

Regular Board Meeting
January 10, 2022, at 7:30 PM
Southern School District

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on January 10, 2022, at 7:30 PM at Southern Jr./Sr. High School Board Room in Wymore. A current agenda is also available at the office of the Superintendent.

I hereby certify that the above notice was posted in three public places as follows:

Southern Elementary School

Southern Jr./Sr. High School

U.S. Post Office in Wymore

- I. Call Meeting to Order
 - A. Roll Call
 - B. Notice of Nebraska Open Meetings Act Posted
- II. Approval of Minutes from the December 13, 2021, Regular Board Meeting
- III. Communications, Audiences, and Recognitions
 - A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.
- IV. Financial Statement: Items for Discussion, Consideration, and/or Action
 - A. Approval of Bills
 1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims
 2. Lunch & Activity Claims
- V. Support Service

- A. Facility Update
- B. Personnel Items
- C. Technology Update
- VI. Administrative and Committee Reports
 - A. Student Board Member Report
 - B. Elementary Principal's Report
 - C. Secondary Principal's Report
 - D. Superintendent's Report
- VII. Items for Discussion, Consideration, and/or Action
 - A. Reorganization of the Southern School Board
 - 1. Election of Officers
 - 1. President
 - 2. Vice-President
 - 3. Secretary
 - B. Appointments
 - 1. Appoint the District's Non-Discrimination Compliance Coordinator
 - 2. Appoint the Treasurer
 - 3. Authorized Representative for State & Federal Programs
 - C. Designate the Fund Depository for Southern Public Schools
 - D. Designate the Legal Newspaper for Southern Public Schools
 - E. Designate the Legal Counsel for Southern Public Schools
 - F. Designate the Method for Publicizing Meetings of the Southern Board of Education
 - G. Appoint School Board Standing Committees
 - 1. American Civics
 - 2. Building & Grounds

3. Finance
4. Negotiations
5. Policy
6. Transportation

H. Policy Review - Policy 2005: Conflict of interest, Policy 2006: Complaint Procedures, & Policy 2012: Code of Ethics

I. Option Enrollment Applications

VIII. Adjournment

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1)(a) 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 committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted 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.

(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.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

(a) Reasonable advance publicized notice is given as provided in subsection (1) of this section;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;

(c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;

(d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and

(e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given as provided in subsection (1) of this section which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right

to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, 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.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall 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. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised
10/2020



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.
233 SOUTH 13TH STREET, SUITE 1400, LINCOLN, NE 68508
(402) 476-9200
jgessford@perrylawfirm.com
rschultze@perrylawfirm.com
gperry@perrylawfirm.com



Nebraska Council
of School Administrators

455 South 11th Street, Suite A
Lincoln, NE 68508
(402) 476-8055
ncsa.org

MINUTES
BOARD OF EDUCATION
December 13, 2021
7:30 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Aaron Whitwer, Betsy Frerichs, Dana Dorn, Dave Zimmerman, and Jim Zvolanek. The following administrators were presents: Jerry Rempe, Jeff Murphy, & Christopher Prosocki. The following visitor was present: Greg Lauby.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Posted Location:

- Wymore Arbor State Newspaper

Posted Date: 12/3/2021

Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted in the back of the board of education meeting room.

I.C. Motion to Excuse Angela Meyer from the December Board Meeting

Motion to excuse Angela Meyer from the December board meeting. This motion, made by Dana Dorn and seconded by Betsy Frerichs, passed.

Angela Meyer: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 5, no: 0, Absent: 1

II. Approval of Minutes from the November 8, 2021, Regular Board Meeting

Motion to approve minutes from the November 8, 2021, Regular Board Meeting. This motion, made by Betsy Frerichs and seconded by Aaron Whitwer, passed.

yes: 5, no: 0, Absent: 1

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

Public comment was given to the school board by Greg Lauby.

KSB School Law now advises school districts in Nebraska to just say they took public comment and not provided a short-written account because it is not legally required and detailing the content of public comments in minutes unnecessarily invites complaints and claims. This will be the district's practice moving forward.

IV. Financial Statement: Items for Discussion, Consideration, and/or Action

IV.A. Approval of Bills

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

yes: 5, no: 0, Absent: 1

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

John Linder provided the school board with a written report over the current vehicles in the district, the annual insurance visit (ALICAP), getting buses ready for winter, and an upcoming Big Iron Auction on December 29 that the district will be selling some items the district is currently not using or is out of date.

V.B. Personnel Items

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

The elementary principal reported on the following items: current enrollment figures (3-Year-Old Preschool - 10, 4-Year-Old Preschool - 19, K - 19, 1st - 31, 2nd - 23, 3rd - 26, 4th - 22, 5th - 24, & 6th - 23), DIBELS & NSCAS (State test) Pilot, the last day of the semester (December 17), 4-6 vocal music concert on December 16, start of winter sports, the fall sports participants (Boys Basketball - 24, Girls basketball - 10, & Wrestling - 3), and working with Diller-Odell's athletic director on co-oping junior high football next school year because of very low participation rates.

VI.C. Secondary Principal's Report

The secondary principal reported on the following items: current enrollment figures (7th - 32, 8th - 29, 9th - 34, 10th - 29, 11th - 33, & 12th - 24), last day of school for the semester on December 17, alternative school update at ESU 5, student recognition for the first semester, farm to school program, and Red-Carpet Premiere.

VI.D. Superintendent's Report

Dr. Prosocki went over the 2020-2021 Annual Report, and he noted that all ESU 5 superintendents will meet with both Senator Tom Brandt and Senator Myron Dorn this coming week in an effort to advocate for public schools in Nebraska. During the past few years, the state legislature has tried to pass legislation that would have been devastating to public schools across Nebraska. Next, Dr. Prosocki gave the school board an update on the 2022-2023 budget, and he noted that staff salaries and benefits account for roughly 85% of Southern's budgeted expenditures. The school board discussed the possibility of switching to the ECNC conference and decided it would be best to stay put for the time being, but will keep the door open in the future. Dr. Prosocki went over a 5-year property tax comparison for Gage County and Southern was the only district to drop their tax request 4-years in a row. Dr. Prosocki said that Southern has become a model for local taxing entities to follow and Southern continues to provide a high-quality education at an economical cost to district patrons. Dr. Prosocki reminded the school board of an upcoming appreciation dinner, and he gave the school board an update on the district's strategic plan. Dr. Prosocki went over a school funding proposal from the education community that will reduce property taxes in Nebraska by \$715 million dollars, and it will not harm schools in the process. This proposed bill incorporates a half-cent sales tax and increases the Allocated Income Tax Fund from 2.23% to the original intended 20% in the state aid formula (TEEOSA). Under this school funding proposal, Southern's mill levy would go from around \$1.08 to \$0.78 (A decrease of around 0.30 cents). Dr. Prosocki noted that the governor has not supported a tax shift in the past, and Dr. Prosocki was hopeful that the state legislature would finally fulfill their duty and properly fund education in Nebraska. On average, the Nebraska K-12 Public Education funding comes from the following areas: 33% State Funding, 59% Local Property Tax Funding, and 8% Federal Funding. On average, the National K-12 Public Education funding comes from the following areas: 45% State Funding, 47% Local Property Tax Funding, and 8% Federal Funding. Lastly, Dr. Prosocki provided the school board a memorandum from KSB School Law regarding detailing public comments in the meeting minutes. KSB School Law now advises schools to just say they took public comment and not provide a written account.

VII. Items for Discussion, Consideration, and/or Action

VII.A. Approve the 2022-2023 Negotiated Agreement with Southern Education Association

Motion to approve the 2022-2023 negotiated agreement with Southern Education Association. This motion, made by Dana Dorn and seconded by Jim Zvolanek, passed.
yes: 5, no: 0, Absent: 1

For the 2022-2023 school year, teachers will receive a \$1,000 raise to the base salary and this will represent a 4.76% increase, and it will put them at 101% on the array. Based on LB 397, teachers' total compensation has to fall between 98%-102% threshold. In addition, there were a number of items that were updated on the Extra Duty Schedule to make things more consistent among all activity coaches and sponsors.

VII.B. 2022-2023 District Calendar

Motion to approve the 2022-2023 district calendar. This motion, made by Betsy Frerichs and seconded by Aaron Whitwer, passed.

yes: 5, no: 0, Absent: 1

VII.C. 2022-2023 Preschool Calendar

Motion to approve the 2022-2023 preschool calendar. This motion, made by Betsy Frerichs and seconded by Dana Dorn, passed.

yes: 5, no: 0, Absent: 1

VII.D. 2021 Annual Board Policy Updates (Second Round)

Motion to approve policy 2009, 4063, 6004, 6013, & 6020. This motion, made by Dana Dorn and seconded by Betsy Frerichs, passed.

yes: 5, no: 0, Absent: 1

VII.E. Declare the List of Items as Surplus for Immediate Sale or Disposal

Motion to declare the list of items as surplus for immediate sale or disposal. This motion, made by Aaron Whitwer and seconded by Jim Zvolanek, passed.

yes: 5, no: 0, Absent: 1

The items for sale were compiled by John Linder and he is going to try and sell the items on Big Iron.

VII.F. Superintendent's Contract

Dr. Proski's current base salary ranks 10th out of 11 schools in the array and his total compensation ranks 9th out of 11 schools in the array. Dr. Proski base salary is \$7,630 below the midpoint and \$4,884 below the 98% threshold. Dr. Proski total compensation is \$6,786.04 below the midpoint and \$3,059.22 below the 98% threshold.

VII.F.1. Superintendent's Contract Extension

Motion to approve the superintendent's contract extension. This motion, made by Jim Zvolanek and seconded by Aaron Whitwer, passed.

yes: 5, no: 0, Absent: 1

Dr. Proski's contract was extended through the 2023-2024 school year

VII.F.2. Superintendent's Salary and Benefits

Motion to approve a 3.5% raise for the 2022-2023 school year. This motion, made by Betsy Frerichs and seconded by Jim Zvolanek, passed.

yes: 5, no: 0, Absent: 1

The school board gave Dr. Prosocki a 3.5% raise for the 2022-2023 school year and his base salary will be set at \$134,206.90.

