

MINUTES
BOARD OF EDUCATION

July 8, 2019

6:30 PM

President Dave Zimmerman called the meeting to order at 6:30 PM with the following members in attendance:

I. Call Meeting to Order

A. Roll Call

B. Attendance

C. Notice of Nebraska Open Meetings Act Posted

D. Strategic Planning Work Session - Nebraska Association of School Boards

II. Adjournment

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

Notice of Special Meeting
July 8, 2019, at 6:30 p.m.
Southern School District #1

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on July 8, 2019, at 6:30 p.m. at Southern Jr./Sr. High School commons in Wymore. A current agenda is also available at the office of the Superintendent.

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

Southern Elementary School
Southern Jr./Sr. High School
U.S. Post Office in Wymore

- I. Call Meeting to Order
 - A. Roll Call
 - B. Notice of Open Meeting Law Posted
 - C. Strategic Planning Work Session – Nebraska Association of School Boards
- II. Adjournment

The next Regular Board meeting is scheduled for 7:30 p.m., July 8, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

NEBRASKA OPEN MEETINGS ACT

§ 84-1407. ACT, HOW CITED

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

§ 84-1408. DECLARATION OF INTENT; MEETINGS OPEN TO PUBLIC

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

§ 84-1409. TERMS, DEFINED

For purposes of the Open Meetings Act, unless the context otherwise requires:

(1) (a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and (b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

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

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

§ 84-1410. CLOSED SESSION; WHEN; PURPOSE; REASONS LISTED; PROCEDURE; RIGHT TO CHALLENGE; PROHIBITED ACTS; CHANCE MEETINGS, CONVENTIONS, OR WORKSHOPS

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as: (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; (b) Discussion regarding deployment of security personnel or devices; (c) Investigative proceedings regarding allegations of criminal misconduct; (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

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

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

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

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

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

§ 84-1411. MEETINGS OF PUBLIC BODY; NOTICE; CONTENTS; WHEN AVAILABLE; RIGHT TO MODIFY; DUTIES CONCERNING NOTICE; VIDEOCONFERENCING OR TELEPHONE CONFERENCING AUTHORIZED; EMERGENCY MEETING WITHOUT NOTICE; APPEARANCE BEFORE PUBLIC BODY

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if: (a) Reasonable advance publicized notice is given; (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used; (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference; (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference; and (e) No more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by means of videoconferencing or telephone conference.

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

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if: (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county; (b) Reasonable advance publicized notice is given which identifies each telephone conference location at which an educational service unit board member, a council member, a member of a community college board of governors, a member of the governing body of a public power

district, a member of the governing body of a public power and irrigation district, a member of the Nebraska Brand Committee, or a member of the entity's or pool's governing body will be present; (c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience; (d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used; (e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call; (f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice; (g) The telephone conference call lasts no more than two hours; and (h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that a governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing.

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

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

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

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

§ 84-1412. MEETINGS OF PUBLIC BODY; RIGHTS OF PUBLIC; PUBLIC BODY; POWERS AND DUTIES

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

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

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

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

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

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if: (a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction; (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience; (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance; (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state; (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; (f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and (g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

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

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

§ 84-1413. MEETINGS; MINUTES; ROLL CALL VOTE; SECRET BALLOT; WHEN

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

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

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

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

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

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

§ 84-1414. UNLAWFUL ACTION BY PUBLIC BODY; DECLARED VOID OR VOIDABLE BY DISTRICT COURT; WHEN; DUTY TO ENFORCE OPEN MEETING LAWS; CITIZEN'S SUIT; PROCEDURE; VIOLATIONS; PENALTIES

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

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

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

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

UPDATED EFFECTIVE MAY 2017



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SOUTHERN PUBLIC SCHOOLS

STRATEGIC PLAN PROPOSAL

Presented by:
Nebraska Association of School Boards

Strategic Planning Proposal for Southern Public Schools



Board of Education

Angela Meyer
Carol Pralle
Emily Shockley
David Zimmerman
Jim Zvolanek

Superintendent

Chris Prosocki

Presented by the Nebraska Association of School Boards

Marcia Herring, Director of Board Leadership
Kori Stanoscheck, Board Leadership Engagement Associate
Melissa Lusk, Board Leadership Development Associate

February 13, 2019

To the Southern Public Schools Superintendent and Board of Education,

We appreciate the opportunity to share the NASB Strategic Plan Proposal with the Southern Administrators and Board of Education. The NASB Board Leadership Department is pleased to provide a multitude of programs and services to our members, including the following strategic planning process.

