

Regular Board Meeting
December 12, 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 December 12, 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
 - I.A. Roll Call
 - I.B. Notice of Nebraska Open Meetings Act Posted
 - I.C. Motion to excuse Angela Meyer & Betsy Frerichs from the December Board Meeting
- II. Approval of Minutes from the November 14, 2022, Regular Board Meeting
- 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.
- 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

- IV.A.2. Lunch & Activity Claims
- V. Support Service
 - V.A. Facility Update
 - V.B. Personnel Items
 - V.B.1. Hiring Recommendation
 - V.B.1.1. Kane Hookstra - 1.0 FTE - PK-6 Principal for the 2023-2024 School Year
 - V.B.2. Resignation
 - V.B.2.1. Jerry Rempe - 1.0 FTE - PK-6 Principal/Athletic Director at the Conclusion of the 2022-2023 School Year
 - V.C. Technology Update
- VI. Administrative and Committee Reports
 - VI.A. Student Board Member Report
 - VI.B. Elementary Principal's Report
 - VI.C. Secondary Principal's Report
 - VI.D. Superintendent's Report
- VII. Items for Discussion, Consideration, and/or Action
 - VII.A. Approve the 2023-2024 Negotiated Agreement with the Southern Education Association
 - VII.B. 2023-2024 District Calendar
 - VII.C. 2023-2024 Preschool Calendar
 - VII.D. Superintendent's Contract
 - VII.D.1. Superintendent's Contract Extension
 - VII.D.2. Superintendent Salary and Benefits
 - VII.E. 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, recording 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, recording 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



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MINUTES
BOARD OF EDUCATION
November 14, 2022
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, Angela Meyer, Betsy Frerichs, Dana Dorn, Dave Zimmerman, and Jim Zvolanek. The following administrators were present: Jeff Murphy, & Christopher Prososki.

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:

- Fairbury Journal-News

Posted Date: 11/2/2022

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 was posted on the back of the board of education meeting room.

II. Approval of Minutes from the October 27, 2022, Special School Board Meeting

Motion to approve minutes from the October 28, 2022, Special School Board Meeting. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.
yes: 6, no: 0

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.

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 Angela Meyer and seconded by Dana Dorn, passed.

Aaron Whitwer: Abstain (With Conflict), Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, David Zimmerman: yes, Jim Zvolanek: yes
yes: 5, no: 0, Abstain (With Conflict): 1

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

John Eisenhower provided the school board with a written report over: getting ready for snow removal, installing a larger diameter gas line for the new Elementary School boilers, and getting activity drivers setup for winter activities.

Dr. Prosocki said that the district just received a \$395,000 grant from the EPA for a new electric bus and a charging station. Southern was 1 of only 6 school districts in Nebraska that received the Clean School Bus grant. Based on the October publication of the School Bus Fleet, it was reported that districts save between \$4,000-\$11,000 a year on bus maintenance after shifting to an electric bus. In addition, it is estimated that battery-electric buses cost around 60 cents per mile to operate, saving about \$1.38 per mile when compared to a diesel-operated bus. Lastly, an electric bus can travel up to 120 miles when it is fully charged and there is also a 10-year warranty on the battery.

Dr. Prosocki said the district's lock-sets in both buildings are from the 1980s and we can no longer find parts to replace our outdated system. In the next 2 months, the district plans to replace all of the lock-sets in both buildings. Based on the new safety standards, only a handful of outside keys will be available for staff members. The district will be using the current online Open Path system and this will allow us to terminate online access to our buildings. In addition, we will not need to re-key all of the outside doors when a key is lost. Lastly, all of the inside teachers' doors will be one standard key and there will be another standard key that can only be used for the offices and maintenance area.

Dr. Prosocki mentioned that Nova Fitness came out on October 20, 2022, to complete an objective review of our current weight room equipment in an effort to see if any weight room equipment is currently not working or if it is unsafe to operate. As part of their study, Nova Fitness is also going to give the district a cost proposal for some new weight room equipment. Dr. Prosocki said that if the district decides to move forward with the new weight room equipment, he will pursue grants to help offset the costs. Lastly, Dr. Prosocki said that our weight room is used by students, faculty members, and community members.

Lastly, Dr. Prosocki covered the new service agreement with Johnson Controls. Since the district added new high efficiency HVAC equipment and high efficiency new boilers, the service agreement increased because the new equipment had to be added to service (The ESSER stimulus funds were used to purchase the new equipment).

V.B. Personnel Items

Dr. Prosocki noted that Roger Dorn is going to retire at the end of the school year and Mariah Canfield is going to resign before January so she can start taking college classes.

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

The elementary principal provided a written report on the following items: current enrollment figures, Red Ribbon week activities, fall sports coming to an end, winter sports starting on November 14, K-3 concert on November 8, and NSCAS & DIBELS testing.

VI.C. Secondary Principal's Report

The secondary principal reported on the following items: current enrollment figures, Veterans Day Program on November 11, all 4 spots at the ESU 5 alternative school are full, grow towers around the Jr./Sr. High School building, upcoming Play Production competitions, and 3 students requesting to graduate at mid-term (This practice is currently allowed under Policy 5066: Early Graduation).

VI.D. Superintendent's Report

Dr. Prosocki distributed the yearly required audit to the school board members and he went over the 2022-2023 state aid recalculation and he noted the district will lose \$24,728. Next, Dr. Prosocki went over the 2022 Certified School Adjustment Valuation report from the Nebraska Department of Revenue and he presented the school board with a draft of both the 2022-2023 district calendar and the 2022-2023 preschool calendar. He noted that Southern has to follow the Nebraska School Activities Association (NSAA) calendar so the district does not have a track meet on graduation. Dr. Prosocki went over the Educators Health Alliance (EHA) medical and dental rates for the 2023-2024 school year and he said they will increase by 6.87% and this increase will cost the district just under \$57,000. Dr. Prosocki gave the school board negotiations update and said the district will have a federal Office of Civil Rights compliance review of our facilities and Career and Technical Education classes (Dr. Prosocki went over an OCR checklist he has been working on). Next, he said the administration team will be reading Qualities of Effective Principals, 2nd Edition in an effort to improve their craft. Then, Dr. Prosocki went over the annual safety audit that was conducted by the former Chief of Police or Beatrice, Bruce Lang, and he said the safety and security committee will review his recommendations. From here, Dr. Prosocki went over a recent proposal by Jim Pillen to move to a per-student (pupil) funding system in Nebraska. Dr. Prosocki noted that if this occurs, Southern would lose \$444,723 and the district would need to raise the mill levy by 11-12 cents to make up the difference. Since Southern is at the legal mill levy limit of \$1.05, we would not have the ability to raise our general fund mill levy to \$1.17. The district would either have to make cuts to staff or pursue a levy override. Dr. Prosocki noted that a per-student (pupil) funding system has not

worked in other states and it has no business being implemented in Nebraska. Dr. Prososki went over the official enrollment numbers (379 students), poverty trends, option enrollment trends, and special education trends. Dr. Prososki reminded the school board that 7 days after the regular December board meeting that his contract will automatically renew for 1 year pending the school board decides not to renew his contract. Dr. Prososki noted that superintendents cannot acquire tenure like teachers and principals in Nebraska. Lastly, Dr. Prososki said that he wrote and received a \$18,056 grant through the Supply Chain Assistance (SCA) program for our school lunch program.

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

VII.A. Option Enrollment Applications

VII.B. Executive Session: Annual Superintendent Evaluation - As Needed to Protect the Interest of the District & to Prevent the Needless Injury to the Reputation of an Individual

Motion to enter into executive session at 8:33 p.m. to complete the annual superintendent evaluation as needed to protect the interest of the district & to prevent the needless injury to the reputation of an individual. This motion, made by Betsy Frerichs and seconded by Aaron Whitwer, passed.

yes: 6, no: 0

VII.B.1. Convene Executive Session: Annual Superintendent Evaluation

VII.B.2. Reconvene Meeting from Executive Session

Motion to reconvene the meeting from executive session at 9:18 p.m. This motion, made by Dana Dorn and seconded by Angela Meyer, passed.

yes: 6, no: 0

VII.B.3. Approval of Any Action Deemed Necessary as a Result of Executive Session

VIII. Adjournment

Motion to adjourn the meeting at 9:20p.m. This motion, made by Aaron Whitwer and seconded by Jim Zvolanek, passed.

yes: 6, no: 0

The next Regular Board meeting is scheduled for 7:30 p.m., December 12, 2022, at Southern Jr./Sr. High School Board Room 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 identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.
- **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.

November 22, 2022

Dr. Chris Proski and Members of the Southern Board of Education

I am writing to inform you of my resignation/retirement from Southern Public Schools effective at the end of the my contracted days, which fulfills my contract for the 2022-23 school year.

I want to thank you for the support that the current and past staff, administration and board of education have given me over the 39 years that I have been at Southern. I have enjoyed my time at Southern Public Schools and I am grateful for the many opportunities of professional growth that were given to me.

Sincerely,

A handwritten signature in black ink, appearing to read "Gerald J. Rempe". The signature is written in a cursive style with a large initial "G".

Mr. Gerald J. Rempe
Elementary Principal/AD

ENCLOSURE

SOUTHERN BOARD OF EDUCATION MEETING

December 12, 2022

Jeff Murphy, Principal

I. Last Day of Semester Plans

Last day of school before winter break is December 20. Student Council is working on a couple of activities to end the semester. They are doing a door decorating contest and having a movie available on the last day.

II. Alternative School Update

We currently have 3 alternative spots filled and that will be the same when school resumes in January.

III. Winter Concert and Cake Auction

Mrs. Stevens's and Mr. Nielson's students performed a great winter concert on December 4th. Along with the concert, there was the traditional cake auction to raise money for the Music Boosters. The cake auction brought in approx. \$2100. The cake auction has been a fundraiser/tradition for at least 45 years at Southern.

IV. Student Recognition

We would like to recognize several of our students who have been recipients of awards for their success in the classroom and during extra-curricular activities. 1 Act awards: Autumn Lane - Outstanding Actress, Garret Retherford – Outstanding Actor, Emma Spencer – Supporting Actress, Ryah Troxel – Supporting Crew, Haylee Barton – Humorous Award, Haylee Hoover, Authentic Costume & Cole Thompson for lighting crew. Southern football team Pioneer Conference honors: 2nd Team Offense: Bladen Weiner, 2nd Team Defense: Cysn Singleton, Honorable Mention Offense: Evan Saathoff, Honorable Mention Defense: Austen Forney. Several Southern football players received All-District honors: All-District Football Honors: 1st Team: Evan Saathoff, 2nd Team: Cysn Singleton, Honorable Mention: Austen Forney, Carsen Goes, Kale Maguire, Bladen Weiner. All Conference volleyball players. 2nd team: Callie Cooper, Honorable Mention Alaina Klover. Those receiving post season awards in softball were: Reagan Lauby: Omaha World Herald Class C Honorable Mention, Lincoln Journal Star Class C All-State Honorable Mention. Taylor Trauernicht : Lincoln Journal Star Class C All-

State Honorable Mention. Kendrea Troxel: Omaha World Herald Class C Honorable Mention, Lincoln Journal Star Class C All-State Honorable Mention. Congratulations to Autumn Lane and Kale Maguire who were recognized by the Fairbury Elks Lodge as November's Teenagers of the Month!

V. FBLA Food Drive

FBLA put together a "block the door" food drive, with all the donations going to the Wymore Food Pantry. The goal was to get enough items to block 16 classroom doors. If the goal was met, FBLA would put together a "fun day" at school. FBLA collected 1,160 lbs and that was enough to block 16 doors. FBLA will be putting together the fun day sometime during the second semester. GREAT JOB to Mrs. Schluter and her FBLA members and to all students and staff for donating.

VI. NSCAS Testing

Winter NSCAS testing is taking place on December 7th and December 14th. Each student met with their teachers and set goals as far as how many points they wanted to raise their NSCAS scores. Those students who meet that goal will be rewarded at a later date.

