**Board of Education Special Meeting (Strategic Planning)**
Wednesday, October 28, 2026 6:00 PM
Panama Community Center
302 Locust Street
Panama, NE 68419

**District OR-1 Strategic Plan (2026-2031): Updated April 2026**

**District Mission:**
**"Together we prepare our students to successfully meet the challenges of the future."**

**Strategic Goal #1: <u>Instructional Leadership</u>:**

- *All students will be given the opportunity to engage in quality learning.*

**Strategic Goal #2: <u>Community Partnerships and Communication</u>:**

- *All students will benefit from strong partnerships between the school and the community built on clear communication.*

**Strategic Goal #3: <u>School Safety and Student Supports</u>:**

- *All students will feel safe, supported, and have a sense of belonging.*

**Strategic Goal #4: <u>Technology, Facilities, and Operations</u>:**

- All students will have access to quality facilities for all activities and technology to maximize student potential.

Attendance Taken at 6:01 PM.

| | |
|---|---|
| Dean Busch: | Present |
| Jaimi Calfee: | Present |
| Tim Cheney: | Present |
| Brandon Desh: | Present |
| Dee Moore: | Present |
| Josh Penterman: | Present |

This information was posted in the following public formats:
The Voice News (weekly area newspaper)
Farmers' Merchants Bank - Palmyra
Palmyra Post Office
Palmyra High School
Bennet Post Office
Bennet Elementary School
District OR-1 Website - https://www.districtor1.org/

1. Call to Order
    - Board President Desh called the Special Board Meeting to order at **6:00 p.m.**
        - *Please note that the District Goals on the Sparq Agenda platform have been updated in alignment with our current Strategic Plan (**2026-2031**).*
2. Announcement of the Open Meetings Act Posting
    - Board President Desh identified the location of the Open Meetings Act Poster in the meeting room.
        - **Special note:** Copies of the updated (**2026**) Open Meetings Act documents were made available at the meeting.
            - A copy of the Open Meetings Act is also attached to this agenda item.
3. Consent Agenda Motion to approve the consent agenda as presented. This motion, made by Tim Cheney and seconded by Dean Busch, Passed.
   Dean Busch: Yea, Jaimi Calfee: Yea, Tim Cheney: Yea, Brandon Desh: Yea, Dee Moore: Yea, Josh Penterman: Yea
    - No further discussion.

3.1. Approval of Board Agenda

3.2. Approval of minutes of previous meetings

4. Public Comment
    - No public comment was presented during the meeting.
5. Board of Education Work Session and Strategic Planning Discussion
    - Superintendent Hart presented a comprehensive review of the District Strategic Plan (2026-2031).
        - This presentation included current updates to the "driving goals" in the Strategic Plan, as well as information about plans and staffing involvement for future work on the "action steps" included in the plan.
    - The updated Strategic Plan (**2026-2031**) is attached to this agenda item.
6. Closed Session

6.1. Convene Closed Session "Motion to go into closed session regarding a discussion of personnel matters, which such closed session is clearly necessary for the prevention of needless injury to the reputation of an individual, and if such an individual has not requested a public meeting.". This motion, made by Josh Penterman and seconded by Tim Cheney, Passed.
Dean Busch: Yea, Jaimi Calfee: Yea, Tim Cheney: Yea, Brandon Desh: Yea, Dee Moore: Yea, Josh Penterman: Yea

- The closed session began at 7:00 p.m.

6.2. Reconvene Meeting from Closed Session

- No board action was taken during the closed session.
    - The closed session ended at **9:23 p.m.**

7. Adjournment

_____
Chairperson

_____
Superintendent

# NEBRASKA OPEN MEETINGS ACT

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

**84-1408. Declaration of intent; meetings open to public.** It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

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

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

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

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

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

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

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

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

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

(c) Investigative proceedings regarding allegations of criminal misconduct;

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

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

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

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

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

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

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

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

**84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; 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.

(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;

(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. 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.

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

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

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing.

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

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

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

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

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

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

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

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

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

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

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

(8) Public bodies shall make available at the meeting or the instate location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the information.

**84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.**

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

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

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

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

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

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

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

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

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

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

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

**84-1415. Open Meetings Act; requirements; waiver; validity of action.**

No motion, resolution, rule, regulation, ordinance, or formal action made, adopted, passed, or taken at a meeting as defined in section 84-1409 of a public body as defined in such section shall be invalidated because such motion, resolution, rule, regulation, ordinance, or formal action was made, adopted, passed, or taken at a meeting or meetings on or after March 17, 2020, and on or before April 30, 2021, pursuant to a Governor's Executive Order which waived certain requirements of the Open Meetings Act.

**Revised 07/18/2026**

Nebraska Council of School Administrators
440 S. 13th St.
Suite A
Lincoln, NE 68508
(402) 476-8055
ncsa.org

PGH&G ATTORNEY AT LAW
Perry, Guthery, Haase & Gessford, P.C., L.L.O.
233 South 13th Street, Suite 1400,
Lincoln, NE 68508
(402) 476-9200
perrylawfirm.com

**Board of Education Regular Meeting**
Monday, October 12, 2026 6:00 PM
Media Center at the Palmyra District OR-1 Public Schools
425 F Street
Palmyra, NE 68418

**District OR-1 Strategic Plan (2026-2031): Updated April 2026**

**District Mission:**
**"Together we prepare our students to successfully meet the challenges of the future."**

**Strategic Goal #1: Instructional Leadership:**

- *All students will be given the opportunity to engage in quality learning.*

**Strategic Goal #2: Community Partnerships and Communication:**

- *All students will benefit from strong partnerships between the school and the community built on clear communication.*

**Strategic Goal #3: School Safety and Student Supports:**

- *All students will feel safe, supported, and have a sense of belonging.*

**Strategic Goal #4: Technology, Facilities, and Operations:**

- All students will have access to quality facilities for all activities and technology to maximize student potential.

Attendance Taken at 5:59 PM.

| | |
|---|---|
| Dean Busch: | Present |
| Jaimi Calfee: | Present |
| Tim Cheney: | Present |
| Brandon Desh: | Present |
| Dee Moore: | Present |
| Josh Penterman: | Present |

This information was posted in the following public formats:

- The Voice News (weekly area newspaper)
- Farmers' Merchants Bank - Palmyra
- Palmyra Post Office
- Palmyra High School
- Bennet Post Office
- Bennet Elementary School

- District OR-1 Website - https://www.districtor1.org/

1. Call to Order and Pledge of Allegiance

- Board President Desh called the meeting to order at **6:00 p.m.**
- *Please note that the District Goals on the Sparq Agenda platform have been updated in alignment with our current Strategic Plan (**2026-2031**).*

2. Announcement of the Open Meetings Act Posting

- Board President Desh identified the location of the Open Meetings Act Poster on the meeting room wall.
    - **Special note:** Copies of the updated (**2026**) Open Meetings Act documents were made available at the meeting.
        - A copy of the Open Meetings Act is also attached to this agenda item.

3. Staff and Student Presentations

- During this portion of the meeting, Mr. Hart highlighted an award won by one of our district staff members. More specific information on the award is listed below:
    - Mr. Jared Haag, Principal at Bennet Elementary School, was acknowledged for being one of three statewide winners of the Lozier Foundation LIGHTS' OUTstanding Principals Award. See link below:
        - http://www.lozierfoundation.org/
    - Mr. Haag has led a collaborative effort in demonstrating significant student growth in math and reading on the MAP (Measures of Academic Progress) standardized tests given to students each year.
    - As a result of winning this award, Bennet Elementary School will receive a **$25,000** donation from the Lozier Foundation to help with school improvement efforts.
    - This award is another example of the outstanding leadership and staff we have in our district.
    - Congratulations to Mr. Haag, the Bennet Elementary staff, and our students for their amazing success and demonstrated academic growth!
- Mr. Hart also explained that one of the presentations scheduled for the **Monday, November 9th** regular board meeting will focus on the identified "Driving Goals" for our most recent Strategic Planning and an update on the progress of our action teams and committees.

4. Consent Agenda Motion to approve the consent agenda as presented. This motion, made by Josh Penterman and seconded by Tim Cheney, Passed.
Dean Busch: Yea, Jaimi Calfee: Yea, Tim Cheney: Yea, Brandon Desh: Yea, Dee Moore: Yea, Josh Penterman: Yea

- Additional discussion focused on the increase in costs from Nebraska City Utilities.

4.1. Approval of Board Agenda

4.2. Approval of minutes of previous meetings

4.3. Approval of Claims/Payment of Bills and Payroll

4.4. Certificated/Classified Hire(s)/Reassignment(s)/Resignation(s)

4.5. Financial Reports

5. Public Comment

- No public comment was presented during the meeting.

6. Administrative Reports

6.1. Superintendent's Report **Superintendent Hart presented information on the following topics:**

- Staff and Student Kudos:
    - National FFA convention
        - *For the first time in school history, PHS has a national qualifying team in Horse Eval. Team qualifiers are: Josie Johnson, Lydia Van Meter, Sydney Wood, and Madeline Wood.*
- Special Board Meeting Reminder for Wednesday, October 28th, 2026. The meeting will focus on Strategic Planning.
- Palmyra Village Road Repair Request Update
- Bennet Gym Roof Update
- Safety and Security Audit Summary
- "Communications Team" Meeting Summary
- FCCLA Newsletter: September 2026:
    - See the attached document.
- October 7th flu shot clinic at Bennet
- Facilities and Transportation Update
- Facility Access Update
- Capital Conference Update
- 2027-2028 Calendar Committee Update

6.1.1. Board Election Information

- The general election ballot for November is attached.
- On the ballot for November are the following board members:
    - Dean Busch
    - Dee Moore
    - Josh Penterman

6.2. Administrative Team Report Topics covered during the administrative reports

- Activities Calendar

- High Ability Learners
- Quiz Bowl
- ACT and Pre-ACT Test Dates
- Preschool Update
- Staff Development Activities
- **2027** High School Graduation Date: Saturday, May 8, 2027, at 2:00 PM.
- End of first quarter update and report cards
- Student Activities and Programs
    - Fire Prevention Week
    - "Bluez Festival" Kudos
    - PHS Academic "Blitz" Day
- MTSS Conference Update
- Bennet Boosters Book Fair
- Bennet "Fun Run" Update

7. Discussion Items- Committee Reports

7.1. Superintendent Evaluation Committee Update

- Board President Desh provided an update on the Superintendent Evaluation.
    - This topic will be discussed in more detail at the November and December board meetings.

7.2. Budget Committee Update

- Budget Committee members updated the board on the most recent budget meetings and the budget process.
    - The updated and board-approved Tax Request and Budget documents for **2026-2027** are attached to this agenda item.

7.3. Negotiations Committee Update

- The Insurance Task Force Committee summarized the meeting held on **Wednesday, September 30th**.

7.4. Facilities and Transportation Committee

- Superintendent Hart provided an update on facilities, vehicles, and building issues.
- Our next meeting is scheduled for **Wednesday, November 4th at 8:30 a.m.** at PHS.
- Specific items discussed were contracted custodial services and the need for a scope of service for HVAC issues at Bennet Elementary School.
- An informative article involving our district's work with the architectural firm of Clark and Enersen was also discussed.

7.5. Curriculum: Committee on American Civics Update

- The next Committee on American Civics meeting is scheduled for **Wednesday, October 14th, 2026,** at Palmyra High School from ***12:00 to 1:00 p.m.***
    - *This meeting is a public meeting*

7.6. Technology Committee Update

- Technology Committee members highlighted topics from the meeting held on **Wednesday, September 30th** at PHS.
- The next Technology Committee meeting is scheduled for **Thursday, November 5th at 2:30 p.m.** at PHS.

7.7. Strategic Planning Update

- Superintendent Hart summarized some of the following Strategic Planning steps aligned with our "driving goals".
    - Consistency of district messaging:
        - Staff email signature blocks
    - Strategic Planning Action Committee Teams
- A copy of the **2026-2031** Strategic Plan is attached to this agenda item.

7.8. Wellness Committee Update

- The District Wellness Committee meeting for **Thursday, September 24th, 2026** was canceled and will be rescheduled for sometime in November.
- Our current **Wellness Policy #5417** was updated for the 2026-2027school year to meet NDE triennial assessment requirements.
    - This information is on our school website at www.districtor1.org

8. Policy Review

- The next Policy Committee Meeting is scheduled for **Thursday, November 5th, 2026,** beginning at 3:30 p.m. at PHS

9. Action Items

10. Discuss, consider, and take action to appoint one Board member to serve as our district voting delegate at the Nebraska Association of School Board's Assembly Delegate coming up at the State Education Conference in Omaha. Motion to appoint a board member (Brandon Desh) to serve as the NASB voting delegate as discussed. This motion, made by Tim Cheney and seconded by Dean Busch, Passed.
Dean Busch: Yea, Jaimi Calfee: Yea, Tim Cheney: Yea, Brandon Desh: Yea, Dee Moore: Yea, Josh Penterman: Yea

- Brandon Desh was selected to serve as the NASB voting delegate at the upcoming State Conference in November.

11. Board of Education Development

- Brandon Desh was acknowledged for winning a Level VIII award at the NASB Area Membership meeting in August.

12. Closed Session

- No closed session occurred at the meeting.

13. Topics for Next Month's Agenda

- No further discussion.

14. Adjournment

- The meeting was adjourned at **8:12 p.m.**

_____
Chairperson

_____
Superintendent

# District OR #1: Strategic Plan 2026-2031

Board of Education Approve: **Monday, April 13, 2026**

# 2026-2031 Strategic Planning District Team

**Parents/Community Members**

Paul Mayo
Peter Simmons
Jami Kassebaum
Allison Werger
Rhonda Widick
Nancy Davis
Bryce Wilson
Hank Oetjen
Scott Ringland
Quinn Beecham
Kristin Beede
Kate Brooks
Courtney Johnson
Steve Robb
Erika Wood
Ivan Bruss
Carmen Cochrane
Kord Haight
Matt Stall
Jordan Goodrich
Pam Eisenhauer
Julie Hippen
Amber Morrison
Kristi Sittner
Carmen Sizer
Kourtney Grimes
Brian Kujath
Jordan and Jessica Duensing
Amy Wheatley
Rachel Barth
Ashley May
Megan Pitrat

**Students**

Owen Ramaekers
Micah Hathaway
Amilya Johnson
Samantha Schroeder

**Board Members**

Dee Moore
Brandon Desh
Jaimi Calfee

**Staff**

Michael Hart
Jared Haag
Heath Johnson
Linde Walter
Kori Vodicka
Kloreace Linke
Aaron Hoeft
Burke Brown
Austin Lahmon
Taylor Baumert
Caitlin Peterson
John Furrow
Zach Wemhoff

**External Facilitators**

Matt Dominy
Josh Fields

*** A special thank you to this team who gave several hours of their time to ensure the story of our district is stronger tomorrow than it is today. May you see your work for students come to fruition now and well into the future.*

## Mission:

*Together, we prepare our students to successfully meet the challenges of the future.*

## Beliefs:

1. We believe in providing a safe learning environment for all students.
2. We believe in teaching, modeling, and reinforcing acceptance and respect for self and others.
3. We believe in developing the skills for effective communication and critical thinking.
4. We believe in fostering a sense of individual responsibility and integrity in order to contribute to the community and become a successful member of society.
5. We believe in providing academic and extra-curricular opportunities for every student to develop to their full potential.

## Principles:

1. We will responsibly manage and optimize our facilities and resources for the best interest of students and the community.
2. We will foster an engaging learning culture that values growth, celebrates accomplishments, and learns from mistakes.
3. We will recruit, hire, support, develop, and retain quality staff to fulfill our high expectations.
4. We will make decisions in the best interests of the whole student by providing the support needed to thrive in all aspects of development.
5. We will have consistent, evidence-based processes and systems in place to guide data-informed decisions.
6. We will equip students with essential life skills through academic and extra-curricular opportunities.

