

Committee of the Whole
Monday, February 23, 2026 5:30 PM
Buffalo Elementary
1600 Buffalo Bill Ave
North Platte, NE 69101

1. **Call to Order**
2. **Posting of the Open Meetings Act**
3. **Roll Call**
4. **Approval of Publication**
5. **Approval of Agenda**
6. **Pledge of Allegiance**
7. **Board Engagement**
8. **Superintendent Report**
9. **Public Comment**
10. **Agenda**
 - 10.1. Buffalo Early Childhood Center Report
 - 10.2. Staffing Update
 - 10.3. Review of Policy #3059 Audio and Video Recording
 - 10.4. Electronic records access, Google Vault use, and Policy 3023
 - 10.5. Review Policies 6001-6018
 - 10.6. Graduation Proposal
 - 10.7. Committee of the Whole Meeting Structure
 - 10.8. Board Discussion on Board Evaluation and Board Handbook

10.9. Board Discussion on Aligning Superintendent Evaluation with the District's Strategic Plan

10.10. Board Discussion on Collective Bargaining for Administrator Contracts

10.11. Discuss, consider, and possibly take action on Acting Superintendent Contract

11. Adjournment



2009 Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not 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. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: October 12, 2020

Reviewed on: June 27, 2024

Revised on: July 8, 2024

Buffalo Early Learning Center



2025-2026

Introductions

Kirsten Boman - Principal

Niki Ruda -Speech Pathologist

**Cherish Lienemann - EDN Services
Coordinator**

Marcia Henline -PreK Teacher



Buffalo Early Learning Center

Staff:

- Public Preschool Classroom Teachers:
 - **25-26 6 Teachers, 7 Classes**
 - **5 Full Day, ½ AM and ½ PM**
- Paraprofessionals: **18**
- Music Teacher: **1**
- Early Childhood Special Education Teachers: **2**
- Occupational Therapists: **2**
- Certified Occupational Therapy Assistant: **1**
- Physical Therapist: **1**
- Physical Therapy Assistant: **1**
- Speech Language Pathologists: **3.5**
- Services Coordinators: **2.5**
- School Secretary: **1**
- Sodexo Lunch Staff: **1**
- Sixpence Parent Educators: **2**



Early Intervention Services

Services are provided within the child's natural environment. A coaching model is used with our Birth-3 families.

Service Coordination (0-3 Families):

-Central point of contact for families

Primary Providers (0-3):

- Early Childhood Special Education
- Speech Language Pathology
- Occupational Therapy
- Physical Therapy

Early Intervention Services

Direct Services for students aged 3-5 years old:

We provide services in the child's natural learning environment whenever possible. This means many children receive support within their current preschool or daycare setting.

Possible Services Provided:

Speech-language therapy

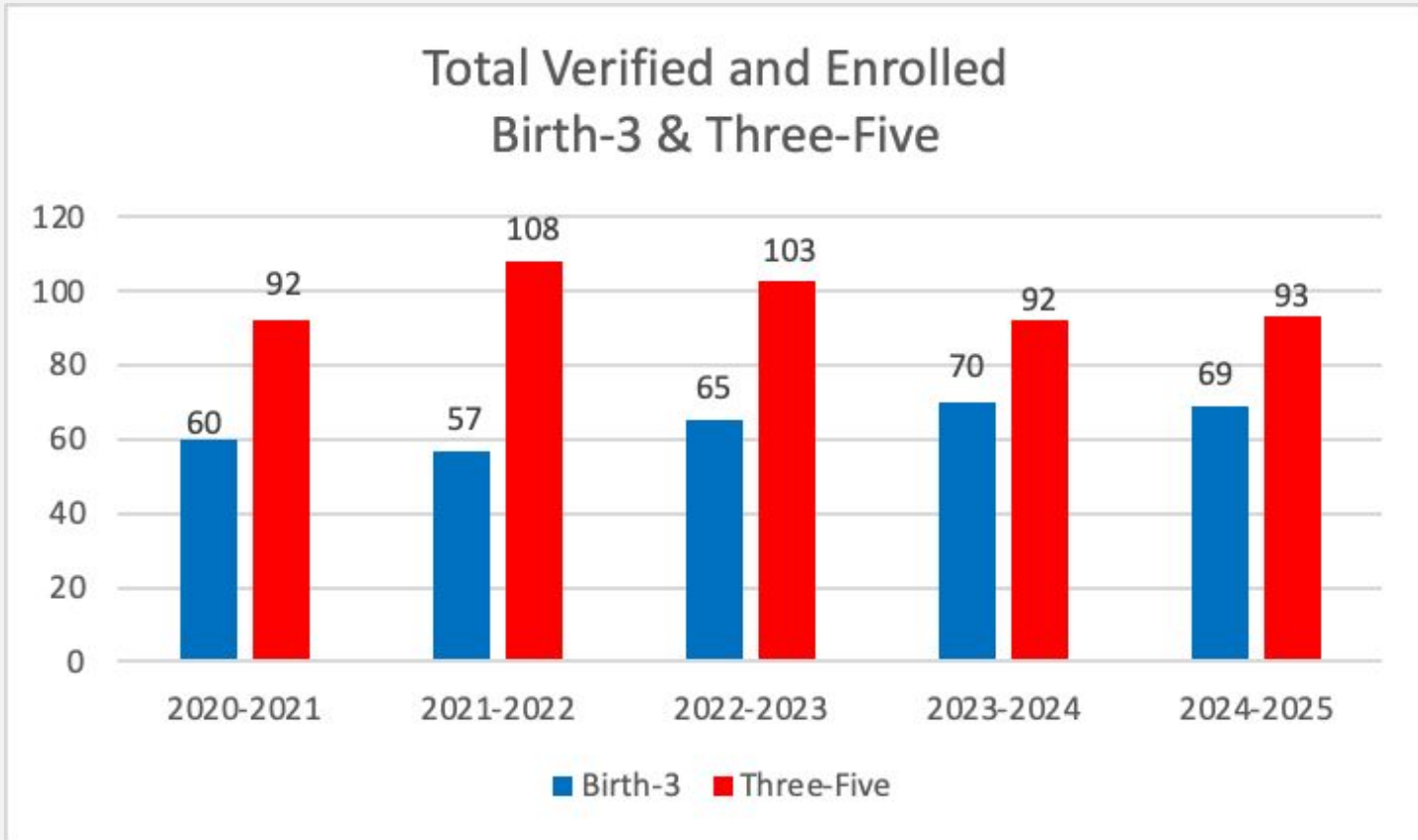
Occupational therapy

Physical therapy

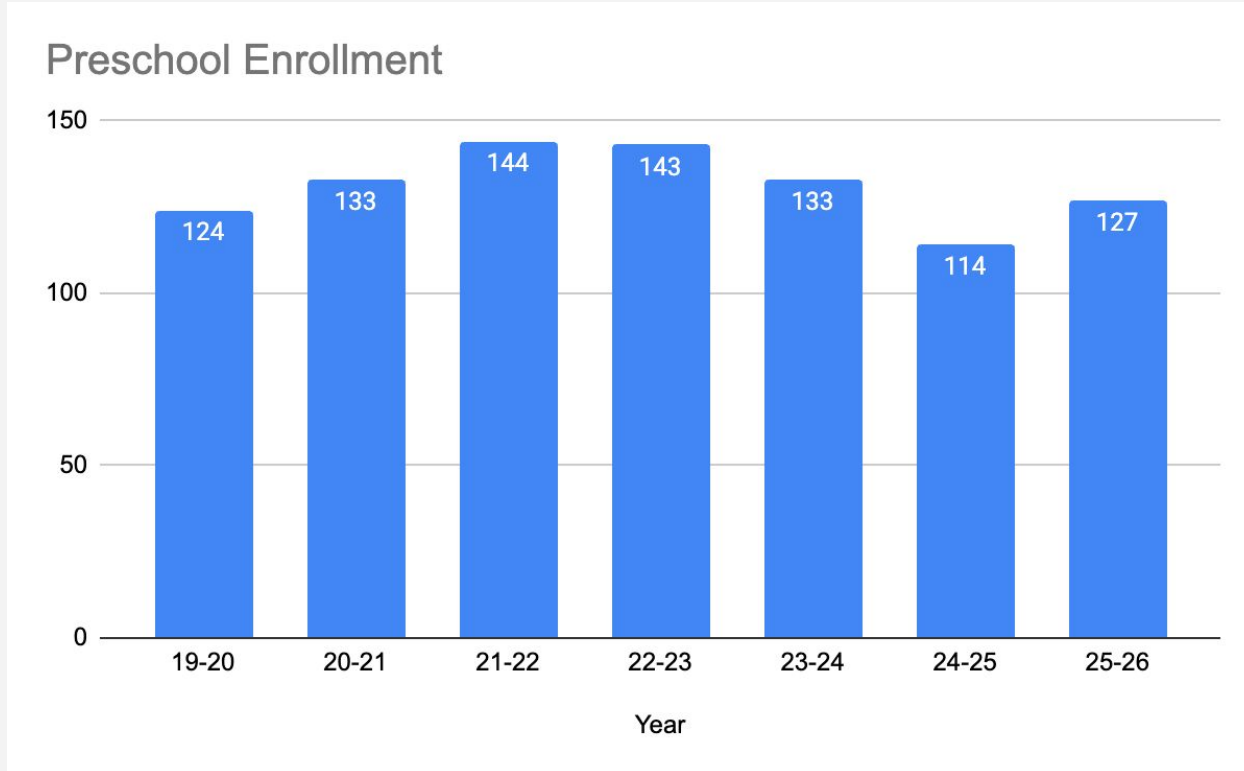
Special education instruction

Behavioral supports

SPED Birth-3 and 3-5



Buffalo Preschool



Site Plan

Goals:

Strengthen relationships and collaborative teaming among staff, families, and community partners to support the growth and development of children birth through age 5.

Improve children's ability to independently manage classroom rules, routines, and transitions with only occasional reminders. (93% or greater)

Implement Pyramid Model practices building-wide to promote positive social-emotional development, prevent challenging behavior, and create nurturing, responsive environments for all children birth-age 5.

PLC

PLC Teams

- Birth-3
- Birth-5
- Special Education 3-5
- PreK
- PreK/SPED
- Pyramid Leadership
- Sixpence/Early Development Network
- All ECP



Student Outcomes and Growth

Teaching Strategies GOLD: Widely Held Expectations

Teaching Strategies GOLD is utilized by all NPPSD preschool classrooms and by special education staff within the district. This includes students receiving special education services in birth through preschool.

Social Emotional: Manages classroom rules, routines, and transitions with occasional reminders (Goal 93% of students).

ELA: Develops foundational skills to communicate effectively for a variety of purposes (Goal 90% of students)

Math: Objectives 20A-C (Goal 85% of students)

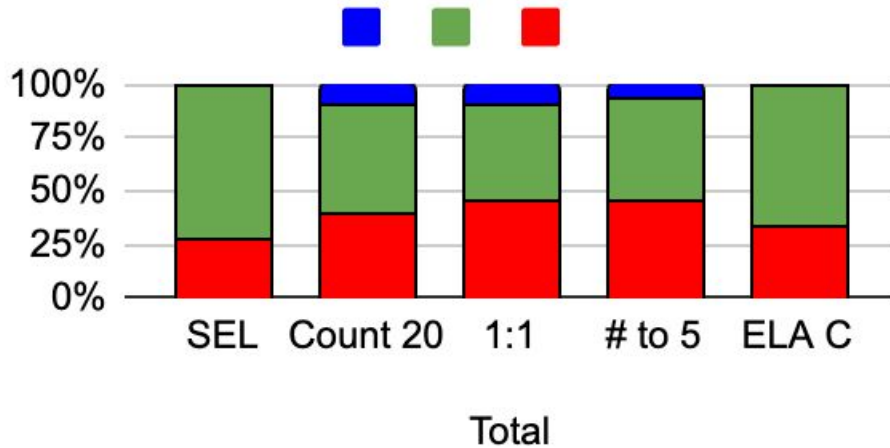
A: Rote count to 20

B: Understands one to one correspondence-Verbally counts more than 10 and 1:1 higher than 5.

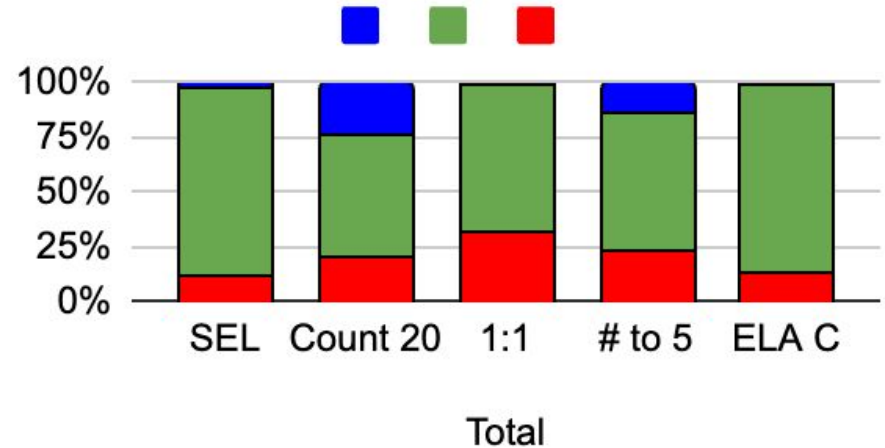
C: Begins to recognize numerals to 5.

Student Outcomes and Growth

Fall GOLD Data

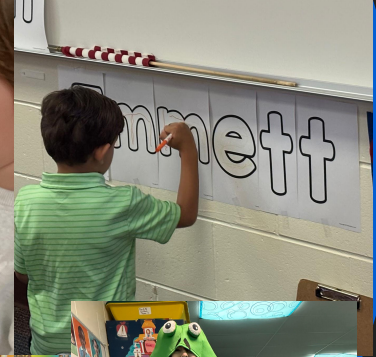


Winter GOLD Data



	Fall			Winter		
SEL	29%	71%	0.00%	12%	87%	1%
Count 20	41%	51%	8%	21%	56%	23%
1:1	47%	44%	9%	32%	68%	0%
# to 5	46%	48%	6%	24%	63%	13%
ELA	35%	65%	0.00%	14%	86%	0%

Engagement



Family & Community Engagement

Family Engagement

Family nights

- February 19th Birth-5 Engagement Night (Postponed)
- April 16th - PRT Picnic and Family Engagement Night

Community Partnerships

- NP Public Library
- Early Intervention (preschools, daycares and Head Start)
- Planning Region Team
- Dr. Pratt - Pratt Dental
- UNL Extension
- Kiwanis
- Families First Partnership
- Dusty Trails
- NP Fire Station

Graduation

Preschool Graduation will take place on the following dates for the 2025-2026 school year:

May 11th

May 13th

Location: Buffalo Early Learning Center Gym





Thank You!





