

Board of Education Board Retreat
Wednesday, October 23, 2024 5:30 PM
HS Computer Lab - Room 213
802 Highland Street
Wakefield, NE 68784

1. Opening Procedures
 - 1.1. Call to Order
 - 1.2. Open Meetings Act
 - 1.3. Roll Call
2. Recognition of Visitors/Communication from the Public
3. Discussion and Action Items
 - 3.1. Discuss Policy 3060: Firearms and Weapons for Non-Students

Farup
 - 3.2. To discuss the status of progress regarding the district's 2022-2027 Strategic Plan.

Farup
 - 3.3. To discuss the adoption of Board protocols.

Brown
4. Adjournment

Guiding Principle I: Infrastructure and Shared Leadership

Objective: Establish a vision for achieving educational equity through core beliefs and norms, team structures and routines, clarity of roles and data-based decision-making process, professional learning, and system alignment.

Strategy 1: Identify and implement a plan for administration and staff members to work cooperatively, build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Strategy 2: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students' academic, social-emotional, and mental health well-being.

Strategy 3: Set high expectations to ensure a diverse learning opportunity vital to the success of students by adopting challenging, creative, and rigorous data-based curriculum and instruction aligned both horizontally and vertically to support the success of students' transitions grade to grade and level to level.

Strategy 4: Provide high-quality professional development that increases staff's capacity to collaborate, design, and implement innovative curriculum.

Guiding Principle II: Layered Continuum of Supports

Objective: Provide tiered supports to meet the social, emotional, behavioral, physical, environmental, and academic needs of the whole child to ensure student growth.

Strategy 1: Foster a caring, inclusive culture where all staff and students feel value, support, and joy.

Strategy 2: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Strategy 3: Implement tiered supports with fidelity to accelerate academic, career, and social-emotional/behavior instruction and intervention to prepare and empower students.

Guiding Principle III: Data-Based Decision-Making

Objective: Community, caregivers, district, school, collaborative and student support teams use a variety of data points to identify student needs and support planning. This includes a balanced assessment system to generate data, data-based decision-making to reinforce student support, and data-based decision-making to support continuous improvement of systems.

Strategy 1: Create a district balanced assessment plan.

Strategy 2: Apply district problem-solving model to ensure data-based decision making to provide student support.

Strategy 3: Apply district problem-solving model to ensure data-based decision making to improve systems to support better outcomes for all students.

Strategy 4: Apply district problem-solving model to ensure data-based decision making to improve instructional implementation to support better outcomes for all students.

Guiding Principle IV: Communication and Collaboration

Objective: Enhance student, family, and community engagement with learning experiences that are culturally inclusive and relevant for each student. Student success and engagement rely on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

Strategy 1: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications.

Strategy 2: Build a strong culture of student, staff, family, and community engagement to overcome barriers.

Strategy 3: Partner with community and businesses to stimulate the creation of multiple career pathways and STEM offerings at high school to ensure career-ready students.

Strategy 4: Strengthen family engagement and community investment.

Guiding Principle V: Board Governance

Objective: Ensure the mission and vision of Wakefield Community Schools aligns to the NeMTSS continuous improvement framework and continuous improvement goals, community expectations, and measurable outcomes to improve learning for all students.

Strategy 1: Annually review the district's vision and mission statements, and progress/updates of the strategic plan to support the mission.

Strategy 2: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.

Strategy 3: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.

Strategy 4: Advocate for children, public education, learning, and equity to support improved student achievement for all students.

Strategy 5: Create a comprehensive facilities plan to address both short term and long term goals including, but not limited to, new construction, renovation, maintenance of facilities, resource capabilities, and acquiring property or equipment to meet the future needs of the district.

Strategy 6: Create a comprehensive plan to provide resources for necessary staffing levels to meet the needs of internal and external opportunities for all students.

IDENTIFY

IDENTIFY THE
PROBLEM

LOOK BACK

REFLECT ON
EFFICACY

REPEAT STEPS
AS NEEDED

I.D.E.A.L.