# Driving Goals and Action Statements

## Instructional Leadership

**All students will be given the opportunity to engage in quality learning.**

1. We will develop an MTSS process that gives all students access to support in academic, social-emotional, and HAL needs.
2. We will expand opportunities for students to pursue different pathways.
3. We will examine Curriculum, Instruction, and Assessment practices, policies, and systems district-wide.
4. We will create a district-wide literacy program to increase student proficiency.

### Community Partnerships and Communication

**All students will benefit from strong partnerships between the school and the community built on clear communication.**

1. We will develop common expectations regarding the branding of the district.
2. We will develop systems to support communication- website, social media, Print media.
3. We will create partnerships with local businesses.
4. We will develop opportunities for job shadowing and internships.

### School Safety and Student Supports

**All students will feel safe, supported, and have a sense of belonging.**

1. We will build mental health systems that will support all students' mental health needs.
2. We will provide education and opportunities for staff and the community to collaborate and foster a positive culture.
3. We will build a schedule/calendar to meet the academic/social-emotional needs of students, staff, and families.
4. We will use all available resources to keep students and staff safe.

### Technology, Facilities, and Operations

**All students will have access to quality facilities for all activities and technology to maximize student potential.**

1. We will provide a balance of technology.
2. We will develop a facility use plan to determine current usage and additional needs.
3. We will analyze operational efficiencies and evaluate potential improvements.
4. We will create a competitive environment that encourages a winning culture.

## Driving Goal #1:

# All students will be given the opportunity to engage in quality learning.

| Driving Goal | 1 | All students will be given the opportunity to engage in quality learning. |
|---|---|---|
| Action Plan # | 1 | We will develop an MTSS process that gives all students access to support in academic, social-emotional, and HAL needs. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Analyze current action planning items for the district MTSS committee | | | | |
| 2 | Explore and analyze the implementation of the MTSS framework in the high school and elementary school | | | | |
| 3 | Review decision-making rules within the MTSS structure for the student, including ICU, interventions | | | | |
| 4 | Evaluate the intervention toolkit for district-wide MTSS implementation | | | | |
| 5 | Monitor intervention and data on student progress. | | | | |
| 6 | Explore best practices for HAL identification and opportunities (i.e., HAL District Wide Guidelines) | | | | |
| 7 | Identify and provide ongoing professional development for the MTSS framework for academic tiers, SEL tiers, and HAL programming. | | | | |
| 8 | Analyze tier 1 curriculum data for student proficiency | | | | |
| 9 | Standardize, document, and communicate MTSS processes K-12 | | | | |
| 10 | Implement MTSS process, including tier 1 core curriculum, tier 2 interventions (ICU) & tier 3 comprehensive supports. | | | | |
| 11 | Evaluate district-wide academic and behavior data for tiered MTSS programs. | | | | |

Position Responsible for Action Plan:

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|---|---|---|
| Driving Goal # | 1 | All students will be given the opportunity to engage in quality learning. |
| Action Plan # | 2 | We will expand opportunities for students to pursue different pathways. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate current opportunities for students to explore career pathways, specifically business & finance, and dual credit opportunities | | | | |
| 2 | Research other similar-sized schools to determine appropriate career pathway opportunities | | | | |
| 3 | Evaluate student interest correlated with current course offerings and dual credit | | | | |
| 4 | Provide age-appropriate career exploration opportunities, including but not limited to guest speakers, career fairs, and field trips | | | | |
| 5 | Collaborate with local colleges on “dual credit” opportunities that also align with district goals and teacher certification requirements. | | | | |
| 6 | Evaluate our local H3 careers to determine course offerings. (H3: High wage, high skill, high demand) | | | | |
| 7 | Identify opportunities to integrate business, CTE, and finance in the current course structure and, if necessary, add additional courses to address these areas. | | | | |
| 8 | Implement consistent programs of study within CTE to allow students to pursue areas of interest. | | | | |
| 9 | Celebrate and promote the completion of programs of study throughout the district, including certifications within the career pathway. | | | | |
| 10 | Evaluate overall staff and effectiveness using teacher & student feedback. | | | | |
| 11 | Evaluate staff certifications and maximize dual credit opportunities by maximizing staffing efficiencies | | | | |

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| | Position Responsible for Action Plan |

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| Driving Goal# | 1 | All students will be given the opportunity to engage in quality learning. |
| Action Plan # 3 | | We will examine assessment practices, policies, and systems district-wide. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Review existing grading practices, assessment systems, attendance, and extra-curricular activity policies. | | | | |
| 2 | Provide staff training on grading practices (K-12) and standards-based grading (K-5). | | | | |
| 3 | Define consistent grading practices that align with learning goals, including expectations for formative vs summative assessment, reassessment opportunities, and grade reporting. | | | | |
| 4 | Create common grading guidelines at K-5, 6-12. Evaluate the 10-point vs. 7-point grading scales in 6-12. | | | | |
| 5 | Build a comprehensive assessment guide that outlines assessment types, frequency, purpose, and alignment to standards to ensure balanced and meaningful measurement of student learning. | | | | |
| 6 | Research similar-sized/area schools' report cards (K-5 and 6-12) to identify strengths and weaknesses we want to address in our report card | | | | |
| 7 | Create uniform report cards (K-5 and 6-12); provide opportunity for staff & parental feedback on updated report card | | | | |
| 8 | Update student handbook(s) and code of conduct to include policies for tardiness, behavior, etc. | | | | |
| 9 | Evaluate policies & procedures regularly to stay up to date and relevant to student & staff needs. | | | | |
| 10 | Evaluate the usage of the instructional model in relation to NEE standards | | | | |

