



**2018 Application  
Performance Area:  
Physical and Environmental Resources**

**Please complete all sections of this application form, save the file and email to [Training@msbanet.org](mailto:Training@msbanet.org) by 5:00 p.m. on Friday, March 9, 2018.**

School District: Nixa Public Schools  
 Board President: Scott McDonald President Daytime Phone: 417-840-6346  
 President Email: scott.mcdonald@centralbank.net

Names of and Titles Who Contributed to the Application:  
 Board Members: Scott McDonald, President; Linda Daugherty, Vice President; Glenn Scott, Secretary; Brent Dunn, Member; Mike Copeland, Member; Joshua Roberts, MSBA representative; and Raelynn Anderson, Member.

We attest that this application has been completed and reviewed by the board members listed above and made with the knowledge and approval of at least a quorum of the board. We attest that the information provided in this application is true and accurate. **Signatures Required.**

Print Name:	Signature:
Glenn Scott	
Scott McDonald	
Linda Daugherty	
Brent Dunn	
Mike Copeland	
Joshua Roberts	
Raelynn Anderson	

If selected as a winner, the Board of Education agrees to share their outstanding accomplishments through MSBA communication channels, including but not limited to publications, media outlets and/or presentations at meetings and conferences, on mutual agreement of the district and MSBA.

Yes  No

### **Physical and Environmental Resources Criteria**

- 1. Quality Learning Environment:** The physical environment is conducive to learning (e.g. temperature, air quality, lighting, acoustical, space related to student population, science laboratories, etc.). The board periodically reviews the district's evidence in providing facilities and environmental conditions that are conducive to teaching and learning and supports plans that proactively seek improvements. There is evidence of improvements to the facilities and physical environment to support teaching and learning.
- 2. Safety & Security:** Systems are in place to provide safe environments for all students, staff and stakeholders (e.g., district/building access, stairs/elevators, fire safety, mechanical systems, custodial supplies and equipment, labs, shops, restrooms, health services, athletic facilities and playgrounds, corridors, interior doors, security and surveillance systems, food service and commons areas) as directed by board policy. The effectiveness of practices to provide a safe and secure environment and the implementation of an up-to-date crisis/emergency management plan are periodically reviewed by the board. The board supports plans that proactively seek improvements in creating a safe and secure environment based upon standards and research. There is evidence of improvements in creating safe environments for all students, staff and stakeholders.
- 3. Technology:** The district technology plan provides up-to-date technology and adequate infrastructure to effectively support instruction, assessment and district administrative functions and is approved and periodically reviewed by the board. The board supports plans that proactively seek ways to improve district technology. There is evidence of improvement in technology and infrastructure to support instruction, assessment and the administrative functions of the district are sought and implemented.
- 4. Environmental Practices:** An energy management plan is implemented to ensure efficient use of natural resources. Sound environmental and conservation practices (e.g., energy and water conservation and cost savings, Leadership in Energy and Environmental Design (LEED) standards/certification) are implemented. The board periodically reviews the effectiveness of current environmental and conservation practices and supports plans that proactively seek improvements for current and future practices. There is evidence of improvements in environmental and conservation practices within district operations.
- 5. Community Use of Facilities:** Community use of school facilities is in alignment with district policies. The board periodically reviews the use of facilities by community groups when not in use by the district or district-sponsored groups. A balance between inclusion of community and stewardship of facilities is maintained.
- 6. Long-Range Facility Planning:** There is evidence of long-range facility planning and maintenance planning as directed by board policy. Board review of long-range facility and maintenance plans and current state of facilities include enrollment projections and adherence to industry standards and provides guidance for capital outlay expenditures of well-planned facilities. The board proactively seeks improvements in the implementation of long-range facility planning and maintenance planning. There is evidence of improvements based upon long-range facility and maintenance planning.

### **Application Questions**

Provide the Board of Education's response to the following questions for each of the criteria areas listed above. Responses may not exceed one page for each of the criteria areas. Additional pages, including appendices or attachments, will not be read or considered.

1. Describe what occurred that is outstanding in the criteria area. Be sure to address all areas listed in the description of the criteria.
2. Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area. Fully describe the board's role and/or actions that led to the accomplishment.
3. How do you know it worked? Describe the evidence that demonstrates the board's practices are effective in meeting the criteria area.

### **Application Process**

On the last page of the application, describe the process the board used to complete the application so as to ensure participation of all board members in the application process. The response is limited to one page.