The Association adopted protocol and procedures are characteristic of a comprehensive planning process. The proposal outlines the scope and sequence that includes engagement of both internal and external stakeholders through one-to-one interviews, online surveys, and purposeful focus group discussion. The process ensures open and continuous communication with our staff, but also a strategic plan design that will meet the vision and expectations of administration and board of education.

The team at NASB would value the opportunity to work with the Southern School District through this most important endeavor. As the Director of the Leadership Department, I will serve as the lead facilitator with assistance from Kori Stanosheck, NASB Engagement Associate, and Melissa Lusk, NASB Development Associate.

Once again, thank you for allowing us to present a proposal. I look forward to the opportunity to discuss and address questions and points of clarification as needed. Please feel free to contact me at 402-817-0296 at your convenience.

Respectfully submitted,

Marcia R. Herring

Marcia R. Herring, Director of Board Leadership

Nebraska Association of School Boards

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Need for Strategic Planning

For many school districts, the purpose for engaging in strategic planning begins with the belief that a school district's primary mission is the education of students and all actions and decisions are dedicated to improving educational outcomes. Experienced educators also understand that, although the district is accomplished, the bar must be raised to ensure improvement and growth of learning for all students. This commendable goal is quite often tempered by the certainty that most school districts are challenged with needs that exceed access to adequate resources and meeting the expectations of stakeholders to be more efficient and accountable with the investment of resources.

NASB Strategic Planning

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. As recent as 2014, district leaders requested that we expand community engagement to include a comprehensive strategic planning process. Since that time, NASB has facilitated strategic planning for more than 25 school districts ranging from Class A to Class D (see Appendix IV for testimonials).

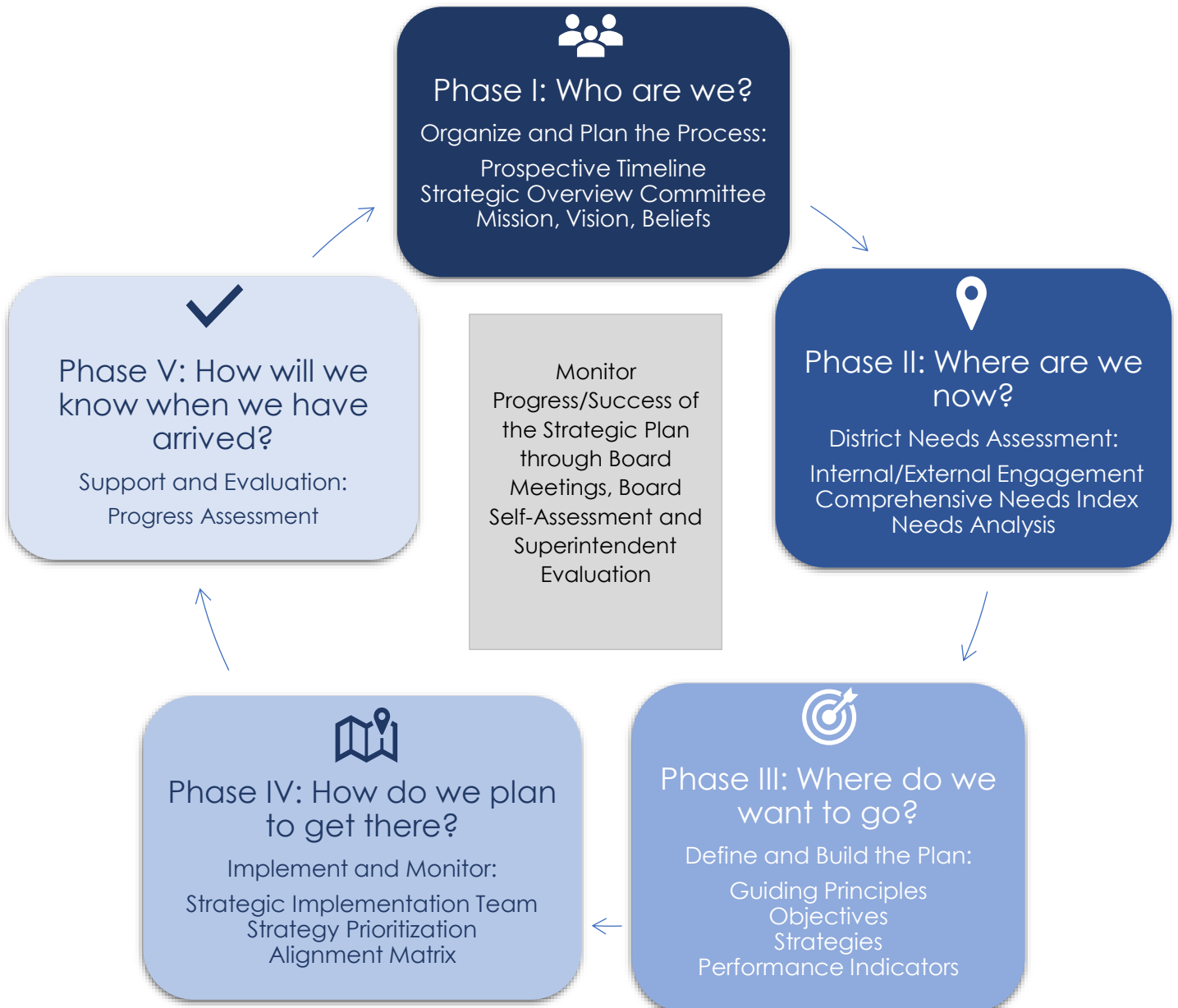
NASB strategic planning ensures that common purpose and values are established for the school through the strategic direction for the next three to five years. The strategic plan is expressed through guiding principles, objectives, and strategies, and is a critical component that ensures stakeholders the district is operating strategically and planning for the future and success.