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| | Position Responsible for Action Plan: |

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| Driving Goal# | 1 | All students will be given the opportunity to engage in quality learning. | | | | |
| Action Plan # 4 | | We will examine Curriculum practices, policies, and systems district-wide. | | | | |
| # | Action Steps | | Assigned to | Starting date | Ending Date | Completed Date |
| 1 | Review existing curriculum maps and K–12 curriculum guides to identify gaps, redundancies, and misalignment. | | | | | |
| 2 | Research curriculum frameworks from comparable school districts to identify strengths and best practices. | | | | | |
| 3 | Provide staff training on curriculum mapping, vertical alignment, and prioritizing essential standards (K–12). | | | | | |
| 4 | Define essential standards and priority learning outcomes at each grade level and content area. | | | | | |
| 5 | Create vertically aligned curriculum maps that clearly outline pacing, sequencing, and instructional priorities (K–12). | | | | | |
| 6 | Develop consistent K–12 curriculum guides that include standards, units, pacing, and key learning targets. | | | | | |
| 7 | Build a system for ongoing review and revision of curriculum maps and guides based on student data and staff feedback. | | | | | |
| 8 | Publish and present curriculum storyboards to stakeholders. | | | | | |
| 9 | Facilitate a process to eliminate or replace outdated resources (ie, textbooks, curriculum, technology, etc). | | | | | |
| 9 | Evaluate the effectiveness of systems in place and make adjustments as needed. | | | | | |

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| | Position Responsible for Action Plan: |

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| Driving Goal# | 1 | All students will be given the opportunity to engage in quality learning. |
| Action Plan # 5 | | We will examine Instruction, practices, policies, and systems district-wide. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Review current instructional practices and classroom environments to identify strengths and gaps in cognitive engagement, feedback, and teacher-student relationships (K–12). | | | | |
| 2 | Define and communicate clear expectations for high-quality instruction, emphasizing rigorous student thinking, meaningful feedback, and relationship-driven classrooms. | | | | |
| 3 | Provide professional development aligned to NEE Indicator 1.2 (Cognitive Engagement) and 7.4 (Assessment), focusing on designing tasks that require deep thinking, using feedback to move learning forward, and building strong connections with students. | | | | |
| 4 | Implement modeling, coaching, and PLC structures that prioritize questioning strategies, student discourse, and actionable feedback. | | | | |
| 5 | Strengthen teacher-student relationships by establishing consistent practices that promote belonging, engagement, and high expectations for all learners. | | | | |
| 6 | Monitor consistent implementation of the instructional model evaluation framework through regular walkthroughs and observations with a focus on cognitive engagement, quality feedback, and classroom culture. | | | | |
| 7 | Provide timely, specific feedback to teachers that supports growth in engaging students in higher-level thinking and using feedback to improve proficiency. | | | | |
| 8 | Evaluate and establish a system for ongoing monitoring and refinement using evaluation data, student performance data, and student voice to measure impact on proficiency. | | | | |

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Position Responsible for Action Plan:

| Driving Goal# | 1 | All students will be given the opportunity to engage in quality learning. |
|---|---|---|
| Action Plan # | 6 | We will create a district-wide literacy program to increase student proficiency. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Review current literacy programs, resources, and student performance data across K–12 to identify gaps and opportunities. | | | | |
| 2 | Define clear literacy goals and proficiency targets for each grade level, aligned to standards and district expectations. | | | | |
| 3 | Provide professional development for teachers focused on evidence-based literacy practices, differentiated instruction, and assessment for learning. | | | | |
| 4 | Develop and implement a vertically aligned district-wide literacy framework that includes scope and sequence, instructional strategies, and assessment practices. | | | | |
| 5 | Implement interactive coaching, modeling, and collaborative planning to ensure consistent implementation of literacy strategies across classrooms. | | | | |
| 6 | Establish systems for regular monitoring of literacy instruction and student progress using formative and summative data. | | | | |
| 7 | Provide timely, actionable feedback to teachers to refine instruction and increase student proficiency. | | | | |
| 8 | Engage families and the community in supporting literacy development through resources, workshops, and home-school connections. | | | | |
| 9 | Evaluate proficiency scores. | | | | |

Position Responsible for Action Plan:

# COST-BENEFIT ANALYSIS

| DG #1 | 1 | All students will be given the opportunity to engage in quality learning. |
|---|---|---|

| COSTS | BENEFITS |
|---|---|
| **Tangible:**<br><br>-Cost associated with MTSS/HAL professional development<br>-Provide staff training on grading practices (K-12) and standards-based grading (K-5) has cost.<br>-Materials associated with expansion of CTE programs<br>-Increase in staff salary to accommodate dual credit opportunities<br>-Cost associated with staff training on curriculum mapping, vertical alignment, and prioritizing essential standards | **Tangible:**<br><br>-More access to certified professionals<br>-consistent grading procedures<br>-More dual credit opportunities for students |
| **Intangible:**<br><br>-Time associated with research and aligning curriculum/grading policies<br>-Time associated with collaborating with local colleges on “dual credit” opportunities that also align with district goals and teacher certification requirements. | ***Intangible:**<br><br>*Allows for unified offerings across the curriculum.<br>*Builds shared awareness of current practices across grade levels<br>*Promotes a culture of reflection and continuous improvement<br>*Increases staff voice and ownership in identifying needs<br>*Encourages transparency in what is actually being taught |