### **Questions about the Application or Awards**

Please contact Janet Tilley, Director, Board Development, by phone at 800-221-MSBA (6722), ext 379, or by email at [tilley@msbanet.org](mailto:tilley@msbanet.org).

## **Physical and Environmental Resources Criteria**

**1. Quality Learning Environment:** The goal of providing staff and 6,200 students with a quality learning environment is one of the Board of Education's (BOE) top priorities. The BOE approves policies and monitors data to make sure this is accomplished across the district. Nixa Public Schools (NPS) has 12 campuses: four elementary schools, a K-6 STEM accredited magnet school, two intermediate schools, junior high, high school, early education program and an alternative high school (S.C.O.R.E). There has been major remodeling and/or new construction at many campuses, including the addition of five FEMA gyms over that past decade. The BOE has currently approved plans to expand its SCORE program to 7-12<sup>th</sup> grades by constructing a new building in 2018 at its junior high campus.

The BOE understands the importance of brain based learning environments and effectively works this into building designs, color schematics, and flexible seating environments which create positive learning environments and situations with low stress and a high-challenged frame of mind. Using this philosophy, creativity has thrived and there is challenge, enjoyment, interest, engagement and involvement in the NPS learning environments. This is evidenced by NPS's high academic success.

Specifically, the BOE adopted a strategic plan (CSIP) guided by district statements in Board policy which focus on student success and quality learning environments. One goal is to promote, create and maintain a safe and secure environment that supports the physical and emotional well-being of all students. Another goal is to provide each student with equitable access to engaging, relevant and personalized learning experiences that positively impact academic achievement and personal growth. To achieve success in reaching these goals, in 2017 the BOE allocated resources and used internal and external facility experts to conduct a study that would determine the current condition and prioritize the needs of NPS buildings. The effort began by the team examining the district's current facilities and preparing a Facilities Capital Action Plan (FCAP) report that addressed the maintenance needs of every building.

This team of experts examined all 12 campuses and evaluated them based on building condition, educational suitability, and overall site condition. Sodexo, NPS's facility management company, performed building and site condition assessments. The building condition assessment measured the amount of deferred maintenance in the building's major systems. The site inspection measured the amount of capital needs or deferred maintenance at each site including the driveways and walkways, parking lots, playfields, utilities and fencing. The educational suitability component evaluates how well the facility supports the educational program that it houses (rooms are inviting and stimulating including lighting, HVAC, acoustics, etc., meet size standard set by the district/state, rooms are appropriately located based on program needs and have appropriate safety equipment and storage, exterior traffic patterns, parking, safety issues and play/athletic areas). District principals and teachers are the foremost experts regarding educational suitability and the BOE receives reports from each campus on a rotating basis at monthly BOE meetings. The results of the facility study indicated that there are a number of facilities in the district that need maintenance. Evidence of success is that the BOE allocates resources each budget cycle for facility maintenance and capital improvements. Further, information gained from these activities helped establish the criteria used in the development of a new, ten-year master facility plan (MFP) that was adopted in October of 2017. Finally, based on this feedback, the BOE is preparing a \$5-7 million bond proposition for the April 2019 ballot to fund MFP improvements.

**2. Safety and Security:** BOE policy and a goal of the CSIP is to promote, create and maintain a safe and secure learning environment that supports the emotional and physical well-being of students. The BOE reviews progress of goal achievement in this area at least twice annually. The district maintains over 200 security cameras which record student and staff activity; all school buildings have secure entrances; all custodial supplies are stored behind locked closet doors; all schools and facilities are equipped with sprinkler systems; all buildings are ADA compliant including handicapped accessible facilities, and elevators are in all multi-leveled facilities. Playgrounds are reviewed regularly, all the way down to the depth of the mulch. Regular safety walk-through and emergency drills are completed by the safety coordinator and director of facility management alongside building administration. The food service department performs annual audits at all locations and received a 100% score from Christian County Health Department in 2017.