The NASB Strategic Planning Process:

- Validates the mission, vision, and beliefs of the district
- Informs through internal and external engagement
- Produces qualitative and quantitative data to identify needs
- Empowers the district leadership team to prioritize and focus on target areas
- Enables the district to allocate and align resources to address priorities
- Provides a mechanism for the board to monitor and assess the progress and success of learning

NASB Strategic Planning Model

The NASB approach to strategic planning utilizes tested methods for guiding schools through this important process. We modify our methodology to align to the vision and expectations of the process as defined by the **District Leadership Team** (see Appendix VI for Glossary) and Board of Education. The process is designed to meet two, central goals: the collection of high-quality data necessary for the creation of prioritized strategies and to engage stakeholders' perspective, ideas, and suggestions for growing education.



PHASE I



Who are we?

Organize and Plan the Process:

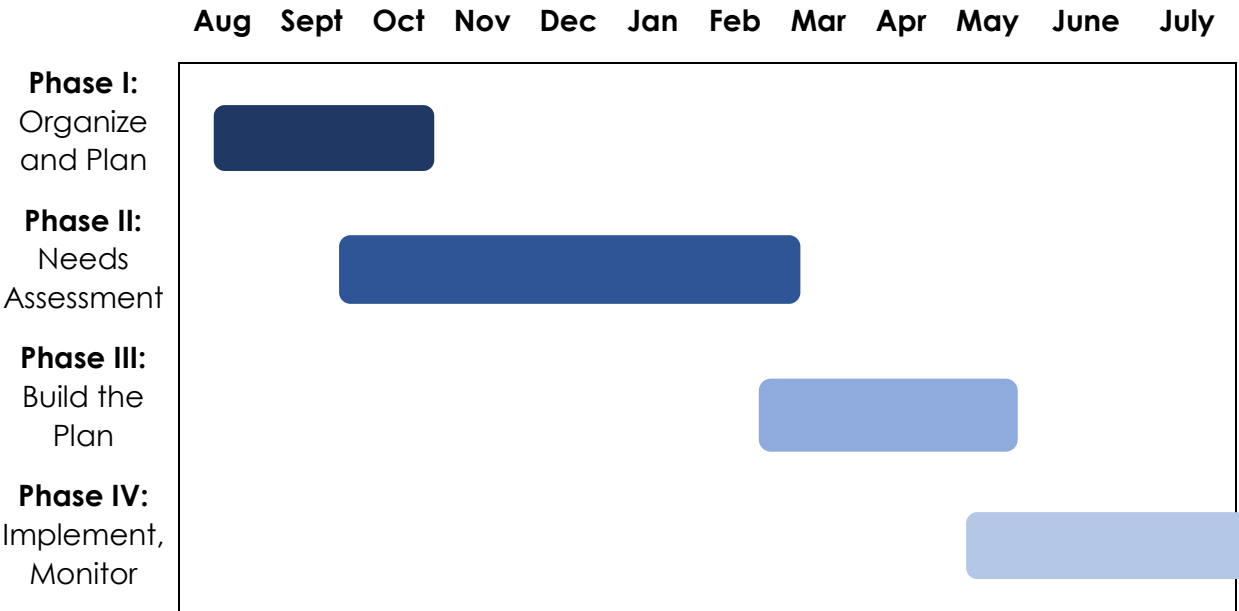
Prospective Timeline | Strategic Overview Committee | Mission, Vision, Beliefs