VII.G. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:37 p.m. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., January 10, 2022, at Southern Jr./Sr. High School auditorium in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education
Of this School District

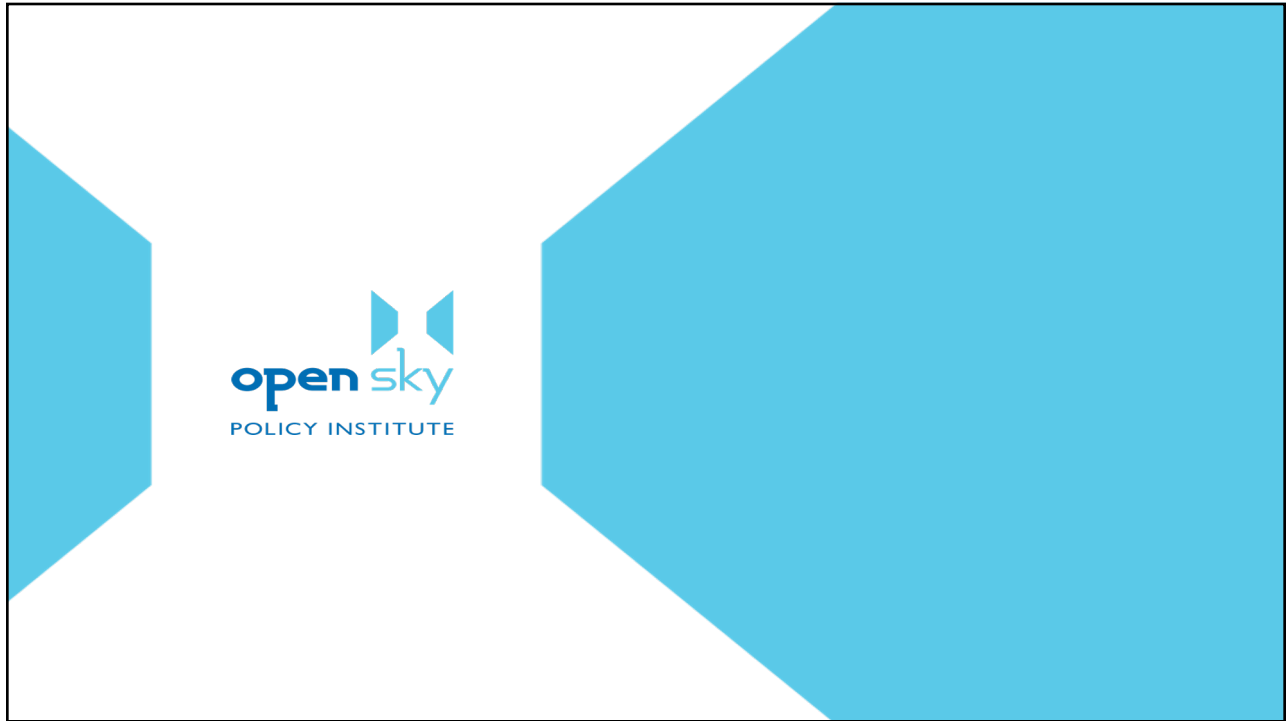
ATTEST

Secretary of the Board of Education
of this School District

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.


- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.



1

Today's Presentation

- Budget status
- TEEOSA / Columbus Plan
- American Rescue Plan Act
- 2022 Legislature – debates anticipated



Clear thinking for a stronger Nebraska

The slide features a white background with a light blue vertical bar on the left and a light blue trapezoidal shape on the right. The title "Today's Presentation" is in a bold, black, sans-serif font. Below it is a bulleted list of four items. At the bottom left is the Open Sky Policy Institute logo, and at the bottom right is the tagline "Clear thinking for a stronger Nebraska" in a smaller, blue, sans-serif font.

2

Budget Status – Overview

- Mid biennium year (no biennial budget)
- Significant bump in forecast (+\$903 million current biennium)
- Reductions in TEEOSA
- Significant growth in LB1107 credit (\$548 million)

3

Budget Status, continued

- \$412 million surplus for FY23 (on the floor in 2022 session)
 - Doesn't account for coming expenses (state employee salaries, DHHS provider rate increases, other deficits)
 - Around \$78 million just for salaries & known deficits
 - \$156 million lapsed funding
 - Propped up by federal money (various programs equal to 20% of Nebraska's total annual personal income or two years of state & local tax collections)
- Cash Reserve Fund at record level (\$1 billion; +\$475 million projected current fiscal year)

4

Budget Status, continued

- Slow budget (appropriations) growth
 - 1.8% current biennium
 - +4.0% inflation projected for Nebraska in 2022 alone
- \$665 million surplus out years (*projected*)
- Gradual step down from pandemic-high revenues but potential for fiscal cliff remains

5

TEEOSA

- Reductions: (\$22.8 million) FY23; (\$47 million) FY24; (\$51 million) FY25
 - Year-over-year changes: 0.2% FY23; 1.9% FY24; 4.4% FY25
- Lower spending growth (4.07% projected FY21; 3.92% estimated)
 - 1.6% lower statewide when excluding Lincoln & Omaha

6

TEEOSA, continued

- Valuation growth higher than anticipated
 - 2.99% (estimated) 2021 to 3.87% certified
 - 2.31% (estimated) 2022 to 3.96% (estimated)
- 5-year TEEOSA growth “very low, mostly due to the growth in valuation ... relative to the growth in school spending”

7

Columbus Plan – Overview

- Reduces property tax asking of public schools by \$715 million in 21-22
- 100% would receive a base aid amount per student (\$1,100)
- Raises allocated income tax from 2.23% to 20%
- Eliminates net option funding

8

Columbus Plan – Analysis

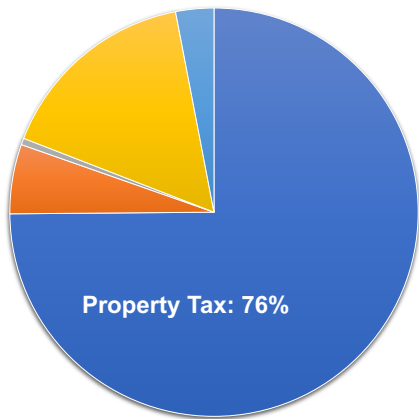
- 21/22 certified state aid: \$1.047 billion
- Columbus Plan proposed state aid: \$1.759 billion
 - Increase in state aid: \$712 million
- Currently, 87 equalized districts
 - Columbus plan: 148 (+61)
- Change in funding: (\$234,000) for Paxton to \$110 million for OPS
- Average levy reduction of \$0.21 across districts



Clear thinking for a stronger Nebraska

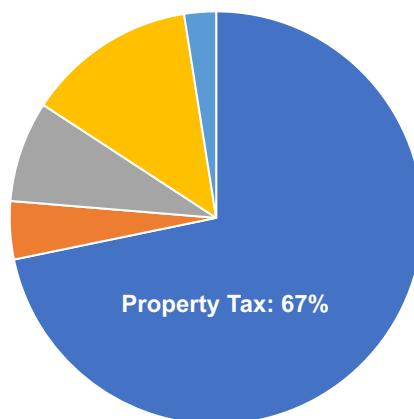
Rural District Analysis

Existing Funding Formula



State Aid: 1%

Columbus Plan



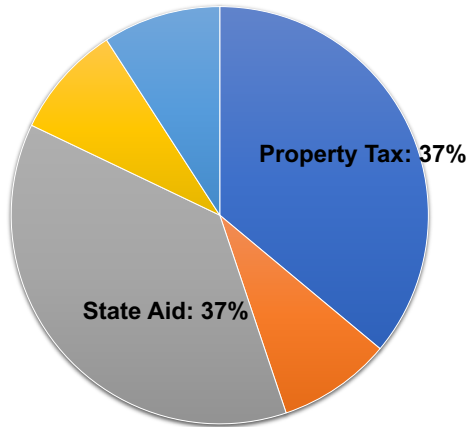
State Aid: 9%



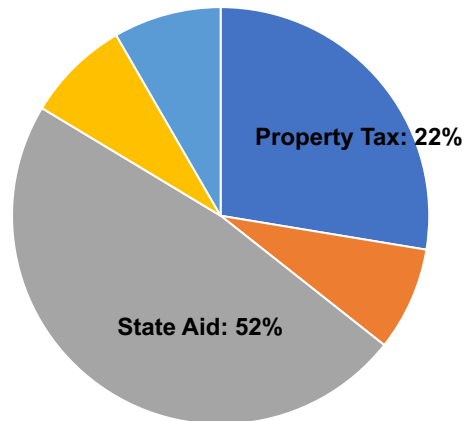
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Urban District Analysis

Existing Funding System



Columbus Plan



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Columbus Plan – Bottom Line

- Happy to see more state revenue dedicated to schools
- Much rather see surplus go to education versus tax cuts
- But concerns with funding sustainability if using surplus to fund proposal
 - No new revenue proposed as of now
 - Proposes ½ cent sales tax plus state matching funds (1 cent total; \$352m)

12

ARPA Funding

- >\$5.9 billion total
- \$546 million for K-12 Emergency Relief Fund
- Talk about using funding to cut taxes – currently can't
 - 6 court cases filed with vastly different outcomes, but none bind Nebraska
 - Some senators talked last session about reducing K-12 state funding because they received from feds; not sure if that sentiment will return

13

ARPA Funding Process

- Funds to Nebraska:
 - ARPA allocation to be determined like the budgetary process
 - Governor draft a bill / Appropriations Committee hold hearings
- Two interim studies held in October
- Local government funds – focus and input varies
- Grant funds
 - Some grant funds have discretion & some agencies taking input

14

2022 Legislative Debates

- Rehash of property tax caps?
- Polarized K-12 debates?
- Private school funding (again)?
- Tax reform (various proposals)

15

Property Tax Caps

- LB408 (2021) cap political subdivision property tax revenue growth at 3% yearly
 - Failed cloture with myriad exclusions to the cap pending
- Would hurt equalized schools in high-valuation growth districts
 - E.g., significant valuation growth leads to a reduction in state aid but district capped on property tax request
 - Unable to make up lost revenue easily (if at all); many districts held to <3%
- Considering current dynamics + 4% inflation, a 3% cap would be bad

16

Private School Subsidies

- Likely push to allow 529 (NEST) accounts for private K-12
- Would undermine the purpose of plans – saving
 - Taxpayer could make contribution to the plan and withdraw next day for private K-12 tuition and receive tax deduction
- Concern is it's a slippery slope into charter schools
- LB681 (2021) estimated to reduce \$8 million per year

17

Polarizing K-12 Debates?