To meet the Board's goals and objectives, a district Safety & Security Team (S&ST) was commissioned by the BOE to act as a resource on matters of safety and security and to work with district staff, the community, and area emergency management personnel to provide a safe, secure learning and working environment. Under the direction of the BOE, the result was a comprehensive safety and security program that encompasses the requirements of the District's CSIP and the BOE's policy and procedures. The program includes: regular emergency management personnel safety and hazard mitigation reviews to identify concerns and threats, a district Emergency Operations Plan (EOP), a Continuity of Operations Plan (COOP), a safety & security advisory group, a list of emergency resources, and Incident Command System (ICS) and National Incident Management System (NIMS) trained administrative staff and other key personnel. The S&ST is comprised of administration, teachers, nurses, county health department employees, school police, coaches, ADs, maintenance workers, counselors, business office personnel, NPS's construction manager, and local and county police, fire and other emergency personnel. The S&ST brings to BOE's attention specific safety and security needs and best practices which include: crisis management, first 24 hours of an emergency situation, yearly staff training, empowering staff to act and react in an emergency situation, building evacuation/relocation sites including MOUs, shelter in place strategies which gave birth to "safety buckets" containing needed emergency supplies in all classrooms, numbering of all exterior doors to assist emergency responders, drop down shades for door windows, intruder drills/building lock downs, consistent cross-district procedures, required staff IDs at all times, mental health issues/concerns, worker's comp safety awareness, parental education on safety procedures and emergency situations, and improved emergency communication. The BOE also allocates resources for district staff and board members to attend continuing education courses for focused training on emergency planning, safety and security issues within the district, examples are: MSBA/CES conferences, NIMS, ICS and FEMA emergency management classes/training that is required for all administrative staff and Multihazard Emergency Planning Training for Schools. From these trainings, as well as others, the BOE and S&ST reviews the EOP and COOP, aligns components of the plans to best practices and updates current district procedures.

The BOE also directed administration to have a review of all campuses conducted by its insurance company and a site safety audit by the S&ST and advisory groups, resulting in improvements to any identified concerns. BOE resource allocations have allowed for five School Police Officers as well as continued first aid and CPR training for staff. As evidence of success, NPS's safety coordinator is the current president of the Missouri School Safety Association due in part to his outstanding efforts in implementing safety and security measures at NPS. Further, NPS was recognized as the #3 of 446 safest school districts in Missouri by Niche.com.

**3. Technology:** It is clear that the world has evolved into one where digital devices are a way of life and an integral part of society. NPS's CSIP directs the district to prepare "future-ready students" and the BOE maintains a philosophy that we are teaching to the students' future and not our past. Thus, after repurposing an old industrial arts building into a Silver LEED certified technology facility, in 2015 the BOE adopted the CONNECTED initiative to incorporate a 1:1 digital device for instruction and learning for all staff and students. To evaluate the district's ability to support needed technology, the BOE allocated resources for a team of facility experts to conduct a study that in part would measure the upgrades needed to increase the capability of the existing infrastructure to support 1:1 information technology and the associated equipment load. These results propelled the BOE to make the needed technology readiness improvements at each school site.

The CONNECTED program is now being implemented through a four-year plan. The first year was "attain" when the focus was on professional learning and best instructional practices for technology integration. The second year was "accept" where teachers accepted new teaching practices and incorporated digital devices in the classroom to support learning. The current and third year is "adapt" where teachers solidify instructional practices to make the changes necessary to support future-ready students. Year four is "achieve" with full integration of the digital device and the successful implementation of the CONNECTED initiative. Over 6,500 devices were successfully deployed to students and staff during the 2016 school year and are presently in daily use.

Further, the BOE was and is actively engaged in data-based decision making regarding instruction and programming by the following: overseeing the deployment of digital devices to the K-6 laboratory/magnet school in the years preceding the CONNECTED initiative to determine best practices for district-wide deployment of 1:1 technology at NPS; developing a four-year plan for CONNECTED to support and prepare teachers and administrators for the implementation of digital devices in the classroom; overseeing the upgrade of the digital infrastructure at each campus location to support internet connectivity of all devices, including partnering with local businesses and purchasing take home "hot spots" for after-hours connectivity for students who do not have internet in the home; forming an ad hoc committee made up of teachers, parents, administrators and other stakeholders to research and recommend the electronic device that was purchased; overseeing the successful deployment of over 6,500 digital devices to students during the 2016-17 school year. Today, there is regular assessment of telecommunication services, technical support, hardware, software and other services needed to improve education, including sufficient oversight of budget, defined technology integration standards, tools for diverse learners, connectivity/bandwidth at each school, instructional software and web/cloud-based tools for teacher and student use.

Evidence of success can be seen in that funding for the CONNECTED initiative was provided by the passage of a bond issue in Nixa. The measure passed with approval of 73% of the voters in the district, which demonstrates the tremendous support that NPS enjoys in the community. The administration has also conducted surveys and received feedback from all stakeholders regarding the implementation of 1:1 technology in the classroom. The feedback has been overwhelmingly supportive of the incorporation of this technology into the daily classroom structure and instruction at NPS. The inclusion of digital devices should further enhance student performance as we prepare forward thinking, future-ready students. Further, evidence of success can be seen in that after a full year of Chromebook use, NPS's APR, MAP and EOC scores did not decline in any area as is often realized after the transition to a digital device platform.

