Committee of the Whole
Thursday, October 29, 2026 5:30 PM
McDonald Elementary
601 McDonald Avenue
North Platte, NE 69103-1557

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. **Superintendent's Report**
8. **Board Engagement**
9. **Public Comment**
10. **Agenda**
    - 10.1. McDonald Elementary presentation
    - 10.2. Technology Presentation
    - 10.3. Board of Education Handbook
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

NPPS Technology BoE presentation



Our Tech Support Staff



Technology Department

McKinley Education Center
321 West F Street
North Platte, NE 69101
Phone: (308) 696-3348

Submit A Help Ticket
(Help Ticket Instructions)



Brian Tegtmeier

Technology Director
B.S. Computer Science, University of Nebraska 1997



Spencer Knight

System Administrator
M.S. Computer Science, Georgia Institute of Technology, 2038
B.S. Computer Science, University of Nebraska, 2033



Kyle Kingston

Database Administrator
M.S. Computer Information Systems, Colorado Technology University, 2035
B.S. Computer Information Systems, Wayne State College, 3013



Charles Hayes

Technology Systems Specialist
Master of Business Administration
Wayne State College, 2024
B.S. Computer Information Systems, Wayne State College, 3012



Shandell Sims

Administrative Assistant/Account Manager
B.A. Doane College, 1993



Treva Uppal

Helpdesk Technician



Kelly Anderson

Technology Support
North Platte High School



Josh Cisneros

Technology Support
Buffalo, Cody, Jefferson, Lincoln, Madison, Washington
A.S. Information Technology, Mid Plains Community College, 2003



Reece Foust

Technology Support
Adams, Brentnell, Lake Maloney, McDonald, Osgood

A.S. Information Technology, Mid Plains Community College, 2023



Tevin Ouderkirk

Technology Support

A.S. Information Technology, Mid Plains Community College, 2023

Tech Staffing

- 10 Staff members
  - Brian Tegtmeier - Technology Director
  - Shandell Sims - Admin Assistant / Free & Reduced lunch benefits coordinator
  - Spencer Knight - Systems Administrator
  - Kyle Kingston - Systems Analyst / Database Administrator
  - Charles Hayes - Tech operations specialist; junior systems/network adminstrator
  - Treva Uppal - Helpdesk Technician
  -

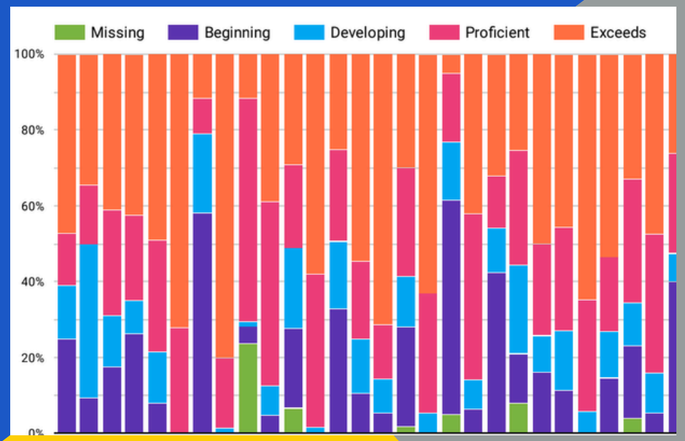
Tech Staffing

- Kelly Anderson - NPHS
- Josh Cisneros- Cody,Jefferson,Lincoln, Washington
- Reece Foust -Adams, Mcd, Lake, Eisenhower
- Tevin Ouderkirk -Madison,Buffalo, Maintenance, NPHS (secondary)

Strategic Highlights

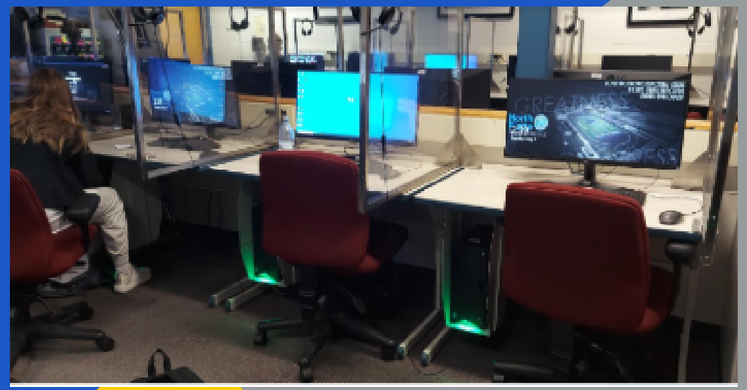
- 25/26 SY VisitorAware to replace Raptor.
- 25/26 SY Linewize Internet Filter/Classwize
- Fall 26 AD/Google OU Restructure , security improvements.
- Fall 26 Updating NPHS Security Camera Servers/ Software.
- Fall 26 NPHS Network Closet Upgrades (eRate)
- Fall 26 Extended support using 3rd party on Server Infrastructure.

Learning & Innovation



- Boundary/Household Mapping
- CSA data visualizations
- adHoc SIS Reporting needs
  - T&L Reports
  - Custom flags (Tiering)
  - Data Validation
- State Reporting data steward
- Online Curriculum Rostering & Software support

Learning & Innovation



- K-12 Student Chromebooks
- NPHS Computer Labs
  - Digital Media
  - Architectural Design
  - Journalism
  - IT Fundamentals / Computer Programming
- 3D Printers
  - NPHS/ADAMS/MAD
  - KK SUMMER CAMP
- iPad Pilot (Madison / Adams)





Learning & Innovation

- Eureka Math, Pearson Math
- HMH-Ed your Friend in Learning, McGraw Hill (Science/Social studies)
- Amplify (Language Arts)
- Edgenuity Courseware
- Quaver Music
- Sora Online books
- Typing Club/TypeTastic
- And more….

Infrastructure & Support



- 11 Physical Servers (6 Hyper-V Hosts)
- 40 Virtual Servers
- 42 Managed Network Switches
- 58 Copiers/Printers
- 600 IP Phones / IP Phone Server
- 460 Security Cameras
- 345 Wireless APs





Infrastructure & Support





- Helpdesk Support
  - Staff & Student
  - District devices & software
- Apptegy Rooms & Parent Portal assistance for our Parents
- District Audio Visual support
  - Assemblies
  - Professional Development
  - Sports & Activities
  - Concerts

Cyber & Data Security

- Updated policies on AI
  - District Approved AI only
- Google Console security updates
- No Admin rights / MFA required
- EDR (Endpoint Protection response)
- Network Segmentation (Staff, Guest, Iot)
- Linewize Filtering content aware
- Wizer Security Training, Phish Campaigns.
- Air-Gapped Backups
- Incident Reponse Planning

Finance & Lifecycle

25-26 Technology Expenditures

Salary/Benefits -Technology	**$1,093,124.73**
Mileage-Tech	$3,605.99
Contracted Services Tech	$52,542.18
Data Processing	$4,485.00
Telephone Tech	$1,519.57
Postage Technology	$72.17
Inservice Technology	$2,841.18
Supplies Tech	$14,406.61
Copy Costs tech	$1,439.35
Textbooks/periodicals Tech	$0.00
Furniture & Equip Tech	$50,585.85
Computer Hardware Schools	$220,629.41
Computer Software Tech	$463,172.04
	$815,299.35

Finance & Lifecycle

- Spring 2027 Chromebook order (5th & 9th grade) $252,000
- Summer 2027 Elementary Security Camera Servers, Software. $50000
- Spring 2028 NPHS Staff Macbooks (5 yr) $500,000 (will explore buyback options)
- Spring 2029 MFP Copier Contract
- Summer 2029 Server & SAN Refresh $250,000
- Spring 2032 Classroom Projectors (10 yr) $750000

Finance & Lifecycle

Google Chromebooks 1:1 for K-12 ,

- Grade 5 (5-8) 4 -year cycle
- Grade 9 (9-12) 4 -year cycle
- Kindergarten (K-4) reuse previously deployed chromebooks.

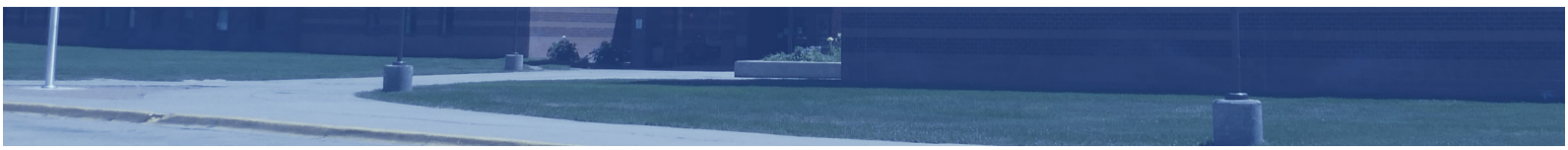
Purchase ~550 Chromebooks every spring, based on projected enrollment & spare units needed on hand. We are re-deploying 4th grader units down to KG, extending this lifecycle to save money.

Thank you!



NORTH PLATTE PUBLIC SCHOOLS BOARD OF EDUCATION

BOARD HANDBOOK



Legal and policy information in this handbook is provided for informational and practical purposes and may summarize, paraphrase, or otherwise differ from the exact wording of applicable Nebraska statutes, regulations, or the district's officially adopted policies. This handbook is not intended to replace or serve as the official source of any law, regulation, or district policy. In the event of a conflict or inconsistency, applicable law, regulation, and the district's officially adopted policy shall govern.

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

GALINA SLOBONYUK
BOARD LEADERSHIP ENGAGEMENT ASSOCIATE
gslobonyuk@NASBonline.org

Board Leadership
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

NASB
Nebraska Association of
SCHOOL BOARDS

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AN ENDURING LEGACY:
A HISTORY OF NORTH PLATTE PUBLIC SCHOOLS



Image and page content may be removed or replaced by the district upon submission of replacement content.

North Platte 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 North Platte High School in 1917. During the 1960s, a wave of rural school consolidation brought smaller districts into North Platte, 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, North Platte 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.

A MESSAGE FROM NASB BOARD LEADERSHIP

Board Leadership
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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 core 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 success.

The NASB Board Leadership Team is dedicated to supporting the school board and superintendent to strengthen public education for all Nebraskans. 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.

MARCIA HERRING
NASB DIRECTOR OF BOARD LEADERSHIP
mherring@NASBonline.org
www.NASBonline.org
(402) 423-4951

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NASB MISSION STATEMENT

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

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 success; and
- Every public school board will practice good stewardship of resources.

The Nebraska Association of School Boards is a not-for-profit organization that serves 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 policymaking 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 Nebraska Association of SCHOOL BOARDS

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 By-laws will come before the 2026 Delegate Assembly to increase the Board of Directors to a 24-member body.

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NASB STANDARDS OF EFFECTIVE BOARD GOVERNANCE

The NASB Standards of 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 North Platte 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 of Effective Board Governance are not merely a checklist; they are an essential tool that allows the board 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 as leaders of the community.

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

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STANDARD I: MISSION, VISION, AND GOALS

The board annually reviews the district's mission and adopts 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 has it been since the board reviewed the entire policy manual?
- Are all district handbooks aligned with district policies?
- Are administrative protocols/guidelines aligned with board policies?
- Are policies updated regularly, according to state statute, and accessible to the public on the district website?
- How does the board validate that through the superintendent the staff utilizes policies for guidance and decision-making?

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STANDARD III: STAKEHOLDER AND COMMUNITY ENGAGEMENT

The board establishes effective communication 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 AND 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 that supports regular curriculum updates and resource allocation aligned with student needs?
- Does the district provide in-service time to align curriculum with student learning standards and support staff development?
- What instructional model has the district adopted to support effective instruction?
- Is the teacher evaluation tool aligned with 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.?

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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 the 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 with the 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 advance 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 of meeting agendas and minutes on the district website for public access?

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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 with 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 does it 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 does orientation look like from both the school district and NASB for newly elected or appointed board members?
- How do board members access professional development opportunities to strengthen their knowledge and effectiveness?
- How does a board member register for NASB workshops and conferences?
- What type of information should be included 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?

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ABOUT THIS HANDBOOK

This handbook outlines 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 success 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 North Platte Public Schools community.

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MISSION AND BELIEFS

MISSION

North Platte Public Schools is a destination school district and community that embraces innovative opportunities and distinguished programs to create highly competitive advantages for all students, instilling the Canteen Spirit in an evolving world.

BELIEFS

We believe...

- All students can learn.
- Learning is essential.
- All people have worth.
- Reciprocal partnerships between our school, families, and community are essential to growth.
- Through communication and collaboration, we cultivate trust and transparency.
- High expectations yield excellence.
- Excellence is worth the investment.

MISSION STATEMENT

North Platte Board Policy No. 1003

PURPOSE AND DIRECTION STATEMENTS

Purpose: The North Platte Public School District's purpose is to prepare students to be productive, responsible citizens in a safe, caring, supportive learning environment.

Direction: The North Platte Public School District's direction is to prepare every student for success through high quality educational programs delivered by highly effective educators who use innovative, research-based strategies in a safe and supportive environment in collaboration with families, businesses, and community members.

Regulation: The North Platte School District will use the Nebraska Frameworks and/or a similar accreditation process to achieve higher levels of student performance and organization effectiveness.