DEFINE

DEFINE THE
DESIRED
OUTCOME

PROBLEM SOLVING MODEL

ACTION

ACT IN THE
STRATEGIES

EXPLORE

EXPLORE
POSSIBLE
STRATEGIES





NASB Pillars of Resilient Leadership



The purpose of the **NASB Board Governance Standards**:

- Defines effective best practice and governance of the board
- Outlines the proper role and responsibilities of the governance team
- Provides a mechanism for evaluating the leadership governance of the board
- Informs district and community stakeholders of the role of the board and the importance of working with district leadership to grow and improve education for all students

The value the **NASB Board Governance Standards** will benefit the board to:

- Affirm the board's commitment to the mission, vision, and goals of the school district
- Ensure the governance team sustains a focus on the support of improving and growing learning for all students
- Model and support a positive and focused climate/culture of the board and school district
- Build trust and foster a better understanding of the responsibility of the board and what it means to govern effectively
- Emphasize the willingness of board members accountability to each other and the district and community stakeholders
- Equips district and community stakeholders with a meaningful basis for assessing the effectiveness of the governing board
- Aligns to the board self-assessment to support the evaluation of the board's effectiveness
- Helps to build and sustain a positive governance culture when new members are elected or appointed to serve on the board
- Educate aspiring board candidates and voters about the important role and authority of the board



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

I. MISSION, VISION, and GOALS

The board annually reviews the district's vision and mission statements, annually adopting board and district goals to support the mission.

II. POLICY GOVERNANCE

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

III. COMMUNITY ENGAGEMENT

The board establishes effective communications with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.

IV. ACCOUNTABILITY and STUDENT ACHIEVEMENT

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

V. ADVOCACY

The board advocates for children, public education, learning, and equity to support improved student achievement for all students.

VI. DISTRICT RESOURCES

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

VII. BOARD OPERATIONS

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

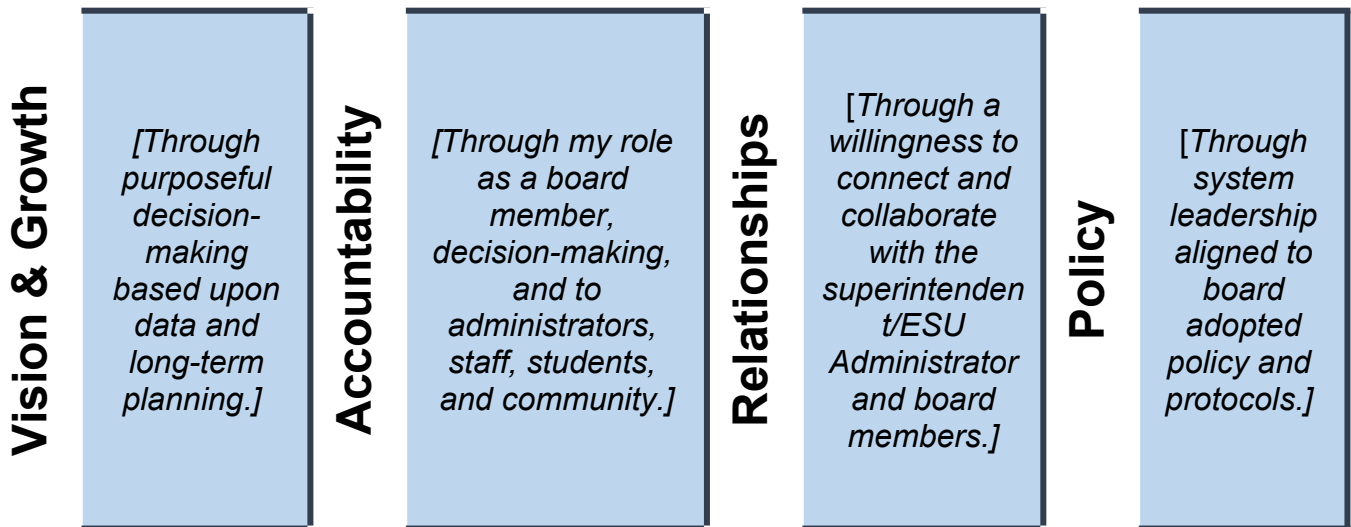
VIII. BOARD – SUPERINTENDENT RELATIONS

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

IX. PROFESSIONAL DEVELOPMENT

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





What is a resilient leader?

A resilient leader possesses the ability to maintain focus when under pressure or disruptive circumstances. They learn from experience and difficult challenges only to ensure that they grow and remain focused on the mission and vision.