Organize and Plan the Process

Embarking on an effective strategic plan begins with organizing a timeline to establish a unified vision and expectations amongst stakeholders regarding how the process will unfold. This phase provides the district an opportunity to identify internal and external stakeholders that contribute to the community and district's identity. Once identified, the stakeholders are extended an invitation take part in the strategic planning process.

PROSPECTIVE TIMELINE

While each district's timeline is unique, dependent upon the varying schedule and the timeframe by which the strategic planning process is initiated, the general outline and respective expenses are depicted in the diagram below. The Association will work diligently with the district to create a cost-effective and timely schedule to meet the needs of the district. For a more detailed timeline, see Appendix I.



Phase V:
Follow Up
Evaluation

2-3 Years After Implementation

The Strategic Overview Committee

The most diverse and instrumental group to the creation of a purposeful and effective strategic plan is the development of the Strategic Overview Committee (SOC). The committee represents a cross-section of both internal and external stakeholders. This committee will be tasked with:

- Reviewing and providing feedback regarding the district mission, vision, and beliefs.
- Engaging in purposeful discussion pertaining to the:
 - Strengths of the district
 - Needs of the district
 - Opportunities for growth in the district
 - Barriers that may potentially prevent achievement of the goals in the district

Identification of the SOC Members

The creation of the SOC shall be initiated by the board and administration. In accordance with the guidelines defined throughout this proposal, the Association recommends that the committee encompasses the following essential stakeholders including, but not limited to:

- Superintendent
- Members of the Board of Education
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Students
- Other

The membership of this committee will ensure greater participation, provide a diversity of perspectives, lessen the work load of individual team members, and contributes to the success of the strategic plan process.

Mission, Vision, Beliefs

Before assessing district needs, NASB engages the SOC committee on a review of mission, vision, and beliefs (see Appendix III for a description of engagement methods). By revisiting the core of "who we are" at the outset of the process sets the tone for the purpose and direction of all stakeholder engagement and the development of the strategic plan.



Where are we now?

District Needs Assessment:

Internal and External Engagement | Comprehensive Needs Index | Needs Analysis

DISTRICT NEEDS ASSESSMENT AND DATA COLLECTION

The core of a good strategic plan rests on the collection of accurate and relevant data. The **Needs Assessment** is the period of collecting and assessing district needs and challenges, as well as the expectations for the future of the district structured to collaboratively engage internal and external stakeholders while remaining focused on student learning. The Needs Assessment data will:

- provide direction for programs and services that support the system's mission and vision;
- allow staff to determine priorities and allocate limited resources to activities that will have the greatest impact;
- create cohesion through the alignment of goals, strategies, professional development, and desired outcomes;
- enable benchmarking and monitoring of implementation and impact; and
- assist with continuous improvement by helping staff identify change, which instructional and other practices are working, and the strategies associated with the greatest success.

Direct stakeholder data collection provides an objective view of the district that informs the needs, goals, and strategies to be outlined in the plan. Examples of this type of data include, but are not limited to, current school district standards, assessment and achievement data, information about curriculum and instructional models, prior or current strategic plans, school improvement plans, facilities and maintenance master plans, community demographic information, and annual reports.

INTERNAL AND EXTERNAL STAKEHOLDER ENGAGEMENT

Shaping and strengthening the public image of the school district and building a positive working relationship with stakeholders is a requirement in this era of accountability.

Stakeholders are those who may be affected by or have an effect on the mission, vision, goals, and/or policies of the school district (for a list of potential stakeholders to engage in your strategic planning process, see Appendix II). Engaging stakeholders in the strategic planning process aids in:

- Creating transparency
- Demonstrating why key stakeholders should trust and value the school district
- Conveying what is being done to improve and grow student learning
- Providing evidence of how tax dollars are properly invested in education
- Expressing to stakeholders that their input is relevant
- Establishing open lines of communication with stakeholders enables the school district to foster positive relations and interactions moving forward

The Association utilizes a variety of methods to engage stakeholders including focus group discussion, one-to-one interviews, and online surveys. The process is directed and focused so that it does not become simply an opportunity for individuals to air complaints (see Appendix III for details regarding engagement methods).

