

Board Planning Session

Wednesday, July 14, 2021 5:00 PM

Kirk's Nebraskaland Restaurant meeting room, 3002 Plum Creek Parkway,
Lexington, NE 68850

Cindy Benjamin: Present
Travis Maloley: Present
Garth Mins: Present
Roger Reutlinger: Present
Carlos Saiz: Present
Larry Steinberger: Present

1. Roll call.

**2. Review of 5-Year Goals and Cognia External
Review Summary.**

3. Discuss financial goals.

1. Review of finances.

4. Discuss academic goals.

1. Review of academic performance.

5. Discuss buildings and grounds goals.

1. Building additions with ESSER III funds.

2. Facilities tour.

3. Synthetic turf.

6. Other.

1. Fall restart plans.

Board Secretary

Current Board 5-Year Goals **Updated 7.15.19**

Academic:

- All district schools earn a “2” or better on Nebraska’s AQuESTT state assessment.
- Achieve a 10% increase in the number of students who are proficient in all assessed grades on the NSCAS math assessment.
- Achieve a 10% increase in the number of students who are proficient in in all assessed grades on the NeSA science assessment.
- Achieve a 10% increase in the number of students who are proficient in in all assessed grades on the NSCAS language arts assessment.
- Maintain or increase the percentage of students who are proficient on DIBELS and PELI assessments based on End of Year Benchmark.
- Achieve a 5% increase in the number of students who qualify as “college and career ready” on preACT and ACT assessments.
- Maintain or increase high school graduation rates.
- Evaluate and provide recommendations to improve college and career readiness of LPS graduates.
- Evaluate and provide recommendations to improve academic transitions between district programs and buildings.
- Investigate and provide recommendations to meet the needs of exceptional learners.
- Explore additional opportunities for students to practice and prepare for the ACT.

Professional Development:

- Continue consistent and deep implementation of best practices and research-based instructional models across the district.
- Evaluate preparation of newly hired staff and develop strategies, in conjunction with higher education, to improve job readiness.

Financial:

- Maintain an annual average cash reserve of at least three months of expenditures in the general fund to address cash flow fluctuations and to hedge against future funding shortfalls.

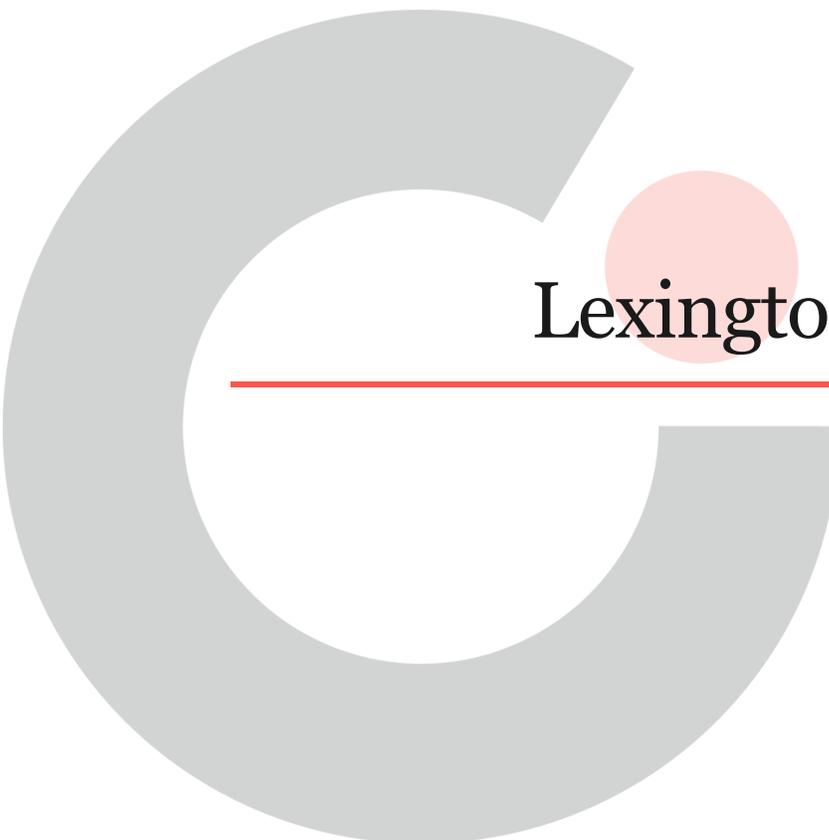
Facilities:

- Develop a multi-year facility improvement plan and budget to address program needs at Sandoz Elementary and other possible district buildings.

- Explore interest in private fund-raising for the installation of synthetic turf on the football field.

Other:

- Continue efforts to advocate for the school district at the state and federal levels.



Lexington Public Schools

Lexington, Nebraska

February 21 - 25, 2021

System Accreditation Engagement Review

71074

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administration of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Improving
	EN:	2	IM:	3	RE:	2	SU:	2	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Initiating
	EN:	3	IM:	3	RE:	1	SU:	1	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Improving
	EN:	4	IM:	2	RE:	2	SU:	2	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.									Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	
1.9	The system provides experiences that cultivate and improve leadership effectiveness.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Improving
	EN:	4	IM:	2	RE:	2	SU:	3	EM:	

Leadership Capacity Standards										Rating
1.11	Leaders implement a quality assurance process for their institutions to ensure system effectiveness and consistency.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.									Improving
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.									Improving
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	
2.8	The system provides programs and services for learners' educational futures and career planning.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	

Learning Capacity Standards										Rating
2.9	The system implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Initiating
	EN:	4	IM:	1	RE:	1	SU:	1	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	2	IM:	3	RE:	3	SU:	3	EM:	
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	1	EM:	
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.									Improving
	EN:	4	IM:	4	RE:	1	SU:	1	EM:	

Resource Capacity Standards											Rating
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.										Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	4	
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.										Improving
	EN:	4	IM:	3	RE:	3	SU:	1	EM:	4	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	318.23	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team (team) identified four themes aligned to the continuous improvement process at Lexington Public Schools (LPS). These themes present both strengths and opportunities to guide the improvement journey the school is actively pursuing. Due to the COVID-19 pandemic, this was a remote review that did not include classroom observations. Themes include a deeply embedded culture of learning, processes supporting system effectiveness, systematic support for staff, and shared leadership based on expertise and knowledge.

The system has an embedded culture of learning and teaching that honors and celebrates diversity and community while focusing on educating the whole child. The system maintains a learning culture that develops learners' attitudes, beliefs, and skills needed for success. Every stakeholder group identified the expectations for respectful, responsible, safe, and kind behaviors by all members of the school community, student and adult alike. Banners hanging in the middle school entry lobby and the elementary Positive Behavioral Interventions and Supports (PBIS) – Positive Paws program clearly exemplify these expectations. Morning announcements in the elementary schools are a daily affirmation of the culture of learning that is deeply focused on the development of the whole child. Results from the Student Engagement survey identified 93% feel skills taught will be used in the future, and 85% feel school is a positive place and look forward to it each day. Numerous interviews identified the importance of educating the whole child, including his or her social-emotional well-being.

Goal setting processes are firmly in place for both students and staff. An essential component of the employee evaluation process is self-reflection and establishing personal goals and the actions to achieve them. Students at the elementary level work with their teachers to reflect on their reading and math Measures of Academic Performance Rasch Unit (MAP RIT) scores and document their goals for the next assessment period. Teachers in the primary grade buildings described how the Acadience Reading platform helps them identify students at risk for reading difficulties and then identify the specific skill support needed by the individual child. Middle school students explained how they access their Accelerated Reader and STAR test results to establish personal goals. The team learned that the homeroom period was a time for students to check in with their teachers, retake tests, and talk with teachers about missing work. High school teachers talked about how their Destination Graduation initiative builds teacher-student relationships through weekly meetings that provide a check on grades and avenues for assistance. The Foundation of Leadership program for ninth-grade students, delivered as a class, begins with the focus on their transition into high school and then later to careers. The system can further improve in this area by establishing success measures and determining data check points for each of these initiatives. This will provide school teams with immediate and trend data

necessary for monitoring and adjusting to achieve the desired impact on student success and build upon the already deeply engrained culture of learning and teaching.

System educators implement a curriculum that is based on high expectations and prepares learners for their next levels. The system ensures equity across the classrooms and for all students through carefully crafted pacing guides and curriculum templates. Elementary teachers explained how the Elementary Pacing Guide is aligned with stated standards and clarifies expectations for instruction content, pacing, and assessment. High school teachers and leaders confirmed the use of Secondary Curriculum Templates. Highlighted by high school leadership was the work of department teams in their collaborative monthly meetings to monitor and evaluate the existing curriculum maps using established templates. A focus on vocabulary instruction was identified as a need, based upon MAP reading scores, so that curriculum maps include explicitly identified vocabulary. Sustained professional development and monitoring implementation with fidelity of the Explicit Instruction Model (EIM) are embedded in the elementary schools' instructional expectations. School leaders and staff explained how this model is designed to develop student engagement and communication of their understanding of the learning and is identified as effective for all student populations. The EIM is an expectation at the elementary level. During teacher interviews, the team heard that the EIM is acknowledged at the middle school level with many, but not all, teachers implementing these instructional strategies. High school department teams identify vocabulary to be taught in their curriculum work, but the use of the EIM has not yet been rolled up to the high school level. The team understands that embracing this highly effective model of instruction at all school levels is the system's desired outcome and the team concurs that training all staff on its use and monitoring its implementation throughout the system should be prioritized.

Processes to identify and address the specialized needs of learners have been successfully implemented throughout the system. System and school leaders identified that the Multi-tiered System of Support (MTSS) is currently in place in kindergarten through eighth grade with staff and time allocations to support the work of the teams. A thorough MTSS guide, which includes team meeting procedures, a calendar for team meetings, a chart identifying materials to be used during core instruction, the process for identifying supplemental instructional materials, and the MTSS Instructional PD and Coaching Plan with roles and responsibilities, guides the work of school teams. Programs at the high school are implemented to look at the social-emotional learning (SEL) needs and make sure every student has one adult with whom to connect. Counselors deliver SEL curriculum in the classrooms of students at all grade levels. A referral process is in place for teachers to identify individual students to counselors who may need specific assistance. The Student Therapy and Resource Services (STARS) program is in place for students identified by system individualized educational plan (IEP) teams to have needs so great that they are unable to participate in the general education classroom. The Academic Pep Rally at the high school places academic progress and success on equal footing with athletic achievements. The team learned how students are grouped in teams who set goals for improvement and action plans to meet those goals. Students of all abilities equally participate in this activity, which targets and recognizes their academic growth and achievements. The system employs specific staff to address the needs of students and their families who are homeless and/or migrant. Interpreters are available to facilitate communications to welcome and embrace families who bring diversity to the school system and connect them with resources to assist them with their relocation in the community. Community and business partners highlighted the ten dual-credit courses that provide college credit to high school students. The team heard that the Dawson area started a youth leadership initiative that mirrors the adult leadership academy, and their best and most diverse candidates come from Lexington schools. These community members attribute the program's success to the involvement of counselors with their students.

A learning culture is embraced by leadership and staff that exemplifies the use of processes to continuously assess programs and organizational conditions to improve student learning. Elementary teachers identified Fidelity Checks allow them to receive data on their performance. These checks are completed twice each year by coaches who provide assistance and monitor changes. Walk-throughs and formal evaluations were also consistently identified as processes that provided data to teachers on their performance. Walk-through feedback was generally immediate. The MTSS process is also documented and monitored. These curriculum reviews and coaching processes were affirmed during teacher and school leader interviews. PBIS evaluations were cited in the school narratives, and processes were included for Tiered Fidelity Inventory Checks conducted in each building. The MTSS Evaluation Report Guidance document structures each building's annual MTSS Evaluation Report. Data from evaluations of programs and services are used to improve the quality and fidelity of the implementation of programs and services. Evaluation processes include ongoing and systemic analysis and use of trend and comparison data related to student learning and organizational programs and services. Formalization of the MTSS process at the high school will continue to strengthen the support provided to all students throughout the system.

Professional learning to improve the learning environment, learner achievement, and the system's effectiveness is planned and delivered. The system's culture of adult learning is supported with four professional development (PD) days provided throughout the school year that targets system goals and initiatives. Additional PD is provided through coaches, principals, and curriculum coordinators to reinforce the application of professional learning with fidelity and regularity. Professional learning is also supported with attendance at professional conferences and training provided at Educational Service Unit #10. The newly adopted math curriculum promotes problem-solving, higher-level thinking skills, and the use of formative assessments. Taking advantage of professional development through Service Unit #10 provided for this math curriculum is encouraged. Quality professional learning is happening. This culture is continued with induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness. Personal goal setting, reflection, identification of actions to improve professional performance, and evaluation of the impact of personal, professional growth on the success of all students is embedded and reflects the culture of the system as a place of learning and celebration of its diverse learners.

The system has well-developed processes to provide resources and procedures to support the implementation of the system's vision, mission, and goals. System leaders implement quality assurance processes to ensure system effectiveness and consistency, beginning with a systematic process to develop and sustain the mission and vision statements. Recommendations from the previous external accreditation process were studied considering the existing mission and vision. Stakeholder interviews confirmed the use of surveys in 2017 to solicit input for adjustments to these guiding statements. The system garnered input from parents in English and Spanish. Each staff provided documented input into the process. An adjustment was made to reflect the thoughts of the collective community. Clearly identified measures for the development of "capable and responsible lifelong learners" include graduation rates, academic achievement, dual credit courses, and MTSS and attendance data. As noted in evidence documents, staff receive feedback through formal evaluations, informal walk-through processes, fidelity checks at the elementary school level of high-quality instruction, coaching cycles, and professional growth goal setting. The protocol for Data-Based Coaching was reviewed and clarifies how the system utilizes data-based coaching to identify potential areas of focus for coaching support. Interviews from teachers, coaches, and school leaders confirm the outcome of this process to be a deep implementation of effective instructional practices. Coaching strategies are wide and varied and include observation-feedback, videotaping, side-by-side, co-observation, shadow teaching, demonstration, and co-planning. Principals and coaches explained the

process of data reviews and the creation of coaching plans for individual teachers that were communicated with the Coaching Plan Presentation document.

Processes are articulated, documented, and supported with system-level staff to ensure the curriculum is systematically implemented and aligned to standards and best practices. Elementary and secondary curriculum coordinators ensure the monitoring, implementation, and revision of curriculum are uniformly addressed throughout the system. The Curriculum Review Cycle defines and documents each component and its alignment with the Nebraska Department of Education 7-year review cycle. The team noted that staff evaluation preparation documents require teachers to include the standard for the lesson to be observed. Elementary and middle school teachers monitor the use of curriculum maps during team meetings. High school departments review curriculum during monthly meetings. Some tweaking of current curriculum tools could be addressed to ensure consistency across all levels. Tracked data provides evidence of the use of curriculum coordinators, targeted professional development, Pop-Up PD, and high-quality instructional materials. Sustained data is maintained and used to drive instructional decisions from the classroom through the board level.

Processes to identify and address the specialized needs of learners are consistently implemented throughout the system. Stakeholder interviews consistently identified the depth of knowledge about students that teachers and support staff have. System educators take the time to know their migrant and homeless populations. Transition classes and plans are provided to special needs students. The full range of academic needs is addressed through class placement at all levels, dual-credit classes at the high school, and after-school instructional support. MAP assessment results are used for developing student groups for instructional support and participation in programs like the Academic Pep Rallies at the high school. The STAR program addresses the needs of severely impaired learners and English language learner (ELL) programs and supports are firmly in place for students who are non-English speakers. These support programs address the development of the student as an English language speaker and the gaps in education that may be part of the student's personal history. The MTSS framework provides K-8 students with interventions based on Tier 1 benchmarks and routine progress monitoring outlined in the MTSS Procedures document. Processes for collecting, analyzing, and acting upon data are included in the MTSS Guide and Special Education Handbooks. Linking the high school more tightly into the MTSS data use process is suggested to continue the positive impact on student learning and support currently offered to pre-high school students.

Processes to continuously assess programs and organizational conditions to improve student learning are consistently implemented. Data from evaluations of programs and services are used to improve the quality and fidelity of implemented programs and services and inform decisions regarding their impact on student learning and character. Evaluation processes include ongoing and systematic use of trend and comparison data related to student learning and organizational programs and services and are exemplified by the Tiered Fidelity Inventory Checks conducted in each building. K-8 program evaluation evidence is gathered through the MTSS Guide and MTSS Decisions Rules. Programs and organizational conditions are protected with personnel as well as designated time and processes to ensure responsibilities are fulfilled with fidelity. The central office staff is deeply embedded in collaborative work with the schools to achieve the system's mission and vision. The Board of Education is provided updates with data presentations that impact their roles as policymakers.

The system provides and monitors systematic and thorough professional development and staff support processes in alignment with the mission “to develop capable and responsible lifelong learners.” The system plans and delivers professional learning to target system goals and balances these opportunities with personal choice. Application and monitoring fidelity of implementation with direct and measurable impact on student learning is the cornerstone of the system's PD. The Anita Archer Fidelity checks exemplify this alignment with the mission. The team learned that prior to the 2019 school

year, building principals conducted their own PD. Building level PD is now identified as based on building or teacher needs but without processes to determine the impact on student learning outcomes. The School-wide Information System (SWIS) web-based information system to collect, summarize, and use student behavior data for decision-making was newly acquired. Plans for training and use to effectively impact teacher decisions and inclusion into MTSS processes were not shared with the team or discussed during interviews. Prior to using this additional data collection tool, the team highly encourages establishing the expectations for the use of SWIS data to provide service for students and how and when intended outcomes will be recognized, measured, and tracked for monitoring and adjusting for effectiveness.

Induction, mentoring, and coaching programs ensure that all staff members have the knowledge and skills to improve student performance and organizational effectiveness. Personnel is designated to manage the system-level mentoring process. Formalized coaching structures are in place. The Coaching Handbook delineates the purpose, roles, and responsibilities of administrators, instructional coaches, intervention specialists, and teachers. It also describes group and individual coaching formats. Coaching logs are maintained to record and track assistance and progress. After-school monthly meetings covering identified topics are embedded in this professional support process.

The system attracts and retains qualified personnel who support the system's purpose and direction. Staff longevity is a common thread. Positions are readily filled when open, and during interviews, the team heard a common theme of teachers moving back to the area and rejoining the system after years away. The feeling of "family," "student focus," and "diversity" were repeatedly cited as reasons to be a part of the system's team. The system offers a competitive salary with generous benefits and leaves. An addendum to the 2019-2020 negotiated agreement addresses COVID-19 concerns. Reimbursement for higher education supports the stated desire for the system to "grow their own" talent. Community members consider Lexington to be enriched by the growing diversity of its population and the system's efforts to provide staff to address the diverse needs of its students and their families.

The governing board and system team has developed a culture of autonomy that recognizes the expertise and knowledge of individual leaders and departments to support the implementation of the system's vision, mission, and goals. The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. The success of developing capable and lifelong learners prepared for the global challenges and the opportunities awaiting them in the future is measured by assessing students' desire to learn and accept challenges within a caring, respectful, and multicultural environment. Measures of impact are the increase of regular school attendance by all students and the increase in the number of students graduating from Lexington High School. Academic achievement is measured and used by teachers and students to set goals that prepare students for their future. Elementary students describe their school as "a safe place and a good place to be every day," "respectful," and "people are kind to me." Middle school students describe their school as "inclusive" and "efficient." High school students describe their school as "diverse," "understanding," "respectful," "honest," and "great." Throughout all stakeholder interviews, diversity was consistently used as a positive description of the school system and a point of pride.

Stakeholders collectively demonstrated actions to ensure the achievement of the system's purpose and desired outcomes for learning. Board members talked of the positive, effective relationship with system leadership and their confidence in leadership skills and abilities to implement board policies. Board members do not accept the role of micro-managing and let principals do their work. Each board member sits on a committee (finance, building, grounds, calendar, curriculum, and legislative) that meets monthly. The superintendent has developed a cabinet, who demonstrates knowledge, skills, and leadership in their defined areas. Dispersed and shared leadership is a strong and valued bond

observed by the team. A common understanding of goals and outcomes supported through trust and confidence has yielded highly functional and successful leadership.

The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness. Board members explained their use of a reputable policy agency to ensure that they engage in expected and appropriate practice as board members. Policies are reviewed and revised on a regular basis and available for easy public access on the system website. Board members talked of the Nebraska Association of School Boards training opportunities and the State School Board Convention that has been attended as ways to keep them abreast of rules, regulations, initiatives, and best practices. A lawyer is retained for advice to ensure all practices and decisions are in legal compliance. Board members understand and demonstrate ethical behavior but do not recall the exact content of their code of ethics. Implementing a process to periodically review and publish the documented code of ethics and board responsibilities will support transparency and community confidence.

In conclusion, the Lexington Public Schools leadership team is encouraged to study these themes, standards ratings, and other information reported to create action plans for continuous improvement. Consider planning for reinforcement of the many positive practices which make each institution unique; tracking data on improvement efforts to measure impact on student learning and success over time; planning to celebrate each institution's positive traits highlighted; and giving accolades to all those who engaged in stakeholder interviews. The continuous improvement journey ensures that powerful practices and improvement opportunities are planned with formal steps addressed in improvement and strategic plans.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<p>Cecelia Wiar, Lead Evaluator</p>	<p>Cecelia Wiar contributed to the education of children in Michigan public school systems as a teacher, elementary school principal, junior high assistant principal, and district director of Title I and English as a second language programs. She retired in 2004. From 2006 to 2016, she participated in Michigan’s MIExcel Project designed to assist low-performing schools in the use of data and research-based instructional strategies to increase student academic proficiency and school success. Mrs. Wiar received extensive training in coaching, using data for instructional decision-making, and establishing and strengthening professional learning communities. In addition to MIExcel services, she provided consulting and technical support to schools utilizing federal and state grants for supplemental services to target the specific needs of their school populations. Mrs. Wiar earned a B.S. in education and a M.A.T. in reading from Oakland University, an Ed.S. degree in elementary school administration from Michigan State University and completed all doctoral-level coursework in organizational development at Wayne State University. Since 2012, Mrs. Wiar has been a team member or Lead Evaluator for numerous Cognia engagement reviews for schools and districts in Illinois, Wisconsin, Minnesota, Georgia, and Florida.</p>
<p>Cherry Deges</p>	<p>Cherry A. Deges is the principal of Central Elementary School. She has worked in the Dodge City School District since 1992 as a teacher, director of an alternative middle school, assistant principal, CTE Coordinator, and elementary principal. Ms. Deges received her bachelor's degree in science in elementary education at the University of Oklahoma and completed her master's degree in administration through Fort Hays State University. Throughout her career, she has had the opportunity to work directly with school improvement. She served on the state NCA/AdvancED (now Cognia) council for eight years; four of those years as chairperson. Ms. Deges worked directly with many schools across Kansas, serving on various review committees as a chair and a member. Her work with Cognia also took her overseas, serving as DoDEA Lead Evaluator in Germany and England.</p>

Team Member Name	Brief Biography
<p>Julie Cannizzo</p>	<p>Dr. Julie Cannizzo serves as an assistant superintendent of academic affairs for Goddard Public Schools. Dr. Cannizzo oversees Pre-K-12 curriculum, instruction, assessment, professional development, Career and Technical Education programs, English as a Second Language programs, and Title services for the district. Prior to her current position, Dr. Cannizzo served as an associate principal at Maize High School. She began her teaching career for Wichita Public Schools as a 7th-8th grade math and English teacher. Dr. Cannizzo earned a Ph.D. in educational leadership and policy studies from the University of Kansas, a master’s degree in educational leadership from Wichita State University, and a Bachelor of Science in elementary education at Pittsburg State University. In July 2019, Dr. Cannizzo participated in the National Excellence in School Leadership Institute’s Women Superintendent’s Leadership Program, was elected for Women Who Lead in Education award, was named the National Project Lead The Way Outstanding Educational Leader.</p>
<p>Marci Ostmeyer</p>	<p>Marci Ostmeyer is the professional development (PD) director at Educational Service Unit 7 (ESU7) in Columbus, Nebraska. Mrs. Ostmeyer coordinates her department’s support of 19 public schools across the ESU7 service area. Additionally, Mrs. Ostmeyer is the math specialist where she assists districts with teaching mathematics and meeting state standards. Her involvement included serving on the 2009 and 2015 math standards revision teams and several Nebraska Department of Education committees. She has experience teaching at the elementary, middle, and high school levels. Mrs. Ostmeyer earned a M.A. in pre-K-8 administration from the University of Nebraska at Kearney and an M.A. in mathematics from the University of Nebraska at Lincoln. Mrs. Ostmeyer works with district leaders on the continuous improvement process and is the chair of the ESU7 Agency Improvement Team. Mrs. Ostmeyer served on numerous review teams as a team member, Associate Lead Evaluator, and Lead Evaluator.</p>
<p>Ashley Tomjack</p>	<p>Dr. Ashley Tomjack currently serves as the executive director for curriculum, instruction, assessment, and professional learning for Grand Island Public Schools. During the past decade in education, Dr. Tomjack served as an elementary teacher across multiple grades as well as an administrative intern and elementary principal. Her professional experiences in education range from rural to urban experiences. She earned degrees from the University of Nebraska-Lincoln, Concordia University, and the University of Nebraska-Omaha.</p>

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Lexington Public Schools
General Fund Summary Report

General Fund	General Fund Expenditures	20/21 Budget	Expended During Month	Spent YTD 20/21	Spent YTD 19/20	Percent of previous year	Balance remaining	Percent Remaining	YTD Percent (Over)/Under Budget
1100	Regular Instruction	\$17,425,959	\$1,387,756	\$14,327,806	\$14,278,570	100.34%	\$3,098,153	17.78%	1.11%
1200	Special Education Programs	\$4,007,706	\$350,632	\$3,835,650	\$3,666,517	104.61%	\$172,056	4.29%	-12.37%
2230	Instruction-Related Technology	\$1,535,780	\$99,298	\$1,029,465	\$1,100,808	93.52%	\$506,315	32.97%	16.30%
1300	Summer School	\$607,690	\$96,809	\$107,751	\$370	29146.30%	\$499,939	82.27%	65.60%
1101	Activities	\$985,608	\$81,318	\$861,946	\$809,515	106.48%	\$123,662	12.55%	-4.12%
2120	Attendance & Guidance Services	\$1,075,058	\$82,365	\$893,193	\$871,064	102.54%	\$181,865	16.92%	0.25%
2130	Health Services	\$415,537	\$33,435	\$340,354	\$325,648	104.52%	\$75,183	18.09%	1.43%
2200	Staff Support	\$1,085,472	\$91,404	\$879,768	\$873,784	100.68%	\$205,704	18.95%	2.28%
2300	General Administration	\$411,108	\$29,690	\$341,244	\$335,494	101.71%	\$69,864	16.99%	0.33%
2400	Office of the Principal	\$1,404,341	\$126,890	\$1,234,830	\$1,228,574	100.51%	\$169,511	12.07%	-4.60%
2500	Fiscal & Personnel Services	\$1,264,883	\$36,817	\$797,832	\$422,570	188.80%	\$467,051	36.92%	20.26%
2600	Buildings, Grounds & Equipment	\$3,203,103	\$259,349	\$2,597,748	\$2,282,994	113.79%	\$605,355	18.90%	2.23%
2700	Pupil Transportation	\$601,500	\$36,633	\$537,265	\$571,360	94.03%	\$64,235	10.68%	-5.99%
3000	State & Other Categorical Programs	\$380,547	\$34,430	\$348,616	\$348,577	100.01%	\$31,931	8.39%	-8.28%
8000	Federal Programs	\$3,520,471	\$1,960,037	\$4,057,914	\$2,372,671	171.03%	(\$537,442)	-15.27%	-31.93%
6000	Transfers to Other Funds	\$1,000,000	\$0	\$0	\$0	N/A	\$1,000,000	100.00%	83.33%
9000	Miscellaneous	\$0	\$166.68	\$188	(\$1,471)	-12.75%	(\$188)	N/A	N/A
	Total Expenditures	\$38,924,763	\$4,707,030	\$32,191,570	\$29,487,044	109.17%	\$6,733,193	17.30%	0.63%

\$2,704,526

General Fund	General Fund Revenues	20/21 Budget	Revenue During Month	Received YTD 20/21	Received YTD 19/20	Percent of previous year	Balance remaining	Percent Remaining	YTD Percent (Over)/Under Budget
1000	Local Receipts	\$11,794,059	\$440,239	\$8,305,960	\$8,352,606	99.44%	\$3,488,099	29.58%	12.91%
2000	County and ESU Receipts	\$296,780	\$29,077	\$128,513	\$191,090	67.25%	\$168,267	56.70%	40.03%
3000	State Receipts	\$21,950,547	\$2,655,931	\$25,029,308	\$23,158,401	108.08%	-\$3,078,761	-14.03%	-30.69%
	Subtotal State & Local Receipts	\$34,041,386	\$3,125,247	\$33,463,781	\$31,702,098	105.56%	\$577,605	1.70%	-14.97%
4000	Federal Receipts	\$4,872,096	\$92,110	\$2,546,029	\$1,642,207	155.04%	\$2,326,067	47.74%	31.08%
5000-9000	Non-Revenue Receipts	\$11,281	\$372	\$4,088	\$2,824	144.78%	\$7,193	63.76%	-9.19%
	Total Revenue	\$38,924,763	\$3,217,729	\$36,013,899	\$33,347,129	108.00%	\$2,910,864	7.48%	9.82%
	NET Revenues/Expenditures	\$0	(\$1,489,301)	\$3,822,329	\$3,860,085				

Lexington Public Schools
General Fund Summary Report

General Fund	General Fund Expenditures	19/20 Budget	Expended During Month	Spent YTD 19/20	Spent YTD 18/19	Percent of previous year	Balance remaining	Percent Remaining	YTD Percent (Over)/Under Budget
1100	Regular Instruction	\$17,083,596	\$1,342,776	\$14,278,570	\$13,998,275	102.00%	\$2,805,026	16.42%	-0.25%
1200	Special Education Programs	\$3,927,706	\$307,361	\$3,666,517	\$3,242,041	113.09%	\$261,189	6.65%	-10.02%
2230	Instruction-Related Technology	\$1,435,780	\$79,370	\$1,100,808	\$1,081,930	101.74%	\$334,972	23.33%	6.66%
1300	Summer School	\$607,690	\$106	\$370	\$290,009	0.13%	\$607,320	99.94%	83.27%
1101	Activities	\$850,608	\$62,144	\$809,515	\$813,016	99.57%	\$41,093	4.83%	-11.84%
2120	Attendance & Guidance Services	\$1,103,058	\$79,133	\$871,064	\$863,996	100.82%	\$231,994	21.03%	4.37%
2130	Health Services	\$395,537	\$32,187	\$325,648	\$294,800	110.46%	\$69,889	17.67%	1.00%
2200	Staff Support	\$926,174	\$77,192	\$873,784	\$765,213	114.19%	\$52,390	5.66%	-11.01%
2300	General Administration	\$390,108	\$28,115	\$335,494	\$321,209	104.45%	\$54,614	14.00%	-2.67%
2400	Office of the Principal	\$1,570,341	\$115,386	\$1,228,574	\$1,230,163	99.87%	\$341,766	21.76%	5.10%
2500	Fiscal & Personnel Services	\$876,842	\$38,536	\$422,570	\$386,271	109.40%	\$454,272	51.81%	35.14%
2600	Buildings, Grounds & Equipment	\$3,303,103	\$212,534	\$2,282,994	\$2,623,233	87.03%	\$1,020,109	30.88%	14.22%
2700	Pupil Transportation	\$681,500	\$21,859	\$571,360	\$568,299	100.54%	\$110,140	16.16%	-0.51%
3000	State & Other Categorical Programs	\$405,106	\$33,008	\$348,577	\$276,104	126.25%	\$56,529	13.95%	-2.71%
6000	Federal Programs	\$3,784,471	\$507,033	\$2,372,671	\$2,158,828	109.91%	\$1,411,801	37.31%	20.64%
8000	Transfers to Other Funds	\$244,253	\$0	\$0	\$0	N/A	\$244,253	100.00%	83.33%
9000	Miscellaneous	\$0	\$1,457	(\$1,471)	(\$496)	296.88%	\$1,471	N/A	N/A
	Total Expenditures	\$37,585,873	\$2,938,196	\$29,487,044	\$28,912,891	101.99%	\$8,098,829	21.55%	4.88%

\$574,153

General Fund	General Fund Revenues	19/20 Budget	Revenue During Month	Received YTD 19/20	Received YTD 18/19	Percent of previous year	Balance remaining	Percent Remaining	YTD Percent (Over)/Under Budget
1000	Local Receipts	\$11,794,059	\$716,311	\$8,352,606	\$8,020,056	104.15%	\$3,441,453	29.18%	12.51%
2000	County and ESU Receipts	\$286,780	\$16,313	\$191,090	\$186,230	102.61%	\$95,690	33.37%	16.70%
3000	State Receipts	\$21,648,547	\$2,329,200	\$23,158,401	\$20,617,294	112.33%	-\$1,509,854	-6.97%	-23.64%
	Subtotal State & Local Receipts	\$33,729,386	\$3,061,823	\$31,702,098	\$28,823,580	109.99%	\$2,027,288	6.01%	-10.66%
4000	Federal Receipts	\$3,845,206	\$242,468	\$1,642,207	\$1,622,794	101.20%	\$2,202,999	57.29%	40.63%
5000-9000	Non-Revenue Receipts	\$11,281	-\$1,629	\$2,824	\$11,721	24.09%	\$8,457	74.97%	58.30%
	Total Revenue	\$37,585,873	\$3,302,662	\$33,347,129	\$30,458,095	109.49%	\$4,238,744	11.28%	-5.39%
	NET Revenues/Expenditures	\$0	\$364,466	\$3,860,085	\$1,545,204				10.27%