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GENERAL POLICY STATEMENT

North Platte Board Policy No. 1001

The organization, management, and control of this school district is vested in its board of education ("board"). To guide the board and school district operations, and to assist it and its designees in carrying out duties, the board will establish, maintain, and amend a set of policies.

Written board policies serve the following purposes:

1. Formally articulating the board's goals and long-term objectives.
2. Providing district administrators and staff with guidance in making decisions that affect students, employees and patrons of the district.
3. Informing the public of the manner that the board and district will conduct its business and its relationships with staff, pupils, parents and patrons.

To avoid unnecessary rigidity, these policies are stated in general terms. With the exception of statutory requirements or instances when the specific application of a policy is essential to the long-term welfare of the district, these policies are intended to provide administrators with the flexibility to apply them to a wide range of situations.

The policies are not the only guidelines for district operations. Specific regulations, procedures, and practices also help guide and govern actions and decisions. They must be consistent with policies, but serve a different purpose.

EXCEPTIONAL CIRCUMSTANCES

The board cannot foresee every situation that may arise, and circumstances will occur when these policies provide inadequate guidance. In such circumstances, the superintendent should use his or her best judgment, and communicate with the board about the situation as soon as is possible.

VALIDITY OF POLICIES

Each policy and its provision should be interpreted so that it is valid under applicable law. If a court determines that a provision of a policy is invalid, such invalidity shall not affect the remaining provisions of that policy.

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NORTH PLATTE PUBLIC SCHOOLS STRATEGIC PLAN 2025-2030

PARAMETERS

- We will always put students as the focus of everything we do and every decision we make.
- We will always prioritize our educational programs.
- We will always make data-driven decisions to inform instruction and guide learning.
- We will always provide a safe and secure environment while treating all with dignity and respect.
- We will always listen to understand, assume positive intent, and focus on solutions.
- We will always strive to effectively communicate with our internal and external stakeholders.
- We will always seek opportunities and resources to support, develop, and retain our staff.
- We will always be good stewards in our community, who will responsibly evaluate and analyze our resource use and revenue sources.

OBJECTIVES

Desired and measurable end result for NPPS.

- Student achievement and growth on district, state, and national assessments will increase annually.
- PK-12 student enrollment will increase annually.
- The percentage of students participating and performing in college and career readiness programs will increase annually.
- Staff retention rate will increase and unfilled positions will decrease annually.
- Stakeholder engagement will increase annually.

Scan QR code to access North Platte Public Schools Strategic Plan.

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STRATEGY 1

We will increase academic success of students and efficacy in staff.

Strategy 1 is about...

- Student academic success
- Empowering staff
- Growth of the whole child- individual success and growth of each student
- Collaboration among staff members, confidence and competence of all staff to make a difference

STRATEGY 2

We will maximize current staff skills and expertise while being resourceful and innovative in recruiting new staff.

Strategy 2 is about...

- Maximizing current staff skills
- Retention
- Growing our own
- Recruiting creatively
- Embracing change
- Leadership development
- Academic success
- Mentorship
- PLC
- Staff mental health
- Positivity
- Community-minded
- Promoting our brand
- Team building

STRATEGY 3

We will embrace and capitalize on the growth and change within our district and community.

Strategy 3 is about...

- Embracing change
- Being proactive
- Being prepared
- Accepting and embracing what comes our way
- All means all
- Embracing stakeholders
- Growing
- Being open-minded
- Creating solutions and opportunities for the stakeholders
- Moving forward
- Acceptance and inclusiveness

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POLICY AND 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 carry out policy. Administrative guidelines do not reflect the detail or specific information contained in the policy but provide consistency throughout the district when administering policy.

KEY FUNCTIONS OF BOARD POLICY

- **Define 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.
- **Clarify Roles and Responsibilities:** Policies define the board's legal authority and responsibilities while also clarifying the relationship between the board and the superintendent. This allows the superintendent to effectively manage the district within established parameters.
- **Ensure 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.
- **Protect 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**

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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

- Statements that set 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
- ***NOTE: The superintendent is responsible for drafting the administrative guidelines based upon policy, state and federal regulations, and court rulings***

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 update proposed administrative guidelines with the district administrators.
- Include supporting forms designed and utilized by the administrators in the administrative guidelines.
- Administrative guidelines should contain a reference to the related policy.
- ***NOTE: Administrative guidelines are developed and implemented by the administration and are not adopted by the board or included in the policy manual.***

Administrative guidelines establish the boundary between board governance and administrative leadership. They serve as preventative measures 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 their development and content.

Scan the QR code to access the North Platte Public Schools Policy Manual.

For a complete list of district-specific policies included in this handbook, organized by policy number, see the District Policy Index on page 81.

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CREATION, AMENDMENT, AND DISTRIBUTION OF POLICIES

North Platte Board Policy No. 1002

Each of these policies shall become the official policy of the school district when the board has approved it by majority vote of the members present at any lawfully convened meeting of the board.

It shall generally be the practice of the board to adopt or amend any policy after a single reading at any regular or special board meeting. However, the board may, in its discretion, review policies at multiple meetings prior to taking action.

HANDBOOKS

North Platte Board Policy No. 3026

The school district's handbooks for students and staff are intended to convey information and explain school regulations and procedures that are necessary for the school to run smoothly and efficiently. Although the board of education may take action to approve the handbooks annually, the administration has the authority to change the contents of any handbook so long as the changes are consistent with board policy. Any administrative changes made after handbook approval will be presented to the board of education for approval prior to implementation.

STAFF HANDBOOK

North Platte Board Policy No. 4034

The superintendent or designee shall annually formulate, review and revise a staff handbook that will contain information about the district's employment policies and practices. The staff handbook is an extension of these policies and has the force and effect of board policy when approved by the board of education. Any administrative changes made after handbook approval will be presented to the board of education for approval prior to implementation.

The administration may provide only the amendment to the individuals affected by the change without providing them with the full handbook unless required by law.

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CHAIN OF COMMAND

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 leadership is aware of the issue, whether it is 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 the matter addressed and recognize that it is no longer their direct responsibility.

CHAIN OF COMMAND – DISTRICT ADMINISTRATION

North Platte Board Policy No. 3035

The superintendent shall be in control of all school district operations except as provided by another policy or as otherwise provided by law. Following is the administrative chain of command working from the lowest level on the chain upward.

STUDENT DISCIPLINE:	1. Classroom Teacher 2. Principal/Assistant Principal 3. Director of Student Services 4. Superintendent
INSTRUCTION OR CURRICULUM:	1. Teacher 2. Principal 3. Curriculum Director 4. Superintendent
TRANSPORTATION:	1. Bus Driver 2. Principal/Assistant Principal 3. Director of Transportation 4. Executive Director of Operations 5. Superintendent

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FACILITIES, GROUNDS, OR MAINTENANCE:	1. Custodial staff 2. Principal 3. Director of Maintenance 4. Executive Director of Operations 5. Superintendent
POLICY OR HANDBOOK:	1. Principal 2. Director of Student Services or Director of Human Resources 3. Superintendent
ATHLETICS:	1. Coach 2. Athletic/Activities Director 3. Principal 4. Director of Student Services 5. Superintendent
PERSONNEL:	1. Employee in question 2. Principal 3. Director of Human Resources 4. Superintendent
ALL OTHER MATTERS:	1. Building Principal 2. Appropriate Director 3. Superintendent

Absent extraordinary circumstances, each matter must be addressed at whatever level the initial action occurred. If the matter is not resolved, the individual may raise it with the next person on the chain of command. This policy does not supersede any individual's right to contact Board members directly. However, whenever a matter is brought directly to the Board as a whole or to a Board member as an individual, it will be referred to the appropriate individual in the chain of command for study and resolution. The most effective means of initial communication is a personal conference, e-mail, or telephone conversation. E-mail addresses and phone numbers can be found on the school district's website at NPPSD.ORG.

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COMPLAINT AND GRIEVANCE PROCEDURES

COMPLAINT PROCEDURE

North Platte Board Policy No. 2006

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

COMPLAINT AND APPEAL PROCESS

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
    c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

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d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may be submitted to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:

    a) Determine whether the complainant has discussed the matter with the respondent.

        1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.

        2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

    b) Strongly encourage the complainant to reduce his or her concerns to writing.

    c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:

        1) All relevant details of the complaint;

        2) All witnesses and documents which the complainant believes support the complaint;

        3) The action or solution which the complainant seeks.

    d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.

4. If either the complainant or the respondent is not satisfied with the decision, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.

    a) The appeal must be in writing.

    b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.

    c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.

    d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

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5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve allegations against the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:

    a) When the complaint is about a board policy, not implementation of the policy;

    b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or

    c) When the board is required by law, policy, or contract to hear a complaint or appeal.

    If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

    d) This appeal must be in writing.

    e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated the decision to the complainant.

    f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint or appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.

    g) The board president will notify the complainant and any other person legally required to receive the decision in writing of the decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.

    h) There is no appeal from any decision of the board unless authorized by law.

6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:

    a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

    b) Determine whether the complainant has discussed the matter with the superintendent.

        1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.

        2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

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c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.

d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team. Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent or board president without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

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GRIEVANCE PROCEDURE

North Platte Board Policy No. 4013

Definition of Grievance. A grievance is an allegation by an employee or group of employees that there has been a violation of a provision of the negotiated agreement or a policy of the board of education.

Procedural Steps. The procedure for handling grievances is as set forth below.

Step 1 - Oral Notice to Principal. The grievant shall initiate the grievance by presenting it to his or her principal or immediate supervisor within seven (7) days from the date that the grievant knew or should have known of the incident giving rise to the grievance.

Step 2 - Written Grievance to the Principal. If the grievance is not resolved to the satisfaction of the grievant within five (5) days of the meeting with the principal, the grievant representative may present the grievance in writing to the principal.

The principal shall schedule a meeting within three (3) days of receipt of the written grievance to discuss the elements of the grievance. The principal shall submit his or her determination in writing to the grievant within five (5) days of the meeting.

Step 3 - Written Appeal to the Superintendent of Schools. If the determination of the principal is not satisfactory to the grievant, the grievant may appeal it to the superintendent of schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the superintendent of schools within five (5) days of receipt of the principal's determination.

The superintendent of schools or a designee shall hold a formal meeting within seven (7) days of receiving the written appeal. The superintendent of schools or a designated representative shall make a written determination regarding the grievance within five (5) days of the date of the meeting.

Step 4 - Appeal to the Board of Education. If the determination of the superintendent of schools is not satisfactory to the grievant, the grievant may appeal it to the board within five (5) days of receipt of the superintendent's decision. The board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The board shall notify the grievant of its decision within five (5) days of hearing the grievance.

Written Presentation. All grievances presented at Step 2 and subsequent steps of the procedure shall set forth in writing all facts giving rise to the grievance, the provision(s) of the Agreement or policy alleged to have been violated, the names of the grievant(s), the names of all witnesses, and the remedy sought by the grievant. All grievances at Step 2 and appeals at Step 3 and Step 4 shall be signed and dated by the aggrieved employee. All written answers submitted by the district shall be signed and dated by the appropriate district representative.

Grievance Meetings or Hearings. All meetings and hearings conducted under this procedure up to and including Step 3 shall be conducted in private and shall include only the administration's representatives, the grievant, the grievant's representatives, and witnesses as necessary.

Association Representation. A grievant shall have the right to have an Association representative present to represent the grievant at each level of the grievance procedure.

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Reprisals. No reprisals of any kind shall be taken against any employee who uses this grievance procedure in good faith.

Withdrawal of a Grievance. A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party.

Advanced Step Filing. A grievance shall be filed initially at the level at which the decision resulting in the grievance was made.

Time Limitations. Time limitations herein are critical. All references to days are to calendar days. No grievance shall be accepted by the district unless it is submitted or appealed within the time limits set forth in this Agreement. If at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not submitted in a timely manner at Step 1 or Step 2, it shall be deemed to be waived. If the grievance is not appealed to Step 3 in a timely manner, it shall be deemed to have been settled in accordance with the district's Step 2 determination. If the district fails to answer within the time limits set forth in this Agreement, the grievance shall automatically proceed to the next step.

When the deadline for taking an action falls on a Saturday, a Sunday or a legal holiday, the time for taking the action shall be extended to the next working day.

Requirement to Grieve. This grievance procedure is not discretionary and cannot be waived except through the express written consent of the board. No administrator or board member, individually, has the authority to waive the requirements of this procedure. Any grievance covered by this procedure but not raised pursuant to the requirements herein, including any grievance abandoned, will be forfeited.

Bad Faith or Serial Filings. The purpose of the grievance procedure is to resolve complaints and grievances regarding covered matters at the lowest level possible within the chain of command. Grievances filed without any intention to attempt to resolve the issues raised; for the purpose of adding administrative burden; or for purposes inconsistent with the professional obligations of district staff members may be dismissed by the superintendent without providing final resolution other than noting the dismissal on a basis in this section.

COMMUNICATION BETWEEN THE BOARD AND DISTRICT EMPLOYEES

North Platte Board Policy No. 4005

Employees have the same right to communicate with the board about matters of public concern as other patrons of the district. Regarding employment-related issues, employees must follow the applicable board policies and/or contractual procedures regarding the administrative chain of command, complaints, grievances and other applicable processes.

When appropriate, the superintendent shall inform employees of official board policies, directives, actions and concerns.

