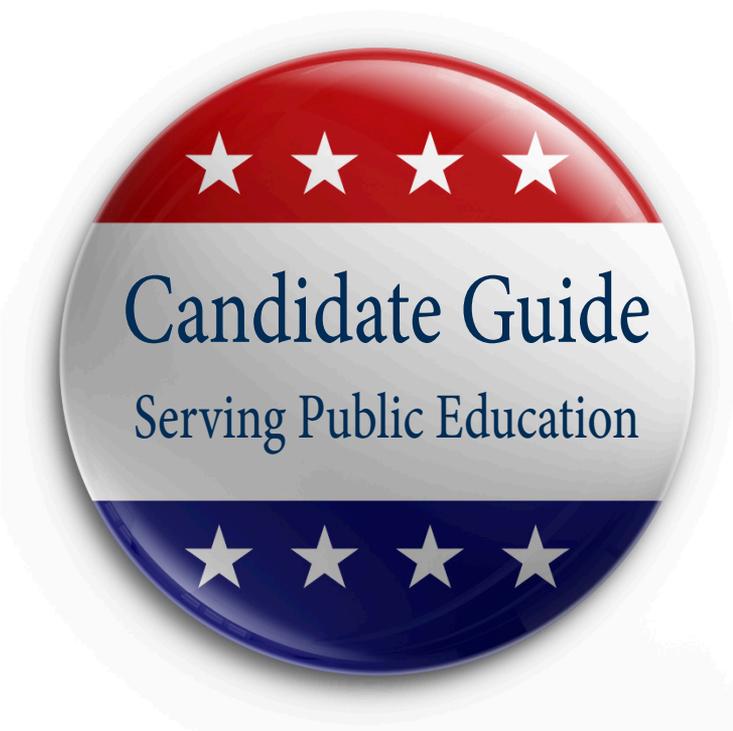


Nebraska Association of School Boards



2016



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Mission Statement

“The Nebraska Association of School Boards provides services to School Boards to strengthen public education for all Nebraska Children.”

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

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

Introduction

As a member of a public board governing education, the board plays an important role in the success of the school district, educational service unit and/or learning community. A board member must understand the board's responsibilities, model effective principles of board governance, and nurture a collaborative relationship with the administrator leading education. An effective and successful board and administrator leadership team is defined as a connected group of individuals working collaboratively with clear purpose and understanding of roles with a shared goal of improving educational opportunities for all students.

This guide is designed to provide basic information for individuals interested in serving on a school board, educational service unit board, or learning community council. The rewards of board service can be an enormously fulfilling experience; however, achievement of success can only be derived when boards plan for success, work collaboratively as a leadership team, and unite during times of challenge. Be mindful always that you are one and one board member does not have authority without his/her fellow board members.

“The heart of a volunteer is not measured in size,
but by the depth of the commitment
to make a difference in the lives of others.”

~DeeAnn Hollis

About the Nebraska Association of School Boards

The Nebraska Association of School Boards is a not-for-profit organization which has served local boards of education since 1918. Approaching its 100th year, NASB continues to provide assistance and information for the boards and districts it represents throughout Nebraska. Governed by school board members throughout the state, NASB is committed to the following goals on behalf of its member boards:

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

To fulfill these goals, NASB offers a broad range of services to its members including:

- Legislative presence at the state level to represent the concerns of local policy makers;
- Cost-saving programs designed to give schools the services they need at the most competitive price possible; such as
 - All lines insurance
 - Unemployment insurance program
 - Lease purchase
 - Medicaid Consortium
 - Natural Gas purchasing
 - Contract settlement form
 - Negotiation software
 - eMeetings and eFunds
 - Community Engagement
- Opportunities to network, share expertise, best practices and solutions to common problems through annual workshops and conferences;
- Access to an in-house legal counsel to answer members' questions about the complexities of the laws affecting public schools;
- Access to the latest, up-to-the-minute information and communications through print publications, e-mail, and the NASB website;
- Access to an innovative electronic meeting management tool;
- Programs and assistance to provide local boards with comprehensive policy development and update support; that places an increased emphasis on student achievement.

- A complete search process to assist boards in the selection of a new Superintendent, district administrator, building administrator, ESU Administrator, etc.

NASB Programs and Services

NETS, a wholly owned subsidiary technology company, was driven, in large part, by the popularity of expanding the eMeetings program. A for-profit subsidiary company, NETS hosts various product options like eMeetings, Negotiations Software, Online Policy Manager and document imaging and scanning, allowing these programs to be offered to other entities, like cities, counties, banks, or any institutions with a board. The revenue generated from these non-school sources will be used by NASB to support or create new programs beneficial to schools.