Our team collects and compiles all responses and feedback from stakeholder engagement and organizes the data into a useful format. Although not all of this data will directly inform the final strategic plan, the responses, organized by stakeholder group and, in the case of staff, organized by building, can be a valuable source of information for administrators.

COMPREHENSIVE NEEDS INDEX

The Comprehensive Needs Index (CNI) is a secondary mechanism by which to identify needs that possibly did not surface in the engagement data and provides an additional lens to confirm, compare, and contrast the identified stakeholder needs in the needs analysis by building level and across the district.

NEEDS ANALYSIS

Together, the CNI and the stakeholder data provide a comprehensive needs analysis to be developed. Once NASB facilitators have completed the data collection, the results are compiled, organized into summaries, and the work of crafting the Needs Analysis will begin. NASB facilitators are responsible for drafting all parts of the Needs Analysis.

This document will provide the board, administration, and other stakeholders with an overview of all significant, emergent themes from the data. Prominent themes from all engagement methods will be included. Once developed, this document is presented to the board and administration before initiating the process of building the strategic plan.



Where do we want to go?

Define and Build the Plan:

Guiding Principles | Objectives | Strategies | Performance Indicators

BUILDING THE STRATEGIC PLAN

Once the Needs Analysis has been reviewed, the creation of the strategic plan begins. Development of the plan is a collaborative process between the SOC, District Leadership and NASB facilitators, which is modified dependent upon the leadership preference of the school district. Building the plan begins with collaborative input to identify **Guiding Principles, Objectives, and Strategies**. Following identification of these components of the plan, the facilitator will organize and draft a preliminary version of the strategic plan that also includes **Performance Indicators**. Once a complete drafted plan has been created, the plan will be presented, made available for modifications, and the final plan will be prepared for adoption by the board. The 3-5-year plan will contain additional elements useful for planning implementation and monitoring. These components include:

- Target Date
- Point Person Responsible
- Program, Level, or Building
- Action Plan
- Funding Status
- Annual Evidence of Progress

Note: For detailed explanations and examples of Guiding Principles, Objectives, Strategies, Performance Indicators and the other components mentioned above, see Appendix VI: Components of the Strategic Plan.

PHASE IV



How do we plan to get there?

Implement and Monitor:

Action Plans | Strategy Prioritization | Alignment Matrix

IMPLEMENT AND MONITOR

A strategic plan, no matter how good it is on paper, is of little value if it is not implemented well. NASB will work closely with District Leadership to put mechanisms in place to ensure the strategic plan is implemented in a realistic and meaningful way; often this means creating action plans inclusive of specific tasks and goals at the building or classroom-level.

Even where a well-crafted strategic plan has been properly implemented, it can be difficult to gauge success. Therefore, NASB recommends that the district leadership adopt the **Strategic Implementation Team (SIT)** Process to ensure that administration and staff effectively implement and assess progress and/or success of the Strategy/Performance Indicator(s)/Action Plan.

+ Strategy Prioritization

Upon adopting the comprehensive strategic plan, districts can become overwhelmed with strategizing an effective implementation process. The Association provides a process by which to engage internal stakeholders to prioritize the strategies within the plan according to impact and urgency. The prioritization feedback is processed and graphed, providing direction to administration as to which areas of the plan are considered most impactful and/or extremely urgent.

+ Indicates an optional component of the NASB Strategic Planning Process.

+ Alignment Matrix

The Association recognizes that each district has significant responsibilities and commitments to improvement and student learning. The alignment matrix is designed to assist the district in this capacity by cross-referencing the components of the strategic plan with AQuESTT and Nebraska Framework/AdvancEd standards or tenets. In doing so, this matrix saves administration time while also indicating the level of connection the strategic plan has in supporting districtwide improvement.

+ Indicates an optional component of the NASB Strategic Planning Process.

PHASE V



How do we know when we have arrived?

Support and Evaluation:
Progress Assessment

SUPPORT AND EVALUATION

Ongoing support from the Board Leadership Team will continue after the board has officially adopted the plan. At the district-level, consistent assessments at regularly-identified intervals will ensure that the adopted strategic plan provides an effective and purposeful mechanism to support growth and improvement of learning; through this evaluation process, the district will measure the positive progress realized and areas of growth that remain.

+ Progress Assessment

The Association provides re-engagement of stakeholders and a review of the progress and status of the strategic plan two to three years following implementation.