Cash Flow Report
Regular; Processing Month 06/2021

Fund	Cash Flow Beginning Cash	Cash Flow Revenues	Cash Flow Expenses	Cash Flow Ending Cash
GENERAL FUND	8,880,115.05	3,217,728.55	(4,707,029.96)	7,390,813.64
DEPRECIATION	1,685,147.23	0.00	(31,436.88)	1,653,710.35
EMPLOYEE BENEFIT	93,358.60	0.00	(10,939.94)	82,418.66
ACTIVITY FUND	819,058.76	23,208.22	(81,413.37)	760,853.61
SCHOOL LUNCH	869,600.38	180,852.51	(166,276.53)	884,176.36
SPECIAL BUILDING	159,407.21	0.00	0.00	159,407.21
COOPERATIVE FUND	410,544.14	0.00	(11,689.24)	398,854.90
STUDENT FEE	(3,475.63)	0.00	0.00	(3,475.63)
GENERAL FUND-Restricted	6,087,409.00	0.00	0.00	6,087,409.00
Grand Total:	19,001,164.74	3,421,789.28	(5,008,785.92)	17,414,168.10

General Fund Cash Balances

Month-Year	Receipts	Expenditures	Cash Balance	Cash Balance/Avg. Monthly Expenditure
September-20	\$3,124,573.99	(\$3,153,302.00)	\$9,666,051.86	3.1
October-20	\$2,734,450.19	(\$2,966,490.72)	\$9,399,776.27	3.1
November-20	\$2,552,939.41	(\$3,575,592.78)	\$8,377,079.84	2.5
December-20	\$2,982,281.43	(\$2,910,873.44)	\$8,448,487.83	2.7
January-21	\$4,170,751.17	(\$2,847,412.12)	\$9,771,826.88	3.2
February-21	\$3,830,467.79	(\$3,009,685.93)	\$10,591,597.95	3.5
March-21	\$3,082,559.86	(\$2,911,343.83)	\$10,763,867.83	3.5
April-21	\$3,815,357.29	(\$3,019,508.68)	\$11,559,716.44	3.8
May-21	\$6,502,788.96	(\$3,094,981.35)	\$14,967,524.05	4.9
June-21	\$3,217,728.55	(\$4,707,029.96)	\$13,478,222.64	4.2
July-21				0.0
August-21				0.0
Monthly Average:	\$3,601,389.86	(\$3,219,622.08)	\$10,702,415.16	3.4

Cash Flow Report

Regular; Processing Month 6/2020

Fund	Cash Flow Beginning Cash	Cash Flow Revenues	Cash Flow Expenses	Cash Flow Ending Cash
GENERAL FUND	6,289,569.74	3,302,662.21	(2,938,196.30)	6,654,035.65
DEPRECIATION	1,363,282.60	0.00	(6,108.88)	1,357,173.72
EMPLOYEE BENEFIT	45,117.63	0.00	(26,921.92)	18,195.71
ACTIVITY FUND	742,404.59	10,171.82	(25,933.82)	726,642.59
SCHOOL LUNCH	694,135.59	113,960.65	(159,685.45)	648,410.79
BOND	75,837.92	0.00	0.00	75,837.92
SPECIAL BUILDING	124,947.21	0.00	0.00	124,947.21
COOPERATIVE FUND	355,085.58	19,828.00	(390.38)	374,523.20
STUDENT FEE	(2,884.52)	0.00	0.00	(2,884.52)
GENERAL FUND-Restricted	6,087,409.00	0.00	0.00	6,087,409.00
Grand Total:	15,774,905.34	3,446,622.68	(3,157,236.75)	16,064,291.27

General Fund Cash Balances

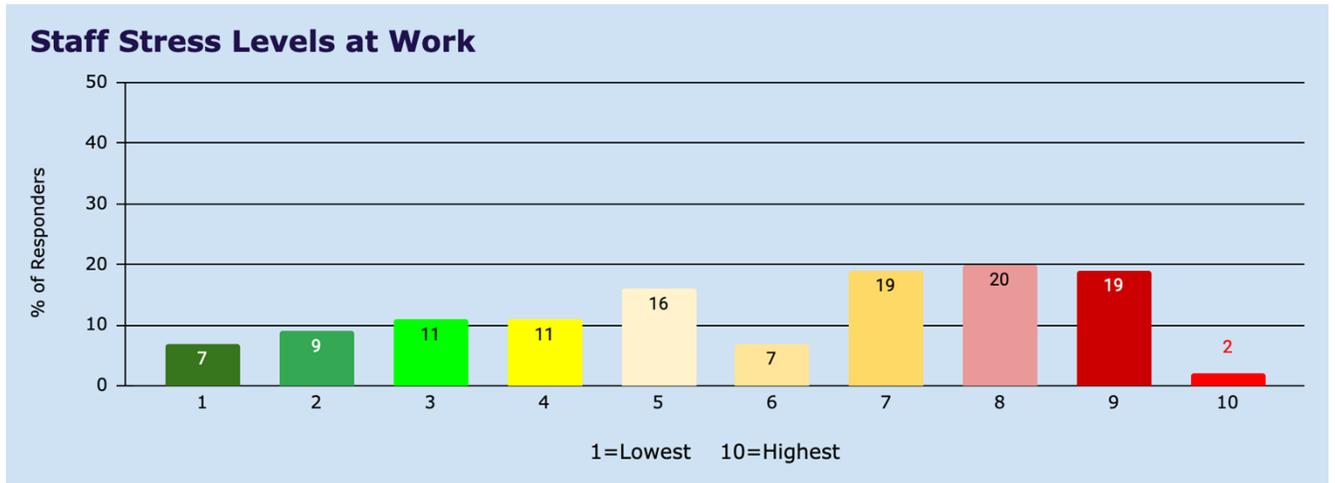
Month-Year	Receipts	Expenditures	Cash Balance	Cash Balance/Avg. Monthly Expenditure
September-19	\$2,691,468.62	(\$3,152,047.95)	\$8,482,372.77	2.9
October-19	\$2,824,624.00	(\$3,120,754.43)	\$8,089,712.30	2.7
November-19	\$2,373,366.64	(\$2,944,308.96)	\$7,518,769.98	2.5
December-19	\$2,608,145.02	(\$2,994,829.41)	\$7,132,085.59	2.4
January-20	\$4,205,253.23	(\$2,827,295.81)	\$8,510,118.52	2.9
February-20	\$3,391,643.88	(\$3,059,179.51)	\$8,842,582.89	3.0
March-20	\$3,213,464.03	(\$2,846,736.99)	\$9,209,309.93	3.1
April-20	\$2,806,675.83	(\$2,812,005.32)	\$9,203,980.44	3.1
May-20	\$5,964,705.58	(\$2,791,689.34)	\$12,376,978.74	4.2
June-20	\$3,302,662.21	(\$2,938,196.30)	\$12,741,444.65	4.3
July-20				
August-20				
Monthly Average:	\$3,338,200.90	(\$2,948,704.40)	\$9,210,735.58	3.1

Depreciation Fund Summary	Balance	19-20 Expenditures to Date	19-20 Transfer from GF	Balance	Balance	20-21 Expenditures to Date	20-21 Transfer from GF	Balance	Average Expenses for 1 Year	Estimated Number of Years Saved
	9/1/2019	8/31/2020	\$1,200,000	8/31/2020	9/1/2020	7/12/2021		7/12/2021	FY 2012-2020	9/1/2020
Textbooks/Curriculum	\$497,091	(\$270,840)	\$300,000	\$526,250	\$526,250	(\$168,150)		\$358,101	(\$203,957.68)	1.8
Band Instruments/Uniforms	\$45,630	(\$7,140)	\$45,000	\$83,490	\$83,490	(\$14,320)		\$69,170	(\$39,933.06)	1.7
Furniture & Equipment DW	\$29,402	(\$1,690)	\$35,000	\$62,712	\$62,712	(\$3,442)		\$59,271	(\$19,215.11)	3.1
Furniture & Equipment HS	\$2,920	(\$385)		\$2,535	\$2,535	\$0		\$2,535		
Furniture & Equipment MS	\$25,378	(\$459)		\$24,919	\$24,919	\$0		\$24,919		
Furniture & Equipment Bryan	\$18,943			\$18,943	\$18,943	\$0		\$18,943		
Furniture & Equipment Morton	\$13,021	(\$600)		\$12,421	\$12,421	\$0		\$12,421		
Furniture & Equipment Pershing	\$130	(\$3,729)	\$10,000	\$6,402	\$6,402	\$0		\$6,402		
Furniture & Equipment Sandoz	\$19,792			\$19,792	\$19,792	(\$1,960)		\$17,832		
Furniture & Equipment ELA	\$17,989			\$17,989	\$17,989	\$0		\$17,989		
Technology	\$189,270	(\$165,641)	\$400,000	\$423,629	\$423,629	(\$192,166)		\$231,463	(\$345,271.43)	0.7
Vehicles	\$184,350	(\$24,229)	\$130,000	\$290,122	\$290,122	(\$132,010)		\$158,112	(\$111,026.79)	1.4
Building & Grounds	\$481,210	(\$812)	\$250,000	\$730,398	\$730,398	(\$185,314)		\$545,084	(\$144,390.58)	3.8
Construction Fund	\$1,327,132	(\$1,255,195)		\$71,937	\$71,937	(\$24,523)		\$47,414		
HS Activities Uniforms	\$21,373	(\$22,074)	\$7,500	\$6,799	\$16,799	(\$15,841)		\$958	(\$14,310.86)	0.1
HS Activities Equipment	\$15,674	(\$9,350)	\$20,000	\$26,323	\$16,323	(\$13,846)		\$2,477	(\$8,311.65)	0.3
MS Activities Uniforms	\$25,000	(\$5,469)	\$2,500	\$22,031	\$32,031	(\$31,147)		\$884	(\$2,580.30)	0.3
MS Activities Equipment	\$20,000			\$20,000	\$10,000	(\$6,600)		\$3,400	(\$9,722.33)	0.3
TOTAL	\$2,934,304	(\$1,767,612)	\$1,200,000	\$2,366,692	\$2,366,692	(\$789,319)	\$0	\$1,577,373	(\$898,719.80)	1.8

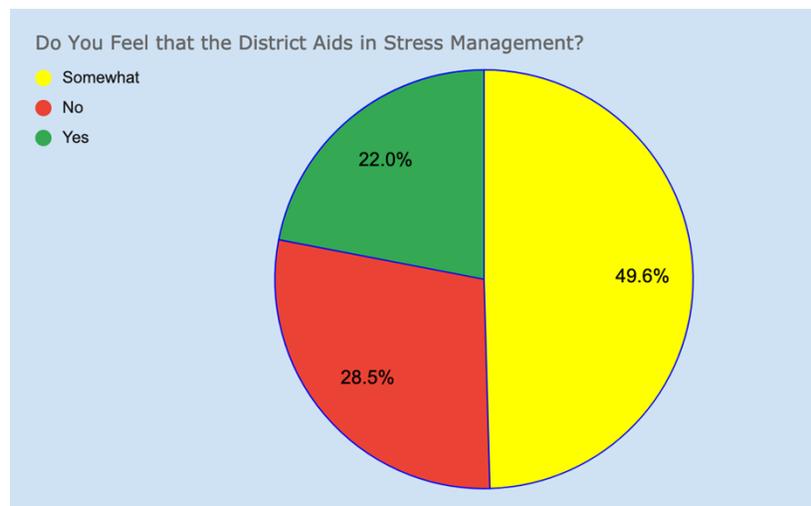
Grant Award		\$3,673,441.00	\$8,250,000.00		
Department	Expenditure	ESSER II	ESSER III	-	Rationale Statement
Technology	iPad Lease/Purchase - HS&MS Students, Teachers & Paras, ELA Lab	\$750,000.00		#10	Purchase of educational technology for all students including low income, special needs
	iPad Lease/Purchase - Elementary Students, Teachers & Paras, ELA Teachers		\$640,000.00	#10	Purchase of educational technology for all students including low income, special needs
	Teacher Laptops - All (240 in 2023)		\$204,000.00	#10	Purchase of laptops for teachers and staff to communicate and interact with students on and offsite school grounds
	HS CAD & Welding PCs	\$40,000.00		#10	Purchase of educational technology for all students including low income, special needs
	Upgrade current 1GB fiber to 10 GB fiber (UPN)			#10	Provide additional bandwidth throughout district to accommodate additional online resources and assessments
	parent/community communication tools (Seesaw etc)	\$9,000.00	\$9,000.00	#10	Provide ongoing communication between parents, students, teachers and administrators
	Administrator - Powerschool PD	\$4,000.00	\$4,000.00	#4	Training for administrative team on Powerschool features, options and reporting
	Administrator Apple Technology PD	\$4,000.00	\$4,000.00	#4	Training for administrative team on communication with parents, teachers and students
	Kajeet Hotspot Renewal (100 devices)	\$15,400.00	\$46,200.00	#10	Provide filtered internet access to students at home that do not have internet connection
	Apple Pencils (1800 for MS/HS students & staff) \$160,000.00				
	HVAC Units (lower priority)	\$125,000			
Buildings & Grounds	4 yellow busses (two 78 pass. / two 20 pass.)		\$418,000.00	#15	
	moving one modular to HS			#16	de-densifying and air quality for bus
	2 Charter busses w/ ionization	\$1,010,000.00		#16	de-densifying and air quality for bus
	District air quality control & ventilation improvement		\$490,000.00	#15	Air quality
	Building Addition(s)		\$5,572,275.00		
Curriculum	Mental Health- Social Worker hire (3 yrs - 21/22 to 23/24)	\$90,000.00	\$180,000.00	#11	Provide mental health supports for students and staff
approved 5/10 BOE	SEL screener	\$27,337.50		#11	Provide mental health supports for students and staff
	summer curriculum writing stipends (4 yrs - '21 to 24)	\$96,000.00	\$180,000.00	#4	Provide professional development related to curriculum planning
Yr 1 approved 5/10 BOE	Write Tools PD (2 yrs - 21/22 & 22/23)	\$15,525.00	\$15,525.00	#4	PD to implement evidence-based activities to address lost learning
Cohort 1, 2 & PK approved 4/12 BOE	LETRS PD (cohort 2, PK & add -on order)	\$40,337.70	\$22,000.00	#4	Provide professional development in reading instruction
purchased 4/21	MS Progress Monitor Tool (Fastbridge through 6/30/24)	\$22,624.00		#13	High-quality assessment to identify and measure learning gaps
	Intervention Materials (Sped & GenEd)	\$58,000.00		#13	Implementing evidence-based activities to address lost learning
	Elementary Fastbridge - \$10,000 per year		\$10,000.00	#13	High-quality assessment to identify and measure learning gaps
	Elementary Math Intervention Materials	\$25,000.00	\$25,000.00	#13	Implementing evidence-based activities to address lost learning
approved 4/12 BOE	Phonics Program (95% & Aprendo Leyendo)	\$56,573.18		#13	Implementing evidence-based activities to address lost learning
approved 4/12 BOE	Supplemental Math (Happy Numbers)				
	Professional Development (FOL / Focus 3)				
approved 5/10 BOE	Amplify Reading App (K-5 supplemental for '21/22 - '24/25)	\$111,400.00		#13	Implementing evidence-based activities to address lost learning
	CKLA Part 2 (full implementation)	\$93,041.88			
	CKLA student consumable materials (through 24/25)				

Grant Award		\$3,673,441.00	\$8,250,000.00		
Department	Expenditure	ESSER II	ESSER III	-	Rationale Statement
	GenEd Curriculum materials	\$280,263.00			
	SPED curriculum materials	\$75,000.00		#2	Use authorized under IDEA for special education
<i>purchased 5/21</i>	Coaching Cadre / CR interventions w/ Meralee	\$19,200.00		#4	PD to implement evidence-based activities to address lost learning
Extended Learning	Extended calendar	\$700,000.00		#12	Close achievement gap from lost learning
	Tuition reimbursement for added endorsements and masters		\$250,000.00	#4	
	Pre-Kinder transition payroll and set-up		\$180,000.00		
Totals		\$3,667,702.26	\$8,250,000.00		
Unspent		\$5,738.74	\$0.00		

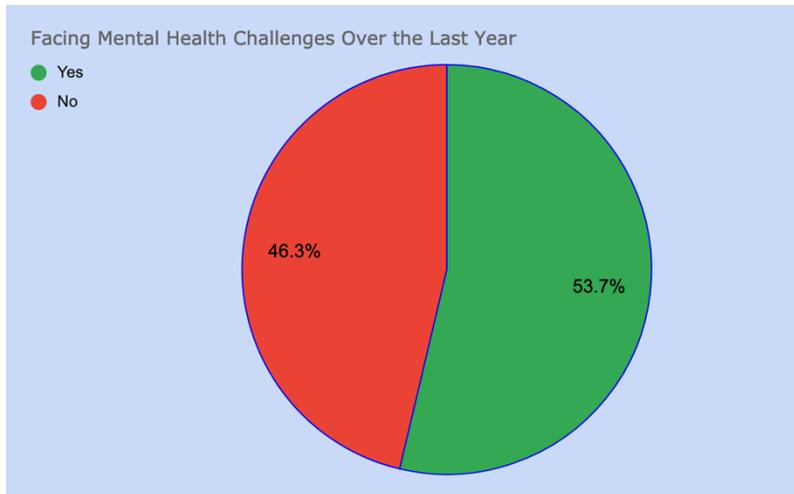
RESULTS OF STAFF WELLNESS SURVEY as of 7/13/21



We had 123 Staff respond to our Staff Wellness Survey that was sent out in June. Of those responding, 87% were Certified Staff, and 13% were Classified. Levels of stress varied across the district, with approximately 68% of staff rating their stress level as 5 or greater on a Likert scale of 1 to 10. (1 being the least, and 10 being the highest.) 13% of staff reported little to no stress at work, while 17% rated stress levels as high as a 9, or 10.