An Unemployment Insurance program that enables schools to more effectively navigate an unemployment claim and may reduce the expenditure of school district funds as a result of Unemployment Claims.

NASB continues to move forward in the realm of Community Engagement, reaching out to the private sector to address student achievement. The first result of this process saw the creation of the Nebraska Whole Child Project. This endeavor, done in cooperation with the public health community, is an inter-local corporation of school districts that will help schools share best practices for reducing obesity and increasing student fitness.

To learn more about NASB, all of its programs and services, or to contact the staff, please visit www.NASBonline.org

NASB Governance

The Nebraska Association of School Boards is governed by a 24-member Board of Directors. Local school board members are elected to the NASB Board of Directors on a regional basis and serve three-year terms. The Board meets five times a year as a whole, with subcommittees meeting throughout the year.

The Association's bylaws and annual legislative agenda are developed through a representative process which begins with the initiation of proposals by member boards. Proposals are submitted to the NASB Legislation Committee which is composed of 19 members elected by size-specific districts, plus six members appointed from the NASB Board of Directors. The Legislation Committee reviews local district proposals for bylaw changes and legislative resolutions and then makes a recommendation to the NASB Delegate Assembly. Through the Delegate Assembly, each member district is able to exercise its vote to establish the Association's direction for the year.

National School Boards Association (NSBA)

The Nebraska Association of School Boards is a member of the National School Boards Association. Founded in 1940, the NSBA is a not-for-profit federation of state associations of school boards from across the United States. NSBA is a nationwide advocacy organization for public school governance and provides vital information and services to its members. To learn more about NSBA, please visit their website at www.NSBA.org.

Example is not the main thing in influencing
others, it is the only thing.

~Albert Schweitzer

Board Governance

The basic function of a school board is to provide local citizen control over education at a point as close to the parent and child as possible. This means that the school board represents the citizens of the school district – not just some of the citizens, but all. Because different patrons have varying ideas about schools, the responsibility of serving the board can present a challenge.

The encompassing responsibility for education rests with the State of Nebraska. The state delegates and holds accountable the local board of education. School boards are granted latitude in governing the school district, but are subject to state and federal rules and regulations.

The most important responsibilities of a school board are to:

- 1) Employ a superintendent
- 2) Hold him/her responsible for managing the school district in accordance with state law and the school board's policies
- 3) Identify and adopt educational goals for the school district
- 4) Engage the community in the discussion and support of student learning and achievement

The board is required to meet in public because a school board is a governmental body. The board can only take action by majority vote at a public meeting. An individual board member has no authority other than the right to cast a vote at such a meeting. A board member who attempts to speak for the total board, direct members of the staff, or make individual decisions is a board member acting outside of their authority.

The purpose of a school board meeting is to transact the legal business of the school district through discussion and voting among the members. The board must also provide time at meetings for the public to be heard. Public comment is one way for the board to assess the values of the people they represent; however, those who speak at a school board meeting do not necessarily represent the entire community, or even the majority. Effective community relations is an important responsibility of the board, superintendent, and staff.

The Board and Superintendent

The school board hires a properly certificated and qualified individual to serve as superintendent of the district. Through written policies, the school board directs and empowers the superintendent to function as the educational leader managing all aspects of the district operations. By law, the board must evaluate the superintendent's work in relation to the defined district goals, job description, employment contract, and board expectations as defined in a performance based evaluation tool.

The Board Member

The vast majority of individuals elected to serve the board of education possess some sense of the importance and significant responsibilities they inherit to ensure the district provides quality instruction and learning opportunities to meet the needs of all students in a safe and effective learning environment.

There is no greater honor for a person of high purpose than to be elected by the community to serve on the board of education to represent the public and all children. However, it is an honor that must be earned through constant effort and a strong commitment to serving public education.

School board members in Nebraska serve without pay and are prohibited by law from having a significant financial interest in any business transacted by the school district. The term of office for most school board members is four years.

Experienced board members from across the state were asked to identify the most difficult lesson or fact they had to learn about board service.