+ Indicates an optional component of the NASB Strategic Planning Process.

APPENDIX I: DETAILED PROSPECTIVE TIMELINE

The draft timeline provides a general scope of the project and the optimum timeline for strategic planning. The timeline for a district will vary based upon the ability to schedule stakeholder engagement meetings.

Phase One		
Organize and Plan the Process	Target Date	Date Complete
Identify district point person		
Identify strategic overview committee		
Identify internal and external stakeholders		
Design communications packet/engagement criteria		
Create a proposed timeline to support: <ul style="list-style-type: none"> ▪ Strategic Overview Committee meetings ▪ Staff engagement meetings ▪ Community engagement meetings ▪ Business leader engagement ▪ Other 		
Meeting preparation		
Send invites, press release, social media promo		
Verify attendance		
Phase Two		
District Needs Assessment	Target Date	Date Complete
Administrative review of district		
Program and services overview		
District assessment		
Initial Strategic Overview Committee meeting		
Stakeholder engagement meetings Method of engagement: focus group and online survey		
Business and community leaders Method of engagement: focus group and online survey		
Staff at all schools Method of engagement: online survey		
Students: focus group discussion/online survey		
NASB facilitator compiles all stakeholder data		
Conduct Comprehensive Needs Index with administration		
NASB facilitator drafts strategic Needs Analysis utilizing CNI and other engagement data		

Phase Three		
Define and Build the Plan	Target Date	Date Complete
Review of compiled data and Needs Analysis with Strategic Overview Committee		
Review of compiled data by administration and board		
Identify Guiding Principles, Objectives, and Strategies		
NASB facilitator will organize and draft: <ul style="list-style-type: none"> ▪ Guiding Principles ▪ Objectives ▪ Strategies ▪ Performance Indicators ▪ Timeline ▪ Responsible parties 		
Facilitator presents draft at Strategic Overview Committee meeting		
Board adopts plan		
Phase Four		
Implement and Monitor	Target Date	Date Complete
Present final plan to all stakeholders		
+NASB Board Leadership creates Alignment Matrix for the strategic plan		
Promote plan internally and externally		
+NASB Board Leadership conducts the strategy prioritization to help administration identify a strategic implementation process.		
Establish Strategic Implementation Team to monitor progress and success at regular intervals		
Phase Five		
Support and Evaluation	Target Date	Date Complete
Establish superintendent evaluation aligned to strategic plan		
Establish board self-assessment aligned to strategic plan		
NASB re-engages internal and external stakeholders		
Contact, schedule, and conduct Progress Assessment with NASB		

Appendix II: Identification of Stakeholders

Below contains an unexclusive list of potential stakeholders to consider in the engagement process:

External Stakeholders

- a. Community
 - Parents (e.g., households with school-age and non-school age children)
 - Residents
 - Community groups
 - Neighborhood leaders
- b. Business and Industry Representatives
 - Chamber of Commerce
 - Community Economic Development
 - Developers
 - Business owners/leaders
 - Realtors
 - Banking
 - Preschool providers
 - Daycare providers
 - Post-Secondary Institutions
 - News media
- c. Community and Youth Service Organization Representatives
 - Ministerial leaders
 - YMCA, Teammates, other
 - Civic Club Youth Programs (Optimist, Rotary, Kiwanis, Legion, Lions, etc.)
 - Veteran organizations (United Way)
 - Community Based Programs
 - Family/Student resource systems and organizations
- d. Social and Mental Health Service Representatives
 - Comprehensive care centers, drug prevention programs
 - Social Services
 - Health and Human Services
- e. Local and State Government Representatives
 - Mayor and/or City Council Members
 - County Board
 - Sheriff and Chief of Police
 - Legislators
 - Commissions
 - Minority Advocacy groups

Internal Stakeholders

- Board
- Superintendent
- Assistant Superintendents
- District Level Administration
- Building Level Administrators
- Certificated/Classified Staff
- Students (Middle and High School)
- Advisory Councils
- Booster Club Officers/Members
- PTO/PTA Groups
- Organized Parental Support Groups
- Foundation
- Alumni

APPENDIX III: STAKEHOLDER ENGAGEMENT METHODS

The following are some of the assessments that are conducted in engaging the external stakeholders.

Mission, Vision, Beliefs

The first engagement of the Strategic Overview Committee will consist of reviewing the mission, vision, and beliefs of the district. This process will incorporate group discussion and assessment of the current mission, vision, and belief statements and will provide opportunity for constructive feedback for potential areas of growth.