**(Have you considered opportunity costs?**
**Does this action plan have sufficient return on investment?)**

# Driving Goal #2:

*All students will benefit from strong partnerships between the school and the community built on clear communication.*

| | | |
|---|---|---|
| Driving Goal # | 2 | All students will benefit from strong partnerships between the school and the community built on clear communication. |
| Action Plan # | 1 | We will develop common expectations regarding branding of the district. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate the utilization of our current branding by staff and school-sponsored groups (ie, boosters) and its purpose. | | | | |
| 2 | Research recognition of our branding in the community and surrounding areas. | | | | |
| 3 | Communicate the definition and purpose of District OR-1 branding. | | | | |
| 4 | Develop and implement branding guidelines to fit the needs of the overall school community and how they are expected to be utilized. | | | | |
| 5 | Value our communities and opportunities for renaming to identify our location. | | | | |
| 6 | Evaluate usage of branding guidelines by staff and community members. | | | | |

Position Responsible for Action Plan:

| Driving Goal # | 2 | All students will benefit from strong partnerships between the school and the community built on clear communication. |
|---|---|---|
| Action Plan # | 2 | We will develop systems to support communication: Website, Social Media, Print media. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate utilization of our school website, social media interactions, school newsletters, and parent two-way messenger tool. | | | | |
| 2 | Gather feedback on district communications, including what mediums community members would like us to use and patron priorities. | | | | |
| 3 | Research platforms that would maximize our communications with stakeholders, including parent two-way messaging tools. | | | | |
| 4 | Communicate with area schools on their communication platforms and processes on what is most effective. | | | | |
| 5 | Create a system and communications plan that maximizes the functionality of school-supported digital platforms for staff, students, and parents. | | | | |
| 6 | Create a searchable archive for all previous newsletters & communications to the community. | | | | |
| 7 | Identify the staff responsible for communication throughout our district. | | | | |
| 8 | Implement a high-quality communication plan. | | | | |
| 9 | Evaluate and adjust the effectiveness of our communication plan. | | | | |
| 10 | Evaluation of a social media/communications "position" to manage social media posts throughout the district K-12. | | | | |

Position Responsible for Action Plan

| Driving Goal # | 2 | All students will benefit from strong partnerships between the school and the community built on clear communication. |
|---|---|---|
| Action Plan # | 3 | We will create partnerships with local businesses and individuals. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate the current partnerships and develop systems for communicating & staying relevant with current practices. | | | | |
| 2 | Gather feedback from business & industry partners on best practices for engagement with school and students. | | | | |
| 3 | Establish a communication platform to advocate for, celebrate, & advertise local business & industry partnerships. | | | | |
| 4 | Implement a local business & industry partnership advisory board. | | | | |
| 5 | Evaluate the value of student and business & industry partnerships. | | | | |
| 6 | Evaluate return on investment with the varying partnerships. | | | | |
| 7 | Establish a list of businesses that reside in or have student-enrollment ties in the district | | | | |
| 8 | Establish an advisory committee to facilitate district-wide upgrades that utilize private donations(video boards) | | | | |
| 9 | Establish a list of businesses that reside in or have student-enrollment ties in the district to include direct advertising and student work-based learning. | | | | |

Position Responsible for Action Plan:

| Driving Goal # | 2 | All students will benefit from strong partnerships between the school and the community built on clear communication. |
|---|---|---|
| Action Plan # | 4 | We will develop opportunities for job shadowing and internships. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Research student interest in job shadowing & internships. | | | | |
| 2 | Assess current schedule restraints and eligibility parameters. | | | | |
| 3 | Define the differences between Work-Based Learning and our current programming with work release. Evaluate the educational value of the experience(s). | | | | |
| 4 | Implement a strong Work-Based Learning program with a qualified staff member (WBL certified), including shared goals and programming structure. | | | | |
| 5 | Identify staffing responsible for high-quality Work-Based Learning opportunities throughout our district. | | | | |
| 6 | Utilize our business & industry partnerships to connect students with relevant career opportunities. | | | | |
| 7 | Evaluate program effectiveness & continued feasibility. | | | | |

Position Responsible for Action Plan:

# COST-BENEFIT ANALYSIS

| **Strategy #:** | **2** | All students will benefit from strong partnerships between the school and the community built on clear communication. |
|---|---|---|

| **COSTS** | **BENEFITS** |
|---|---|
| **Tangible:**<br><br>● Rebranding would require all current signage to be updated and changed, which would be a high cost to the district.<br>● Cost of new website<br>● Time away from curriculum and core instruction | **Tangible:**<br><br>● People will have a stronger sense of identity within our community.<br>● Easy access to district communication and marketing<br>● Additional sponsorships, community organizations, and benefits<br>● Real-life experiences at these opportunities |
| **Intangible:**<br><br>● People potentially could be upset about a name change or ostracizing one community or the other. People have a hard time with change.<br>● The time cost of building a new website and transferring current data.<br>● Potential inequities from community partnerships amongst buildings and teams. | **Intangible:**<br><br>o Have a recognizable district that outside community members in the state of Nebraska know and understand the location and identity of.<br>o Better sense of identity.<br>o Improved positive community relationships<br>o Future employment and/or relationships that could result in future opportunities |