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TEACHERS' RIGHTS, RESPONSIBILITIES AND DUTIES

North Platte Board Policy No. 4024

All certificated employees shall assume the duties and responsibilities assigned by the superintendent or designee. Teachers' professional responsibilities involve considerably more than merely classroom instruction. They include, but are not limited to, study and research to keep abreast of new knowledge and instructional techniques; assessment of students' work; record-keeping; lesson planning and preparation; conferences with students, parents and administrators; in-service meetings; and supervision of pupils outside the classroom.

Teachers must be in their classrooms or assigned areas as instructed by the building principal. All duty time is necessary for educational planning, preparation, and conferences with students, parents and faculty members.

All teachers must maintain a standard of dress, personal appearance, general decorum, moral standards and behavior that reflects their professional status in the community.

The Superintendent shall have the authority to assign and reassign teachers and other staff to extracurricular activities and other specific activities, including supervision of pupils in halls, study halls, playgrounds, work on faculty committees and staff activities, and other duties necessary for the operation of the school.

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STUDENT LEARNING AND SUCCESS

THE BOARD'S ROLE

Our purpose is to support student learning and success. In this era of accountability, the board shares responsibility for the academic performance of the school district. The superintendent and the board work collaboratively to fulfill the mission and vision of the school district by recognizing the roles and responsibilities of each position.

The board must acknowledge that the most important governance responsibility is to provide students of the district with a quality learning environment that supports growth and improved learning for all students. To fulfill this governance role, the board must sustain an effective working relationship with administration to make informed decisions to support improved instruction and learning district-wide. This pivotal culture exists when the board requests and receives student success data, focusing on improving outcomes for all students.

Accountability for student academic performance is required by our legislature, the Department of Education, and federal guidelines. The board adopts district goals to define the expectations for classroom instruction and growth and improved learning and success. The district leadership team must identify how to measure district success. The essential questions include:

- How do we measure success and how often does the administration present academic data to the board?
- How well is the district performing on the Nebraska Student-Centered Assessment System (NSCAS), which measures individual student success in English Language Arts, Mathematics, and Science for students in grade 3-8? (https://www.education.ne.gov/assessment/nscas-system/).
- What data is the school district collecting and analyzing to monitor and measure student academic performance?
- How does the school district compare to the state average?
- What percentage of the students in the school district graduate high school?
- What percentage of the students in the school district attend college or pursue a postsecondary education following graduation?

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STUDENT SUCCESS PERFORMANCE DATA

Continuous improvement is dependent upon the data. A school district that is content with the academic performance of students certainly is destined for a decline in progress. Continuous improvement must be the focus of every school district. Defining and committing to a shared vision for the future is the foundation for improving instruction and learning for all students. Engaging in the review and study of student data ensures the leadership team is making informed decisions to support progress and success. The essential questions include:

- Is data analyzed and how does this drive decision-making in the district?
- What summary trend reports does the administration provide to the board?
- Does the administration share comparative data with the board? If so, what data is shared?
- How does the district measure student performance and how often is academic data presented to the board?
- How does the data measure the success and performance of all students, including subgroups of students in the district?
- How do the board and administration use data to make informed policy and planning decisions, design district goals, and define staff professional development plans to support improved student success?
- How does the board address student success at board meetings? How frequently?

DATA TO CONSIDER

Why does data matter? Informed decision-making begins with asking the right questions. The following pages provide suggested data points and questions to guide discussions between board members and the superintendent about the key components of a high-quality education, including curriculum, instruction, student support, and alignment with state standards. To learn more about your district's academic performance, and student and staff demographics, visit (https://nep.education.ne.gov).

The following information is organized under Guiding Principles that represent the structures, resources, and dynamics of a high-functioning school district. Like with the Standards of Effective Board Governance, the Guiding Principles and associated discussion questions serve as a blueprint for monitoring progress and using data to inform decisions.

ACADEMIC LEARNING AND 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)

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Questions:

- How do the board agenda, discussion, and action items address student achievement at board meetings?
- What data reports will be provided to the board and how often will they be provided?
- What comparative data will the administration share with the board?
- 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 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 the 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 during the previous 3 years, disaggregated by job category (teachers, administrators, support staff, etc.)

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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?
- Does our employee evaluation process provide meaningful feedback that improves professional practice?

SOCIAL-EMOTIONAL AND MENTAL HEALTH WELL-BEING

Data to be considered:

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

Questions:

- What survey tools or data sources are being used to measure staff and students' 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?

FAMILY AND COMMUNITY PARTNERSHIPS

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 barriers prevent some families from participating in or accessing district activities, information, and resources?
- 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?
- Are there unmet student or family needs that could be addressed through stronger community partnerships?

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ACCESS TO EDUCATIONAL OPPORTUNITIES

Data to be considered:

- College persistence rates for the 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 the administration utilize data to inform course offerings regarding college/career readiness for all students?
- How is the district aligning curriculum and programming with in-demand local industries and living-wage employment opportunities?
- 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 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 the independent audit from the prior fiscal year
- Recommended budget for the upcoming school year
- Summary of primary revenue and cost drivers, average daily membership trends, etc.

Questions:

- How are district resources aligned with our strategic plan and identified priorities?
- How does the board utilize data to inform school improvement decisions?
- What factors are considered when determining staffing allocations across buildings?
- How often is our short and long-term facilities plan updated?
- Are we investing enough in preventative maintenance, staff development, technology, and infrastructure to avoid greater costs in the future?

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CURRICULUM

CURRICULUM DEVELOPMENT

North Platte Board Policy No. 6004

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

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SCHOOL CALENDAR

North Platte Board Policy No. 6002

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.

INSTRUCTIONAL PROGRAM

North Platte Board Policy No. 6003

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.

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.

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.

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.

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.

ACADEMIC CREDITS AND GRADUATION

North Platte Board Policy No. 6005

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.

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ACADEMIC CREDITS AND GRADUATION (cont.)

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 (Basic Communication or Public Speaking)	5
Electives	85
Total Credit Requirements	245

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ACADEMIC CREDITS AND GRADUATION (cont.)

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.

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TEACHING CONTROVERSIAL ISSUES

North Platte Board Policy No. 6013

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.

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NEBRASKA RULE 10

ACCREDITATION AND 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 Section 004.01F of this Chapter. In all school systems, the continuous school improvement process includes the following activities at least once every 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, 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/

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CODE OF ETHICS

BOARD CODE OF ETHICS

North Platte Board Policy No. 2012

The board recognizes that collectively and individually; all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

EACH BOARD MEMBER SHALL:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;
10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

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CONFLICT OF INTEREST

CONFLICT OF INTEREST

North Platte Board Policy No. 2005

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:

a. Business with which a board member is associated shall include the following:

ii. A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.

iii. A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the board member or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.

b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.

c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

2. Contracts with the School District.

a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into employment contracts with the school district must also comply with the board's policy on the employment of board members.

b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.

c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her parent, spouse, or child has a business association with the business involved in the contract or will receive a payment, fee, or commission as a result of the contract.

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CONFLICT OF INTEREST (cont.)

d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:

   i. Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;

   ii. Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and

   iii. Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

3. Contracts with Board Member's Immediate Family.

a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:

   All district employees.

   All employees within a specific classification but which does not single out the member of his or her immediate family.

4. Employing Members of the Immediate Family.

a. A board member may recommend for employment or supervise the employment of an immediate family member if:

   The board member does not abuse his or her position.

   Abuse of official position shall include, but not be limited to, employing an immediate family member:

   i. who is not qualified for and able to perform the duties of the position;

   ii. for any unreasonably high salary;

   iii. who is not required to perform the duties of the position.

   The board makes a reasonable solicitation and consideration of applications for employment.

   The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.

   The board approves the employment or supervisory position.

b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

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CONFLICT OF INTEREST (cont.)

5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

a public official, public employee, or candidate.

a member of the immediate family of an individual listed in Subparagraph 'a' above.

a business with which an individual listed in Subparagraph (1) or (2) above is associated.

b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.

c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.

d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

6. Conflict of Interest Relating to Campaigning or Political Issues

a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.

c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.

d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.

The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.

Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

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CONFLICT OF INTEREST (cont.)

7. Conflict of Interest Statement

a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;

Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and

Abstain from participating or voting on the matter in which he or she has a conflict of interest.

b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

8. Recordkeeping

a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:

The names of the contracting parties.

The nature of the interest of the board member in question.

The date that the contract was approved.

The amount of the contract.

The basic terms of the contract.

b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

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COMMUNICATION AGREEMENTS

ELECTRONIC COMMUNICATIONS AND PUBLIC RECORD

To ensure clear, consistent, and transparent communication, the district issues an official e-mail 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 e-mails, texts, and other digital messages concerning district business, are considered public records. These communications are subject to disclosure under the Nebraska Open Meetings Law and other public records laws. Using a personal e-mail account for official business does not exempt those communications from these laws. Therefore, board members are expected to check their district-issued e-mail 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 Law.
- **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.

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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.)
    - 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)
- To 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.
- Mutual respect among board members, the superintendent, and staff
- Timely responses to reasonable requests for additional information
- No surprises!

The superintendent expects:

- Agenda addition requests submitted in accordance with board policy
- Direction provided through board action by a majority vote
- Respectful treatment of staff and consideration of staff time
- Advance review of board materials and timely communication of requests to allow adequate administrative research and response
- No surprises!

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BOARD ELECTRONIC COMMUNICATIONS USE AND ACCESS

North Platte Board Policy No. 2018

The Board of Education recognizes that Board members must be able to communicate independently, lawfully, and transparently in the performance of their official duties. This policy establishes expectations for Board member electronic communications, records retention, and the limited circumstances under which Board member email accounts may be accessed.

This policy is intended to:

- Ensure compliance with Nebraska public records and open meetings laws;
- Protect the independence of Board deliberations;
- Promote public trust and accountability; and
- Clearly define appropriate oversight and access boundaries.

USE OF BOARD-ISSUED EMAIL ACCOUNTS

Each Board member shall be issued a district-provided email account for use in conducting official district business.

Board members are strongly encouraged to use their district-issued email account for all Board-related communications. If a Board member uses a personal account for district business, the Board member is responsible for ensuring those communications are retained and provided to the district as required by law.

RECORDS RETENTION AND PUBLIC RECORDS COMPLIANCE

Electronic communications related to district business may constitute public records, regardless of the device or account used.

Board members shall not delete, destroy, or conceal electronic communications in violation of state records retention or preservation requirements. Communications created or received outside district systems that relate to Board business should be forwarded to the district-issued email account to ensure proper retention.

OPEN MEETINGS ACT COMPLIANCE

Board members shall not use electronic communications in a manner that circumvents the Nebraska Open Meetings Act.

Electronic communications may be used for scheduling, one-way distribution of information, committee work, and administrative coordination. They shall not be used in a way that could reasonably be construed as Board decision-making outside a public meeting.

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CONFIDENTIAL AND SENSITIVE INFORMATION

Board members shall not transmit confidential or legally protected information through electronic communications except as permitted by law and district policy. This includes, but is not limited to, student records, confidential personnel matters, closed-session discussions, and attorney-client privileged information.

When confidential information must be shared electronically, Board members shall use district-approved secure systems.

Any information obtained through authorized access to board member accounts shall be treated as confidential and disclosed only as permitted or required by law or Board authorization.

ACCESS TO BOARD MEMBER EMAIL ACCOUNTS

Access to Board member email accounts through district archiving or records management systems, including Google Vault or any successor platform, shall be governed by this policy and the district's records management and retention policy. Board member email accounts shall not be routinely accessed, monitored, reviewed, or searched by district staff, including the Superintendent.

Access to Board member email accounts is permitted only under the following limited circumstances:

1. **Board Authorization -** The Board authorizes specific access by vote and defines the scope and purpose.
2. **Legal Requirements -** Access is required to comply with a subpoena, court order, public records obligation, litigation hold, or direction from district legal counsel. Whenever practicable, the affected board member(s) shall be notified prior to access.
3. **Emergency or Security Needs -** Access is necessary to respond to an immediate threat to district operations or system security. Such access shall be limited in scope, documented, and reported to the Board President as soon as practicable.
4. **Technical Support -** Access is content-neutral and required for system maintenance, troubleshooting, or account recovery. Staff shall avoid viewing message content whenever possible. Any inadvertent exposure to content shall not be used or disclosed except as required by law.

Except where prohibited by law, affected Board members shall be notified when their email account is accessed.

DOCUMENTATION OF ACCESS

Access to Board Email Accounts shall be documented, including:

- The reason for access;
- The individual(s) accessing the account;
- The date, time, and duration of access; and
- Any legal authority relied upon.

Such documentation shall be maintained by the District in accordance with Policy 3023 and made available to the Board upon request.

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PROHIBITED USES OF ACCESS

Access to Board member email accounts shall not be used to:

- Monitor Board member communications;
- Gain insight into Board deliberations or viewpoints;
- Influence or interfere with Board decision-making;
- Investigate or surveil Board members absent a legal requirement or Board authorization; or
- Retaliate or manage personnel or political matters.

CONCERNS AND ENFORCEMENT

Concerns regarding Board member use of electronic communications shall be addressed in accordance with the Board's Code of Ethics and Violation of Board Ethics policies. Concerns regarding email use alone do not authorize monitoring, review, or access to Board member email accounts.

TRAINING AND NOTICE

The District shall ensure that administrators and relevant staff are informed of this policy. Board members shall be advised that Board email accounts are district-owned systems subject to limited exceptions described in this policy.