Cohesive and Effective Board Governance

Cohesive and effective board governance and sound administrative leadership must exist to create and sustain a high performing school district/ESU. This theory is validated through the Iowa Lighthouse Study, and we have adapted this framework within the board leadership work at NASB. We know that student learning increases when the district/ESU services are focused on improvement, a defined set of goals and/or a strategic plan, a process for monitoring measured progress and success of the goals, governance through board policy, and accountability of staff and administrators.

School districts/ESUs lead by effective and collaborative board governance supported by the progressive leadership of administrators who cultivate a positive climate and culture in which students and staff succeed. This form of cohesive and effective collaboration ensures the focus is on the importance of addressing the needs, priorities, and challenges of the school district/ESU as opposed to problem solving board behavior and conflict that detracts the focus away from ensuring students reach their individual success.

The challenge before you as the board president and superintendent/ESU Administrator is to determine how best to sustain a positive board-superintendent/ESU Administrator cohesive and effective working relationship or, how best to address the need to develop and sustain a cohesive culture.

NASB Board Protocols

How We Govern (Policy, Accountability)

1. We agree the board meeting is a meeting held in public, not a public meeting. We will make every effort to start and end board meetings on time and ensure that the meetings are effective and efficient by following the official board agenda.
2. We agree the work of the board is to seek and support solutions that will provide the greatest benefit to students. We will base our decisions upon available facts, vote our convictions, and uphold and support the decisions of the majority of the board.
3. We agree that it is the responsibility of the Superintendent/ESU Administrator to oversee the hiring, evaluation, and handling of personnel matters. It is the responsibility of the board to evaluate the Superintendent's/ESU Administrator effectiveness in handling these matters.
4. We agree that the subcommittees of the board enable purposeful focus on a specific topic to support the board's deliberation and possible action.
5. We agree and respect that our authority is official when a majority of the board meets in an advertised meeting of the board and not as individual board members.
6. We agree to debate the issues, not one another. We will work to build trust between and among board members and the superintendent/ESU Administrator by treating each other with dignity and respect, even in times of disagreement.

How We Communicate (Relationships)

1. We agree it is our responsibility to set the tone for the school district/ESU, and we will make every effort to promote a positive image for staff and students. The Superintendent/ESU Administrator will be visible in the community/ESU Region, and will operate transparently and respectfully, maintain confidentiality, and respect the Open Meeting Laws.
2. We agree the Superintendent/ESU Administrator and the board will honor and recognize the importance of proactive communication and agree that there will be no surprises. If board members have questions or concerns, they agree to contact the Superintendent/ESU Administrator in advance of a meeting.
3. We agree that discussion will be limited to the official board meeting agenda. *Note: The board meeting agenda is official 24-hours prior to the advertised time of the meeting.
4. We agree the board and Superintendent/ESU Administrator will follow the annual board calendar. Board members will follow board policy when requesting an item be placed on the monthly board meeting agenda.
5. We agree to refer important questions and concerns received from staff, parents, students, and members of the community/ESU Region to the Superintendent/ESU Administrator. The Superintendent/ESU Administrator and appropriate staff will investigate and provide resolution to the individual as appropriate.



6. We agree that board members will direct requests for information reports and data through the Superintendent/ESU Administrator and the board president rather than directly to staff. The Superintendent/ESU Administrator will ensure that each member of the board has equal access to the requested information.
7. We agree that the board will enable the Superintendent/ESU Administrator to seek resolution to issues that arise in the school district/ESU and will follow an adopted decision-making process to support unified leadership for the school district/ESU.
8. We agree and recognize the importance of the Superintendent/ESU Administrator and board working collaboratively with community officials is beneficial to the improvement of the school district/ESU and community.

How We Improve (Vision and Growth)

1. We agree the importance of professional growth and development both for board members and the Superintendent/ESU Administrator is beneficial to the growth of knowledge and understanding for the advancement of the school district/ESU.
2. We agree all board members will participate in formal training organized by the Superintendent/ESU Administrator and board president and provided by the Nebraska Association of School Boards [NASB].
3. We agree that the board and Superintendent/ESU Administrator will set aside time on an annual basis for board self-assessment and to assess the progress of board goals.
4. We agree to the importance of the Board Code of Conduct and Board Protocols and take responsibility for reminding one another of the importance of adhering to these adopted board governance procedures.

Other protocols:

