

MINUTES
BOARD OF EDUCATION

April 12, 2021

7:30 PM

President Dave Zimmerman called the meeting to order at 7:30 PM with the following members in attendance:

I. Call Meeting to Order

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

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

Motion to approve minutes from the March 8, 2021, Regular Board Meeting. This motion, made by Angela Meyer and seconded by Jim Zvolanek, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

III. Communications, Audiences, and Recognitions

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

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

IV.A. Approval of Bills

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

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

Aaron Whitwer: Abstain (With Conflict), Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Abstain (With Conflict): 1

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

V.B. Personnel Items

V.B.1. Hiring Recommendation

V.B.1.1. Pam Trauernicht - 1.0 FTE - 7-12 School Counselor for the 2021-2022 School Year

Motion to approve Pam Trauernicht as the 7-12 school counselor for the 2021-2022 school year. This motion, made by Betsy Frerichs and seconded by Angela Meyer, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

V.B.2. Resignation

V.B.2.1. Mike Ringen - 1.0 FTE - 7-12 Social Studies Teacher at the Conclusion of the 2020-2021 School Year

Motion to approve the resignation of Mike Ringen as the 7-12 social studies teacher at the conclusion of the 2020-2021 school year. This motion, made by Aaron Whitwer and seconded by Jim Zvolanek, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

VI.C. Secondary Principal's Report

VI.D. Superintendent's Report

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

VII.A. Special Education Services Contracted with ESU 5 for the 2021-2022 School Year

Motion to approve the special education services contracted with ESU 5 for the 2021-2022 school year. This motion, made by Betsy Frerichs and seconded by Dana Dorn, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

VII.B. Review, consider, and take all necessary action to adopt a resolution (1) selecting and hiring a Performance Criteria Developer (PCD); (2) authorizing the PCD and superintendent or his designee to prepare a request for letters of interest and publish notice of the same and (3) authorizing the publication in a newspaper of general circulation within the District of a request for proposals for a design-builder

Motion to adopt a resolution (1) selecting and hiring Duval & Associates as the Performance Criteria Developer (PCD); (2) authorizing the PCD and superintendent or his designee to prepare a request for letters of interest and publish notice of the same and (3) authorizing the publication in a newspaper of general circulation within the District of a request for proposals for a design-builder. This motion, made by Aaron Whitwer and seconded by Betsy Frerichs, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

VII.C. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:41 p.m. This motion, made by Dana Dorn and seconded by Jim Zvolanek, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

President of the Board of Education
Of this School District

ATTEST

Secretary of the Board of Education
of this School District

Nebraska Open Meetings Act

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

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

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

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

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

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

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

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

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

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

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

(c) Investigative proceedings regarding allegations of criminal misconduct;

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

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

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

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

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

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

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

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

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

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting. (iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of

an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

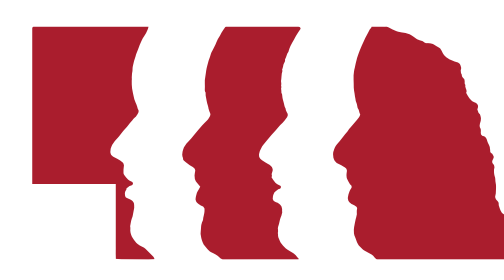
(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a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

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

Revised
10/2020



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MINUTES
COMMITTEE ON AMERICAN CIVICS
March 8, 2021
7:15 PM

I. Call Committee Meeting to Order

President Dave Zimmerman called the committee on American Civics meeting to order at 7:15 p.m. and the following members were present: Aaron Whitwer, Dana Dorn, and Dave Zimmerman. The following administrators were presents: Jeff Murphy & Christopher Prososki.

I.A. Committee on American Civics Statute 79-724

The committee on American Civics reviewed statute 79-724.

I.B. District Policies Related to the Committee on American Civics

The committee on American Civics reviewed Policy 2002: Organization of Board, Board Officers, and Check Signing, Policy 6012: Flag Display and Patriotic Observance, and Policy 6032: Constitution Day Education.

I.C. Review K-12 Social Studies Curriculum

Dr. Prososki gave the board an overview of the new K-8 social studies textbooks (Savvas Learning Company) for the 2021-2022 school year that the social studies committee selected and he also presented the board with the alignment of the new textbooks to the Nebraska Social Studies Standards. Next year, the district will be looking to purchase new 9-12 social studies curriculum as well.

I.D. Patriotic Exercises K-12

Dr. Prososki gave an overview of the patriotic exercises that occur throughout the school year.

I.E. Requirements (8th & 12th Grade) Under Committee on American Civics

Mr. Murphy said that all 8th grade students and all 12th grade students will be taking the civics portion of the naturalization test used by the U.S. Citizenship and Immigration Services to fulfill the requirements under statute 79-724.

II. Adjournment

The next Regular Board meeting is scheduled for 7:30 p.m., March 8, 2021, at Southern Jr./Sr. High School auditorium in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY
President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

MINUTES
BOARD OF EDUCATION
March 8, 2021
7:30 PM

I. Call Meeting to Order

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

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

- Wymore Arbor State Newspaper

Posted Date: 2/25/2021

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

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted in the Jr./Sr. High School auditorium.

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

Motion to approve minutes from the February 8, 2021, Regular Board Meeting. This motion, made by Jim Zvolanek and seconded by Dana Dorn, passed.
yes: 6, no: 0

III. Communications, Audiences, and Recognitions

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

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

C.D. Bids for the month were as follows:

Security First Bank, Blue Springs Special Funds: 0.40%

Wymore State Bank, Special Funds: 0.25%

IV.A. Approval of Bills

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

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

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

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

Dr. Prososki gave the board an update on the auditorium project that was recently finished.

V.B. Personnel Items

Dr. Prososki noted that Robert Dickinson recently resigned and Jamie McKinney was just hired as the new assistant head maintenance and he will be replacing Robert.

V.B.1. Hiring Recommendation

V.B.1.1. Hanah Baumgartner - 1.0 FTE - 7-12 Social Studies Teacher for the 2021-2022 School Year

Motion to approve Hanah Baumgartner as social studies teacher for the 2021-2022 school year. This motion, made by Angela Meyer and seconded by Aaron Whitwer, passed.
yes: 6, no: 0

V.B.2. Resignations

V.B.2.1. Kalyne Breunsbach - 1.0 FTE - 7-12 Special Education Teacher at the Conclusion of the 2020-2021 School Year

Motion to approve the resignation of Kalyne Breunsbach at the conclusion of the 2020-2021 school year. This motion, made by Dana Dorn and seconded by Betsy Frerichs, passed.
yes: 6, no: 0

The school board accepted the resignation of Kalyne Breunsbach at the conclusion of the 2020-2021 school year with regrets. The school board thanked Kalyne for her years of service to Southern Public Schools. Dr. Prososki informed the school board that he plans to not fill this position for the upcoming school year because our state aid is only going to go up by around \$25,000 and this does not offset the staff salaries and benefits increases for the 2021-2022 school

year. The Jr./Sr. High School special education caseload will be around 19 students and we would still have lower special education caseloads than Beatrice and Diller-Odell.

V.B.2.2. Dr. Nancy Bond - 1.0 FTE - 7-12 School Counselor at the Conclusion of the 2020-2021 School Year

Motion to approve the resignation of Dr. Nancy Bond at the conclusion of the 2020-2021 school year. This motion, made by Aaron Whitwer and seconded by Jim Zvolanek, passed.
yes: 6, no: 0

The school board accepted the resignation of Dr. Nancy Bond at the conclusion of the 2020-2021 school year with regrets. The school board thanked Nancy for her years of service to Southern Public Schools.

V.C. Technology Update

Dr. Prosocki said the district will receive around \$60,000 in E-Rate funding and the district just submitted an RFP to use these federal funds to update our access points, cabling, and UPS over the summer months. These upgrades will help with our Internet speed and help prevent the WiFi from dropping from time to time. Dr. Prosocki also went over the preliminary technology budget for the 2021-2022 school year and he said that he budgeted \$90,000 to be used for technology hardware, software, and infrastructure. All of the hardware purchases will be based on the district's strategic plan for the acquisition of technology to improve student learning (The technology committee crafted this strategic plan).

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

There was not a student board member report for the March board meeting.

VI.B. Elementary Principal's Report

The elementary principal reported on the following items: current enrollment figures (3-Year-Old Preschool - 10, 4-Year-Old Preschool - 12, K - 30, 1st - 25, 2nd - 22, 3rd - 22, 4th - 23, 5th - 21, 6th - 32), 46% attendance rate at the spring Parent Teacher Conferences, upcoming spring testing (DIBELS, MAP, & NSCAS), spring sports and Nebraska School Activities Association (NSAA) spring sports requirements, and how we are the only school in the Pioneer Conference that does not utilize a Down List in junior high (If a student-athlete is failing more than 2 classes during a week, then the student-athlete cannot participate in activities during the week). Dr. Prosocki noted that we will be implementing a Down List in junior high next year.

VI.C. Secondary Principal's Report

The secondary principal reported on the following items: current enrollment figures (7th - 27, 8th - 32, 9th - 29, 10th - 32, 11th - 24, 12th - 27), a recent Junior High quiz bowl at Southern, all of our alternative school spots are filled, Pioneer Conference Academic Team for 24-26 ACT score (Jayden Harding, Izak Span, Ron Gurganious, & Kylee Combs), upcoming state testing (NSCAS

grades 7-8 & 11), digital media received a \$7,500 grant from the Thomas Foundation, the addition of two stair masters and six bikes arrived this week and a grant from the Thomas Foundation helped pay for these items, the first FFA week at Southern, parent teacher conferences over Zoom, and finalizing the new 8 period day for the 2021-2022 school year.

VI.D. Superintendent's Report

Dr. Proski went over the 2020-2021 teacher vacancy survey that was conducted in the fall of 2020 by the Nebraska Department of Education and he went over some possible changes when it comes to accreditation for schools in the state of Nebraska. Next, he went over a second bond election brochure that he is working on, he stated that all Southern employees got the Johnson & Johnson vaccine on March 5 (Around 90% of the staff elected to receive the vaccine), and he gave the board a legislative update and he noted how both LB 408 & LR 22CA will be devastating to school districts budget if either of the two get passed. Dr. Proski said on March 25, all of the Performance Criteria Developer (PCD) solicitation notices will be due and he hopes to have a draft of the plans for the potential new Elementary School project by the April board meeting (New practice gym, 2 new preschool classrooms, and new playground equipment). Dr. Proski said that the district will not be making up any snow days this year because all schools in Nebraska are allowed flexibility with the Rule 10 required instructional hours during the pandemic, he went over the 2020-2021 Multicultural Education Report, he gave the board an update about the NRCSA spring conference, and he went over the Opening Days Schedule for the 2021-2022 school year. Next, Dr. Proski went over his vacation and sick days for the third quarter, he went over the district's property tax request and state aid comparison for 2012-2021, and he stated that he just completed the Small, Rural School Achievement grant and the district should receive \$33,429 through this grant. Lastly, Dr. Proski gave the board an update on staff salaries and benefits for the 2021-2022 school year and he noted that around 85% of the district's budget is made up of personnel costs (Staff salaries, benefits, and purchased services will cost the district around \$5.3 million dollars next year).

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

VII.A. Families First Coronavirus Response Act (FFCRA) for the Second Semester

Motion to extend the Families First Coronavirus Response Act (FFCRA) until May 24, 2021.

This motion, made by Betsy Frerichs and seconded by Jim Zvolanek, passed.

yes: 6, no: 0

VII.B. Police Officer for Prom on April 10, 2021

Motion to approve a police officer for prom on April 10, 2021. This motion, made by Dana Dorn and seconded by Aaron Whitwer, passed.

yes: 6, no: 0

VII.C. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:25 p.m. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

yes: 6, no: 0

The next Regular Board meeting is scheduled for 7:30 p.m., April 8, 2021, at Southern Jr./Sr. High School auditorium in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education
Of this School District

ATTEST

Secretary of the Board of Education
of this School District

PUBLIC PARTICIPATION

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

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

Southern Welcomes a New 7-12 School Counselor for 2021-2022

My name is Pam Trauernicht. After 22 years in the classroom teaching business and I am excited to begin my career as the School Counselor! I earned my Bachelor's degree with endorsements in Mathematics and Business from UNL. I have a Master's degree in Curriculum and Instruction and am finishing the School Counseling program at Doane University. I have spent the past 22 years teaching math and/or business courses.

My husband, Kevin, and I live west of Beatrice. We have three grown children, Tiffany, Dustin, and Breanna, and one grandson, Braxton. I enjoy time outdoors, reading, and spending time with family and friends. I look forward to assisting Southern students in meeting their academic, personal/social, and career goals.



March 22nd, 2021

Southern Administrators & Board of Education:

I am writing to inform the administration & board of education that I will not be returning to Southern Public Schools next year. I recently was offered and accepted a position at Lincoln Christian Schools where I will begin employment this fall.

I would like to thank the current and past administrators & board of education for providing great support for the past 17 years. Especially to Mr. Murphy and Dr. Prosocki who have fostered an excellent learning & work environment through their leadership. Additionally special thanks to former principal Steve Whitwer for giving a 23 year old version of myself an opportunity fresh out of college.

I've been blessed to have had the opportunity to work at Southern and build enduring relationships with students, staff, & community. Many special memories are reserved from my time at Southern and have shaped me into the educator & coach that I have become. Thank you for the these years.

Sincerely,

A handwritten signature in cursive script that reads "Mike Ringen". The signature is written in dark ink and is positioned below the word "Sincerely,".

Mike Ringen

Indoor and Outdoor Events, Services, and Business Guidance

Updated March 16, 2021

The below guidance is intended to slow the spread of COVID-19 and it is strongly recommended that all indoor and outdoor events, services, and businesses adhere to the following guidance.

It is important for businesses and event coordinators to work with their local health departments to institute changes to slow the spread of COVID-19 amongst their staff, patrons, and vendors. All counties in Nebraska have been issued a Directed Health Measure (DHM), which can be accessed at <https://dhhs.ne.gov/Pages/COVID-19-Directed-Health-Measures.aspx>. DHMs include specific requirements or restrictions that must be followed in each county and should be referenced, in addition to the following guidance, when planning. Depending on the county DHM, physical distancing may not be required but is highly encouraged. Additionally, venues, businesses, and facilities should promote and encourage the use of facial coverings by patrons and staff, especially when distancing cannot be maintained.

Current DHMs require **INDOOR** locations, venues, or facilities that have capacity to hold 500 or more individuals (1,000 or more individuals in counties over 500,000 population) submit plans to the local health departments and be approved prior to events (your local health department can be found at <https://dhhs.ne.gov/Pages/Local-Health-Departments.aspx>). If a plan has been submitted previously and your locations, venues, or facilities are expanding capacity, the plan must be re-submitted to the local health department.

For the fully vaccinated:

The CDC has recently released [recommendations for fully vaccinated people](#). ("Fully vaccinated" for this guidance means that it has been at least 2 weeks after receiving the second dose of the 2-dose series, OR at least 2 weeks after receiving the single-dose vaccine. The recommendations for those fully vaccinated are NOT intended for healthcare settings. For healthcare settings visit the CDC's website [here](#).)

Those fully vaccinated may:

- Visit with other fully vaccinated people indoors without wearing masks or physical distancing
- Visit with unvaccinated people from a single household who are at low risk for severe COVID-19 disease without wearing masks/face coverings or physical distancing
- Refrain from quarantine and testing after an exposure if asymptomatic

However, fully vaccinated should continue to take precautions in public like wearing masks and physical distancing, getting tested if experiencing [COVID-19 symptoms](#), and continuing to follow [CDC](#) and local health department guidance/recommendations.

A key way to keep you and your family safe is to properly wear a mask/face covering when physical distancing is not able to be maintained. The mask/face covering should have 2 or more layers of washable, breathable fabric; completely cover your nose and mouth; and fit snugly on all sides against your face (no gaps). For more details, refer to [CDC guidance](#).

**The following guidance is intended for venues, businesses, and facilities
(not including healthcare settings).**

Practical set-up for social/physical distancing:

- Instruct any employee, seller, or patron exhibiting symptoms of illness to remain home and request that anyone who is a member of a population of heightened vulnerability to avoid areas where people are gathering.
- Encourage face coverings at all times, especially if six (6) foot separation between parties or groups is not able to be maintained at all times (e.g. entry/exits, bathrooms).
- Special attention needs to be placed on reducing close contact at entry/exits or other areas of congregation and/or congestion (e.g. consider one-way route markings to encourage additional patron flow).
- Encourage households, families, or small groups to congregate together and limit co-mingling between groups as much as possible. Groups should maintain six (6) feet of physical distancing from other parties. This may be done through ticketing, event seating, or other means to further discourage co-mingling. Additionally, items should not be shared or distributed between different parties (e.g., shared serving utensils for buffets or collection plates).
- Anywhere there is potential for people to stand in a line, queue lines should be set up to control distancing and should be either a straight line or an “L” shaped line. Six (6) feet of distance should be marked in those queue lines (using tape, spray paint, flag rope, cones, etc.) Directional arrows can also be used to direct the flow throughout the facility/location.
 - Areas to consider include: registers, ticketing, restrooms, food stands, etc.
- Manage or stagger patron arrival and departures from events, services, etc. to limit/prevent interaction between parties. Appropriate steps should be taken to dismiss and pace the departure of patrons/attendees to limit interactions less than six (6) feet distancing.
- When possible, customer tables and chairs should be at least six (6) feet apart. Minimize additional guests or individuals remaining in lobbies/waiting areas. Consider implementation of partition walls to separate high traffic walking areas from tables and customers.
- Consider assigning additional staff to help regulate customer flow and ensure social/physical distancing.
- Clearly communicate and enforce your policies. Including signs/posters advising of policies.
- When possible, use technology to host virtual sales; video/streaming technologies; implement touchless payment or pay-at-table options; digital menu boards/tablets in lieu of paper menus.
- When possible, increase the physical footprint to reduce congestion and increase circulation of outdoor air as much as possible, by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk to staff or attendees (e.g. risk of falling or triggering asthma symptoms).
 - If portable ventilation equipment like fans are used, take steps to minimize air from equipment blowing from one person directly at another person to reduce the potential spread of any airborne or aerosolized viruses.
- If charging registration or entry fees, develop a flexible refund policy. Allow participants to stay home without penalty if they are sick or need to care for someone who is sick.

Staff:

- When possible, stagger shifts or practice physical distancing between staff. This may include:
 - Redesigning workflow
 - Designating tasks or workstations to a specific employee
 - Create “pods” or “cohorts” of staff to minimize comingling and maximize physical distancing
 - Stagger delivery schedules
- Enhance employee safety training, emphasizing hygiene etiquette (avoid touching your eyes, nose, and mouth), and proper hand hygiene including washing hands for at least 20 seconds, especially after going to the bathroom, before eating and after, and after any sneezing or coughing, or after touching high touch



surfaces (e.g., door handles, chairs, and tables). Staff that come into physical contact with customers or clients (e.g. massage therapists) must wash hands prior to each procedure.

- Complete employee pre-screening (e.g. assess for any symptoms consistent with COVID-19) prior to starting work.
- All staff should wear face coverings, such as cloth masks that are washable, if not maintaining six (6) feet social distancing.
- Employees who are well but who have a sick family member at home with COVID-19 (either lab-confirmed or clinical diagnosis) should notify their supervisor prior to the start of their work shift. The employer should consult with their local health department to assess whether there was an exposure to the family member at home (example: if the individual takes care of the sick family member) or if there is no exposure (example: individual resides in a separate room and bathroom) before determining if it is appropriate to come into work or needs to self-quarantine. Continue to monitor employee health during their shift for [COVID-19 symptoms](#) (including, but not limited to: fever, cough, shortness of breath, or loss of taste or smell.) If an employee becomes sick at work, send them home immediately and then clean and disinfect surfaces in their workplace. Other employees and customers at the facility with close contact (within six feet) of the sick employee during this time should be considered exposed. Instruct sick employees to stay home and follow the [CDC's What to Do If You Are Sick](#) precautions and consult with their local health department on additional guidance.
- Create a response plan for any instance of an employee with a suspected or confirmed case of COVID-19. If needed, consult your local health department for additional guidance.

Hygiene and Disinfection:

- Provide ample opportunities for staff, vendors, and patrons to wash hands with soap and water. Consider providing additional hand sanitizer or hand washing opportunities throughout the facility or event such as portable sanitizer or hand washing stations.
- Clean and sanitize or disinfect tables, door handles, or other frequently touched surfaces on a regular basis including restrooms and restock often with soap, paper towels, and hand sanitizer.
- For restaurants, bars, and similar establishments:
 - Disinfect all tables and chairs after each customer use using an [EPA-registered disinfectant](#).
- When appropriate:
 - Allow staff to handle products and encourage customers to shop with their eyes and wait to touch the products until after they are purchased.
 - Use vinyl or plastic table covers for easy disinfecting.

Food and Beverages (including concessions):


- All food code regulations must still be followed. Please contact your local health department or Department of Agriculture for more information.
- Create and implement an enhanced cleaning/sanitizing schedule for all food contact surfaces, and cleaning/ disinfecting of non-food contact surfaces using an [EPA-registered disinfectant](#). Increase disinfection frequency of commonly touched surfaces throughout entire facility (both front and back-of-house) such as door handles, credit card machines, bathrooms, etc. Although the food code does not emphasize front-of-house sanitation, COVID-19 requires enhanced cleaning/disinfection of any frequently touched but non-food contact surface, in addition to enhanced sanitization of food contact surfaces.



- For events:
 - Do not allow the sampling of products at booth, table, tents, etc. or selling of drinks in open containers (e.g. by the cup). For events selling food products, follow the concession guidance below.
 - Markings should be placed on the ground to ensure individuals waiting are spaced six (6) feet apart.
 - Clean and sanitize high touch surfaces regularly.
 - Staff should serve food directly to customers and when possible, remove self-serve condiment stations (e.g. provide condiment packets upon request).
 - Whenever possible, practice social/physical distancing between staff.
 - All employees directly interacting with customers should wear face coverings.
 - Employees should wash hands frequently; provide hand sanitizer for customers.

Sporting Practices and Games:

- For rodeos and racetracks:
 - All draws should be posted outside the rodeo/racetrack office or online to reduce individuals inside the rodeo/racetrack office.
 - Chute and pit personnel should be limited to essential personnel only. Face coverings should be worn for these individuals when feasible and when six (6) foot separation is not able to be maintained at all times.
 - For racetracks, ensure additional spacing between teams in the pits and limit the number of pit crew members per team.
- Limit paper materials at the event (i.e. programs, weigh cards, etc.)
- Players, coaches, and staff showing signs/symptoms of COVID-19 (fever over 100.4F, sudden onset of cough or sudden onset of shortness of breath, or loss of taste or smell) shall not participate.
 - For contact sports or sports in which players are routinely within six (6) feet throughout practices or games it is highly recommended to actively screen players, coaches, and staff prior to practice or game for [COVID-19 symptoms](#).
- Dugout and bench use is allowed. Players should have designated spots to place their personal items. When possible, spread out players further through use of bleachers or other physical means.
- Participants and staff shall not congregate and should follow social/physical distancing guidelines. Participants should wear face masks when not competing.
- All staff and event personnel including officials should consider face coverings when feasible and when six (6) foot separation is not able to be maintained at all times.
- Players should use their own protective equipment including gloves, helmets, and bats as much as possible.
 - When protective equipment is needed to be shared, it should be disinfected between players use. Coaches are encouraged to rotate equipment when possible.
 - Coaches must disinfect shared equipment before and after each practice or game.
- Players should wash their hands before and after each practice or game, especially for sports that contact between players or players handling/touching the same object(s) like a ball, mat, bats, etc.
- Coaches are responsible for ensuring social/physical distancing is maintained between players as much as possible. This means additional spacing between players while playing catch, during drills, game, or while waiting to participate. It is encouraged to use drills that do not require contact between players or players handling/touching the same object(s) like a ball, mat, bats, etc., as much as possible.
- Players must bring their own water/beverage to consume during and after practice or games. No shared drinking fountains or coolers.
- Players must bring their own snacks to consume during and after practice or games. No shared/communal snacks.
 - The use of sunflower seeds, tobacco products, and spitting while practicing or playing is discouraged.
- Teams to play next must be provided designated areas for player warm-ups that provide for necessary physical distancing.
- Post-game handshakes or interaction between teams are discouraged.

- 
- When games end, the leaving team must sanitize the dugout or bench area. No post-game talks at the field or court are permitted. Fans and players should leave the playing area and return to their cars immediately after the game.
 - The team to play next should remain in their designated warm up area until the prior team has finished disinfecting and is completely out of the dugout or off of the court/field.
 - Fans for upcoming games should remain in their cars during player warm ups. They will be permitted to come to the field/court once the team they are there to watch enters the playing area.
 - Restrooms must be cleaned and disinfected regularly (at least every 2 hours) while players and fans are present. Markings should be placed on the ground to ensure individuals waiting to use the restroom are spaced six (6) feet apart.

2021-2022 Extra Duty Assignments

Activities Director

Jerry Rempe

Fall Sports:

Football

Head Coach – Kane Hookstra

Assist. Coach – Dustin Adams

Assist. Coach – Shane Saathoff

Softball

Head Coach – Shelby Thernes

Assist. Coach – **????**

Volleyball

Head Coach – Carly Minge

Assist. Coach – Jamie Schluter

JH Football

Head Coach – Preston Jurgens

Assist. Coach – Chaysen Bednar

JH Volleyball

Head Coach – Jolene Bartels

Assist. Coach – Beth Willet

Winter Sports:

Boys Basketball

Head Coach – Zack Emerson

Assist. Coach – **Angelo Stabler**

Girls Basketball

Co-Head Coaches – Jeff Murphy & **Hanah Baumgartner**

Assist. Coach – Chaysen Bednar

Wrestling

Head Coach – Jason Allington

Assist. Coach – Larry Schmidt

JH Boys Basketball

Head Coach – Dustin Adams

Assist. Coach – Tim Blecha

JH Girls Basketball

Head Coach – Shane Saathoff

Assist. Coach – Kylie Betten

JH Wrestling

Head Coach – Preston Jurgens

Spring Sports:

Golf

Head Coach – Beth Willet

Track/JH Track

Head Coach – Kane Hookstra

Head Coach – Zack Emerson

Assist. Coach – Jolene Bartels

Assist. Coach – Kylie Betten

Assist. Coach – Taylor Landenberger

Activity Sponsors

Drug Free Youth – Dee Bednar

Concessions – Jeff Murphy

Cheerleading – Taylor Landenberger

FBLA – Jamie Schluter

Future Farmers of America – Brady Meyer

Instrumental Music/Band – Gavin Nielson

National Honor Society – Pam Trauernicht

Play Production – Lorren Rahn

Quiz Bowl (Junior High) – Jennifer Dunekacke

Quiz Bowl (Senior High) – Jeff Tunink

“S” Club – Zack Emerson

Senior Slide Show – Becky Weyer

Speech – Elizabeth Ogg

Student Council – Jeff Tunink

Vocal Music – Lorren Rahn

Yearbook – Elizabeth Ogg

Class Sponsors

Seventh Grade Class Sponsor – Morgan Neverve

Eighth Grade Class Sponsor – Shelby Thernes

Freshman Class Sponsor – Heather McKinney

Sophomore Class Sponsor – Elizabeth Ogg

Junior Class Sponsors – Melissa Omar & Shannon Mick

Senior Class Sponsor – Pam Trauernicht

Actual							
FY	Property Tax	Property Tax Percent Change	State Aid	State Aid Percent Change	Total Receipts	Total Receipts Percent Change	Total GF Expenditures
2019	3,633,211	-5.1%	1,322,332	-	6,338,844	-0.4%	5,411,799
2018	3,830,132	-2.0%	1,132,836	48.0%	6,361,642	1.5%	6,054,824
2017	3,907,826	3.0%	765,374	-11.2%	6,267,331	3.4%	6,036,757
2016	3,795,447	2.3%	862,074	-37.4%	6,058,729	-6.3%	5,878,520
2015	3,709,532	25.9%	1,377,888	-14.7%	6,464,023	9.4%	5,820,804
2014	2,946,256	-	1,614,733	-	5,908,599	-	5,425,552