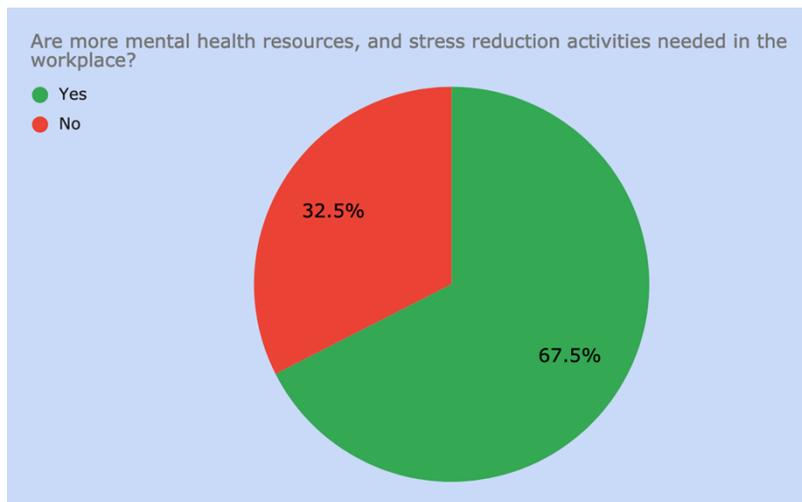


Ratings indicate that almost half of the staff who responded felt that the district 'somewhat' aids in their stress management. 22% agreed their needs are met at work while almost 29% felt they have no assistance with stress management.



Over half of staff responding to the survey indicate that they have faced a mental health challenge during the 20-21 school year. When exploring the cause of these challenges, staff report 48% of mental health crisis stem from a work-related event, 46% from a personal or family event, and 10% due to pre-existing mental health conditions. Less than 1% of mental health crisis were thought to be due to lack of self-care, problematic classroom behavior, or physical health.

For those facing mental health challenges, 87% of responders felt that they had coping mechanisms in place, or had someone that they could talk to, while 13% report having limited coping mechanisms, or someone to talk to.



Overall, 67.5% of staff respondents would like to see more mental health supports, and stress reduction activities incorporated into the district.

Thank you to everyone who participated and provided feedback to our survey. We will use this information as we plan for the future. Thanks again!

Lexington Public School

District Data
2020-2021

Acadience Reading- PELI Data

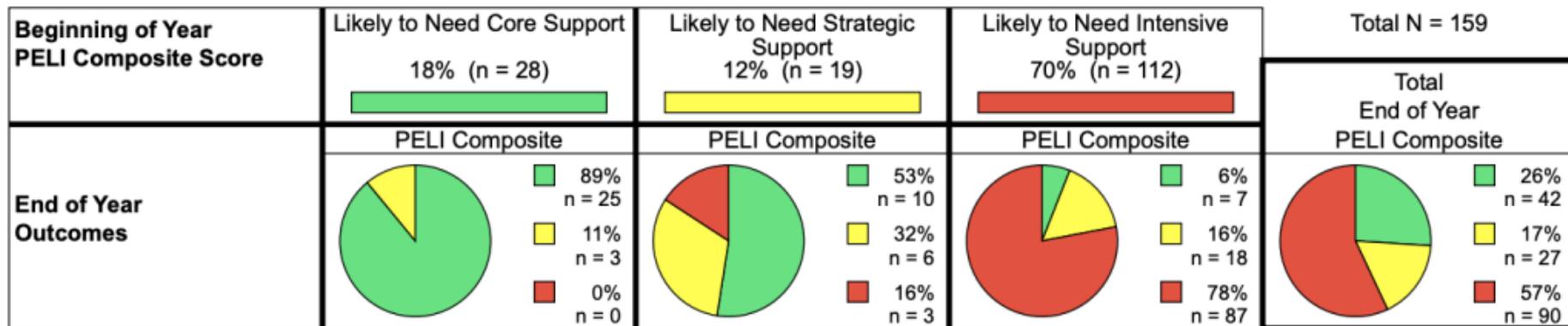
District: Lexington Public Schools
 Grade: Pre-K (Ages 4-5)
 Year: 2020-2021



Effectiveness of Instructional Support Levels Beginning of Year to End of Year

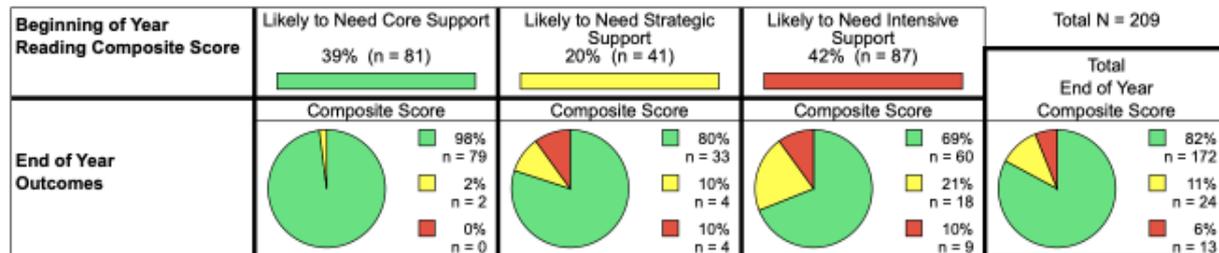
PELI

District-wide: Lexington Public Schools

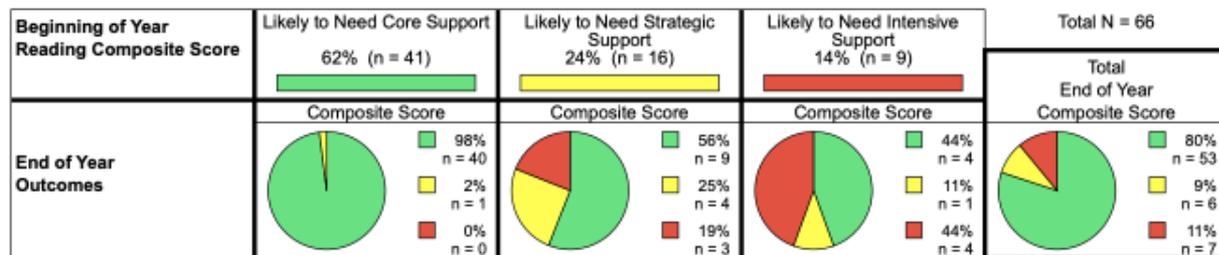


District
 Acadience
 Data-
 KINDER
 READING

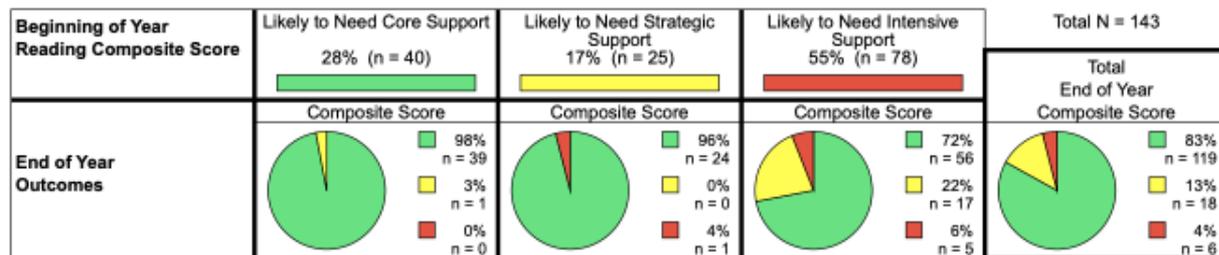
District-wide: Lexington Public Schools



↳ School: Bryan Elementary



↳ School: Morton Elementary



District: Lexington Public Schools
 Grade: First Grade
 Year: 2020-2021

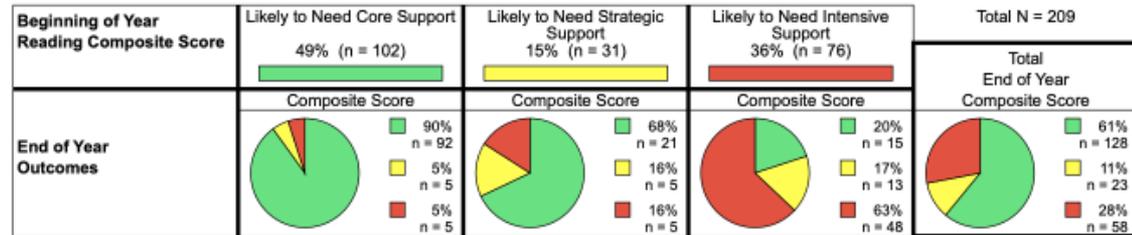
Effectiveness of Instructional Support Levels
 Beginning of Year to End of Year



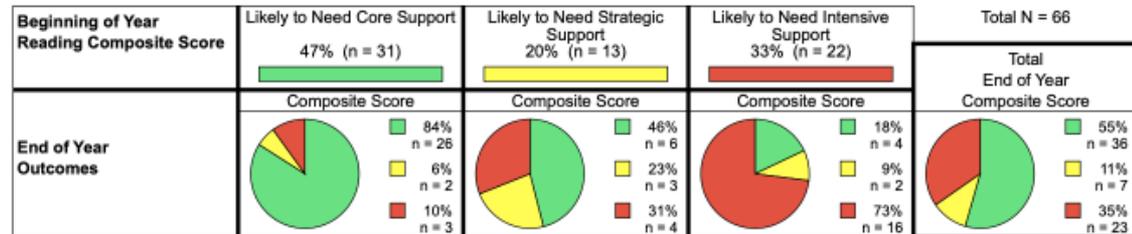
Acadience Reading K-6

District
 Acadience
 Data-
 1st Grade
 READING

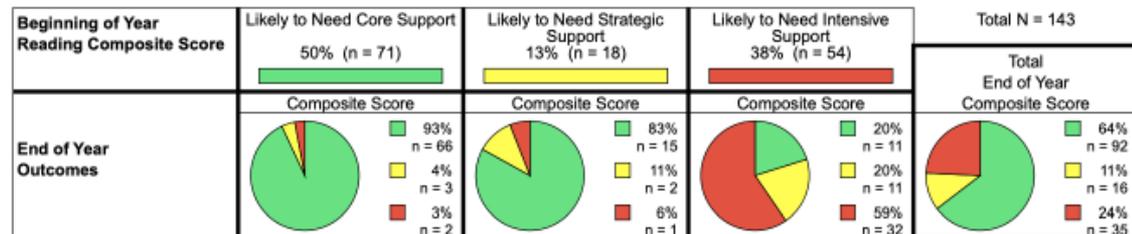
District-wide: Lexington Public Schools



↳ School: Bryan Elementary

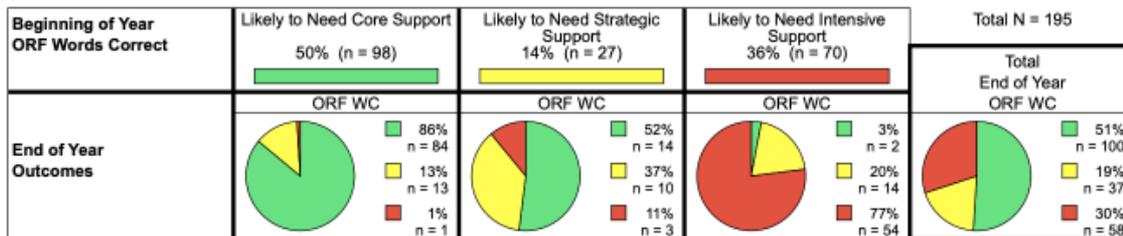


↳ School: Morton Elementary

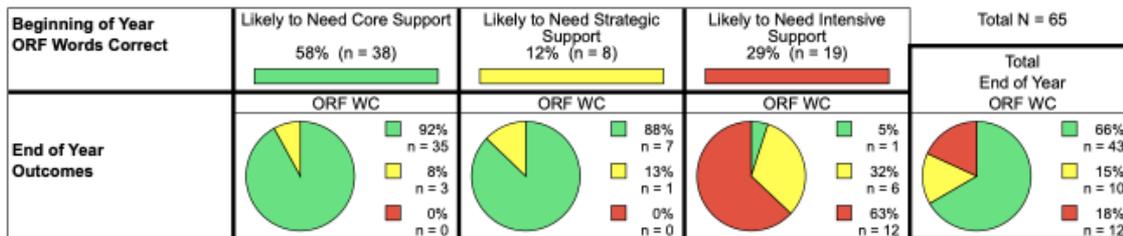


District Acadience Data- 2nd Grade READING

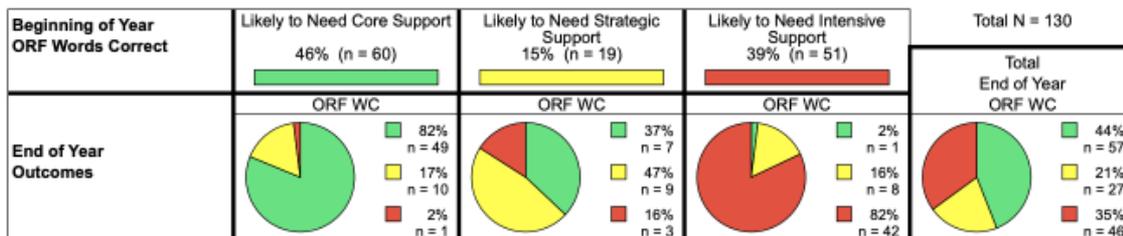
District-wide: Lexington Public Schools



↳ School: Bryan Elementary



↳ School: Sandoz Elementary



District Acadience Data- 3rd Grade READING

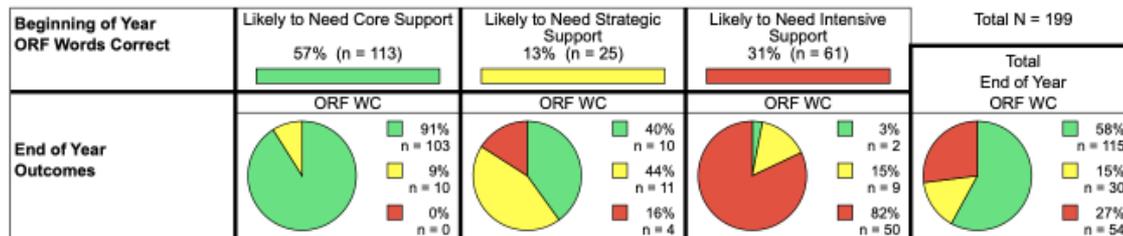
District: Lexington Public Schools
Grade: Third Grade
Year: 2020-2021