District Program and Service Overview

The Program Service Overview invites district-level and building-level administrators to analyze how effective district programs, services, and instruction enhance the district's mission while efficiently utilizing all resources. The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

The comprehensive study of the programs and services through the strategic planning process will add to the data necessary to make informed decisions related to continuing services, addition of new services and to direct limited resources where needed and effective.

Note: The inclusion of the Program and Service Overview has helped numerous districts to realize tangible improvements of the services and programs provided. The absence of the Program and Service Overview would be detrimental to the development and design of a credible strategic plan.

SWOT Analysis

Various stakeholders, often including the Strategic Overview Committee, Administration, and the Board, play a key role in assessing the strengths, weaknesses, opportunities, and threats of the district. This engagement tool helps identify areas that the district is excelling as well as potential areas of concern for the future.

Comprehensive Needs Index

As briefly described on page 10, the Comprehensive Needs Index (CNI) is a secondary method by which to identify needs that possibly did not surface in the engagement data; it is a rubric by which participating stakeholders can review the district's efforts in six priority areas.

Appendix IV: Testimonials

“Our Board and Superintendent engaged the leadership services of Marcia and the NASB team to facilitate our district's development and adoption of our strategic plan. Marcia provided instrumental assistance in guiding and eliciting stakeholder input to identify key strategic plan goals. The strategic plan developed through the assistance of Marcia and NASB has been crucial in district decision-making to help our Board maintain strong governance to support our students.” - Superintendent and Board President

“I really appreciated that we had the time to discuss real issues and the possibility to solve them.” -District Administrator

“I learned that it takes oversight and effort from all to have a lasting impact in our schools.” -Business Leader

“I liked the opportunity to hear multiple viewpoints from such knowledgeable people.”
-Business Leader

“Every school needs a road map to move forward from where they currently are to where they want to be in the future. NASB was instrumental in assisting us collaborate with district stakeholders through a guided process that has helped accomplish this. Together, we were able to identify our district's Vision, Mission, Values and Core Beliefs which has defined who we are, and who we want to be.” -Superintendent

“The NASB process is a powerful experience for school and community! It is an opportunity for school administration and board of education members to hear patron perception, and in turn provide stakeholders with factual information pertaining to the school. Deficit areas are discussed which aids in the strategic planning and school improvement processes of the district, but the strengths of the district will dominate the discussion. It is awesome! The process truly helps a school district to move forward for the betterment of kids!” -Superintendent

APPENDIX V: THE NASB STRATEGIC PLANNING TEAM

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. However, in 2014 district leaders requested that we expand community engagement to include a comprehensive strategic planning process. Since that time, NASB has facilitated strategic planning for more than 25 Nebraska school districts. As demand has grown, our Strategic Planning Team has grown to include four facilitators:

Marcia Herring – NASB Director of Board Leadership

Marcia began her service to public education as a school board member on the Waverly School District Board of Education, completing 12 years of service. During her tenure as a local board member she was elected by her peers to serve on the Nebraska Association of School Boards—Board of Directors completing three terms as Director. She began her work as a superintendent search consultant more than 18 years ago. Marcia served as Director of NASB Search Services for 8 years.

As the Director of Board Leadership, Marcia has expanded the programs and services to meet the ever-changing needs of our members. We currently support our members through Strategic Planning, Community Engagement, Board Development Learning Retreats and Workshops, and Online Board Self-Assessment and Superintendent Evaluation. The growth of the Department and scope of services has enabled our team to provide impactful and purposeful leadership for school districts across the state and ranging in enrollment from 125 students to more than 10,000.

Kori Stanosheck – NASB Board Leadership Engagement Associate

Kori brings a wealth of experience and knowledge to her role as Engagement Associate. As a Strategic Advisor for more than ten years, Kori provided nationwide coaching leadership to executive leaders and board members. She exhibits strong competencies through her leadership skills and facilitation work in strategic planning, large group engagement, and role in the NASB Board Leadership Department developing value-driven resources for Association members. Kori is also directing the efforts for the Whole Child Project, which aims to cultivate the development of a healthy, safe, supportive, challenging and engaged healthy schools and communities, on behalf of the Association.