LB 408				
Property Tax	Property Tax Percent Increase	Propety Tax Lost	Total Revenue	Total Revenue Percent Change
3,415,518	3.0%	217,693	6,121,151	4.7%
3,316,037	3.0%	514,095	5,847,547	4.8%
3,219,453	3.0%	688,373	5,578,958	3.5%
3,125,683	3.0%	669,764	5,388,965	-6.9%
3,034,644	3.0%	674,888	5,789,135	-57.7%
2,946,256	-	-	13,685,960	-

Property Tax	
Cumulative Percent Change, FY 14 to 19	23.3%
Cumulative Percent Change, LB 408, FY 14 to 19	15.9%
Total Revenue	
Cumulative Percent Change, FY 14 to FY 19	7.3%
Cumulative Percent Change, LB 408, FY 14 to 19	-55.3%
State Aid Cumulative Percent Change, FY 14 to 19	-18.1%
Cumulative Property Tax Lost, LB 408, FY 14 to 19	2,764,813



Southern School District #1

2020-2024 DISTRICT STRATEGIC PLAN

Dr. Christopher Prososki, Superintendent of Schools

Southern Public Schools

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Southern Public Schools

Dr. Christopher Prososki
Superintendent

Board of Education

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





Introduction

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

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



Strategic Process

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

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

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



Southern Public Schools Mission Statement

Every Student, Every Day, The Southern Way

Southern Vision Statement

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

Southern Belief Statements

The School will:

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

The Students will:

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

The Community will:

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







Guiding Principles

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

High-Quality Instruction and Learning Experiences

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

Whole Child Focus

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

Culture and Connectedness

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



Personnel Effectiveness

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

District Resources

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

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

Guiding Principles, Objectives, Strategies, and Performance Indicators

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



Implementation of the Strategic Plan

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

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

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



Guiding Principles

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

Objective

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

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

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

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

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

Target Date

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

Funding

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

Evidence of Progress

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



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

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

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

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

Priority 1

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

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



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

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Nebraska Framework:**

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Priority 1

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

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



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

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

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

Priority 1

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 1

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

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



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

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

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

Priority 1

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

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



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

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

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

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

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(a) Through the fidelity of the instructional framework, all teachers will engage students and elevate the depth of understanding to support student learning.		District Level	The steering committee & ESU 5 professional development consultants will allot regular and consistent in-service time for teachers to develop the district's instructional model	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/d/1oF8CFJo7RyKDCsYL0lJXf9cacuIr42BU/view		
	Target Date	Responsible					
Ongoing	Steering Committee & ESU 5						

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



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

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

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

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

Priority 3

PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23
	1.2(b) Provide professional development to equip and prepare staff for success through the integration and implementation of the instructional framework.		District Level	The steering committee & ESU 5 professional development consultants will allot regular and consistent in-service time for teachers to develop the district's instructional model	Here is the district's instructional model plan for the 2020-2021 school year. Link: https://drive.google.com/file/d/1oF8CFJo7RyKDCsYL0lJXf9cacuIr42BU/view		
	Target Date	Responsible					
Ongoing	Steering Committee & ESU 5						

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



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

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

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

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

Priority 3

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

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



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

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

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

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

Priority 3

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

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



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

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

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

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

Priority 3

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

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



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

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

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

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

Priority 3

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

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



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

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

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

Priority 3

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 2

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

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



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

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

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

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

Priority 2

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

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



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

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

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

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

Priority 2

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

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



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

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

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

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

Priority 2

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

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



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

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

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

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

Priority 4

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

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



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

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Nebraska Framework:**

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

Priority 4

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

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



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

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

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

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

Priority 4

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

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



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

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

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

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

Priority 4

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 4

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

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



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

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

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

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

Priority 4

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

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



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

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

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

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

Priority 4

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

SIT Progress Report: N/A



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

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

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

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

Priority 4

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 6

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 6

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

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



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

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

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

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

Priority 6

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

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



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

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

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

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

Priority 6

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 6

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

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



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

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

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

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

Priority 5

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 5

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

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



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

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

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

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

Priority 5

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

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



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

AQuESTT Tenets Aligning to Strategy:
Nebraska Framework:

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

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

Priority 5

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 1

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	2.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.	District Level	The steering committee will evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.	Once the COVID-19 pandemic slows down, the steering committee will evaluate/and or implement MTSS, social-emotional curriculum and instruction.		
	Target Date	Responsible				
	Ongoing	Steering Committee				

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

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

SIT Progress Report: N/A



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

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

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



SPS Guiding Principle II: Whole Child Focus

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

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

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

Priority 2

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 2

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 2

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 2

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle III: Culture and Connectedness

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

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

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

Priority 1

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 1

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 1

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 1

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 1

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 2

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 2

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 2

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 2

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	4.3(b) Budget and allocate resources to support the SPS Professional Development Plan.	District Level	The superintendent will budget and allocate resources to support the SPS Professional Development Plan.	During the 2020-2021 school year, new K-8 science curriculum was purchased.		
	Target Date	Responsible				
	Ongoing	Superintendent				