LEGAL COMPLIANCE

This policy shall be interpreted consistent with Nebraska law. In the event of a conflict, applicable law controls.

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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.

REGULAR BOARD MEETING

The regular board meeting of the North Platte 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.

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 meeting" [Neb. Rev. Stat. § 79-554]. Once a special meeting is called, the district shall provide "reasonable advance 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 advance 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.

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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 advance 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 Meetings Act.

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.

MEETINGS

North Platte Board Policy No. 2008

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

1. Types of Meetings

a. The board shall hold its regular meetings on or before the third Monday of each month.

b. Special and emergency meetings may be called as provided by law.

c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

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2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public.

Notice of regular and special meetings shall be published in a newspaper of general circulation within the district and, if available, on the newspaper's website. Newspapers of general circulation in the district include the North Platte Telegraph, North Platte Bulletin and the Omaha World Herald. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the school district will (1) post the notice on its website, if available, and (2) post the notice in a conspicuous public place in the school district's jurisdiction. The school district will keep a written record of the posting. When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

4. Minutes

a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.

b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.

c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

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PUBLIC PARTICIPATION AT BOARD MEETINGS

North Platte Board Policy No. 2009

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.

PREPARATION FOR BOARD MEETINGS

North Platte Board Policy No. 2010

The superintendent will create the agenda and board packet in consultation with the board president. The materials will be sent or delivered to each board member in advance of the meeting. Members of the public have no entitlement to place an item on the board's agenda, but may address the board during the next meeting at which the board receives public comment. The agenda shall be placed on the district's website at least 24 hours before the school board meeting and shall remain available on the website for at least six months.

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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.

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.

Scan the QR code to access the NASB Annual Board Calendar.

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MEETING NOTICE

All meetings of the board shall be subject to the Open Meetings Law. 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, and shall be readily available for public inspection at the superintendent's 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; 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 by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public.

(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, notice shall be given at least four times each year of the regular meeting schedule, the location, and the method designated by the public body to provide reasonable advance publicized notice. Such notice shall be given by publication in a legal newspaper of general circulation within the public body's jurisdiction.

(ii) Subdivision (1)(b)(i) of this section shall not apply in the case of the governing body of a city of the second class or village, any advisory committee of such governing body, the governing body of a rural or suburban fire protection district, or any public body that only meets intermittently and is not required to hold regular meetings.

(iii) Failure to comply with subdivision (1)(b)(i) of this section shall not cause any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken at a meeting of the public body to be void or voidable.

(c) For a public body that decides to publish notice in a newspaper of general circulation within the public body's jurisdiction to meet the notice requirement in subdivision (1)(a) of this section, in case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (i) post such notice on its website, if available, (ii) 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 (iii) 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)(c)(i) and (iii) of this section and a written record of the request to the newspaper pursuant to subdivision (1)(c)(ii) 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.

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MEETING NOTICE (cont.)

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

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (2)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsection (1) of this section, including providing access to a dial-in number or link to the virtual conference;

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MEETING NOTICE (cont.)

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in ***Section § 84-1412***, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision, subsection (1) of ***Section § 70-1014***, subsection (2) of ***Section § 70-1014.02***, or subsection (4) of ***Section § 79-2204***, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of (A) an organization created under the Interlocal Cooperation Act that sells electricity or natural gas, (B) an organization created under the Municipal Cooperative Financing Act, (C) a governing body of a risk management pool and any advisory committee of such governing body, (D) any advisory committee of any state entity created in response to the Opioid Prevention and Treatment Act, (E) the Semiquincentennial Commission, (F) the board of trustees of the Nebraska State Historical Society, or (G) any local foster care review board, such organization, governing body, or committee may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing.

(3) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

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

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

(6) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(7)(a) Notwithstanding subsections (2) and (5) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in ***Section § 81-829.39***, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsection (1) of this section.

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MEETING NOTICE (cont.)

The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (4) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of ***Section § 84-1413***.

(8) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (2)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (2)(b)(i) and (ii) of this section.

(9) This section does not apply to a meeting of the Nebraska Power Review Board or a public power district, a public power and irrigation district, an electric membership association, an electric cooperative company, a municipality having a generation and distribution system, or a registered group of municipalities if such meeting is subject to ***Section § 70-1034***.

Legal Reference: Neb. Rev. Stat. §§ 84-1411, 84-1409, 84-1412, 70-1014, 70-1014.02, 79-2204, 81-829.39, 84-1413, and 70-1034.

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MEETING RULES OF ORDER

NASB supports the use of ***Robert's Rules of Order*** as a guide for conducting board business, assuring every member has a reasonable opportunity to participate in deliberation and that discussion is effective and efficient. It is not uncommon for a board to become bogged down in conflict over parliamentary procedures, such as the proper form of a motion or what matters take precedence in a debate.

Careful attention to rules of order helps deliberations move forward in a constructive manner and keeps everyone focused on the topic of discussion; however, intense discussion over procedural issues can become a method of obstruction by a frustrated board member. When conflict over parliamentary procedures begins to dominate board meetings, firm and tactful intervention by the board president may be needed to resolve the underlying issues.

MEETING RULES OF ORDER QUICK TIPS

- One agenda item is considered at a time.
- Right of majority to rule.
- Right of minority to be heard.
- Informed decisions and board action.
- Free and impartial debate.
- Reasonable length of time.
- Justice and fairness.
- Courtesy to and from others at all times.

MANAGING DISRUPTION

The board is required to conduct business in public; however, the work of the board should not be waylaid by a chaotic public participation process. If the board is unable to conduct its business, it may vote for a brief recess to restore order.

Neb. Rev. Stat. § 79-570. Class I, II, III, or IV school district; president; meetings; maintenance of order.

If at any district meeting of a Class I, II, III, or IV school district any person conducts himself or herself in a disorderly manner and persists in such conduct after notice by the president or person presiding, the president or person presiding may order such person to withdraw from the meeting and, if the person refuses, may order any person or persons to take such person into custody until the meeting is adjourned.

Neb. Rev. Stat. § 79-571. Class III or IV school district; meetings; disorderly conduct; penalty.

Any person who refuses to withdraw from such meeting on being so ordered as provided in ***Section § 79-570*** or who willfully disturbs such meeting shall be guilty of a Class V misdemeanor.

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CLOSED/EXECUTIVE SESSION

The board's primary responsibility is to conduct the district's business openly. However, in specific and 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.

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.

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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.

QUORUM OF THE BOARD

As often occurs when we are dealing with the law, the answer is, "it depends." It depends upon the:

- number of members who serve on the board;
- number of board members who take part in the vote; and
- subject matter of the motion being considered.

Fortunately, it is possible to determine the correct answer to the question in any situation if we know enough about the situation, and if we know the applicable rules of law.

There are two fundamental rules of law which apply any time we want to know how many "ayes" are enough. One is statutory, a result of the legislative process. The other is part of the common law, a result of the judicial process.

A majority of the members shall constitute a quorum for the transaction of business.

Neb. Rev. Stat. § 79-550. Class I, II, or III school district elections; change number of board members; resolution; contents; change manner of election.

(1) The school board of a Class I, II, or III school district may, by resolution adopted in an odd-numbered year, provide for a change in the number of members on the school board to a minimum of five members and a maximum of nine members to be effective at the beginning of the term of office for school board members elected at the next statewide general election. The school board shall include in the resolution:

(a) A statement of the change in number of members to be added to or eliminated from the school board;

(b) A statement that the change does not take effect until the beginning of the term of office for school board members elected at the next statewide general election;

(c) If the members are not nominated or elected by district or ward in the school district:

(i) If the change in number adds members to the school board, a statement of the number of members to be elected at the next statewide general election, including the members whose terms are expiring and the additional members, and the number of such members to be elected to four-year terms and the number of such members to be elected to two-year terms so that approximately one-half of the total number of members are elected at each statewide general election.

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The members receiving the highest number of votes shall be elected to four-year terms, and the members receiving the next highest number of votes shall be elected to two-year terms; and

(ii) If the change in number decreases the number of members on the school board, a statement of the number of members to be elected at the next statewide general election, if any, and at the subsequent statewide general election, if necessary, and the number of such members to be elected at such elections to four-year terms and the number of such members to be elected at such elections to two-year terms so that approximately one-half of the total number of members are elected at each statewide general election. The members receiving the highest number of votes shall be elected to four-year terms, and the members receiving the next highest number of votes shall be elected to two-year terms; and

(d) If the members are nominated or elected by district or ward in the school district:

(i) The changes to the boundaries of districts or wards;

(ii) A statement that the changes to the boundaries are effective for purposes of nominating or electing, as applicable, members to the school board beginning with the next statewide primary and general elections but that the changes in boundaries are not effective for purposes of representation until the beginning of the term of office for school board members elected at the next statewide general election;

(iii) A statement of which districts or wards, as changed, are on the ballot at the next statewide primary or general election, as applicable, and whether the members elected from such districts or wards are being elected for four-year terms or two-year terms;

(iv) A statement specifying the newly established districts which each member will represent for the remainder of his or her term, if necessary;

(v) If the change in number adds members to the school board, a statement of the number of members to be elected at the next statewide general election, including the members whose terms are expiring and the additional members, and the districts or wards of such members to be elected to four-year terms and the districts or wards of such members to be elected to two-year terms so that approximately one-half of the total number of members are elected at each statewide general election; and

(vi) If the change in number decreases the number of members on the school board, a statement of the number of members to be elected at the next statewide general election, if any, and at the subsequent statewide general election, if necessary, and the districts or wards of such members to be elected at such elections to four-year terms and the districts or wards of such members to be elected at such elections to two-year terms so that approximately one-half of the total number of members are elected at each statewide general election.

(2) If the members of the school board of a Class I, II, or III school district are nominated and elected by district or ward, the board may by resolution provide for the nomination of the members by district or ward and the election of the members at large. If the members are nominated by district or ward and elected at large, the board may by resolution provide for the nomination and election of the members by district or ward.

(3) Any Class I, II, or III school district which has a nine-member school board on January 1, 2015, may continue to have a nine-member school board without complying with the requirements of this section.

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BOARD MEETING MINUTES

Boards of education are legally required to maintain and post specific records of their meetings and financial claims within ten business days or by next advertised meeting [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, special, or emergency meeting. ***NOTE: 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 the 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 who entertained the motion and the second.
- Record of any motion to close the meeting to the public and the vote of each member of the board. 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 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.

Legal Reference: Neb. Rev. Stat. §§ 84-1413 and 79-580.

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ORGANIZATION OF THE BOARD

ORGANIZATION OF THE BOARD, BOARD OFFICERS AND CHECK SIGNING

North Platte Board Policy No. 2002

Scan the QR code to access the full North Platte Public Schools Voting Ward Map.

See the Voting Ward Map on page 72.

1. Membership, Term and Election

a. The Board of Education shall be comprised of six members who will be elected by wards as established by law.

b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

a. President

i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.

ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

b. Vice President

i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.

ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

c. Secretary

i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

i. At the regular January meeting, the board shall elect, employ, or appoint a treasurer who need not be a member of the board if permitted by law. The treasurer shall serve in that capacity for one year, unless the board designates a longer term for the treasurer.

ii. The treasurer may be designated to sign checks and certain other documents. The treasurer is the custodian of the monies of the district.

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iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.

iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized.

3. Signing and Authorizing Checks, Warrants, and other Instruments.

a. Unless otherwise delegated by the board, the president and secretary of the board shall sign checks, warrants, and other instruments of the district.

b. The board may delegate another person to sign and validate any checks, warrants, and other instruments. Facsimile signatures of board members may be used.

c. The board delegates that the vice president or treasurer may sign any warrant in the absence of either the president or the secretary.

4. Board Officer Voting and Tie Breakers

a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes. The sitting Board President will call for discussion after the nomination(s).

b. In the event any officer cannot be elected by a majority after 5 votes; no votes occur after five motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:

i. If the board is split between two members, the officer will be determined by coin flip. The winning member will be the officer for the upcoming year unless the position changes by action of the board.

ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

5. Vacancies

a. A vacancy on the board of education shall exist when any one of the following occurs:

i. A member submits his or her formal resignation from the board.

ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days according to Nebraska statute.

iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.

iv. Such other reasons as are set forth in Nebraska statutes.

v. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.

vi. Vacancies shall be filled in the manner set forth in Nebraska statutes.

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BOARD COMMITTEES

The board may use standing 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 policy, 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 ad hoc 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.

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BOARD VACANCIES

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.

Legal Reference: Neb. Rev. Stat. §§ 32-560, 32-561, 32-570, 32-571, and 32-574.

FILLING A VACANCY

In the event of a vacancy, the board must fill the position within 45 days of the vacancy occurring. The board will first review policy and define and follow a process to provide a purposeful and equitable procedure to fill the vacancy:

- 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.

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BOARD-SUPERINTENDENT RELATIONS

The superintendent serves as the educational leader of the school district and is the one employee the board is responsible for hiring and evaluating. 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 success.

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 define the mission, vision, and goals to support growth and improved student learning and achievement.
- **Advocacy:** Engage lawmakers and stakeholders to communicate the district's needs to support student learning and achievement.
- **Accountability:** Align staff and financial resources to meet the needs of the district.
- **Policy:** Verify that district policies comply with applicable laws, rules, and regulations to support sound decision-making.
- **Monitoring and Evaluating:** Ensure district programs, curriculum, instruction, student learning and achievement, and 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.