Effectiveness of Instructional Support Levels Beginning of Year to End of Year

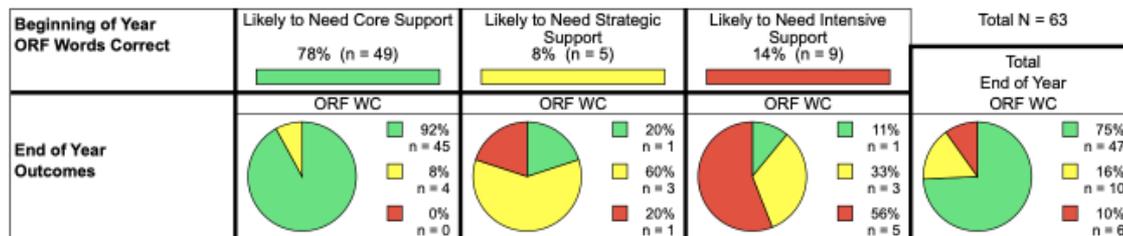


Acadience Reading K-6

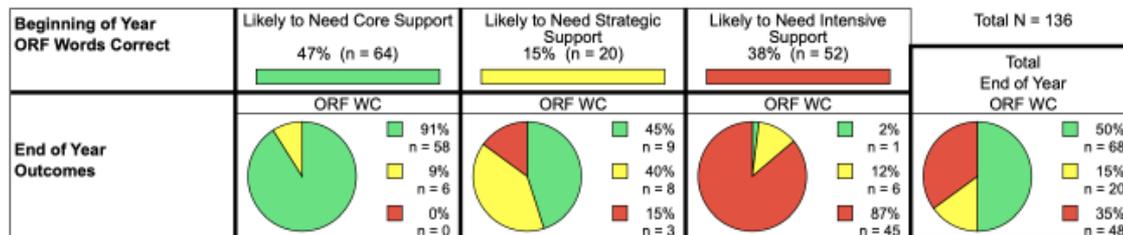
District-wide: Lexington Public Schools



↳ School: Bryan Elementary



↳ School: Sandoz Elementary



District: Lexington Public Schools
 Grade: Fourth Grade
 Year: 2020-2021

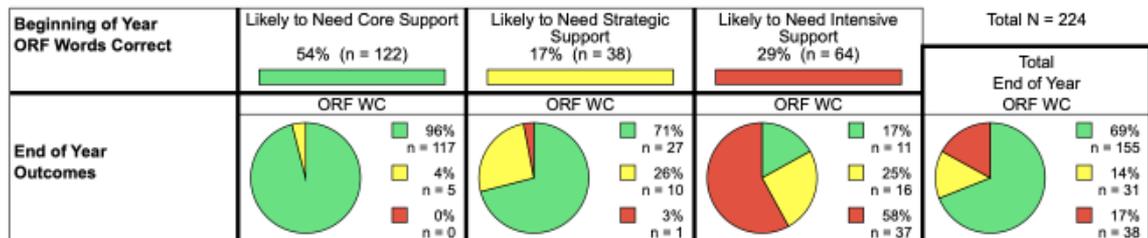
Effectiveness of Instructional Support Levels
 Beginning of Year to End of Year



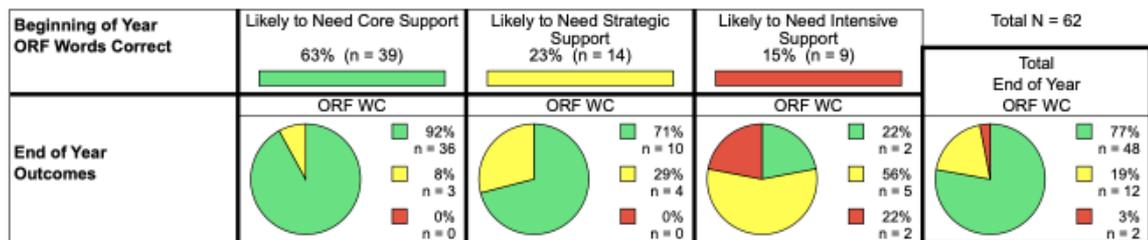
Acadience Reading K-6

District
 Acadience
 Data-
 4th Grade
 READING

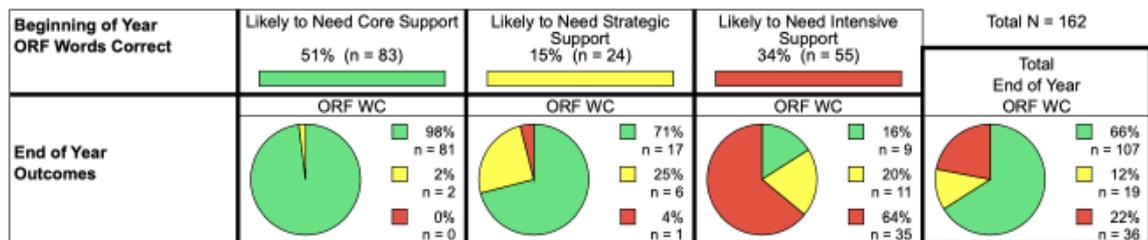
District-wide: Lexington Public Schools



↳ School: Bryan Elementary



↳ School: Pershing Elementary



District: Lexington Public Schools
 Grade: Fifth Grade
 Year: 2020-2021

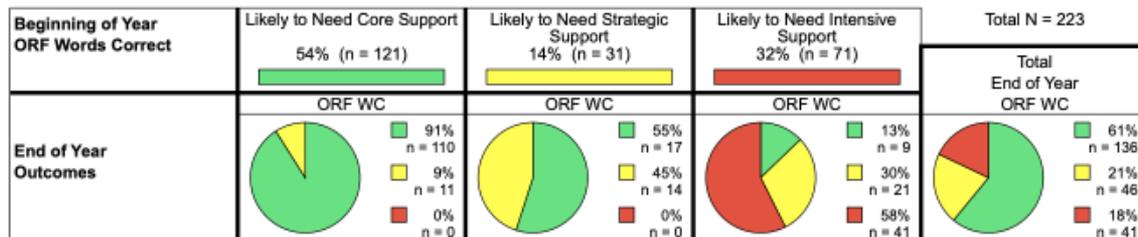
Effectiveness of Instructional Support Levels
 Beginning of Year to End of Year



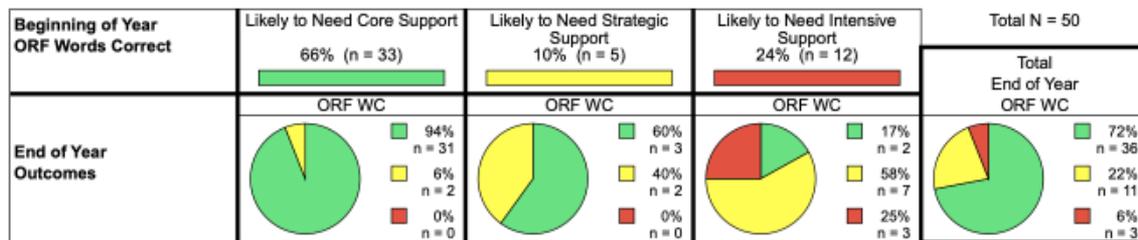
Acadience Reading K-6

District
 Acadience
 Data-
 5th Grade
 READING

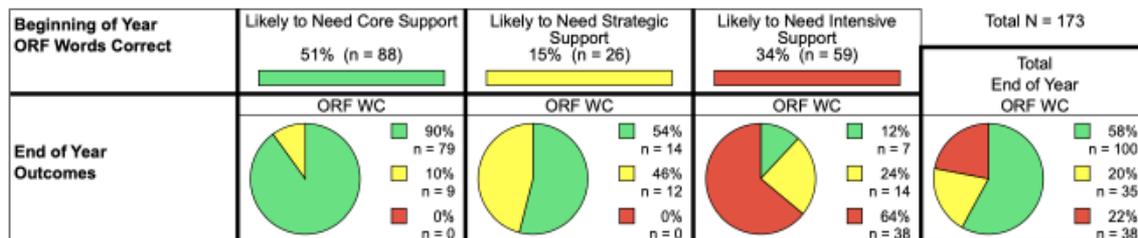
District-wide: Lexington Public Schools



↳ School: Bryan Elementary



↳ School: Pershing Elementary



District Acadience Data-

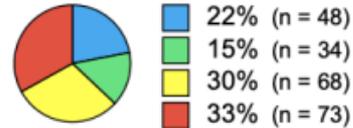
Kinder Math

Beginning of Year

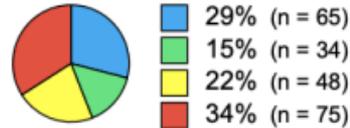
Middle of Year

End of Year

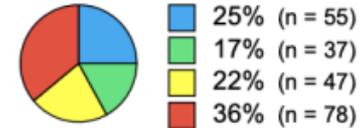
Math Composite Score



Number of Students = 223
 Average = 22.8
 Standard Deviation = 18.8
 Score Range = 0 to 116



Number of Students = 222
 Average = 70.1
 Standard Deviation = 38
 Score Range = 0 to 166



Number of Students = 217
 Average = 84.3
 Standard Deviation = 36.5
 Score Range = 0 to 166

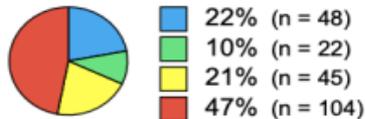
1st Grade Math

Beginning of Year

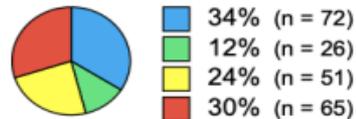
Middle of Year

End of Year

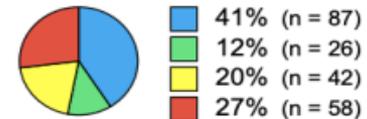
Math Composite Score



Number of Students = 219
 Average = 94.5
 Standard Deviation = 63.9
 Score Range = 0 to 365



Number of Students = 214
 Average = 44.6
 Standard Deviation = 23.7
 Score Range = 2 to 107

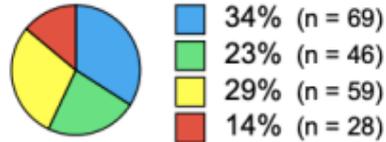


Number of Students = 213
 Average = 61.6
 Standard Deviation = 26.9
 Score Range = 0 to 128

District Acadience Data-

2nd Grade Math

Computation

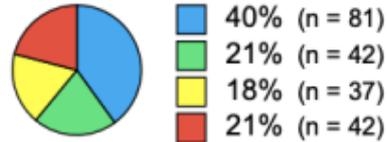


Number of Students = 202

Average = 6.4

Standard Deviation = 4

Score Range = 0 to 25

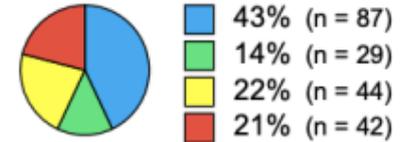


Number of Students = 202

Average = 13.2

Standard Deviation = 7.2

Score Range = 0 to 36



Number of Students = 202

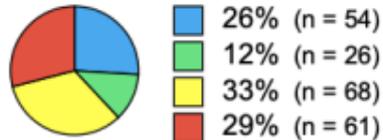
Average = 17.8

Standard Deviation = 9.3

Score Range = 0 to 37

3rd Grade Math

Computation

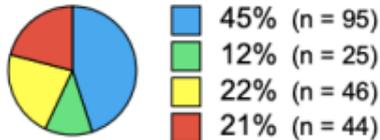


Number of Students = 209

Average = 11.6

Standard Deviation = 5.7

Score Range = 0 to 30

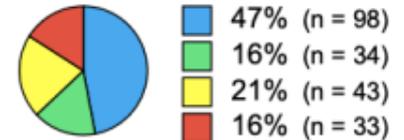


Number of Students = 210

Average = 23.7

Standard Deviation = 9.9

Score Range = 1 to 50



Number of Students = 208

Average = 33.4

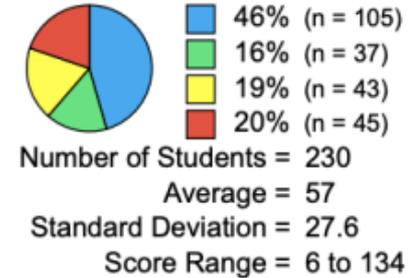
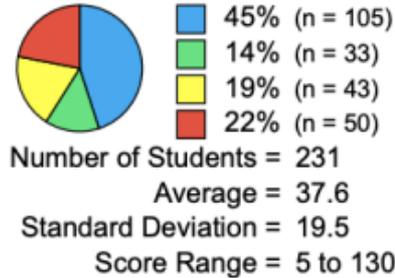
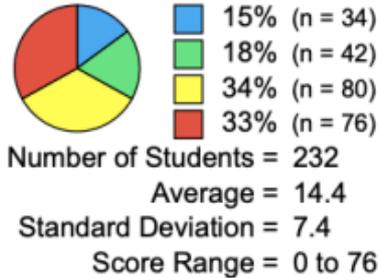
Standard Deviation = 12.3

Score Range = 1 to 51

District Acadience Data-

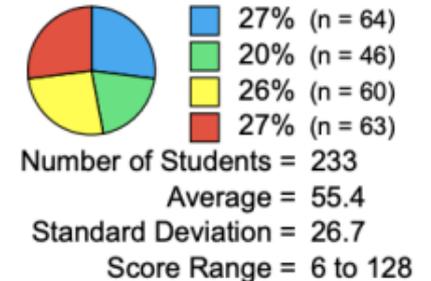
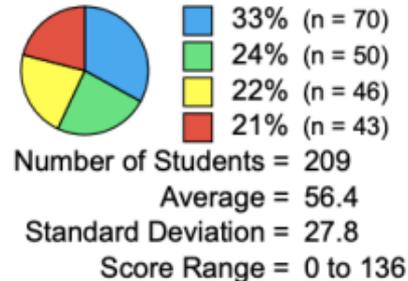
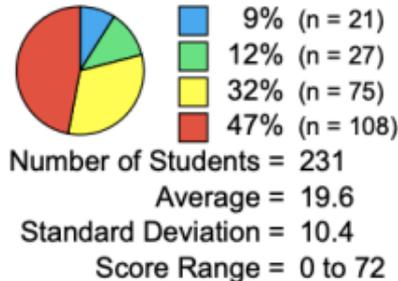
4th Grade Math

Computation



5th Grade Math

Computation



MAP Data- Reading

Grade	Spring 2015	Spring 2016	Winter 2017	Spring 2018	Spring 2019	2020	Spring 2021
K							57%
1st							56%
2nd	49%	52%	56%	54%	50%		51%
(Spanish)							58%
3rd	57%	55%	56%	55%	50%		52%
(Spanish)							69%
4th	64%	55%	58%	55%	61%		53%
(Spanish)							60%
5th	57%	59%	56%	56%	55%		47%
(Spanish)							62%
6th	52%	58%	64%	54%	52%		52%
7th	50%	57%	58%	64%	67%		68%
8th	60%	56%	63%	68%	73%		58%
9th	61%	65%	55%	62%	64%		65%
10th	66%	74%	65%	66%	68%		61%

MAP Data- MATH

	Spring 2015	Spring 2016	Winter 2017	Spring 2018	Spring 2019	2020	Spring2 021
K							77%
1							62%
2	49%	46%	50%	42%	43%		44%
3	52%	51%	50%	52%	46%		62%
4	52%	42%	48%	48%	54%		45%
5	53%	49%	44%	46%	45%		39%
6	54%	49%	45%	46%	41%		51%
7	56%	60%	53%	62%	57%		57%
8	57%	62%	63%	58%	58%		46%
9	54%	55%	55%	55%	54%		57%
10	62%	65%	62%	60%	60%		59%

NSCAS Reading

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading										
3rd grade										
State								53%	53%	56%
District	34%	36%	50%	63%	67%	72%	74%	30%	38%	33%
Bryan	47%	58%	49%	70%	74%	55%	73%	27%	42%	41%
Morton	15%	31%	38%	50%	75%	79%				
Pershing	34%	28%	59%	57%	55%	79%				
Sandoz	59%	33%	63%	76%	61%	76%	75%	32%	37%	31%
4th grade										
State								56%	56%	58%
District	46%	45%	50%	49%	61%	75%	72%	39%	37%	46%
Bryan	49%	63%	65%	41%	75%	84%	81%	54%	37%	59%
Morton	43%	23%	36%	43%	58%	71%				
Pershing	33%	48%	55%	46%	47%	70%	70%	34%	37%	41%
Sandoz	62%	68%	57%	61%	64%	75%				
5th grade										
State								51%	51%	48%
District	41%	51%	49%	56%	47%	76%	76%	34%	33%	33%
Bryan	44%	74%	67%	59%	61%	87%	88%	41%	59%	36%
Morton	36%	36%	26%	42%	43%	61%				
Pershing	42%	42%	47%	56%	40%	82%	73%	32%	26%	32%
Sandoz	46%	70%	78%	72%	46%	75%				
6th grade										
State								47%	47%	49%
District	44%	45%	41%	45%	57%	65%	76%	37%	32%	37%
7th grade										
State								47%	47%	49%
District	50%	58%	58%	64%	68%	69%	74%	41%	42%	47%
8th grade										
State								51%	51%	50%