3059 Audio and Video Recording

Students and their parents or guardians should assume that any class in which students are enrolled may be recorded by the school district or other students for legitimate educational purposes. Recordings permitted pursuant to this policy may only be used by students for personal academic purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy “recording” includes still photographs, video, audio, and other similar data captured in any medium.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings without a specific purpose or for a specific purpose when such recordings are deemed necessary or appropriate by the administration. The district will not maintain the recordings unless the recording is purposefully copied and saved, and the recordings will only be available for review for a limited time based on the district’s then-current recording capacity. The district administrators estimate that this is approximately 10 days but may change at any time.

Classroom Recordings by Staff. Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator.

Prohibited Recordings by Students. Unless otherwise authorized by this policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance, the students remain subject to the district’s appropriate use and student discipline policies.

For example, this policy does not prohibit students from making recordings of an athletic event for their personal use similar to a parent or other patron, subject to other applicable board policy. However, this policy generally

prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

Permitted Classroom Recordings by Students. Students may make audio or video recordings of classroom lectures or discussions:

- (1) For their convenience after providing notice to the classroom teacher and receiving the teacher's permission;
- (2) For the benefit of another student who is absent after providing notice to the classroom teacher and receiving the teacher's permission;
- (3) If recording is necessary to accommodate the student's disability and is required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

Staff may revoke permission to record if the recording distracts from or disrupts the classroom environment, unless the recording is necessary to accommodate a student's disability.

Permitted Non-classroom Recordings. Students may make audio or video recordings otherwise prohibited by this policy outside the classroom only with the permission of a teacher or school administrator, provided that such recordings otherwise comply with any applicable state and federal laws and district policy. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Reviewed on: December 10, 2020

Adopted on: April 12, 2021

Effective on: August 10, 2021

Revised on: November 13, 2023

Reviewed: May 29, 2025

3059 Audio and Video Recording

Students, staff, parents/guardians, and patrons should assume that any class or activity in the school may be recorded by the school district for legitimate educational purposes. There is no reasonable expectation of privacy within classrooms, common areas of the school building or on school grounds outside of the building. Recordings permitted pursuant to this policy may only be used for authorized purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Secret Recordings. No person is permitted to make surreptitious recordings on school grounds unless authorized by the superintendent.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings when such recordings are deemed necessary or appropriate by an authorized representative of the district. The district will not maintain recordings unless the recording is purposefully copied and saved. Any recording not copied and maintained separately may only be accessible by the authorized representative for a limited time. Recordings made by the district may be destroyed by an authorized representative at any time unless retention is required by law.

Recordings Made by Parents/Guardians and Patrons. Parents/guardians and patrons may make recordings of school activities in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Parents may not record meetings with administrators or staff, including meetings related to a student's IEP or 504 plan. Violation of this policy will result in immediate termination of any meeting that is being recorded and may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

Recordings Made by Staff. Staff members may make recordings of

classroom instruction, student behavior or performance, and school activities without prior administrative approval only for legitimate educational purposes. Staff members may not make secret recordings while on duty, even if those recordings do not violate state or federal criminal or privacy laws. Staff members who violate this provision may be subject to consequences up to termination for classified staff and cancellation of contract for certificated staff.

Recordings Made by Students. This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student’s education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (*e.g.*, AngelSense) must be approved by the student’s education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Adopted on: _____
Revised on: _____
Reviewed on: _____



3023

Record Management and Retention

The school district will comply with all federal record retention requirements, the Nebraska Records Management Act, and with Schedules 10 and 24 of the Nebraska Secretary of State's Records Management Division. These requirements apply to both physical and digital records. When permitted by Schedule 10 and Schedule 24 of the Nebraska Secretary of State's Office, records will be transferred to durable electronic media for long-term storage.

Special Rules Related to Electronic Forms of Communication.

Electronically stored information such as e-mail, instant messaging, and other electronic communication are important to the district's overall operation. E-mail and other forms of electronic communication which is subject to retention under the Nebraska Records Management Act may be moved to a storage method other than their original format. Each individual who creates or receives electronic communications that belong to or pertain to the operation of the district is responsible for determining whether and in what format those records must be maintained. Duplicate records may be destroyed at any time prior to the approved retention period. Staff members who are uncertain about whether a record should be retained should consult with their supervising administrator.

If the district has a Subscription to Google Apps with Vault activated: The district will archive all Google Apps data with metadata intact, except for instant messaging which users determine to be transitory. Only the domain administrator or other designated individual will be able to retrieve electronic communication and other electronically stored information which has been vaulted.

School-affiliated Social Media Posts. Communication on school-affiliated social media accounts are considered short-term communications pursuant to the Records Management Act. As such, they will be retained in their original form on the vendor's system and will not be deleted by the user for at least 6 months. Individuals who are uncertain as to whether a specific social media account is "school-affiliated" should refer to the Board's policy on Staff and District Social Media Use contained elsewhere in these policies.

Special Rules Related to Security Camera Footage. Video footage from security cameras is generally considered working papers under the Records Management Act, and will be overwritten consistent with the district's audio and video recording policy. Video footage which captures an event of educational or behavioral significance and contains personally-identifiable information will be maintained by the school district pursuant to its policy on student records.

Student Records. The retention of student records is also governed by the board's policy on student records.

Records Regarding Pending or Threatened Litigation. When litigation against the district or its employees is filed or threatened, the district will take all reasonable action to preserve all documents and records that pertain to the issue. When the district is made aware of pending or threatened litigation, a litigation hold directive will be issued by the superintendent or his/her designee. The directive will be given to all persons suspected of having records that may pertain to the potential issues in the litigation. The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

Federal Award Records. The district will retain federal award records as required by 2 C.F.R. § 200.334. This includes retaining all federal award records for three years from the date of submission of their final financial report. For awards that are renewed quarterly or annually, the district will retain records for three years from the date of submission of their quarterly or annual financial report, respectively. Records to be retained include but are not limited to, financial records, supporting documentation, and statistical records.

Adopted on: November 9, 2020
Effective on: August 10, 2021
Reviewed on: June 12, 2023
Reviewed on: April 24, 2025
Reviewed and Revised: August 11, 2025



6001 School Organization

The school district shall be organized under a system whereby kindergarten through 5th grade shall be designated the elementary school, grades 6 through 8 shall be designated the middle school, and grades 9 through 12 shall be designated the high school.

Unusual situations may sometimes require temporary modification of this organization.

Departures from the above noted organizational plan for instruction may be made by the Superintendent or designee upon approval of the Board of Education.

Revised on: November 11, 2020
Adopted on: May 10, 2021
Effective on: August 10, 2021
Reviewed on: December 11, 2023



North Platte Public School

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6002 School Calendar

The superintendent shall propose the calendar for each school year. The board will approve and/or amend the proposed calendar. The calendar shall provide for sufficient instructional time to meet or exceed the requirements of state statutes and regulations, and should provide time for staff orientation, in-service and curriculum work.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6003

Instructional Program

1. The minimum number of instructional hours in the school year will be 1,080 for grades 9 through 12, 1032 for grades 1 through 8, and 400 for kindergarten students, exclusive of lunchtime.
2. The district may establish special programs for individual students that may deviate from these requirements. All special programs must either be adopted pursuant to applicable law or approved by the superintendent in advance. Prior to the district's commencement of a specialized program, the district will provide the student's parents or guardians with notice of the program.
3. The board, acting with the advice of the administration and certificated staff, will adopt a curriculum and procure textbooks and materials to support that curriculum. The administration and certificated staff will design instructional strategies and assessments to implement the curriculum.
4. To the extent possible, practice for, travel to, and participation in activities sponsored by the Nebraska School Activities Association and the Nebraska Department of Education will be scheduled outside of instructional time. Individual student absences because of illness or family-centered activities will be governed by district attendance policies.
5. The board intends to strike a sensible balance between the time spent on academics and time spent on extracurricular activities, acknowledging that both work and play are important in each student's total development and education.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Revised on: July 10, 2023

Reviewed on: December 11, 2023



6004

Curriculum Development

The board of education jealously guards its right, prerogative, and discretion to exercise local control of the curriculum development of the district to the greatest extent permitted by state and federal law, and has no intention of ceding such right, prerogative, or discretion.

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The district's academic content standards shall be those required by the Nebraska State Board of Education . The curriculum shall be accountability based in the subject areas of English/Language Arts, Mathematics and Science. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present content standards to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The



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superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Revised on: December 11, 2023

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05



6005
Academic Credits and Graduation

Graduation

High School graduation represents growth in academic, social, physical, and work-related skills. Each student is unique, each student has a unique set of needs and abilities – therefore, we can expect that the experience provided in the amount of growth provided will vary widely among students. Although there are many differences among students, and graduation from high school will not represent exactly the same growth for every student, the expectation of the North Platte Board of Education is that every student will meet the following minimum requirements to receive a diploma from North Platte High School.

Course	Hours
Language Arts (9th English, 10th English, 11th English or Adv English 11, and 12th English or Advanced Comp or Advanced Lit & Comp)	40
Science (9th Physical Science; 10th Biology; 11th/12th Adv Biology, Earth, Physics, Chemistry, etc.)	30
Mathematics (9th Alg A/B or Alg 1 or Alg 2 or Geometry; 10th Alg 1 or Alg 2 or Geometry; 11th/12th Alg 2 or College Algebra, etc.)	30
Social Sciences (9th Civics/Economics; 10th World History; 11th US History; 12th American Government)	30
Physical Education/Health	15
Personal Finance	5
Computer Science (2024-25)	5
Speech	5

(Basic Communication or Public Speaking)	
Electives	85
Total Credit Requirements	245

Regulations:

1. High School is considered a four-year course of study. Therefore, graduation requirements will be based upon units (credits) earned in grades 9, 10, 11, and 12.
2. Students will complete a Personal Career and Academic Learning Plan under the guidance of parent(s), guardian(s), and school staff. The planning process will begin in 9th grade prior to the start of high school. The Personal Career and Academic Learning Plan will be reviewed and adjusted at the completion of each high school academic year. Upon successful completion of the required number of credits and Personal Career and Academic Plan, the student shall be eligible for graduation diploma from North Platte Public Schools.
3. Students are expected to enroll in courses at North Platte High School as full-time students.
 - a. A full-time student is one who is in attendance, and is assigned to courses or activities for the entire school day from the time that classes begin until classes end for the day.
4. The administration will establish and update specific courses of study to meet the graduation requirements outlined in this policy.
5. Students are expected to enroll in courses at North Platte High School as full-time students, unless exceptions are approved by the high school principal, associate superintendent, the Board of Education. The administration will develop appropriate administrative guidelines for granting students exceptions to deviate from the course requirements that have been designated in the District's graduation requirements policy.
6. A student will become a candidate to receive a diploma from North Platte High School only after the student has completed 24.5 units of credit (245 credit hours) required for graduation, has been enrolled as a full-time student as defined in this

policy for at least one semester, and has met the District's proficiency requirements in selected core subjects.

7. Students may apply for early graduation to the principal only if special circumstances exist and they have met all other graduation requirements of the Board of Education. Approval of early graduation is at the discretion of the principal. Any student who wishes to graduate from North Platte High School prior to the end of their senior year must submit an application for early graduation by the end of the first term of their senior year. This applies to all students completing high school graduation requirements prior to their scheduled graduation cohort year. The principal will review all early graduation applications with a building committee. The building committee will include the principal or designee, career coach, the student's assigned counselor, and two teacher leaders and/or any other person(s) who can contribute relevant information regarding the student. The building committee will be set prior to each school year. The principal will forward applications to the Superintendent and/or his/her designee. Special circumstances will be reviewed by the building committee.

8. This policy will be retroactive.

MINIMUM OF 245 CREDITS IS REQUIRED

Legal Reference: Neb. Rev. Stat. ' 79-211, 79-526
NDE Rule 10

Reviewed on: November 11, 2020
Adopted on: May 10, 2021
Effective on: August 20, 2021
Revised on: December 11, 2023



6006 Commencement Ceremony

The district shall conduct a commencement ceremony for members of the senior class at the end of the school year. Participation in the ceremony is a privilege, not a right, and the superintendent or his/her designee may prohibit students who have violated conduct rules from participating in the ceremony as a consequence for the misconduct.

Only those students who have completed all graduation requirements (i.e., completed the required coursework or achieved the goals set in the student's individual education plan) or who have received a certificate of attendance will be allowed to participate in commencement.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6007 Senior Recognition

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

1. The Board of Education will annually recognize the top ten percent of the graduating class of North Platte High School and that recognition will be based on student grade point average and other criteria as outlined in the student handbook.
2. Students who graduate in the top ten percent of their class will be awarded medallions in recognition of their respective distinction.
3. Class ranking will be maintained for all high school graduates.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 21, 2021

Reviewed on: December 11, 2023



6008

Class Rank

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled. For the purposes of this policy, core curriculum shall include all courses in the areas of language arts, mathematics, science, and social studies.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6009

Grade Placement and Academic Credits of Transfer Students

It shall be the responsibility of the administration to determine academic placement decisions involving students, including situations where students transfer into North Platte Public Schools from other educational settings. The District reserves the right to make the most appropriate grade level placement, class placement and teacher assignment for students which best fulfills the needs of the students and the school district. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the principal, in consultation with the student's teachers, parents, and counselor, to be appropriate for the educational interests of the student and the school's educational program.

Subject to a determination on grade placement based on the criteria set forth below, a student transferring from an accredited school generally will be placed at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

Elementary Level Students

The appropriate level of placement for elementary level students may be determined by, but not limited to, consideration of the following information:

- Chronological age
- Previous public school or private school experience
- Diagnostic test data
- Achievement test data
- Criterion-referenced test data

Secondary Level Students

The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:

- Chronological age
- Previous public school or private school experience and transcript
- Standardized achievement test data
- Criterion-referenced test data
- Final examination test data



- Diagnostic test data

The district will accept credits toward graduation that were awarded by an accredited school district and which, in the professional judgment of the administrative team, are sufficiently rigorous and comparable to the district's offered courses of study. A student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirements in order to be awarded a diploma from the district.