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.

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BOARD-SUPERINTENDENT RELATIONS (cont.)

- **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.

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EVALUATION AND SELF-ASSESSMENT

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 Standards of Effective Board Governance 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.

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ROLE OF THE BOARD OF EDUCATION

North Platte Board Policy No. 2001

The board of education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

1. Establishment of Mission, Goals and Policies

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

2. Establishment and Maintenance of School Facilities and Other Resources

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

3. Selection of the Superintendent of Schools

The board will employ a superintendent of schools as the chief executive to whom it will delegate the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

4. Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

5. Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

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RELATIONSHIP WITH DISTRICT LEGAL COUNSEL

North Platte Board Policy No. 2014

The board will engage legal counsel to assist it and the administration in dealing with legal issues. When the district faces circumstances in which legal counsel may be needed between board meetings, the board president or superintendent may engage legal counsel on the board's behalf.

The superintendent and the board president shall have the authority to contact the school's legal counsel on behalf of the district. The superintendent may give other members of the administration permission to contact the district's legal counsel on an as-needed basis. Individual board members other than the president may not contact the district's legal counsel on behalf of the board without the approval of the board president or a majority of the board.

Any board member who contacts the district's legal counsel without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact. The superintendent will, to the extent permitted by law, keep the board informed of matters in which the district's legal counsel is involved.

RELATIONS WITH EMPLOYEE COLLECTIVE BARGAINING ASSOCIATIONS

North Platte Board Policy No. 4017

The board of education recognizes the right of staff members to belong to professional employee organizations. The board will negotiate with organizations that have been certified or recognized in accordance with public employee bargaining statutes. The board or administration will coordinate with certified or recognized organizations for purposes of collective bargaining.

The district will allow professional employee organizations to make reasonable use of district facilities for meetings outside the district's and the employees' work hours. With administrative approval, organizations may use district resources, post notices of meetings, and provide other information on bulletin boards designated for this purpose, and use district email and mailboxes for delivery of information specific to the organization. Organizations must pay for all supplies used, damage caused, or the loss or theft of borrowed property.

For purposes of recruiting new members, organizations may host or attend certain meetings of certificated staff outside the district's and the employees' work hours. Attendance at any staff meetings does not include all-staff, building-level, committee, or other meetings called by the district, unless those meetings are open to other organizations or if required by law.

Unless otherwise specified in this policy or permitted law, organizations will be treated equally, and the district will not designate any day or break by reference to any specific organization.

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PROFESSIONAL ETHICS

North Platte Board Policy No. 4023

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certificated employees are responsible for reading, understanding, and complying with these standards.

SUPERINTENDENT

North Platte Board Policy No. 4025

The superintendent is hired by and shall report directly to the board of education. The superintendent will be the chief administrative officer of the board of education and shall keep the board informed on important issues. The board delegates to the superintendent the general power and authority to make necessary decisions to ensure the efficient and effective operations of the school.

The superintendent or designee is charged with timely preparing, presenting, and filing an annual school budget, subject to the approval of the board at the annual budget hearing.

All school employees shall be under the direct and/or delegated supervision of the superintendent. The board delegates to the superintendent the authority to hire and terminate the employment of all classified staff. He or she shall review all certified and non-certified employees applying for vacancies and shall make recommendations regarding these employees.

All of the grounds and buildings are supervised by the superintendent or designee, including necessary repairs and improvements unless the board is required to approve such repairs or improvements.

The superintendent's other duties shall be included in his or her job description, contract, or as otherwise assigned by the board.

SUPERINTENDENT EVALUATION

North Platte Board Policy No. 4057

The board shall observe and evaluate the superintendent based upon actual classroom observations for an entire instructional period at least twice during his first year of employment and at least once each year thereafter. Additional evaluations may be conducted at the discretion of the board. For the purposes of this policy, "actual classroom observation" shall mean observing the superintendent performing activities that are typical of his or her position. An "entire instructional period" for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of some aspect of the superintendent's work during the semester for no less than 40 minutes.

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Purpose. The purposes of the formal job evaluation are:

1. To provide a means of rational, structured communication between the board and superintendent to create a more constructive and effective working relationship.
2. To provide a basis for commending, rewarding, and reinforcing good work, as well as identifying areas where the superintendent needs to improve.
3. To clarify the superintendent's role and inform the superintendent of the board's expectations.

Dates. Unless otherwise provided for in the superintendent's employment contract, the first year evaluations should take place (1) at or prior to the October board meeting, and (2) at or prior to the January board meeting. Annual evaluations shall generally take place during the month before the date in the superintendent's employment contract by which the board must notify the superintendent of its intention to consider the nonrenewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation should take place at or prior to the March board meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and shall make his evaluation an agenda item for the board meeting.

Evaluation Document. The superintendent shall submit a recommended evaluation document to the board. The board shall meet and discuss the proposed document with the superintendent. The board may amend and adopt the proposed evaluation document. The board may amend the document or adopt a new document without amending this policy. The superintendent shall submit the evaluation document to the Nebraska Department of Education.

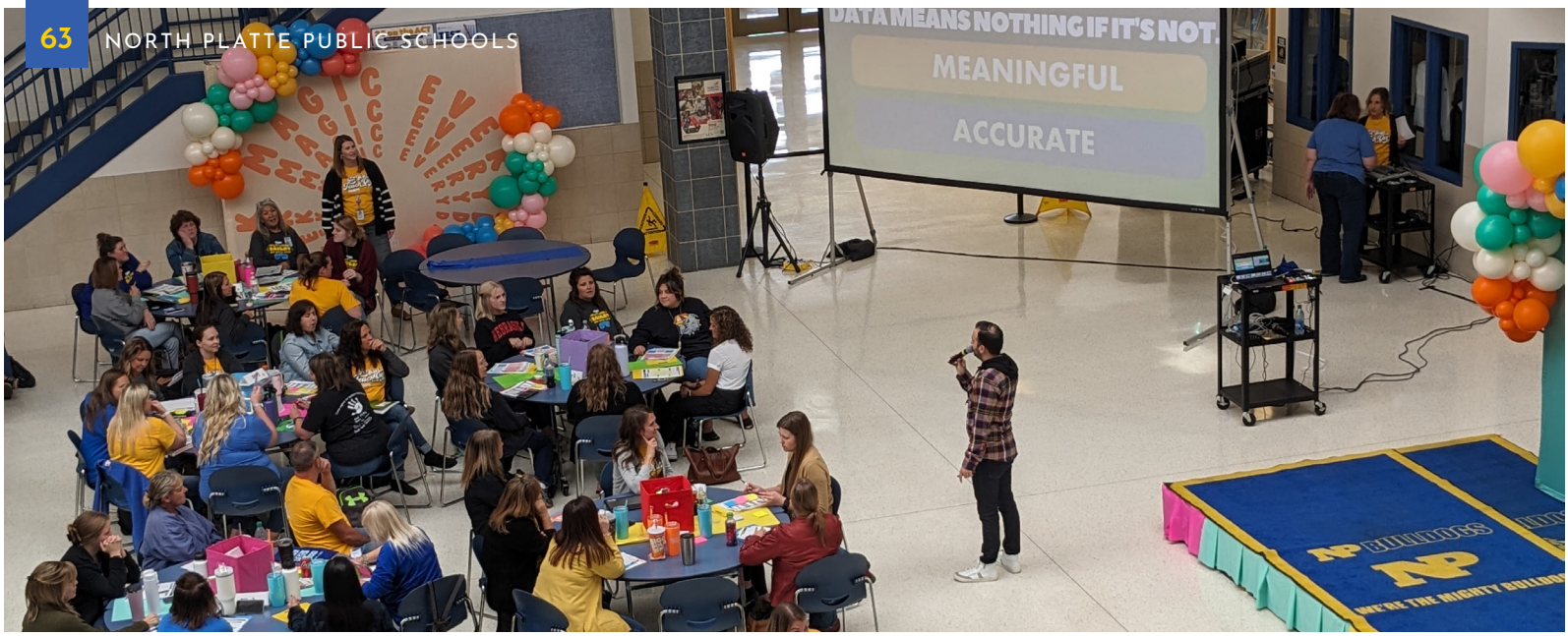
Evaluation Procedures. Each board member shall have the opportunity to complete a draft evaluation document. The board president shall provide a single and final evaluation to the board and to the superintendent. The board president will discuss the evaluation with the superintendent. If the superintendent's evaluation is conducted at a board meeting, the superintendent's evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent's reputation and if he or she has not requested it be done in open session.

Deficiencies. If deficiencies are noted in the superintendent's work performance, the board shall provide the superintendent at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The board shall also provide the superintendent with follow-up evaluations and assistance when deficiencies remain, a timeline for improvement, and sufficient time to improve. In the alternative, the board may rely upon the superintendent's education, training, and expertise and require him or her to submit a "list of suggestions for improvement" or plan of improvement for the board's consideration.

Personnel File. The evaluation shall be signed by the board president (or other member of the board) and the superintendent. The superintendent shall place a copy of the evaluation in his or her personnel file. The superintendent may provide a written response to the evaluation to the board. A copy of the response shall also be placed in the superintendent's personnel file. The board may meet with the superintendent to discuss the written response.

Policy Limitation. The evaluation procedures are included in this policy as a result of the board's statutory obligation to evaluate the superintendent and do not give the superintendent any rights not provided by statute. The board's failure to comply with any procedures provided in this policy but not required by law shall not prohibit the board from taking any action regarding the superintendent's employment, up to and including the nonrenewal, amendment, or cancellation of the employment contract.

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PROFESSIONAL DEVELOPMENT

PROFESSIONAL GROWTH

North Platte Board Policy No. 4032

Every six years, permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth.

The board of education believes the goal of professional self-improvement to be inherent in the responsibilities of each certificated district employee.

Other professional growth activities which may count toward the six-year requirement include non-credit courses, lecture series, workshops, conferences, study groups, local in-service courses, committee service, supervising a student teacher, serving with professional groups, travel of significant educational value, and membership in professional organizations. The employee must receive prior approval from the building principal and Human Resource Director for any of these activities to count toward professional growth.

No professional growth units will be awarded if the applicant has been paid for a non-college activity either by released time or by an additional amount paid by the school district.

One unit of professional growth credit will generally be equivalent to ten hours of personal time spent on an educational activity.

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ATTENDING PROFESSIONAL GROWTH MEETINGS

North Platte Board Policy No. 4033

ATTENDING PROFESSIONAL GROWTH MEETINGS

The board of education expects its administrative staff to be informed on contemporary educational issues and therefore encourages active participation in the respective professional administrative organizations, including state, regional, and national associations for the superintendent and principals. Accordingly, the Board of Education authorizes and will fund, within budgetary limits, attendance to state, regional, and national conferences sponsored by professional administrative organizations, curriculum groups, institutions of higher education, legislative bodies, and other agencies having a relationship which is in agreement with the school district's educational objectives.

DEVELOPMENT AND EDUCATION OF BOARD MEMBERS

North Platte Board Policy No. 2003

1. New Board Member Orientation

a. All new board members are strongly encouraged to attend new board member training and workshops.

b. Sitting board members and the superintendent will assist each new member-elect to understand the board's functions, policies, and procedures before he or she takes office.

2. Ongoing Development and Education

a. Board members provide the most effective service to the district when they are continuously updated on educational and legal issues. Attendance at meetings directly or indirectly related to education or school matters is encouraged for the value they have to the school system and the professional growth of board members.

b. Board members are encouraged to engage in continuing education such as:

i. Participation in local, regional and state conferences and workshops such as meetings of the Nebraska Association of School Boards, the Nebraska Rural Community Schools Association, and the Nebraska Council of School Administrators.

ii. Participation in legislative sessions and related activities.

iii. Participation in national conventions such as the National School Boards Association and/or the American Association of School Administrators on a rotating basis among the members.

iv. Examination of other school facilities and their programs.

The superintendent shall notify board members of all relevant conferences and workshops, other local and regional meetings, and/or in-service activities.

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REIMBURSEMENT AND MISCELLANEOUS EXPENDITURES

North Platte Board Policy No. 2007

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.
2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging as permitted by law.

a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate and as permitted by law.

b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.

c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.

d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than $100.00.

e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed $50.00.

MEMBERSHIP IN ORGANIZATIONS

North Platte Board Policy No. 2011

The board may hold membership in organizations approved by the board.