VII. Enrollment 170

13th Grade	2	0 Boy	2 Girls
12th Grade	29	15 Boys	14 Girls
11th Grade	28	17 Boys	11 Girls
10th Grade	33	17 Boys	16 Girls
9th Grade	<u>28</u>	<u>14 Boys</u>	<u>14 Girls</u>
9-13 Total	120	63 Boys	57 Girls
8th Grade	28	12 Boys	16 Girls
7th Grade	<u>22</u>	<u>10 Boys</u>	<u>12 Girls</u>
7-8 Total	50	22 Boys	28 Girls

Transferred In: Ashton Schrieber, 10th grade
 Alayah Schrieber, 10th grade
 Gavyn Phinney, 7th grade

Transferred Out: Kaden Beauchmin, 10th grade

Dropped Out:

VIII. OTHER

Southern Public Schools

Annual Report

2021-2022



Southern Elementary School
315 West 2nd Street
P.O. Box 158
Blue Springs, NE 68318
Phone: 402.645.3359
Fax: 402.645.3740

Southern Jr./Sr. High School
115 South 11th Street
P.O. Box 237
Wymore, NE 68466
Phone: 402.645.3326
Fax: 402.645.8049

<http://www.southernschools.org>

PURPOSE OF THIS REPORT

The 2021-2022 Annual Report is submitted to the patrons of Southern Public Schools in accordance with the accreditation rules set forth by the Nebraska Department of Education. The annual report provides patrons with information regarding our school demographics, student achievement, and financial information. This report highlights some of the challenges and accomplishments in our district.

NEBRASKA EDUCATION PROFILE

More information about Southern Public School's 2021-2022 academic year can be found on the Nebraska Education Profile at <http://nep.education.ne.gov>.

- 1) Go to the **DISTRICT AND SCHOOL DATA** tab at the center of the webpage.
- 2) Type **Southern School District 1** in the **Search NEP** box.
- 3) Click on **SOUTHERN SCHOOL DISTRICT 1** and click **Search**.

DESCRIPTION OF THE DISTRICT

Southern Public Schools is a progressive D-1 district with 384 students in grades PK-12. Southern is located in Wymore and Blue Springs, Nebraska in the southeastern part of the state. In 1968 the current district was created with the consolidation of the five communities of Wymore, Blue Springs, Barneston, Holmesville, and Liberty, along with much of their outlying area. Wymore is located south of Lincoln and eight miles north of the Kansas border. The Wymore & Blue Springs communities are located within a mile of each other and are home to two schools, Southern Elementary School (PK-6) and Southern Jr./Sr. High School (7-12). The 3-year-old preschool and the 4-year-old preschool programs are located in Blue Springs.

DISTRICT MISSION STATEMENT

Every Student, Every Day, The Southern Way.

DISTRICT VISION STATEMENT

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

BOARD OF EDUCATION

Angela Meyer
Dana Dorn

Aaron Whitwer
David Zimmerman

Betsy Frerichs
Jim Zvolanek

SCHOOL IMPROVEMENT GOALS

- All students will improve their reading comprehension.
- All students will improve their math skills.
- The Southern School District will aspire to improve the culture of the district.

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 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.

ADMINISTRATION

Faculty Members	Education Level	Years Experience	Position
Christopher Prosocki	Ed.D.	14	Superintendent/Curriculum Director
Gerald Rempe	M.A.	37	PK-6 Principal/Athletic Director
Jeff Murphy	M.A.	21	7-12 Principal

ELEMENTARY SCHOOL STAFF

Faculty Members	Education Level	Years Experience	Position
Jonna Adams	M.A.	21	Second Grade Teacher
Jolene Bartels	M.A.	34	Fifth Grade Teacher
Chaysen Bednar	B.A.	3	Sixth Grade Teacher
Kylie Betten	B.A.	7	First Grade Teacher
Timothy Blecha	B.A.	5	Special Education Teacher
Rhonda Epp	M.A.	27	Third Grade Teacher
Stacy Fossler	M.A.	10	Kindergarten Teacher
Amanda Freese	B.A.	4	Preschool Teacher
Cathy Hayden	B.A.	32	Sixth Grade Teacher
Malinda Hock	M.A.	7	Special Education Teacher
Kane Hookstra	M.A.	26	Fourth Grade Teacher
Taylor Landenberger	M.A.	4	Kindergarten Teacher
Annie Manley	B.A.	9	Preschool Teacher
Kimberly Milius	B.A.	5	First Grade Teacher
Lynn Sabey	M.A.	11	Second Grade Teacher
Mary Jane Spence	B.A.	44	Third Grade Teacher
Carly Vitosh	M.A.	9	Fifth Grade Teacher
Stephanie Ware	M.A.	22	Title I Teacher

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist
Ed.D.	Doctor of Education

JR./SR. HIGH SCHOOL STAFF

Faculty Members	Education Level	Years Experience	Position
Valerie Barnhart	M.A.	26	English Teacher
Hanah Baumgartner	B.A.	1	Social Science Teacher
Dominique Clay	B.A.	12	Spanish Teacher
Jeremy Doose	B.A.	1	Social Science Teacher
Jennifer Dunekacke	M.A.	14	Science Teacher
Zack Emerson	M.A.	16	Physical Education/Health Teacher
Preston Jurgens	B.A.	3	Mathematics Teacher
Heather McKinney	M.A.	26	Special Education Teacher
Brady Meyer	B.A.	3	Agriculture/Industrial Tech Teacher
Shannon Mick	M.A.	17	Mathematics Teacher
Morgan Neverve	M.A.	11	Jr./Sr. High School Art Teacher
Gavin Nielson	M.A.	3	K-12 Instrumental Music Teacher
Melissa Omar	M.A.	8	English Teacher
Lorren Rahn	B.A.	3	K-12 Vocal Music Teacher
Jamie Schluter	M.A.	8	Business Teacher
Shelby Thernes	M.A.	4	Special Education Teacher
Pam Trauernicht	M.A.	23	7-12 School counselor
Jeffery Tunink	B.A.	12	Science Teacher
Rebecca Weyer	M.A.	17	K-12 Media Specialist
Beth Willet	B.A.	42	K-12 PE Teacher

Abbreviation	Degree
B.A.	Bachelor's Degree
M.A.	Master's Degree
Ed.S.	Education Specialist
Ed.D.	Doctor of Education

CERTIFIED STAFF INFORMATION

Category	Southern	State
Average Teacher Salary	\$48,434	\$54,422
Average Years of Teaching Experience	16	14
Percent of Teachers with Master's Degrees	53%	57%

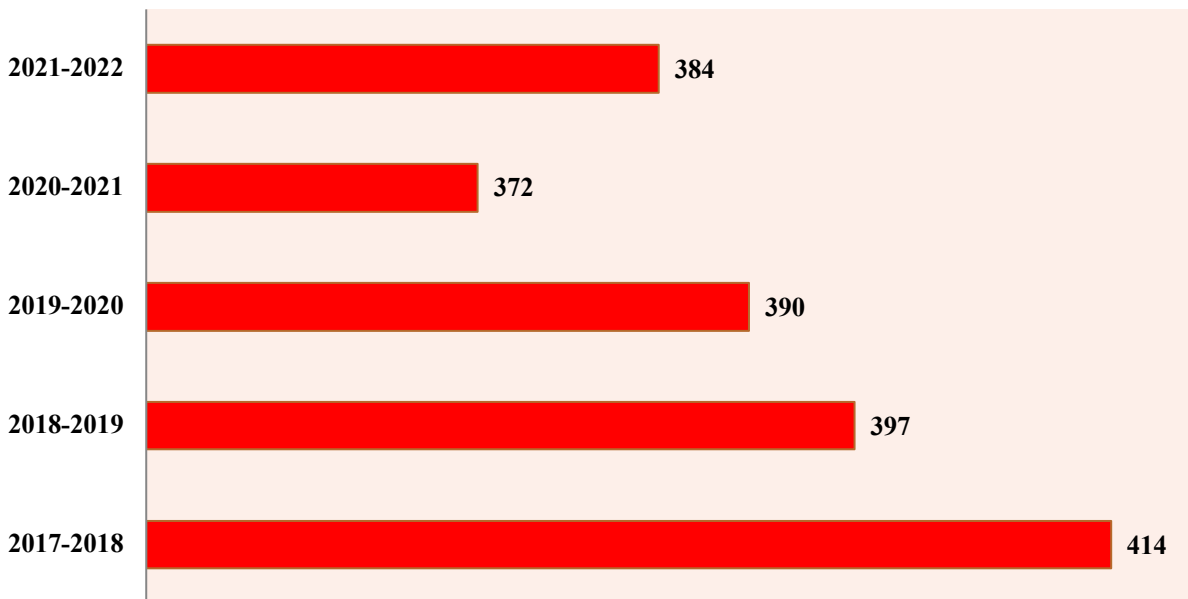
CLASSIFIED STAFF

Faculty Members	Position
Dona Bartels	Paraprofessional
Dee Bednar	PK-6 Community Counselor
Jessica Cooper	Paraprofessional
Bonnie Creek	Bus Driver/ Paraprofessional
Susan Davis	Food Service Provider
Roger Dorn	Custodian
John Eisenhower	Maintenance
Wendy Garrels	Paraprofessional
Jeanne Hardin	Food Service Provider
Sheridan Langdale	Paraprofessional
John Linder	Head Maintenance
Karen Maguire	Secretary
Cody McKinney	Custodian
Kim McMurray	Head Food Service Provider
Jodi Meints	Paraprofessional
Tammy Meints	Custodian
Lori Moniz-Trisler	Paraprofessional
Patty Novotny	Preschool Paraprofessional
Rae Oblinger	Data Steward
Lavone Rabstejnek	Paraprofessional
Dawn Rakes	Secretary
Devin Riggs	Bus Driver
Ginger Riggs	Paraprofessional
Cody Sabey	Technology Coordinator
Darcie Schmidt	Paraprofessional
Taylor Schmidt	Bookkeeper
Shelby Smith	Food Service Provider
Angela Spencer	Paraprofessional
Becky Sullivan	Secretary
Monica Ullman	Student Transportation
Steve Whitwer	Bus Driver
JoAnn Wieden	Food Service Provider

ENROLLMENT FIGURES

Compiled on October 1 (2021)			
Grade	Female	Male	Total
PK	19	15	34
K	10	10	20
1	22	10	32
2	12	11	23
3	10	15	25
4	13	9	22
5	10	14	24
6	13	9	22
Elementary School	110	94	202
7	20	11	31
8	15	13	28
9	16	16	32
10	12	19	31
11	19	16	35
12	8	17	25
Jr./Sr. High School	91	92	182
District	201	186	384

5-YEAR ENROLLMENT FIGURES (PK-12)



SOUTHERN PUBLIC SCHOOLS DEMOGRAPHICS
2021-2022 Academic Year

Student Characteristics	Southern Public Schools	State	
Attendance Rate	92%	92%	
Dropout Rate	N/A	1%	
English Learners (EL)	N/A	7%	
Free/Reduced Priced Meals	66%	41%	
Graduation Rate (4-Year Cohort)	80%	87%	
High Ability Learners	28%	12%	
Highly Mobile Rate	7%	3%	
Special Education	23%	15%	
Race/Ethnicity	American Indian/Alaskan Native:	1%	1%
	Asian:	0%	3%
	Black/African American:	3%	6%
	Hawaiian/Other Pacific Islander:	0%	1%
	Hispanic:	3%	19%
	Two or More Races:	19%	4%
	White:	90%	66%

Please Note: A N/A indicates that the data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group.
 - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

5-YEAR OPTION ENROLLMENT COMPARSION

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Option In Students	8	5	18	14	10
Option Out Students	51	46	42	42	38
Net Option	-43	-41	-24	-28	-28

AMERICAN COLLEGE TESTING (ACT)
Longitudinal ACT Data

		2018	2019	2020	2021	2022
<i>English</i>	District	18.1	20.5	*	17.9	17.5
	State	18.4	18.4	*	17.8	17.7
<i>Mathematics</i>	District	17.7	18.6	*	18.2	17.8
	State	19.3	19.3	*	18.8	18.6
<i>Reading</i>	District	18.6	20.3	*	18.4	18.0
	State	19.5	19.5	*	19.1	18.9
<i>Science</i>	District	19.1	20.1	*	18.4	19.3
	State	19.7	19.5	*	19.1	19.0
<i>Composite</i>	District	18.5	19.9	*	18.3	18.2
	State	19.4	19.3	*	18.8	18.6