- Proposal to ban Critical Race Theory likely
- Something on health standards also likely

18

Tax Reform

- Blueprint Nebraska
 - Would cut 2/3 of state personal income tax (PIT) revenue
- Consumption tax
 - Schools would lose significant budgetary autonomy; \$4 billion gap
- Corporate tax
 - \$42 million cut annually
- Social Security Tax
 - 100% exemption would cost \$142 million annually; flows mostly to high-income seniors



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Southern School District #1

2020-2024 DISTRICT STRATEGIC PLAN

Dr. Christopher Prosocki, Superintendent of Schools

Southern Public Schools

Strategic Plan - Table of Contents

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Southern Public Schools

Dr. Christopher Prososki
Superintendent

Board of Education

David Zimmerman, President
Jim Zvolanek, Vice President
Dana Dorn, Secretary
Aaron Whtiwer
Angela Meyer
Betsy Frerichs





Introduction

This strategic plan is a recognition by the Southern Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of SPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of SPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.



Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle school and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the Southern board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the Southern board will all be influenced by this plan.



Southern Public Schools Mission Statement

Every Student, Every Day, The Southern Way

Southern Vision Statement

The Southern School District prepares students through educational experiences to be responsible, respectful, and safe.

Southern Belief Statements

The School will:

- Inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens.
- Ensure a safe, positive, and supportive learning environment with high expectations for student achievement.
- Encourage students with the opportunity to learn, grow, and succeed.

The Students will:

- Learn the value of leadership and how to be independent, problem-solving thinkers.
- Become confident and goal-oriented lifelong learners in college and career readiness skills.
- Be assured in their abilities, recognize their accomplishments, and show confidence in their growing abilities.

The Community will:

- Support the students in their growth and lifelong learning.
- Encourage district staff and leadership in creating a learning environment of high student achievement.
- Provide the resources to ensure the district's ability to deliver a supportive learning environment and create responsible citizens.







Guiding Principles

Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the SPS Strategic Plan.

High-Quality Instruction and Learning Experiences

Relevant curriculum and effective instructional methods are critical to student learning and support the SPS vision to “review and make certain the Strategic Plan and Performance Indicators align to “Every Student, Every Day the Southern Way” by maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, the district promotes effective transitions for students at each grade and level throughout the PK-12 system. Furthermore, enhancing expanded learning opportunities will help foster students’ problem-solving abilities to prepare for their future successes. The success of the SPS district and its ability to bring the mission and vision to life for the students is predicated on the district’s most valuable assets — the dedicated and professional teachers, administrators, and staff. As the SPS staff is supported and challenged they will grow as professionals, and SPS students will ultimately benefit.

Whole Child Focus

To ensure the district prepares students through educational experiences to be responsible, respectful, and safe. The district believes we must inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens; therefore, we must encourage students through opportunities to learn and grow in a safe, positive, and supportive learning environment.

Culture and Connectedness

We must create the necessary partnerships and shape the narrative that emphasizes the importance of the school district to the future of the community — renewing our efforts to model high expectations that inspires excellence and promotes learning for all students. SPS must recruit, retain, and provide the professional development opportunities by establishing and maintaining a culture that inspires excellence where students are safe, healthy, and engaged.



Personnel Effectiveness

Fundamental to the success of the Southern school district is the ability of the district to recruit, develop, and retain high-quality educators and leverage their expertise through targeted recruitment of both new and veteran educators who bring a diversity of backgrounds and expertise into the school district. The district will equip and support the on-boarding of newly hired staff and invest in ongoing growth and development to support effective instruction and educational leadership throughout the district.

District Resources

The SPS community supports and sustains the district, providing the resources that enable all that we do to educate our students. We have a responsibility to continue to be good stewards of the funding our generous community provides. We must prioritize our many needs through the lens of the finite financial resources available and work to ensure that our investments are designed to have the largest possible impact on our most pressing student needs.

We aspire and are committed to providing well-maintained, safe, and appropriate buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we are able to continue to meet this need, we must continue to implement the district's master facility plan to address both the short and long-term needs of our PK-12 buildings and ground.

Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on SPS's ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).



Implementation of the Strategic Plan

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2020-2023 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the SPS Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually



Guiding Principles

The guiding principles highlight the areas SPS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that SPS will achieve.

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the Indicator.

Target Date

The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.

Funding

The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The Evidence of Progress identifies the action that has been taken to meet the Indicator.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.1: Set high expectations to ensure diverse learning opportunities for the students at Southern Public Schools.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(a) Research, identify, and adopt a common curriculum in English language arts, math, and science to support consistent instruction and improved student academic learning.	District Level	Based on the district’s strategic plan for the acquisition of textbooks to improve student learning, an updated college & career ready common core curriculum will all be in place at the start of the 2021-2022 school year.	<u>Textbook Rotation Year of Implementation</u> <ul style="list-style-type: none"> ● 2018-2019 <ul style="list-style-type: none"> ○ Mathematics (K-5) ○ Mathematics (6-8) ○ Mathematics (9-12 – As Needed) ● 2019-2020 <ul style="list-style-type: none"> ○ English Language Arts (K-6) ○ English Language Arts (7-12) ● 2020-2021 <ul style="list-style-type: none"> ○ Science (K-5) ○ Science (6-8) ○ Science (9-12 – As Needed) 	<u>Textbook Rotation Year of Implementation</u> <ul style="list-style-type: none"> ● 2021-2022 <ul style="list-style-type: none"> ○ Social Studies (K-5) ○ Social Studies (6-8) ○ Social Studies (9-12 – As Needed) 	Strategy 1.1(a) Completed
	Target Date	Responsible				
2021-2022 School Year	Curriculum Committees (ELA, Math, Science, & Social Studies)					

SIT Progress Report: The curriculum committees will give a status update yearly to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

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Nebraska Framework:

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Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(b) Ensure the adopted curriculum is vertically and horizontally coherent to validate that it is aligned across lessons, courses, subject areas, and grade levels.	District Level	Based on the district's strategic plan for the acquisition of textbooks to improve student learning, an updated college & career ready common core curriculum will all be in place at the start of the 2021-2022 school year.	<u>Textbook Rotation Year of Implementation</u> <ul style="list-style-type: none"> ● 2018-2019 <ul style="list-style-type: none"> ○ Mathematics (K-5) ○ Mathematics (6-8) ○ Mathematics (9-12 – As Needed) ● 2019-2020 <ul style="list-style-type: none"> ○ English Language Arts (K-6) ○ English Language Arts (7-12) ● 2020-2021 <ul style="list-style-type: none"> ○ Science (K-5) ○ Science (6-8) ○ Science (9-12 – As Needed) 	<u>Textbook Rotation Year of Implementation</u> <ul style="list-style-type: none"> ● 2021-2022 <ul style="list-style-type: none"> ○ Social Studies (K-5) ○ Social Studies (6-8) ○ Social Studies (9-12 – As Needed) 	Strategy 1.1(b) Completed
	Target Date	Responsible				
2021-2022 School Year	Curriculum Committees (ELA, Math, Science, & Social Studies)					

SIT Progress Report: The superintendent will give a status update yearly to the steering committee.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
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Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(c) Integrate career and college readiness instruction and learning into the district curriculum.	Jr./Sr. High School	We are going to implement a leadership and management course during the 2021-2022 school year. This course will follow the Nebraska Career Readiness Standards and provide instruction over soft skills that students are lacking.	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District will be moving from a 7-period day, to an 8-period day in an effort to offer more elective classes to students.	
	Target Date	Responsible				
2021-2022	Jeff Murphy & Jamie Schluter					

SIT Progress Report: Jamie Schluter and Jeff Murphy will provide a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

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Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(d) Utilize the curriculum review cycle policy to provide a systematic process to examine content and to ensure the curriculum is aligned to the standards and meeting the learning needs of students.	District Level	Southern will follow the district's strategic plan for the acquisition of textbooks to improve student learning.	Here is a link to the district's textbook rotation. Link: https://drive.google.com/file/d/0BwNh5MKNAMTbUVJIN294eUdiX1E/view	Strategy 1.1(d) Completed	Strategy 1.1(d) Completed
	Target Date	Responsible				
	2020-2021	Christopher Proski				

SIT Progress Report: The superintendent will give a status update yearly to the steering committee.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.1: Set high expectations to ensure diverse learning opportunities for the students at Southern Public Schools.