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SCHOOL PROFILES
INFORMATION AND STATISTICS

NPPSD STATISTIC TOTALS

CAPACITY	ENROLLMENT NUMBERS	STAFF
4740	3415	383

STAFF STATISTICS

Teachers	230
Paras	98
Building Administration	17
Custodians	47
Technology	9
Admin Assistants	21
District Admin	8

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NORTH PLATTE HIGH SCHOOL

Capacity: 1600
Enrollment Numbers: 1124



ADAMS MIDDLE SCHOOL

Capacity: 750
Enrollment Numbers: 502



MADISON MIDDLE SCHOOL

Capacity: 320
Enrollment Numbers: 248



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CODY ELEMENTARY SCHOOL

Capacity: 276
Enrollment Numbers: 204



EISENHOWER ELEMENTARY SCHOOL

Capacity: 276
Enrollment Numbers: 208



JEFFERSON ELEMENTARY SCHOOL

Capacity: 414
Enrollment Numbers: 294

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LAKE MALONEY ELEMENTARY SCHOOL

Capacity: 138
Enrollment Numbers: 115



LINCOLN ELEMENTARY SCHOOL

Capacity: 414
Enrollment Numbers: 269



MCDONALD ELEMENTARY SCHOOL

Capacity: 276
Enrollment Numbers: 239



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WASHINGTON ELEMENTARY SCHOOL

Capacity: 276
Enrollment Numbers: 213



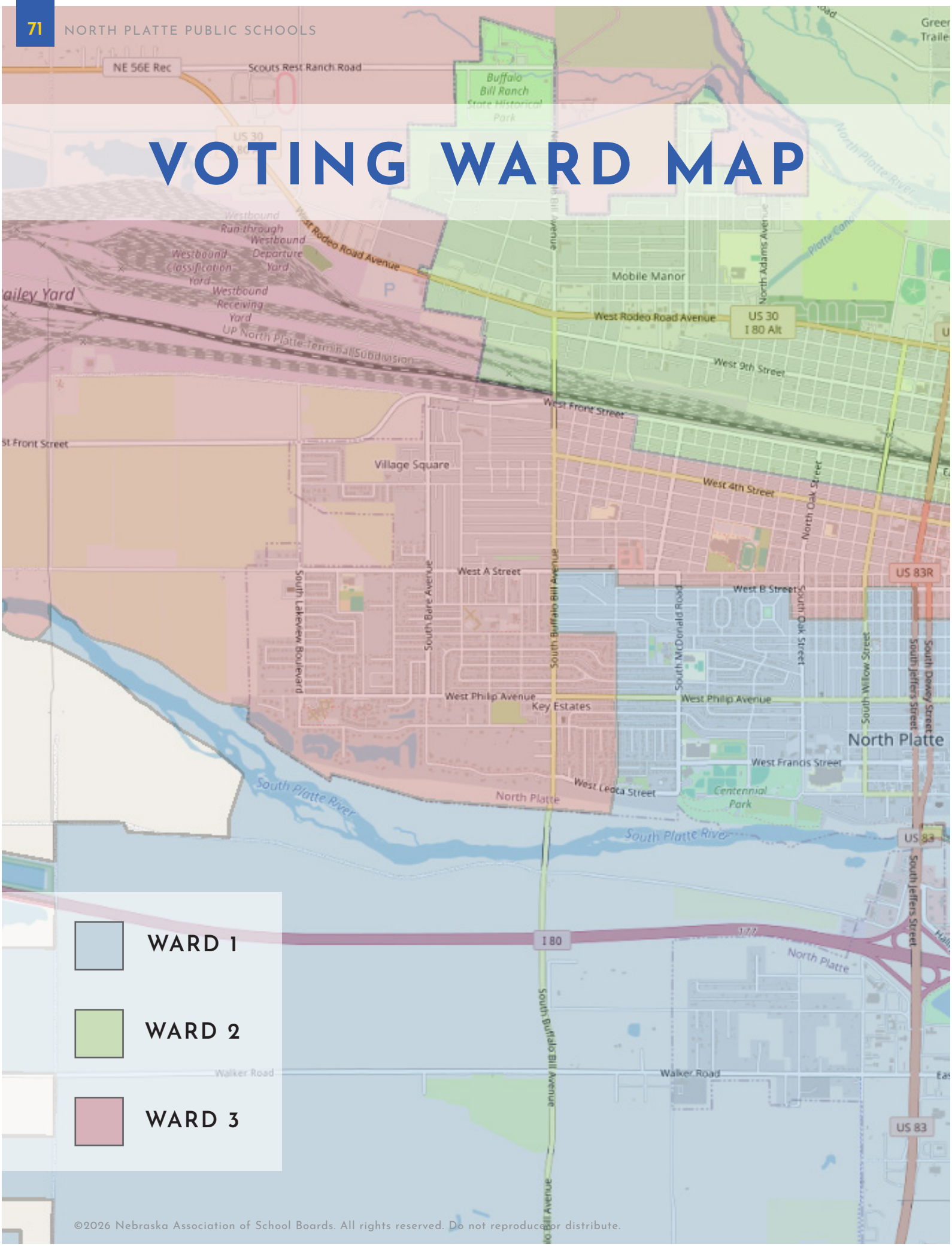
BUFFALO EARLY LEARNING CENTER



MCKINLEY EDUCATION CENTER

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VOTING WARD MAP



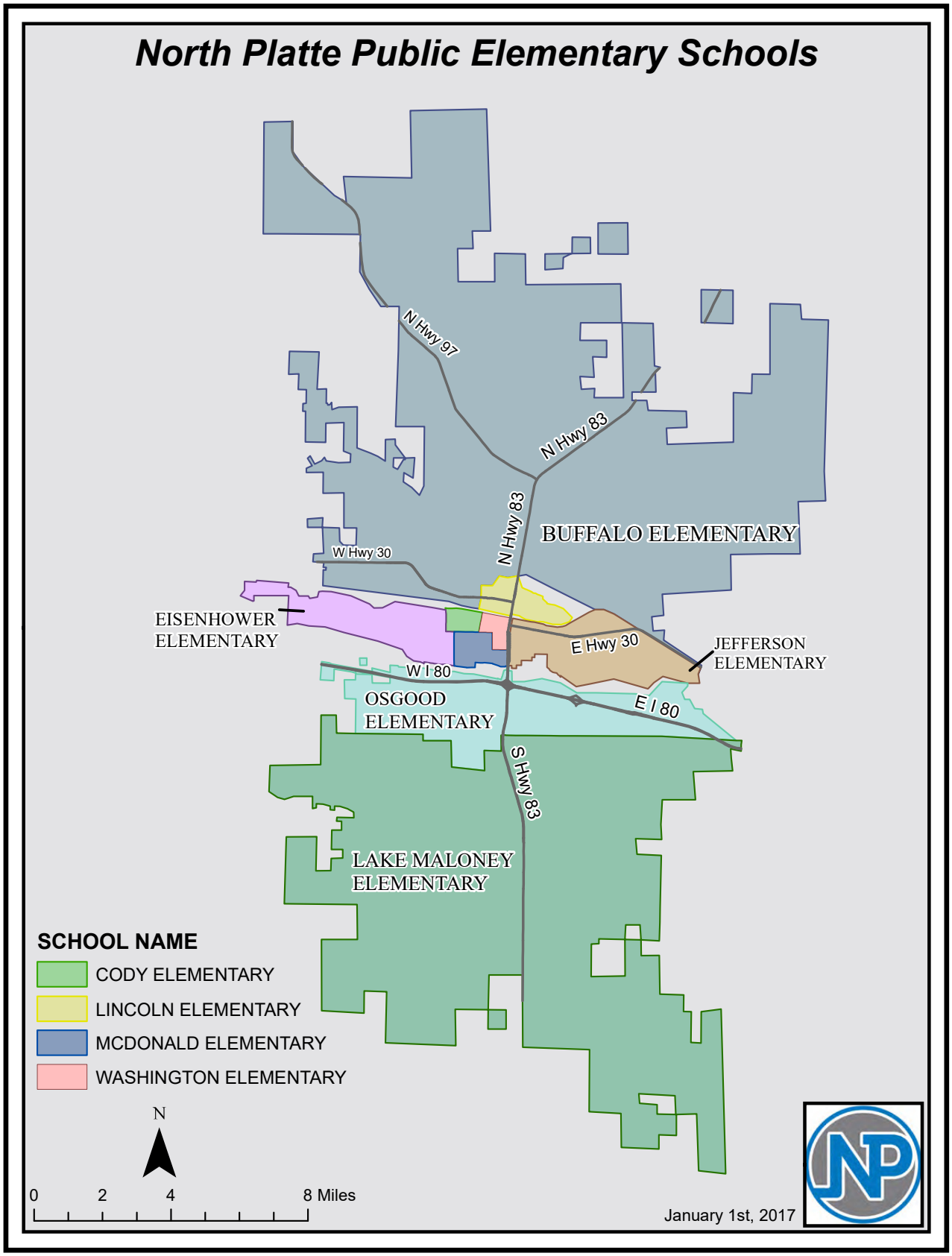
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Scan QR code to access the full Voting Ward Map.

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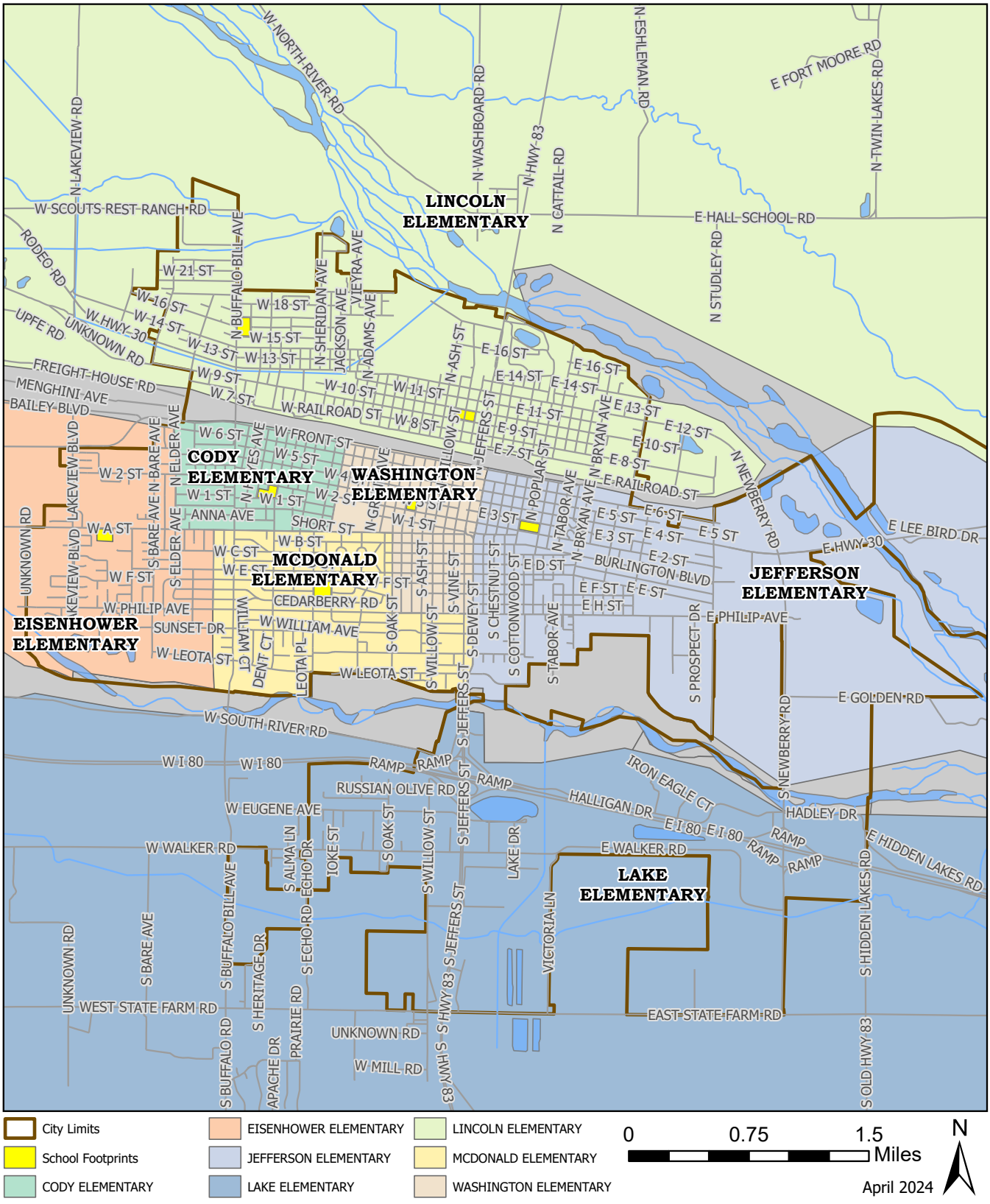
ELEMENTARY ATTENDANCE BOUNDARY MAPS



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North Platte Public Elementary Schools