***Please Note:** Due to the COVID-19 pandemic, the ACT was not administered in the spring of 2020.

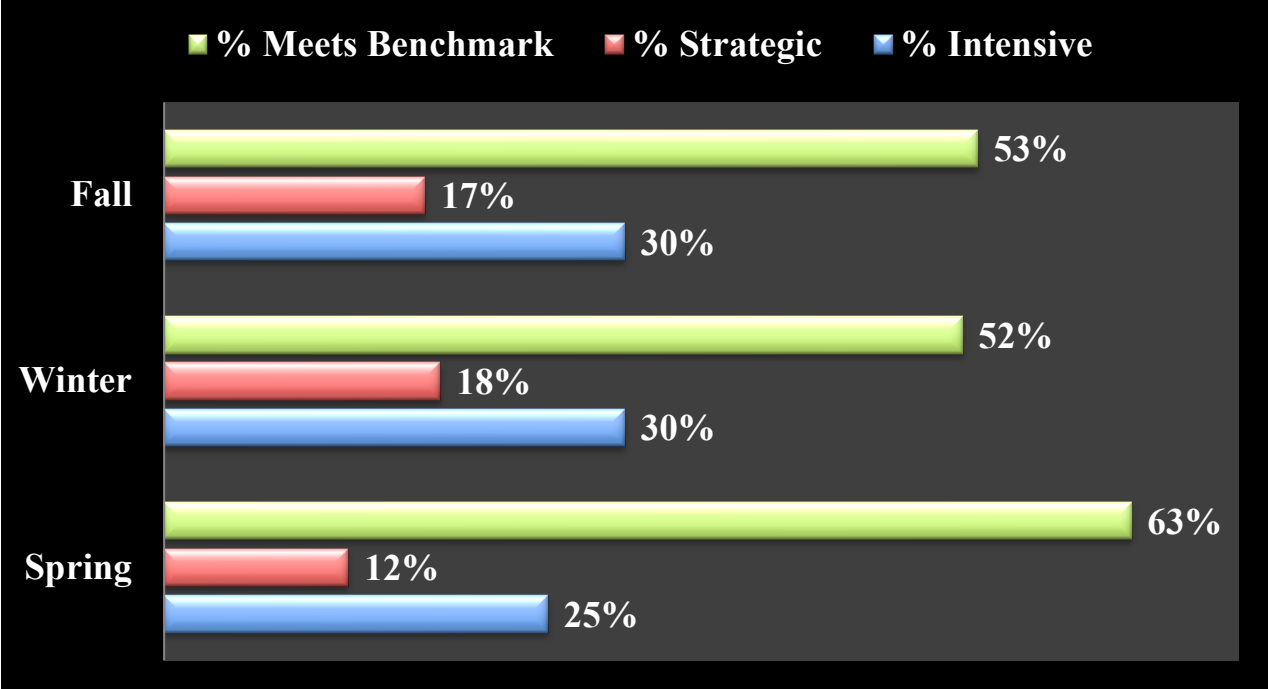
DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS

The universal screener that we utilize in our district is called Dynamic Indicators of Basic Early Literacy Skills or DIBELS. DIBELS is a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. These assessments are designed to be short, one-minute fluency measures used to regularly monitor the development of early literacy skills. The DIBELS assessments are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

DIBELS SCORES (K-6 GRADE)

Percentage of Students Proficient by Indicators

<i>Date</i>	# of students	Intensive (Well Below Benchmark)	Strategic (Below Benchmark)	Meets Benchmark (At Grade Level)
<i>Fall 2021</i>	162	30%	17%	53%
<i>Winter 2021</i>	169	30%	18%	52%
<i>Spring 2022</i>	175	25%	12%	63%

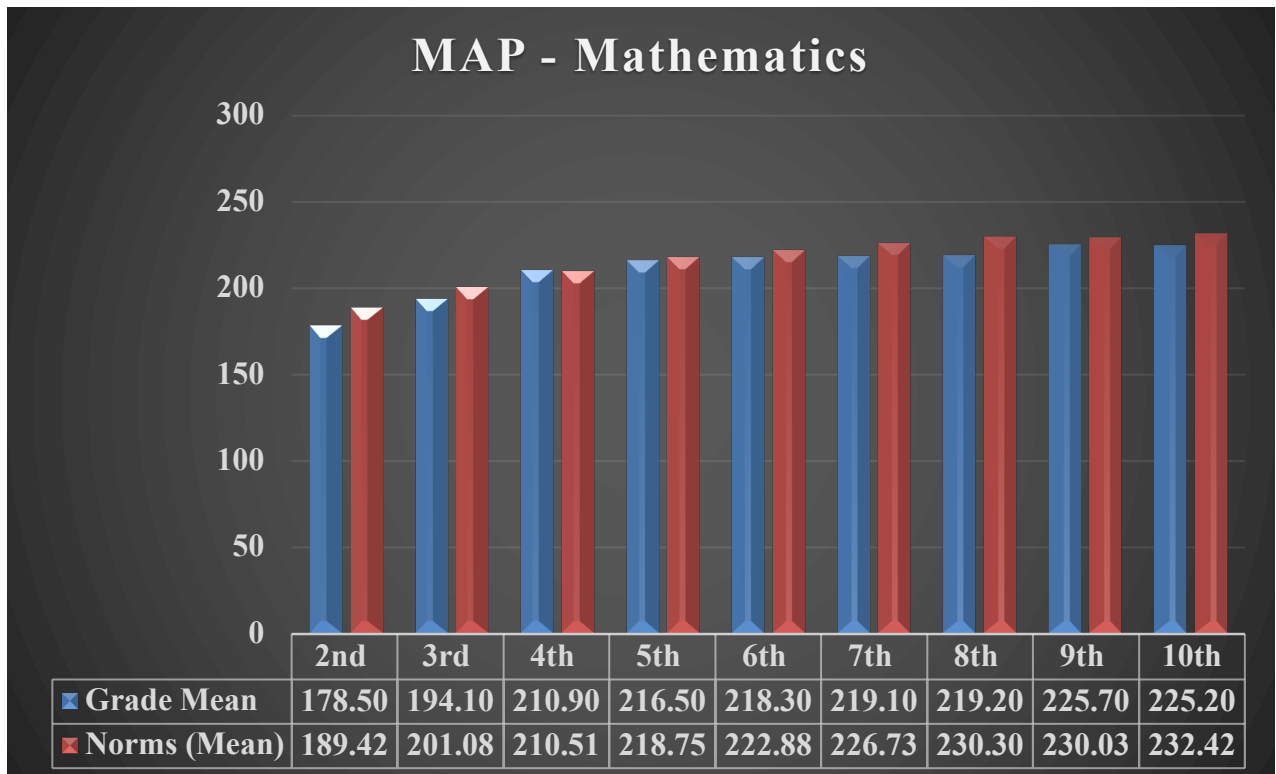
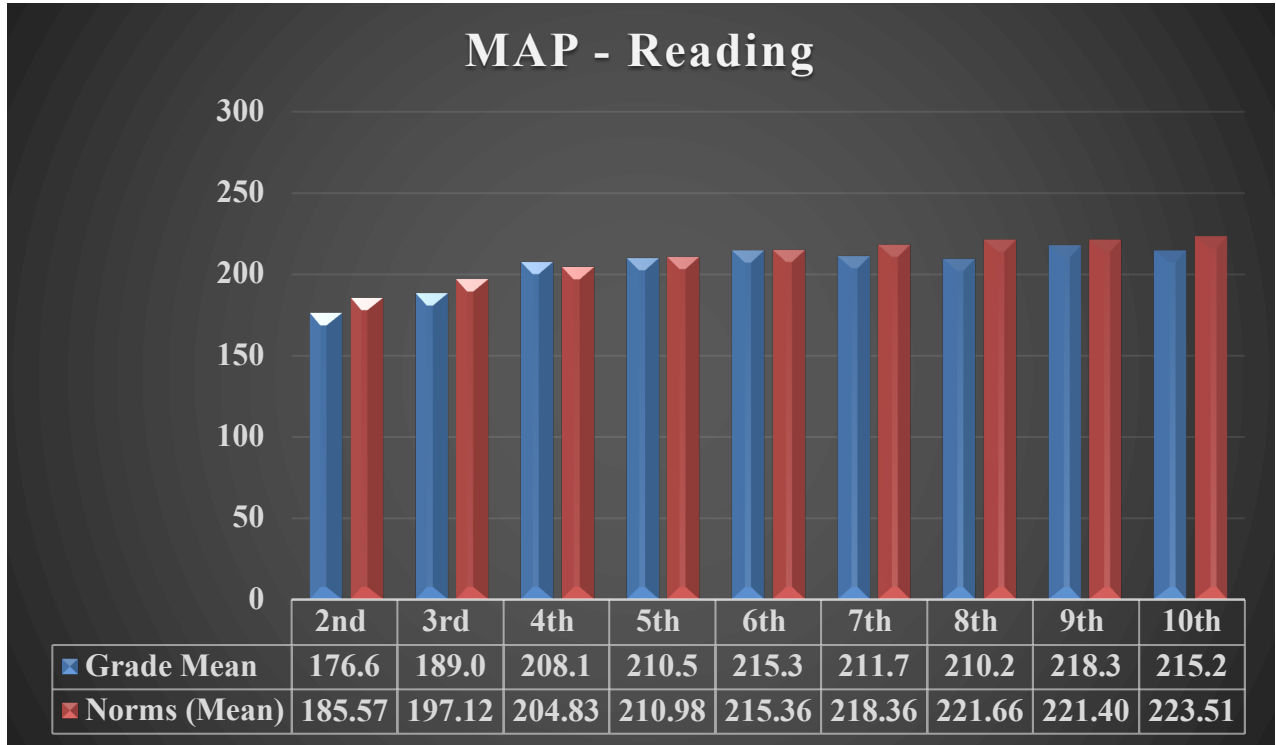


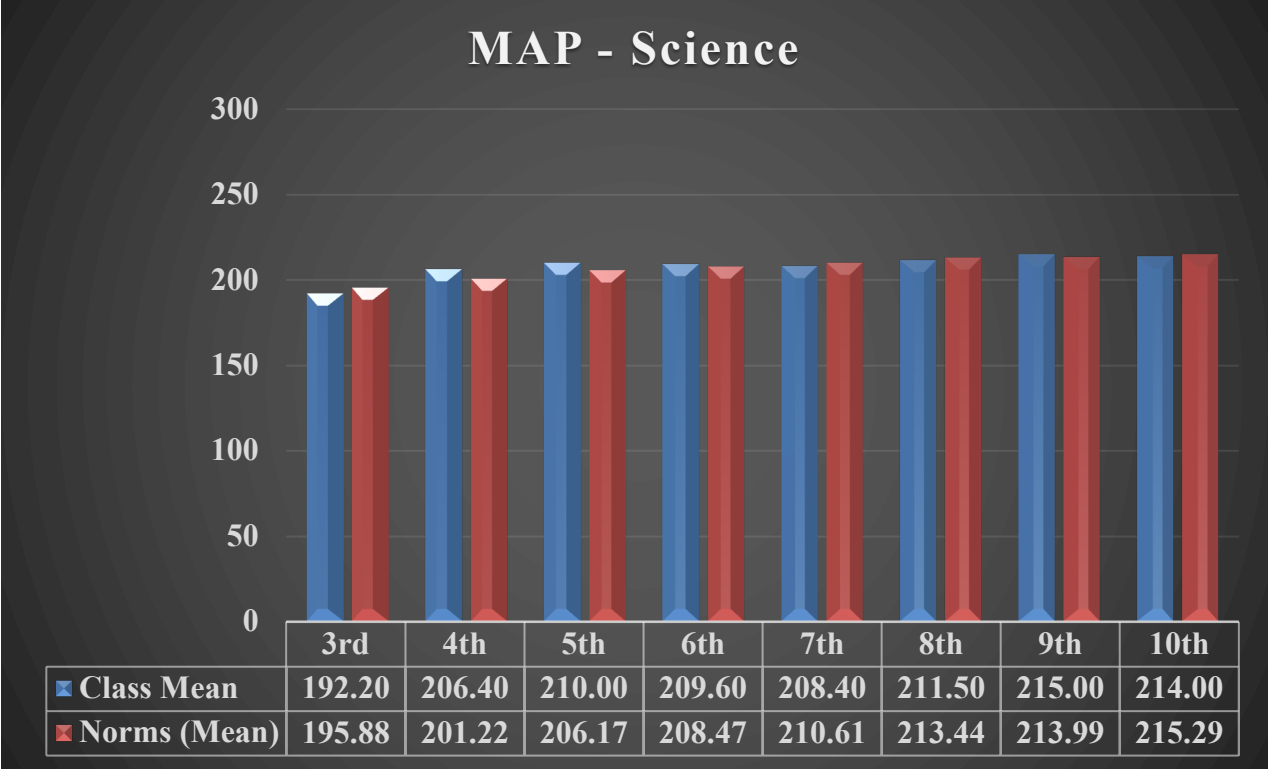
MEASURE OF ACADEMIC PROGRESS (MAP)

The norm-referenced assessment that we utilize in our district is called Measure of Academic Progress or MAP. The MAP assessment is administered to fulfill the accreditation requirements put forth by Nebraska Department of Education under Rule 10. Norm-referenced assessments are built to compare student performance across the country and these assessments result in bell curve distributions. The MAP assessments use a scale called RIT to measure student achievement and growth. The ACT is another example of a norm-referenced assessment that is administered throughout the Midwest.