Students who transfer from an exempt (home) school and/or a non-accredited school may be awarded credits to be counted toward high school graduation requirements at the discretion of the building principal in consultation with the superintendent of schools. The principal will consider all of the factors listed above and will also consider the student's performance on the district's internal benchmark tests.

The district administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a foreign country.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Revised on: December 11, 2023



North Platte Public School

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6010 Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Reviewed on: March 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6011

Fire Instruction and Prevention

The school district will provide regular periods of instruction in fire danger and fire prevention, and will observe State Fire Day.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023

6012

Flag Display and Patriotic Observances

The district shall display the flags of the United States of America and the State of Nebraska prominently on the grounds of every school building each day that school is in session.

Each building principal shall be responsible for the care and display of the flags at his/her assigned building, and shall adhere to the rules and customs pertaining to the use and display of the flags as set forth in the United States Code.

Each day, at the time designated by the building administrator, staff shall ensure that students in grades K-12 will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America. Pupil participation in the recitation of pledge shall be voluntary. Pupils who elect not to participate shall sit or stand silently and must respect the rights of those students choosing to participate.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023

Legal Reference: Neb. Rev. Stat. Sections 79-705; 79-707, 79-708, 79-724; and NDE Rule 10
70 Federal Register 55507 (Constitution Day)

6013 Teaching Controversial Issues

The ability to discuss, listen, and dissent are essential elements of responsible citizenship. The school district encourages students to develop skills in analyzing issues, respecting the opinion of others, distinguishing between fact and opinion, considering all pertinent factors in reaching decisions, and arriving at group decisions.

Teachers may teach or lead discussions about controversial issues if they comply with the criteria contained in this policy. Controversial issues may be questions, subjects, or problems which can create a difference of opinion. They can include issues which may have political, social, environmental, or personal impacts on pupils and/or the wider community: locally, nationally or internationally. Often they have no easy answer, in part, because solutions may be based on an individual's personal values and beliefs.:

1. The issues discussed must be relevant to the curriculum and be part of a planned educational program.
2. Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
3. The teacher must encourage students to consider and discuss a variety of viewpoints.
4. The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
5. The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
6. The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.



7. Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or a school device. However, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Teachers who are unsure of their obligations under this policy must confer with their principal prior to discussing controversial issues in the classroom.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Revised on: January 10, 2022

Reviewed on: December 11, 2023



6014

School Attendance on Days of Scheduled Activities

Students must be in attendance for at least half of the school day in order to practice or participate in an extracurricular contest, practice or performance unless the student has the building principal's prior permission to participate despite the absence.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Revised on: December 11, 2023



6015 Summer School

The school district may conduct a summer school program to provide additional educational opportunities for students who need remedial instruction and/or to enrich students' educational experiences. Students who successfully complete classes offered through the district's summer school program will earn credit toward high school graduation. Students will be allowed to substitute a summer-school grade for a failing grade earned during the regular school year. Students who take summer school courses to replace a passing grade may not use the summer school course to advance their class rank.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6016

Homebound and Off-Campus Instruction

The school district may provide a student with instruction in his or her home or other off-campus location under the following circumstances:

- if the student's IEP or 504 team determines that homebound instruction is appropriate;
- if the student is physically or mentally ill or injured and unable to attend regular classes and the superintendent or his/her designee had determined that a program of off-campus instruction is appropriate, after conferring with the student's parents, teacher(s) and/or physician; or
- under other circumstances which the superintendent deems to be appropriate.

Homebound and off-campus instruction may include a variety of in-person and distance learning services, as determined appropriate by the superintendent or relevant educational team. The superintendent or relevant educational team shall periodically review individual off-campus instructional programs and shall only continue them as long as they are educationally appropriate.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6017 Homework

Homework consists of assignments made by teachers that students must complete during non-class time. Homework is intended to ensure student learning of certain concepts and/or skills found in the written and taught curriculum.

Teachers may assign homework and must use their professional judgment in determining the length, difficulty, and student readiness to proceed with homework assignments. Homework assignments shall be kept minimal on Wednesday nights, which is traditionally considered "family night" in the community.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023



6018 Grades

The school will report student grades and/or academic progress to parents at least four times per year. The superintendent or his/her designee shall develop and implement student grading guidelines to be used by teachers. The objective of grading guidelines shall be to quantify and report the academic achievement of each student.

Communicating student progress to parents shall be the responsibility of the building administrator and the classroom teacher.

Reviewed on: November 11, 2020

Adopted on: May 10, 2021

Effective on: August 10, 2021

Reviewed on: December 11, 2023

Proposal to Update Diploma Presentation at NPHS Graduation Ceremony

Purpose

Graduation is one of the most important milestones in a student's high school experience. This proposal recommends a change in who presents diplomas at high school graduation ceremonies to better reflect the relationships students build during their four years of high school.

Current Practice

At present, diplomas at high school graduation ceremonies are presented by members of the School Board. This practice recognizes the Board's role in governance and its commitment to student success across the district.

Proposed Change

It is proposed that diplomas at NPHS graduation ceremony be presented by **school administration**, specifically the **principal and assistant principals/dean**, Mr. Spotanski, Mr. Byrn, Mr. Butler and Mrs. Cahill, beginning with the **2026** commencement ceremony in May.

School Board members would continue to play an important role in the ceremony through formal recognition, seating of honor, and participation in opening and/or closing remarks.

Rationale

1. Direct Relationship with Graduates

High school administrators work closely with students throughout their four years, supporting academics, activities, discipline, and graduation requirements. We see them at events, they greet us every morning and they are present throughout our day in all different ways - passing periods, stopping in to our classrooms at lunch, etc. Presenting diplomas reflects this sustained relationship.

2. Instructional and Site Leadership

Having diplomas presented by the principal and assistant principals/dean emphasizes their role as the instructional leaders responsible for the academic program and school culture that prepared students for graduation. It is in large part, due to their daily presence in our lives that we have reached this milestone.

3. Meaning and Recognition for Students

Receiving a diploma from a familiar school leader adds personal significance to the moment and is often more meaningful for students and families. It would mean so much more to receive my diploma from one of our administrators who saw me through my four years at NPHS. To have the chance to shake their hand and even tell them thank you at that moment would be something I'll never forget.

4. Ceremony Flow and Accuracy

School administrators are well acquainted with graduation logistics and procedures,

which supports a smoother, more efficient ceremony.

5. **Role Clarity**

This change reinforces the distinction between the School Board's governance responsibilities and the school administration's operational and instructional role at the site level. We build relationships with those people in our building, not only through the educational process but through the different activities and events that we participate in. Personally, I don't know the board members, nor do I see them in our school.

Role of the School Board

This change does not lessen the importance of the School Board's role. Board members will continue to be honored guests and recognized for their leadership and service to students and the community.

Implementation Plan

- Identify participating administrators for diploma presentation - Mr. Spotanski, Mr. Byrn, Mr. Butler, Mrs. Cahill
- Update graduation scripts, rehearsal protocols, and ceremony logistics
- Communicate the change to School Board members, staff, students, and families
- Ensure School Board members are formally recognized during the ceremony

Impact Assessment

- **Operational Impact:** Minimal
- **Financial Impact:** None
- **Community Impact:** Positive, with increased alignment between ceremony practices and student experience

Recommendation

It is recommended that the Board approve this change for implementation beginning with the **2026** NPHS graduation ceremony, with post-ceremony feedback used to assess effectiveness.

Conclusion

Transitioning diploma presentation at high school graduation from School Board members to school administrators honors the leaders who directly guided students to this milestone while continuing to recognize the School Board's essential governance role. This change enhances the meaning, clarity, and flow of the graduation ceremony and impact on students. Graduation celebrates not only a diploma, but the relationships, growth, and experiences that define the high school years. Having school administrators present diplomas helps make this moment more personal, meaningful, and reflective of students' high school journey.

Dear Dr. McDonald,

I hope you are doing well. I am writing to respectfully propose a change to our current graduation ceremony format regarding the presentation of diplomas.

Specifically, I would like to suggest that our high school principals and dean (Mr. Spotanski, Mr. Byrn, Mr. Butler, Mrs. Cahill) present diplomas to graduates, rather than members of the school board. While we greatly value the leadership and service of our board members, graduation is a deeply personal milestone for students and their families. Having our school administrators, those who have worked closely with students throughout their high school careers, hand out diplomas would add a more meaningful and personal touch to the ceremony.

Our NPHS principals and deans build relationships with students over several years, they support our academic and extracurricular growth, and play an important role in guiding us to graduation. Their involvement in presenting diplomas would reflect those connections and make the moment more memorable for the graduating student body.

Importantly, many students have expressed support for this change. We feel that receiving our diploma from school leaders who know us personally would make the experience more special and representative of our high school journey.

Thank you for considering this proposal. I know you are new to the Superintendent role, I appreciate your undertaking during this transition within our district. I would welcome the opportunity to discuss this further.

Sincerely,

Paige C. Seery

NASB BOARD STANDARDS SELF- ASSESSMENT HANDBOOK

NASB MISSION STATEMENT

The Nebraska Association of School Boards
Provides programs, services, and advocacy to
strengthen public education for all Nebraskans.



NASB BOARD LEADERSHIP TEAM MISSION

Support Effective Board Governance and Grow Leadership
Capacity to Serve Districts and Communities.

Marcia R. Herring, NASB Director of Board Leadership
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The NASB Board Leadership Department advocate for the board-superintendent leadership team to subscribe to the highest level of professional and personal conduct and performance. Therefore, the Board Governance Standards provide a framework to support and guide leadership. The components of effective board governance and leadership are supported by best practice and the Iowa Lighthouse research. The NASB Board Standards also provide shared understanding of what constitutes effective governance and validate and affirm the importance of the school board's role to support student success.

The standards encourage boards to focus on student learning as the board's primary responsibility. For many school boards, these standards will reinforce current practice. For others, the standards enable the board to identify areas of need the board must align to developed goals to measure growth. The NASB Board Standards and the performance indicators under each standard are aligned with the Professional Standards for Educational Leaders (PSEL). The PSEL emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning. The Association advocates for all boards to embrace the standards and engage in assessing the performance of the board according to the identified benchmarks and performance indicators.

NASB BOARD GOVERNANCE STANDARDS

Effective board standards are intended to be used by the board as a common framework to support and guide school board governance, and to promote student growth and achievement.

Boards that lead with purpose understand the impact of their actions and,

- *Recognize and follow the proper roles and responsibilities of the board*
- *Adopt and commit to the mission, vision, and goals of the school district*
- *Review, update, and adopt policy to support decision-making*
- *Adhere to board adopted operating protocols and procedures*
- *Engage stakeholders with the intent to communicate and partner for the benefit of education*

BOARD SELF-ASSESSMENT AND TEAM BUILDING

A board that aspires to operate effectively will periodically engage in some form of self-assessment. Conducting a self-assessment is an opportunity for the board to evaluate how well it is functioning as a body while enabling the board-superintendent leadership team to determine areas of improvement to operate more effectively in the future. It is important that expectations and standards on how to improve the team's practices and behaviors are clearly articulated during this process.

NASB BOARD LEADERSHIP ONLINE SURVEY SERVICE

The role of the Association will be to administer the NASB Board Self-Assessment on behalf of the board. Board Leadership staff will:

- Work collaboratively with the board to define an assessment timeline (this is typically a ten-day timeline)



- Distribute the link to the board to complete the self-assessment
 - *Note: The Board Self-Assessment survey is accessible by computer, smart phone and other mobile devices for ease of completion*
- Send reminders to board members who have not completed the assessment prior to the deadline
- Compile the board feedback
- Develop an Executive Summary highlighting board strengths and areas of need
- Distribute the assessment reports to the board president

Note: A sample report is included at the end of this handbook.

Returning districts will be given a comparative Board Self-Assessment report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

NASB BOARD STANDARD SELF-ASSESSMENT

Utilizing a Likert Scale, please review the Board Governance Standards, Benchmark for Success and Performance Indicators. Select the Performance Indicator(s) that best describes the work of the board.

BOARD CULTURE AND TEAMWORK

What word would you use to describe the climate of the board: <i>(circle one)</i>	Collaborative; Empowering; Productive; Purposeful; Safe; Supportive; Critical; Fearful; Secretive; Self-Preservation; Unproductive
What word would you use to describe your general frame of mind following a board meeting: <i>(circle one)</i>	Active; Determined; Inspired; Proud; Concerned; Distressed; Frustrated; Upset

		Always	Sometimes	Rarely	Never	Unsure
a.	There is cohesiveness and collaboration among board members.					
b.	There is respect for diverse viewpoints and cultures.					
c.	Board member decisions are based on the best interest of students and good stewardship of school resources.					
d.	There is effective conflict resolution among board members.					
e.	Communication among board members is respectful.					
f.	Communication among board members is effective.					
g.	Board members are well informed on issues related to the district.					
h.	Board members promote an environment of transparency, trust, learning, and continuous improvement.					