**(Have you considered opportunity costs?**
**Does this action plan have sufficient return on investment?)**

# **Driving Goal #3:**

*All students will feel safe, supported and have a sense of belonging.*

| | | |
|---|---|---|
| Driving Goal # | 3 | All students will feel safe, supported and have a sense of belonging. |
| Action Plan # | 1 | We will build mental health systems that will support all students' mental health needs. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate current MTSS practices and how they relate to SEL and mental health programming | | | | |
| 2 | Utilize data from evaluations from student/teacher surveys (SAEBRS) | | | | |
| 3 | Examine the current responsibilities of our mental health professionals on staff. | | | | |
| 4 | Research different options for readily available resources for students to have access to mental health via telehealth or additional mental health professionals (LMHP) on staff. | | | | |
| 5 | Define roles and responsibilities within the district mental health team, including general education staff, and communicate those responsibilities to staff. | | | | |
| 6 | Explore times where mental health professionals from both buildings have an opportunity to collaborate about student needs, including transition to PHS. | | | | |
| 7 | Communicate the OR-1 MTSS mental health system | | | | |
| 8 | Evaluate district mental health and MTSS behavioral practices through data analysis. | | | | |

Position Responsible for Action Plan:

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|---|---|---|
| Driving Goal # | 3 | All students will feel safe, supported and have a sense of belonging. |
| Action Plan # | 2 | We will provide education and opportunities for staff and the community to collaborate and foster a positive culture. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Analyze previous school surveys to develop district priorities and previous initiatives. | | | | |
| 2 | Develop a district-wide survey system that utilizes common surveys annually, which are reviewed and reported back to staff. | | | | |
| 3 | Review survey data to develop priority items to focus on for each school year. | | | | |
| 4 | Explore opportunities for activities that can bring all communities within our district together | | | | |
| 5 | Define and research district-wide culture and ideal outcomes | | | | |
| 6 | Provide opportunities for stakeholder engagement within the schools (parent-community events such as Grandparents' Day, Science Fair, etc.) | | | | |
| 7 | Evaluate this plan through internal and external surveys. | | | | |

Position Responsible for Action Plan:

| Driving Goal | 3 | All students will feel safe, supported and have a sense of belonging. |
|---|---|---|
| Action Plan # | 3 | We will build a schedule/calendar to meet the academic/social-emotional needs of students, staff, and families. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Examine current scheduling practices and research surrounding school calendars | | | | |
| 2 | Research and gather feedback from stakeholders regarding the district calendar | | | | |
| 3 | Create an annual calendar committee with action steps and responsibilities assigned, taking into account Academic/Social Emotional & Activity-based needs | | | | |
| 4 | Evaluate the new after-school program to determine next steps for before/after-school programming | | | | |
| 5 | Explore recess, PE, and free-play time to maximize movement activities. (screen-free time) | | | | |
| 6 | Research the feasibility of changing the length of the school day and/or transitioning to block from standard periods. | | | | |
| 7 | Fully implement the new activities calendar and educate staff members on the systems | | | | |
| 8 | Implement and communicate calendar updates and changes. | | | | |
| 9 | Evaluate the calendar yearly to assess functionality. | | | | |
| 8 | Evaluate this plan through staff and community feedback | | | | |

Position Responsible for Action Plan:

| Driving Goal# | 3 | All students will feel safe, supported and have a sense of belonging. |
|---|---|---|
| Action Plan # | 4 | We will use all available resources to keep students and staff safe. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Examine and evaluate current safety plans | | | | |
| 2 | Examine data from yearly safety audits and implement feedback when possible. | | | | |
| 3 | Evaluate camera locations and coverage. | | | | |
| 4 | Evaluate interior safety and explore best practices for limiting visibility into classrooms. | | | | |
| 6 | Create an enhanced interschool communication process to include consideration for radios, crisis messaging for staff, etc. | | | | |
| 7 | Research best practices in preventing vape use and other substance use. | | | | |
| 8 | Research additional tools for district-wide tipline. ie, safe to help | | | | |
| 9 | Implement a yearly review of unused spaces and safety protocols for classrooms (ie, locked doors) | | | | |
| 8 | Evaluate this plan through yearly safety audits. | | | | |

Position Responsible for Action Plan:

# COST-BENEFIT ANALYSIS

| **Strategy** | **3** | All students will feel safe, supported and have a sense of belonging. |
|---|---|---|
| **COSTS** | | **BENEFITS** |
| **Tangible:**<br><br>● Cameras<br>● Vape Detectors<br>● Window Coverings<br>● Radios<br>● Degradation of equipment | | **Tangible:**<br><br>● Student well-being<br>● Less parental/ staff anxiety<br>● Less vaping |
| **Intangible:**<br><br>● Time<br>● Additional teacher commitment<br>● Does more security = less welcoming?<br>● Transparency to the community<br>● Loss of staff or students<br>● Unrealistic fear | | **Intangible:**<br><br>● Trust<br>● Culture of vigilance and awareness<br>● Increased enrollment |

