  
Cross County  
David City  
East Butler  
Fullerton  
High Plains

Howells-Dodge  
Humphrey  
Lakeview  
Leigh  
Osceola  
Palmer  
Schuyler  
Shelby-Rising City  
St. Edward  
Twin River

# Educational Service Unit Coordinating Council (ESUCC)

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The Educational Service Unit Coordinating Council was established in 2007. The ESUCC coordinates state-wide services for ESUs. These services include the Professional Development Organization, Student Records System, state-wide technology services, Cooperative Purchasing, and coordination of the affiliate groups,



# Memberships (NASB, NRCSA, NNNC)

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ESU 7 pays for membership in the Nebraska Association of School Boards, Nebraska Rural Council of School Administrators, and the Northeast Nebraska Network Consortium.



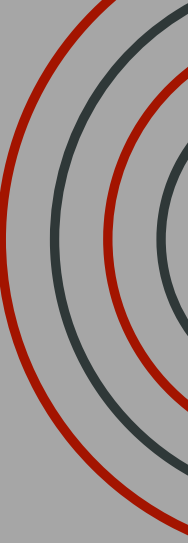
**NNNC**

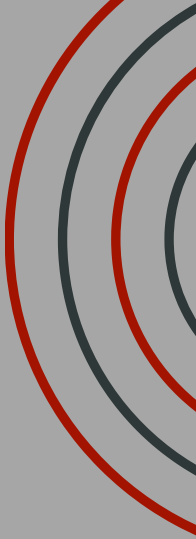
# Association of Educational Service Agencies (AESA)

The professional organization for the Educational Service Agencies of the United States is the Association of Educational Service Agencies (AESAs). National involvement and leadership is encouraged and celebrated by ESU 7. Often, staff from ESU 7 present at the annual AESA conference showcasing the work ESU 7 is doing.

The budget authorizes up to seven Board members to attend the annual AESA conference.







@esu7\_ne



#esu7

**North Building**  
2657 44th Avenue  
Columbus, NE 68601  
402.564.5753

**Learning Academy**  
2567 44th Avenue  
Columbus, NE 68601  
402.564.0815

**South Building/Cen7ter**  
2563 44th Avenue  
Columbus, NE 68601  
402.564.0815

## 3023 Record Management and Retention

The school district will comply with all federal record retention requirements, the Nebraska Records Management Act, and with Schedules 10 and 24 of the Nebraska Secretary of State's Records Management Division. These requirements apply to both physical and digital records. When permitted by Schedule 10 and Schedule 24 of the Nebraska Secretary of State's Office, records will be transferred to durable electronic media for long-term storage.

### **Special Rules Related to Electronic Forms of Communication.**

Electronically stored information such as e-mail, instant messaging, and other electronic communication are important to the district's overall operation. E-mail and other forms of electronic communication which is subject to retention under the Nebraska Records Management Act may be moved to a storage method other than their original format. Each individual who creates or receives electronic communications that belong to or pertain to the operation of the district is responsible for determining whether and in what format those records must be maintained. Duplicate records may be destroyed at any time prior to the approved retention period. Staff members who are uncertain about whether a record should be retained should consult with their supervising administrator.

If the district has a Subscription to Google Apps with Vault activated: The district will archive all Google Apps data with metadata intact, except for instant messaging which users determine to be transitory. ~~Only the domain administrator or other designated individual will be able to retrieve electronic communication and other electronically stored information which has been vaulted.~~

Vault access shall be limited to documented, lawful district purposes and shall not be used for routine monitoring or surveillance of staff, students, or Board members.

Authorized Vault access and retrieval shall be limited to the following:

- compliance with public records requests, litigation holds, records retention obligations, or other requirements of law, as authorized by the Superintendent, Associate Superintendent, Board of Education, or the district's legal counsel;
- response by designated technology personnel to cybersecurity threats, phishing attempts, unauthorized access, system compromise, or other technology security incidents affecting district operations;

- investigation of student safety concerns, behavioral matters, or suspected violations of law or district policy, upon request by a building administrator, Superintendent, or Associate Superintendent;
- investigation of employee misconduct, safety concerns, or suspected violations of law or district policy, upon authorization by the Superintendent or Associate Superintendent; and
- matters involving the Superintendent or members of the Board of Education, upon authorization by the Board of Education or the district's legal counsel.

Retrieval of vaulted electronic communications or electronically stored information shall be performed only by designated technology personnel.

All Vault access requests and activity shall be documented and maintained by the technology department, including the date, scope, purpose, authorizing individual(s), and personnel involved. Procedures governing Vault access shall be maintained by the technology department and reviewed annually.

**School-affiliated Social Media Posts.** Communication on school-affiliated social media accounts are considered short-term communications pursuant to the Records Management Act. As such, they will be retained in their original form on the vendor's system and will not be deleted by the user for at least 6 months. Individuals who are uncertain as to whether a specific social media account is "school-affiliated" should refer to the Board's policy on Staff and District Social Media Use contained elsewhere in these policies.