STANDARD 1: MISSION, VISION, & GOALS

Benchmark for Success: The board annually reviews the district’s mission, annually adopting board and district goals to support the long-term vision.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board includes stakeholders and the community in the development and revisions of the district’s mission, vision, and goals.					
b.	The board aligns the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.					
c.	The board adopts a strategic plan or district goals to support the progress and growth of student learning.					
d.	The board meeting agenda aligns discussion and action items to instructional and organizational practices that promote student success and the district’s goals/strategic plan.					
e.	The board continually monitors the district plan and progress of goals and outcomes, adjusting to changing expectations and opportunities for the school and changing needs to students.					
f.	The board adopts board goals aligned to the strategic plan or district goals to support and facilitate progress.					
g.	The board establishes and sustains a professional culture of engagement and commitment to a shared mission, vision, and goals pertaining to the education of the whole child.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD II: POLICY GOVERNANCE

Benchmark for Success: The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board is committed to a defined process to ensure regular review, revision, and adoption of board policies.					
b.	The board adopts policies that support the mission and vision, provide structure, and support student success.					
c.	The board completes a full review of the policy manual within a one-to-three-year period of time.					
d.	When developing and updating policies, the board considers recommendations from the superintendent, administrators, and district legal counsel/policy service.					
e.	The board ensures board policies are updated regularly according to state statute and accessible to the public.					
f.	The board follows an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.					
g.	The board evaluates the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.					
h.	The board reviews and approves the contents of the District Annual Report.					
i.	The board develops policies and procedures that affect students and staff in a positive, fair, and unbiased manner.					
j.	The district handbooks are aligned to district policy.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD III: STAKEHOLDER & COMMUNITY ENGAGEMENT

Benchmark for Success: The board establishes effective communications with internal and external stakeholders to promote the district's image, and to build and sustain long-term partnerships that serve education.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board engages the community to build understanding and support for public education and the school district.					
b.	The board seeks input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.					
c.	The board maintains a cohesive communications plan to inform and educate the community on district issues.					
d.	The board ensures that a district report is provided to patrons annually.					
e.	The board references the district mission and vision to support decisions related to policy and district operations.					
f.	Board members maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.					
g.	The board builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						



STANDARD IV: ACCOUNTABILITY & STUDENT ACHIEVEMENT

Benchmark for Success: The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board engages in discussion related to the state standards and district assessments.					
b.	The board sustains an adopted curriculum review policy to require scheduled review and updates of district curriculum in all curricular areas.					
c.	The board reviews student achievement data to support the identification of priorities and allocation of resources.					
d.	The board promotes and supports through district resources continuous staff development and mentoring to support a highly effective staff.					
e.	The board seeks input from staff to develop and grow instruction and learning.					
f.	The board supports continuous school improvement initiatives and oversees the progress of school improvement goals.					
g.	The board promotes mutual accountability at all levels of the school community for each student's success and the effectiveness of the school as a whole.					
h.	The board promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.					
i.	The board promotes the use of technology in the service of teaching and learning.					
j.	The board reviews data to monitor and assess the progress of student learning.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						

	Yes	No	Unsure
Has the district intentionally engaged stakeholders who are members of the underrepresented groups?			
Who are the underrepresented groups in your school district?			

What are the district initiatives that address diversity, equity, and inclusion with students and staff?	
What are the barriers to more equitable outcomes?	

STANDARD V: ADVOCACY

Benchmark for Success: The board advocates for children, public education, learning, and equity to support improved student outcomes for all students.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board adopts an advocacy calendar and belief statements to align advocacy efforts before, during, and after the annual Legislative Session.					
b.	The board maintains legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.					
c.	The board and superintendent attends the Legislative Issues Conference and engages NASB as a support system during the Legislative Session.					
d.	A board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s).					
e.	At the close of the Legislative Session, the board analyzes the work and effectiveness of the district's advocacy role during the session.					
f.	The board ensures each student in the district has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.					
g.	Board members advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						



STANDARD VI: DISTRICT RESOURCES

Benchmark for Success: The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board adopts a fiscally responsible annual budget that is aligned with the district's mission, vision, and goals.					
b.	The board considers a budget that is aligned to the strategic plan and/or goals and the growth of student success.					
c.	The board receives monthly budget reports including comparison data to monitor budget management and expenditures.					
d.	The board reviews and adopts a master facility plan to support a safe and effective learning environment districtwide.					
e.	The board authorizes an annual audit of all of the district's financial records.					
f.	The board ensures equitable resource distribution within the annual budget.					
g.	The board allocates resources to provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the academic learning needs for each student.					
h.	The board engages the public in discussions regarding the budget and facility plan.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD VII: BOARD OPERATIONS

Benchmark for Success: The board ensures meetings are effective, efficient, and orderly, focused on policy, proper board governance, and conduct.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board has adopted the NASB Code of Conduct, and meeting protocols and procedures to support orderly meetings held in public.					
b.	The board meeting agenda is aligned with district goals and priorities, focused on student and staff success, academic outcomes, and effective governance practices.					
c.	The board treats all individuals, including fellow board members, staff, students, and community members with trust and respect.					
d.	The board understands and complies with the Nebraska Open Meetings Law.					
e.	The board adopts policy and communicates with the public regarding public participation at board meetings.					
f.	The board's actions and attitude elicit community trust and respect.					
g.	Each board member honors board decisions even when the vote is not unanimous.					
h.	Each board member refrains from making commitments on behalf of the board.					
i.	Each board member respects the confidential information shared in closed session.					
j.	The board engages in open, respectful dialogue and decision-making.					
<p><i>What areas of strength did you identify within this standard? Why?</i></p>						
<p><i>What are the areas within this standard that the board needs to improve and grow?</i></p>						



STANDARD VIII: BOARD - SUPERINTENDENT RELATIONS

Benchmark for Success: The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.

		Always	Sometimes	Rarely	Never	Unsure
a.	The superintendent's job description states expectations, clarifies authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.					
b.	The board and superintendent have clearly defined roles and accountability.					
c.	The board provides clear expectations for the superintendent's performance, collaboratively sets annual performance goals, and evaluates the superintendent accordingly.					
d.	The superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates to comply with the contract.					
e.	The board works with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.					
f.	The board empowers and motivates the superintendent to the highest levels of professional practice and to continuous learning and improvement.					
g.	The board promotes the personal and professional health, well-being, and work-life balance of the superintendent.					
h.	Using policy, the board delegates authority to the superintendent to manage district operations and implement policy.					
i.	The board and superintendent demonstrate collaborative problem solving and decision-making.					
j.	The board thoughtfully considers the superintendent's recommendations prior to making decisions.					
<i>What areas of strength did you identify within this standard? Why?</i>						
<i>What are the areas within this standard that the board needs to improve and grow?</i>						

STANDARD IX: PROFESSIONAL DEVELOPMENT

Benchmark for Success: The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

		Always	Sometimes	Rarely	Never	Unsure
a.	The board and superintendent share responsibility for the orientation of new board members.					
b.	Each board member regularly participates in board development opportunities.					
c.	The board participates in professional development regarding board-superintendent relations.					
d.	The board seeks opportunities to expand their knowledge of educational issues and practices within and beyond the district.					
e.	The board's participation in professional development leads to mutual trust, collaboration, shared knowledge, and clear communications between the board and superintendent.					
f.	The board reflects on board performance and learning through challenges through an annual board self-assessment.					
g.	The board sets goals following the board self-assessment.					
h.	The Association provides the support needed to grow in your role as a board member related to: (Bd. Mtg. Protocols and Procedures, Supt. Eval, BSA, Bd. Role/Responsibilities, Onboarding Bd Members, Committees, Advocacy, Policy, Comm. Engagement, Strat. Planning)					
What can the Association do to better meet your needs as a board?						
What areas of strength did you identify within this standard? Why?						
What are the areas within this standard that the board needs to improve and grow?						



CONCLUSION

From the board perspective, what is the greatest student need in your district?	
Are there areas about the culture/climate of the board that you have not had the opportunity to address in the above questions?	



NASB BOARD SELF-ASSESSMENT SAMPLE REPORT:



Nebraskaland Public Schools Board Self-Assessment 2026



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Collective Standard Averages

(listed highest to lowest)

- 4.88 - Standard IV: Accountability and Student Achievement
- 4.50 - Standard IX: Professional Development
- 4.00 - Standard I: Mission, Vision, and Goals
- 4.00 - Standard VI: District Resources
- 4.00 - Standard VIII: Board-Superintendent Relations
- 3.96 - Standard III: Community Engagement
- 3.89 - Standard II: Policy Governance
- 3.72 - Standard VII: Board Operations
- 3.60 - Standard V: Advocacy

Averages range from 1.00-5.00 with averages closer to 5.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

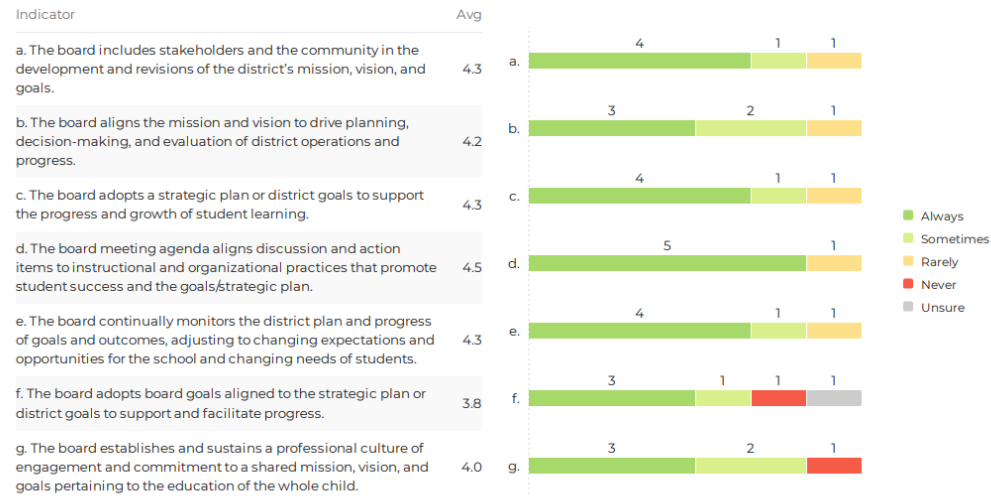
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Standard I: Mission, Vision, and Goals

Benchmark for Success: The board annually reviews the district's mission, annually adopting board and district goals to support the long-term vision.



Values are as follows: Always - 5 Sometimes - 4 Rarely - 2 Never - 1 Unsure - 3

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What areas of strength did you identify within this standard? Why?

Consectetur viverra, urna, iaculis placerat dui! Quam etiam fermentum nec dolor.
 Etiam euismod aenean leo sodales molestie vitae temporibus. Tempor leo wisi gravida.
 Luctus porttitor faucibus morbi diam orci? Wisi imperdiet quis posuere.
 Pedes tempus vulputate morbi dui, platea atque! Rutrum cras facilisi nonummy per tellus.
 Pellentesque cursus vehicula ut tempor. Eget! Nec nunc. Massa temporibus dapibus! Justo facilisi, amet.
 Ridiculus ultricies ab potenti venenatis consequat lorem ligula natoque magnis.

What are the areas within this standard that the board needs to improve and grow?

Viverra malesuada euismod, malesuada justo augue sed primis bibendum, non! Faucibus ridiculus.
 Scelerisque luctus? Suspendisse, laoreet lacus et porttitor lectus! Sed donec porta ante dui? Odio.
 Orci natoque temporibus! Pedes non malesuada sodales risus sollicitudin. Interdum? Duis et rhoncus ut.
 Duis bibendum wisi rutrum eleifend ultricies lectus tortor sed maecenas.
 Cursus vitae wisi fringilla augue turpis. Proin tellus dui dignissim vestibulum platea turpis diam ut.
 Aliquam vulputate dolor vel in cras tempora pellentesque quis, imperdiet non imperdiet.

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Following the Board Self-Assessment, the board will:

- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.





**NORTH PLATTE
PUBLIC SCHOOLS
BOARD OF EDUCATION**



This sample handbook is designed to provide a foundational framework for board operations, outlining roles and responsibilities based on policy, best practice, protocol, and procedures.

This is a sample only.

For information about customizing a board handbook to your district's specific policies and unique operational needs, contact:

Becky Erdkamp

NASB Board Leadership Engagement Associate
berdkamp@NASBonline.org; (402) 423-4910.



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Handbook content can be customized to include QR codes linked to the district's strategic plan, communication plan, board policies, school handbooks, calendars, and more.

AN ENDURING LEGACY: A HISTORY OF NEBRASKALAND PUBLIC SCHOOLS

Nebraskaland Public Schools has a rich history dating to the late 19th century. Formally established in 1888 by consolidating several small, one-room schoolhouses, its early curriculum centered on reading, writing, and arithmetic. Teachers frequently boarded with local families. The district saw significant growth in the early 20th century, leading to the construction of facilities like Nebraskaland High School in 1917. During the 1960s, a wave of rural school consolidation brought smaller districts into Nebraskaland, centralizing resources and administration. This era also marked an increase in state and federal educational involvement, leading to new programs for special education.

In the latter half of the 20th century the district embraced modernization and community engagement. Personal computers were introduced to classrooms in the 1980s, and the district became a central hub for community activities. At the beginning of the 21st century, Nebraskaland Public Schools further evolved by prioritizing student-centered learning and technological integration. In the early 2000s, the district made major investments in digital learning resources, advanced placement courses, and career academies. Despite facing challenges like navigating remote learning during the pandemic, the district has remained committed to its core mission of providing an exceptional education that empowers every student.



NEBRASKALAND PUBLIC SCHOOLS MISSION STATEMENT

To empower every student with the knowledge, skills, and character to thrive in a changing world. We are committed to providing a safe, supportive, and innovative learning environment that celebrates our rural heritage while preparing students for the opportunities of tomorrow.

NEBRASKALAND PUBLIC SCHOOLS VISION STATEMENT

Nebraskaland Public Schools will be a cornerstone of our community, renowned for academic excellence, strong community partnerships, and graduates who are confident, resilient, and ready to lead with integrity and purpose.



A MESSAGE FROM NASB BOARD LEADERSHIP



School board service is a profoundly rewarding experience, yet even those with previous volunteer experience can be surprised by the complexities of school district operations. The authority of individual board members, and the board as a whole, is frequently misunderstood by the public, underscoring the importance of clarity in roles and responsibilities.

Effective district leadership relies on the interconnected efforts of the board, administration, and staff, with each party having distinct, yet crucial, roles in serving students' best interests. The board's primary role is governance, focusing on strategic oversight and providing clear, unified direction. Administrators, with a district-wide perspective, handle practical planning and operations. District staff, particularly teachers, are responsible for the day-to-day implementation of the district's mission. Understanding these roles is the first step toward board unity.

A strong board-superintendent relationship, built on mutual understanding of and respect for each other's roles and responsibilities, is at the heart of effective governance. When boards and superintendents work collaboratively to foster trust, engage stakeholders, and shape the district's mission and vision, the focus remains where it belongs: on student growth and achievement.

The NASB Board Leadership Team is dedicated to supporting superintendents and school boards in their service to Nebraska school districts. We firmly believe that when superintendents and board members operate within their respective roles, it leads to efficient and effective board meetings, policy-supported decision making, and, ultimately, improved instruction and student learning.

We encourage you to embrace building and maintaining this vital partnership, recognizing that in doing so, we can collectively build a future of educational excellence throughout Nebraska.

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NASB BOARD LEADERSHIP TEAM

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NASB MISSION

The Nebraska Association of School Boards provides programs, services, and advocacy to strengthen public education for all Nebraskans.