Priority 1

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
PERFORMANCE INDICATOR	1.1(e) Evaluate the effectiveness of the common curriculum.	District Level	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and steering committee meetings.	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and steering committee meetings.	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and steering committee meetings.
	Target Date	Responsible			
	Ongoing	Steering Committee			

SIT Progress Report: The steering committee will give a status update yearly to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(a) Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.	District Level	The steering committee & ESU 5 professional development consultants will allot regular and consistent in-service time for teachers to develop the district's instructional model	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/d/1oF8CFJo7RyKDcSYL0lJXf9cacuIr42BU/view	Here is the district's instructional model plan for the 2021-2022 school year. Link: https://drive.google.com/file/d/15EMTNbeYfK63e7-7E-q59-m09QdKCIQR/view?usp=sharing	
	Target Date	Responsible				
Ongoing	Steering Committee & ESU 5					

SIT Progress Report: Every spring, the steering committee will establish the district's instructional model plan for the upcoming school year.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.		District Level	The steering committee & ESU 5 professional development consultants will allot regular and consistent in-service time for teachers to develop the district's instructional model	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/d/1oF8CFJo7RyKDcSYL0lJXf9cacuIr42BU/view	Here is the district's instructional model plan for the 2021-2022 school year. Link: https://drive.google.com/file/d/15EMTNbeYfK63e7-7E q59-m09QdKCIQR/view?usp=sharing	
	Target Date	Responsible					
Ongoing	Steering Committee & ESU 5						

SIT Progress Report: Every spring, the steering committee will establish the district's instructional model plan for the upcoming school year.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(c) Align the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.		District Level	In the fall of 2019, the superintendent aligned the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.	Here is the district's updated and aligned teacher evaluation tool. Link: https://drive.google.com/file/d/1aNetS67w4K_uDwV7rbWZ80EqBEcFB3PC/view	Strategy 1.2(c) Completed	Strategy 1.2(c) Completed
	Target Date	Responsible					
2020-2021	Superintendent						

SIT Progress Report: In the fall of 2019, the superintendent aligned the teacher evaluation tool and process to the use and integration of the instructional framework to support staff success and learning outcomes.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(d) Identify learning strategies and interventions to provide academic supports for struggling students.		District Level	The district will identify learning strategies and interventions to provide academic supports for struggling students.	During the 2020-2021 school year, the district started to mainstream the special education teachers to provide more academic support for struggling learners.	During the 2021-2022 school year, the district started to mainstream the special education teachers to provide more academic support for struggling learners.	
	Target Date		Responsible				
	Ongoing		All Staff				

SIT Progress Report: The building principals will provide the superintendent will a yearly status update.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(e) Distribute and engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice.		District Level	The steering committee will engage staff in data to review, analyze, and support day-to-day decision-making, evaluation of programs, and scope and sequencing to support effective instructional planning and practice during in-service days.	Here are the district's in-service activities for the 2020-2021 school year. Link: https://drive.google.com/file/d/1BYmmGnHsH0Mm_xbY-L-4kwnoeWLOCCS7/view?usp=sharing	Here are the district's in-service activities for the 2020-2021 school year. Link: https://docs.google.com/document/d/1Ng1PGmeB_pEUKhpbllu_eTbZdx7E5gt-j/edit?usp=sharing&oid=110428520548595838299&rtpof=true&sd=true	
	Target Date	Responsible					
	Ongoing	Steering Committee					

SIT Progress Report: The steering committee will give a status update yearly to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR	1.2(f) Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.	The director of special education at ESU 5 & Southern special education staff will identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.	The director of special education at ESU 5 will provide quarterly updates to the special education staff at Southern.	The director of special education at ESU 5 will provide quarterly updates to the special education staff at Southern.		
	Target Date					Responsible
	Ongoing					ESU 5 & Special Education Staff

SIT Progress Report: The ESU 5 special education director will provide the superintendent with quarterly updates regarding the special education program at Southern.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.2: Ensure curriculum and instructional methods are properly, equitably, and consistently implemented from PK-12.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.2(g) Evaluate the effectiveness of the district instructional framework and teacher evaluation.	District Level	The administration will evaluate the effectiveness of the district instructional framework and teacher evaluation system on a yearly basis.	During regular administration meetings, the administration will evaluate the district's instructional model and teacher evaluation system.	During regular administration meetings, the administration will evaluate the district's instructional model and teacher evaluation system.	
	Target Date	Responsible				
	Ongoing	Administration				

SIT Progress Report: The building principals will report yearly to the superintendent regarding the district's instructional model and teacher evaluation system.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.3: Challenge and engage students in learning experiences that enables personal growth and learning success.

Priority 2

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.3(a) Provide learning opportunities to align to student learning styles utilizing instructional practices and technology to support the needs of the student.		District Level	Through the use of the district's instructional model and PK-12 one-to-one iPad/laptop initiative, the district will provide learning opportunities that align to students' unique learning styles.	The district implemented an instructional model during the 2019-2020 school year. In addition, the district implemented a one-to-one iPad/laptop initiative to all students in grade preschool through twelfth grade during the 2020-2021 school year.	The district continues to implement our instructional model and the district continues to implement our one-to-one iPad/laptop initiative to all students in grade preschool through twelfth grade during the 2021-2022 school year.	
	Target Date	Responsible					
	Ongoing	Steering/Technology Committees					

SIT Progress Report: The steering/technology committee will give a yearly status update to the building principals and/or the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.3: Challenge and engage students in learning experiences that enables personal growth and learning success.

Priority 2

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.3(b) Explore SPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the community to support the needs of students.		Jr./Sr. High School	The Jr./Sr. High School counselor and principal will consider initiatives to improve graduation rates in the district.	Jeff Murphy and Nancy Bond will explore SPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the community to support the needs of students.	Jeff Murphy and Pam Trauernicht will explore SPS graduation rates, assess, and consider initiatives to proactively and consistently work in partnership with students, families, and the community to support the needs of students.	
	Target Date	Responsible					
	Ongoing	Jr./Sr. High School Counselor/Principal					

SIT Progress Report: The Jr./Sr. High School counselor and principal will give a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.3: Challenge and engage students in learning experiences that enables personal growth and learning success.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.3(c) Create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.	District Level	The counselors, ESU 5 staff, and principals will create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues	The building principals and building counselors will create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.	The building principals and building counselors will create healthy, supportive, and responsive learning environments to engage and advocate for students who are struggling with attendance issues.	
	Target Date	Responsible				
	Ongoing	Counselors, ESU 5 Staff, & Principals				

SIT Progress Report: The counselors, ESU 5 staff, and the principals will give a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.3: Challenge and engage students in learning experiences that enables personal growth and learning success.

Priority 2

	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
PERFORMANCE INDICATOR	1.3(d) Evaluate the district initiatives implemented to address graduation and attendance challenges.	The counselors, ESU 5 staff, and principals will evaluate the district initiatives implemented to address graduation and attendance challenges.	Jeff Murphy and Nancy Bond will evaluate the district initiatives implemented to address graduation and attendance challenges.	Jeff Murphy and Pam Trauernicht will evaluate the district initiatives implemented to address graduation and attendance challenges.		
	Target Date					Responsible
	Ongoing					Counselors, ESU 5 Staff, & Principals

SIT Progress Report: The counselors, ESU 5 staff, and the principals will give a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.	Jr./Sr. High School	The reVISION committee will work to provide mentorships, internships, and/or job shadowing opportunities for the secondary students in the fields of career and technical education.	Brady Meyer, Jamie Schluter, & Chris Prosocki wrote a \$100,000 reVISION Action grant in the summer of 2020 to expand our current career and technical education offerings.	Brady Meyer, Jamie Schluter, & Chris Prosocki wrote a \$100,000 reVISION Action grant in the spring of 2021 to expand our current career and technical education offerings.	
	Target Date	Responsible				
	Ongoing	reVISION Committee				

SIT Progress Report: The revision committee will give a yearly status update to the superintendent and/or board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to increase curricular offerings for students.	Jr./Sr. High School	The Jr./Sr. High School principal, in consultation with the counselor, will create a new 8-period day schedule in an effort to provide more course offering to students (Southern currently utilizes a 7-period day schedule)	The Jr./Sr. High School principal worked with a variety of staff members to create a new 8-period day schedule that will be utilized the 2021-2022 school year.	Strategy 1.4(b) Completed	
	Target Date	Responsible				
2021-2022	Jr./Sr. High School Counselor & Principal					

SIT Progress Report: The Jr./Sr. High School principal will give a yearly status update to the superintendent and/or board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.	Jr./Sr. High School	We are going to implement a leadership and management course during the 2021-2022 school year. This course will follow the Nebraska Career Readiness Standards and provide instruction over soft skills that students are lacking.	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District will be moving from a 7-period day, to an 8-period day in an effort to offer more elective classes to students.	
	Target Date	Responsible				
	2021-2022	Jamie Schluter & Jeff Murphy				

SIT Progress Report: Jamie Schluter and Jeff Murphy will provide a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(d) Emphasize the importance of personal skills including work ethic, character, integrity, and personal confidence.	Jr./Sr. High School	We are going to implement a leadership and management course during the 2021-2022 school year. This course will follow the Nebraska Career Readiness Standards and provide instruction over soft skills that students are lacking.	Jamie Schluter is going to explore different leadership and management curriculums for the 2021-2022 school year.	Southern School District will be moving from a 7-period day, to an 8-period day in an effort to offer more elective classes to students.	
	Target Date	Responsible				
	2021-2022	Jamie Schluter & Jeff Murphy				

SIT Progress Report: Jamie Schluter and Jeff Murphy will provide a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(e) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.	District Level	The administration and ESU 5 will work together to provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners.	During the 2019-2020 school year, the district offered new robotics activities for Elementary School students.	During the 2021-2022 school year, ESU 5 staff will explore professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.	
	Target Date	Responsible				
Ongoing	Administration/ESU 5					

SIT Progress Report: The administration will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(f) Consider and assess the value of expanding course offerings to include, but not limited to: Agriculture classes, FFA, Welding, Family Consumer Science, and Technology classes.		Jr./Sr. High School	Through the 2019-2020 reVISION process, the committee determined to new career and technical education classes to offering at the Jr./Sr. High School.	During the 2020-2021 school year, the district started to offer Agriculture classes and started an FFA program for the district.	During the 2021-2022 school year, the district switched from a 7-period schedule to an 8-period schedule in an effort to provide more class offerings. In addition, the district is look at offering a new leadership and management course.		
	Target Date	Responsible						
2021-2022	Brady Meyer & Jamie Schluter							

SIT Progress Report: Brady Meyer & Jamie Schluter will provide a yearly status update to the Jr./Sr. High School principal and/or the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.4(g) Study, assess, and consider the value of adding Before/After School student services and summer school services to support students' needs and learning challenges.	N/A	Based on the district's current financial situation and the district's inability to currently fill extra duties assignments, the district will not move forward with a before or after school program.	Strategy 1.4(g) Chose not to Complete		
	Target Date	Responsible				
N/A	N/A					

SIT Progress Report: N/A



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

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Nebraska Framework:**

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Strategy 1.4: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

Priority 4

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.4(h) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning and students' post-graduate opportunities.		Jr./Sr. High School	The steering committee will administer school improvement surveys every other year to students in grades 7-12 and administer post-graduate school improvement surveys yearly.	During the 2020-2021 school year, the steering committee will administer a post-graduate school improvement survey to the seniors that graduated in 2020.	During the 2021-2022 school year, the steering committee will administer a post-graduate school improvement survey to the seniors that graduated in 2021.	
	Target Date	Responsible					
	Ongoing	Steering Committee					