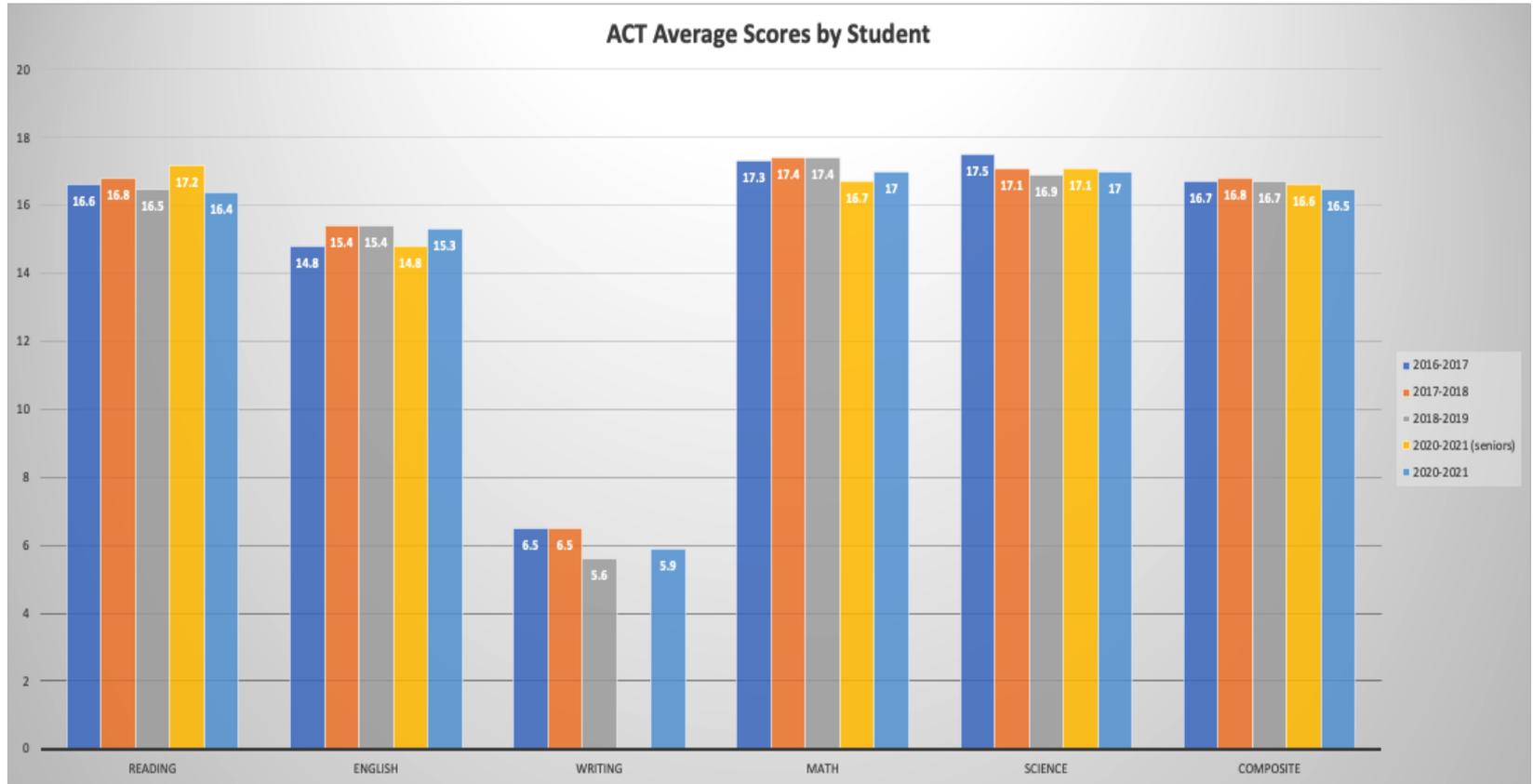
NSCAS Math

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
3rd grade										
State									50%	55%
District	x	31%	37%	48%	59%	56%	55%	61%	37%	33%
Bryan		49%	45%	45%	62%	38%	63%	65%	34%	33%
Morton		24%	28%	47%	69%	73%				
Pershing		28%	36%	65%	49%	68%				
Sandoz		33%	47%	35%	54%	54%	53%	59%	38%	32%
4th grade										
State									50%	52%
District	x	54%	45%	51%	62%	62%	52%	58%	36%	42%
Bryan		60%	65%	46%	73%	69%	58%	73%	38%	45%
Morton		39%	33%	54%	67%	69%				
Pershing		64%	44%	49%	47%	55%	51%	54%	35%	41%
Sandoz		66%	49%	54%	58%	56%				
5th grade										
State									50%	54%
District	x	57%	59%	64%	61%	62%	62%	55%	34%	41%
Bryan		79%	70%	85%	76%	83%	85%	69%	55%	48%
Morton		41%	47%	47%	55%	48%				
Pershing		49%	54%	62%	51%	56%	56%	52%	28%	38%
Sandoz		76%	78%	71%	61%	63%				
6th grade										
State									55%	55%
District	x	48%	53%	41%	56%	54%	53%	61%	35%	29%
7th grade										
State									49%	49%
District	x	59%	58%	55%	57%	70%	72%	72%	61%	54%
8th grade										
State									50%	47%
District	x	52%	54%	53%	57%	55%	57%	64%	47%	41%

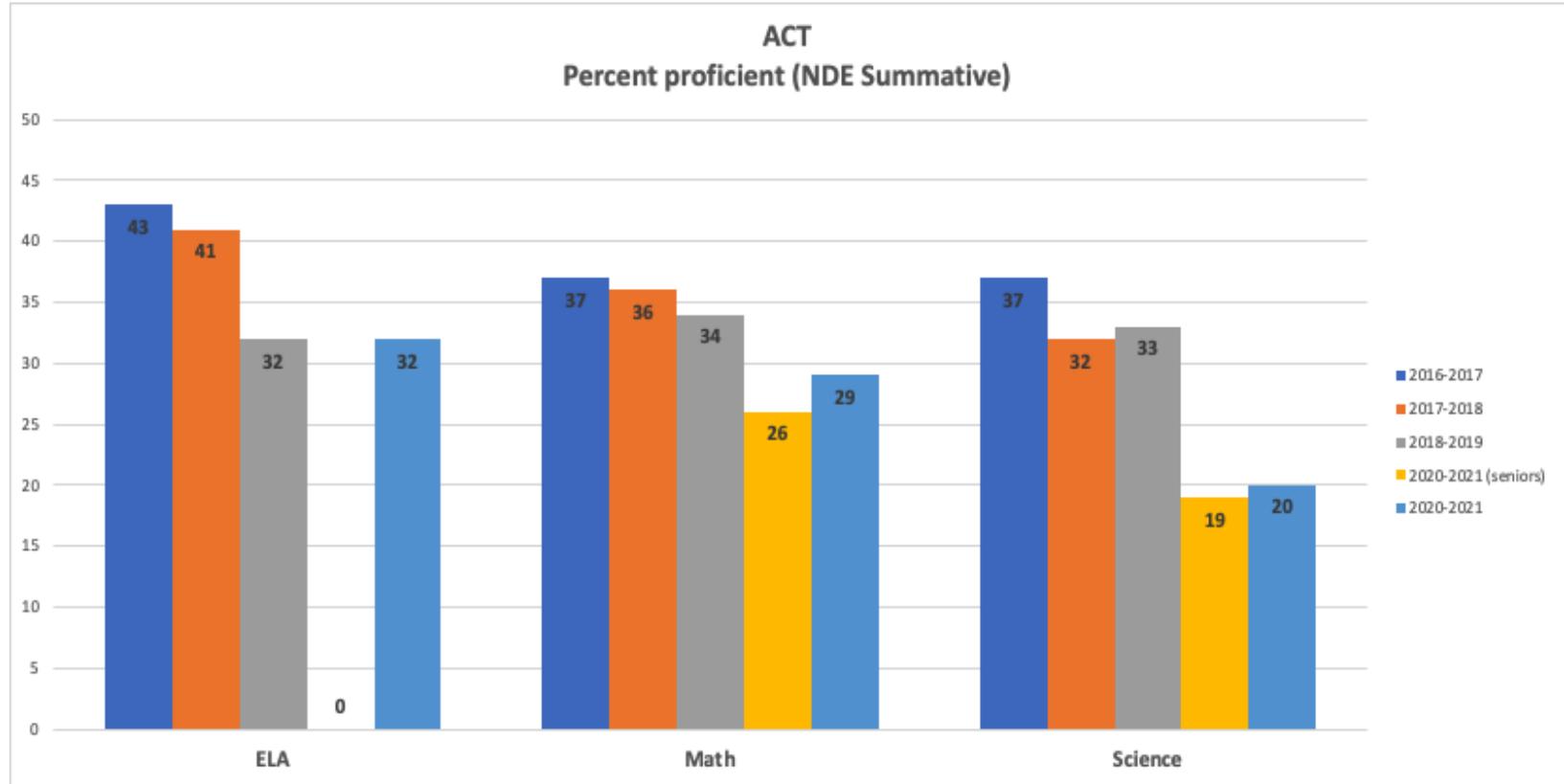
NSCAS Science

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Science										
5th grade										
State					72%	73%	74%	72%	69%	69%
District	x	x	52%	39%	42%	49%	48%	48%	47%	47%
Bryan			63%	45%	54%	63%	77%	67%	77%	62%
Morton			37%	30%	41%	34%				
Pershing			50%	35%	37%	50%	41%	43%	38%	42%
Sandoz			73%	51%	38%	46%				
8th grade										
State					70%	70%	68%	68%	66%	63%
District	x	x	45%	42%	50%	54%	43%	49%	41%	32%