STATEMENT

Since 1918, NASB has been committed to serving school boards across the state. Our mission is to enhance public education for the children of Nebraska and is assembled upon the beliefs that:

- Every public school board will govern effectively and with integrity.
- Every public school board member will understand the importance and emphasize increased student achievement.
- Every public school board will practice good stewardship of resources.

The Nebraska Association of School Boards is a not-for-profit organization which has served local boards of education since 1918. Celebrating more than one hundred years of service, NASB continues to provide assistance and information for the boards and districts it represents throughout Nebraska. Governed by school board members throughout the state, NASB is committed to the following goals on behalf of its member boards:

- Enhancing the ability and authority of local boards of education to represent the citizens of their school district.
- Working for increased public awareness and financial support of the public schools.
- Providing development, training, and consulting opportunities for school board members that will assist them in meeting their responsibilities for policy making, and effective and efficient management of the school district.
- Representing the interests of public education, and particularly the viewpoints of local boards of education, to those who impact public education.
- Providing member boards with the specialized information needed to operate the public schools in the most efficient way possible.

NASB BOARD PROTOCOLS

A 23-member Board of Directors governs the Nebraska Association of School Boards. Local board members are elected to the NASB Board of Directors on a regional and at-large basis and serve three-year terms as a region director and two-year terms as an at-large member. The Board meets five times a year.

The Association's annual legislative agenda and bylaws are developed through a representative process which begins with the submission of proposals by member boards. The NASB Legislation Committee is composed of nineteen members elected by size specific districts and one ESU seat, plus up to eight at-large, chair appointed committee members. The Legislation Committee reviews proposed legislative resolutions and standing positions and the Board reviews proposed bylaw changes and legislative information approved by the Committee. All of the recommended proposals and bylaw changes are presented to the NASB Delegate Assembly for review and approval. Through the Delegate Assembly, each member district or ESU can vote to establish the Association's direction for the year. **NOTE: A proposed change to the bylaws will come before the 2026 Delegate Assembly to increase the Board of Directors to a 24-member body.**



NASB STANDARDS FOR EFFECTIVE BOARD GOVERNANCE

The NASB Standards for Effective Board Governance offer a clear and practical framework that strengthens the partnership between boards and superintendents as a unified leadership team. As the foundation of all NASB Board Leadership services, these standards help districts build a shared vision, align priorities, and cultivate a culture focused on student success.

The standards are supported by the Iowa Lighthouse Inquiry (Lighthouse Study)* which examined the link between school board and superintendent leadership and student achievement. Researchers compared boards from high-achieving districts with those from comparable low-achieving districts and found significant differences. Boards in high-achieving districts had more positive beliefs about their students' potential and the staff's ability to drive achievement gains. In contrast, boards in low-achieving districts often accepted the status quo, citing the reason for poor performance or blaming external factors like poverty or a lack of community support. This study highlights a fundamental difference in mindset, showing that effective governance starts with a belief in the district's capacity to make a positive difference.

Ultimately, by adhering to these standards, the Nebraskaland Public Schools Board of Education can ensure it is a proactive force for positive change. A board that operates with a clear vision and high expectations—rather than making excuses for poor performance—sets a powerful tone for the entire district. This approach builds trust with both staff and the community, leading to a culture of accountability and continuous improvement that directly benefits student success and creates a stronger educational experience for all.

The questions associated with each of the following NASB Standards for Effective Board Governance are not merely a checklist; they are an essential tool that allow the Nebraskaland Public Schools Board of Education to maintain its focus on student success. Together, these questions provide a practical and comprehensive roadmap for effective governance, empowering the board to be more strategic, informed, and influential leaders for the Nebraskaland community.

**Iowa Association of School Boards. The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement, 2000.*

STANDARD I: MISSION, VISION & GOALS

The board annually reviews the district’s mission, annually adopting board and district goals to support the long-term vision.

QUESTIONS TO CONSIDER:

- Does the board adopt a mission and vision statement developed with stakeholders?
- Is student success a top priority of the school board, staff, and community?
- Are the mission and vision statements communicated to the community?
- Does the board-superintendent team adopt long-term goals or a strategic plan to support the mission and vision of the district?
- Does the board regularly refer to the mission and vision when setting district policy?
- Are the mission and vision used as a guide when making resource, budget, and other operating decisions?
- Does the board periodically review the mission and vision statement with stakeholders to ensure it continues to reflect community beliefs and values?

STANDARD II: POLICY GOVERNANCE

The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student success.

QUESTIONS TO CONSIDER:

- Does the board review policies at each regular board meeting?
- What process does the board utilize to complete the review of the policy manual?
- How long ago has it been since the board reviewed the entire policy manual?
- Are all district handbooks aligned to district policies?
- Are administrative protocols/guidelines aligned to board policies?
- Are policies updated regularly according to state statute and accessible to the public on the district website?
- How does the board validate through the superintendent that staff utilizes policies for guidance and decision-making?

STANDARD III: STAKEHOLDER & COMMUNITY ENGAGEMENT

The board establishes effective communications with internal and external stakeholders to promote the district’s image and to build and sustain long-term partnerships that serve education.

QUESTIONS TO CONSIDER:

- Does the board gather input from stakeholders [i.e., parents, students, staff, community advocates, businesses, government agencies, and higher education]?
- Does the district communicate the vision frequently and consistently to stakeholders?
- Does the board reference the vision to support decisions related to policy and district operations?

STANDARD IV: ACCOUNTABILITY & STUDENT SUCCESS

The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student success.

QUESTIONS TO CONSIDER:

- Has the district adopted curriculum in all subjects district wide?
- Does the district have a curriculum review policy to support the review and update of curriculum and to support the dedication of resources aligned to the needs of students?
- Does the district provide in-service staff time to align the curriculum to the student learning standards and support staff in their growth of knowledge and skills?
- What instructional model has the district adopted to support effective instruction?
- Is the teacher evaluation tool aligned to the instructional model?
- Is the district accredited through Nebraska Framework or COGNIA?
- What are the current school improvement goals adopted by the district?
- When is the next External Visit (year)?
- What data does the district consider when evaluating the success and progress of the district?
- How well equipped are graduates who are embarking upon a career out of high school or pursuing a post-secondary education?
- Does the district provide all students with the opportunity to achieve their personal best measured through attendance rates, graduation rates, academic assessment data, etc.?

STANDARD V: ADVOCACY

The board advocates for public education and learning to support student success.

QUESTIONS TO CONSIDER:

- Does the board fulfill the role of advocacy in the best interest of the school district?
- What resources are available to the board that provide information regarding legislative bills and the potential impact to the school district?
- What can NASB do to support the board in sharing the district's story when advocating for or against legislation at the state level?

STANDARD VI: DISTRICT RESOURCES

The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student success.

QUESTIONS TO CONSIDER:

- How does the district prioritize the budget?
- Does the board adopt a budget calendar?
- Who is involved in developing the budget?
- How does the budget align to growth of student success?
- How does the board engage the public in the discussion of budget accountability?

STANDARD VII: BOARD OPERATIONS

The board ensures meetings are effective, efficient, and orderly, focused on policy and proper board governance and conduct.

QUESTIONS TO CONSIDER:

- Does the board follow the Code of Conduct and adopt meeting protocols and procedures to support orderly meetings held in public?
- Does the board provide reasonable advanced notice of all public meetings?
- Does the board monitor proper compliance with the Nebraska Open Meetings Law and public records?
- Is the board meeting agenda available to the public?
- Is the agenda reasonably descriptive, and are the attachments available to the public?
- Does the district ensure the board meeting minutes are available within 10 days and/or by the next scheduled meeting of the board?
- Is the district in compliance with the law by posting six months' agendas and minutes on the district website for public access?

STANDARD VIII: BOARD-SUPERINTENDENT RELATIONS

The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student success.

QUESTIONS TO CONSIDER:

- How does the evaluation of the superintendent reflect the mission, vision, and goals of the district?
- How often does the board review the superintendent evaluation process and tool to ensure effectiveness and alignment to the superintendent job description?
- How do I handle staff or community concerns or complaints?
- How often does the board complete a self-assessment and how do they utilize the data to support administration, staff, and student learning?
- Does the district provide orientation for new board members immediately upon their election so they are familiar with the board's role, protocols, and district operations?

STANDARD IX: PROFESSIONAL DEVELOPMENT

The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

QUESTIONS TO CONSIDER:

- What can I expect as an orientation to board service from NASB and from my local school district?
- How do I access board development opportunities that will allow me to gain knowledge or develop skills that will help me be a more effective board member?
- How does a board member register for NASB workshops and conferences?
- What type of information should I include in a report to the board/public after attending a board development opportunity?
- Does the district have an annual plan for board professional development that requires every board member to commit to appropriate activities to strengthen personal skills, knowledge, and teamwork?



ABOUT THIS HANDBOOK

This handbook is more than just a document; it's the cornerstone of effective governance, ensuring collective success in serving students and the community by:

- clarifying roles and responsibilities;
- ensuring compliance and accountability;
- promoting consistency and stability;
- facilitating effective decision-making and operations; and
- supporting professional development and growth.

Whether a seasoned or new board member, this handbook promotes continuity through transitions, fosters fair and consistent practices, and supports informed decision-making. By embracing the principles within these pages, we reinforce our commitment to transparency, strategic planning, and ultimately, the academic achievement and well-being of every student in our care.

Let this handbook serve as a shared compass, guiding toward a future of excellence for the entire Nebraskaland Public Schools community.

CODE OF CONDUCT/ CODE OF ETHICS

The board of education is committed to ensuring the public, staff, and students that school board members will govern through policy. In accordance with this belief and by adoption of this policy, each board member commits to following the Code of Conduct/Code of Ethics.

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to the responsibility of duty.

In addition to the following, board members should be familiar with and abide by their district's Code of Conduct/Code of Ethics.

AS A BOARD MEMBER, I WILL:

- Recognize that my authority rests not with individual members of the board, but within a legal session of the board; respecting and abiding by the majority decision of the board.
- Consistently uphold all applicable local, state, and federal laws, rules, and policies.
- Attend all regularly scheduled board meetings, insofar as possible, and diligently prepare for meetings by reviewing in advance the material provided.
- Remain informed of local, state, and national educational developments of significance, remaining current on needs and requirements pertaining to educational issues through individual study and participation in board development opportunities.
- Consider the needs of the entire community and vote in the best interest of students, staff, and the educational program.
- Encourage individual board member free expression of ideas, listen without judgement, engage in thoughtful deliberation, and maintain open communication between all stakeholders.
- Complete the Conflict of Interest form, and not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
- Abide by the Open Meetings Law and only enter closed session of the board if the situation requires it, and I will consider "secret" sessions of board members in violation of the law.
- Recognize that promising in advance of a meeting how I will vote on any item prohibits open discussion and inhibits transparency.

- Retain independent judgement and refuse to surrender that judgment to individuals or special interest groups.
- Respect the confidentiality of privileged information, as prescribed by law.
- Prioritize policymaking, budget, goal setting, school district strategic planning process and evaluation, and the effects on increasing student learning and achievement, ensuring efficient use of education resources.
- Act only as a member of the board and do not assume any individual authority when the board is not in session and take no private action that will compromise the board or administration.
- Request recommendations from the superintendent and consider legal counsel advice for the board when required for full and informed board consideration of issues requiring legal expertise.
- Acknowledge that the superintendent of schools and his or her staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Adhere to and encourage others to follow the Chain of Command regarding complaints, requests, and concerns related to the school district.
- Ensure strong management of the school system by hiring and evaluating the superintendent, collaborating toward a common vision and goals for the district.
- Hold the superintendent accountable by jointly creating job performance standards and at least annually performing a comprehensive evaluation based on the job description, contract, and superintendent goals.
- Provide policy support for school administrators in the performance of their duties and delegate authority commensurate with those responsibilities.
- Perform a liaison communications role by respecting the needs of both the community and the school by engaging stakeholders in the strategic planning process.
- Recognize the board president (or designee) will speak as the official voice of the board. A single board member will not represent the board without the consent of the board, and board members making personal statements (in any format, including speeches, articles, social media posts, etc.) should clearly state these statements are their opinion and not the position of the board.
- Acknowledge the different roles that we play as individuals (board member, patron, parent, etc.).

CONFLICT OF INTEREST

Nebraskaland Board Policy No. #####

The board is committed to maintaining the highest ethical standards and ensuring that all official duties are discharged in the best interest of the school district and the public. Board members and district employees must be diligent in identifying and addressing any potential conflicts of interest that may arise, per [NEB. REV. STAT. § 49-1499.03](#).

A board member is a public official. As a public official, a member has a duty to act in the best interest of the school district. When a board member's personal financial interests, or the interests of their immediate family or a business they are associated with, could be affected by an action or decision of the board, a potential conflict of interest arises.

Members of the Nebraskaland Public Schools Board of Education will complete a copy of the Nebraska Accountability and Disclosure Commission's Conflict of Interest form annually at the Annual Organization Meeting.

IDENTIFYING A POTENTIAL CONFLICT

A potential conflict of interest exists when a board member is required to take an action or make a decision in the discharge of their official duties that may cause a financial benefit or detriment to:

- themselves;
- a member of their immediate family; and/or
- a business with which they are associated.
 - This is a conflict if the effect is distinguishable from the effects of such action on the public generally or a broad segment of the public.

REQUIRED ACTIONS FOR A BOARD MEMBER WITH A POTENTIAL CONFLICT

As soon as a board member is aware of a potential conflict, or should reasonably be aware of it, they must take the following steps:

- Prepare a written statement: The statement must describe the matter requiring action or decision and the nature of the potential conflict.
- Deliver the statement: A copy of the written statement must be delivered to the person in charge of keeping records for the school district (typically the board secretary or superintendent's office). The statement will be entered into the public records of the school district.
- Abstain from participation and voting: The board member must abstain from participating in or voting on the matter in which they have a conflict of interest.

BOARD- SUPERINTENDENT RELATIONS

The superintendent serves as the educational leader of the school district and is the one employee the board is responsible to hire and evaluate. The relationship between the superintendent and the school board is based upon the understanding of the governance role of the board and the educational leadership role fulfilled by the superintendent. Developing a mutual understanding of the role and responsibilities will provide a foundation to promote a district culture focused on effective governance. Through effective board governance, the leadership team remains focused on growth and improved student learning and achievement.

