

Board of Education Work Session

July 29, 2024 7:00 PM

SPCS Administration Building
765 Main Street
Springfield, NE 68059

Agenda

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Items for Discussion (Discussion Only)
 - IV.A. Facility Use Policy Discussion
 - IV.B. Substitute Pay for the 2024-2025 School Year
 - IV.C. Girls Soccer Co-Op & Swim and Dive Co-Op
 - IV.D. Legislative & Budget Update
 - IV.E. Admin Building Playground Discussion
 - IV.F. Annual Report on the Superintendents Learning Community Attendance Plan
- V. Future Planning
- VI. Adjourn



Girls Soccer:



We are looking at a co-op with Louisville. This would be very similar to our co-op with Weeping Water in softball. Louisville does not currently offer girls soccer, and have some students that are interested in playing. They also have a staff member interested in helping coach, so they would pay for an assistant coach as part of their co-op. We would still play under the Platteview name. This is attractive to us because we have not been able to have a JV team the last two years, and even had to forfeit a game in the 2023 season because of low numbers and injuries. Coach Hobbs is in full support of co-oping with Louisville.

Boys and Girls Swimming:



Bellevue West is looking to be added to our co-op. The only change for us is that we would rotate practices between Bellevue East and Bellevue West. This is due to low numbers between Bellevue East and West, and we will also probably see a decrease in numbers compared to the last couple of years due to graduating several swimmers from last year. Mr. Siske's read on this is that BE & BW are going to co-op for sure, if we decided to say no, we would probably not be able to offer swimming next year while we looked for a new cooperative.

Report to the Learning Community of Douglas and Sarpy Counties
June 2024
Metropolitan Omaha Educational Consortium
Superintendents' Attendance Plan

Summary and Purpose

The Superintendents' Attendance Plan for the Learning Community of Douglas and Sarpy Counties integrates community-wide efforts to improve student attendance. Emphasizing prevention and early intervention, the plan aims to keep students engaged and attending school regularly. By addressing absenteeism at multiple levels—building, district, and community—the plan seeks to reduce legal referrals and provide a supportive educational environment that promotes student success throughout the metropolitan area.

Nebraska statute §79-2121 requires a plan to *“to reduce excessive absenteeism including a process to share information regarding at risk youth with the goal of improving educational outcomes, providing effective interventions that impact risk factors, and reducing unnecessary penetration deeper into the juvenile justice system.”* To accomplish that, three meetings have been held to review school district efforts to hone effective strategies, identify challenges and create buffers, and analyze data. Additional information included in this summary was garnered from the first year of the two-year Attendance Cohort supported by the Nebraska Department of Education (NDE) and facilitated by the Metropolitan Omaha Educational Consortium (MOEC) and Attendance Works.

[Superintendents Attendance Plan](#)
[MOEC Attendance Improvement Cohorts Flyer](#)

Scope

- MOEC, Douglas and Sarpy County School Districts
- Douglas and Sarpy County Attorney Offices, Juvenile Justice Institute, Douglas County Juvenile Assessment Center, Douglas County Juvenile Court Judge, NE Department of Health and Human Services, Region 6, Sarpy County Diversion, Sarpy County Juvenile Detention, Nebraska Probation (Douglas & Sarpy Counties), and Sarpy County Public Defender's Office
- Community Agencies: Bridge Family Network, Child Saving Institute, D2 Center, Latino Center of the Midlands, Project Harmony, Urban League of Nebraska, and Mentor Nebraska
- Nebraska Department of Education

- Community Based Attendance Coalition: Leadership from Ralston Public Schools, Child Saving Institute, Urban League of Nebraska, Metro-Omaha Raise Me to Read, Millard Public Schools, Omaha Public Schools, Douglas County Juvenile Justice, Mentor Nebraska, and Project Harmony
 - Attendance Cohort Building Teams:
 - Bellevue - Avery Elementary, Bellaire Elementary, Bertha Barber Elementary, Central Elementary, Peter Sarpy Elementary
 - DC West - DC West Middle
 - Elkhorn - Arbor View and North Ridge
 - Gretna - Gretna Elementary
 - Millard - Harry Anderson Middle, Millard Central Middle, Millard North Middle, Bryan Elementary, Cody Elementary, Norman Rockwell Elementary
 - OPS - Bryan Middle, Davis Middle, McMillan Middle, Druid Hill Elementary, Franklin Elementary, Highland Elementary, King Elementary, Marrs Elementary, Miller Park Elementary, Minne Lusa Elementary
 - Papillion LaVista - LaVista Middle, Papillion Middle, Carriage Hill Elementary, G. Stanley Hall Elementary; LaVista West Elementary
 - Ralston - Ralston Middle, Blumfield Elementary, Mockingbird Elementary, Wildewood Elementary
- (All supported by Attendance Works [[Attendance Works](#)] Coaching and Cohort meeting facilitation.)

Share Effective Strategies and Identify Challenges

Research demonstrates that both rigor and relationships are equally important in education, and that the hierarchy is relationships first. Districts understand and apply this daily through communication with families (written, text, phone, in person meetings), and by intentionally developing relationships with students.