SIT Progress Report: The steering committee will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.5(a) Develop the capacity of staff to effectively utilize data.	District Level	The administration, district assessment contact, and ESU 5 staff develop the capacity of staff to effectively utilize data.	The administration, district assessment contact, and ESU 5 staff develop staff will explore different options in an effort to build capacity of staff to effectively utilize data.	The administration, district assessment contact, and ESU 5 staff develop staff will explore different options in an effort to build capacity of staff to effectively utilize data.	
	Target Date	Responsible				
	Ongoing	Administration, DAC, & ESU 5 Staff				

SIT Progress Report: The administration, district assessment contact, and ESU 5 staff will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.5(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.		District Level	All teachers will create a district performance goal and a Marzano growth goal. The district performance goal will be selected by the teacher and will align directly to one of the school improvement goals.	During the 2020-2021 school year, all teachers will use the current available data sources to create a district performance goal that aligns directly to one of the 3 school improvement goals.	During the 2021-2022 school year, all teachers will use the current available data sources to create a district performance goal that aligns directly to one of the 3 school improvement goals.		
	Target Date	Responsible						
Ongoing		Building Principals						

SIT Progress Report: The building principals will provide a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	1.5(c) Collect, track, analyze, benchmark, and report disaggregated data by under-represented groups (race, ethnicity, socio-economic status, verified needs, etc.) to ensure:	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	<ul style="list-style-type: none"> ▪ Equitable student success across all ▪ Equitable staff success across all areas ▪ Equitable family engagement 	District Level	The district assessment contact, principals, and superintendent collect, track, analyze, benchmark, and report disaggregated data by under-represented groups.	During the 2020-2021 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement website.	During the 2021-2022 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement website.	
	Target Date	Responsible				
	Ongoing	DAC, Principals, & Superintendent				

SIT Progress Report: The district assessment contact, principals, and the superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR	■ 1.5(d) Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The administration will utilize disaggregated data to inform and support decision-making in a variety of areas related to the overall operation of the district.	The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making.	The administration, with the help of the steering committee, will utilize disaggregated data to inform and support decision-making.	
	Target Date	Responsible				
	Ongoing	Administration				

SIT Progress Report: The administration will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Priority 6

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.5(e) Engage the board of education in the review and analysis of student performance data to support informed decision making.		District Level	The superintendent will engage the board of education in the review and analysis of student performance data to support informed decision making.	During the 2020-2021 school year, the superintendent will present the annual report to the school board over the academic performance, demographics, improvement goals, and financial information.	During the 2021-2022 school year, the superintendent will present the annual report to the school board over the academic performance, demographics, improvement goals, and financial information.	
	Target Date	Responsible					
	Ongoing	Superintendent					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(a) Identify and design SPS Vertical and Horizontal Subject-Area Teams made up of teachers from multiple grade levels and specified subject areas.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities made up of teachers from multiple grade levels and specified subject areas.	During the spring of 2020, the steering committee updated the PLC agenda in an effort to make it more meaningful to staff members.	During the spring of 2021-2022 school year, will continue to implement our updated the PLC agenda in an effort to make it more meaningful to staff members.	
	Target Date	Responsible				
Ongoing	Administration					

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.6(b) Commit in-service time to the collaboration and development of the SPS Vertical and Horizontal Subject-Area Teams.	District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities made up of teachers from multiple grade levels and specified subject areas.	During the 2020-2021 school year, time has been allotted for the PLC to meet on 4 out of the 7 in-service days.	During the 2021-2022 school year, time has been allotted for the PLC to meet on 4 out of the 7 in-service days.	
	Target Date	Responsible				
Ongoing	Administration					

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	1.6(c) Empower the SPS Vertical and Horizontal Subject-Area Teams to address curriculum alignment and instruction and academic and social-emotional needs to determine concepts and skills that students must master for successful transitions.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	During the 2019-2020 school year, the district implemented Professional Learning Communities (PLC) made up of teachers from multiple grade levels and specified subject areas.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, the steering committee read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.	
		Target Date	Responsible				
		Ongoing	Steering Committee				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle I: High-Quality Instruction and Learning Experiences

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To prepare all students to be college and career ready through high-quality instruction and learning experiences that accelerate the growth of each student.

Strategy 1.6: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Priority 5

PERFORMANCE INDICATOR	1.6(d) Empower the SPS Vertical and Horizontal Subject-Area Teams to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The Professional Learning Communities (PLC) will work to set grade-level goals, establish short and long-term plans for action, gather data, and report out to district administration in a timely and scheduled fashion.	During the 2019-2020 school year, the district adopted a new teacher evaluation system where teachers had to create one district goal and one Marzano goal.	The district continues to use our new teacher evaluation system where teachers had to create one district goal and one Marzano goal.	
		Target Date	Responsible			
		Ongoing	Steering Committee			

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle II: Whole Child Focus

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	2.1(a) Through PLC teams, implement a study to empower staff to integrate the supports needed for students of low socioeconomic status, modifications to general communications with parents and guardians, address social-emotional skills and behavior, and adapt parent-teacher engagement to overcome obstacles that prevent connections needed to support student success.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The steering committee will implement a study to empower staff to integrate the supports needed for students of low socioeconomic status and address social-emotional skills and behavior.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, the steering committee read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.
		Target Date	Responsible			
		Ongoing	Steering Committee			

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.1(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.	District Level	The steering committee, in conjunction with ESU 5, will provide on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, the steering committee read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.
	Target Date	Responsible				
Ongoing	Steering Committee & ESU 5					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	2.1(c) Encourage and sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The steering committee, in conjunction with ESU 5, sustain open dialogue and feedback opportunities with staff to address the unforeseen obstacles that evolve through the implementation and as a result of the social-emotional education initiative.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
		Target Date				
	Ongoing	Steering Committee & ESU 5				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment to support increased student achievement, social-emotional skills, and positive behavior.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee, in conjunction with ESU 5, will evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Target Date				
Ongoing	Steering Committee & ESU 5				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	2.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	Target Date	Responsible	The Counselors, Steering Committee, & ESU 5 will work to develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student's independent role personally, at school, and as a community member.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Ongoing	Counselors, Steering Committee, & ESU 5				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(b) Assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.	District Level	The administration, in consultation with the school board, will assess current staffing to ensure that the district provides adequate and essential staff and training to support the integration and implementation of social-emotional supports.	2017-2021 – Added a Mental Health Counselor one day a week 2017-2021 – Employs one PK-6 counselor & one 7-12 counselor	2017-2022 – Added a Mental Health Counselor one day a week 2017-2022 – Employs one PK-6 counselor & one 7-12 counselor	
	Target Date	Responsible				
Ongoing	Administration					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(c) Integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.	District Level	The district will integrate social-emotional learning into the academic and extra-curricular activities through consistent curriculum, skills development, service learning, and community service.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Target Date	Responsible				
Ongoing	Counselors, Steering Committee, & ESU 5					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.	District Level	The counselors and ESU 5 staff will provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.	During the 2020-2021 school year, the steering committee read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	During the 2021-2022 school year, all certificated staff members read <i>All Learning is Social and Emotional</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.	
	Target Date	Responsible				
Ongoing	Counselors & ESU 5					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model to realize the potential and resources accessible to benefit a unified student-centered learning initiative.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.	District Level	The steering committee will evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.	Once the COVID-19 pandemic slows down, the steering committee will evaluate/and or implement MTSS, social-emotional curriculum and instruction.	The district is planning on implementing Second Step in grades PK-8 during the 2022-2023 school year.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will give a yearly status update to the superintendent.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.3(a) Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.	District Level	The steering committee and the technology committee will identify and implement the most effective methods by which to engage parents/guardians in the education of their child.	During the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram, Mobile App, Twitter, and Updated District Website.	During the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram, Mobile App, Twitter, and Updated District Website.	
	Target Date	Responsible				
	Ongoing	Steering & Technology Committee				

SIT Progress Report: The technology committee will provide a yearly status update to the superintendent.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	N/A	The steering committee does not want to change the current format of parent teacher conferences at this time.	Strategy 2.3(b) Chose not to Complete			
	Target Date			Responsible		
	N/A			N/A		

SIT Progress Report: N/A



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.3(c) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	Building Level	The steering committee and teachers will provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	All teachers will provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	All teachers will provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.	
	Target Date	Responsible				
	Ongoing	Steering Committee & Teachers				

SIT Progress Report: The steering committee and teachers will provide a yearly status update to their building principal.



SPS Guiding Principle II: Whole Child Focus

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To enhance academic and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.3: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective and purposeful communications. (Designed to modify the engagement of the Free and Reduced Lunch Program population and parents/guardians.)