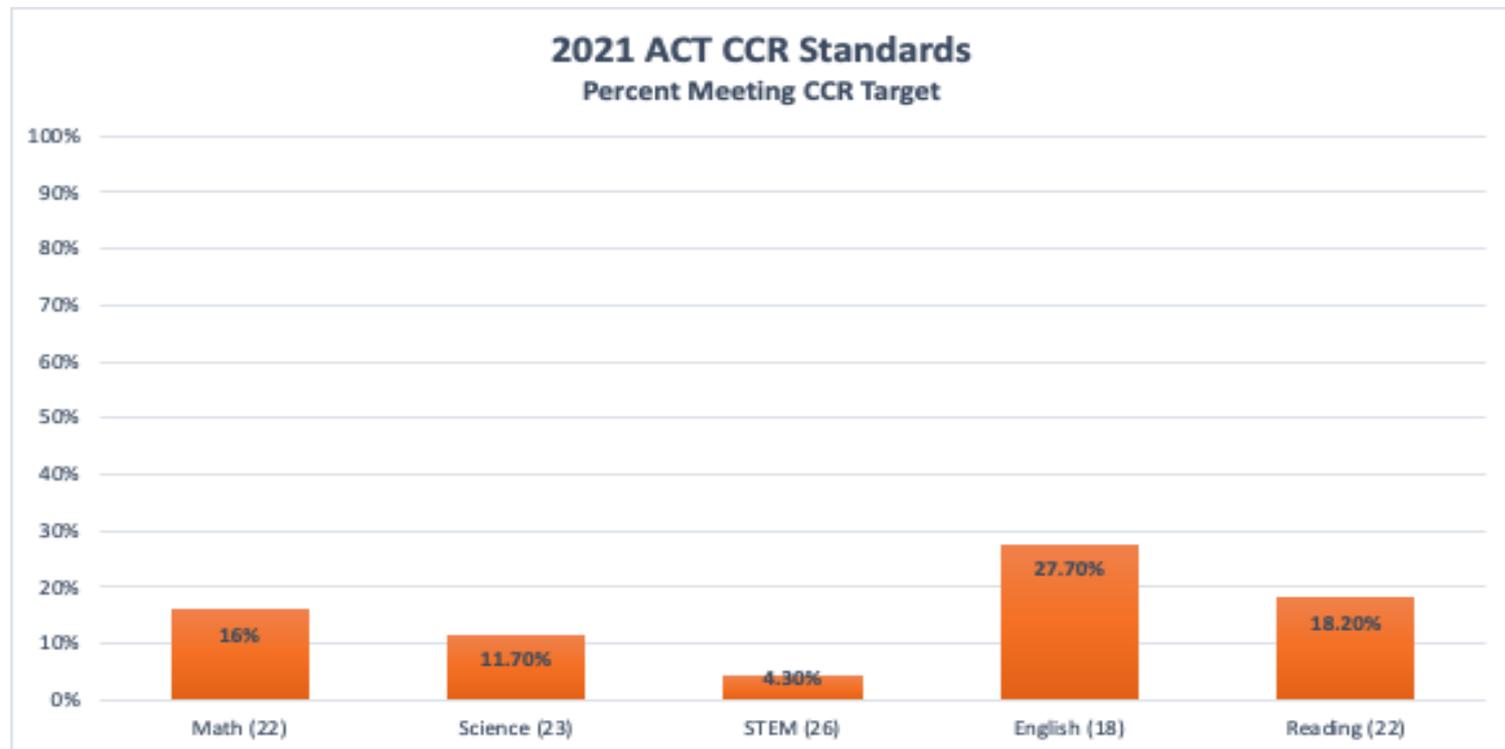
ACT



ACT



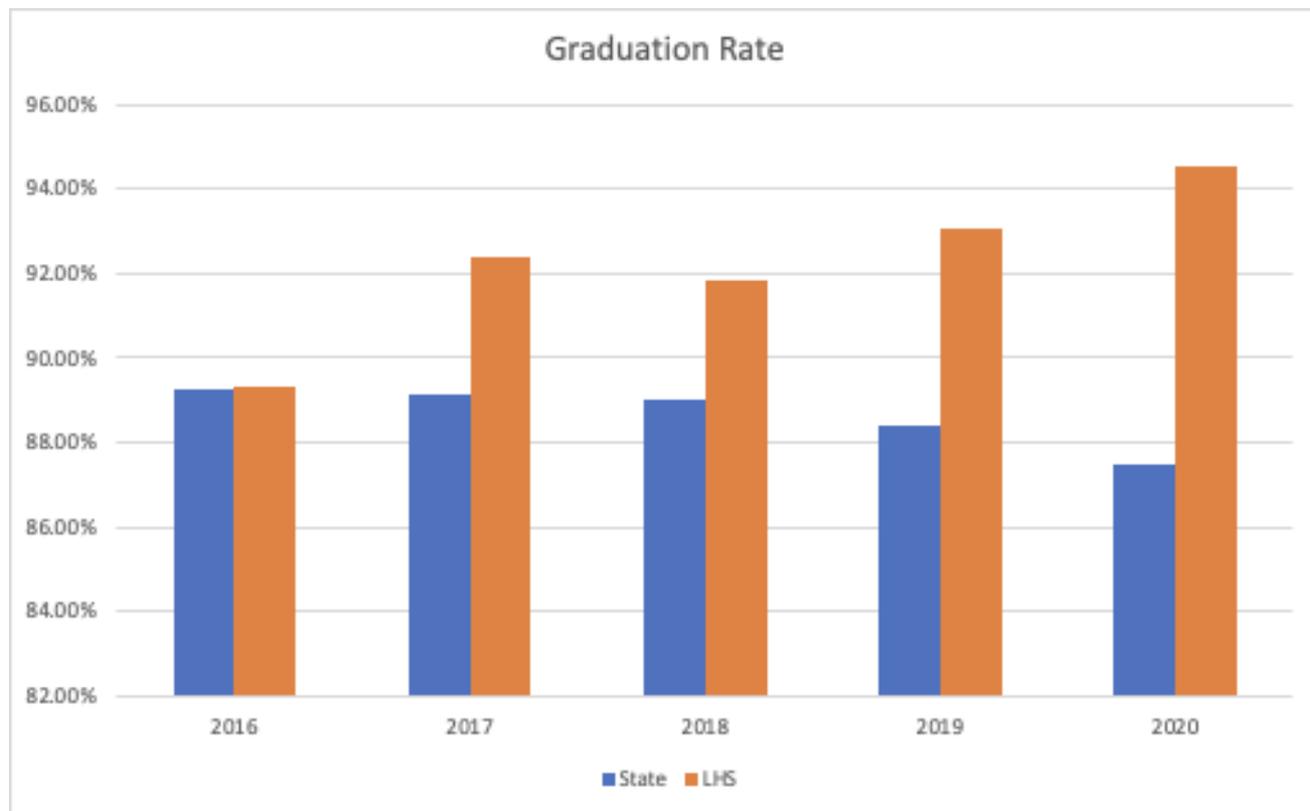
ACT



ELPA

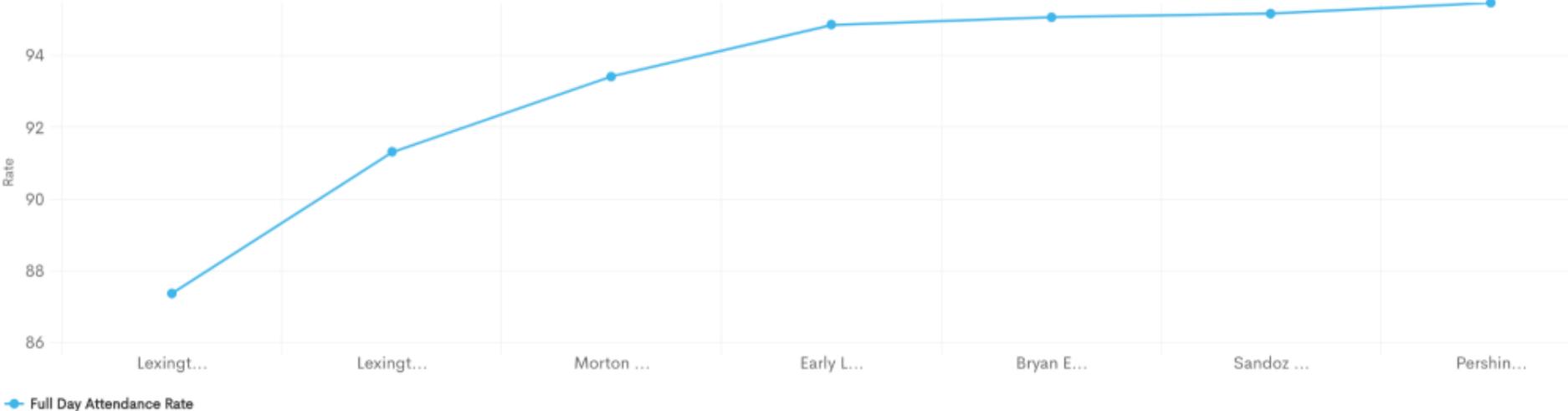
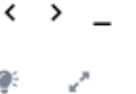
	2017	2018	2019	2020	2021
Kinder	2%	6%	5%	6%	3%
1st	8%	13%	18%	16%	12%
2nd	22%	25%	31%	20%	19%
3rd	12%	15%	14%	13%	18%
4th	26%	28%	24%	18%	12%
5th	5%	7%	12%	9%	1%
6th	2%	1%	7%	6%	6%
7th	7%	2%	5%	2%	0%
8th	0%	2%	0%	6%	0%
9th	0%	0%	0%	1%	0%
10th	0%	5%	0%	4%	3%
11th	2%	0%	4%	6%	9%
12th	0%		3%	4%	0%

Graduation



By School

By School



By School Insights

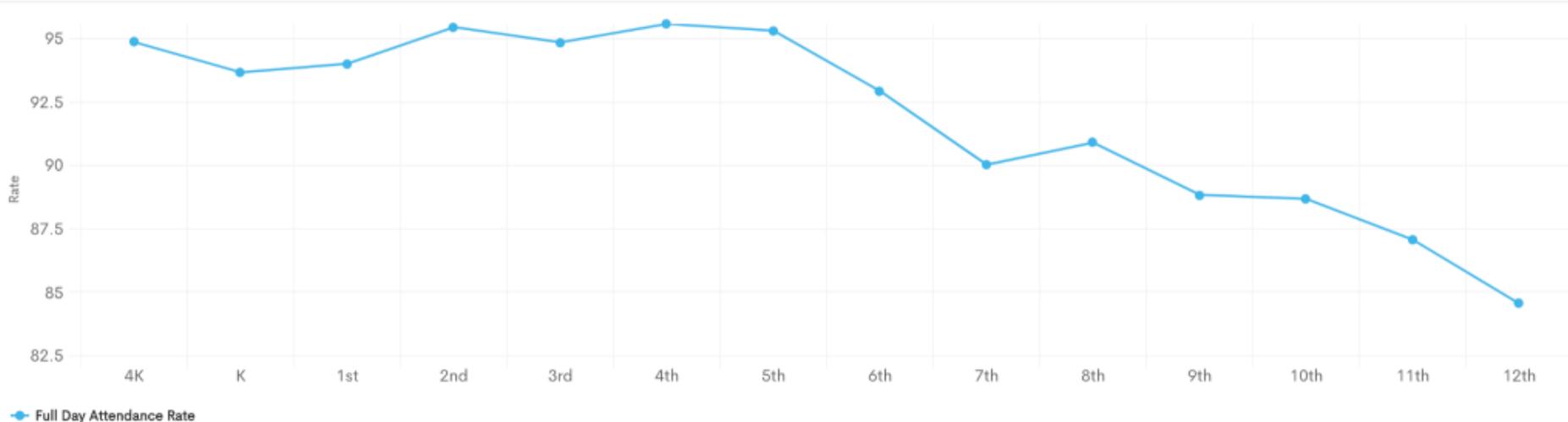
Full Day Attendance Rate

The average attendance rate is 93.23%. Lexington High School has the lowest rate of 87.36%, while Pershing Elementary has the highest rate of 95.46%.

By Grade



By Grade



By Grade Insights

Full Day Attendance Rate

The **average attendance rate** is **91.89%** . **12th** has the **lowest rate** of **84.53%** , while **4th** has the **highest rate** of **95.56%**

By Month

< > _ X

By Month

☀ ↗ ⋮



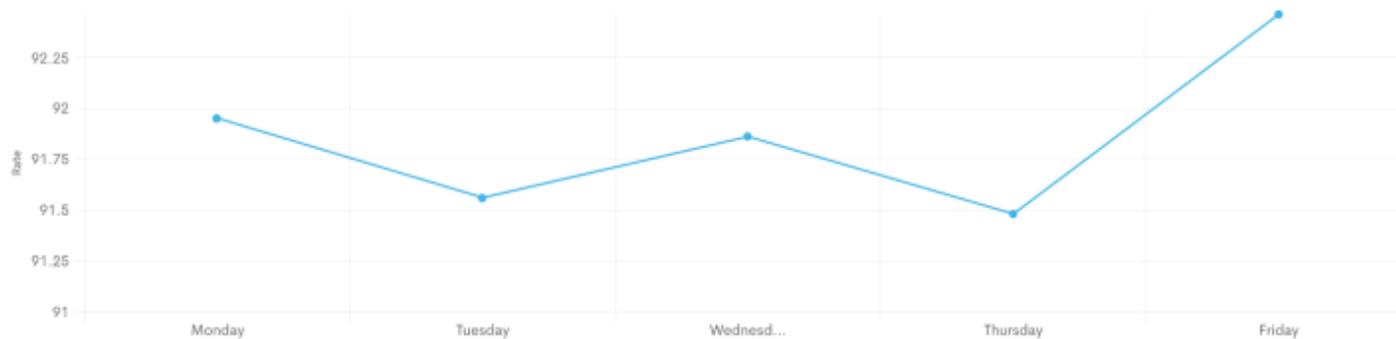
● Full Day Attendance Rate

By Weekday

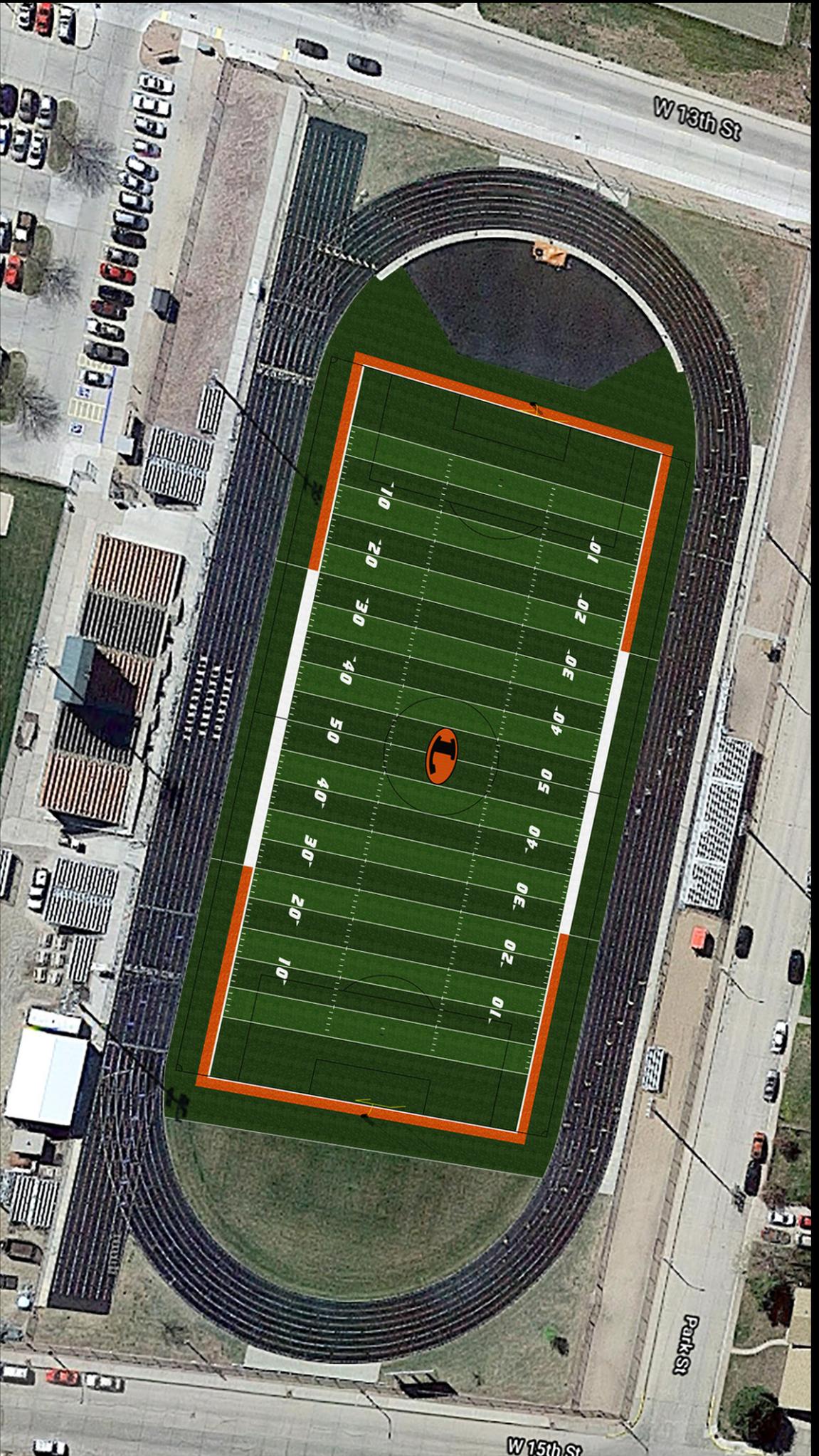
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By Weekday

☀ ↗ ⋮



● Full Day Attendance Rate



LEXINGTON HIGH SCHOOL
NEW RAMTURF MULTIPURPOSE FIELD



Novel Coronavirus: Schools Guidance

Updated July 7, 2021

Purpose of Guidance:

The purpose of this document is to provide guidance for schools in Nebraska. These recommendations are intended for school staff and administrators responsible for educating school-aged individuals.

Guidance:

For school aged individuals who have had close contact with a person(s) whom has developed or during the 48 hours prior to the person developing one or more of the following symptoms: sudden onset of cough, sudden onset of shortness of breath or sudden loss of taste or smell; or whom has developed or during the 48 hours prior to the person developing two or more of the following symptoms: a fever of 100.4 or above, chills, muscle aches, headache, sore throat, nausea or vomiting, diarrhea or fatigue or with a person whom has tested positive for COVID-19 whichever event occurs earlier, may meet the following conditions in lieu of quarantine:

- Self-monitor daily for fever or other symptom (listed above) development for 14 days and have NO symptom development.

If symptom development occurs within the 14 day self-monitoring need to follow isolation guidance.

Isolation shall continue until:

- At least ten (10) days* have passed since onset of symptoms AND
 - Symptoms have improved AND
 - The isolated individual has been fever-free for at least 24 hours without the use of fever reducing medication
- *For patients with severe illness or are severely immunocompromised, this length of time may need to be extended. Please consult your health care provider or local health department for further guidance on these situations.

For individuals who tested positive for COVID-19 and do NOT have symptoms may discontinue isolation under the following conditions:

- At least ten (10) days have passed since the date of their 1st positive test AND
- Have had no symptom development AND
- For 3 days following discontinuation of isolation, these people must continue to limit contact and when possible wear a face covering.

For the latest school operations guidance, please visit the Nebraska Department of Education's website here: <https://www.education.ne.gov/>

School Aged Individuals Self-Monitoring and Quarantine and Isolation Directions FAQs

Updated July 7, 2021

Q: If my school-aged individual is in extracurricular activities but has been exposed, can they participate in those extracurricular activities?

A: Yes, the school aged individual may participate in extracurricular activities as long as they are following the self-monitoring requirements.

Q: If my school-aged individual has a part-time job but has been exposed, can they still attend work?

A: Yes, the school aged individual may attend work as long as they are following the self-monitoring requirements. All worksite policies (including healthcare workers) need to be followed by the exposed individual including notifying the worksite of the exposure.

Q: Does my child need to wear a mask at outdoor recess?

A: No, the risk of transmission of SARS-CoV-2 in an outdoor setting is low.



https://kearneyhub.com/news/local/kearney-public-implementing-color-coded-alerts-for-back-to-school-masks-optional-no-remote-learning/article_39851572-e406-11eb-8fb8-3b43203344ea.html

Kearney Public implementing color-coded alerts for back to school; masks optional, no remote learning

Jul 13, 2021

KEARNEY — Masks will be optional for Kearney Public Schools students, and remote learning will be discontinued, as fall classes resume in about a month.

Thousands responded to the KPS' Return to School survey in late June, and on Tuesday, KPS Superintendent Kent Edwards said a new system will be used for health risk alerts. Rather than moving a needle to indicate the level of COVID-19 threat that exists, the alerts will be color-coded.

“We will begin the year in the ‘green’ operational zone and we will update patrons using our district website. This year’s risk dial will not have a ‘needle’ within the zone, rather we will illuminate the operational zone indicating our status and communicate with stakeholders if we move from one zone to another including the rationale for the change.”

KPS administrators reviewed nearly 1,000 responses on the survey, with more than 90% of respondents indicating they were pleased with how the district handled COVID-19 in the schools. Other restrictions for the start of the 2021 school year are:

- Masks/face coverings for students and staff will be optional. Anyone requesting a face covering will have one provided, but face coverings are not a requirement.
- Visitors will be allowed to enter buildings throughout the school day without temperature checks. Visitors must report to the main office upon entry to engage in school business.
- Temperature checks will not be required for staff or students. If a student is ill they must contact the front office, while staff must report their illness to the principal. No quarantine or isolation periods will be required for siblings or close contacts in the green zone. Individuals who are ill should not report back to school until they are symptom-free for 24 hours.
- Handwashing schedules in the elementary will be maintained and regular handwashing will be encouraged in grades 6-12.
- There are no restrictions on event attendance and no requirements at events. Attendees are expected to socially distance when possible.
- Educational services will be provided on school campuses with in-person instruction. Remote attendance/learning will not be provided.
- Vaccinations will be offered and scheduled through the Two Rivers Public Health Department for those who are interested.

If the health situation changes, Edwards said KPS is prepared to move to more restrictive measures, and will continue to communicate with the health department through the school year.

“We look forward to a successful and “more normal” 2021-2022 school year with your children,” Edwards said.

https://omaha.com/news/local/education/masks-will-be-optional-at-papillion-la-vista-schools-this-year/article_2c752054-e373-11eb-b321-03a050e5ec0e.html

Masks will be optional at Papillion La Vista schools this year

Joe Dejka
Jul 12, 2021

CDC gives updated school guidance for fall

Vaccinated teachers and students don't need to wear masks inside school buildings, the Centers for Disease Control and Prevention said Friday in relaxing its COVID-19 guidelines. The changes come amid a national vaccination campaign in which children as young as 12 are eligible to get shots, as well as a general decline in COVID-19 hospitalizations and deaths.

The Papillion La Vista Community Schools will not require students, teachers or staff to wear masks next school year, officials announced Monday.

Masks will be optional at all grade levels under the district's back-to-school plan.

"This is our plan as of today," board President Brian Lodes said. "We will continue to monitor and make adjustments as needed."

The district's first day of school is Aug. 12 for some grades.



Should Nebraska schoolkids learn 1776 or 1619 as the nation's birthday?

Joe Dejka

The plan is based on lessons learned last school year, consultation with the Sarpy-Cass Health Department and a favorable experience in this year's summer school, officials said.