Challenges to attending school are connected to a range of factors, including parental job requirements, transportation, and housing instability. Research also concludes that the lingering effects of Adverse Childhood Experiences and a lack of access to health care for physical and mental health needs play a significant role in absenteeism rates among students. Such challenges underscore the need for comprehensive support systems within school communities. In response, districts, community agencies and county government are engaged in identifying the unmet needs of families and students, and in seeking resources to provide the buffers and supports which help families succeed.

Synopsis - District Leaders Meeting on April 18, 2024:

Link to [Agenda for Meeting with District Leaders 4.18.24](#)

District leaders engage in holistic practices that consider the child, family, and community. Such practices include referring students for mental health services with trusted entities and in-school counselors; establishing formal and informal mentoring

relationships; and connecting families with religious, secular, and foundation entities to fulfill basic needs. Challenges include long wait lists for services, district, and community capacity to respond to many needs, and family engagement.

Synopsis - District Leaders and Government Meeting on May 7, 2024:

Link to [Agenda for Meeting with Govt & County Reps 05.07.24](#)

With an increase in referrals this year, Douglas County has taken significant strides in collaboration with Child Protective Services to ensure wrap-around care for families. Sarpy County has employed incentives and behavior modification strategies through its Justice Center and Diversion programs. Both note that transportation remains a significant reason for students missing school. Sarpy and Douglas County Government officials affirm that the documentation provided by schools is as required with very few being returned for more information. It was recommended that students should be referred when attendance trends arise, as opposed to waiting until the student has missed two or three months of school. Because counties are engaged in filling the gaps which families are experiencing, referring at the end of a school year does not give the system time to respond, and lessens options for the judges.

Synopsis - Community Agencies Meeting on May 15, 2024

Link to Agenda [Agenda for Meeting with Community Agency Reps 05.15.24](#)

Community agencies - whether embedded in buildings or at other locations - focus on relationship building, sharing the message of the importance of attending school, and many come together at the Community Based Attendance Coalition to learn ways they can support students and families. Challenges include timely communication with schools regarding absences, encountering waitlists for services, and experiencing from students a sense of resignation that they will never catch up with their credits, and the effort is not worth it. In the wake of the pandemic, those working in community agencies sense an attitude that school is not “necessary,” and they are working diligently to convince students and families of the significant benefit of education.

Synopsis - MOEC Attendance Cohort (2023-2024 School Year)

MOEC/NDE/Attendance Works Cohort members employ an impressive number of community resources to support the basic and mental health needs of families. The seven districts involved in the cohort noted connections to ten mental health groups, twenty-five churches, five mentor organizations, six hospitals/clinics, nine foundations, and forty-four local agencies/organizations providing services to families. Cohort members work to assure students are connected with a caring adult in the school, and are creating specific tiered responses for student needs. A planned focus for the coming year is building relationships with students and families when early absence patterns emerge. Members will also be intentionally weaving attendance messaging into everything they do and in all school to home communications. Major challenges include transportation, extended

(month-long or more) vacations, wait lists for services, and whole-staff buy-in that attendance is everyone's "job."

Analyze Attendance Data

Attendance data is analyzed by district attendance teams weekly and monthly and shared with faculty and support staff in buildings. Structures are in place to identify and support students (and their families) who are at educational risk due to chronic absences. The focus is on lowering the percentage of students who are chronically absent (10% or more of missed days).

MOEC Attendance Snapshot

Conclusion

State data collections indicate that attendance numbers doubled or tripled after the pandemic. While efforts to combat chronic absenteeism have yielded improved attendance figures in some elementary settings, significant challenges persist, demanding continued dedication and innovative strategies moving forward.

Schools, community organizations, and city/government officials understand the barriers to school attendance. Building trusting relationships with families and their students is key to discerning unmet family needs and the related issues that keep children from coming to school. While attendance notifications are required by regulation, districts report that shifting toward an asset-based response (knowing the student and getting to know the parents) is more effective than the punitive written word, and they are working to build a sense of belonging with children and families at each building level.

Even with the established and useful connections between school districts, cohort teams, community agencies, and numerous organizations that support their local school building, many barriers still exist. This indicates the need to scale further into the community with attendance messaging and toward city/county-wide collaborative problem solving regarding the issues families face that keep their children from attending school.



Future Planning
July, 2024

- | | |
|---------|--|
| 8/12/24 | Site Committee Meeting 6:00 P.M.
Finance Committee Meeting 6:30 P.M.
Board Meeting 7:00 P.M. |
| 8/14/24 | First Day of School |
| 8/26/24 | Board Work Session 7:00 P.M. |
| 9/2/24 | No School - Labor Day |
| 9/9/24 | TBD Committee Meeting 6:00 P.M.
Finance Committee Meeting 6:30 P.M.
Board Meeting 7:00 P.M. |
| 9/20/24 | Foundation Meeting |
| 9/23/24 | Board Work Session 7:00 P.M. |
| 9/24/24 | NASB Area Meeting |
| 9/27/24 | No School - Teacher Inservice |
| 10/4/24 | Homecoming |