MAP Assessment	Subject	Grades Administered
MAP-R	Reading	2-10 (Fall & Spring)
MAP-M	Mathematics	2-10 (Fall & Spring)
MAP-S	Science	3-10 (Fall & Spring)

MEASURE OF ACADEMIC PROGRESS (MAP)
Class Mean (RIT Score) By Grade/Subject Area
Spring 2022 Assessments



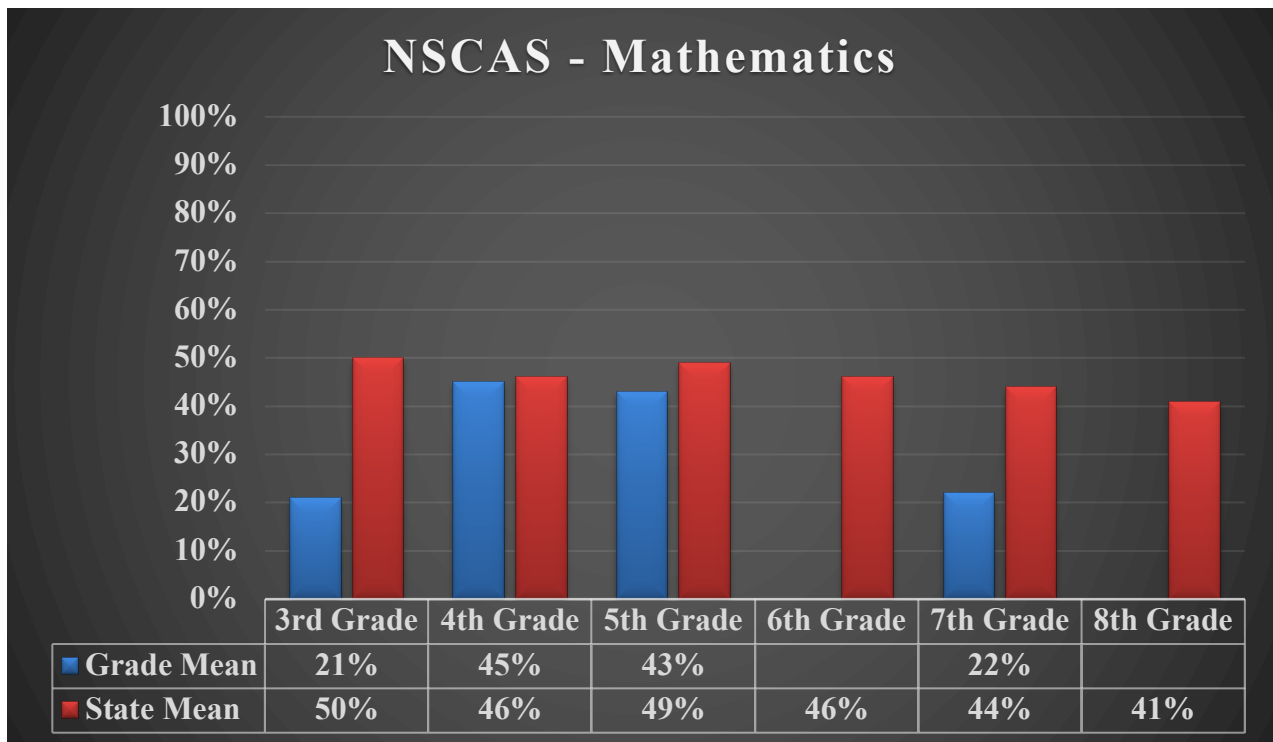
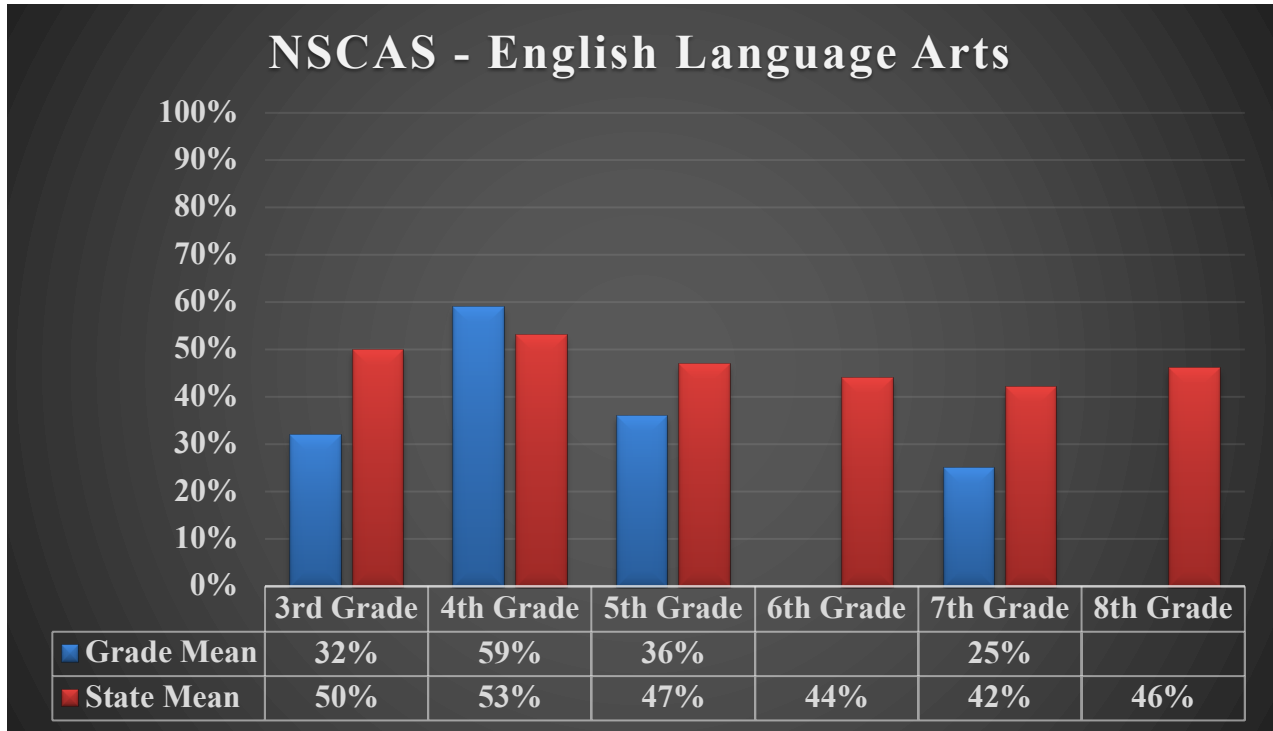


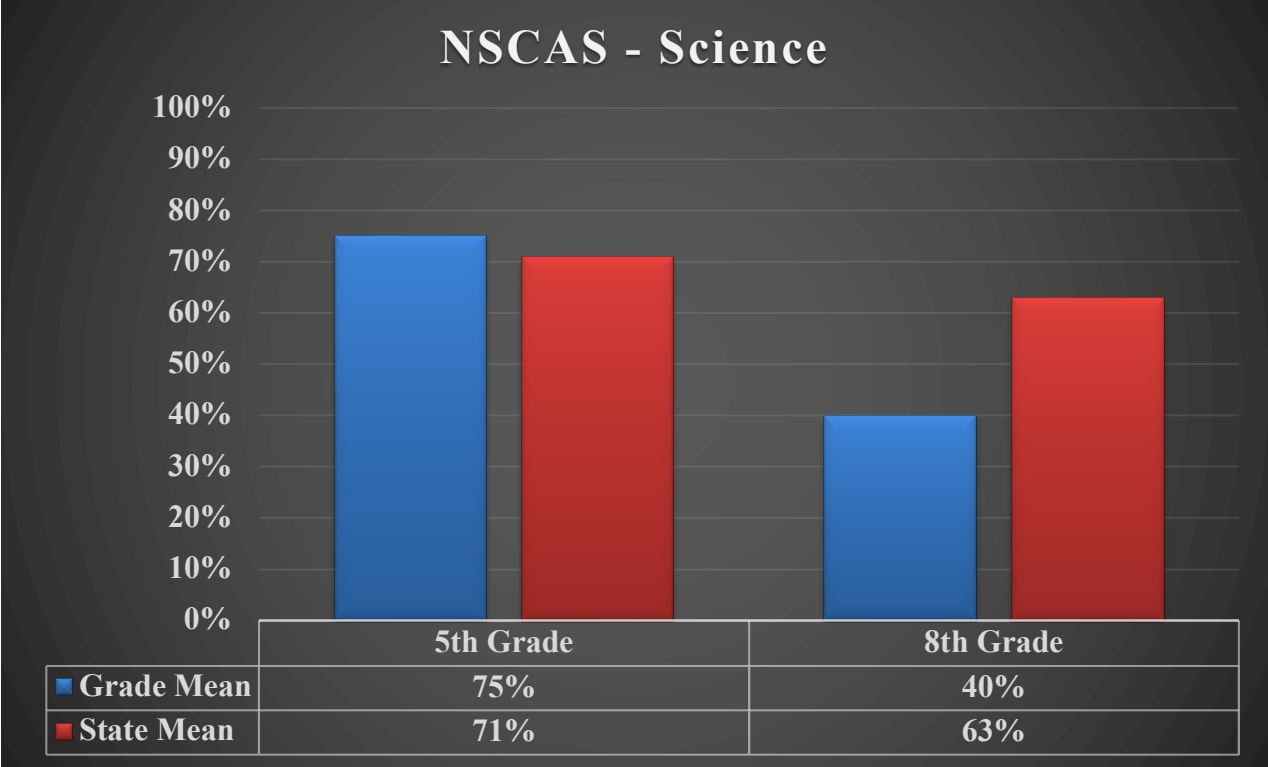
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)

The Nebraska Student-Centered Assessment System (NSCAS) is a new statewide assessment system that embodies Nebraska’s holistic view of students and helps them prepare for success in postsecondary education, career, and civic life. It uses multiple measures throughout a school year to provide educators with the insights they need to support student learning. The following table is a breakdown of the NSCAS assessments administered at each grade level.

NSCAS Assessment	Subject	Grades Administered
NSCAS–ELA	English Language Arts	3-8
NSCAS–M	Mathematics	3-8
NSCAS–S	Science	5 & 8

NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS)
Percent Proficient By Grade/Subject Area
Spring 2022 Assessments





Please Note: A blank score indicates that the data has been masked to protect the identity of students using one the following criteria:

- 1) Fewer than 10 students were reported in a group.
 - a) Fewer than 5 students were reported at a performance level.
- 2) All students were reported in a single group or performance category.