No COVID-19 cases have been reported to the district among about 1,000 athletes and students using school facilities this summer, spokeswoman Annette Eyman said.

At the middle and high schools, there will be no social distancing required in the cafeteria or classrooms, Eyman said. That's because students in those grade levels are eligible for vaccination, she said.



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Elementary students, who are not yet eligible for vaccinations, will be required to stay 3 feet apart during lunch, Eyman said. That will help to accommodate students who need a mask, such as to protect vulnerable family members, but must remove the mask to eat, she said.

The COVID-19 vaccine has not yet been approved for children under age 12. There is speculation that it could be approved in the fall.

Children 12 and older are eligible, and the Centers for Disease Control and Prevention recommends that they get vaccinated.



\$93.8M bond issue aims to upgrade aging Ralston schools, add baseball, softball fields

Joe Dejka

Release of the district's plan comes just days after the CDC issued new guidance for K-12 schools.

The CDC said masks “should be worn” indoors by all people 2 and older who are not fully vaccinated.

“Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic,” the CDC said.

It said that “consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.”



OPS wants parents' input on how the district should spend \$280M in COVID relief money
Emily Nitcher

The CDC recommended that schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk.

When that's not possible, such as when schools cannot fully reopen while maintaining those distances, it is especially important to layer other prevention strategies, such as indoor masking, the CDC said.

Eyman said it's challenging for school officials, parents and community members to sort through differing guidance.

"You've got the CDC, you've got the local health departments, you've got DHHS, you've got the governor," she said.

"You've got all sorts of different sources weighing in, and not everybody's saying the same thing."

With Rubik's Cube art and drones, OPS offers engaging summer school lessons



Emily Nitcher

Millard Public Schools officials announced in May they are planning a “full reopening” with masks optional.

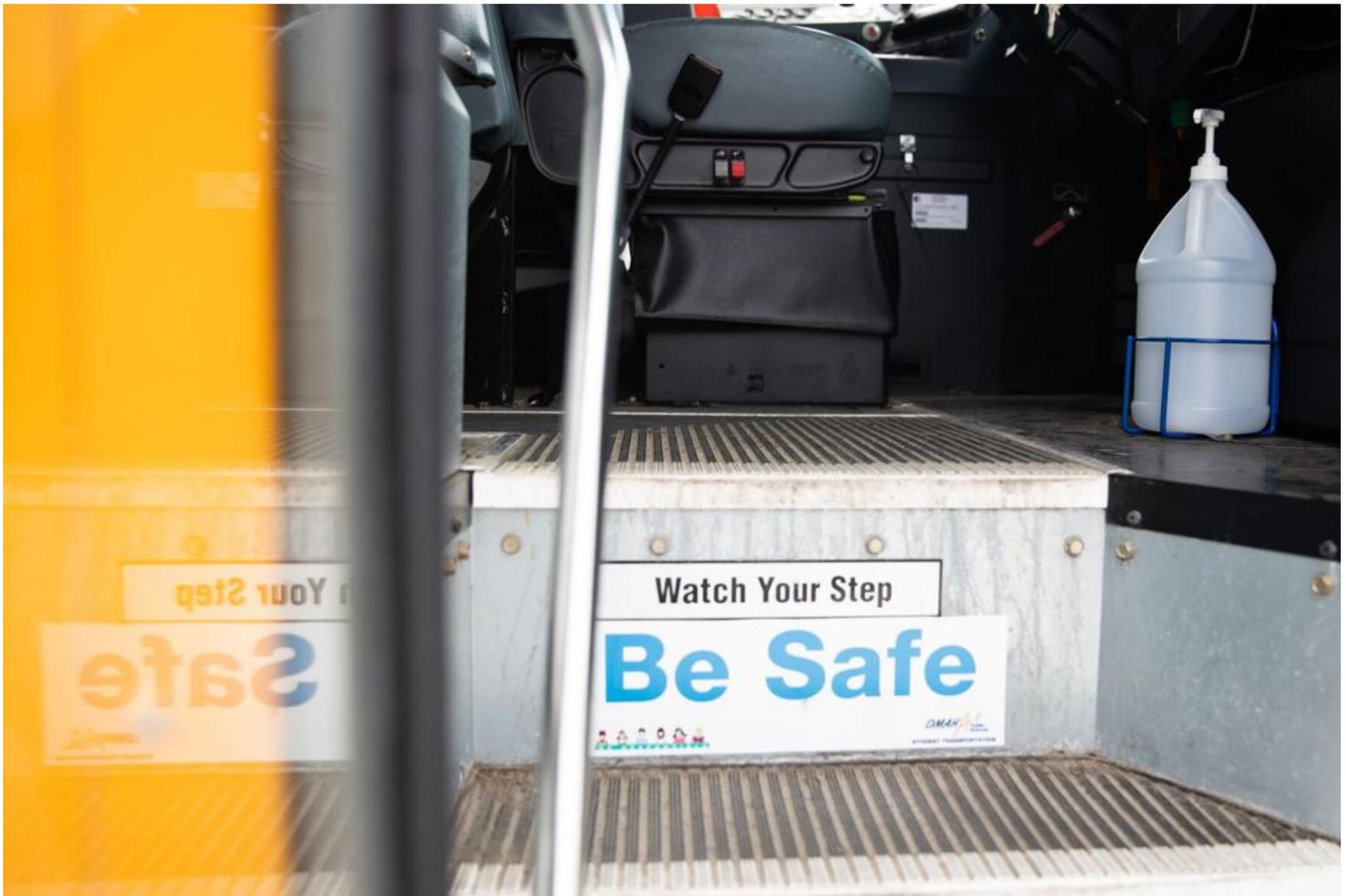
The Omaha Public Schools have not announced their back-to-school plan.

Photos: Looking back at how Nebraska reopened schools amid the pandemic



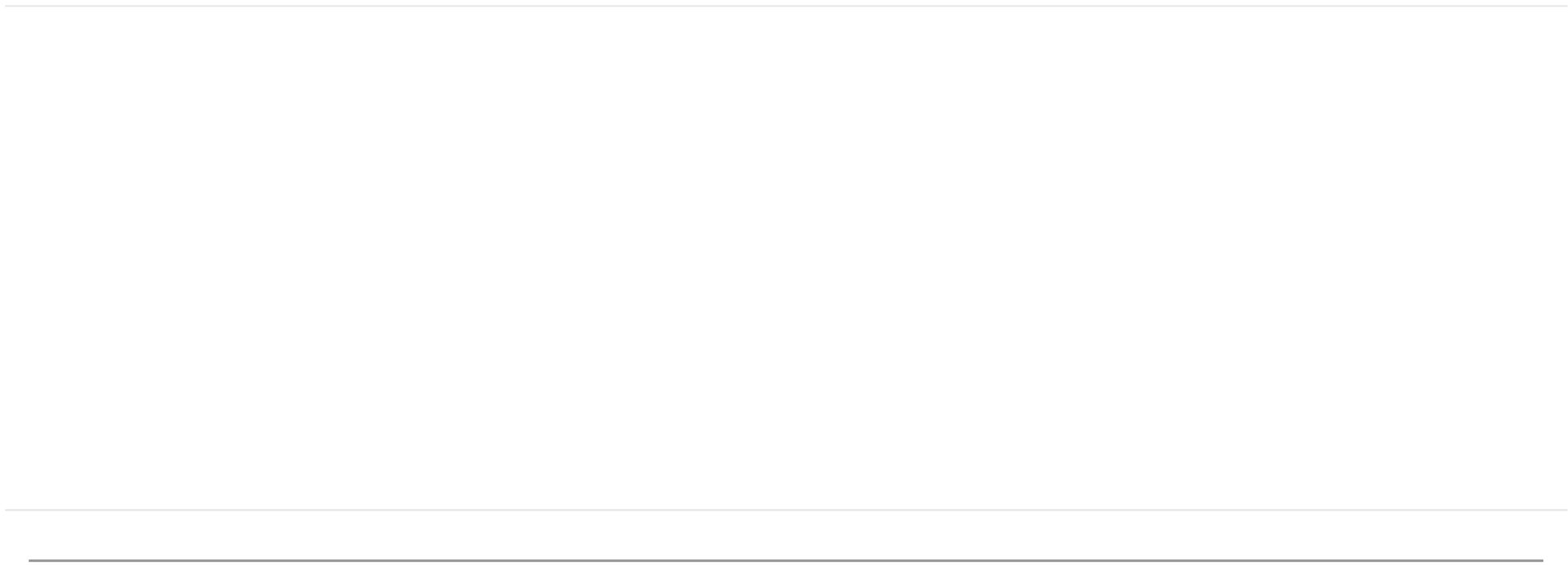
Stickers on seats will remind students to sit separately on buses at Norris Middle School in Omaha on Wednesday, July 29, 2020. Omaha Public Schools students are expected to return to the classroom on August 11 or 13, depending on last name, as the novel coronavirus pandemic continues.

Anna Reed



Buses will have hand sanitizer available at the door for drivers and students at Norris Middle School in Omaha on Wednesday, July 29, 2020. Omaha Public Schools students are expected to return to the classroom on August 11 or 13, depending on last name, as the novel coronavirus pandemic continues.

ANNA REED/THE WORLD-HERALD





Signage on best health practices are posted at Norris Middle School in Omaha on Wednesday, July 29, 2020. Omaha Public Schools students are expected to return to the classroom on August 11 or 13, depending on last name, as the novel coronavirus pandemic continues.

ANNA REED/THE WORLD-HERALD



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ANNA REED/THE WORLD-HERALD



Bruce Jones, right, a middle school teacher, and his husband, Taylor Frank carry signs during a demonstration by Omaha-metro educators demanding a mask mandate before returning to classrooms at Memorial Park in Omaha front yard on Monday, August 3, 2020.

ANNA REED/THE WORLD-HERALD



Health Conditions



#OpenResponsibly

OPS Zip Codes by Percent Positive Rate for the Weeks Ending 8/18/20, 8/29/20

ZIP	County	OPS ZIP	Students	Enrolled	Week Ending Percent Positive			Notes
					8/18/20	8/29/20	9/5/20	
68104	Douglas	07%	2	0	0%	0%	0%	
68102	Douglas	07%	93	0	0%	0%	0%	
68104	Douglas	07%	6,307	6,128	10.3%	7.7%	7.8%	
68101	Douglas	07%	2,874	2,288	10.3%	8.3%	7.8%	
68108	Douglas	07%	1,884	1,208	7.7%	6.7%	7.8%	
68107	Douglas	07%	7,028	7,000	10.3%	11.7%	10.8%	
68104	Douglas	07%	2,801	2,100	10.3%	8.4%	10.3%	
68110	Douglas	07%	1,908	1,540	9.2%	12.7%	7.7%	
68111	Douglas	07%	7,000	6,240	10.3%	10.7%	10.8%	
68112	Douglas	07%	1,771	1,440	10.3%	7.3%	7.7%	
68114	Douglas	07%	904	0	0%	8.4%	7.7%	
68106	Douglas	07%	2,291	1,170	10.3%	10.4%	7.8%	
68113	Douglas	07%	1,884	1,000	7.7%	10.4%	10.3%	
68114	Douglas	07%	6,242	0	0%	10.3%	10.3%	
68117	Douglas	07%	60	0	0%	10.3%	8.4%	
68115	Douglas	07%	1,471	1,221	7.7%	7.8%	7.7%	
68116	Douglas	07%	1,210	670	7.7%	7.8%	7.7%	
68118	Douglas	07%	6,401	5,000	8.4%	10.4%	7.8%	
68119	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68120	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68121	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68122	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68123	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68124	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68125	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68126	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68127	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68128	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68129	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68130	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68131	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68132	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68133	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68134	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68135	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68136	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68137	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68138	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68139	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68140	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68141	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68142	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68143	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68144	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68145	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68146	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68147	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68148	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68149	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68150	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68151	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68152	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68153	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68154	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68155	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68156	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68157	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68158	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68159	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68160	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68161	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68162	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68163	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68164	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68165	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68166	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68167	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68168	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68169	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68170	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68171	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68172	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68173	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68174	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68175	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68176	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68177	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68178	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68179	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68180	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68181	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68182	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68183	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68184	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68185	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68186	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68187	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68188	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68189	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68190	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68191	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68192	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68193	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68194	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68195	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68196	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68197	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68198	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68199	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	
68100	Douglas	07%	1,100	700	7.7%	7.8%	7.7%	

- Zip codes listed correspond with district boundaries
- **Students:** Currently enrolled students who *live* in that zip code
- **Enrolled:** Currently enrolled students who *attend* a school in that zip code
- **County-wide percent positive:**
 - 8/22 - 9%
 - 8/29 - 10.8%
 - 9/5 - 9.6%

Data source: Douglas County Health Department



A man gets a closer look at zip code statistics related to COVID-19 during a special Omaha Public Schools school board meeting at the TAC Building in Omaha on Tuesday, September 08, 2020.

ANNA REED/THE WORLD-HERALD



Students arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD



Students arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

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Students and staff arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD





Superintendent Dr. Cheryl Logan speaks as students arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD



**Welcome to Your
Omaha Public School.**

We appreciate your visit!

*For the safety and security of our students
and staff, we require that all visitors report
immediately to the main office.*

*Failure to immediately report to the main office
is a violation of Nebraska Criminal Law.*

Manufactured by Omaha Public Schools
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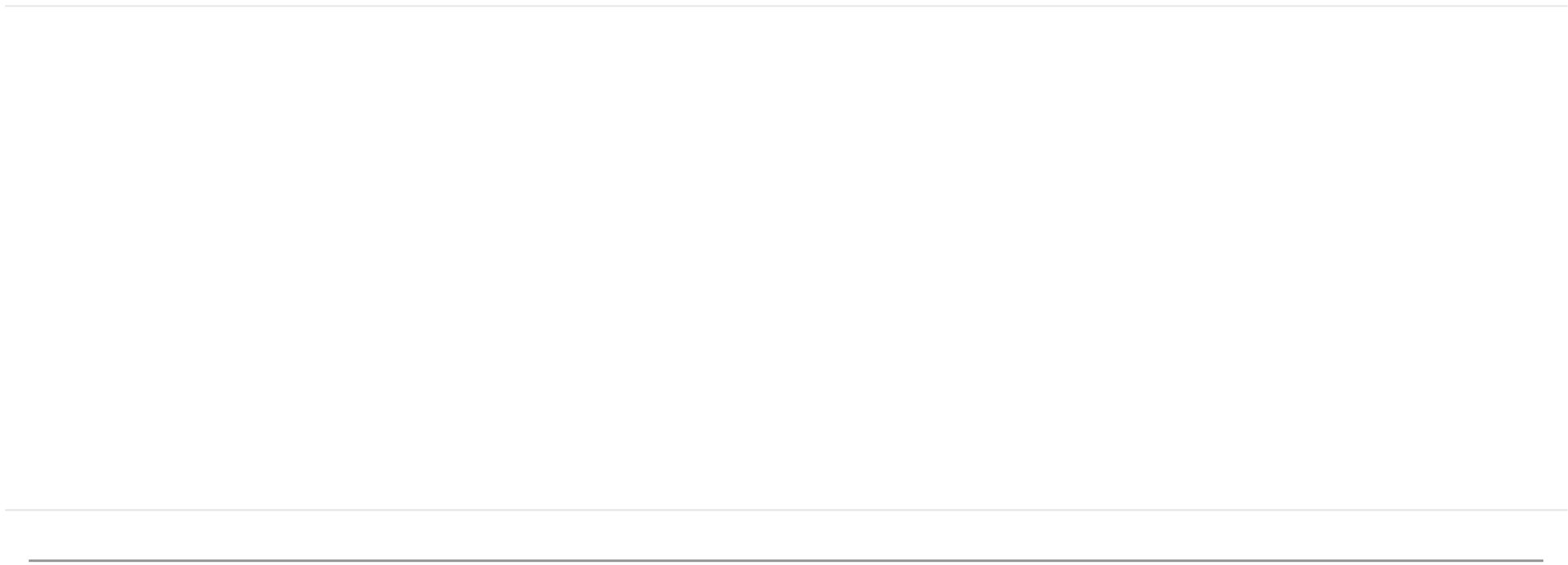
No Weapons

Nebraska Law: 28A-207 through 28A-207.1 - No Concealed
Handgun Permit: No concealed carrying a concealed handgun
on school property.



The first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD





Marian senior Amal Imran tries on her graduation gown at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD



Guidance counselor Anna Sully-Sparwasser helps Marian senior Amal Imran put on her graduation cap at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD





Michelle Delisi, right, hands out graduation information and caps and gowns at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD



Guidance counselor Anna Sully-Sparwasser helps Marian senior Amal Imran put on her graduation cap at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD

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