- The great amount of time it takes to be an effective board member
- The mismatch between initial assumptions and the actual roles, responsibilities, and relationships of the board and administration in operating the school district
- Recognizing the difference between setting policy (the board's job) and administering the schools (the superintendent's job)
- Change comes slowly
- The abrupt change from "citizen" status to "board member"
- Learning to publicly acknowledge that you have no power and authority as an individual board member; that only the board as a whole can set policies and decisions for the school district
- That you must represent all the students. Decisions must be made in the interest of the school district and not made solely for special groups or interests
- Learning how to respond to the complaints and concerns of patrons and parents
- Effective boardsmanship means being able to hold the minority viewpoint when voting on a given issue; then openly supporting the majority vote in your community
- A board member must think deeply and sometimes accept a reality that is contrary to his/her own beliefs
- As a board member you cannot solve everyone's problems by yourself

Effective Board Governance

The public school is a complex organization. Local school boards must answer to many more voices than the Nebraska State Board of Education and/or the Legislature. The courts play an active role in clarifying the laws and determining how they are to be implemented. The court decisions set the parameters for the local board's decisions in policy, personnel, student rights and responsibilities, and a multitude of other areas related to education.

The board and school district are held accountable to the public. School boards not only must meet the demands of law and finance, they must respond to the needs and desires of the community. The community expects to have a role in deciding how the public school will be governed. The district's identified needs must then be balanced to ensure a quality education for all children.

The boundaries for transparent and effective decision-making are supported by the Nebraska Open Meetings Law to ensure the meetings of the board are conducted properly in public. "Openness in government is important because it allows citizens to participate and have confidence in government decisions. Public bodies that make decisions behind closed doors and by secret votes breed the suspicion that private interests—not the public interest—are being served."

Effective board governance is measured by not only the board's compliance with the Nebraska Open Meetings Law, but also how the body operates within their governance role (i.e., proper roles and responsibilities) while empowering the superintendent to fulfill the expectations of the district educational leader.

Research conducted by the National School Board Association's Center for Public Education defines a high-achieving board as one that exhibits the following characteristics:

- Defines goals with high expectations for student achievement: effective school boards make a commitment to a vision of high expectations for student achievement and quality instruction. The board and administration define goals to meet the vision, ensure the goals drive decision-making, and are met.
- Believes all children can learn: effective school boards have strong-shared beliefs and values about what is possible for students, their ability to learn, and of the system and its ability to teach all children. In high-achieving districts, poverty, lack of parental involvement and other factors are described as challenges to overcome, not excuses. Board members expect to see improvements in student achievement as a result of initiatives.
- Focused on achievement: effective school boards are accountability driven. The board spends less time on operational issues and more time focused on policies to improve student achievement.
- Collaborative and engaged communications: effective school boards have a collaborative relationship with staff and the community. A strong communications structure is in place to inform and engage key groups – internal and external – in setting and achieving the district’s goals.
- Drives decision-making based upon data: effective school boards embrace and monitor data, even when the information is negative, and the board will use the data to support continuous improvement. In high-achieving districts, board members identify specific student needs through data and justify decisions based upon the data.
- Align goals and resources: effective school boards align and sustain resources, such as professional development,

to meet district goals. This must occur even during the most severe budget challenges.

- **Model positive team leadership:** effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust. Boards in successful districts define an initial vision for the district and seek a superintendent who matches the vision.
- **Commit to team training:** boards that are effective take part in team development and training, including the superintendent, to build shared knowledge, values, and commitments for the district's improvement efforts. Training is formal, deliberate, and often on specific topics.

In order for the board to meet the high-achieving characteristics, critical components comprise the validity of the board's performance.

I. The individual board member must:

- Understand student achievement for all students is the primary focus of the board
- Value, support, and advocate on behalf of public education
- Recognize and respect the perspectives of fellow board members, administrators, staff, students, and patrons
- Perform board responsibilities in a manner that is dignified and respectful
- Maintain the confidentiality of all matters discussed in closed session

- Participate in professional development and commit the time necessary to be an informed and effective board member
- Understand the distinct role of the board and delegate authority to the superintendent and staff
- Understand that authority rests with the board as a whole and not with an individual board member

II. The board of education must:

- Conduct board business in unity and with purpose as a board
- Maintain the primary focus on student achievement for all students
- Define and adopt the vision and goals that provide clarity and purpose to the work of the board and district that enable the board to effectively monitor district performance
- Govern through board-adopted policies and procedures to guide administration and staff
- Conduct periodic board self-assessment to ensure effective board governance
- Respect the values of the community and engage stakeholders in support of education

III. The board of education must ensure effective governance by:

- Hiring and evaluating the superintendent to ensure the vision and goals for student achievement are attained

- Developing and maintaining a positive relationship with the superintendent through mutual respect and a clear understanding of the roles, responsibilities, and expectations identified in the contract, job description, goals, and evaluation tool
- Regularly developing, reviewing, and adopting the necessary policies to govern the district
- Adopting a fiscally responsible budget based on the district's vision and goals
- Continuously monitoring the financial statements and ensuring administrative accountability and compliance with policies and state and federal regulations
- Engaging stakeholders in an ongoing review and update of the district's vision in support of student achievement
- Monitoring progress by utilizing data to ensure accountability for student achievement
- Nurturing a positive culture by utilizing policy to guide board operations, providing a comprehensive orientation for new board members, participating in continuing education for all members, and assuming full responsibility for the board's behavior and performance through periodic self-assessment.