2021-2022 BUDGET INFORMATION

Southern Public Schools continues to operate a fiscally responsible budget with very little state aid. Over the past five years, Southern has reduced the district’s mill levy by 1.49 cents, Southern has decreased the district’s property tax request by \$37,582 or by (0.008%), and Southern’s valuation has decreased by around \$10 million dollars or by (2.51%). Southern continues to have one of the lowest cost per pupil (student) in the Pioneer Conference and amongst school districts that are similar in size across Nebraska. Southern Public Schools continues to provide a high-quality education at an economical cost to district patrons.

5-YEAR MILL LEVY COMPARISON



5-YEAR MILL LEVY COMPARISON
Based on Home Values

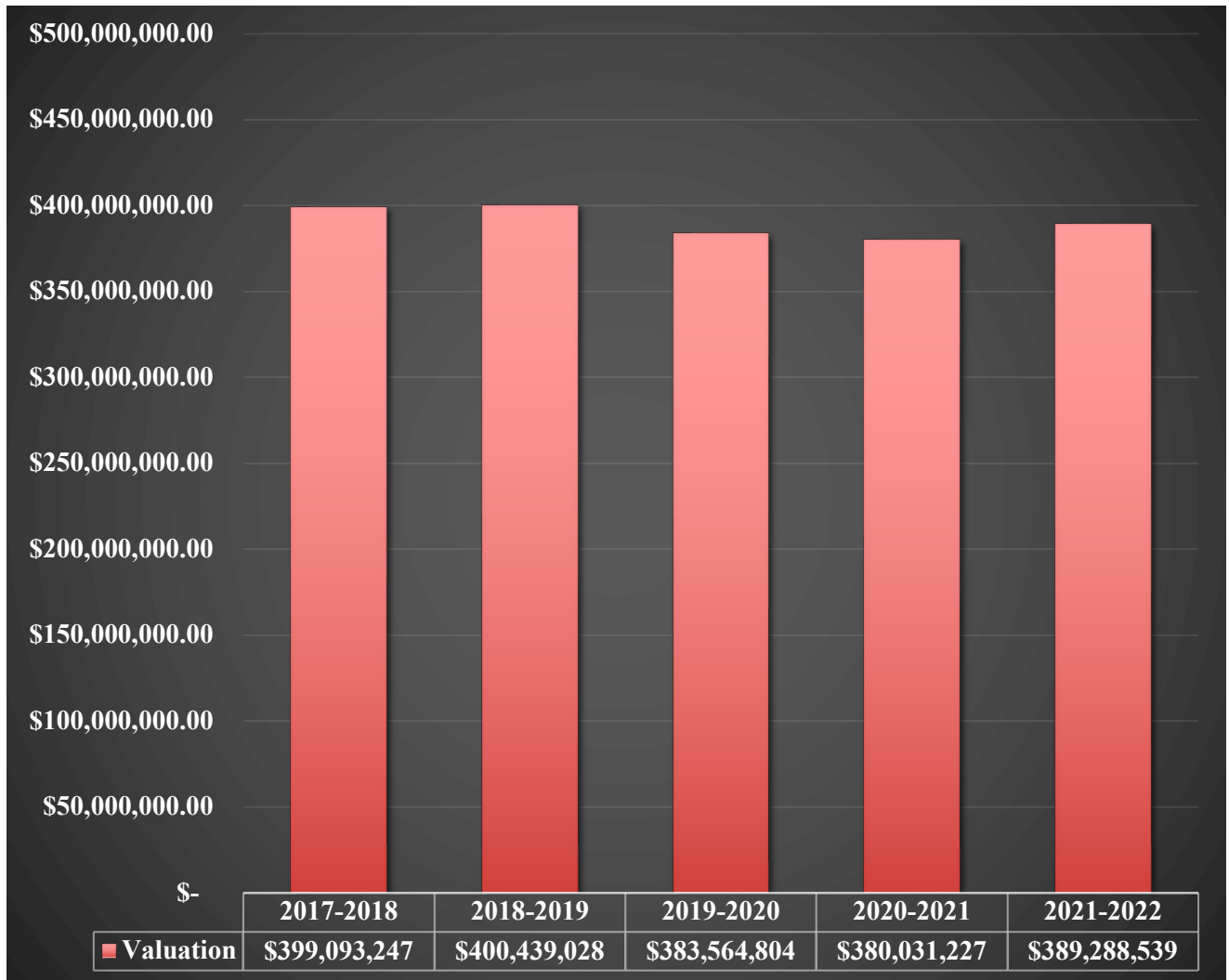
<i>Tax Year</i>	Total Mill Levy	Home Value	Taxes Paid (Per Month)	Taxes Paid (Per Year)
<i>2017</i>	1.0949	\$100,000	\$91	\$1,094
		\$200,000	\$182	\$2,188
		\$300,000	\$273	\$3,282
<i>2018</i>	1.0800	\$100,000	\$90	\$1,080
		\$200,000	\$180	\$2,160
		\$300,000	\$270	\$3,240
<i>2019</i>	1.0800	\$100,000	\$90	\$1,080
		\$200,000	\$180	\$2,160
		\$300,000	\$270	\$3,240
<i>2020</i>	1.0800	\$100,000	\$90	\$1,080
		\$200,000	\$180	\$2,160
		\$300,000	\$270	\$3,240
<i>2021</i>	1.0800	\$100,000	\$90	\$1,080
		\$200,000	\$180	\$2,160
		\$300,000	\$270	\$3,240

COST PER PUPIL BY AVERAGE DAILY MEMBERSHIP (ADM)
Pioneer Conference Comparison (2020-2021)

<i>District</i>	Rank (244 Districts Total)	Per Pupil Spending (ADM)
<i>Johnson-Brock</i>	44	\$14,405
<i>Sterling</i>	103	\$18,196
<i>Southern</i>	110	\$18,462
<i>Tri County</i>	123	\$18,901
<i>Pawnee City</i>	125	\$18,995
<i>Friend</i>	165	\$20,966
<i>Diller-Odell</i>	181	\$21,963
<i>Lewiston</i>	188	\$22,833
<i>HTRS</i>	227	\$27,973
<i>FCSH</i>	N/A	N/A
<i>NCL</i>	N/A	N/A

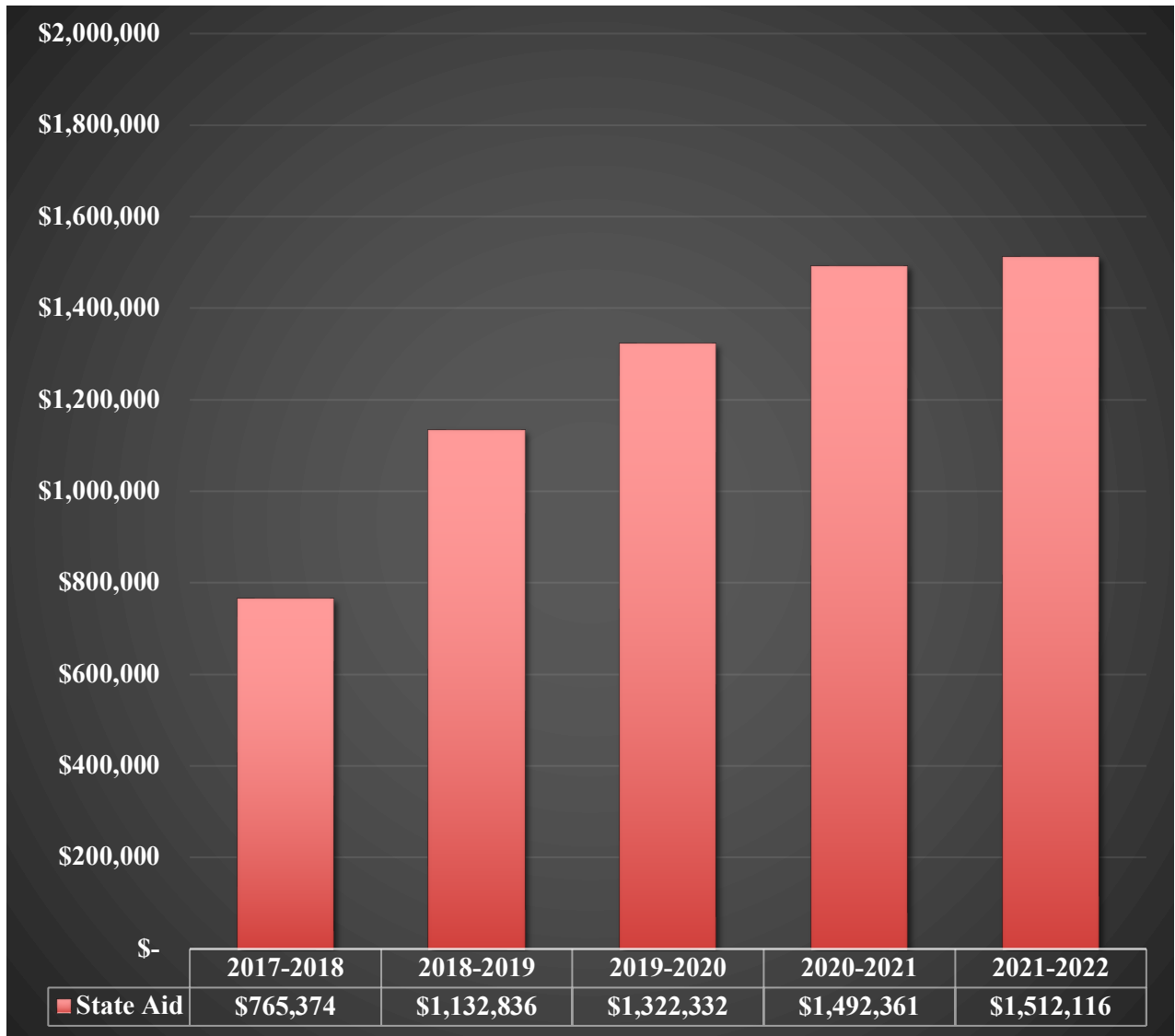
Please Note: The 2021-2022 cost per pupil by average daily membership is not available at this time.