NASB encourages board and superintendent participation in an annual planning session to review the district vision and goals, as well as board and superintendent goals if they have been developed. The board work session ensures the board and administration share a collaborative approach to the education provided in the district. In addition, this juncture enables the board and administrators to make strategic directional changes as determined to be necessary. Placing an emphasis on the goals and outcomes for the district illustrates the respective role of the board and superintendent to enable the implementation of change when deemed imperative for progress.

The board's expectations of the superintendent include, but may not be limited to:

- **Planning:** Collaboratively defining the mission, vision, and goals to support growth and improved student learning and achievement.
- **Advocacy:** Engage lawmakers and stakeholders to communicate the district needs to support student learning and achievement.
- **Accountability:** Aligning staff and financial resources to meet the needs of the district.
- **Policy:** Ensuring district policy is in compliance with the law and department rules and regulations, and to support sound decision-making.
- **Monitor and Evaluate:** District programs, curriculum, instruction, student learning and achievement, and ensure all staff members are evaluated per policy/law.
- **Student Learning:** Continuously study and assess the academic performance and success of the district and respond with appropriate initiatives, strategies, and/or interventions to ensure students have the opportunity to reach their individual potential.



BOARD-SUPERINTENDENT RELATIONS (cont.)

In this partnership, the board of education is responsible for governance, and the superintendent is responsible for management. To that end, the board shall:

- **Provide leadership:** Support the superintendent in implementing the district's vision and strategic goals.
- **Delegate authority:** Ensure the superintendent has the necessary authority to manage the day-to-day operations of the school system and hold staff accountable.
- **Evaluate performance:** Jointly establish clear performance standards with the superintendent and conduct a comprehensive annual evaluation based on those standards.
- **Refer complaints:** Direct all inquiries, concerns, and complaints from the community to the superintendent, respecting the formal chain of command.
- **Maintain open communication:** Avoid making commitments on behalf of the board or staff. Instead, maintain open and candid communication with the superintendent and focus on strategic direction rather than operational details.

To foster a transparent and trusting relationship, the superintendent will:

- **Keep the board informed:** Provide timely, regular updates on all relevant issues, including weekly reports and emergent matters.
- **Ensure compliance:** Oversee the administration and staff to ensure they follow all established board policies and procedures.

This framework is built on a mutual commitment to strategic governance, open communication, and a clear understanding of roles to serve the best interests of the district.

CHAIN OF COMMAND

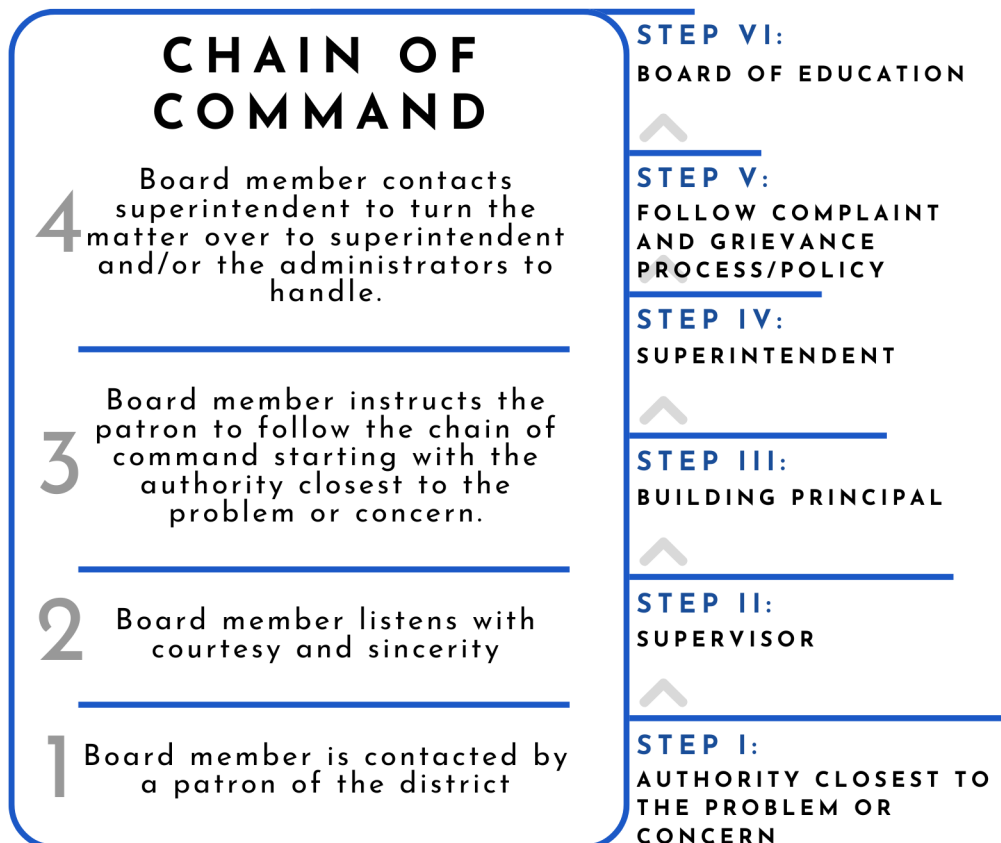
Nebraskaland Board Policy No. #####

When approached by a patron with a complaint or concern, board members must listen courteously and sincerely but also adhere to the district's established chain of command.

A board member must never assume responsibility for a patron's concern or problem. Instead, the board member should explain the proper process and encourage the patron to discuss their concern with the personnel directly involved. If the patron has already done so, their next step is to contact that individual's immediate supervisor.

Upon receiving communication from a patron, the board member shall promptly inform the superintendent. This action transfers responsibility for addressing the concern to the appropriate administrators and ensures administrators are aware of the issue, whether it's a new concern or an unresolved matter.

Administrators will then proactively address the patron's concern and follow up with the board member as appropriate. Once the matter has been turned over to the superintendent, the board member will consider it handled and no longer their direct responsibility.



COMMUNICATION PROTOCOLS

ELECTRONIC COMMUNICATIONS & PUBLIC RECORD

To ensure clear, consistent, and transparent communication, the district issues an official email account to each board member upon election or appointment. This account must be used for all official board business and communications.

It is critical for board members to understand that all electronic communications, including emails, texts, and other digital messages concerning district business, are considered public records. These communications are subject to disclosure under the Nebraska Open Meetings Act and other public records laws. Using a personal email account for official business does not exempt those communications from these laws. Therefore, board members are expected to check their district-issued email account regularly and to avoid conducting board business on personal accounts.

SOCIAL MEDIA GUIDELINES

While social media is a common tool for communication, board members must exercise caution and professionalism when communicating online about school district business. All board members are expected to uphold the board's code of conduct and maintain confidentiality at all times.

When using social media, board members should:

- Clarify your role: State that you are speaking as an individual, not as a spokesperson for the board.
- Communicate factually: Share only factual, non-confidential information. Do not share personal details about students, staff, other board members, or families. Never disclose information discussed in closed session.
- Maintain professionalism: Respond to others respectfully, even in disagreement. Avoid using abusive, profane, or derogatory language toward the board, the district, staff, students, or families.
- Conduct no board business: Refrain from using social media to deliberate or strategize with fellow board members about district issues. This can be a violation of the Open Meetings Act.
- Consider the "front page test": Before posting, ask yourself: "Would I be comfortable with this statement being printed on the front page of the local newspaper or used as an example for our students?" Remember that once a statement is posted online, it is permanent.

COMMUNICATION PROTOCOLS (cont).

COMMUNICATION EXPECTATIONS

The board expects:

- timely communication from the superintendent via meeting, e-mail, phone call, text, etc.
- to be notified (by phone, text, or e-mail) when possible for:
 - school emergency (lock down, fire, etc.) and/or
 - student/staff emergency (arrest, injury, death).
- to receive board packets and supporting documentation (x) days before the scheduled board meeting.
- to receive regular monthly expenditure reports (with comparison data for the last two/three years).
- all board members will receive the same information.
- one board member's request for additional information will result in all members receiving or having the same access to the information.
- if one board member submits a request, it is a request; if a majority of board members submit a request, it is direction.
- board members will treat each other and staff with respect.
- the superintendent and staff will treat all board members with respect.
- reasonable requests for additional information will be satisfied in a timely manner.
- no surprises.

The superintendent expects:

- requests for additions to the agenda will be received as per board policy.
- direction is only given at board meetings when a majority of the board votes.
- board members will be respectful toward staff and be respectful of staff's time.
- board members will read all supporting documentation before the board meeting.
- board members will call with questions about agenda items or supporting materials before the scheduled board meeting to allow administration the opportunity to adequately research or gather appropriate information to respond.
- no surprises.

MEETINGS OF THE BOARD

To ensure positive public perception and a focus on the district's mission and vision, it is crucial to establish effective meeting procedures. This includes a deliberately designed agenda and purposeful board discussion.

The superintendent should expect no surprises, unexpected requests, or crises during meetings, and all board members should arrive prepared and ready to participate in relevant discussions. On their part, board members should expect to receive the board packet and supporting documents in a timely manner. This information should be complete and comprehensive to aid in decision-making. Each board member should also have the opportunity to recommend agenda items as outlined in board policy. The board president is responsible for maintaining a controlled meeting, ensuring sufficient time for discussion, and concluding the meeting on time. While a mission-focused meeting may not always be easy, it ensures the board prioritizes student success.

TIME & PLACE OF MEETING

Nebraskaland Board Policy No. #####

The regular board meeting of the Nebraskaland Public Schools Board of Education shall normally be held at the announced location within the school district and must be completed by the third Monday of each month at the announced time.

All meetings of the board and its committees shall be subject to the Open Meetings Act as defined in [NEB. REV. STAT. § 84-1407 to 84-1414](#), allowing citizens to exercise their democratic privilege of attending and speaking at such meetings. At least one current copy of the Nebraska Open Meetings Act shall be posted in the meeting room at a location accessible to members of the public. At the beginning of each meeting, the public shall be informed about the location of the posted information.

TYPES OF MEETINGS

Nebraskaland Board Policy No. #####

REGULAR BOARD MEETING

The regular monthly board meeting allows the board to transact regular monthly board business and address the growth of instruction and student learning. Through the work of the board and administration, the district's mission, vision, and goals define direction for education, set policy (which delegates authority and governs decision-making), and continually monitor instruction, learning, and how resources are managed to ensure the students, staff, and facilities receive appropriate and necessary funding to meet district needs. The board must include the opportunity for public comment on every regular board meeting agenda.

SPECIAL BOARD MEETING

If a special meeting is necessary to address a district matter, statute states that “...special meetings may be called by the president or any two members, but all members shall have notice of the time and place of the meeting” [[NEB. REV. STAT. § 79-554](#)]. Once a special meeting is called, the district shall provide “reasonable advanced publicized notice” of the special meeting, which follows the same legal standard as for a regular meeting of the board. The board must include the opportunity for public comment on a special board meeting agenda.

EMERGENCY BOARD MEETING

If conditions warrant, an emergency meeting of a public body is allowed without providing reasonable advanced public notice. State law provides that the board shall make reasonable efforts to provide advance notification to the news media of the time and place of each meeting and the subjects to be discussed at the meeting. The district is to maintain a list of the news media that request such notification.

There are two criteria that must be considered when assessing whether there is a need for an emergency meeting:

- Was the “emergency” that created the need for a meeting unforeseen or unanticipated?
- Can the board wait to address the issue at the next regularly scheduled meeting or schedule a special meeting in order to allow reasonable advanced publicized notice to the public and interested parties?

If these criteria are met and an emergency meeting is held, the board must:

- make certain a reasonable effort is made to notify news media members, including the time, place, and the subject matter to be discussed at the meeting;
- state the reason for the emergency in the public minutes;
- limit discussion and any actions to issues associated with the actual emergency during the meeting; and
- make minutes and the reason for the emergency meeting available to the public by no later than the end of the next regular business day.

If during the course of the emergency meeting, discussion of any item on the agenda should be held in a closed session, the board will conduct a closed session in accordance with the Nebraska Open Meeting Law.

BOARD RETREAT/WORK SESSION

A board retreat/work session provides a setting for the board, superintendent, administrators, and appropriate staff to discuss board- and district-related business. A retreat/work session must be advertised in the same fashion as a board meeting if a quorum of the board is attending. The board may take formal action at a retreat/work session; however, an agenda is required to state the matters to be discussed at the time of the publicized notice, which shall be kept continually current and readily available for public inspection. The board is required to receive public comment during a board retreat/work session.

ANNUAL ORGANIZATION MEETING

Nebraskaland Board Policy No. #####

The annual organization meeting of the Nebraskaland Public Schools Board of Education shall be held annually during the regular board meeting in January, or as soon thereafter as practicable, at a time and location designated by the board. In the event that the designated date falls on a legal holiday, the meeting shall be held on the next business day.

- Until the new president is elected, the meeting shall be presided over by the superintendent or the outgoing board president. Once elected, the new president shall assume responsibility for presiding over the remainder of the meeting.
- A majority of the total number of board members shall constitute a quorum for the transaction of business at the annual organization meeting. No official action shall be taken without a quorum present.
- Official minutes of the annual organization meeting shall be kept by the board secretary (or designated individual) and shall accurately reflect all proceedings, decisions, and votes taken. The minutes shall be made available for public inspection in accordance with Nebraska Revised Statutes.
- Public participation at the annual organization meeting shall be permitted in accordance with the board's established policy on public participation at board meetings. Time shall be allocated on the agenda for public comment on agenda items or other matters relevant to the school district.

NOTICE OF MEETING

Public notice of the annual organization meeting, including the date, time, location, and a preliminary agenda, shall be provided in accordance with Nebraska Revised Statutes governing public meetings. This notice shall be posted in designated public places and published on the district's official website at least 24 hours in advance of the meeting, excluding Saturdays, Sundays, and legal holidays.



ANNUAL ORGANIZATION MEETING (cont.)

AGENDA ITEMS

The agenda for the annual organization meeting shall include, but not be limited to, the following items:

- Call to Order: The meeting shall be called to order by the superintendent or the outgoing president.
- Roll Call: Verification of board member attendance.
- Oath of Office: Administration of the oath of office to newly elected or re-elected board members.
- Election of officers by a majority vote of the board members present and voting.
 - Election of the President of the Board
 - Election of the Vice-President of the Board
 - Election of the Secretary of the Board
 - Election of the Treasurer of the Board
- Appointment of Standing Committees: The newly elected president, in consultation with the board, shall appoint members to any standing committees deemed necessary for the efficient operation of the board.
- Designation of Official Depositories: The board shall designate the official banks or financial institutions for the deposit of school district funds.
- Designation of Official Newspaper: The board shall designate the official newspaper for the publication of legal notices and other required district information.
- Establishment of Regular Meeting Schedule: The board shall establish the dates, times, and locations for its regular meetings for the upcoming year.
- Authorization for Superintendent: The board may authorize the superintendent to take necessary actions related to the day-to-day operations of the district until further board action.
- Other Business: Any other business deemed necessary for the organization of the board or the district.