The Board Candidate

Are you a suitable candidate for the board? The unique qualities of a governing public board are the unique qualities of the individuals who serve. The ability to function as one member of a governing board is not determined by sex, occupation, race, income, or social standing. The effective board candidate is; however, characterized as one with:

- The ability to work as a member of a team, including an open mind and the ability to engage in give-and-take and to arrive at a group consensus
- The willingness to spend the time required to become informed and to do the homework needed to take part in effective board meetings
- A desire to serve children and the community, and a strong belief in the values of public education and schools
- Respect for the needs and feelings of others
- Recognition that the school district is commonly one of the largest employers/businesses in the community and that the board is responsible to ensure the district is run by a highly skilled educational leader
- Possess a genuine concern for community involvement

Considering candidacy as a result of a disagreement or ongoing dispute with a district employee may not be the best approach. Community members often times will contact a school board member with their concerns, suggestions, and questions. This may be the appropriate choice if a district-wide policy is involved; however, most matters should be referred to the building administrator and/or superintendent as opposed to a board

member. The individual board member does not have authority outside of a public meeting.

It is always best to begin with the individual the issue is directly related to and only when the matter cannot be resolved at the lowest possible level, then follow the chain of command thereafter. For example, the matter is related to a classroom teacher, begin with the teacher and the chain of communication would progress to the principal and next the superintendent. If the matter pertains to a coach, begin with the coach, athletic/activities director, principal, superintendent. By following the proper chain of communication you will almost never need to appeal to the board through the formal grievance process.

Preparing to Serve

What do you need to know as you consider candidacy for the board? It is critically important for candidates to acquire a basic understanding of the school district including, but not limited to:

- District vision and goals for growth and improved student learning
 - District organizational chart
 - Current budget
 - State rules and regulations governing the school district
 - District policies
 - Board protocol and procedures

The board candidate is best equipped when they understand the working relationship between the board and the state, the community and the superintendent, and individual board members and other members of the board.

A board member has only one vote; therefore, the candidate who defines their candidacy by invoking change must do so within the existing laws and district framework. Too many times, the fresh perspective and vision the new board member brings forth fails simply because of the approach and failure to properly present to the full board.

The best advice of the Association to someone considering a candidacy for the board is to prepare by attending the meetings of the board. To learn more about the district, speak with current board members, set aside time to meet with the superintendent to better understand the district and the dynamics of the educational issues the district is facing, and finally review the past 6 to 12 months of board meeting minutes.

Filing for Election

For complete information regarding filing dates and deadlines, please see the Nebraska Secretary of State website at:

www.sos.ne.gov/elec/genvoterinfo.html

or

www.sos.ne.gov/elec/2016/pdf/2016-Election-Year-Calendar.pdf

Qualifications

NEB. REV. STAT. § 79-543. School board member; qualifications.

No person shall file for office, be nominated or elected, or serve as a member of a school board in any class of school district unless he or she is a legal voter in such district.

To be a registered voter in Nebraska:

- You must be a citizen of the United States
- You must be 18 years of age on or before the first Tuesday after the first Monday in November of the current calendar year
- You must reside in Nebraska
- You must have a valid voter registration record on file with the County Clerk or Election Commissioner in the county of your residence
- You cannot have been convicted of a felony, or if convicted, at least two years has since passed the completion of your sentence for the felony including any parole term
- You cannot have been officially found to be mentally incompetent

How do I register to vote?

In order to be a registered voter in Nebraska you must complete the Nebraska Voter Registration Application available at the County Clerk or Election Office. If you do not know the location of this office please review the list at <http://www.sos.ne.gov>.

NEB. REV. STAT. §79-546. School board, board of education, or other governing board; reimbursement for expenses. Except as provided in section 79-1217, all members of a school board, board of education, or other governing board created pursuant to Chapter 79 shall not receive a per diem. Each such board may provide or reimburse members for their actual and necessary expenses incurred while carrying out their duties. Mileage expenses shall be computed at the rate provided in section 81-1176. Sections 81-1174, 81-1175, and 81-1177 shall serve as guidelines for such boards when determining allowable expenses and reimbursement for such expenses.