5-YEAR VALUATION COMPARISON



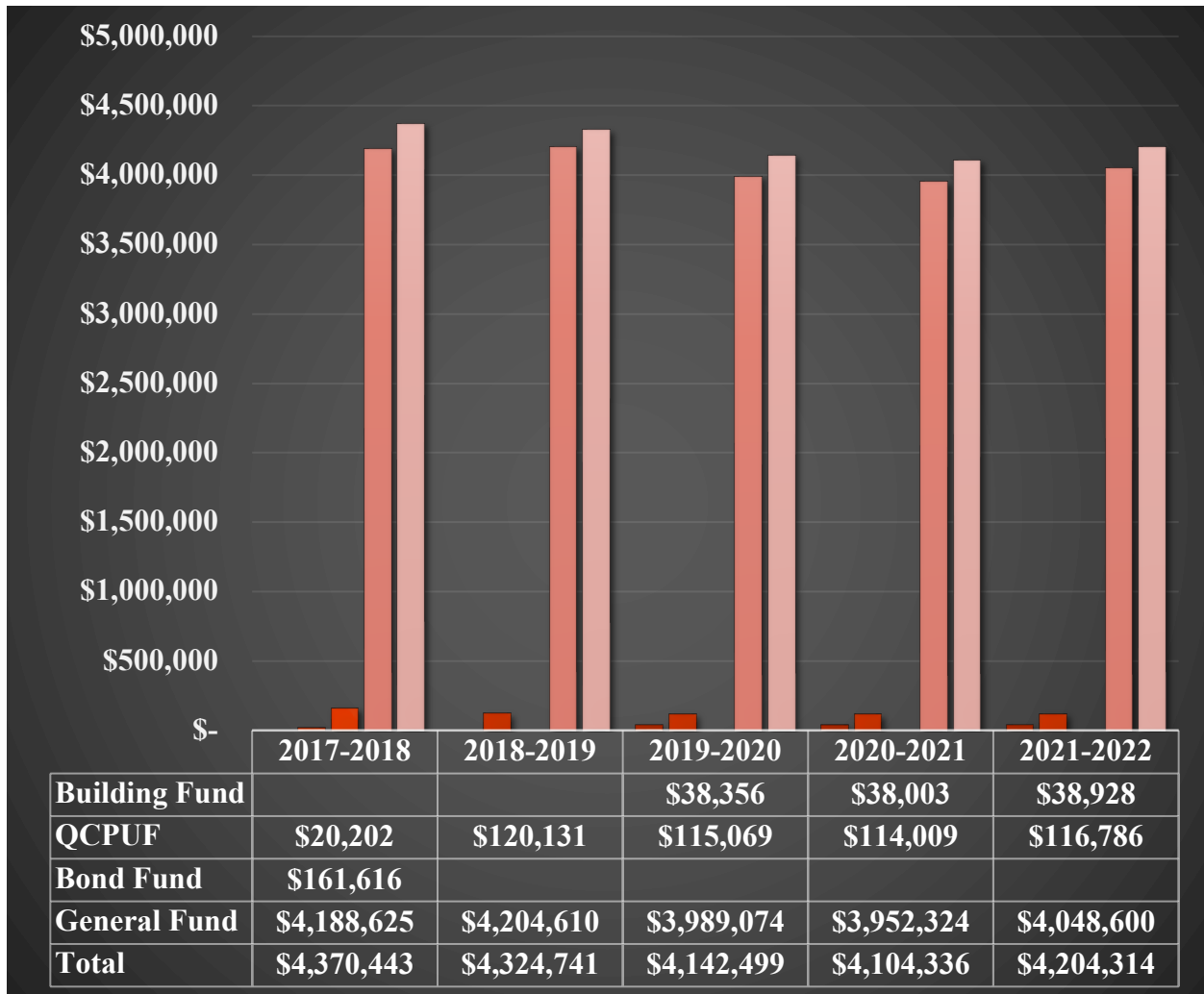
<i>Tax Year</i>	Gage County Valuation	% Change (Prior Year)	Pawnee County Valuation	% Change (Prior Year)	Overall Valuation	% Change (Prior Year)	\$ Change (Prior Year)
2017	\$397,650,142	(2.44%)	\$1,443,105	5.45%	\$399,093,247	(2.42%)	(\$9,877,214)
2018	\$399,062,663	0.00%	\$1,376,365	(4.84%)	\$400,439,028	0.00%	\$1,345,781
2019	\$382,188,694	(4.23%)	\$1,376,110	(0.00%)	\$383,564,804	(4.21%)	(\$16,874,224)
2020	\$378,656,597	(.92%)	\$1,374,630	(0.11%)	\$380,031,227	(0.92%)	(\$3,533,577)
2021	\$387,897,024	2.44%	\$1,391,515	1.23%	\$389,288,539	2.43%	\$9,257,312

5-YEAR STATE AID COMPARISON



<i>School Year</i>	State Aid (Allotment)	% Change (Prior Year)	\$ Change (Prior Year)
<i>2017-2018</i>	\$765,374	(11.22%)	(\$96,700)
<i>2018-2019</i>	\$1,132,836	48.01%	\$367,462
<i>2018-2019</i>	\$1,322,332	16.72%	\$189,496
<i>2020-2021</i>	\$1,492,361	12.85%	\$170,029
<i>2021-2022</i>	\$1,512,116	1.31%	\$19,755

5-YEAR PROPERTY TAX REQUEST COMPARISON



Tax Year	Local Property Tax Request	% Change (Prior Year)	\$ Change (Prior Year)
2017-2018	\$4,370,443	(2.35%)	(\$105,099)
2018-2019	\$4,324,741	(1.05%)	(\$45,702)
2019-2020	\$4,142,499	(4.39%)	(\$182,242)
2020-2021	\$4,104,336	(0.93%)	(\$38,163)
2021-2022	\$4,204,314	2.43%	\$99,978

Please feel free to contact me with any questions that you might have regarding the 2021-2022 Annual Report.

Dr. Christopher Prososki
Superintendent

NOTICE OF NONDISCRIMINATION

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Dr. Christopher Proski
Title: Superintendent
Address: 115 South 11th Street, Wymore, NE 68466
Telephone: 402-645-3326
E-mail: cproski@southernschools.org

For further information on notice of nondiscrimination, visit <https://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html> for the address and phone number of the office that serves your area or call 1-800-421-3481. For additional prohibited discrimination and related information, please review school district Policy 3053: Nondiscrimination.

FAQ: Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

Customizable [slide deck here](#)

1. How did my school get identified for this level of support?

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) are federal designations relating to student group performance that is disparate from their peers. The student groups are:

- Black/African American
- Hispanic/Latinx
- Native American/Alaskan Native
- Native Hawaiian/Pacific Islander
- Two or more races
- Asian
- White
- English Learners
- Students with Disabilities
- Economically Disadvantaged Students

Student group performance is evaluated through the following AQuESTT indicators:

- Status (Academic Achievement)
- Growth and Non-Proficiency (Academic Progress)
- Progress Towards English Language Proficiency
- 4- and 7-Year Cohort Graduation Rate
- Chronic Absenteeism (School Quality/Student Success)

If student group performance is below the lowest quarter of Title I schools, then a school is identified for Targeted Support and Improvement (TSI).

If student group performance is below the lowest 5% of Title I schools, then a school is identified for Additional Targeted Support and Improvement (ATSI). Put another way, schools identified for ATSI serve student groups who are performing at or below the state's CSI schools.

2. Why is there a focus on student group performance?

“Research informs us that outcomes of educational policies have shorted historically marginalized students, and as these inequities persist, so do the disparities in student performance. Therefore, we must move away from solely burdening outcome based performance on students and families, and focus on creating equitable opportunities to learn.”

Learn more about [Reframing the Achievement Gap: Ensuring All Students Benefit](#)

[from Equitable Access to Learning](#), from the Midwest and Plains Equity Assistance Center.

Put another way, opportunity gaps precede achievement gaps. The TSI and ATSI designation point out potential opportunity gaps and provide resources to address them.

3. What does the NDE mean by educational equity?

As a state agency, the NDE acknowledges an international history of bias and bigotry resulting in societal disparities and inequities, and the NDE commits to confronting this history by leading for educational equity. Educational equity means that all students have access to the educational resources they need at the right moment, at the right level, and with the right intensity, to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests. Equity requires that these opportunities and outcomes exist across race, gender, ethnicity, language, disability, sexual orientation, family background, adverse events, and/or family income. Equity efforts will ensure that all students are known, heard, and supported while having access to the opportunities and resources needed to be ready for success in their post-secondary learning experiences, careers, and civic lives.

Read more about the [NDE's commitment to educational equity](#).

4. What will this mean for my school?

TSI and ATSI are *district-led improvement efforts* with support from the NDE and ESUs. Districts are required to:

- Notify schools of their designation and the student group(s) identified for support.
- Support schools in creating a plan for improvement to be held with the district.
- Monitor the implementation of plans.

5. Is my school required to submit a new plan?

No. The NDE recommends taking stock of current plans (Continuous Improvement Plans, Targeted Improvement Plans for addressing needs of students with disabilities, Title 1 plans, MTSS plans, etc.) being implemented at the school, and considering ways to adapt or augment these plans rather than creating a standalone plan.

However, any plan identified to address the designation must:

- Be developed in partnership with multiple stakeholders in your local community
- Be informed by all accountability indicators (ELA and math proficiency and growth, progress towards English proficiency, graduation rates [where applicable], and reduction in chronic absenteeism)
- Specifically for ATSI schools, include plans for addressing resource inequities uncovered through a [resource allocation review](#).

The NDE is supporting schools in this work by providing the following *optional* resources:

- [Comprehensive Needs Assessment](#): A tool to help identify the greatest needs for growth and assets to leverage.
- [Leading for Equity in our Schools Resource](#): An equity-centered professional learning resource.
- [NE Continuous Improvement](#): Schools may use NE Framework/NeMTSS improvement plan template.

The NDE will not collect these improvement plans, but may check on implementation and progress at any time. The NDE also encourages continued partnerships with ESUs, and community-based organizations to support this work.

6. What is the anticipated timeline for when my school should expect to receive support?

The NDE will notify districts of schools in their boundaries identified for TSI and/or ATSI in early fall. Districts must then notify schools of their designation and student group(s) identified for support. Districts and ESUs can then provide support to schools through professional learning opportunities as well as utilizing materials that the NDE has compiled.

7. How much time will my school have to exit this level of support?

TSI is an annual designation. ATSI designations are run whenever CSI identifications occur. Schools can exit this status when all identified low-performing student groups show sufficient growth and no longer meet the criteria for identification.

8. What if a school is unable to exit this level of support?

A school that does not exit ATSI status after three years will be identified for a higher level of support, Comprehensive Support and Improvement (CSI). ATSI schools newly identified in Fall of 2022 will have four years to exit status.

This [timeline](#) provides a visual representation of the overlapping nature of the accountability cohorts.

9. How is TSI different from AYP (Adequate Yearly Progress)?

Adequate Yearly Progress (AYP), a No Child Left Behind initiative, set 100% proficiency targets for student groups. While this measure created a valuable conversation about student group performance, and led to important work around data disaggregation, AYP focused on punitive actions without differentiated support for schools.

TSI and ATSI are designed to pair designation with support. Additionally, while AYP focused on a single measure of accountability, proficiency, TSI and ATSI looks across all indicators including graduation rate, chronic absenteeism, growth, and proficiency.

10. How will TSI/ATSI be reflected in AQuESTT classifications?

Beginning in 2019, any school with consistently low-performing student groups may not be classified as Excellent. The NDE believes a school can only be considered Excellent if all students and each student group are being served at the same high quality.

11. How are TSI and ATSI different?

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) are both federal designations signaling a need to improve outcomes for specific student groups.

- TSI is an annual designation, while ATSI normally occurs whenever CSI designations occur.
- The TSI designation should alert a school to the needs for the specifically identified student group(s).
- ATSI should be considered a more urgent designation, and will most likely warrant more intense interventions.
- ATSI schools are compared to the lowest 5% of Title I schools.
 - Put another way, if the student group constituted a school on their own, their performance would be at or below the performance of the lowest 5% of Title I schools (CSI schools)
- ATSI schools that do not exit ATSI status after three years (four years for those identified in 2022) automatically become CSI schools.

open sky
POLICY INSTITUTE

Legislative Preview for NCSA
Dr. Rebecca Firestone
December 1, 2022

1

Agenda



- Fiscal situation
- TEEOSA projections
- Potential 2023 legislative initiatives

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Clear thinking for a stronger Nebraska

2



Fiscal situation



3

Current fiscal picture is strong

- Record budget surplus: **\$1.9 billion**
 - *Projected – revenues must materialize*
- Riding coattails of federal stimulus
 - Unlikely result of base expansion



4

Cash reserve at record level

- Strong revenue growth last FY
 - Current balance: **\$1.7 billion**
- With current FY (2023) projected revenue:
 - **\$2.3 billion**
 - Projected; must materialize

5


What does it mean?

- With surplus and taking CR to 16% of revenues:
 - Could be **\$3.2 billion available**

6

Context


- A LOT of money
- General fund biennial budget (FY22/FY23): \$9.8 billion
 - \$3.2 billion surplus is **one-third** of current GF budget



Clear thinking for a stronger Nebraska

7

TEEOSA





Clear thinking for a stronger Nebraska

8

Summary



- Decrease in general funds:
 - \$22 million in FY2023-24
 - \$112 million in FY2024-25
- Significant valuation growth, especially FY2024-25
- Requested 10% special education increase FYs 22 & 23

9

Total TEEOSA aid projections

- FY2023-24
 - Valuation growth: 5.58%
 - From FY2022-23: -1.7%
- FY2024-25
 - Valuation growth: **9.13%**
 - From FY2023-24: -8.4%

10

2023 legislative expectations




Clear thinking for a stronger Nebraska

11

School privatization initiatives

- Likely to see scholarship tax credit proposal
- Potential for voucher and charter school legislation



Clear thinking for a stronger Nebraska

12

Tax cuts

- Already passed largest tax cut in NE history last year
- Expect additional cuts:
 - Expediting last year's cuts
 - Flat tax – 4%?
- Property tax caps?