**4. Environmental Practices:** The BOE's commitment to environmental practices over the past decade has generated many advantages, including providing savings to the district in making operational efficiency a key focus area of its strategic plan. The BOE has reviewed and approved funding for many energy conservation measures in alignment with its energy management plan. The BOE's action was an effort to seek, align, manage and optimize resources for improved student success, environmental responsibility and cost savings.

The BOE partners with Sodexo Facilities Management, known for its environmental practices and quality control, to effectively manage facilities/grounds/maintenance, including an annual review by a committee of administrators and building leaders. In its FCAP report submitted in 2017, Sodexo recommended upgrades, repairs and replacements to various HVAC and other systems around the district. Sodexo monitors utility bills monthly and performs annual energy audits and prepares a report with suggestions for environmental improvements and energy load savings plans. The BOE reviews progress toward its goal of financial sustainability and operational efficiency annually during public meetings. The FCAP is the BOE's proactive approach to improve the accuracy of forecasting future capital and maintenance needs.

Additional energy management efforts include the BOE's approval of construction and remodeling of buildings that are designed to LEED standards/certification and that utilize other energy saving details. The BOE approved the replacement of all district lights with more energy efficient bulbs and the replacement of all exterior doors with more energy efficient models, which resulted in 8% lower energy costs in one year. New buildings and remodeling projects are being performed with designs to accentuate natural lighting instead of electrical illumination. The district's FCAP report further identified various roof repair issues that the BOE has prioritized for repair or replacement.

The central office has also transitioned to a paperless system with record keeping, teacher and administrator communications, bill payment and accounting, and payroll and employee compliance forms all moving to an electronic and paperless format. Student registration, volunteer registration, grade reporting, and permission slip signatures have all moved to a paperless system through various software, online sources and the district website. All buildings practice the recycling of paper, cardboard, plastics, etc.

As a specific testament to the BOE's dedication to environmental endeavors, as teachers re-entered the classroom for the 2017-2018 school year, they encountered mold in several classrooms at our Inman campus. Sodexo immediately implemented its building remediation plan and the district also partnered with third-party vendors to dispose of property that could not be cleaned and to sanitize the classrooms and affected areas. Due to the well-executed remediation plan, the school was cleaned in just over a week and the students were able to start school as scheduled (with the exception of 6 classrooms whose students were housed at a local church for the first two days of classes--which helped the district practice its "emergency relocation plan"--which was most successful.) Thereafter, Sodexo and an outside engineering firm determined the cause (excess moisture penetrating the building and insufficient dehumidification by the HVAC system) and made recommendations for actions at other campuses to assure the same problem does not reoccur.

Lastly, to reduce fuel costs for travel, the district has invested in a fleet of vans rather than using large school buses for small groups of students and staff transportation which has resulted in a cost savings of almost \$136,000 over the last three years.

**5. Community Use of Facilities:** Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

As a service to the community, the BOE allows groups to use district facilities for educational, recreational, social, civic, philanthropic and other similar purposes when the facilities are not being used by the district or district-sponsored groups in compliance with Board Policy. The BOE has directed the superintendent or designee to create and enforce procedures addressing facility use. The BOE annually approves fees for the use of district facilities and for any additional costs associated with the use, such as the cost of custodial services, food services, technician services or security services.

In an effort to balance the use of district facilities by community and internal groups, each specific building principal oversees the operation of facility rental/usage. A district gym coordinator was employed by the BOE as a liaison with the Nixa Parks Department to ensure the parks department was able to access the gyms to the fullest extent for their student programs. The principal's office tracks internal and external use of district facilities eliminating conflicts or double booking of space. In addition, each office electronically notifies building services and staff of any need for adjustments to the HVAC schedule to accommodate usage as well as notification to custodial personnel for additional services required by them.

The most commonly used areas include the FEMA gyms for practices of club team sports. While these gyms are used for physical education, choirs, bands and other events during the school day, they are generally unoccupied during the evenings. The Nixa community center is the only other indoor gym facility in Nixa, but its own activities often preclude use of the facility by non-park and recreational teams. Thus, the BOE has enacted policies to allow the reasonable use of its facilities by the local community. In addition, to ensure the safety of the students, staff and community in the event of an emergency, a FEMA shelter coordinator and eight FEMA site supervisors have been employed by the BOE and are activated as needed. By the BOE making this investment, the FEMA shelters can be monitored and manned 24/7 providing a patrons a safe place to go when needed.