MEETING AGENDA

Board meeting agendas are more than just a list of topics to be discussed; they are an essential tool for effective and transparent governance. A well-crafted agenda ensures that meetings are productive and focused, preventing discussions from veering off track and wasting valuable time. For the public, a clear and descriptive agenda provides a window into the board's work, fostering trust and accountability. It also helps the community understand the issues that will be addressed, allowing them to provide informed input. A thoughtfully prepared agenda is the foundation of a successful meeting, guiding the board through its responsibilities efficiently while upholding the principles of open government.

The superintendent is responsible for creating a draft agenda for board meetings. This draft is then presented to the board president for review and discussion. This preliminary step allows the president to ask questions and suggest changes before the agenda is finalized and distributed to all board members.

Once this initial review is complete, the unofficial agenda is shared with the full board. It's important to remember that, according to [NEB. REV. STAT. § 84-1411 Section 1](#), meeting agendas generally cannot be altered less than 24 hours before the scheduled meeting.

All agenda items must be sufficiently descriptive, meaning they need to provide enough detail for the public to understand what matters will be discussed at the meeting. When necessary, background information may be presented in the form of supporting notes. This may be accomplished through the use of an agenda executive summary designed by the superintendent. It is important to note that, when used, the agenda executive summary is subject to public record laws.

To ensure efficient use of time, the board may opt to use a consent agenda. The consent agenda groups several items together as one to be approved with a single motion and vote. A consent agenda should be used for items that are considered routine and non-controversial, such as previous meeting minutes and claims.

To aid districts, NASB offers an Annual Board Calendar, as well as a monthly sample agenda, to highlight monthly board meeting agenda items and reporting requirements.

MEETING NOTICE

Nebraskaland Board Policy No. #####

All meetings of the board shall be subject to the Open Meetings Act. The board shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by the public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement of that agenda, which shall be kept continually current, shall be readily available for public inspection at the superintendent 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 24 hours before the scheduled commencement of the meeting.

NEB. REV. STAT. § 84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.

Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body; applicability of section.

(1)(a) Except as provided in subsection (9) of this section, 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 committees, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.

MEETING NOTICE (cont.)

(ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;

(B)(I) Posting to the newspaper's website, if available, and (II) posting on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(C) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body 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.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) request the newspaper submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting pursuant to subdivision (1)(b)(iv)(A) and (C) of this section and a written record of the request to the newspaper pursuant to subdivision (1)(b)(iv)(B) of this section. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(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.

PUBLIC PARTICIPATION AT MEETINGS

Nebraskaland Board Policy No. #####

The Nebraskaland Board of Education recognizes the value of stakeholder input. Subject to the Open Meetings Act, members of the public have the right to attend and the right to speak at meetings of public bodies. Additionally, except for closed sessions called pursuant to [NEB. REV. STAT. § 84-1410](#), all or part of a meeting 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.

In order to assure patrons are heard and board meetings are conducted efficiently and in an organized manner, the board, per [NEB. REV. STAT. § 84-1412](#), will set time aside for public comment at a specific time during each meeting as defined in policy and outlined below:

- Each person wishing to speak must sign in on the sign-in sheet. The sign-in must include the name, address, and name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.
- Each person who comes forward to speak should state their name, and the topic to be addressed before beginning speaking.
- Per policy, a time limit of X minutes is allotted for each speaker, and there is a total time limit of X minutes allotted for all speakers.
- The board will not respond to or take action on any questions or comments but will direct them to appropriate staff members. Patrons who wish to address a personnel-related matter are asked to follow the district Chain of Command Policy.
- Offensive language and hostile or disorderly conduct will not be tolerated. If the board president determines any statement or comment constitutes offensive language or hostile or disorderly conduct, then the board president will declare the person out of order and the person will be prohibited from speaking further.
- Written or printed materials the speaker would like to share should be submitted to the superintendent prior to the meeting if this has been defined in policy. Receipt of information from a speaker does not imply the information will be included in the board agenda/packet.
- Members of the public from outside of the school district boundaries cannot be prohibited from speaking.

The purpose of public comment is not to provide an opportunity for the board to act upon matters concerning the public, but instead it is a forum for the speaker to provide information to and be heard by the members of the board.

CLOSED/EXECUTIVE SESSION

The board's primary responsibility is to conduct the district's business openly. However, in specific, limited circumstances, the law allows the board to hold a private meeting called a closed or executive session. The purpose of such a session is to either protect the public interest or prevent needless injury to an individual's reputation.

WHEN CAN A CLOSED SESSION BE HELD?

A closed session can only be held if a majority of the board's voting members affirmatively vote for it in an open meeting. The motion to go into closed session must clearly identify the subject matter and the reason necessitating the private discussion.

Acceptable reasons for holding a closed session include, but are not limited to:

- strategy sessions related to collective bargaining, real estate purchases, pending litigation, or imminent litigation (when a claim or threat has been communicated).
- discussions about deploying security personnel or devices.
- investigative proceedings concerning allegations of criminal misconduct.
- evaluation of an individual's job performance when necessary to prevent needless injury to their reputation and if they have not requested a public meeting.

It is important to note that a closed session cannot be used to discuss the appointment or election of a new board member.

CLOSED/EXECUTIVE SESSION (cont.)

PROCEDURES FOR ENTERING AND CONDUCTING A CLOSED SESSION

To ensure transparency and compliance with state law [[NEB. REV. STAT. § 84-1410](#)], the board must follow specific procedures:

1. **Motion in Open Session:** A motion to enter a closed session must be made and voted on during an open public meeting.
2. **Recorded Vote:** The entire motion, including the subject matter and the reason for the closed session, along with each member's vote, must be recorded in the official minutes. The minutes must also reflect the start and end times of the closed session.
3. **Restatement of Purpose:** Immediately before going into closed session, the presiding officer must restate on the record the limited subject matter for discussion.
4. **Limited Discussion:** During the closed session, discussion must be strictly limited to the purpose stated in the motion. No other matters can be discussed.
5. **No Formal Action:** The board cannot take any formal action, such as making a collective decision, voting on a resolution, or forming a policy, during a closed session. All formal actions must occur after reconvening in open session.

BOARD'S FIDUCIARY RESPONSIBILITY

As elected officials, board members have a fiduciary responsibility that includes duties of loyalty and care.

- **Duty of Loyalty:** This pertains to maintaining the confidentiality of information received during a closed session. Such information is provided for the benefit of the school district, not for a board member's personal use.
- **Duty of Care:** This relates to a board member's diligence in their position, requiring them to be informed, exercise independent judgment based on information provided, make informed decisions, oversee the budget, and comply with district policies and procedures.



BOARD MEETING MINUTES

Boards of education are legally required to maintain and post specific records of their meetings and financial claims [[NEB. REV. STAT. § 84-1413](#) and [§79-580](#)]. These requirements ensure transparency and accountability to the public. Board meeting minutes shall include:

- The identity of the school board by district name, number, and county.
- School board members recorded as either present or absent and how each member votes. Additionally, board members who arrive late or leave early shall also be recorded, along with a record of the time.
- A statement by the president declaring a quorum present following the list of members identified as present or absent.
- A statement that the meeting was called to order by whom, the hour, and whether the meeting was a regular, reconvened, special, or emergency meeting. *NOTE: If it is a reconvened meeting, the original meeting date should be noted. If it is a special or emergency meeting, a copy of the official notice and agenda should be included or referenced. This provides record to the public should the meeting be challenged as a violation of the Nebraska Open Meetings Law.*
- A statement that the meeting was advertised according to the Nebraska Open Meetings Law, the agenda was kept current and available to the public, and the location or room is referenced where the agenda will be made available to the public for review. *NOTE: The district should be certain the copy of the Open Meetings Law posted in the boardroom is always kept current and accessible by the public.*
- Record of reports from committees, members of the board.
- Record of reports requested from administrative staff, such as the business manager, the architect, the athletic director, principals, etc. If written, the reports may be filed as documents and reference made to them in the minutes by file and document number.
- Record of reports from the superintendent.
- A summary of discussion on all agenda items proposed, deliberated, or decided, and a record of any vote taken.
- The “yeas” and the “nays” of each board member should be recorded on all agenda items requiring a roll call vote.
- The motions should include the names of the board member making the motion and the second.
- Record of any motion to close the meeting to the public and the votes of individual members of the board on the motion. Record of the time(s) at which the meeting was closed, purpose for the closed session, and restated motion prior to entering closed session by the president. Time(s) the board resumed to open session.
- Record of action taken in open session immediately following closed session.
- Record of the motion to adjourn and time of adjournment.

The board is required by law to post six months of current board meeting minutes on the school district website. The board meeting minutes must be easy to locate on the district website.



OFFICERS OF THE BOARD

Nebraskaland Board Policy No. #####

The school board officers are the president, vice president, secretary, and treasurer. These officers, along with committee members, are selected annually at the Annual Organization Meeting each January.

- **President:** The president leads all meetings, appoints committees, and performs all other duties required by law or the board. They have the right to offer, discuss, and vote on motions and resolutions.
- **Vice President:** The vice president serves as president pro tempore and performs the president's duties when they are absent.
- **Secretary:** The secretary is responsible for ensuring an accurate record of all board business in the meeting minutes.
- **Treasurer:** The treasurer:
 - serves as Finance Committee chair;
 - reports to the board on Finance Committee; and
 - reviews monthly claims.

A surety bond will be obtained for the treasurer's term of service. The superintendent or their designee will assist the treasurer with these duties.

BOARD VACANCIES

Nebraskaland Board Policy No.

From time to time, a vacancy may occur on the board. A vacancy is defined by state statute [[NEB. REV. STAT. § 32-560](#) and [§ 32-561](#)], as are the procedures for filling it [[NEB. REV. STAT. § 32-570](#), [§ 32-571](#), and [§ 32-574](#)]. The process is designed to uphold the integrity of the board and to ensure the community continues to be represented by a full body of qualified and committed members.

A board seat becomes vacant upon the occurrence of any of the following events:

- The incumbent resigns, dies, or is removed from office.
- A court declares the office vacant.
- The incumbent ceases to be a resident of the district.
- A newly elected individual is ineligible or otherwise unable to assume the office.
- The incumbent is convicted of a felony or a public offense related to their oath of office.
- The incumbent forfeits the office as provided by law.
- An incumbent in a high elective office assumes another elective office.
- The incumbent is absent from the district for a continuous period of 60 days or misses more than two consecutive regular meetings without being excused by a majority of the remaining board members.
- The incumbent is commissioned into military or naval service. This does not automatically create a vacancy, but allows for the appointment of an acting officer.

FILLING A VACANCY

In the event of a vacancy, the board must fill the position within 45 days of the vacancy occurring. The board has a few options for how to fill the position:

- Review board policy to determine if procedures are outlined.
- The board may appoint a qualified registered voter from the district to serve for the remainder of the unexpired term.
- The board president or superintendent may issue a public notice of the vacancy to the election commissioner's office and local media. This notice should include a deadline for applications and a description of the selection process. The board would then accept applications from interested and qualified registered voters.
- If the board fails to fill the vacancy, a special election may be called for that purpose.
- If vacancies occur in half or more of the board seats, the Secretary of State will conduct a special election to fill the positions.

BOARD COMMITTEES

Nebraskaland Board Policy No.

The board may use committees to help carry out its mission. Committees allow board members to focus on specific issues, leveraging their expertise and interests to support the board's work. Committees allow the board and administration to focus on key areas, such as transportation, finance, or curriculum, leading to well-informed decisions for the entire board. There are several types of committees the board may consider:

- Standing Committees for ongoing work;
- Special Committees with a defined purpose for temporary projects;
- Committees of the Whole that include all board members.

Committee assignments are made during the Annual Organization Meeting and are designed to align a board member's skills and interests with the needs of the district, fostering a sense of ownership and commitment. The success of a committee lies with mutual trust between board members and the administration. By working together effectively, committees can provide valuable insights that lead to better governance and outcomes for the district.

STANDING COMMITTEES:

Standing committees of the Nebraskaland Public Schools Board of Education include:

- Executive Committee
- Finance and Negotiations
- Buildings, Grounds and Transportation;
- Policy; and
- Committee on American Civics.

COMMITTEE ON AMERICAN CIVICS:

As required by [NEB. REV. STAT. § 79-724](#), Nebraskaland Public Schools shall maintain a Committee on American Civics that shall consist of three board members and meet at least twice annually. The committee shall follow the duties and responsibilities outlined in statute and maintain minutes of each meeting.

PROFESSIONAL DEVELOPMENT

Nebraskaland Board Policy No. #####

Effective school district governance is a complex and demanding responsibility. The Nebraskaland Public Schools Board of Education acknowledges that its ability to fulfill its fiduciary, legal, and community responsibilities is directly tied to the professional competence of its members. Continuous professional development ensures that board members are well-versed in best governance practices, educational trends, school finance, and state and federal law. This commitment to ongoing learning enhances the board's capacity to provide strategic leadership, make data-driven decisions, and maintain public trust, all of which are essential for driving student success and achieving the district's mission.

The board's professional development shall be designed around the NASB Standards for Effective Board Governance and include opportunities at the district, state, regional, and national levels. A specific budget for board member professional development will be allocated each fiscal year. The district shall establish clear procedures for the reimbursement of expenses, including registration fees, travel, lodging, and meals, in accordance with the annual budget and district financial policies. All out-of-district professional development activities must be approved by a majority vote of the board.