13


Implications

- Future revenues questionable
 - Can we sustain current revenue growth?
 - If not, jeopardizes states services
- LB873 cuts already likely to make the tax code more regressive

14

Other policies for consideration

- State child tax credit
 - Research shows it can be effective at reducing child poverty
 - Evidence indicates funds used for child care, rent, school activities
- Expanded access to school lunch



Clear thinking for a stronger Nebraska

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Thank you!

Questions?

Contact us:
rfirestone@openskypolicy.org
402-438-0382



Clear thinking for a stronger Nebraska

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Per-pupil funding proposal

- OpenSky analysis shows:
 - Equalized districts lose \$270 million
 - Educate 78% of state's students
 - Many near or at levy limit
 - *Average* levy override across all districts: \$0.41

The School Privatization Landscape: Where Nebraska Fits In



Dunixi Guereca
Executive Director
Stand For Schools

1

First Things First: Who We Are & What We Do



**Our Mission: Advancing Public Education In
Nebraska**



2

What is School Privatization?

- Often called “school choice” by its proponents— school privatization includes any policy that would divert public dollars and public oversight of education services to private entities. Examples include charter schools, school vouchers, education savings accounts, and neo-vouchers (also known as tax credit scholarships).



3

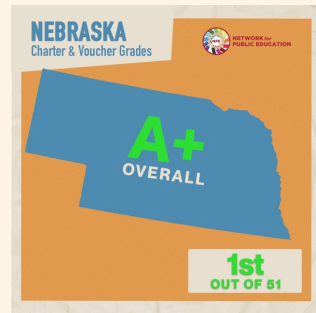
Why We Oppose School Privatization

- Fiscal Impact
 - The goal of privatization is not for it to stay a small program.
- Regressive Policy
 - These bills do not help the students most in need
- Academic Outcomes
 - Studies of voucher students show a larger learning loss than COVID-19
- Discrimination



4

How is Nebraska doing?



- Nebraska is one of only two states without any charter schools, vouchers, or tax credit scholarship programs
- Nebraska ranks 9th in US News & World Report's Best States For Education



5

Has something changed?

5 Major Privatization Movements

1920's	A movement to Americanize children by opening schools with Protestant values
1950's - 60's	A rise in the establishment and use of private schools for white families to avoid having their children attend integrated schools following court orders. These institutions became known as "segregation academies"
1970's	To counter the anti-integration movement, magnet schools were created to encourage multiculturalism and educational diversity
1980's - 2000's	Religious groups began seeking public funding to support their private, parochial schools, leading to the rise in taxpayer-funded voucher programs and subsidies for primarily religious schools
1990's - 2010's	Following a number of federal education reforms, private groups and individuals began driving the development of charter schools which operate in a quasi-public, quasi-private space and compete with traditional public schools



6

“To get universal school choice, you need to operate from a premise of universal public school distrust.”

- Chris Rufo, Hillsdale College Eugene C. Pulliam
Distinguished Visiting Fellow in Journalism public
lecture, “Laying Siege to the Institutions.” April 5, 2022



7

The Playbook

<i>Discredit</i>	Spread the narrative that public schools are “failing” or “government” schools that promote “one size fits all” curriculum. Enforce a school grading system that doesn’t account for factors of poverty and trauma.
<i>Disinvest</i>	Cut funding to the public school system by shrinking state revenue, shifting the burden to local property owners and parents. This disproportionately affects schools in impoverished neighborhoods with low property values and little disposable income. Slash entire programs like full-day kindergarten. Underfund to the point that schools must cut the positions like librarians, counselors, music teachers, and aides that help public school students prosper. As funding has decreased, test scores have decreased as well.
<i>Divert</i>	Declare that public schools do not work and claim there must be other options that are entitled to public funding (the myth of “school choice”). Glittery options for private schools are touted as a better education (even though they do not have to play by the same rules). In 2019, more than \$200 million was diverted from public to private schools.
REPEAT	



8

What can we expect in 2023?

- Vouchers & Neo-vouchers
- Charter Schools?
- School funding reform



9

How can you help us?

- Don't be humble! Sing your own praises.
- Talk to your Senator – they want to hear from you and are interested in how legislation will impact your work
- Let us know how we can help you



10



STAND WITH US

STAND FOR SCHOOLS

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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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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.	<p><u>Textbook Rotation Year of Implementation</u></p> <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) 	<p><u>Textbook Rotation Year of Implementation</u></p> <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.	The district wrote the reVISION grant for the 2022-2023 school year for new textbooks that provide instruction over soft skills that students are lacking.
	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.

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(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 Prososki				

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

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(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 at steering committee meetings.	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and at steering committee meetings.	The steering committee will evaluate the effectiveness of the common curriculum on a yearly basis during in-service days and at 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	Here is the district's instructional model plan for the 2022-2023 school year. Link: https://docs.google.com/document/d/1SvOt1oC5fguH2x1V-zdHcy6BkEjihinD/edit
	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	Here is the district's instructional model plan for the 2022-2023 school year. Link: https://docs.google.com/document/d/1SvOt1oC5fguH2x1V-zdHcy6BkEjihinD/edit
	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:**

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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.	During the 2022-2023 school year, the district continued 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 with a yearly status update.



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

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Nebraska Framework:**

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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 2021-2022 school year. Link: https://docs.google.com/document/d/1Ng1PGmeB_pEUKhpbllu_eTbZdx7E5gt-j/edit?usp=sharing&oid=110428520548595838299&rtpof=true&sd=true	Here are the district's in-service activities for the 2022-2023 school year. Link: https://docs.google.com/document/d/17TDYt80_ZfVQ_6fDfDUTG0HhNv74GvLCR/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

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(f) Identify and implement academic supports to provide inclusive educational learning opportunities for students with verified needs.		District Level	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.	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:**

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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.	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.	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 2022-2023 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.	Jeff Murphy and Pam Trauernicht implemented a credit recovery program in the summer of 2022 for 9-12 grade students that were behind on credit hours for graduation.
	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:**

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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.	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

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Nebraska Framework:**

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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(d) Evaluate the district initiatives implemented to address graduation and attendance challenges.	District Level	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.	Jeff Murphy and Pam Trauernicht implemented a credit recovery program in the summer of 2022 for 9-12 grade students that were behind on credit hours for graduation.
	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.	Brady Meyer, Jamie Schluter, & Chris Prosocki wrote a \$100,000 reVISION Action grant in the spring of 2022 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:**

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

Priority 4

	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	1.4(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.	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.	The district wrote the reVISION grant for the 2022-2023 school year for new textbooks that provide instruction over soft skills that students are lacking.	
	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:**

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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(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.	The district wrote the reVISION grant for the 2022-2023 school year for new textbooks that provide instruction over soft skills that students are lacking.
	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:

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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(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.	During the 2022-2023 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

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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(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.	The district wrote the reVISION grant for the 2022-2023 school year to start a welding program at Southern through a partnership with Reinke Manufacturing.
	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:

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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(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.	During the 2022-2023 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.	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.	During the 2022-2023 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.	During the 2022-2023 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	<ul style="list-style-type: none"> 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.	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.	During the 2022-2023 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.	During the spring of 2022-2023 school year, will continue to implement our 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 8 in-service days.	During the 2022-2023 school year, time has been allotted for the PLC to meet on 4 out of the 8 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.	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				
	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.	During the 2022-2023 school year, all certificated staff members read <i>Removing Labels</i> in an effort to create a new district plan to strategically target social-emotional needs in the years ahead.
	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	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.	During the 2022-2023 school year, the steering committee will evaluate the effectiveness of the district's Social-Emotional Learning (SEL) curriculum (Second Step curriculum in grades PK-8).
	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.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8 an in effort to develop student outcome goals and competencies.
	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	2017-2023 – Added a Mental Health Counselor one day a week 2017-2023 – 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.	During the 2022-2023 school year, the district implemented Second Step curriculum in grades PK-8.
	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.	During the 2022-2023 school year, some select certificated staff will observe Second Step in action at Thayer Central.
	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.	The district will continue to have MTSS grade level/building level meetings 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.	Since the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram, Mobile App, Twitter, and Updated District Website.	Since the 2018-2019 school year, the district improved communication avenues by implementing the following items: Facebook, Instagram, Mobile App, Twitter, and Updated District Website.	Since 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.	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.	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.	During the 2022-2023 school year, the district implemented Second Step in grades PK-8 as part of the district's Diversity, Equity, and Inclusion initiative.
	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.	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.	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.	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.	During the 2022-2023 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.	ESU 5 will research different equity 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 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.	The steering committee is spending the 2022-2023 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.	Elementary School	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.	The Elementary School continued to implement PBIS during the 2022-2023 school year. The PK-8 Second Step curriculum will also tie directly into our PBIS program.
	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
	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.	All Southern teachers and administrators will be reviewing John Hattie's Visible Learning research to improve instruction and district procedures.
	Target Date				
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.	During the 2022-2023 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.	In the spring of 2023, 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).	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.	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.	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.		District Level	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.	All Southern teachers and administrators will be reviewing John Hattie's Visible Learning research to improve instruction and district procedures.
	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.	In August of 2022, the steering committee determined all professional development topics and presentations for the 2022-2023 school year.
	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 4.1: 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.	During the 2022-2023 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	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(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.	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.	In August of 2022, 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				
	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.	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.	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.	In August of 2022, the steering committee determined all professional development topics and presentations for the 2022-2023 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).	During the 2021-2022 school year the district purchased new curriculums in the following areas: Health (7-12), SEL (PK-8), Handwriting (PK-2), Reading Intervention (PK-3).
	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.	ESU 5 will research different classified staff in professional development trainings that we could implement with staff during the 2023-2024 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				
	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.	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	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 4.4: 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				
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 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	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
	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.	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.	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.	Unfortunately, the Special Bond Election to address both student safety and security issues at the Elementary School failed in September of 2021.
	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	
	5.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.	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.	Unfortunately, the Special Bond Election to address both student safety and security issues at the Elementary School failed in September of 2021.
	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	
	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.	Unfortunately, the Special Bond Election to address both student safety and security issues at the Elementary School failed in September of 2021.
	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	
	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.	Unfortunately, the Special Bond Election to address both student safety and security issues at the Elementary School failed in September of 2021.
	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.	In August of 2022, 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.