School Classifications/Elections

School board election information will vary based upon the school district classification. Under NEB. REV. STAT. § 79-102, Nebraska's public schools are classified according to the following criteria:

- **Class II School Districts; Classification**

NEB. REV. STAT. §79-102. (2) includes any school district embracing territory having a population of 1,000 inhabitants or less that maintains both elementary and high school grades under the direction of a single board.

NEB. REV. STAT. §32-542. Class II school district; school board members; terms; qualifications. (1) Members of the school board of a Class II school district shall be elected at the statewide general election. The school board of a Class II school district shall have no fewer than five members and no more than nine members as provided in section 79-550. The number of members to be elected at the statewide general election and the terms for which they will be elected shall be determined by the election commissioner or county clerk with the aid of the secretary of the school board. Terms shall be staggered so that approximately one-half of the members are elected to each board at each general election for terms of four years. When it becomes necessary to establish the staggering of terms by electing at-large members for terms of different duration at the same election, candidates receiving the greatest number of votes shall be elected for the longest terms. When a Class II school district is created by a Class I school district which determines by a majority vote to establish a high school pursuant to section 79-406, the school board shall be elected at the next statewide general election and approximately one-half of the members

receiving the highest number of votes shall be elected for terms of four years, and the members receiving the next highest number of votes shall be elected for terms of two years.

(2) Each member's term of office shall begin on the date of the first regular meeting of the board in January following the statewide general election at which he or she is elected and, except as otherwise provided in this section, shall continue for four years or until the member's successor is elected and qualified. The school board members of a Class II school district shall meet the qualifications found in section 79-543.

- **Class III School Districts; Classification**

NEB. REV. STAT. §79-102. (3) includes any school district embracing territory having a population of more than 1,000 and less than 150,000 inhabitants that maintains both elementary and high school grades under the direction of a single school board.

NEB. REV. STAT. §32-543. Class III school district; board of education members; terms; qualifications.

(1) If a caucus is held for nominations under section 79-549 for a Class III school district, the board of education shall consist of six members to be elected by the registered voters of the school district at the statewide primary election. Two members shall be elected at each election for a term of six years. The members shall meet the qualifications found in section 79-543.

(2) Except as provided in subsection (1) of this section, members of the board of education of a Class III school district shall be nominated at the statewide primary election and elected at the statewide general election. The board of education of a Class III school district shall have no fewer than five members and no more than nine

members as provided in section 79-549 or 79-550, and the members shall be nominated and elected at large or by district or ward as provided in section 32-554 or nominated by district or ward and elected at large as provided in section 79-550. The number of members to be nominated at the statewide primary election and elected at the statewide general election and the terms for which they will be nominated and elected shall be determined by the election commissioner or county clerk with the aid of the elected secretary of the board of education of the district. The terms of office of members of such board shall expire on the first Thursday after the first Tuesday in January. Terms shall be staggered so that approximately one-half of the members are elected to the board at each general election for terms of four years. When it becomes necessary to establish the staggering of terms by electing members for terms of different duration at the same election, candidates receiving the greatest number of votes shall be elected for the longest terms. The members shall meet the qualifications found in section 79-543.

Reference:

NEB. REV. STAT. §79-549 School board; Class III school district; members; caucus or election; procedure.

(1) The school board of any Class III school district that is a member of a learning community.

- **Class IV School Districts; Classification**

NEB. REV. STAT. §79-102. (4) includes any school district embracing territory having a population of 100,000 or more inhabitants with a city of the primary class within the territory of the district that maintains both elementary and high school grades under the direction of a single school board.

NEB. REV. STAT. §32-544. Class IV school district; board of education members; districts; terms; nonpartisan ballot; qualifications.

Candidates for the board of education of a Class IV school district shall be nominated and elected by district as provided in section 32-552 for four-year terms at the same time as members of the city council of the city in which the district is located. A member of the board shall be elected from each district pursuant to such section. Candidates shall be nominated and elected upon a nonpartisan ballot. At the general city election in 1979 and each four years thereafter, one member shall be elected from each even numbered district. At the general city election in 1981 and each four years thereafter, one member shall be elected from each odd-numbered district. The members shall meet the qualifications found in section 79-543.

- **Class V School District Classification**

NEB. REV. STAT. §79-102. (5) includes any school district whose employees participate in a retirement system established pursuant to the Class V School Employees Retirement Act and which embraces territory having a city of the metropolitan class within the territory of the district that maintains both elementary grades and high school grades under the direction of a single school board and any school district with territory in a city of the metropolitan class created pursuant to the Learning Community Reorganization Act and designated as a Class V school district in the reorganization plan.