NPS's business community is also included in facility usage opportunities by utilizing the BOE approved advertising and sponsorship programs throughout the district. Advertising and sponsorships not only bring in additional revenue to the district, it allows local businesses to have a presence in the district. Because our local tax base supports our educational program, it is important for there to be a business/school partnership in place. This partnership allows for our businesses to "have a face," and advertising within our facilities is a good place to make that happen district wide.

The BOE has also approved utilization of its facilities for the eXtended Learning Time (XLT) program at all elementary and intermediate buildings. This before and after school program allows for supervision and for learning to continue while students are not in a traditional class. Not only does this provide a service for our community, but clear evidence of success is that revenue generated from this parent paid program is used to sustain the district's early learning programs.



**6. Long-Range Facility Planning:** Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

The City of Nixa has grown from 4,700 people in 1990 to an estimated 22,000 in 2018. During the time when the population more than quadrupled, the facility planning for the district primarily involved building new schools where the district grew from four campuses in 1990 to twelve today. To assist in long range facility planning, the BOE commissioned a demographic study in 2005 (with updates in 2007, 2010, 2012, 2015 and 2016) which most recently revealed that the incredible growth that the district had sustained over the past two decades was likely slowing and projected 2-3% annual student growth over the next ten years. Thus, the focus on long range facility planning has shifted from new building construction to existing building maintenance and the addition of classrooms to current buildings. The demographic study also allows for the evaluation of attendance center boundary lines so the BOE can make necessary adjustments if needed.

In 2017, the BOE in compliance with its policies directed Sodexo to examine each building in the district and to prepare a FCAP report and a long-range school facilities maintenance plan. The BOE then determined, through discussion during public meetings and during a board retreat, that a new comprehensive MFP was also needed to define a common vision for creating quality learning environments in our schools that will benefit not only students but the entire community.

The BOE contracted with facility experts to conduct site assessments regarding building conditions, educational suitability and overall site condition. The BOE identified the following goals: maintain fiscal responsibility, provide districtwide program equity, address schools with highest needs, and to maintain consistency in school size and grade level alignment. At the completion of this work, the BOE was presented with an FCAP report to address buildings with opportunities for improvement.

After further discussion by the BOE in public meetings, the BOE adopted a ten-year MFP in 2017. The BOE also determined, due to the scope of current needs, that the items identified in the MFP would be addressed in phases. The BOE further directed administration to determine the availability of bonding capacity for the district to address these projects. The BOE then prioritized the needs at each building and allocated resource for critical repairs.

As evidence of success, all buildings in the district are presently within desirable ranges regarding DESE guidelines for student-teacher classroom size ratios. The BOE is currently planning a 2019 bond initiative to provide funds for additional necessary improvements. If approved by voters, projects will be completed over the next few years. Completion of projects will result in a significant reduction in schools with unsatisfactory facility maintenance issues. Throughout this process, the BOE will continue to allocate resources for buildings to be maintained through routine maintenance via the capital project's budget.

Finally, the BOE utilized students to address an immediate district need of a registration center and a large storage building for surplus furniture and equipment. The high school "building trades" class did an exceptional job in renovating an old house into a district registration center and in building a new warehouse to store surplus district property. Not only did this allow limited resources to accomplish two tasks, it brought out pride and ownership in the students who completed the project.

**Application Process:** describe the process the board used to complete the application so as to ensure participation of all board members in the application process.

Upon being notified of the Board's eligibility to apply for an Outstanding Boards of Education Award, the entire BOE discussed the various topic areas that were available for OBOE application at the 2018 winter study session retreat and decided upon the category in which it would enter. The performance area selected was based in large part on the work the Board has directed over the past 18 months in developing a comprehensive Master Facility Plan.

From there, Joshua Roberts and Linda Daugherty were selected to spearhead the effort to prepare the answers to the application. In February of 2018, Roberts visited with the superintendent, executive director of secondary education, executive director of elementary education, chief financial officer, executive director of human resources, executive director of special services, executive director of technology, chief communication officer/safety coordinator, the executive director of digital learning, school police officers and SODEXO to compile data for this application. After meeting with the same, a draft of answers to the application was created and circulated to all of the board members for input and comments. After input from all board members the application was finalized and submitted to consideration by MSBA.