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	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.	The superintendent and the head of maintenance will explore possible using Dude Solutions to create an analysis of current program needs.
	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
	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				
Ongoing	Superintendent & Technology Committee				

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



Southern Public Schools

2023-2024 District Calendar

July—2023

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August—2023

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September—2023

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October—2023

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November—2023

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December—2023

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31						

Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **174**
Teacher Contract Days **182**

August—2023

- 14-16 Teacher In-Service (No School)
- 17 First Day of Classes

September—2023

- 4 Labor Day (No School)
- 28 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 29 Fall Break (No School)

October—2023

- 9 Teacher In-Service (No School)
- 13 End of First Quarter (39 Days)
- 16 Second Quarter Begins
- 27 Teacher In-Service (No School)

November—2023

- 5 Standard Time Begins
- 22-24 Thanksgiving Break (No School)

December—2023

- 22 End of Second Quarter (46Days)
Early Dismissal (1:20/1:30 p.m.)
- 23-31 Winter Break (No School)

January—2024

- 1-7 Winter Break (No School)
- 8 Teacher In-Service (No School)
- 9 First Day of Third Quarter

February—2024

- 15 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 16 Teacher In-Service (No School)

March—2024

- 1 Spring Break (No School)
- 8 Spring Break (No School)
- 10 Daylight Savings Begins
- 15 End of Third Quarter (46 Days)
- 18 Fourth Quarter Begins
- 29 Spring Break (No School)

April—2024

- 1 Spring Break (No School)

May—2024

- 3 Last Day for Seniors
- 11 Graduation (5:00 p.m.)
- 17 Early Dismissal (1:20/1:30 p.m.)
End of Fourth Quarter (43 Days)
- 20 Teacher In-Service (No School)

January—2024

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February—2024

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March—2024

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April—2024

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May—2024

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June—2024

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Key: Blue Font (Single Underline) = Late Start or Early Dismissal
Red Font = Holidays/Non-Contract Days (No School)
Red Font (Strikethrough) = Teacher In-Service (No School)
[] = First/Last Day of the Quarter

Southern Public Schools

2023-2024 Preschool Calendar

July—2023

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August—2023

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September—2023

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October—2023

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November—2023

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December—2023

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24	25	26	27	28	29	30
31						

August—2023

- 14-16 Teacher In-Service (No School)
- 17 First Day of Classes

September—2023

- 4 Labor Day (No School)
- 28 Early Dismissal (1:20/1:30 p.m.)
- Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)

October—2023

- 9 Teacher In-Service (No School)
- 12 End of First Quarter (32 Days)
- 16 Second Quarter Begins

November—2023

- 5 Standard Time Begins
- 22-24 Thanksgiving Break (No School)

December—2023

- 21 End of Second Quarter (38Days)
- 22-31 Winter Break (No School)

January—2024

- 1-7 Winter Break (No School)
- 8 Teacher In-Service (No School)
- 9 First Day of Third Quarter

February—2024

- 15 Early Dismissal (1:20/1:30 p.m.)
- Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)

March—2024

- 10 Daylight Savings Begins
- 14 End of Third Quarter (40 Days)
- 18 Fourth Quarter Begins

April—2024

- 1 Spring Break (No School)

May—2024

- 16 End of Fourth Quarter (35 Days)
- 20 Teacher In-Service (No School)

January—2024

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February—2024

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March—2024

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April—2024

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May—2024

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June—2024

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Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **145**
Teacher Contract Days **182**

Key: Blue Font (Single Underline) = Late Start or Early Dismissal
Red Font = Holidays/Non-Contract Days (No School)
Red Font (Strikethrough) = Teacher In-Service (No School)
[] = First/Last Day of the Quarter

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT SOUTHERN PUBLIC SCHOOLS

THIS CONTRACT is made by and between the Board of Education of Southern Public Schools, legally known as Gage County School District 34-0001, and referred to as "the Board" and "the school district" respectively, and to Christopher R. Prosocki, referred to herein as "the Superintendent". The Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

Section 1. Term of Contract. The Superintendent shall be employed for a period of two years beginning on **July 1, 2023** and expiring on **June 30, 2025**. References to "contract year" mean the period from July 1st through June 30th and shall consist of all days except Saturdays, Sundays, legal holidays and school calendar holidays.

Section 2. Renewal, Amendment or Nonrenewal of Contract. If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular December board meeting** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular November meeting** of each year of this contract and shall make the renewal of his employment contract an agenda item for the regular **December** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to insure that the district has complied with the Superintendent Pay Transparency Act.

Section 3. Salary. The Superintendent's salary for the **2023-24** contract year shall be \$ **_____**. It shall be paid in 12 equal monthly installments beginning in the month of **July 2023**. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting of a new contract, requiring a hearing, or extending the term of this contract. This contract shall conform to the statutes and regulations governing deductions from compensation. The Superintendent authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Superintendent or the value of property or money entrusted to the Superintendent or owed by the Superintendent to the District during the course of or as a result of the Superintendent's employment, if such property or money have not properly been returned to the District. The school district shall withhold other deductions as the Superintendent and Board may agree.

Section 4. Professional Status. The Superintendent affirms that he is not under contract with any other board of education covering any part or all of the term provided in this contract. Throughout the contract term, he will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he will register and

maintain on file in the school district's central administrative office. This contract shall not be valid and the Board will not compensate the Superintendent for any service performed prior to the date that he registers his certificate. The Superintendent represents that: (1) all information he provided in connection with his application for employment with the District was true and accurate at the time of application, and if there is or has been a material change in such information, he will advise the Board immediately; (2) he has never been convicted of or plead no contest to, a felony as defined in Title 92, Chapter 21, Sections 003.11 and 003.13 of the Nebraska Administrative Code ("Rule 21"), or any offense involving moral turpitude, abuse, neglect, or sexual misconduct, as defined in Title 92, Chapter 21, Sections 003.12 and 003.13 of the Nebraska Administrative Code; and (3) he has not had any professional licenses or certificates suspended or revoked.

Section 5. Superintendent's Duties. The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his time, skill, labor and attention to his duties throughout the contract term. He shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board assigns to him. By agreement with the Board, he may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations as long as they do not interfere with carrying out his duties and obligations to the school district.

Section 6. Board-Superintendent Relationship. The Board shall be primarily responsible for formulating and adopting policy. The Superintendent shall be the chief administrative officer for the district and shall be responsible for implementing Board policy. He shall organize the administrative and supervisory staff, and select, place, and transfer personnel with the concurrence of the Board. He is responsible for administering the instruction of students and the business affairs of the school district. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

Section 7. Cancellation or Mid-Term Amendment. The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Superintendent's continued performance of his duties; (m) any arrest, criminal charge, or criminal conviction of Superintendent or the failure to report the same; (n) any filing against the Superintendent under Neb. Rev. Stat. Section 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying school district records or documents; (p) misrepresentation

of fact to the district and its personnel in the conduct of the district's official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the district except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes. The parties agree that the Superintendent's failure to comply with his duties under the renewal and evaluation sections of this Agreement shall constitute a material breach of this contract.

Section 8. Disability. If the Superintendent is unable to perform his duties by reason of illness, accident or other disability beyond his control, and the disability continues for more than six (6) months, or if the disability is permanent, irreparable, or of such a nature as to make performance of his duties impossible, the Board may initiate action to cancel this contract, whereupon the respective rights, duties and obligations of the parties here under shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the district.

Section 9. Transportation. The Board shall provide the Superintendent with transportation or reimburse him for mileage required in the performance of his official duties at the rate approved by the Board for district transportation. Provided, the Superintendent shall not be paid for mileage incurred in driving from his residence to the school or from the school to his residence.

Section 10. Fringe Benefits. The board shall provide the Superintendent with the following fringe benefits:

a. Health Insurance. The Board shall provide one hundred percent of a family health/family dental insurance policy that is the same as the Blue Cross/Blue Shield Educator's Health Alliance Insurance coverage provided to members of the Southern Education Association as cash in lieu.

b. Sick Leave. The Superintendent shall be entitled to 12 days of sick leave per year which may accumulate to a total of 50 days pursuant to board policy. The Board will not pay for unused sick leave days. If he qualifies for disability pay under the long-term disability policy, he shall be required to take the disability pay instead of sick leave pay.

c. Vacation Leave. The Superintendent shall have twenty (20) vacation days for the 2023-24 contract year which he may use at times he chooses so long as his absence does not interfere with the proper performance of his duties. Any extended vacation period while school is in session will require advance approval by the Board, and the parties will cooperate in arranging vacation time so as to cause the least inconvenience to the normal operation of the District. After the 2022-23 contract year, the Board shall give the Superintendent the number of days necessary to restore his total to twenty (20) days. For example, if he uses 12 days of vacation one

year, the board will provide him with 12 days the following year to bring his total to 20 days. The Superintendent shall develop a system for recording his use of vacation days and shall keep such records current and on file in the District's central office. The Superintendent shall keep complete and accurate records of his vacation days and shall provide the Board of Education with a report of his accumulated vacation days at least quarterly. The Board may require him to use his vacation days and shall compensate him for unused vacation days upon the conclusion of his employment.

d. Personal Leave. The Superintendent shall have three (3) personal days for the 2023-24 contract year which he may use at times he chooses so long as his absence does not interfere with the proper performance of his duties. After the 2022-2023 contract year, the Board shall give the Superintendent the number of days necessary to restore his total to three (3) days. The Superintendent shall keep complete and accurate records of his personal days and shall provide the Board of Education with a report of his accumulated personal days at least quarterly. The Board may require him to use his personal days and shall compensate him for unused personal days upon the conclusion of his employment.

e. Disability Insurance. The Superintendent shall be required to purchase disability insurance from the school district's carrier at his own expense. The Board will increase his compensation by the amount of this premium cost.

f. Professional Development. The Superintendent is expected to continue his professional development and to participate in relevant learning experiences. With the approval of the Superintendent or Board, he may attend appropriate professional meetings at the local and state level; and the Board will pay for valid expenses of attendance.

g. Professional Dues. The school district will pay the annual dues for the Superintendent's membership in the following organizations: state administrator organizations through the NACIA, NCSA, and local community organizations.

h. Professional Publications. The school district will pay the annual subscription fees for the publications of the organizations in the preceding paragraph.

i. Cell Phone. The Superintendent shall be required to purchase and maintain a cellular phone so that he can be reached at all times for work-related emergencies or while away from school grounds during the work day. The School District will reimburse the Superintendent up to a maximum of \$ [redacted] per month for the actual cost of a cellular phone service plan and

the district will provide the Superintendent with a stipend every two years to cover the expense of purchasing a cell phone.

Section 11. No Penalty for Release or Resignation. There shall not be a penalty for the release or resignation of the Superintendent from this contract; provided no resignation shall become effective until expiration of the contract unless it is accepted by the Board, and the Board shall fix the date at which the resignation shall take effect.

Section 12. Compensation upon Termination and Credit for Accrued Vacation. Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary he was paid but had not earned prior to the date of termination of this contract. He shall be paid for any unused vacation days at the daily compensation rate in effect at the time of termination of employment.

Section 13. Evaluation. The Board shall evaluate the Superintendent twice during his first year of employment and at least once each year thereafter. The yearly evaluations after the first year of employment shall occur no later than the **regular November meeting**. The Superintendent shall: remind the Board members in writing of this provision no later than its **regular October meeting**; make his evaluation an agenda item for the regular **November** board meeting during each year of this contract; and provide them with the written evaluation instrument that is on file with the Nebraska Department of Education.

Section 14. Legal Actions. The Board will support the Superintendent if there is a legal dispute caused by his carrying out his duties properly. If a legal action, including a complaint to the Commissioner of Education (a professional practice complaint alleging a violation of Rule 27 of the Department of Education), is threatened or filed against the Superintendent as a result of his performance of his duties or his position as Superintendent of the district, the Board will provide him with a legal defense to the maximum extent permitted by law so long as he acted in good faith and in a manner which he reasonably believes to be in or not opposed to the best interests of the district and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his conduct was unlawful.

Section 15. Physical or Mental Examination. The Board may require the Superintendent to undergo a physical or mental examination by a physician and or/psychologist of the Board's choosing. In deference to the requirements of the Americans with Disabilities Act and HIPAA, the physician's or psychologist's report to the Board must address whether the Superintendent is able to perform the "essential functions" of his position.

Section 16. Residence/Domicile in School District. The Superintendent shall have his domicile and principal residence within the boundaries of the District as they exist on the first duty day for the Superintendent under the terms of this contract; and, the Superintendent shall maintain his domicile and residence within the boundaries of the District during the term of this agreement, or any renewal, amendment, or continuation thereof, except as otherwise provided herein. It is the purpose of this paragraph to require the Superintendent to, at all times during such employment, live and maintain his domicile and principal place of residence in the District to encourage the Superintendent: (1) to be highly motivated and deeply committed to the District's educational system; (2) to speak to and vote on ballot issues affecting the District as a legal voter of the District; (3) to be involved in school and community activities bringing him in contact with parents and community leaders and be committed to the future of the District and its schools; (4) to be accessible to parents and students, and allow parents and students to become personally acquainted with the Superintendent; and, (5) to gain sympathy and understanding for the cultural basis of the community, and the social, economic, and environmental problems of the children of the school community and are thus less likely to be considered isolated from the community in which he is the educational leader.

Section 17. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contract.

Section 18. Amendments to be in Writing. This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

Section 19. Severability. If any portion of this contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of the remaining provisions of this contract.

IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

Executed by the Board this **12 day of December, 2022.**

President, Board of Education

Secretary, Board of Education

Executed by the Superintendent this **12 day of December, 2022.**

Superintendent