NEB. REV. STAT. §32-545. Class V school district; board of education members; districts; qualifications; terms; nonpartisan ballot.

(1) A member of the board of education of a Class V school district shall be elected from each district provided for in section 32-552. Such election shall be held on the date provided in subsection (3) or (4) of this section. The members of such board of education shall meet the qualifications found in sections 79-543 and 79-552.

(2) The term of office of each member serving on February 12, 2013, expires on the fourth Monday after such election in 2013.

(3) At the election on the date provided in section 14-201 for the election of elective officers of a city of the metropolitan class for 2013, members of the board shall be elected to serve for terms as provided in subsection (4) of this section, from and including the fourth Monday after their election or until their successors are elected and qualified.

(4)(a) In 2013, candidates from all districts for election to such board of education shall be nominated at the primary election held for nomination of candidates for city council pursuant to section 14-204. Candidates for election to such board of education shall be nominated upon a nonpartisan ballot.

(4)(b) In 2014, candidates for election to such board of education from even-numbered districts shall be nominated at the statewide primary election and elected at the statewide general election and shall take office on the first Monday in January 2015. Terms of the members elected from such even-numbered districts in 2013 shall expire on such date. In 2016, candidates for election to such board of education from odd-numbered districts shall be nominated at the statewide primary election and elected at the statewide general election and shall take office on the first Monday in January 2017. Terms

of the members elected from odd-numbered districts in 2013 shall expire on such date. Thereafter, all members shall be nominated at the statewide primary election and elected at the statewide general election, shall take office on the first Monday in January following their election, and shall serve terms of four years or until their successors are elected and qualified. Candidates for election to such board of education shall be nominated upon the nonpartisan ballot.

- **Educational Service Unit**

NEB. REV. STAT. §79-1204. Role and mission.

(1) The role and mission of the educational service units is to serve as educational service providers in the state's system of elementary and secondary education.

(2) Educational service units shall:

(a) Act primarily as service agencies in providing core services and services identified and requested by member school districts;

(b) Provide for economy, efficiency, and cost-effectiveness in the cooperative delivery of educational services;

(c) Provide educational services through leadership, research, and development in elementary and secondary education;

(d) Act in a cooperative and supportive role with the State Department of Education and school districts in development and implementation of long-range plans, strategies, and goals for the enhancement of educational opportunities in elementary and secondary education; and

(e) Serve, when appropriate and as funds become available, as a repository, clearinghouse, and administrator of federal, state, and private funds on behalf of school districts which choose to participate in special programs, projects, or grants in order to enhance the quality of education in Nebraska schools.

(3) Core services shall be provided by educational service units to all member school districts. Core services shall be defined by each educational service unit as follows:

(a) Core services shall be within the following service areas in order of priority: (i) Staff development which shall include access to staff development related to improving the achievement of students in poverty and students with diverse backgrounds, (ii) technology, including distance education services; and (iii) instructional materials services;

(b) Core services shall improve teaching and student learning by focusing on enhancing school improvement efforts, meeting statewide requirements, and achieving statewide goals in the state's system of elementary and secondary education;

(c) Core services shall provide schools with access to services that:

(i) The educational service unit and its member school districts have identified as necessary services;

(ii) Are difficult, if not impossible, for most individual school districts to effectively and efficiently provide with their own personnel and financial resources;

(iii) Can be efficiently provided by each educational service unit to its member school districts; and

(iv) Can be adequately funded to ensure that the service is provided equitably to the state's public school districts;

(d) Core services shall be designed so that the effectiveness and efficiency of the service can be evaluated on a statewide basis; and

(e) Core services shall be provided by the educational service unit in a manner that minimizes the costs of administration or service delivery to member school districts.

(4) Educational service units shall meet minimum accreditation standards set by the State Board of Education that will:

(a) Provide for accountability to taxpayers;

(b) Assure that educational service units are assisting and cooperating with school districts to provide for equitable and adequate educational opportunities statewide; and

(c) Assure a level of quality in educational programs and services provided to school districts by the educational service units.

(5) Educational service units may contract to provide services to:

(a) Nonmember public school districts;

(b) Nonpublic school systems;

(c) Other educational service units; and

(d) Other public agencies, under the Interlocal Cooperation Act and the Joint Public Agency Act.

(6) Educational service units shall not regulate school districts unless specifically provided pursuant to another section of law.

NEB. REV. STAT. §79-1217. Governing board; name; members; election; qualification; vacancy; expenses; membership.