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will evaluate the effectiveness of enhanced communications with parents/guardians.	The steering committee will administer school improvement surveys to various stakeholders every other year in an effort to evaluate the effectiveness of a variety of school improvement initiatives.	The steering committee will administer school improvement surveys to various stakeholders every other year in an effort to evaluate the effectiveness of a variety of school improvement initiatives.	
	Target Date	Responsible			
	Ongoing	Steering Committee			

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(a) Research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.	District Level	The board of education and the superintendent will research, consider, and utilize consistent protocol/procedures to assess each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.	During the 2018-2019 school year, the district completed an entire revamp of all the district policies. In addition, the district completes regular policies updates during the summer months.	During the summer of 2021, the superintendent and the school board assessed each policy on equity and impact for students and staff, enabling opportunities for impacted groups to provide input.	
	Target Date	Responsible				
Ongoing	BOE & Superintendent					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The board of education and the superintendent will research, consider, and consider, create, and/or update an equity policy to reflect the district's approach to equity.	During the 2018-2019 school year, the district completed an entire revamp of all the district policies. In addition, the district completes regular policies updates during the summer months.	The district completes regular policies updates during the summer months with the help of KSB School Law and this is one area the district may decide to pursue.	
	Target Date				
Ongoing	BOE & Superintendent				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	3.1(c) Create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.	District Level	The board of education and the superintendent will create a communication plan for promoting policy changes to establish unified expectations and accountability for all staff, students, and parents/guardians.	All district policies are available on the district website and all new policies are posted on the school board agenda for everyone to review. In addition, the superintendent sends all new policies out to staff members and the pertinent policies are also included in staff handbooks.	All district policies are available on the district website and all new policies are posted on the school board agenda for everyone to review. In addition, the superintendent sends all new policies out to staff members and the pertinent policies are also included in staff handbooks.	
	Target Date	Responsible				
	Ongoing	BOE & Superintendent				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.1: Review, update, and communicate policies to ensure a foundation for equitable success for all students and staff.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.1(d) Establish a follow-up plan to ensure policy changes have been successfully established.	District Level	The board of education and the superintendent will establish a follow-up plan to ensure policy changes have been successfully established.	The board of education and the superintendent will work with KSB School Law on a regular basis to ensure policy changes have been successfully established.	The board of education and the superintendent will work with KSB School Law on a regular basis to ensure policy changes have been successfully established.	
	Target Date	Responsible				
	Ongoing	BOE & Superintendent				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.2: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for under-represented populations within the district.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.2(a) Review disaggregated data [as described in Performance Indicator 1.5 (c)] and assess priority areas for SPS to enhance equitable support.	District Level	The district assessment contact, principals, and superintendent will review disaggregated data [as described in Performance Indicator 1.5 (c)] and assess priority areas for SPS to enhance equitable support.	During the 2020-2021 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement website in an effort to assess priority areas for SPS to enhance equitable support.	During the 2021-2022 school year, the district assessment contact, principals, and superintendent will collect, track, analyze, benchmark, and report disaggregated data on the school improvement website in an effort to assess priority areas for SPS to enhance equitable support.	
	Target Date	Responsible				
	Ongoing	DAC, Principals, & Superintendent				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.2: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for under-represented populations within the district.

Priority 2

PERFORMANCE INDICATOR	3.2(b) Work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
			District Level	The steering committee and ESU 5 will work in conjunction with administration to research, consider, and implement equity training to equip each administrator and educator to more effectively instruct and advocate for each student's success.	ESU 5 will research different equity trainings that we could implement with staff during the 2021-2022 school year.	ESU 5 will research different equity trainings that we could implement with staff during the 2021-2022 school year.	
	Target Date	Responsible					
	Ongoing	Steering Committee & ESU 5					

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.2: Create an Equity Committee composed of diverse stakeholders to advocate for the needs of and growth opportunities for under-represented populations within the district.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will biennially conduct an equity audit and align resulting priorities to the strategic plan to ensure equitable representation and advocacy for all students and staff.	The steering committee is spending the 2020-2021 school year to review each indicator associated with the strategic plan to see if any issues occur in our district related to equity.	The steering committee is spending the 2021-2022 school year to review each indicator associated with the strategic plan to see if any issues occur in our district related to equity.	
	Target Date				
Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	3.3(a) Create and commit to consistent expectations for staff and students, holding everyone equally accountable.		The PBIS team and Elementary School staff will commit to consistent expectations for staff and students, holding everyone equally accountable.	The Elementary School implemented PBIS during the 2020-2021 school year.	The Elementary School continued to implement PBIS during the 2021-2022 school year.	
	Target Date	Responsible				
	Ongoing	PBIS Team				

SIT Progress Report: The PBIS committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(b) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.	District Level	The steering committee and curriculum committees will engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, and/or matters that will add value to their role and responsibilities.	The steering committee established the Marzano implementation plan for 2020-2021 and the social studies committee selected new textbooks for grades K-12 for the 2021-2022 school year.	The steering committee established the Marzano implementation plan for 2021-2022 and the steering committee is exploring Second Step curriculum in grades PK-8.	
	Target Date	Responsible				
	Ongoing	Steering Committee & Curriculum Committees				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(c) Develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.	District Level	The superintendent will develop protocol and procedures to ensure timely, consistent, and purposeful communication to all staff when appropriate and to improve staff engagement.	During the 2020-2021 school year, the superintendent will endeavor to send out weekly email updates to all staff members.	During the 2021-2022 school year, the superintendent will endeavor to send out weekly email updates to all Southern staff members, ESU 5 staff members, & school board members.	
	Target Date	Responsible				
	Ongoing					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	3.3(d) Create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the SPS Strategic Plan. Consider and address obstacles that may limit staff member's access to the communication methods.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The steering committee will create a plan for communicating, distributing, and updating all staff (inclusive of both certified and classified) through ongoing communication focused on the progress and success of the SPS Strategic Plan.	Once the committee does a thorough review of the district's strategic plan, we will develop a plan for communicating, distributing, and updating all staff on our progress.	In the spring of 2022, the superintendent will give all parents, patrons, students, staff, & board members an update on the district's progress towards the district's strategic plan.	
		Target Date				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	3.3(e) Implement and provide equitable communication and access to an engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The administration will Implement and provide equitable communication and access to an engagement system to enable stakeholders to engage the district in hot topic questions and/or inquiries with a plan for responding in a timely manner.	The district strived to improve communication through a variety of different mediums (Twitter, Facebook, Mobile App, Instagram, and Updated District Website).	The district strived to improve communication through a variety of different mediums (Twitter, Facebook, Mobile App, Instagram, and Updated District Website).	
	Target Date	Responsible				
	Ongoing	Administration				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(f) Assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	District Level	The steering committee will biennially assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle III: Culture and Connectedness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.

Strategy 3.3: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	3.3(g) Provide opportunities to collect, consider, and evaluate internal stakeholders' perceptions of communications and strategies for improving, as necessary.	District Level	The steering committee will biennially assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	The steering committee will administer school improvement surveys biannually to assess current communication methods and other platforms to ensure the district is utilizing effective, timely, and purposeful means of communication.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.		Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.		The steering committee will work to build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.	The steering committee meets on a monthly basis to discuss long-term academic achievement.	The steering committee meets on a monthly basis to discuss long-term academic achievement.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.	In August of 2020, the steering committee determined all professional development topics and presentations for the 2020-2021 school year.	In August of 2021, the steering committee determined all professional development topics and presentations for the 2021-2022 school year.	
	Target Date	Responsible			
	Ongoing	Steering Committee			

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.	District Level	The steering committee will allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.	During the 2020-2021 school year, there was time set aside for Professional Learning Communities at each in-service.	During the 2021-2022 school year, there was time set aside for Professional Learning Communities at each in-service.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.

Priority 1

PERFORMANCE INDICATOR	4.1(d) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The steering committee will evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.	In August of 2020, the steering committee hosted our annual school improvement retreat to increase positive working relationships, the climate, and student learning.	In August of 2021, the steering committee hosted our annual school improvement retreat to increase positive working relationships, the climate, and student learning.	
	Target Date	Responsible				
	Ongoing					

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	4.2(a) Review and update the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The superintendent reviewed and updated the teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.	In the spring of 2019, the superintendent updated teacher evaluation instrument to ensure it is aligned to the instructional framework, includes a rubric and criteria to support the systematic process in which the evaluation is conducted.	Strategy 4.2(a) Completed	
		Target Date	Responsible			
	2019-2020	Superintendent				

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	4.2(b) Require all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The superintendent requires all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor.	In the spring of 2019, the superintendent updated teacher evaluation instrument and it requires all certified staff to develop and affirm personalized goals to guide their personal/professional growth as part of the evaluation process with their assigned supervisor	Strategy 4.2(b) Completed	
	Target Date	Responsible				
	2019-2020	Superintendent				

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.2(c) Train staff in the evaluation rubric and process to support success.	Building Levels	The building principals will train staff in the evaluation rubric and process to support success.	Each year, the building principals will train any new staff on the district's teacher evaluation system.	Each year, the building principals will train any new staff on the district's teacher evaluation system.	
	Target Date	Responsible				
	Ongoing	Building Principals				

SIT Progress Report: The building principals will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.2: Utilize a teacher evaluation system to provide timely and authentic feedback to reinforce growth and identify opportunities to refine professional skills and knowledge.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will evaluate the success of the evaluation process and tool.	Biannually, the steering committee will evaluate the success of the evaluation process and tool.	Biannually, the steering committee will evaluate the success of the evaluation process and tool.	
	Target Date	Responsible			
	Ongoing	Steering Committee & ESU 5			

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The steering committee will provide a structured Professional Development Plan to encourage the use of best practice, support programs and initiatives and enhance staff knowledge and skills.	In August of 2020, the steering committee determined all professional development topics and presentations for the 2020-2021 school year.	In August of 2021, the steering committee determined all professional development topics and presentations for the 2021-2022 school year.	
	Target Date				
Ongoing	Superintendent				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.3(b) Budget and allocate resources to support the SPS Professional Development Plan.	District Level	The superintendent will budget and allocate resources to support the SPS Professional Development Plan.	During the 2020-2021 school year, new K-8 science curriculum was purchased.	During the 2021-2022 school year the district purchased new curriculums in the following areas: Science (9-12), Social Studies (7-12), Spanish (7-12), & SPED/ELA (K-6).	
	Target Date	Responsible				
	Ongoing	Superintendent				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle IV: Personnel Effectiveness

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.3(c) Engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.	District Level	The steering committee & ESU 5 will engage classified staff in professional development opportunities to enhance their skills, knowledge, and experience when providing support to students and staff.	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2021-2022 school year.	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2022-2023 school year.	
	Target Date	Responsible				
	Ongoing	Steering Committee & ESU 5				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	4.3(d) Utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The district will utilize a teacher evaluation system aligned to the instructional framework to provide timely and authentic feedback to reinforce growth, identify opportunities to refine professional skills and knowledge, and create pathways for leadership succession.	In the spring of 2019, the superintendent updated teacher evaluation instrument and aligned to the instructional framework.	Strategy 4.3(d) Completed	Strategy 4.3(d) Completed
	Target Date	Responsible				
	2019-2020	Superintendent				

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.3: Align resources to support a progressive learning environment and attract quality educators to the district.