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 3

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

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



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

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

SIT Progress Report: **Complete**



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

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

SIT Progress Report: N/A



SPS Guiding Principle IV: Personnel Effectiveness

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

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

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

Priority 4

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

PERFORMANCE INDICATOR	Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	5.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.	District Level	The superintendent and the head of maintenance engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds maintenance, upkeep, renovations, and new construction.	As the district looks to complete new projects during the 2020-2021 school year, the district will use its social media platform to engage stakeholders regarding facility needs.		
	Target Date	Responsible				
	Ongoing	Superintendent & Head of Maintenance				

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 1

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 2

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 2

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

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



SPS Guiding Principle V: District Resources

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

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

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

Priority 2

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

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



Special Education Services Provided by ESU #5
Support Data for 2021-22 – Intent to Contract

BEHAVIOR CONSULTANT/AUTISM SPECIALIST

The Behavior consultant works with school staff serving behaviorally disordered students or students with behavioral difficulties. The behavioral consultant conducts functional behavioral assessments, designs positive intervention plans and provides consultation to individual education teams on the implementation of positive behavioral intervention. Consultation includes conducting professional development, team meetings, attending IEPs and summarizing and analyzing data.

The behavioral consultant is responsible for developing intervention plans and coaching/teaching staff in the implementation of these programs. Duties also include completing assessments, assisting with progress reports and providing other services as requested by his/her supervisor. We will continue to use the DL system to assist the behavioral consultant with observations in the school classrooms. The Behavioral consultant will be available to provide MANDT and CPI training to area schools who contract for his/her services.

The behavior consultant also serves districts as an autism specialist. As part of the position, the autism specialist is available for verification and testing for students who are suspected of having autism. The autism specialist is available for consultation on a variety of topics related to autism including assessment, programming, visual schedules, structured teaching, verbal behavior support, and applied behavior analysis programming support.

DIAGNOSIS/EVALUATION (PSYCHOLOGIST)

For the purposes of evaluation and determining eligibility for special education services, ESU 5 has a fully staffed team of school psychologists, including a school psychology intern for the 2021-22 school year. The school psychology team works closely with your district's Student Assistance Team (SAT) to evaluate based on the guidelines provided by the Department of Education. Aside from diagnostics and evaluation of students, ESU 5 school psychologists are well-versed in Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to help build school-wide programs. The school psychologists are available for academic, behavioral, and social consultation and intervention support for your teachers.

EARLY INTERVENTION COORDINATION

Children between the ages of birth to three years old who have developmental delays are eligible for service coordination from the early development network at ESU 5. This service is family-based and paid for by Health and Human Services through Federal Medicaid Funds. The Early development network services are designed to meet the needs of families, including medical and learning needs of the children, and preparation of the children for educational entrance into kindergarten.

All districts in the ESU 5 area are supported through this program. The Early Intervention Team works on Child Find Activities, encouraging families, medical personnel, teachers and community members to promote early intervention. The team completed an annual grant application, the funds of which were used for such areas as technical assistance to families, cultural awareness, identification of children, communication among team members, and public awareness activities.

Early Intervention Coordination is provided to districts at no cost.

EXTENDED SCHOOL YEAR

It is necessary for each district to take a look at individual needs for each of their special education students and consider whether or not extended school year services are needed. An extended school year program may be provided by your school district for students as determined as a need by the student's IEP team.

Extended school year services could be provided in a variety of manners. For example, it could require the special education specialist to check in with parents on a weekly basis, to provide therapy once a week at a centrally located facility, or the student could attend a day program, one day a week, or up to 5 days a week, if it is deemed necessary by the student's IEP team.

INDEPENDENT SERVICE PROVIDERS

Occasionally, there is a need to contract with individual contractors or organizations in order to meet the needs of the students. Whenever we contract for this service on your behalf, we try to work with those agencies that have an approved rate with NDE. However, sometimes the costs that you are charged does not match with the NDE approved rate. This means that your reimbursement for that service will be less than expected. Private service provider rates can be higher than those established with the State Department with amounts over the approved rate not being reimbursed. Private contractors are paid road time as well as the time they spend with students, parents, teachers, etc. in evaluations, as well as developing IEPs.

INSTRUCTOR FOR DEAF/HEARING IMPAIRED

ESU 5 will continue to have a full time staff person available during 2021-22 to provide services in the area school districts as needed. The educator of the Deaf and Hard of Hearing provides both direct services to students as well as consultation with teachers and parents. They arrange for appropriate equipment needs for schools, including sound amplification systems, and consultation with medical personnel and audiologists.

INSTRUCTOR FOR THE LIFE 2 LIFE PROGRAM IN FAIRBURY

ESU 5 will continue to support Fairbury's Life to Life program. This program allows for school districts to contract with Fairbury and the ESU to provide self-contained programming for students with intellectual and/or physical disabilities.

MENTAL HEALTH PROVIDERS

ESU 5 will continue to have 4 mental health providers on staff for the 2021-22 school year. The role of the mental health counselor in the school is to provide direct services to the students in need of support in their mental wellness. Students must have documented permission from their parent or guardian to participate in the program. Like other service providers, on-site professional development is available. For those districts that contract with the ESU for mental health services, please remember that you will continue to pay a set, non-reimbursable cost.

MTSS COORDINATION/ILCD COORDINATION

The Multi-Tiered Systems of Support (MTSS) Coordinator is employed by ESU 5 to help school districts to create systems of support for academics and behavior. The coordinator will assist schools in planning for ways to meet their school improvement goals through a system-wide program which may include Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS). The MTSS Coordinator meets regularly with school districts to help guide programs with the use of data and to help the district develop ways to improve grade level interventions for both struggling and advanced students alike.