(1) All educational service units shall be governed by a board to be known as the Board of Educational Service Unit No. Until the first Thursday after the first Tuesday in January 2009, the educational service unit board, except the board of an educational service unit with only one member school district, shall be composed of one member from each county and four members at large, all of whom shall reside within the geographical boundaries of the educational service unit, but no more than two of the members at large shall be appointed or elected from the same county unless any one county within the educational service unit has a population in excess of 150,000 inhabitants or the educational service unit consists of only one county. ... (3) Members of the board shall receive no compensation for their services but shall be reimbursed for the actual and necessary expenses incurred in the performance of their duties under the Educational Service Units Act as provided in sections 81-1174 to 81-1177.

NEB. REV. STAT. §32-515 Educational service unit board; terms; qualifications; nonpartisan ballot.

Candidates for the boards of educational service units, except boards of educational service units with only one member school district, shall be elected to represent the geographical boundaries of the educational service unit

as provided in section 79-1217. The terms of members elected in 2008 to represent odd-numbered election districts established pursuant to section 79 1217.01 shall expire in 2011. The terms of members elected in 2008 to represent even-numbered election districts established under such section shall expire in 2013. Successors to the members elected in 2008 shall be elected for terms of four years. Candidates for the board of educational service units shall meet the qualifications found in section 79-1217. Board members shall be elected on the nonpartisan ballot.

Learning Community

The Learning Community began in January of 2009, and is a political subdivision created by the Nebraska Legislature to address the growing achievement gap and boundary issues among school districts in Douglas and Sarpy Counties. The Learning Community is comprised of 11 school districts including Bellevue Public Schools, Bennington Public Schools, Douglas County West Community Schools, Elkhorn Public Schools, Gretna Public Schools, Millard Public Schools, Omaha Public Schools, Papillion-La Vista School District, Ralston Public Schools, Springfield-Platteview Community Schools, and Westside Community Schools. A Coordinating Council made up of an 18 member body is organized into 6 subcouncils representing more than 107,000 students. Each subcouncil is represented by an appointed school board member and two elected representatives.

NEB. REV. STAT. §32-546.01. Learning Community coordinating council; members; election; appointment; vacancies; terms; per diem; expenses.

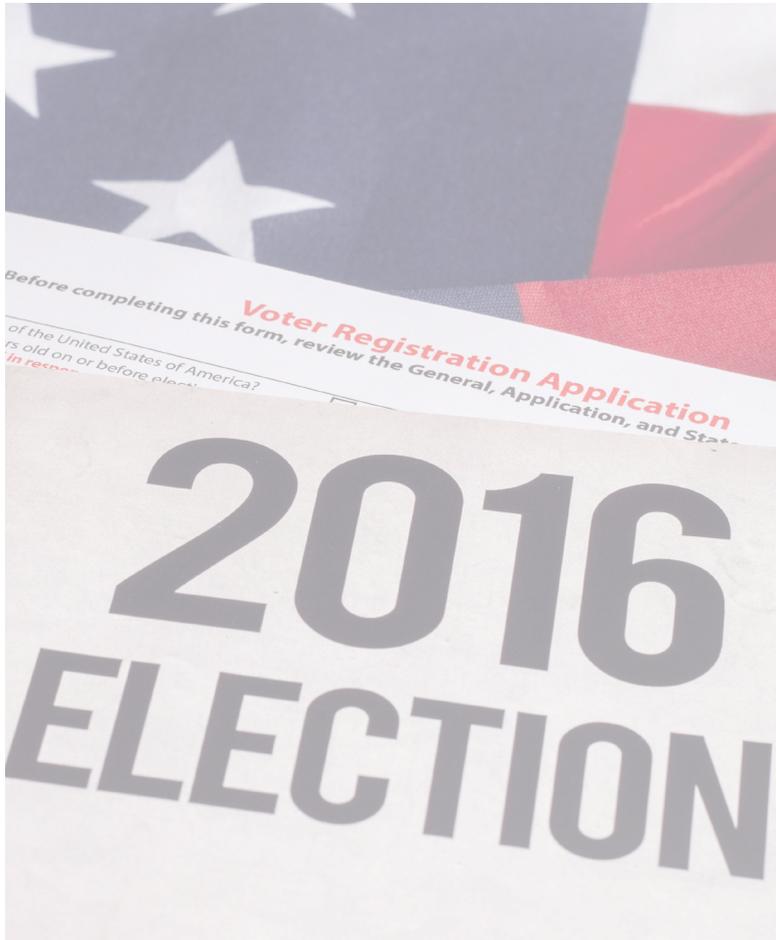
(1) Each learning community shall be governed by a learning community coordinating council consisting of eighteen voting members, with twelve members elected on a nonpartisan ballot from six numbered subcouncil districts created pursuant to section 32-555.01 and with

six members appointed from such subcouncil districts pursuant to this section. Each voter shall be allowed to cast votes for one candidate at both the primary and general elections to represent the subcouncil district in which the voter resides. The four candidates receiving the most votes at the primary election shall advance to the general election. The two candidates receiving the most votes at the general election shall be elected. A candidate shall reside in the subcouncil district for which he or she is a candidate. Coordinating council members shall be elected on the nonpartisan ballot.