**Special Rules Related to Security Camera Footage.** Video footage from security cameras is generally considered working papers under the Records Management Act, and will be overwritten consistent with the district's audio and video recording policy. Video footage which captures an event of educational or behavioral significance and contains personally-identifiable information will be maintained by the school district pursuant to its policy on student records.

**Student Records.** The retention of student records is also governed by the board's policy on student records.

**Records Regarding Pending or Threatened Litigation.** When litigation against the district or its employees is filed or threatened, the district will take all reasonable action to preserve all documents and records that pertain to the issue. When the district is made aware of pending or threatened litigation, a litigation hold directive will be issued by the superintendent or his/her designee. The directive will be given to all persons suspected of

having records that may pertain to the potential issues in the litigation. The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

**Federal Award Records.** The district will retain federal award records as required by 2 C.F.R. § 200.334. This includes retaining all federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the district will retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to, financial records, supporting documentation, and statistical records.

Adopted on: November 9, 2020

Effective on: August 10, 2021

Reviewed on: June 12, 2023

Reviewed on: April 24, 2025

Reviewed and Revised: August 11, 2025

### Record Management and Retention

The school district will comply with all federal record retention requirements, the Nebraska Records Management Act, and with Schedules 10 and 24 of the Nebraska Secretary of State's Records Management Division. These requirements apply to both physical and digital records. When permitted by Schedule 10 and Schedule 24 of the Nebraska Secretary of State's Office, records will be transferred to durable electronic media for long-term storage.

#### Special Rules Related to Electronic Forms of Communication

Electronically stored information, such as e-mail, instant messaging, and other electronic communication, are important to the district's overall operation. E-mail and other forms of electronic communication which is subject to retention under the Nebraska Records Management Act, may be moved to a storage method other than their original format. Each individual who creates or receives electronic communications that belong to or pertains to the operation of the district is responsible for determining whether and in what format those records must be maintained. Duplicate records may be destroyed at any time prior to the approved retention period. Staff members who are uncertain about whether a record should be retained should consult with their supervising administrator.

#### If the district has a Subscription to Google Apps with Vault activated:

- a. **Archiving:** The district will archive all Google Apps data with metadata intact, except for instant messaging, which users determine to be transitory. Only the domain administrator or other designated individual will be able to retrieve electronic communication and other electronically stored information which has been vaulted.
- b. **Access:** (Proposal A) Vault access shall be limited to documented, lawful district purposes and shall not be used for routine monitoring or surveillance of staff, students, or Board members.

(Proposal B) The district Vault system shall be used for lawful district purposes, including: records retention, compliance, cybersecurity, system administration, investigations, and monitoring activities necessary to protect district operations, security, users, and property.

Retrieval of vaulted electronic communications or electronically stored information shall be performed only by designated technology personnel.

- c. **Permitted Access:**

Authorized Vault access and retrieval shall be limited to the following:

- compliance with public records requests, litigation holds, records retention obligations, or other requirements of law, as authorized by the Superintendent, Associate Superintendent, Board of Education, or the district's legal counsel;
- response by designated technology personnel to cybersecurity threats, phishing attempts, unauthorized access, system compromise, or other technology security incidents affecting district operations;
- investigation of student safety concerns, behavioral matters, or suspected violations of law or district policy, upon request by a building administrator, Superintendent, or Associate Superintendent;
- investigation of employee misconduct, safety concerns, or suspected violations of law or district policy, upon authorization by the Superintendent or Associate Superintendent; and
- matters involving the Superintendent or members of the Board of Education, upon authorization by the Board of Education or the district's legal counsel.

Retrieval of vaulted electronic communications or electronically stored information shall be performed only by designated technology personnel. (This sentence was moved up in the section.)

- d. **Documentation:**

All Vault access requests and activity shall be documented and maintained by the technology department, including the date, scope, purpose, authorizing individual(s), and personnel involved.

**e. Annual Review:**

Procedures governing Vault access shall be maintained by the technology department and reviewed annually by the Director of Technology and the district safety committee.

**School-affiliated Social Media Posts**

Communication on school-affiliated social media accounts are considered short-term communications pursuant to the Records Management Act. As such, they will be retained in their original form on the vendor's system and will not be deleted by the user for at least 6 months. Individuals who are uncertain as to whether a specific social media account is "school-affiliated" should refer to the Board's policy on Staff and District Social Media Use contained elsewhere in these policies.

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Video footage from security cameras is generally considered working papers under the Records Management Act, and will be overwritten consistent with the district's audio and video recording policy. Video footage which captures an event of educational or behavioral significance and contains personally-identifiable information will be maintained by the school district pursuant to its policy on student records.

**Student Records**

The retention of student records is also governed by the board's policy on student records.

**Records Regarding Pending or Threatened Litigation**

When litigation against the district or its employees is filed or threatened, the district will take all reasonable action to preserve all documents and records that pertain to the issue. When the district is made aware of pending or threatened litigation, a litigation hold directive will be issued by the superintendent or his/her designee. The directive will be given to all persons suspected of having records that may pertain to the potential issues in the litigation. The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

**Federal Award Records**

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