The MTSS coordinator also serves as the Improving Learning for Children with Disabilities (ILCD) coordinator. This person provides support in ensuring that schools are compliant as they work on school improvement for special education. This process will include working closely with professional development to make sure that the special education and school improvement processes mesh together.

The MTSS Coordinator/ILCD Coordinator is a program supported directly by grant funding and the ESU. This program is provided at no cost to the district.

OCCUPATIONAL THERAPY AND PHYSICAL THERAPY

ESU 5 will staff 4 full time occupational therapists and a Certified Occupational Therapy Assistant (COTA). Having someone on staff has greatly improved the quality of services to schools and students. The rate for Occupational Therapy services is based on the number of students being served and a percentage of the actual cost for that service.

We will continue to staff a full time Physical Therapist to serve some districts in the Gage and Jefferson county area. Physical therapy services for Thayer county will continue to be a contracted service.

PROGRAM SUPERVISION

Program Supervision will continue to be provided as a Special Education Coop function of ESU 5 with the reimbursable cost for the program being claimed by ESU 5 through the NDE special education plan and budget process. As a participating school district, you will be asked to continue paying your percentage share (based on the number of participating districts) the costs of those functions that are non-reimbursable, which includes the amount not reimbursed by NDE.

Dr. Matt McNiff will take an active role in the day to day operation of both ESU and school owned special education programs and will provide direct contact with students, teachers and parents (for school owned programs). We will also work with ESU staff development personnel to establish in-service components for IEP development and learning strategies training. We will continue to assist school districts with the ILCD (Improving Learning for Children with Disabilities) process.

IDEA and NDE standards require that we focus our teaching training in meeting new requirements as well as continuing to change the way we work with children with disabilities. Within program supervision, one of the ways we can meet this goal is to continue to offer both regular education and special education staff with appropriate in-service activities. Inclusion for children with disabilities in the regular classroom is to provide teacher training for both regular and special educators.

As our part of the partnership and supervision, we plan to continue to offer appropriate in-service activities during the school year and throughout the summer in order to ensure compliance with IDEA and Rule 51 and 52 requirements. These areas can be addressed using in-service dollars budgeted in your special education budget or grant monies appropriated by NDE. Educational Service Unit 5 will continue to provide the administrative support through program supervision.

Districts within ESU 5 are now completing their eighth year using SRS. The administrative assistants, Pam Borgman, Tina Holtmeier and Nancy Schmidt are responsible for maintaining student demographics through NSSRS. The scheduling of educational assessments is a part of the Program Supervision Coop, as is submission of special education information incorporated into PowerSchool and SRS. This includes monitoring a monthly SPED Snapshot to NDE, to insure SPED data and PowerSchool data are current. ESU 5 SPED staff will continue to support the districts with ADVISER. If students receive physical therapy, occupational therapy or speech therapy and are Medicaid eligible, the administrative assistants are also responsible for filling out the Medicaid in the Public Schools (MIPS) forms. We will continue to process and oversee IDEA applications and final financial reports. For the Early Development Network, the administrative assistants take referral information, enter the students into the NDE Connect Portal, type in narratives, keep student records current and send in monthly billings to Health and Human Services.

SPEECH THERAPY

Our goal is to continue to provide a service delivery system for schools in Gage, Jefferson and Thayer counties that will meet the individual needs of students and remain a geographically cost effective and time efficient (as it pertains to lost travel time during the school day) model.

TRANSITION COORDINATOR & SECTION 504 COORDINATOR

For the 2021-22 school year, ESU 5 will continue to support a transition coordinator to serve districts. This person will provide a multitude of transition support for students from birth to 21. There has been a need for districts to provide ever growing support as children transition from early childhood services to preschool, preschool to elementary school, elementary school to high school, and high school to college, the workforce, 18-21 programming, or residential living. This person will help families and school staff to navigate extra services in the community including Social Security benefits, guardianship, Developmental Disabilities services, Workforce Development and Vocational Rehabilitation.

The support from the transition coordinator will be provided to the districts at no cost.

For the 2021-22 school year, ESU 5 will continue to support a person to serve in the role as a Section 504 specialist. There has been an increase in the number of students being provided with services through Section 504 and ESU 5 sees the value in providing support to districts in order to ensure that their programming meets the federal guidelines and to meet the needs of the students.

This service will be provided to the districts at no charge.

VISION SPECIALIST

For the past fourteen years, ESU 5 has employed a vision specialist to work with children who are visually impaired or blind. This service is available for students whose needs are identified through their IEP. The availability of this service has been helpful to districts which must meet the needs of this low incidence population in a cost effective manner.

**RESOLUTION OF BOARD OF EDUCATION TO
SELECT THE DESIGN-BUILD CONTRACT DELIVERY SYSTEM**

WHEREAS, the Board of Education ("Board") of Southern Public Schools (legally known as Gage County School District 34-0001 and referred to herein as the "School District") previously: adopted policy 3043 Design-Build Contracts; selected the design-build contract delivery system to complete the Elementary School Addition Project ("Project"); and published notice in a newspaper of general circulation in the School District that it was seeking a Performance Criteria Developer (PCD) for a design-build project as required by law.

BE IT RESOLVED that the Board approves the contract between _____, the PCD, and the School District for the Project;

BE IT FURTHER RESOLVED that the Board hereby directs the School District's administration to publish a request for letters of interest for design-build proposals in a newspaper of general circulation in the District and, in consultation with the PCD, prequalify the prospective design-builders for the Project.

Dated: April 12, 2021

President of the Board of Education

ATTEST:

Secretary of the Board of Education