**(Have you considered opportunity costs?**
**Does this action plan have sufficient return on investment?)**

# Driving Goal #4:

*All students will have access to quality facilities for all activities and technology to maximize student potential.*

| Driving Goal | 4 | All students will have access to quality facilities for all activities and technology to maximize student potential. | | | |
|---|---|---|---|---|---|
| Action Plan # | 1 | We will provide a balance of technology. | | | |
| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
| 1 | Review network bandwidth and Wi-Fi coverage (building-wide consistency) Maintain or implement 1:1 device programs (Chromebooks, desktops, laptops, etc.) | | | | |
| 2 | Establish device replacement cycles (e.g., every * years) | | | | |
| 3 | Improve cybersecurity measures (firewalls, MFA, backups) | | | | |
| 4 | Investigate equitable access for all students (including at-home connectivity and special needs students) | | | | |
| 5 | Explore a well-balanced curriculum integration between screen-based instruction and paper/pencil-based instruction | | | | |
| 6 | Research and improve our digital citizenship curriculum | | | | |
| 7 | Evaluate and manage how student device usage is appropriately supervised | | | | |
| 8 | Develop and implement clear acceptable use policies, including A.I. | | | | |
| 9 | Research engaging parents and students in digital awareness, including minimizing screen time and developing students' ability to manage their own screen time and digital habits. | | | | |
| 10 | Provide outside professional development on balancing technology in the classroom. | | | | |
| 11 | Explore different technologies for staff that would meet their needs. | What does that mean? Macintosh and Laptops? | | | |
| 12 | Evaluate overall technology effectiveness, | How will this be | | | |

| | | | | | |
|---|---|---|---|---|---|
| | use, and implementation. | measured? | | | |

Position Responsible for Action Plan:

| Driving Goal# | 4 | All students will have access to quality facilities for all activities and technology to maximize student potential. |
|---|---|---|
| Action Plan # | 2 | We will develop a facility use plan to determine current usage and additional needs. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate the current facility use and time availability for all 7-12 activities, including youth programs and community use. | | | | |
| 2 | Create a facilities calendar made public with generic “school activity” blocking out when it is used. | | | | |
| 3 | Research similarly sized districts and their facilities usage plans, and the number of available facilities. | | | | |
| 4 | Develop a facility use plan that prioritizes 7-12 school programs first, and determine additional needs for youth and the community. (This includes looking at an Auditorium or additional rec facility areas that can be used for both 7-12, youth, and community activities, with possible partnerships with outside donors) | | | | |
| 5 | Implement a facilities plan that reflects the findings of similar-sized districts, as well as our developing district needs, with a limited tax burden to our patrons. | | | | |
| 6 | Evaluate the effectiveness of the calendar and facilities use, with priority given to school activities. | | | | |

Position Responsible for Action Plan:

| Driving Goal # | 4 | All students will have access to quality facilities for all activities and technology to maximize student potential. |
|---|---|---|
| Action Plan # | 3 | We will analyze operational efficiencies and evaluate potential improvements. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Evaluate our current maintenance/custodial staff at both the HS and Elem with similarly sized districts. | | | | |
| 2 | Research current HVAC systems to best control classroom temperatures suitable for learning and activities. | | | | |
| 3 | Utilize a facility plan that keeps pace with upgrades needed to maintain facilities to an acceptable standard. | | | | |
| 4 | Analyze the current square footage of our facilities and identify staff maximization for cleaning and maintenance. | | | | |
| 5 | Identify opportunities where maintenance can support athletic setup. | | | | |
| 6 | Evaluate and research current transportation practices and identify inefficiencies through route system management and shuttle routes. | | | | |

Position Responsible for Action Plan:

| Driving Goal# | 4 | All students will have access to quality facilities for all activities and technology to maximize student potential. |
|---|---|---|
| Action Plan # | 4 | We will create a competitive environment that encourages a winning culture. |

| # | Action Steps | Assigned to | Starting date | Ending Date | Completed Date |
|---|---|---|---|---|---|
| 1 | Analyze the current state of athletic/activities culture in the 7-12 building. | | | | |
| 2 | Evaluate current programs within and outside the district that have a good culture. | | | | |
| 3 | Explore other high-level/performing districts to determine their processes and how they handle adversity/challenges from outside of their district. | | | | |
| 4 | Explore alignment among school activities and youth-sports activities | | | | |
| 5 | Implement/enforce policies to align with other high-performing districts, along with what we are striving to develop. | | | | |
| 6 | Develop a school-wide culture of success that bridges the classroom and the playing field. | | | | |
| 7 | Develop an evaluation tool of what a “winning” culture is and define what a winning culture is. | | | | |
| 8 | Evaluate extracurricular activities and their success and participation rates. | | | | |

Position Responsible for Action Plan:

# COST-BENEFIT ANALYSIS

| DG #: | 4 | All students will have access to quality facilities for all activities and technology to maximize student potential. |
|---|---|---|

| COSTS | BENEFITS |
|---|---|
| **Tangible:**<br>● Cost of technology upgrades and upkeep<br>● Paying someone for maintenance<br>● Costs of updated devices<br>● Purchase of a web-based program for reaching all stakeholders - social media/website (students, parents, community members) | **Tangible:**<br>o Well-informed parents & stakeholders<br>o Students benefit from the use of current technological devices to prepare for the ever-changing technological landscape |
| **Intangible:**<br>o Time | **Intangible:**<br>o Feeling pride in our school community<br>o Informed parents |

**(Have you considered opportunity costs?**
**Does this action plan have sufficient return on investment?)**