Priority 3

PERFORMANCE INDICATOR	4.3(e) Engage staff and administration to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The steering committee will engage staff and administration to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	In August of every year, the steering committee has a retreat to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	In August of every year, the steering committee has a retreat to assess personal development progress, impact, and benefits to SPS initiatives, instruction, and personal development.	
		Target Date				
	Ongoing	Steering Committee				

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(a) Create and adopt a district-wide onboarding and training model to support new hires PK-12.	District Level	The administration will create and adopt a district-wide onboarding and training model to support new hires PK-12.	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(a) Completed
	Target Date	Responsible			
	Complete	Principals & Superintendent			

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	District Level	The administration will review, assess, and update the current employee on-boarding and mentoring programs.	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(b) Completed	Strategy 4.4(b) Completed	
	Target Date					Responsible
	Complete					Principals & Superintendent

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(c) Review and assess the teacher mentor program to cultivate a supportive working environment.	District Level	The administration will review and assess the teacher mentor program to cultivate a supportive working environment.	During the 2017-2018 school year, the district adopted the first onboarding program for the district.	Strategy 4.4(c) Completed
	Target Date	Responsible			
	Complete	Principals & Superintendent			

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	4.4(d) Encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.	District Level	The administration will encourage the mentor to work collaboratively with the new teacher to establish specific professional development goals to enhance their time and work together as mentor/mentee.	During the 2017-2018 school year, the district adopted the first onboarding program for the district and setting PD goals is part of the current onboarding program.	Strategy 4.4(c) Completed
	Target Date	Responsible			
	Complete	Principals & Superintendent			

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.4(e) Engage the new hires in the assessment of applicable student data to ensure specific academic goals are in place prior to the beginning of the school year.	N/A	Knowing firsthand how overwhelming it can be for a first-year teacher, the district decided to wait on specific academic goals until the new staff member was acclimated with their position and felt comfortable with utilizing student achievement data.	Strategy 4.4(e) Chose not to Complete		
	Target Date	Responsible				
N/A	N/A					

SIT Progress Report: N/A



SPS Guiding Principle IV: Personnel Effectiveness

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To ensure the district provides educational leadership and highly effective staff to support students in academic, personal, and social growth.

Strategy 4.4: Utilize an employee on-boarding program and mentoring to train, equip, and prepare new staff for success and retention.

Priority 4

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	District Level	The steering committee will evaluate the effectiveness of the district-wide onboarding and training model.	In August of every year, the steering committee has a retreat to assess the effectiveness of district-wide programs.	In August of every year, the steering committee has a retreat to assess the effectiveness of district-wide programs.		
	Target Date					Responsible
	Ongoing					Steering Committee

SIT Progress Report: The steering committee will provide a yearly status update to the superintendent.



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(a) Ensure current facilities are properly maintained.	District Level	The head of maintenance will ensure current facilities are properly maintained.	The superintendent allots a proportional amount of funds so the maintenance staff can complete their duties on a regular basis.	The superintendent allots a proportional amount of funds so the maintenance staff can complete their duties on a regular basis.	
	Target Date	Responsible				
	Ongoing	Head of Maintenance				

SIT Progress Report: The head of maintenance will provide a montly status update to the superintendent.



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	5.1(b) Develop and adopt a short and long-term Facility Master Plan that addresses student safety and security to support needs that enables the district to plan in a purposeful and cost-effective manner.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The Building & Grounds Committee and the superintendent will develop and adopt a short and long-term Facility Master Plan that addresses student safety and security to support needs that enables the district to plan in a purposeful and cost-effective manner.	In the summer of 2018, the school board approved a Qualified Capital Purpose Undertaking Fund bond to address all of the items on the short and long-term Facility Master Plan. All items were completed during the 2020-2021 school year.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	District Level	The superintendent and the head of maintenance engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.	As the district looks to complete new projects during the 2020-2021 school year, the district will use its social media platform to engage stakeholders regarding facility needs.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date				
Ongoing	Superintendent & Head of Maintenance				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
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Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(d) Develop a proposed timeline to support the short/long-term facility plan and management of resources needed to maintain quality district buildings and grounds.	District Level	The superintendent and the head of maintenance will develop a proposed timeline to support the short/long-term facility plan and management of resources needed to maintain quality district buildings and grounds.	The superintendent and the head of maintenance have been exploring different facilities options during the 2020-2021 school year for the board of education to review.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle V: District Resources

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Strategy 5.1: Provide a safe, and well-maintained learning environment conducive to academic needs and priorities.

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(e) Evaluate the overall effectiveness of the district facilities.	District Level	The superintendent and the head of maintenance, in conjunction with the Building & Grounds Committee, will evaluate the overall effectiveness of the district facilities.	The superintendent and the head of maintenance have been exploring different facilities options during the 2020-2021 school year for the board of education to review.	During the fall of 2021, the district held a Special Bond Election to address both student safety and security issues at the Elementary School.	
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



SPS Guiding Principle V: District Resources

**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.2(a) Designate internal leaders and champions to study the scope and feasibility of internal and external opportunities for growth.	District Level	The steering committee will study the scope and feasibility of internal and external opportunities for growth.	In August of 2020, the steering committee hosted our annual school improvement retreat to study the scope and feasibility of internal and external opportunities for growth.	In August of 2021, the steering committee hosted our annual school improvement retreat to study the scope and feasibility of internal and external opportunities for growth.	
	Target Date	Responsible				
	Ongoing	Steering Committee				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



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**AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:**

Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	5.2(b) Evaluate current operational program and function analysis, current program space needs, analysis of existing assets, efficiency of asset use, alternate uses for facilities, facility needs, cost analysis, and potential project alternatives.	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
		District Level	The superintendent and the head of maintenance will evaluate current operational program and function analysis, current program space needs, analysis of existing assets, efficiency of asset use, alternate uses for facilities, facility needs, cost analysis, and potential project alternatives.	The superintendent and the head of maintenance will explore possible using Dude Solutions to create an analysis of current program needs.	The superintendent and the head of maintenance will explore possible using Dude Solutions to create an analysis of current program needs.	
	Target Date	Responsible				
Ongoing	Superintendent & Head of Maintenance					

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



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Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and model fiscal responsibility.

Strategy 5.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.

Priority 2

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Southern Public Schools.	District Level	The superintendent and the technology committee will commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Southern Public Schools.	During the 2020-2021 school year, the district implemented the first one-to-one iPad/laptop initiative in grades PK-12.	Strategy 5.2 (c) Completed	Strategy 5.2 (c) Completed
	Target Date	Responsible				
	Ongoing	Superintendent & Technology Committee				

SIT Progress Report: The superintendent will provide a yearly status update to the board of education.



2021-22 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2021-22 Teacher Vacancy Survey in the fall of 2021. All public-school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this report, the ESU data has been combined with the public-school data (district) while the nonpublic data (system) is combined with them into the total counts. This summary shows the totals. For the separate district and system counts, see the full report.

The survey of all 438 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 177 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers* to fill teacher positions;
- The endorsement areas of the positions that were unfilled**;
- The reasons why the applicant pool was not sufficient; and
- What the district/system did to address the unfilled positions.

The overall response rate (74%) increased considerably from 2020, likely due to the improved management of conditions stemming from the global pandemic. The response rate for districts increased to 93%. The nonpublic systems response rate increased to 45%. Based upon these response rates, the completed surveys are a fair representation of PK-12 districts and systems in the state. The endorsement areas with the largest number of unfilled positions were the following:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	86.50	17.92%	8.50	School Counselor	20.00	4.14%	1.00
Language Arts	50.50	10.46%	3.00	Speech Language Pathology	20.00	4.14%	3.00
Elementary Education	47.50	9.84%	10.00	Early Childhood Education	18.00	3.73%	2.00
Science	39.89	8.26%	5.65	School Psychologist	17.50	3.63%	2.50
Career Education Areas	32.25	6.68%	4.50	School Library	13.00	2.69%	0.50
Mathematics	29.00	6.01%	7.50	Art	12.90	2.67%	0.50
World Language	25.65	5.31%	3.50	ESL/ELL+	9.50	1.97%	1.00
Music Instrumental/Vocal	20.53	4.25%	2.00	Social Studies/Social Science	9.00	1.86%	0.00

+ ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Districts/Systems reported 482 positions as unfilled with fully qualified personnel, and 68 left vacant for 2021-22. Of those 482 positions, 138 positions (28%) were in districts/systems with less than 500 students.

For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 86.5 unfilled positions, 78 have teachers and 8.5 were left vacant.

2021-2022 Teacher Vacancy Survey Report Summary Continued

There were 143 districts/systems (44% of the returned surveys) with unfilled positions at the beginning of the 2021-22 school year.

Region	Districts/Systems with Unfilled** Positions		Number of Unfilled** Positions		Vacant***	
	No. of Districts/Systems	%	No. of Unfilled	%	No. Vacant	% Unfilled left Vacant for Region
Central	31	21.68%	73.00	15.12%	20.50	28.08%
Metro	20	13.99%	190.40	39.44%	19.00	9.98%
Northeast	27	18.88%	69.64	14.43%	19.15	27.50%
Southeast	29	20.28%	94.40	19.56%	5.00	5.30%
West Central	25	17.48%	37.13	7.69%	3.00	8.08%
Western	11	7.69%	18.15	3.76%	1.50	8.26%
Total	143	100.00%	482.72	100.00%	68.15	14.12%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. The main reasons given were divided between “No applicants” (40%) and “No fully qualified applicants based on endorsement area” (25%).

The survey offered solutions from which districts/systems could choose from when identifying how they solved the dilemma of unfilled** positions. The most reported solutions were: “Position was not filled” (16%); “Hired a person NOT appropriately endorsed in the content area” (14%); “Hired a person who holds a provisional permit” (12%); and “Hired a person who holds a transitional permit” (11%). For further information, see Tables 10a-c in the full report.

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Mathematics, Science, Special Education, Speech Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Find the full report at <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>. Tables included in the Report Summary combine public and nonpublic system responses. The full report provides an analysis of public and nonpublic in separate tables as well.