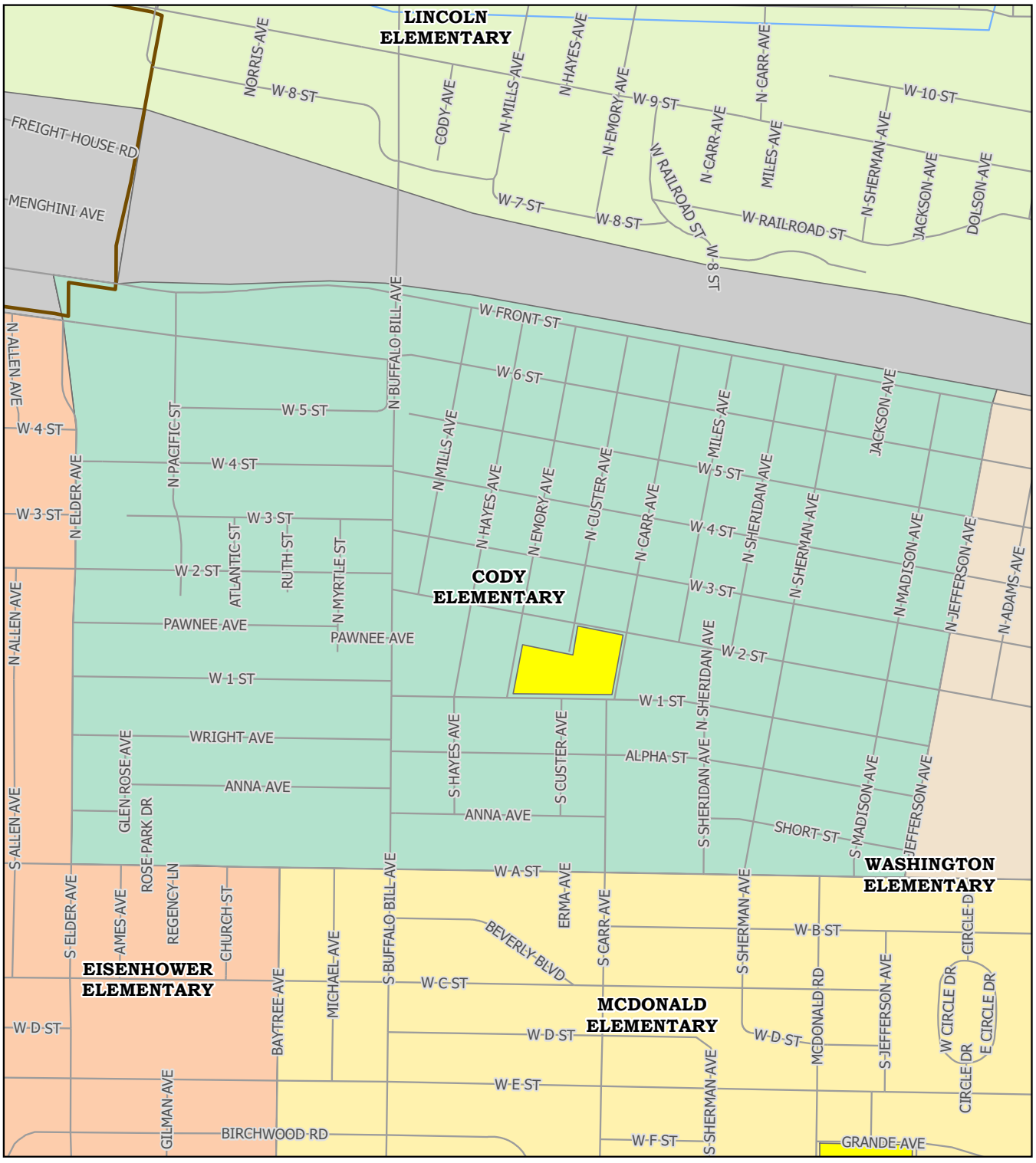
Within City Limits



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North Platte Public Elementary Schools

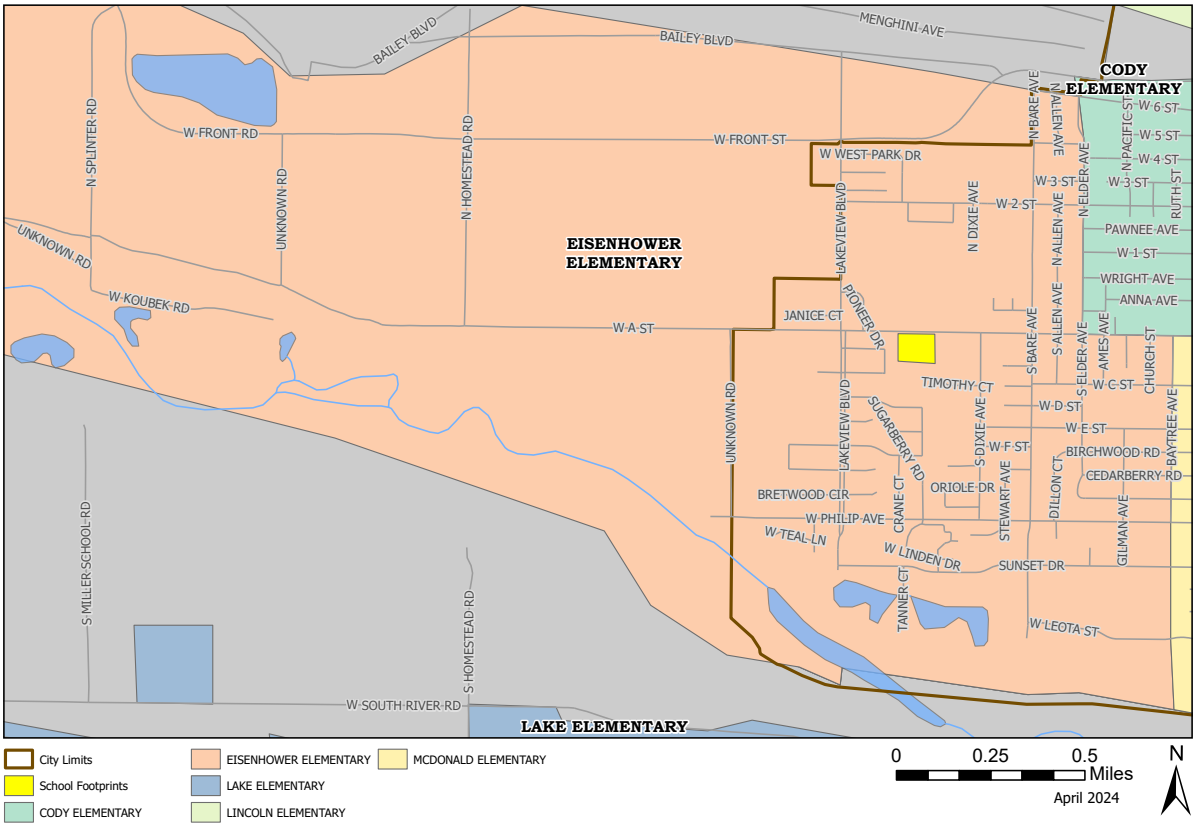
Cody Elementary



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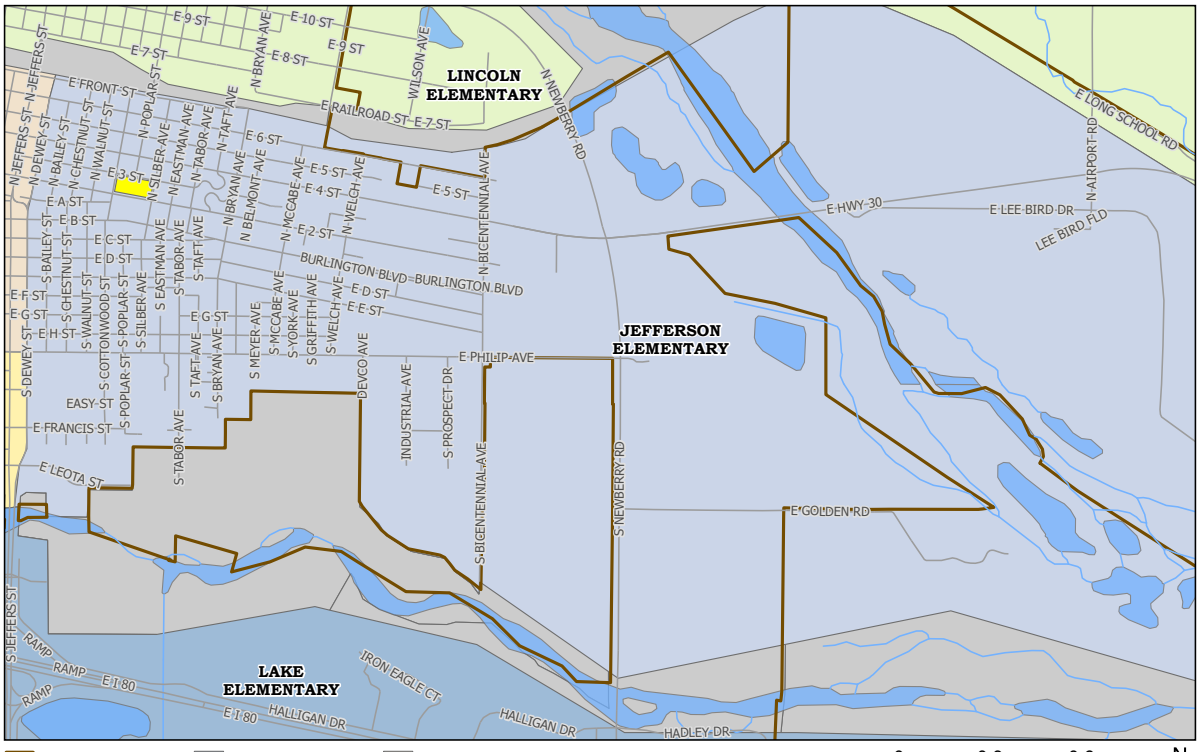
North Platte Public Elementary Schools

Eisenhower Elementary



North Platte Public Elementary Schools

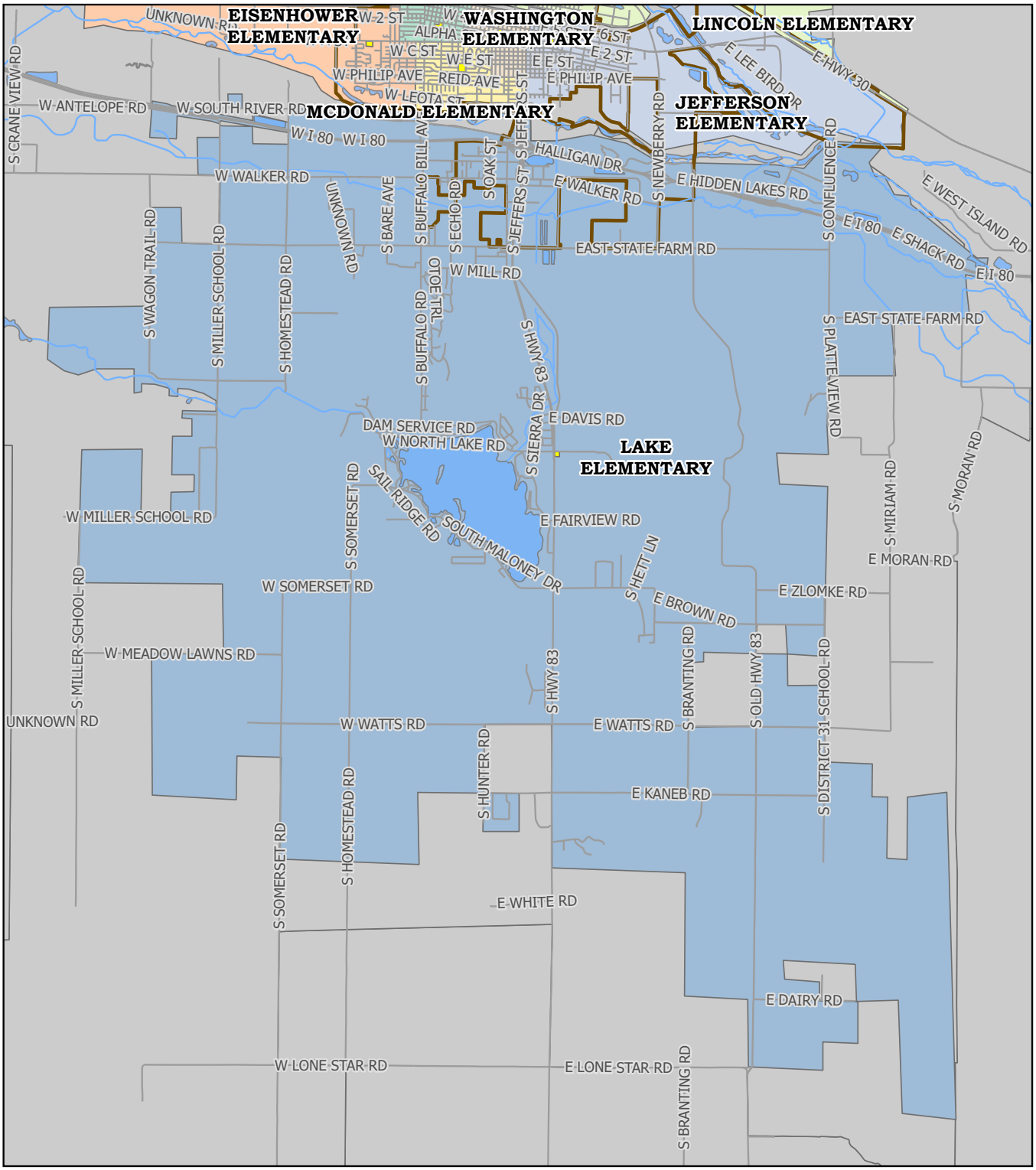
Jefferson Elementary



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North Platte Public Elementary Schools