(4) Members elected to represent odd-numbered districts in the first election for the learning community coordinating council shall be elected for two-year terms. Members elected to represent even-numbered districts in the first election for the learning community coordinating council shall be elected for four-year terms. Members elected in subsequent elections shall be elected for four-year terms and until their successors are elected and qualified.

(8) Members of a learning community coordinating council shall take office on the first Thursday after the first Tuesday in January following their election or appointment, except that members appointed to fill vacancies shall take office immediately following administration of the oath of office. Each voting member elected or appointed prior to April 6, 2010, shall be paid a per diem in an amount determined by such council up to two hundred dollars per day for official meetings of the council and the achievement subcouncil for which he or she is a member, for meetings that occur during the term of office for which the election or appointment of the member took place prior to April 6, 2010, up to a maximum of twelve thousand dollars per fiscal year. Each voting member shall be eligible for reimbursement of reasonable expenses related to service

on the learning community coordinating council. Each nonvoting member shall be eligible for reimbursement of reasonable expenses related to service on the learning community coordinating council.



Campaign Costs

Candidates should access the Nebraska Accountability and Disclosure Commission's office and/or website to review compliance with campaign laws.

Nebraska Accountability and Disclosure Commission
11th Floor of the State Capitol
P.O. Box 95086
Lincoln, NE 68509
402-471-2522
<http://www.nadc.nebraska.gov/index.html>

NADC Website

The NADC website provides information including campaign statements filed with the Commission. A candidate filing for a state or local office may require disclosure of the amount and sources of contributions to a campaign committee and the amount and purposes of expenditures by the committee. The website also includes Reports of Contributions filed with the Commission by corporations, unions and by industry, trade, or professional associations. Reports of Contributions disclose contributions and expenditures made to support or oppose candidates or ballot questions. Candidates for specified public offices may be eligible for public funds to be used for their campaigns. Forms, instructional materials and a list of committees may be accessed through the NADC website.

NADC General Information

Candidates for state and local office are subject to the campaign finance provisions of the Nebraska Political Accountability and Disclosure Act (NPADA). Once a candidate raises, receives, or expends more than \$5,000 in a calendar year, he or she is required to register the committee with the Commission by filing a Statement of Organization and paying a filing fee of

\$100. Once the candidate committee is formed, the committee must file periodic campaign statements.

Types of filings by candidates

- Statement of Organization - this document registers the Committee with the Commission. It discloses the name of the committee, the name of the candidate, the office sought and the name of the treasurer.
- Campaign Statement - this document provides a summary of the financial activity of the committee. It discloses the name of contributors of more than \$250 and the amounts of the contributions. It discloses expenditures of more than \$250.
- Report of Late Contributions - this document discloses contributions of \$1,000 or more received by the committee during the 14 days immediately preceding the election. Information reported as late contributions are also reported on subsequent campaign statements.
- The campaign statements and other campaign finance related documents filed by candidates may be viewed on the NADC website at (View Campaign Filings)

Other Resources

Nebraska Secretary of State

The secretary of state serves as Nebraska's chief election officer. Working with election officials in the state's 93 counties, the Elections Division oversees election law, the conduct of elections in the state, election tabulation equipment and the state voter registration system.

Website: www.sos.ne.gov
Phone: 402-471-2555 | Fax: 402-471-7834
Email: sos.elect@nebraska.gov

Mailing Address: P.O. Box 94608, Lincoln, NE 68509-4608
Location: State Capitol, 1445 K Street, Third Floor, Lincoln, NE 68509

Board Service Information

Nebraska Association of School Boards

Website: www.NASBonline.org

Phone: 800-422-4572



National School Boards Association

Website: www.nsba.org

Phone: 703-838-6722 | Fax: 703-683-7590

E-mail: info@nsba.org



Learning Community

Website: www.learningcommunityds.org

Phone: 402-964-2405



Nebraska Department of Education

Website: <http://www.education.ne.gov/>



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