For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

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2002
Organization of the Board, Board Officers, Check Signing, and
Committees

1. Membership, Term and Election

- a. The Board of Education shall be comprised of six members who will be elected at large.
- b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

- i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
- ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

- i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
- ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

- i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

- ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.
- ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

- a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.
- b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.
- c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

- a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.
- b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:
 - i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.
 - ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.
 - iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Committees

- a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- b. On or before the beginning of each calendar year, the board shall appoint three members to form a Committee on American Civics. The committee's duties shall be those prescribed by Nebraska statutes, which include:
 - i. Hold no fewer than two public meetings annually, at least one where public testimony is accepted;

- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
- iii. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted pursuant to section 79-760.01 and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
- vi. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted pursuant to section 79-760.01;
- vii. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
 - 1. Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
 - 2. Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a

project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

3. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in section 79-724(6) or on a topic related to such person or persons or event;
- viii. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

6. Vacancies

- a. A vacancy on the board of education shall exist when any one of the following occurs:
 - i. A member submits his or her formal resignation from the board.
 - ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 7-9-2018
Revised on: 6-8-2020
Reviewed on: 2-10-2020

3002 Deposits

The board of education shall designate the depository or depositories for all school funds. All funds received by the district shall be deposited promptly in the proper account of each such depository. All funds shall be insured by the Federal Deposit Insurance Corporation or a surety bond approved by the board on securities of the United States government pledged by joint custody receipt.

Funds collected by district representatives shall be receipted, accounted for, and directed without delay to the proper depository. Funds exceeding \$5,000 shall not be left overnight in school buildings, except in safes provided for the safekeeping of valuables.

Adopted on: 8-13-2018

Revised on: _____

Reviewed on: _____

2014
Relationship with District Legal Counsel

The board will engage legal counsel to assist it and the administration in dealing with legal issues. When the district faces circumstances in which legal counsel may be needed between board meetings, the board president or superintendent may engage legal counsel on the board's behalf.

The superintendent and the board president shall have the authority to contact the school's legal counsel on behalf of the district. The superintendent may give other members of the administration permission to contact the district's legal counsel on an as-needed basis. Individual board members other than the president may not contact the district's legal counsel on behalf of the board without the approval of the board president or a majority of the board.

Any board member who contacts the district's legal counsel without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the district's legal counsel is involved.

Adopted on: 7-9-2018
Revised on: 6-10-2019
Reviewed on: 2-10-2020

2008 Meetings

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public. Notice of regular and special meetings shall be published in a newspaper of general circulation within the district and, if available, on the newspaper's website. Newspapers of general circulation in the district include, but are not necessarily limited to, the Wymore Arbor State, Lincoln Journal Star, or the Omaha World-Herald. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.
- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and may be published on the school district's website.

Adopted on: 7-9-2018

Revised on: 10-12-2020

Reviewed on: 2-10-2020

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 - i. Hold no fewer than two public meetings annually, at least one where public testimony is accepted;

- ii. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
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- iv. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in sections 79-719 to 79-723 in order to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
- v. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
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project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or

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 - iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
 - iv. Such other reasons as are set forth in Nebraska statutes.
- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 7-9-2018
Revised on: 6-8-2020
Reviewed on: 2-10-2020

2005 Conflict of Interest

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:

a. Business with which a board member is associated shall include the following:

(1) A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.

(2) A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the board member or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.

b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.

c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

2. Contracts with the School District.

a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in

any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into employment contracts with the school district must also comply with the board's policy on the employment of board members.

- b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her parent, spouse, or child has a business association with the business involved in the contract or will receive a payment, fee, or commission as a result of the contract.
- d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:
 - (1) Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
 - (2) Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
 - (3) Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

3. Contracts with Board Member's Immediate Family.

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:
 - (1) All district employees.
 - (2) All employees within a specific classification but which does not single out the member of his or her immediate family.

4. Employing Members of the Immediate Family.

- a. A board member may recommend for employment or supervise the employment of an immediate family member if:
 - (1) The board member does not abuse his or her position.
 - (2) Abuse of official position shall include, but not be limited to, employing an immediate family member:
 - (i) who is not qualified for and able to perform the duties of the position;
 - (ii) for any unreasonably high salary;
 - (iii) who is not required to perform the duties of the position.
 - (3) The board makes a reasonable solicitation and consideration of applications for employment.
 - (4) The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.
 - (5) The board approves the employment or supervisory position.

b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

(1) a public official, public employee, or candidate.

(2) a member of the immediate family of an individual listed in Subparagraph 'a' above.

(3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.

b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.

c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.

d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

6. Conflict of Interest Relating to Campaigning or Political Issues

a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or

election of a candidate or the qualification, passage, or defeat of a ballot question.

- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
 - (1) The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
 - (2) Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (1) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
 - (2) Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and
 - (3) Abstain from participating or voting on the matter in which he or she has a conflict of interest.
- b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

8. Recordkeeping

- a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:
 - (1) The names of the contracting parties.
 - (2) The nature of the interest of the board member in question.
 - (3) The date that the contract was approved.
 - (4) The amount of the contract.
 - (5) The basic terms of the contract.
- b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: 7-9-2018
Revised on: 6-14-2021
Reviewed on: 12-13-2021

2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX."

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

- c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.

- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) calendar days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant

to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

- d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 calendar days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: 7-9-2018
Revised on: 8-10-2020
Reviewed on: 12-13-2021

2012 Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;

10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: 7-9-2018

Revised on: _____

Reviewed on: 12-13-2021

NEBRASKA ACCOUNTABILITY AND DISCLOSURE COMMISSION 11 th Floor, State Capitol P.O. Box 95086 Lincoln, NE 68509 (402) 471-2522	POTENTIAL CONFLICT OF INTEREST STATEMENT	POSTMARK DATE	
		MICROFILM NUMBER	
NADC FORM C-2A (Village, City, School Officials Except Omaha and Lincoln Officials)		OFFICE USE ONLY	
BEFORE COMPLETING THIS FORM READ THE FILING REQUIREMENTS ON PAGE 3			

- 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.
- **Officials of the cities of Lincoln and Omaha** holding elective office with a potential conflict of interest **should not use this form.** Use Form C-2.
- This form should be filed with the person who normally keeps records for the school district, city or village. **There is no requirement to file this form with the Nebraska Accountability and Disclosure Commission.**
- Persons who fail to disclose a potential conflict of interest or who otherwise do not comply with the law are subject to penalties.

ITEM 1	NAME, ADDRESS AND TELEPHONE NUMBER
---------------	---

Name _____ Telephone No. _____
Last First Middle

Address _____
STREET ADDRESS OR RURAL ROUTE City STATE ZIP CODE

ITEM 2	TITLE, AGENCY (City, Village, School), ADDRESS AND PHONE
---------------	---

Your Title _____ Agency _____

Agency Address _____

Agency Phone _____

ITEM 3	DESCRIBE POTENTIAL CONFLICT OF INTEREST IN DETAIL (Use Item 6 Continuation, if necessary)
---------------	--

Date action is to be taken or decision is to be made: _____

Description of Potential Conflict:

ITEM 4 PERSONS WHO MAY RECEIVE FINANCIAL BENEFIT OR DETRIMENT

You

Member of your Immediate Family: _____
NAME

Business With Which You

Are Associated (See Definitions) _____
NAME OF BUSINESS

ITEM 5 NATURE OF FINANCIAL BENEFIT OR DETRIMENT

ITEM 6 CONTINUATION

(SIGNATURE)

(DATE)

General Information - Filing Requirements

I. What is a Potential Conflict of Interest? - A public official has a potential conflict of interest if he or she is faced with taking an official action or making an official decision which may result in a financial benefit or a financial detriment to the public official; a member of his or her immediate family; or a business with which he or she is associated. The financial effect of the action or decision must be distinguishable from the financial effect on the general public or a broad segment of it.

II. Who Must File:

- A. An official of a city or village holding elective office who has a potential conflict of interest. An official of the cities of Lincoln or Omaha holding elective office who has a potential conflict of interest should not file this form, but instead should use Form C-2.
- B. An official of a school district holding elective office who has a potential conflict of interest.
- C. An elective office is a public office normally filled by an election. A person appointed to fill a vacancy in a public office normally filled by election holds an elective office.

III. When and Where to File:

- A. This form should be filed as soon as the person holding elective office is aware that he or she may have a potential conflict of interest and prior to the time that the action is to be taken or the decision made.

- B. This form should be filed with the person who normally keeps records for the governing body of the official holding elective office. For example, the person who keeps records for a city or village may be the city clerk or village clerk. **This form does not need to be filed with the Commission.**
- C. The person filing the form should abstain from participating in or voting on the matter in which he or she has a potential conflict of interest. However, if the person wants an opinion from the Commission as to whether he or she has an actual conflict of interest requiring abstention or non-participation, he or she may send a copy of the form to the Commission along with request for an opinion.

Disclosure of Contractual Interests by Local Officers. If you are a local elected official disclosing an interest in a contract or an open account in which a local governing body on which you serve is a party, use NADC Form C-3, Contractual Interest Statement.

Disclosure of the Employment of Immediate Family Members. If you are disclosing the employment of an immediate family member, use NADC Form C-4, Employment of Immediate Family Members Disclosure Statement.

Definitions

Immediate family shall mean a child residing in your household, your spouse or an individual claimed by you or your spouse as a dependent for federal income tax purposes.

Business shall mean any corporation, partnership, limited liability company, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint-stock company, receivership, trust, activity, or entity. NOTE: The definition includes for profit and non-profit entities.

Business with which you are associated shall mean a business: (1) of which you are the sole proprietor; (2) or in which you are a partner, director, or officer; (3) or in which you or a member of your immediate family is a stockholder of closed corporation stock worth \$1,000 or more at fair market value or which represents more than a 5 percent equity interest, or is a stockholder of publicly traded stock worth \$10,000 or more at fair market value or which represents more than a 10 percent equity interest.

Elective office shall mean a public office filled by an election, except for federal offices. A person who is appointed to fill a vacancy in a public office which is ordinarily elective holds an elective office.

Person means a business, individual, proprietorship, firm partnership, joint venture, syndicate, business trust, labor organization, company, corporation, association, committee, or any other organization or group of persons acting jointly.

Statutory Authority: Section 49-1499.03 Revised Statutes of Nebraska.