Melissa Lusk – NASB Board Leadership Development Associate

Melissa serves as the Board Leadership Development Associate, providing support services and coordination for Board Leadership events and initiatives. Her extensive work in the growth and development of our data analysis has enhanced the integrity and quality of the Department's Needs Analysis phase of the Strategic Planning Service. Melissa is currently developing the Department C.A.R.E. (Child Advocates and Resources for Education) Program, targeting enhanced early childhood parent engagement programs and services. Melissa began her involvement in public education through teaching English to local refugees and immigrants. She has a passion for working with diverse communities and considers it an honor to be part of the evolving work at NASB.

Appendix VI: Strategic Planning Glossary

Strategic Planning Terms

Assessment of Needs

The period of collecting and assessing data, structured to ensure a high level of collaboration among the internal and external stakeholders.

Comprehensive Needs Index (CNI)

A supplemental assessment that provides a comprehensive analysis of areas of excellence and need; especially useful in detecting overlooked needs that did not surface in the stakeholder feedback.

District Leadership

A group comprised of the superintendent, other specified district administrators, and the school board.

External Stakeholders

May include, but not be limited to parents, community leaders, local business leaders, elected officials, representatives from community service organizations, local and state government officials, representatives from local or regional institutions of higher education, any and all interested members of the community.

Internal Stakeholders

Include superintendent, assistant superintendent(s), district directors, coordinators, administrators, building administrators, certified staff, classified staff, and students.

Needs Analysis

A comprehensive, multifaceted reflection of the district as well as its perceived and potential needs. The collected data and summary of needs enable the district to address and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

Program and Service Overview

The analysis by district-level and building-level administrators of district effectiveness in programs, services, and instruction to support the district's mission while efficiently utilizing all resources (i.e. funding, facilities, technology, personnel, time, graduation rates, etc.). The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

Stakeholders

Individuals who may be affected by or have an effect on the mission, vision, goals, and/or policies of the school district.

Strategic Overview Committee (SOC)

A diverse group of 15 to 25 internal and external stakeholders identified by district leadership. The SOC meets multiple times throughout the process and plays a critical role in guiding the creation of the strategic plan by defining the district's mission and vision, reviewing collected data, and helping to set guiding principles. Individuals to consider for the SOC may include, but are not limited to:

- Board Members
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Community Leaders
- Students

Strategy Prioritization

Supplemental data collected and graphed to support the district in identifying the most impactful and urgent priorities within the strategic plan.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

For various stakeholder engagement sessions, we ask the participants to discuss what they perceive to be the SWOT of the district. This is a very effective approach for initiating purposeful discussion and conversations as the stakeholder groups begin to identify needs.

Components of the Strategic Plan**Alignment Matrix**

A correlation of each strategy to corresponding AQuESTT and Nebraska Framework/AdvancEd standards or tenets.

District Point Person

A member of administrative staff appointed to be the primary point of contact between NASB and the district to direct and coordinate all activities, scheduling, and communication for the district.

Evidence of Progress

The action(s) that has/have been taken to meet an indicator.

Funding

An approximate figure for how the program/service will impact district resources.

GAP Analysis

The process we use with district leadership and administrators to help answer the question, "What can we do to meet our goal?" It includes identifying the goal (the desired outcome), examining the current conditions that relate to that goal, and analyzing the difference between the current state and the goal (the "gap"). Understanding what is missing can help create a plan of action to meet the goal.

Guiding Principle

An area of identified need that the district addresses in the Strategic Plan. It is the direction in which the district would like to move. Example: To ensure that quality student service programs engage, empower, and equip students districtwide.

Objective

A specific, achievable goal the district identifies as a way of measuring progress in the direction it has set out in the guiding principle. Example: To provide a comprehensive before and after school program to address the needs of students and families.

Performance Indicators

Any method that measures whether a specific strategy has been implemented; it does not necessarily indicate whether an entire objective has been achieved. However, if the strategy or strategies have been thoughtfully crafted, implementation of all strategies under an objective should result in the district achieving the associated objective. Example (with respect to Strategies Example (a)): completed plan for implementation presented to Board of Education.

Program/Building Level

The defined point of impact for the respective performance indicator, strategy, or objective.

Strategies

The specific actions to be implemented that will allow the district to achieve an objective. A district often employs more than one strategy to achieve a particular goal. Strategies may be applicable to the entire district, or to specific buildings, departments, or programs. Example: (a) study, assess, and design a plan to implement a before and after school program for PK-6 students; (b) address obstacles that may prevent implementation of this program including, but not limited to: funding, transportation, space, staff, and community support.

Target Date

An identified point in time when the indicator is assessed for progress and/or a target completion date.