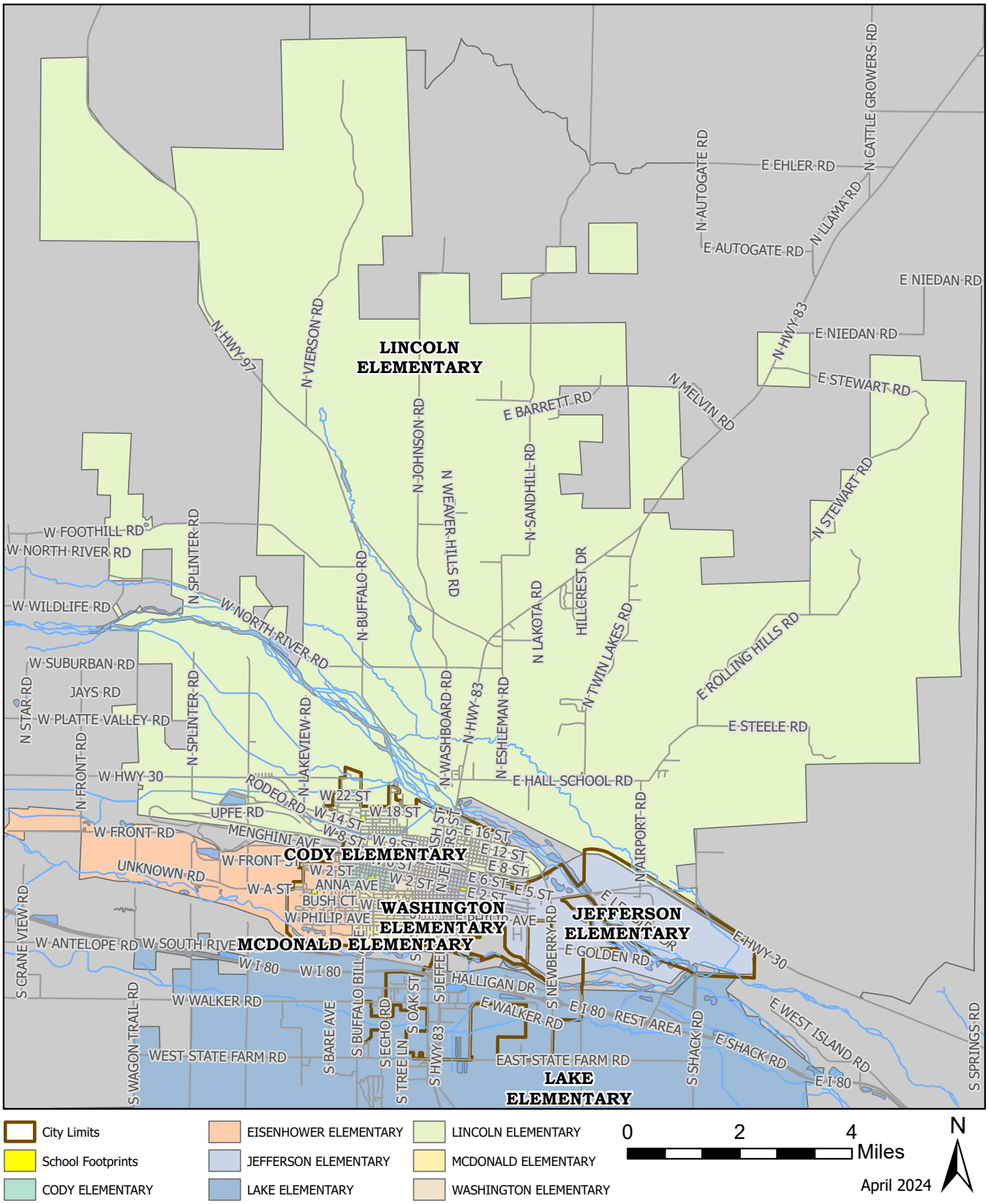
Lake Elementary



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North Platte Public Elementary Schools

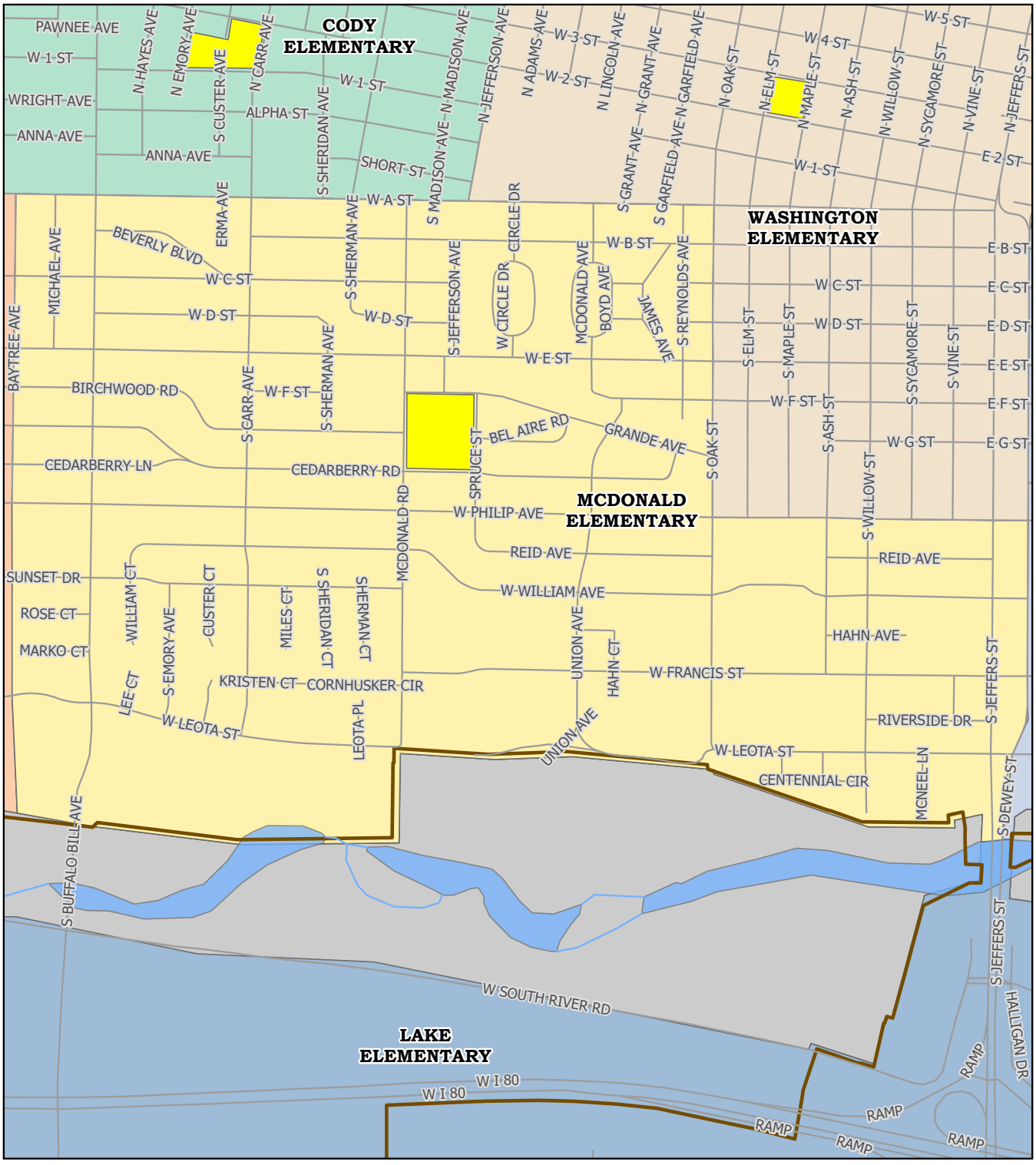
Lincoln Elementary



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North Platte Public Elementary Schools

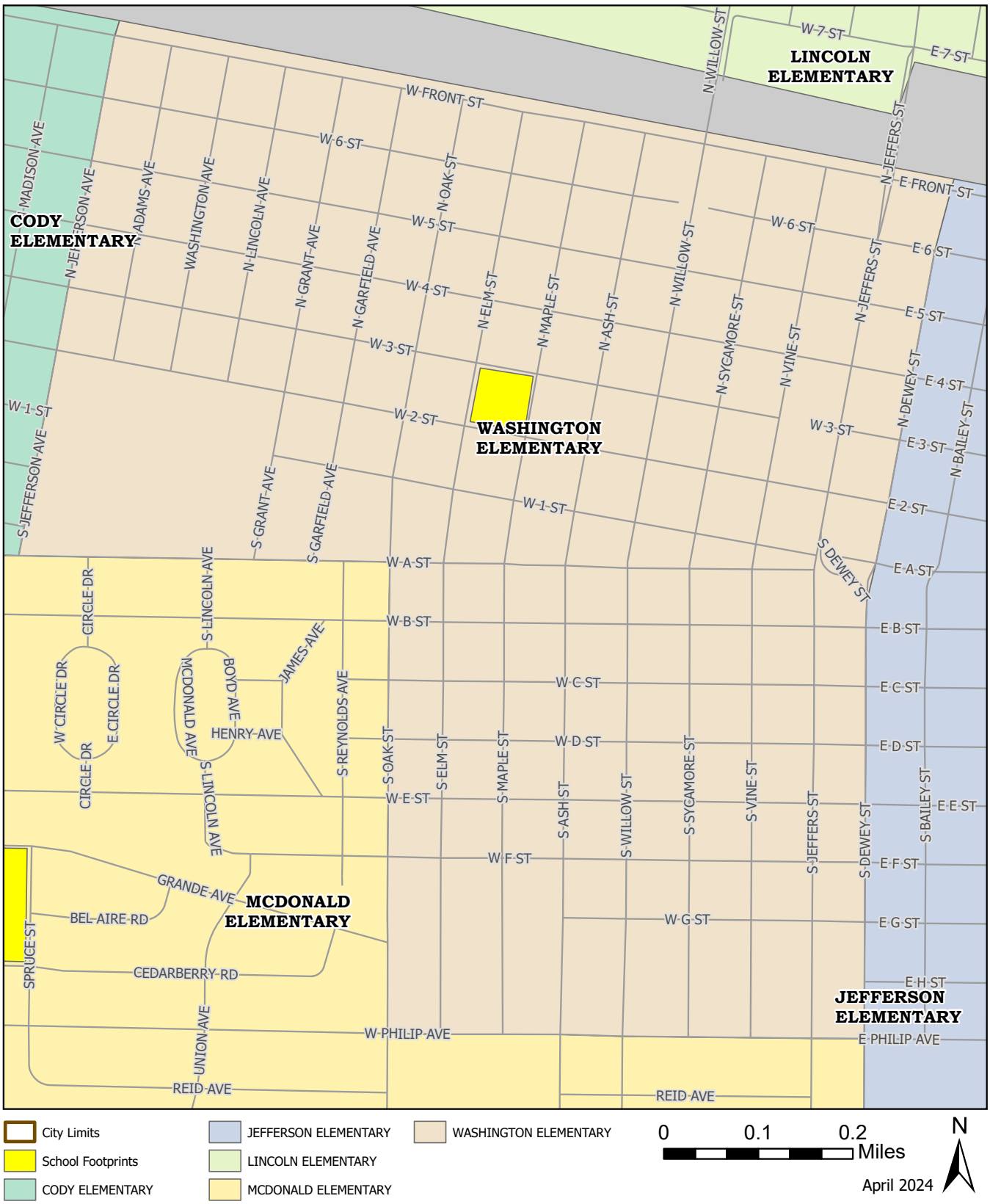
McDonald Elementary



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North Platte Public Elementary Schools

Washington Elementary



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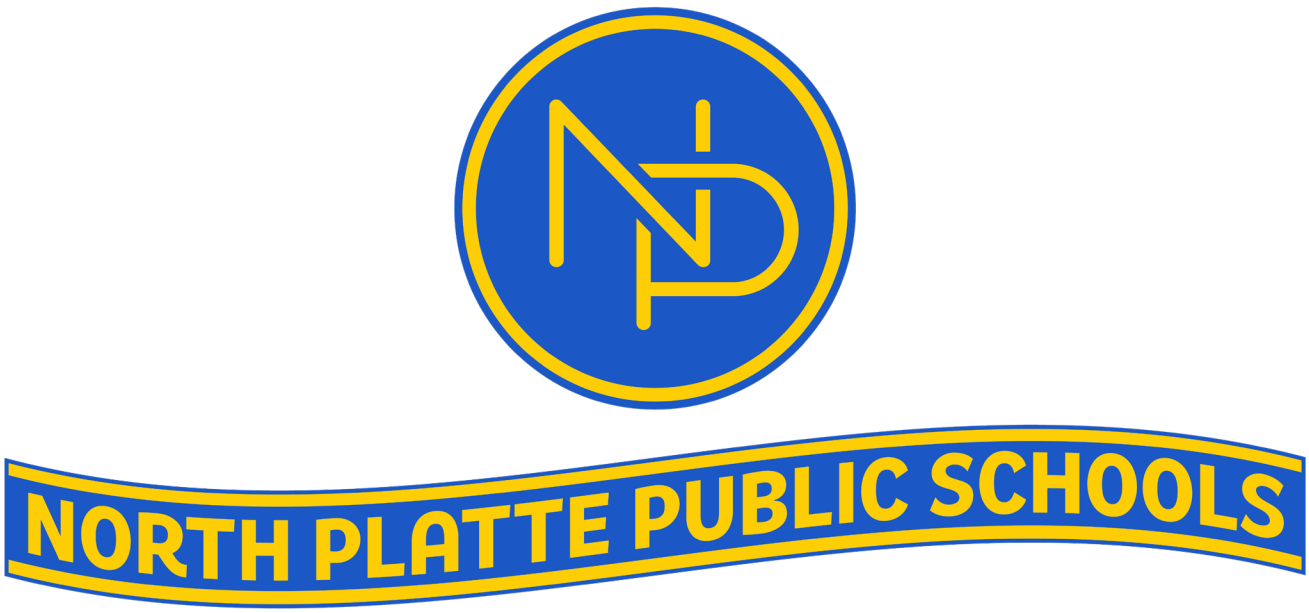
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