EVALUATION & SELF-ASSESSMENT

Nebraskaland Board Policy No. #####

SUPERINTENDENT EVALUATION

A purposeful and effective evaluation is a collaborative process that strengthens the working relationship between the board and the superintendent. It is designed to:

- **Establish Clear Expectations:** The board and superintendent must have a shared understanding of the evaluation process and performance criteria. The process should focus on professional attributes and job performance, not personal relationships.
- **Encourage Self-Assessment:** The superintendent is expected to lead this process by conducting an annual self-assessment. This aids in goal setting, professional development planning, and personal reflection.
- **Ensure Public Accountability:** The evaluation is a vital tool for public accountability. It helps the board clarify its leadership vision and ensures the superintendent's performance is aligned with the community's expectations.
- **Communicate Future Goals:** The evaluation is not just a review of past performance. It is a forward-looking process that serves as a valuable tool for communicating future expectations and setting new goals.

By administering this process with care, the board ensures the district's leadership team remains healthy, productive, and focused on student success.

BOARD SELF-ASSESSMENT

A high-performing board is committed to continuous improvement. To achieve this, the NASB Board Governance Standards provide a framework for a thorough board self-assessment. This process is not a critique of individuals but an opportunity for the board to collectively evaluate its performance and identify areas for growth.

By engaging in a self-assessment, the board-superintendent leadership team can:

- **Define Effective Governance:** Use the NASB Standards of Effective Board Governance to establish a common understanding of what constitutes effective governance and leadership.
- **Identify Areas for Improvement:** Pinpoint areas of need and set goals to strengthen the board's practices and behaviors.
- **Strengthen the Team:** Use the process to clarify roles, improve communication, and ensure that all actions are aligned with the board's primary responsibility: supporting student learning and achievement.

A well-executed self-assessment is vital for the health and productivity of the district's leadership team, ensuring that the board remains focused and accountable to the community it serves.

STUDENT LEARNING & SUCCESS

The board's primary governance role is to ensure the provision of resources that support the learning of all students. To fulfill this responsibility, the board must maintain an effective working relationship with the administration, making informed decisions that directly support improved instruction and learning district-wide. Informed decision making begins with asking the right questions.

The information on the following pages provides suggested data points and questions for discussion between board members and the superintendent. The data is organized under Guiding Principles that represent the structures, resources, and dynamics of a high-functioning school district. Like with the Standards for Effective Board Governance, the Guiding Principles and discussion questions below serve as a guide for monitoring progress and using data to inform decisions.

STUDENT LEARNING & SUCCESS

Data to be considered:

- % of students “Developing” or “Proficient” at grade level for Nebraska Student Centered Achievement System (NSCAS)
- % of students who meet state proficiency and college-ready benchmarks on the ACT in English and Math
- % of college-bound graduates
- % of high school seniors with IEPs with post-graduation transition plans
- % of students scoring “Progressing” or “Proficient” on district initiated academic progress assessments (ex. NWEA MAP)

Questions:

- How do the board agenda, discussion, and action items address student achievement at board meetings?
- Is the data disaggregated according to subgroups to identify achievement gaps?
- What systems are in place to ensure staff have consistent access to curriculum resources across grade levels?
- What evidence do we have that the instructional framework is improving student learning?

STUDENT-CENTERED LEARNING ENVIRONMENT

Data to be considered:

- % of students with IEPs meeting IEP goals
- % of students who are absent 5 or more, 10 or more, 15 or more, and 20 or more days in a school year
- % of discipline incidents resulting in a restorative consequence/response
- % of students suspended out of school 1 or more, 3 or more, 5 or more, and 10 or more times in the school year
- % of students suspended out-of-school 1 or more, 3 or more, 5 or more, and 10 or more cumulative days in the school year
- % of students expelled from school
- % of students, staff and parents demonstrating psychological safety based on survey results

- Number of violent incidents by school
- Number of police reports by school

Questions:

- How do administrators and teachers utilize data to address achievement gaps and modify instruction to support student success?
- How does administration utilize data to respond to chronic absenteeism and behavior referrals?
- Is data disaggregated by subgroups to ensure equitable policy enforcement?
- What supports and interventions are in place for students not meeting their IEP goals?
- How are teachers being supported in implementing IEP accommodations and modifications?
- Which student groups are disproportionately represented in high absenteeism rates?
- How is the school partnering with families to improve attendance?
- What supports are in place for students returning from suspensions or expulsions?

PERSONNEL EFFECTIVENESS

Data to be considered:

- Staff retention rate from prior year, disaggregated by job category (teachers, administrators, support staff, etc.)
- % of staff retained for the prior 3 years, disaggregated by job category (teachers, administrators, support staff, etc.)

Questions:

- How does the board utilize data to impact professional development?
- How does the district utilize professional development to increase staff data IQ?
- How will our onboarding and mentoring programs be evaluated to ensure they support professional growth?
- How will we use student demographic and performance data to drive professional development?
- What metrics are we using to determine the effectiveness of our professional development initiatives?

SOCIAL-EMOTIONAL & MENTAL HEALTH WELL-BEING

Data to be considered:

- % of students engaged in at least one extracurricular activity
- Results of social-emotional wellness assessment, if available

Questions:

- How do administration and teachers utilize data to ensure every student feels supported and a valued member of the school community?
- What survey tools or data sources are being used to measure staff and student social-emotional mental health?
- How often is SEL data collected and reviewed?
- How is the district supporting students with trauma histories or mental health diagnoses?
- What interventions are in place for staff and students showing signs of anxiety, depression, or social withdrawal?

STUDENT LEARNING & SUCCESS

Data to be considered:

- % of students who are satisfied with their overall experience in the district, as measured by survey responses
- % of parents who are satisfied with their overall experience in the district, as measured by survey responses
- Survey results from community meetings or other types of community engagement activities indicating participant satisfaction with these events

Questions:

- What stakeholder engagement data is the district collecting to prepare for the NDE Accreditation External Visit?
- How does the board use data to reflect priorities identified by community stakeholders?

ACCESS TO EDUCATIONAL OPPORTUNITIES

Data to be considered:

- College persistence rates for past four graduating classes
- % of students (past four graduating classes) who are enrolled in college or gainfully employed, as defined by earning at least 150% of the federal poverty guideline for a family of four
- % of graduates with disabilities who are enrolled in post-secondary education, vocational training, or gainfully employed

Questions:

- How do the board and administration utilize data to inform course offerings regarding college/ career readiness for all students?
- When pursuing post-secondary education, are students enrolling in trades, 2-year, or 4-year programs?
- What feedback do alumni give about how well high school prepared them for college-level coursework and independence?
- How is the district aligning curriculum and programming with in-demand local industries and living-wage employment opportunities?
- How are graduates tracked and followed up with to obtain this data?

DISTRICT RESOURCES

Data to be considered:

- Monthly financial reports
- Comparative financial data from year to year
- Results of independent audit from prior fiscal year
- Recommended budget for the upcoming school year
- Summary of primary revenue and cost drivers, average daily membership trends, etc

Questions:

- How does the board utilize data to inform school improvement decisions?
- What factors are considered when determining staffing allocations across buildings?
- How often is the short- and long-term facilities plan updated?

POLICY & ADMINISTRATIVE GUIDELINES

Nebraskaland Board Policy No. #####

Policy serves as the foundation for effective governance and leadership within the school district. It is the primary tool the board uses to provide clear direction, set operational parameters, and define goals and objectives. A well-defined set of policies provide direction and stability, ensuring the district operates effectively, consistently, and legally.

Effective policies are crafted to be both broad and specific. They are broad enough to give administrators the discretion they need for day-to-day decision-making, yet specific enough to provide clear guidance. These policies are typically based on legal precedent, as well as state and federal regulations.

To support these policies, quality board governance delegates administrative responsibilities to the superintendent. The board empowers the superintendent with the necessary authority to enforce and carry out policy, which is then supported by administrative guidelines. This delegation is crucial for strengthening administrative leadership and ensuring consistent implementation across the district.

KEY FUNCTIONS OF BOARD POLICY

- **Sets Clear Direction and Expectations:** Policies establish the board’s goals, objectives, and operating principles. They define the duties and responsibilities of the superintendent and staff, creating a foundation of accountability for everyone.
- **Ensures Consistency and Fairness:** Policies create stability by providing a consistent framework that endures through changes in board members or administration. They ensure fair and uniform treatment for students, parents, staff, and community members.
- **Clarifies Roles and Responsibilities:** Policies define the board’s legal authority and responsibilities while also clarifying the relationship between the board and the superintendent. This prevents confusion and allows the superintendent to effectively manage the district within established parameters.
- **Protects the District:** By addressing potential issues before they arise, policies help the board make informed, objective decisions without the pressure of a specific crisis. Policies also ensure the district complies with state and federal laws, which helps avoid legal challenges, penalties, and unnecessary lawsuits.

“To remain current and effective, policies will be reviewed every three years. The board and superintendent will work together to establish a protocol for this review, involving administrators and all board members to ensure a shared understanding of each policy’s purpose and impact. This process goes beyond simply updating legal language; it is a collaborative effort to ensure policies align with the district’s goals and remain relevant.” - NASB

POLICY & ADMINISTRATIVE GUIDELINES

Policies are guidelines adopted by the board to chart a course of action. The content of a policy should be broad enough that it provides discretionary action by the administrators when enforcing policy in day-to-day decision-making, yet specific enough to provide clear and appropriate guidance. A policy is typically based upon legal precedent and/or state and federal rules and regulations.

To support policy, quality board governance empowers and delegates administrative responsibilities to the superintendent. The board that fails to delegate authority to the superintendent will weaken administrative leadership. Authority is granted through policy and supported and governed by administrative guidelines, which provide a level of authority and direction to the administrators to enforce or carryout policy. Administrative guidelines do not reflect the detail or specific information contained in the policy but provide consistency throughout the district when administering policy.

CHARACTERISTICS OF POLICY

- A statement of purpose or aspirations providing what, why, and how.
- Directs how the board will operate.
- Assigns responsibility or authority to the superintendent.
- States the board's position.

CHARACTERISTICS OF ADMINISTRATIVE GUIDELINES

- Statement that sets the boundaries for how an administrator will implement policy on a day-to-day basis.
- Provides the parameters for what the administrator should or should not do.

DEVELOPMENT PROCESS FOR ADMINISTRATIVE GUIDELINES

- Review current board policies, employee and student handbooks, and collective bargaining agreements.
- Compile a list of administrative guidelines necessary to ensure the administrators conform with law and appropriate administrative procedures to carry out the operation of the district.
- Review, develop, and, if needed, update proposed administrative guidelines with the district administrators and the board.
- Supporting forms designed and utilized by the administrators should be included in the administrative guideline's manual.
- Administrative guidelines should contain reference to the related policy.

Administrative guidelines establish the boundary between board governance and administrative leadership. They serve as preventative measure to ensure the board remains focused on oversight rather than micromanaging daily district operations. While the board does not formally adopt administrative guidelines, it is beneficial for members to be informed about the process of development and their contents.

Nebraskaland Public Schools will follow its established Curriculum Review Policy, ensuring curriculum remains current, aligned with state standards, and effective in meeting the needs of all students.

NEBRASKA RULE 10

ACCREDITATION & ASSURANCE STATEMENT

According to the Nebraska Department of Education website, “All public-school systems are required by state statute to be accredited.” Accreditation is achieved when a school district successfully fulfills all rules and regulations under the provision of Rule 10: Regulations and Procedures for the Accreditation of Schools. The purpose of Rule 10 is to ensure that all students have access to an equitable learning experience in both the elementary and secondary systems. Accreditation is awarded each year and is effective July 1 through June 30 of the following year.

Each school district must renew accreditation by validating compliance with Rule 10. Regulation 003.07 of Rule 10 states, “Each school system shall, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the school system governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.” The superintendent is responsible for indicating compliance with regulations and charged with self-reporting any unmet regulations.

NEBRASKA CONTINUOUS IMPROVEMENT

As required in Rule 10, each school district must develop a school improvement plan to ensure students are receiving a quality education in a safe learning environment. Specific regulations required for Continuous Improvement are found in Section 009 and are as follows:

- 009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01F. In all school systems, the continuous improvement process includes the following activities at least once within each five years:
 - 009.01A1 Review and update of the mission and vision statements.
 - 009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
 - 009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
 - 009.01A4 Development and implementation of an improvement plan which includes procedures, strategies, and actions to achieve goals and an aligned professional development plan.
 - 009.01A5 Evaluation of progress toward improvement goals.
- 009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system’s improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once every five years.

More information about Rule 10 and Nebraska Continuous Improvement is available at:

<https://www.education.ne.gov/apac/accreditation-rule-10/>

<https://www.education.ne.gov/apac/nebraska-continuous-improvement/>



ADDENDUM TO ASSOCIATE SUPERINTENDENT'S EMPLOYMENT CONTRACT FOR A LIMITED TERM

The Board of Education of North Platte Public Schools ("Board") and Dr. Damon McDonald ("Associate Superintendent") have entered into an employment agreement covering the 2025-26 contract year. Due to staffing circumstances in the administration, the parties agree to this addendum as follows:

Interim Superintendent Duties. The Associate Superintendent will serve as the acting superintendent of the District for all legal and practical purposes from February 28, 2026, through June 30, 2026. The Associate Superintendent agrees to perform all superintendent duties required by law, policy, and directives of the Board. The Associate Superintendent will coordinate with the rest of the administrative team to cover all current duties of associate superintendent and those of the superintendent for that time period.

Change in Superintendent Designation. On or before February 28, 2026, the Associate Superintendent will take any necessary steps to inform the Nebraska Department of Education and any other persons or entities necessary that he will be the superintendent of record for the District until June 30, 2026. The Associate Superintendent will make any filings required for this purpose, including facilitating any action required of the Board.

Additional Compensation. In consideration of the additional duties to be performed, the Board agrees to pay the Associate Superintendent an additional \$5,000 per month during the District's regular payroll cycles in the months of April, May, June, and July 2026.

Additional Discretionary Days. In consideration of the additional duties to be performed, the Board agrees to give the Associate Superintendent 2 additional discretionary days of paid leave to use between the date of signing this addendum and June 30, 2026. If the Associate Superintendent does not use those 2 additional days by June 30, 2026, they will be paid out at a rate of \$0 per day.

All other terms and conditions of the Associate Superintendent's employment contract shall remain in full force and effect, unless modified by the parties. The Associate Superintendent hereby agrees that this addendum

constitutes two contract amendments, one to implement it and one to remove it from his existing contract as of June 30, 2026. He agrees he is not entitled to any additional notice or rights with respect to returning to his regular Associate Superintendent contract as of July 1, 2026.

Executed February ____, 2026.

Executed February ____, 2026.

Dr. Damon McDonald,
Associate Superintendent

President, Board of Education
North Platte Public Schools